



MBA Financial Services

Renewal Application to the Province of Ontario

Minister of Training Colleges and Universities for Renewal of Ministerial Consent under the Post-Secondary Education Choice and Excellence Act, 2000

For Dalhousie University's MBA (Financial Services) Program

Submitted by the Centre for Advanced Management Education (CFAME)

Dalhousie University

July 2015



TABLE OF CONTENTS

Program Abstract.....	1
1.1 Submission Title Page	1
1.2 Program Abstract.....	2
2 Course Schedule	3
2.1 Graduate Course Schedule 1	3
2.2 Graduate Course Schedule 2	5
3 Program Self-Study	7
3.1 Self Study : Report to AACSB - Peer Review	7
3.2 Program Evaluation Committee	8
3.3 Program Evaluation Committee Report	9
3.4 Action Plan in response to evaluation - School of Business	10
3.5 Action Plan – in response to evaluation, MBA (Financial Services).....	12
4 Report: Program Context, Changes, and Developments.....	17
4.1 Executive Summary.....	17
4.2 Report on Commitments/Status of Program Action Plan	19
4.3 Additional Information	24
5 Course Outlines.....	27
5.1 Core Courses	27
5.1.1 BUSI 5103 - Business Accounting.....	27
5.1.2 BUSI 5503 – Quantitative Decision Making	37
5.1.3 BUSI 5511 – Managing Information Systems.....	42
5.1.4 BUSI 5703 – Business Economics	49
5.1.5 BUSI 5801 – International Business	55
5.1.6 BUSI 6207 – Advanced Corporate Finance	61
5.1.7 BUSI 6326 - Management Skills Development	68
5.1.8 BUSI 6410 - Advanced Marketing	78
5.1.9 BUSI 6900 – Corporate Social Responsibility	87
5.1.10 BUSI 6990 – Strategic Leadership and Change	96
5.2 Elective Courses	101
5.2.1 BUSI 6230 – Investments and Money Management	101
5.2.2 BUSI 5255 – Global Markets and Institutions	109
5.2.3 BUSI 6300 Risk Management for Financial Institutions.....	117

5.2.4	BUSI 6601 – Legal Aspects of Business	131
6	Faculty CV's.....	143
7	Academic Calendar	145
7.1	Graduate Calendar.....	145
7.2	Academic Calendar – MBA (Financial Services).....	146
8	Policies	151
8.1	Policy/Procedures.....	151
8.1.1	Admission, Promotion and Graduation	151
8.1.2	Program Delivery	159
8.1.3	Capacity to Deliver	168
8.1.4	Program Evaluation.....	172
8.1.5	Academic Freedom and Integrity	173
8.1.6	Student Protection.....	194
9	Additional Materials	201
	APPENDIX A: Self Study Report to AACSB – Peer Review	203
	APPENDIX B: AACSB Program Evaluation Committee Report and evaluation committee CVs	295
	APPENDIX C: Faculty CVs	359
	APPENDIX D: Student Feedback Instruments.....	489
	APPENDIX E: FACULTY OF MANAGEMENT POLICY ON TEACHING QUALITY Revised 2013	507
	APPENDIX F: Admission and Retention Statistics	519
	APPENDIX G: MBA Competencies Framework	523
	APPENDIX H: Credential Recognition.....	529
	APPENDIX I: Program Resources.....	531
	APPENDIX J: Global Business Education Article.....	533

PROGRAM ABSTRACT

1.1 SUBMISSION TITLE PAGE

Full Legal Name of Organization: Dalhousie University																									
Operating Name of Organization: Dalhousie University																									
Common Acronym of Organization (if applicable): DAL																									
URL for Organization Homepage (if applicable): http://www.dal.ca/																									
Proposed Degree Nomenclature: Master of Business Administration (Financial Services)																									
Location (specific address) where program to be delivered (each location requires a location-specific consent from the Minister): Halifax, NS; Toronto, ON; Calgary AB, Edmonton, AB, Vancouver, BC																									
Contact Information: Person Responsible for this Submission: Name/Title: Dr. Martine Durier-Copp, Director Administrative Full Mailing Address: Dalhousie University Faculty of Management P.O. Box 15000 6100 University Avenue, Suite 3100 Halifax, NS B3H 4R2 Telephone: (902) 494-3477 Fax: (902) 494-5164 E-mail: martine.durier-copp@dal.ca																									
Site Visit Coordinator (if different from above): Same as above																									
Program launch date: September 1996																									
Intake for the past 3 years of the program:																									
<table border="1"> <thead> <tr> <th colspan="5">New Student Intake Trends/Academic Year – Three Year Overview</th> </tr> <tr> <th>Semester</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>2014/2015</td> <td>25</td> <td>19</td> <td>4</td> <td>48</td> </tr> <tr> <td>2013/2014</td> <td>27</td> <td>13</td> <td>4</td> <td>44</td> </tr> <tr> <td>2012/2013</td> <td>22</td> <td>20</td> <td>0</td> <td>42</td> </tr> </tbody> </table>	New Student Intake Trends/Academic Year – Three Year Overview					Semester	Fall	Winter	Spring	Totals	2014/2015	25	19	4	48	2013/2014	27	13	4	44	2012/2013	22	20	0	42
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2014/2015	25	19	4	48																					
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2012/2013	22	20	0	42																					
Initial Tuition Fee: \$ 2615.00/course (Part Time studies)																									

1.2 PROGRAM ABSTRACT

The Dalhousie MBA (Financial Services) degree is designed to assist managers in the financial services industry to enhance their knowledge and skills by furthering their abilities to exercise leadership and make sound strategic decisions, honing their analytical skills, and sharpening their judgment in managerial and client service roles. The program broadens the horizons of financial managers by exposing them to theoretical business and managerial concepts the industry, to new and emerging ideas, thereby enhancing performance in their present positions and increasing their scope of career opportunities.

Developed and delivered by award-winning academics and financial services experts working in close collaboration with employers and industry associations, our program is characterized by experiential learning which can be applied immediately to professional responsibilities.

Offering a balance of theory, analysis and day-to-day financial services practice, our program builds on existing experience to enable strategic response to complex management issues and to devise innovative, relevant and real world solutions to our students' organizations' current challenges.

The part-time MBA (FS) program is delivered using a blended learning model of combining distance and classroom instruction.

2 COURSE SCHEDULE

2.1 GRADUATE COURSE SCHEDULE 1

Year and Semester	Course Number & Title	Course Credit Hours	Couse Prerequisite and Co-requisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
Academic Years 2015/2016					
Fall 2015	BUSI 5103: Business Accounting	3 Cr Hrs	N/A	Joan Conrod	MBA, CPA, FCPA
Fall 2015	BUSI 5503: Quantitative Decision Making	3 Cr Hrs	N/A	Leonard MacLean	PhD (Statistics)
Fall 2015	BUSI 5511: Management Information Systems	3 Cr Hrs	N/A	Grant Sullivan	MBA, MEC, BEng, IT and Proj Mgmt professional
Fall 2015	BUSI 5801: International Business	3 Cr Hrs	N/A	Carolan McLarney	PhD (International Business and Strategy)
Fall 2015	BUSI 6601: Legal Aspects of Business	3 Cr Hrs	N/A	Raymond Klapstein	LLM, MBA (Law)
Winter 2016	BUSI 5703: Business Economics	3 Cr Hrs	N/A	Teresa Cyrus	PhD (Economics)
Winter 2016	BUSI 6207: Adv. Corporate Finance	3 Cr Hrs	BUSI 5103 Business Accounting	Iraj Fooladi	PhD (Finance)
Winter 2016	BUSI 6326: Management Skills Development	3 Cr Hrs	N/A	James Barker	PhD (Organizational Behaviour and change, Leadership and Chaos Theories)
Winter 2016	BUSI 6410: Adv. Marketing	3 Cr Hrs	N/A	Edward Hugh	MBA (Marketing), 30+ exp practitioner
Winter 2016	BUSI 6255: Global Markets & Institutions	3 Cr Hrs	BUSI 6207: Adv Corporate Finance	Gregory Hebb	PhD (Finance)
Winter 2016	BUSI 6900: Corporate Social Responsibility	3 Cr Hrs	N/A	Cedric Dawkins	PhD (CSR, HR Mgmt and Human Rights, Business & Society, Business Ethics)
Summer 2016	BUSI 5511: Management Information Systems	3 Cr Hrs	N/A	Grant Sullivan	MBA, MEC, BEng, IT and Proj Mgmt professional
Summer 2016	BUSI 6990: Strategic Leadership and Change	3 Cr Hrs	All MBA (FS) courses	Carolan McLarney	PhD (International Business and Strategy)

Year and Semester	Course Number & Title	Course Credit Hours	Couse Prerequisite and Co-requisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
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Fall 2016	BUSI 5103: Business Accounting	3 Cr Hrs	N/A	Joan Conrod	MBA, CPA, FCPA
Fall 2016	BUSI 5503: Quantitative Decision Making	3 Cr Hrs	N/A	Leonard MacLean	PhD (Statistics)
Fall 2016	BUSI 5511: Management Information Systems	3 Cr Hrs	N/A	Grant Sullivan	MBA, MEC, BEng, IT and Proj Mgmt professional
Fall 2016	BUSI 5801: International Business	3 Cr Hrs	N/A	Carolan McLarney	PhD (International Business and Strategy)
Fall 2016	BUSI 6230: Investments and Money Management	3 Cr Hrs	BUSI 6207: Corporate Finance	Iraj Fooladi	PhD (Finance)
Fall 2016	BUSI 6900: Corporate Social Responsibility	3 Cr Hrs	N/A	Cedric Dawkins	PhD (CSR, HR Mgmt and Human Rights, Business & Society, Business Ethics)
Winter 2017	BUSI 5703: Business Economics	3 Cr Hrs	N/A	Teresa Cyrus	PhD (Economics)
Winter 2017	BUSI 6207: Adv. Corporate Finance	3 Cr Hrs	BUSI 5103 Business Accounting	Iraj Fooladi	PhD (Finance)
Winter 2017	BUSI 6326: Management Skills Development	3 Cr Hrs	N/A	James Barker	PhD (Organizational Behaviour and change, Leadership and Chaos Theories)
Winter 2017	BUSI 6410: Adv. Marketing	3 Cr Hrs	N/A	Edward Hugh	MBA (Marketing), 30+ exp practitioner
Winter 2017	BUSI 6300: Risk Management for Financial Institutions	3 Cr Hrs	N/A	Richard Nason	PhD (Finance)
Summer 2017	BUSI 5801: International Business	3 CR Hrs	N/A	Carolan McLarney	PhD (International Business and Strategy)
Summer 2017	BUSI 6990: Strategic Leadership and Change	3 Cr Hrs	All MBA (FS) courses	Carolan McLarney	PhD (International Business and Strategy)

- Course offerings and intensive locations are subject to minimum registrants.
- The Strategic Leadership & Change (SLC) course is always offered during the summer in Halifax, and students must complete all other program requirements before registering for the final course/SLC.

2.2 GRADUATE COURSE SCHEDULE 2

Year and Semester	Course Number & Title	Course Credit Hours	Course Prerequisite and Co-requisites	Instructor's Highest Qualification Earned and Discipline of Study
Academic Years 2015/2016				
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Fall 2015	BUSI 5511: Management Information Systems	3 Cr Hrs	N/A	MBA, MEC, BEng, IT and Proj Mgmt professional
Fall 2015	BUSI 5801: International Business	3 Cr Hrs	N/A	PhD (International Business and Strategy)
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Winter 2016	BUSI 5703: Business Economics	3 Cr Hrs	N/A	PhD (Economics)
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Winter 2016	BUSI 6326: Management Skills Development	3 Cr Hrs	N/A	PhD (Organizational Behaviour and change, Leadership and Chaos Theories)
Winter 2016	BUSI 6410: Adv. Marketing	3 Cr Hrs	N/A	MBA (Marketing), 30+ exp practitioner
Winter 2016	BUSI 6255: Global Markets & Institutions	3 Cr Hrs	BUSI 6207: Adv Corporate Finance	PhD (Finance)
Winter 2016	BUSI 6900: Corporate Social Responsibility	3 Cr Hrs	N/A	PhD (CSR, HR Mgmt and Human Rights, Business & Society, Business Ethics)
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Fall 2016	BUSI 5511: Management Information Systems	3 Cr Hrs	N/A	MBA, MEC, BEng, IT and Proj Mgmt professional
Fall 2016	BUSI 5801: International Business	3 Cr Hrs	N/A	PhD (International Business and Strategy)
Fall 2016	BUSI 6230: Investments and Money Management	3 Cr Hrs	BUSI 6207: Corporate Finance	PhD (Finance)
Fall 2016	BUSI 6900: Corporate Social Responsibility	3 Cr Hrs	N/A	PhD (CSR, HR Mgmt and Human Rights, Business & Society, Business Ethics)
Winter 2017	BUSI 5703: Business Economics	3 Cr Hrs	N/A	PhD (Economics)
Winter 2017	BUSI 6207: Adv. Corporate Finance	3 Cr Hrs	BUSI 5103 Business Accounting	PhD (Finance)
Winter 2017	BUSI 6326: Management Skills Development	3 Cr Hrs	N/A	PhD (Organizational Behaviour and change, Leadership and Chaos Theories)
Winter 2017	BUSI 6410: Adv. Marketing	3 Cr Hrs	N/A	MBA (Marketing), 30+ exp practitioner

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- Course offerings and intensive locations are subject to minimum registrants.
- The Strategic Leadership & Change (SLC) course is always offered during the summer in Halifax, and students must complete all other program requirements before registering for the final course/SLC.

3 PROGRAM SELF-STUDY

The Dalhousie Rowe School of Business, including the MBA (Financial Services) program, has undergone a full accreditation review by the Association of Advanced Collegiate Schools of Business (AACSB) in the summer of 2013; the rigorous regulations, process and procedures, and assessment by third party evaluators involved in this review meet the criteria of a self-study. Information is provided below. Also provided is documentation on remedial and continuous improvements measures adopted by the Rowe School of Business in response to the accreditation report.

3.1 SELF STUDY : REPORT TO AACSB - PEER REVIEW

(see Appendix A for full report)



Report to the AACSB

Maintenance of Accreditation Peer Review Team

August 23, 2013

3.2 PROGRAM EVALUATION COMMITTEE (see Appendix B for CV's)

Dr. James K Weeks (Chair)

Dean, The University of North Carolina at Greensboro

Joseph M Bryan School of Business and Economics

Dr. Wilf Zerbe, Dean , Faculty of Business Administration

University of Newfoundland

Dr. Ali Dastmalchian, Professor, School of Business

University of Victoria

Lorn Sheehan, PhD

Professor & Director

Rowe School of Business, Dalhousie University

Halifax, Nova Scotia, Canada

3.3 PROGRAM EVALUATION COMMITTEE REPORT (See Appendix B for full report)



January 14, 2014

Peggy H. Cunningham PhD
Dean
Dalhousie University
Faculty of Management
Kenneth C. Rowe Management Building
6100 University Avenue, Suite 3050
Halifax NS B3H 3J5

Email: peggyvo@dal.ca

Dear Dean Cunningham:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the undergraduate and master's degree programs in business offered by Dalhousie University concurred with by the Continuous Improvement Review Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of the Faculty of Management.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, the Faculty of Management is to be commended on the following strengths and effective practices:

1. Strong financial model aligning the 2013-2014 and planned uses over the next two years of the \$15 million Rowe gift with strategic plans and priorities toward transforming the School to an even higher level of quality.
2. The values-based management strategic focus including offering a values-based management class in each program and conveying values-based management topics in every class.
3. Strategic collaborations with employers.
4. Accounting students' average pass rates on the CA Uniform Final Exam in Atlantic Canada over the past decade of 94.6 percent, which is significantly above the national average.
5. Mandatory work-terms in the MBA Corporate Residency (CR) and Bachelor of Commerce programs
6. Scotiabank "You are Hired" Interview Competition.
7. Interdisciplinary initiatives taken by the School to capitalize on the course offerings of other schools in the Faculty of Management, most notably the Bachelor of Management and the Management without Borders in the MBA (CR) programs.
8. The Careers Services Office.

Additionally, in the interest of continuous improvement, the Faculty of Management should closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:

The Association to Advance Collegiate Schools of Business

777 South Harbour Island Blvd
Suite 750
Tampa, Florida 33602-5730 USA

813-769-8500 Tel
813-769-8559 Fax
www.aacsb.edu

3.4 ACTION PLAN IN RESPONSE TO EVALUATION - SCHOOL OF BUSINESS

September 10, 2014, correspondence to entire School of Business from:

Lorn Sheehan, PhD

Professor/Director

Rowe School of Business, Dalhousie University

Halifax, Nova Scotia, Canada

Ph: 902-494-8067 email: Lorn@dal.ca

Dear Colleagues,

As we settle into the fall semester, I want to draw your attention to two areas we will be working on that are related to the continuous improvement of our school and that are very importantly connected to our accreditation by the Associate to Advance Collegiate Schools of Business (AACSB).

1. Improvement of our Curriculum Management and Assurance of Learning Plans

Continuing Curriculum Mapping and Linking to Assurance of Learning Plans

Led by Associate Dean (Academic) Vivian Howard and the Program Directors

- Curriculum Maps of each degree program will be updated
- Curriculum Maps will be capable of linking directly to the rubrics and data collected for Assurance of Learning Plans (discussed below)

Undergraduate Programs (BComm and BMgmt) - Development of Rubrics and Data Collection for Assurance of Learning Plans

Led by Director of Undergraduate Programs Florence Tarrant and Core Course faculty members

- Florence and Lorn will lead a Rubric and Data collection workshop on September 26th (Details to follow shortly)
- Faculty teaching core courses – will refine their rubrics and collect data with them that will feed into the Assurance of Learning Plans that will be reviewed by the BComm and BMgmt Curriculum Committees

Graduate Programs (CRMBA and MBA-FS) - Development of Program Vision, Goals and Objectives

Led by Program Directors Dan Shaw and Ray Klapstein and the Core faculty members of the CRMBA and MBA(FS) Programs

- This process is beginning now and will conclude by the end of the fall semester
- Rubric development and data collection will occur in the winter semester

2. Assessment of Faculty Member Qualifications

The AACSB Peer Review Team visited us last fall and subsequently found our faculty members to be appropriately qualified. However, in the following excerpt from their final report, they request several actions as part of our continuous improvement in relation to the accreditation standards.

1. Review, revise and incorporate in current policies and practices the recently approved (April, 2013) accreditation standards and guidelines, especially:
 - a. the expectations related to demonstrating innovation, impact and engagement,
 - b. those related to faculty qualification categories and expectations, and
 - c. the requirement to include executive education in the scope once revenues reach 5 percent.
2. Align the faculty work load policy point system with the School's mission and AACSB Standards.
3. Review whether the point system for development activities and for determining qualifications, especially professional qualifications (and especially, for administration), are consistent with AACSB standards.

Item 1 requires a detailed review of the new AACSB standards and guidelines. This will determine the degree to which we require revision of our related policies and practices.

Items 2 and 3 require a review of our *Workload Policy* (developed in 2011 with minor revision in 2013) which applies to our tenured or tenure-track faculty members appointed to the professorial ranks. The *Workload Policy* does not apply to either part-time sessional faculty (compensated on a course-by-course basis under the CUPE collective agreement) or full-time sessional faculty teaching under a limited term contract (whose teaching loads is presently set at 6 courses per year). I will lead a group of faculty members to do an initial review of the *Workload Policy* which will then be discussed more broadly at a School meeting. So far our Research Leads (Maria and Binod) have agreed to work with me on this. We would be happy to have anyone else in the professoriate (Assistant, Associate or full Professor) who is interested join us. Please contact me directly if you are interested.

Finally, we must now report on the qualifications of our faculty members (professorial, limited term and CUPE appointments) using the classification framework below (Figure 1). We will use the annual reports and cvs of faculty members to assess which category they belong to.

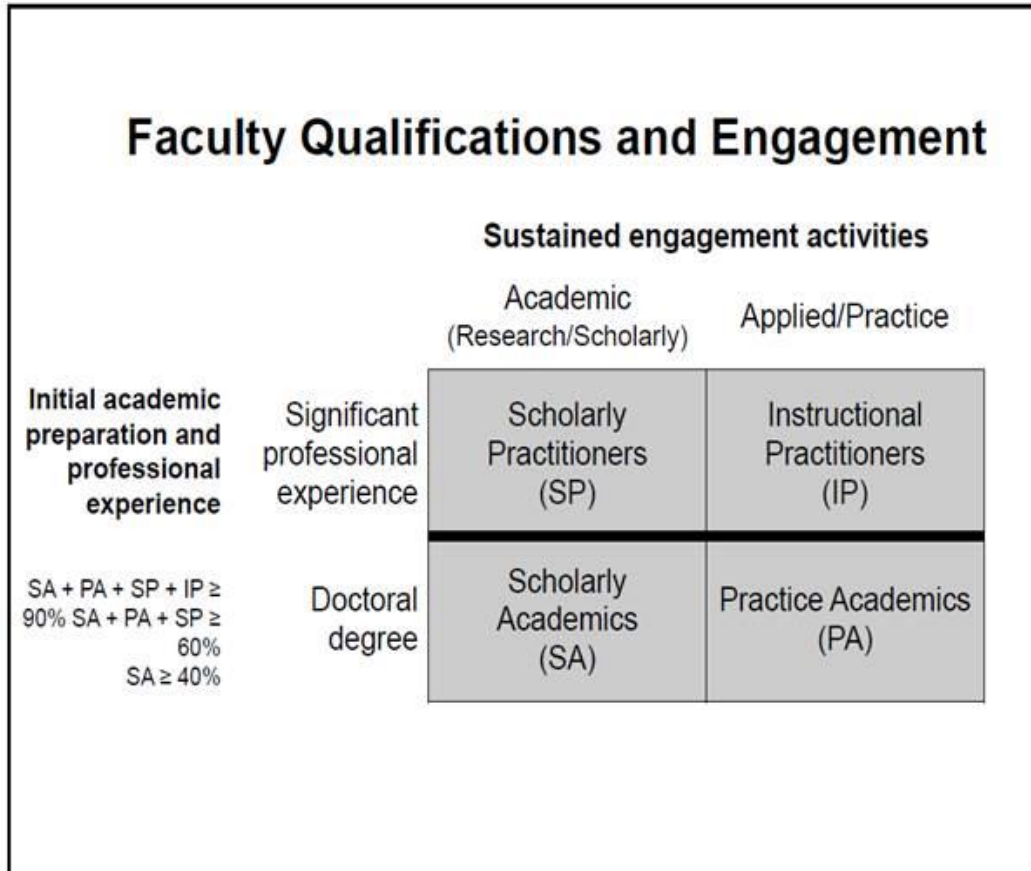


Figure 1. AACSB Framework for classifying faculty members according to qualifications and engagement activities.

Thank you in advance for your direct and indirect support of these efforts. Periodic updates will occur at School meetings and other committees as relevant.

Continuously yours,

Lorn

3.5 ACTION PLAN – IN RESPONSE TO EVALUATION, MBA (FINANCIAL SERVICES)

MBA Advanced Management Assurance of Learning (AOL)

So as to comply with AACSB International Assurance of Learning accreditation standards, accredited institutions are required to formulate specific learning goals and to conduct direct assessments of learning, so as to continuously improve learning.

The two foundational AOL standards include accountability and continuous improvement.

According to AOL, the outcomes assessment process should include

1. definition of student learning goals and objectives;
2. alignment of curricula with the adopted goals;
3. identification of instruments and measures to assess learning;
4. collection, analysis and dissemination of assessment information;
5. using assessment information for continuous improvement, including documentation that the assessment process is being carried out on an ongoing basis [AACSB Assurance of Learning Standards; An Interpretation, 3 May 2013]

AACSB is concerned with **program-level learning goals**, and not with course-level assessment.

Learning goals should reflect broad educational expectations for each degree program, regardless of major. They should reflect the **major intellectual and behavioural competencies a program intends to instill in its students through the total educational experience**. [e.g. what do we want our students to be?"] Learning goals should express expectations that reflect the expected depth and breadth of student knowledge, skills that are the sustainable foundations for life-long learning in support of their professional and personal development.

4-10 learning goals will be developed for a programme. **Learning goals are broad statements of accomplishment which cut across a curriculum, and express student achievement at a macro-level, rather than in specific courses.**

As broad, aspirational statements, learning goals are not suitable for assessment. Therefore each learning goal will be translated into one or more learning objective, which describe a measurable attribute of the overall learning goal.

For each objective, a measurement/assessment indicator must be developed to allow for an evaluation of student performance.

Examples:

Learning goal: Our graduates will demonstrate problem solving skills, supported by appropriate analytical and quantitative techniques

Objectives: in a case setting, students will use appropriate analytical techniques to identify a business problem, generate and compare alternative, and develop solution

In a case setting, students will recognize and analyse ethical problems, choose and defend a solution

Learning Goal: our students will have a global perspective

Objectives: our students will define key components of countries' business environments and give examples of how environmental components differ across countries

Our students will evaluate the foreign market potential for a product and develop an entry strategy

Learning Goal: our students will have an ethical perspective

Objectives:

Our student will know the professional code of conduct within their discipline

Our students will identify the activities/issues in their chosen professional that may present ethical challenges, and will articulate the consequences associated with unethical behavior

Our students will identify an ethical dilemma in a scenario case

Mission of the Advanced Management MBA is to enhance the career goals of students by strengthening their managerial knowledge and skills, while developing their ethical and entrepreneurial leadership

- **Leadership Skills:** The student will be able to develop leadership skills to support career growth and prepare for executive responsibilities and challenges.
- **Problem Solving-Decision Making:** The student will be able to identify a problem, develop alternative solutions, and choose a course of action.
- **Managerial Knowledge:** The student will demonstrate a broad managerial knowledge required to understand and function in the environment within which organizations operate.

Written Communication: The student will be able to communicate effectively in writing within a business environment.

- **Oral Communication:** The student will be able to communicate orally in an effective and professional manner.

Vision The Dalhousie Advanced Management MBA Program is the nation's leading blended learning graduate program for mid-career working professionals.

Values Consistent with, and in furtherance of the values espoused by the Dalhousie Faculty of Management and the Rowe School of Business, the Dalhousie Advanced Management MBA program and its successors will emphasize the following key values:

- Engagement
- Innovation

Mission The mission of the AM MBA is to further the career goals of working professionals, through a blended learning delivery, strengthening their knowledge and leadership skills, while enhancing their use of a values-based approach to

Learning Goals

Our students will demonstrate critical thinking and evidence-based management, utilizing analytical frameworks and quantitative models.

Measurable Learning Objectives

Measurable Learning Objectives

Our students will be able to effectively apply values based management thinking and understand the importance of ethical

Measurable Learning Objectives

Measurable Learning Objectives

Our students will demonstrate a global perspective in their strategic analysis and decision-making

Measurable Learning Objectives

Measurable Learning Objectives

Our students will be able to demonstrate making an impact on their organisations.

Measurable Learning Objectives

Measurable Learning Objectives

MECHANISMS/INDICATORS TO ASSESS EACH LEARNING OBJECTIVE

ACADEMIC COMMITTEE REVIEWS THE DATA; IMPLEMENTS CHANGES TO IMPROVE LEARNING

Vision The Dalhousie Advanced Management MBA Program is the nation's leading blended learning graduate program for mid-career working professionals.

Core Values of the Program:

Consistent with, and in furtherance of the values espoused by the Dalhousie Faculty of Management and the Rowe School of Business, the Dalhousie Advanced Management MBA program and its successors will emphasize the following key values:

- Engagement
 - ongoing engagement and collaboration among participants from all stakeholder groups to ensure that our programming is current and relevant to the needs of our students
 - participation by professors and other learning facilitators with relevant professional knowledge and experience
- Innovation
 - continuous improvement in providing relevant graduate level programming for working professionals
 - continued application of the most current knowledge, tools and techniques in delivering learning opportunities to off-site students
- Impact
 - entrenchment of an appreciation of the importance of life-long learning in all of our students and graduates
 - constant attention to the crucial need for ethical leadership and values-based management to face the issues presented by a rapidly changing world

Mission The mission of the AM MBA is to further the career goals of working professionals, through a blended learning delivery, strengthening their knowledge and leadership skills, while enhancing their use of a values-based approach to management.

4 REPORT: PROGRAM CONTEXT, CHANGES, AND DEVELOPMENTS

4.1 EXECUTIVE SUMMARY

Program Title and Credential:

Master of Business Administration (Financial Services)

Discipline/Field of Study:

Business

Prior work experience is required for admission and degree completion

A minimum of 5 years relevant professional experience is required for admission into the MBA (Financial Services) program.

Program Start Date:

Dalhousie has been offering the MBA (Financial Services) program since 1996, with close to 1000 graduates and an expected 25 more this fall.

Organization Overview and Program Description:

Originally founded in 1818, by George Ramsey, the 9th Earl of Dalhousie, Dalhousie University operates under an act of the legislature of the Province of Nova Scotia. As the oldest, largest and most comprehensive university in Eastern Canada, Dalhousie has developed a strong national reputation for quality. This reputation is based on the University's academic excellence, the scope and breadth of its programs and the track record of its graduates in the working world.

The Maritime Provinces Higher Education Commission (MPHEC) oversees all of the program approvals, modifications and changes, as well as, audits the quality assurance for universities in Nova Scotia, New Brunswick and Prince Edward Island.

Dalhousie University is divided into eleven Faculties with each Faculty headed by a Dean who exercises academic and administrative authority under the guidelines established by the University's Board of Governors. The Faculty of Management comprises four Schools: Business Administration, Public Administration, Information Management and Resource and Environmental Studies. The

Faculty offers four business programs that have been accredited by AACSB International, two four-year undergraduate programs; - the Bachelor of Commerce and the Bachelor of Management - and two graduate programs: the MBA and the MBA (Financial Services).

The MBA FS program has been developed in response to industry demand. It specifically addresses the needs of individuals who are working full-time, may be resident outside major communities that have universities, and require learning in a format providing for a process of self-directed study within the limitations of individual schedules. These needs are addressed while still providing the highest level of academic standards (as set by the Faculty of Graduate Studies), and having the student interact with the professor and other students for a period of time which is similar in duration (or longer) to that spent in class by full-time MBA students.

This innovative degree program is primarily designed for upper-middle managers and junior executives in the financial services sector. These are leaders who rely on people, financial resources, and technology to achieve results, managers who constantly face challenging decisions. A high calibre of students entering the program is ensured through a rigorous admissions process which includes a review of past academic performance, professional performance at the management level, references, and a review of each applicant's personal resume. Once accepted by Dalhousie University, a student must complete the requirements for the MBA (FS) degree within seven years.

The individuals admitted into this program are expected to contribute to the development of their fellow students through a co-production of knowledge process, which includes their sharing of management experiences. The academic personnel instructing each course provide the additional knowledge base, analytical and problem-solving capacity necessary for students to develop and enhance existing management skills.

MBA FS courses are offered via a distance education format consisting of seventeen weeks of distance study and assignments followed by a three-to-five-day intensive face-to-face learning session. The capstone course, ***Strategic Leadership and Change***, is taken after all other relevant courses are completed and consists of eight weeks of distance study and assignments followed by a one-week intensive learning session conducted at Dalhousie University. Students are expected to integrate their new knowledge into everyday responsibilities, on a course-by-course basis, into their existing positions and as their careers progress.

During the e-learning portion of each course, students submit assignments that are marked and returned with detailed commentary. In addition, students have access to their faculty member by phone, fax, and e-mail, web-based conference boards and chat rooms. Generally, the same instructor delivers the intensive session held at the end of every course. As a result, the professor, through reviewing the students' assignments and through discussion, is familiar with the students' requirements when she/he arrives in the classroom for the intensive session. This provides a much stronger learning process than the limited time for student-instructor contact in the traditional classroom. While many distance programs that offer accredited MBA programs do not require intensives in every course, the FS program strongly believes in the andragogical benefits of blended learning.

4.2 REPORT ON COMMITMENTS/STATUS OF PROGRAM ACTION PLAN

The MBA (Financial Service) academic committee meets on a regular basis to review academic issues associated with the program.

4.2.1 MBA (FS) Academic Committee Meeting Minutes Excerpts Pertaining to Program Action Plan

Note: reference to appendices in this section refer to MBA (FS) Academic meeting supplementary documents and are not included as appendices in this application document.

AGENDA/Minutes

MBA (FS) COMMITTEE MEETING

Dec 16th, 2014 2:30 pm to 3:30 pm

Room 4113, SBA Meeting Room

Agenda Item #5

Competencies, Curriculum Mapping and AoL Learning Outcomes –Martine & Lorn

- a. Need to have measurable Learning Objectives
- b. Learning goals need to be related on a program level
- c. Learning goals and program outcomes need to be communicated to students

ACTION: *Martine and Ray to continue to work on MBA Advanced Management AOL Process chart and competency framework*

AGENDA

MBA (FS) COMMITTEE MEETING

Oct 21th, 2014 2:30 pm to 3:30 pm

Room 4113, SBA Meeting Room

Agenda item #5

Competencies – (see Appendix C) Ray

MBA (FS) instructors have been asked to review the MBA AM Student Outcomes and to provide commentary on how their courses align with the current competencies.

The committee generally approved the competencies, and framework document, while recognizing that this still a draft (reformatting, editing required); thus this item will continue to be on the agenda until a final version is approved.

AGENDA

MBA (FS) COMMITTEE MEETING

Sept 16th, 2014 2:30 pm to 3:30 pm

Room 3087, Kenneth C. Rowe Building

Agenda Item #5

Vision and Values (see Appendix C) - Ray

Ray presented draft MBA (Financial Services) program Vision and Value statements for discussion. The V & V were developed to be aligned with the Faculty of Management and Rowe School V & V statements. The proposed MBA (FS) V & V statements also take into consideration the proposed 3 pillars/mission driven categories for the AACSB Assurance of Learning.

*****Action:** The committee agreed that measurements will need to be in place to evaluate the program's success on the delivery of the values stated. A sub-committee will be created to develop the measurement criteria and evaluation matrix.

Motion – Mike Foster moved to accept the proposed MBA (Financial Services) program's Vision and Value statements as presented in Appendix C

Seconded – Elizabeth Kelley

APPROVED - All in favor

Agenda Item #6

MBA (FS) Mission, Goals and Competencies (see Appendix D)

A discussion then followed regarding the DRAFT MBA FS program competencies. 9 Competencies were proposed, and upon conclusion of the discussion, the follow action items will take place:

*****Action**

- Outcome #9 , change Triple-bottom-line to Values Based Management
- Martine/Ray to meet with curriculum/subject area instructors to review and provide input on the learning outcomes and measurements.
- Martine and Ray to report back to the committee as to the results of the meetings with the curriculum area specialists.

Agenda Item #7

Terms of Reference for MBA (FS) program committee (changes for RSB constitution) (see Appendix E) – Ray

Motion – Greg Hebb moved to accept the revised Term of Reference as proposed in Appendix E.

Seconded – Mike Foster

APPROVED - All in favor

- Martine and Ray to report back to the committee as to the results of the meetings with the curriculum area specialists.

Minutes

MBA (FS) COMMITTEE MEETING

June 26th, 2014 3:30 pm to 4:30 pm

Mackay Boardroom, Kenneth C. Rowe Building

Agenda Item #5: Assurance of Learning- Lorn

- d. AoL conference was attended by Florence Tarrant, the new model being evaluated falls under the following categories :
 - i. Access – Applied – Assessment
 - ii. The academic committee needs to have a broader involvement overall process.
 - iii. Lorn will meet with all Academic Directors to review the process for AoL and the new model.
 - iv. Highlights of the New Model:
 - 1. AoL should connect to VISION, MISSION and VALUES
 - 2. Next review slated for 2018
 - 3. Mission and Vision driven – AoL should use examples of the 3 pillars : Innovation – Impact – Engagement
 - 4. Expected to see 4 goals /4 objectives for each goal ; 1-2 measurements for each goal.
 - 5. AoL is based on individual student assessment.
 - 6. AoL assessment is expected to be more qualitative; however, it will be very important to show how the committee is dedicated and invested in curriculum issues; such as curriculum mapping, linking to course and program outcomes, show where the links and gaps are. The program academic committee will need to demonstrate they are using the data to close loops.
 - 7. The committee is responsible for the overall academic governance of the curriculum.
 - v. ACTION:
 - 1. Ray will include Academic Committee members in the AoL process.
 - 2. The overall committee will strengthen governance of academic issues pertaining to the MBA (FS) program.
 - 3. A draft of a Mission and Vision statement will be available for discussion and approval the next meeting.
 - 4. 3 years of Matrix and measurement will need to be collected.

AGENDA

MBA (FS) COMMITTEE MEETING

November 13, 2013 – 1:00 pm to 2:00 pm

MacKay Boardroom, Kenneth C. Rowe Building

Agenda Item #5: Assurance of Learning- Lorn Sheehan

- e. L. Sheehan reported on the AACSB accreditation review results; he confirmed the School has been granted reaccreditation for the next 5 years (2018-2019).
 - i. Lorn read aloud the following inserts from the AACSB report:

“The School is encouraged to build on its substantially improved administration and faculty governance reorganizations to evaluate and improve the quality of the AoL processes and management. The School is encouraged to review how it is using instructors’ grades of course assignments or tests to determine whether students are meeting the learning objectives and how the current AoL process may produce results that will inform the faculty for closing the loop.” The School should document that the AoL processes and management are mature and effective, resulting in curricula improvements (Assurance of Learning Standards 16, 18) “

“Prior to next review.....

1. The Peer Review Team (PRT) concurs with the prior PRTs’ review that the School should review using course instructors’ grades and judgments in assessing whether classes “met” or “DID NOT meet” learning expectations. The School should document that the AoL processes and management are mature and effective, resulting in curricula changes and improvements in learning (Assurance of Learning Standards 16, 18) “

“the School continues to work towards the complete institutionalization of AoL data into its annual cycle of curricula development”

“The PRT observed that there were a limited number of curricula changes, such as changes in course assignments, cases, etc...based on AoL direct learning outcomes assessments. While the overall curricula assessment and governance systems has clearly produced curricula changes and improvements, the AoL process component of that system is relatively immature in terms of the number of closed loop cycles driven by direct assessments of learning and documented evidence of improvements in learning emanating from the process.”

“The PRT observed that there was a high degree of variability in the format of rubrics across and with learning goals of the School’s programs. For example, there was variability in the number of categories and the degree of behavioral concreteness in how expected learning outcomes were to be met. Individual instructors could revise rubrics with oversight. These hamper comparability of AoL results across assessment periods.”

“For some programs no examples were provided of how AoL results were used to direct curricula improvements; all students were found to have met or exceeded expectations. Yet when asked to identify examples of the use of the AoL results, instances were related from these same programs.”

- f. Lorn stressed that importance of the MBA (FS) academic committee’s participation and responsiveness to the AoL process.
- g. All committee members were in agreement that the committee takes a more active role in the AoL process. The next meeting (Dec 2013) will be dedicated to reviewing

the current MBA (FS) program AoL Goals and Learning Outcomes for the MBA (FS) program.

Minutes

MBA (FS) COMMITTEE MEETING

October 16, 2013 – 1:00 pm to 2:00 pm

Room 4113, Kenneth C. Rowe Building

Agenda Item # 5: AACSB Assurance of Learning

- a. R. Klapstein reported that the MBA (FS) program will put into place mechanisms for capturing and reporting assurance of learning goals for AACSB. Ray will invite Lorn Sheehan and Vivian Howard to the next meeting to speak to the committee about AACSB AoL and curriculum mapping.
- b. It was noted the data captured would also be beneficial for an FGS review as well as the application renewal to the Ontario Higher Education Board.

4.3 ADDITIONAL INFORMATION

The MBA FS recently completed an application process to provide for a new specialization stream, Leadership. This process included internal reviews, external reviews, and approval by the regional Maritime Provinces Higher Education Council. The details of these changes are highlighted below.

MODIFIED PROGRAM PROPOSAL -

1. *Change in name of the program from MBA Financial Services to Advanced Management MBA (AM MBA);*
2. *Broadening of the professional experience admission requirements (from five years in the financial services sector to five years in any sector, in any professional context)*
3. *Expansion of the number of elective courses offered.*

Rationale

The Association to Advance Collegiate Schools of Business (AACSB) accredited MBA (Financial Services) has a proven track record of training leaders and managers for almost twenty years. However, entrance into the program was restricted to people who had experience working in the financial services field. The Advanced Management MBA has been designed in response to requests by mid-career professionals in from other areas of business and in the public sector for a blended/online MBA which fully prepares managers and leaders to deal with the complexity of a rapidly changing socio-economic environment. As a result of requests from mid-career managers to consider other avenues of admission and specialization, the Faculty of Management undertook research with the target audience (mid-career managers, not currently enrolled in an MBA program, who expressed interest (via screener) in Master's-level education). The research was designed to determine whether there was market interest in an expanded program offering and a broadening of the admission requirements. More details on the market research, undertaken by Corporate Research Associates, is provided in Section 3, following.

Indeed, more than three quarters of the over 1500 respondents to an independently-administered online survey expressed some intention of furthering their education through business or management related fields of study. Ten percent of respondents voluntarily identified an MBA as the type of program they were considering, and more than a third would consider an MBA, as it was of higher interest and higher relevancy for their career objectives. This is of particular interest given that the relevance of a program to career objectives is by the far the dominant driver of interest in the program. The vast majority view of respondents wanted the proposed MBA to be a part-time study program that would permit them to continue their employment while pursuing an advanced degree. Thus, the initial assessment indicated that there appears to be a market for the program. Respondents also saw value in electives in the area of Leadership, but also insisted that “normal MBA” courses should form the program core.

Over the last five years, the Faculty of Management has built a strong team of faculty who specialize in leadership development. They have been highly successful in teaching in their areas of specialization in our full-time MBA program, our MBA (FS), and in our Executive Education programs.

The Advanced Management MBA has been designed to enable mid-career managers to enhance their capabilities and to become exceptional leaders and managers in a broad range of organizations. Offering a proven MBA foundational core (successfully delivered since 1996), the modified program will provide specialization options for financial services and non-financial services professionals, through an expanded number of specialized electives. The MBA Financial Services program, delivered by CFAME, currently offers the management core (10 courses), with specialization in financial services (4 courses). By expanding the admission criteria and target audience beyond financial services to a broader base of industry and public sector professionals, Dalhousie's Faculty of Management and Rowe School of Business will reach a wider audience of professionals who will gain essential knowledge, skill sets and build competencies to become outstanding leaders who drive their organizations to perform.

Advanced leadership competencies, skills & behaviours are required to lead people and organizations through complex and turbulent, socioeconomic, environmental issues. The

proposed modifications to the program will provide a growing cadre of private and public sector leaders with the enhanced competencies that will enable them to respond strategically to management challenges and work towards their career goals, without leaving the workforce. The flexible blended delivery model will attract a diverse student body of professionals from across Canada, and possibly, beyond.

Changing the name from MBA Financial Services to Advanced Management MBA will allow the Rowe School of Business to expand beyond the Financial Services sector to reach a broader mid-career audience. The new name reflects the vision of the Faculty of Management and the Centre for Advanced Management Education, to provide the latest wave of advanced management and leadership education.

The process to select the name “Advanced Management” was led by a Faculty of Management committee and involved both internal and external consultation. Several key criteria were considered in this name change:

1. The new name should support the Faculty of Management, the Rowe School of Business and the Centre for Advanced Management Education’s vision.

*“We have a vision for our graduates. We want them to be leaders and managers in the **business sector, public sector and civil society**. We want them to focus on sustainability, manage with integrity and get things done.*

<http://www.dal.ca/faculty/management/about/Vision.html>

These innovative approaches facilitate:

- Learning how to lead and innovate across a range of sectors
 - Developing a unique and global perspective with which to face today’s complex business issues
 - Building a values-based approach to management that delivers on the triple-bottom-line of profit, people, and the planet – in a way that makes sustainability profitable.
2. The name should be reflective to the target audience: mid-career professionals who will have significant and relevant professional experience and industry education.
 3. The name should be reflective of the program outcomes and goals –the Advanced Management MBA will provide graduates with advanced management skills, competencies and knowledge that will support career goals as leaders.

5 COURSE OUTLINES

5.1 CORE COURSES

INCLUDED information re: Course development and course approval process

5.1.1 BUSI 5103 - Business Accounting



MBA (FS) Program Dalhousie University
School of Business Administration
Faculty of Management

BUSI 5103 Business Accounting

Fall 2014

Joan Conrod

Phone: 902-494-1797

E-mail: jconrod@dal.ca

Course Description:

This course in financial and managerial accounting is aimed at improving your understanding of accounting. To be a competent manager, you must have some degree of accounting literacy, and a critical appreciation of the subject. This is a user-oriented course which emphasizes hands-on exploration, analysis and evaluation. Topics covered include: the basic accounting model, the nature and purpose of accounting; income reporting; major financial statement elements, financial statement analysis; cost allocation, relevant

costing for decision making, budgeting, and accounting information designed to enhance strategic planning and managerial decisions.

This course is built around the required text, with extensive use of problems and cases. Some of these are used for illustrative and demonstration purposes, others are assignments that will be graded.

This accounting course should be taken early in your MBA program of studies, because accounting metrics are used to plan, control and report most business activities. As a communication tool, accounting permeates the study of business. In particular, accounting should precede the finance course because accounting is an introduction to the general structure of financing an enterprise.

REQUIRED TEXT

Financial and Managerial Accounting for MBAs, 3ed, Peter Easton, Robert Halsey, Mary Lea McAnally, Al Hartgraves, Wayne Morse, Cambridge Business Publishers, 2012

SUPPLEMENTARY MATERIALS (OPTIONAL)

Since part of this course is being delivered by way of distance education, supplementary materials may be useful. For reference purposes, any one of several Canadian editions of introductory accounting texts may be useful. In general, these texts place more emphasis on accounting techniques than does the Easton text. **Any introductory book would be useful and cover most of the topics;** examples include:

- Horngren, Harrison, Bamber, Lemon and *Norwood—Accounting Volumes I, II and III*, Canadian Seventh Edition, Pearson Education Canada, 2008.
- Garrison, Noreen, Chesley and *Carroll—Management Accounting*, Eighth Canadian Edition, McGraw-Hill Irwin, 2009.

TABLE OF CONTENTS

Lesson 1:	Financial Accounting
Lesson 2:	Adjustments and Financial Statements
Lesson 3:	Income Reporting and Accounts Receivable
Lesson 4:	Inventory and Fixed Assets
Lesson 5:	Liabilities
Lesson 6:	Pension Accounting, Owners' Equity
Lesson 7:	Fair Values in Financial Reporting: Investments, Derivatives, Inventory, Fixed Assets
Lesson 8:	Statement of Cash Flow
Lesson 9:	Financial Statement Analysis
Lesson 10:	Introduction To Management Accounting: Cost Behaviour and Cost/Volume/Profit Analysis
Lesson 11:	Relevant Costs and Short-Run Decisions
Lesson 12:	Overhead Application and Product Costing; ABC
Lesson 13:	Other Issues in Costing and Allocation
Lesson 14:	Budgets and Deviations from Budget
Lesson 15:	Management Control

GRADING FOR RHE COURSE

Assignments*	30%
Final examination**	<u>70%</u>
Total	<u>100%</u>

* Students must submit all assignments. "Blank assignments" do not count as a submission.

** Students must pass the final exam in order to pass the course.

Assignment	Coverage	Due date
1	Lessons 1-4	September 23, 2014
2	Lessons 5-8	October 15, 2014
3	Lessons 9-12	November 4, 2014
4	Lessons 13-15	November 25, 2014

The intensive session for this course will be held in Toronto from December 4 to the morning of December 7, 2014 and in Vancouver from December 9 to the morning of December 12, 2014. The final exam will be written on the last morning of each intensive respectively.

COURSE WEB SITE ON-LINE RESOURCES

There are many resources for students on the course OWL web site, and the text web site. Students are encouraged to view the on-line lectures and practice questions available on the course website. There is also an active question forum. You will also submit your assignments, receive your grades through the course web site.

ASSIGNMENTS

Course assignments are an important part of the course. They provide you with the incentive to work through the course material and allow the professor a chance to formally grade your work. As you can see from the grading scheme for the course,

the assignments are worth a significant percentage of your final grade.

We recommend that assignments be submitted via OWL, however, we have provided you with a cover sheet for each assignment if you need to fax your assignment. Please complete the appropriate cover sheet and fax it with your assignment by the due date on the website. Our fax number is (902) 494-5164.

Note: Assignments must be received by the assignment due date. A late assignments will be penalized a half letter grade deduction for every 24-hour period it is late. Extensions will be granted for medical reasons only. Students must submit documentation to the professor and the Centre for Advanced Management Education. Extensions are at the sole discretion of the professor.

The final exam is comprehensive and may cover all course material. The final exam is scheduled for the last morning of the intensive session. Consistent with Dalhousie University regulations, medical reasons are the only acceptable reason to miss an exam. Appropriate medical documentation must be provided. Illness may not be cited *after the fact* (i.e., after you write an exam) as grounds for reconsidering a grade.

CONCLUSION

We hope you enjoy the course, and your understanding of accounting grows and flourishes over this term. Do not hesitate to ask for help when you need it; we are committed to your success.

FACULTY OF MANAGEMENT - ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations, so that all members of the University community may acknowledge the intellectual property of others.

Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials. See Researching Ethically tutorial at <http://infolit.library.dal.ca/tutorials/Plagiarism/>.

Do not plagiarize. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please see <http://plagiarism.dal.ca/Student%20Resources/>.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. The correct attribution of authorities from which facts and opinions have been derived is essential. At Dalhousie, there are University Regulations

which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie web site at:

<http://www.registrar.dal.ca/calendar/ug/UREG.htm#12>.

Furthermore, the University's Senate has affirmed the right of any professor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by Turnitin.com. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course professor may require you to submit that electronic copy on demand. Copies of student papers checked by this process will be retained by Turnitin.com.

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the Professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the Professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific **examples of plagiarism** include, but are not limited to, the following:

- **Copying a computer file from another student, and using it as a template for your own solution**
- Copying text written by another student
- Submitting the work of a tutor as your own
- Including your name on a group submission when you have not contributed to that submission

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementAIO@dal.ca which is read only by the Dean of Management.

A Professor-Student Contract for Academic Integrity

Professors should always:

- Ensure that at the beginning of every course all students are asked if they understand the Faculty's rules on academic integrity and an opportunity is created for discussion or questions on the Faculty's rules and processes on academic integrity.
- Ensure that course syllabi and other documentation include standard reference to Faculty rules and processes on academic integrity.
- Focus on prevention by education and reinforcement, not punishment. Real examples should be used to promote best practice as well as what is considered unacceptable.
- Ensure that assignments are clearly defined with respect to individual and (where appropriate) group responsibilities for delivery and integrity.
- Ensure that assignments and exams are organized well and results delivered promptly.
- Act consistently and transparently across all cases
- Act in a timely and serious way when lapses in academic integrity occur
- Determine whether the issue is one of education or discipline and ensure the consequences of the actions are clearly defined
- Report suspected lapses immediately in line with Faculty policies and procedures
- Keep confidential all matters and materials associated with suspected breaches of academic integrity

Professors should never:

- Allow minor offences to pass without a definite and memorable warning or consequence.
- Focus solely on penalties with no support for learning and improved practices.
- Have – or attempt to have - an inappropriate personal relationship with a student (including the deliberate or unwitting selection of favourites or non-favourites) that may lead to compromise of the teacher-student contract on integrity.
- Apply policies inconsistently or set ambiguous assignments
- Act without confirming facts Tolerate repeat offences
- Use unprofessional language or other poor role modelling in class

Students should always:

- Understand that the Dalhousie Faculty of Management 'brand' means training future business, government and civil society leaders who will manage with integrity and get things done and that this starts with setting standards of behaviour while at University.
- Understand the rules and procedures for maintenance of academic integrity and the consequences of lapses.
- Know what/when/where/why/how to cite something. Understand the difference between public knowledge (which does not require citation) and specifically owned knowledge (which does)
- Seek help from teachers or teaching assistants if you are in any doubt about expectations and procedures on assignments and exams.
- Commit to continuous improvement: find a way to use sources wisely and fairly; always try to improve information management and research practices and writing skills; try to continuously improve study and learning skills (time management, talking to teachers, asking for help).

Students should never:

- Misrepresent someone else's work as their own (i.e. plagiarize)
- Cheat on an exam or test
- Collaborate on an assignment unless specifically authorized
- Share electronic files of completed, or semi-completed, assignments to "help" another student as this may aid plagiarism inadvertently
- Have – or attempt to have - a personal relationship with a professor that may lead to compromise of the teacher-student contract on integrity.

- “Think that by copying something over and changing every couple of words that you’ve put it in your own words.”¹
- “...procrastinate on assignments and homework so that you end up under too much deadline pressure and become tempted to take shortcuts.”²
- Be afraid to ask for an extension
- Hesitate to ask for clarification if unsure about proper information management, research or citation methods for an assignment or exam.
- Hesitate to notify the Assistant Academic Integrity Officer about colleagues who cheat or plagiarize and who undermine our standards and therefore the Dalhousie Management ‘brand’³

¹ Talking About Plagiarism. A Syllabus Strategy for Talking about Plagiarism with Students. By Nick Carbone, New Media Consultant

² Talking About Plagiarism. A Syllabus Strategy for Talking about Plagiarism with Students. By Nick Carbone, New Media Consultant

³ Confidential comments may be offered via ManagementIntegrity@dal.ca. This email is read only by the Assistant Academic Integrity Officer who may offer advice to the student, the professor or the Dean on possible courses of action.

5.1.2 BUSI 5503 – Quantitative Decision Making



MBA (FS) Program Dalhousie University

School of Business Administration

Faculty of Management

BUSI 5503 – Quantitative Decision Making

Fall 2014

Leonard MacLean

Phone: 902-494-2972

E-mail: L.C.MacLean@dal.ca

Course Description:

This is a course in the Statistical Foundation for Business Analytics.

Business Analytics refers to a general set of quantitative techniques used to solve business problems through quantitative reasoning. The application of quantitative methods to solving business problems is not new. However, the recognition of the significant potential of quantitative methods to increase organization productivity and often to create a firm's competitive advantage is new.

With the advent of the knowledge economy, data analysis techniques such as statistical analysis, multiple regression and risk assessment can often outperform more traditional business approaches

Learning Objectives:

This course will provide the student with the basic statistical business analytic tools available in business analytics. The course text will be supplemented with assignment exercises that apply the concepts.

Learning Materials:

1. Anderson, Sweeney and Williams, *The Essentials of Statistics for Business and Economics*, 7th Edition, West Publishing Company, 2015.

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar

Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

Method of Evaluation/ Marking Scheme: (example)

Assignments (5)	30%
Participation Online/Intensive	10%
<u>Final examination*</u>	<u>60%</u>
Total	100%

* Students must pass the final exam in order to pass the course.

Class Participation and Performance:

A small part of your participation grade will come from your participation in online discussions. At the beginning of each discussion period (see schedule below) a series of discussion questions will be posted to the discussion board. Students are required to respond to one of these questions. The structure and details of what is expected as a response will be found on the discussion forum once the course starts. (see the introductory letter from the professor)

Dates

Discussion 1 September 2 – September 29

Discussion 2 September 30 – October 20

Discussion 3 October 21 – November 10

Discussion 4 November 11 – December 8

The majority of your participation grade will come from the intensive where you will be given practice problems every day to test your knowledge of that day's material.

Intensives

Every course in the MBA (FS) program has an intensive as part of the course. The intensives are mandatory part of the course and must be attended. If for any reason you are unable to attend an intensive please contact both the professor and the CFAME office.

Certificates of illness:

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Students with Disabilities:

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

Academic Integrity in the Faculty of Management:

In general:

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it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

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Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the SafeAssign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

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5.1.3 BUSI 5511 – Managing Information Systems



MBA (FS) Program Dalhousie University
School of Business Administration
Faculty of Management

BUSI 5511 – Management Information Systems

Term/Year Fall 2014

Prof. Grant Sullivan

Phone: (902) 493-3500, ext 3460

E-mail: grant.sullivan@cgi.com

Course Description:

It is only recently that MBA curriculums are determining the need for a core course in Information Technology. This relatively new discipline continues to shape the workplace of today and heavily influence the expected workplace of tomorrow. Today, powerful information devices networked together in web-enabled communities that offer end-users sophisticated productivity tools with user-friendly graphical user interfaces (GUI). Consequently, knowledge workers are often able (and capable) of developing their own computer applications without having to interact with a centralized MIS department.

The Internet has delivered on its promise to bring together people and businesses across the globe and consequently the boundaries of competitors, customers, employees, and friends are diminished. More recently, the availability of wireless devices and networks have opened a broad range of mobile commerce opportunities. People are connected socially and professionally in exiting and rapidly changing new ways.

Given these changes, more and more companies are using information technology as a competitive tool to add value to products and services. This represents a radical shift from the traditional view of using information technology primarily as an administrative tool to automate labor-intensive functions. Therefore, in today's environment, it is essential that business managers & executives understand the basic concepts of contemporary information systems, how they are managed as well as their potential effects on organizations. To this end, this course is designed to provide non-IS majors with a fundamental understanding of key Information Technology issues with the belief that these individuals will be the primary decision makers in major information technology initiatives and investments. Therefore, it is necessary to provide future managers with the basic knowledge required for effective IT-related decision-making.

Learning Materials:

Text and Lesson Notes

Included in your student package are the course text (Information Technology for Management, Ninth Edition) and a set of lesson notes. You should use the lesson notes to guide your study of the chapters and associated materials. This text includes an extensive set of “Technology Guides” that should serve as a foundation for other materials for those that have not studied or gained such knowledge through their work background.

Readings Package

The readings are meant to supplement and build upon the lessons from the text. The supplemental readings address specific topics of research and interest in the field of IT and will serve as the launch point for on-line discussion questions.

Cases

Your student materials include reference to the cases to be used for this course. The cases are intended to provide a “real world” example that allows individual analysis and feedback.

Online Learning Tool

This course is designed for use with Blackboard Learning Tool. All materials and discussion can be accessed through this collaborative tool. Administrative notices and course submissions are also posted to this site Grading Scale for Masters Students

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar

Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

Method of Evaluation/ Marking Scheme:

Online and Intensive Participation	20%
Quizzes	15%
Cases	20%
Individual Paper	15%
Final Exam	<u>30%</u>
	100%

Participation (20%)

My expectations for this deliverable are that you publish your opinions for each discussion question and that you participate at the intensive session in group discussions of the materials. I expect to weight the participation grades equally between the online forums and the intensive sessions.

Quizzes (15%)

There are three quizzes for the course. They will be posted on the Saturday, one week prior to the due date. The quizzes are accessed on-line through the Blackboard tool and consist of 10 multiple choice questions.

Case Submissions (20%)

There will be two case submissions. Each requires a double spaced submission of no more than ten pages. I generally give a 7/10 where someone has answered the questions posed by the case. I add points where people have supplemented the case material with some outside research. I add points where I feel the author has taken a passionate point of view (whether I agree with it or not) and I tend to add points for a particularly well presented case. I hope that helps guide your efforts.

Individual Paper (15%)

The individual paper is your opportunity to integrate what you learn in this course with what you do in your daily life. In five pages of text (approximately 1,500 words), choose a topic, or set of topics, that you feel will be important to you in your career, personal or professional life. There are a number of keys to doing well on this assignment. First, you want to avoid a simple recitation of the topics. The idea is to demonstrate your new insights, and engagement with the material.

Final Exam (30%)

The exam is intended to integrate the materials from the course and test your knowledge as it would apply to your business as a manager. The exam is a closed book, three hour session provided at the end of the intensive. More details on the exam and intensive will be provided by your instructor in the weeks leading up to the session.

Intensives

Every course in the MBA (FS) program has an intensive as part of the course. The intensives are mandatory part of the course and must be attended. If for any reason you are unable to attend an intensive please contact both the professor and the CFAME office.

Certificates of illness:

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Students with Disabilities:

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***Quizzes posted on Saturday, one week prior to due date**

Management Information Systems Course Schedule				
Text	Readings	Discussion Question Posted	Student Web-	Deliverables (EOD = End of)
Getting Started: C1: A Look Toward the Future of Information Technology C2: Information Management and IT Architecture	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=DYubG6ZiiQ#t=3 Format Invasions 	Sep 8	Sep 8-15	Discussion by EOD Sept 15
Setting the Context: T1: Hardware T2: Software T3: Networks	<ul style="list-style-type: none"> See Technology Guides http://www.google.com/glass/start/ 	Sep 22	Sep 22- 29	Discussion by EOD Sept 29 Case #1 due EOD Oct 5
Maximizing the Value of Data and IT: C3: Database, Data Warehouse, and Data Mining C4: Networks, Collaboration, and Sustainability C5: CyberSecurity, Compliance, and Business Continuity	<ul style="list-style-type: none"> “Competing on Analytics” Book Summary “Wikinomics” Book Summary 	Oct 6	Oct 6-13	Discussion by EOD Oct 13 Quiz #1 (Chapters 1-5) by October 21
Digital, Mobile, and Social Commerce: C6: E-Business & E-Commerce Models and Strategies C7: Mobile Technologies and Commerce C8: Web 2.0 and Social Media	<ul style="list-style-type: none"> “Here Comes Everybody” Book Summary “Age of Context” Book Summary 	Oct 20	Oct 20-27	Discussion by EOD Oct 27 Quiz #2 (Chapters 6-8) by EOD Nov 2
Organizational Applications: C9: Transaction Processing, Functional Applications, and Integration C10: Enterprise Systems C11: Interorganizational, Large Scale and Global Information Systems	<ul style="list-style-type: none"> It’s a Flat World, After All IT Doesn’t Matter 	Nov 3	Nov 3-10	Discussion by EOD Nov 10 Case #2 due EOD Nov 16
IT Planning, Strategy, and Ethics: C12: IT Strategy, Sourcing and Vendor Relationships C13: Business Process and Project Management C14: IT Ethics and Responsible Conduct	<ul style="list-style-type: none"> Johnson and Johnson Credo 	Nov 17	Nov 17-24	Discussion by EOD Nov 24 Quiz #3 (Chapters 9-14) by EOD Nov 30



MBA (FS) Program Dalhousie University
School of Business Administration
Faculty of Management

Professor Teresa L. Cyrus

C15, 6220 University Ave

Phone: 902-494-6992

E-mail: tcyrus@dal.ca

Course Description:

Domestic and international markets, government policy and central bank decisions present opportunities, challenges, and threats to the operating and competitive decisions of business owners, managers, and investors. This class provides a framework for the economic analysis of these issues.

Learning Objectives:

The main objective of this course is to provide a concise treatment of the fundamentals of economics, as the study of how economic agents allocate scarce resources to satisfy their unlimited wants in a modern market economy such as Canada. To accomplish this task, we will follow the usual practice of employing both microeconomic and macroeconomic analysis.

Microeconomics studies the behaviour of individual households, firms, and industries, so we will focus on determining how households decide how much to consume, and firms decide how much to produce, of various goods and services. We will pay particular attention to the central role of prices.

Macroeconomics is concerned with the behaviour of the entire economy. We will consider the important issues of the standard of living, inflation, output, and international trade and investment flows, with a focus on the ways in which governments can use fiscal and monetary policy to influence the economy.

This course is actually a condensed version of two separate courses in microeconomics and macroeconomics taught in many MBA programs. The task of reducing these two courses to one has been accomplished by eliminating some of the non-essential topics. In recognition of the interests of managers in the financial services industry, we will spend approximately one-third of our time on microeconomics and two-thirds on macroeconomics.

Learning Materials:

1. Frank, Bernanke, Osberg, Cross and MacLean, Principles of Microeconomics, Fourth Canadian Edition, McGraw-Hill Ryerson, 2012.

2. Frank, Bernanke, Osberg, Cross and MacLean, Principles of Macroeconomics, Fourth Canadian Edition, McGraw-Hill Ryerson, 2012.

Ground Rules:

Students are required to attend the entire length of the intensive.

Grading Scale for Graduate Students:

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar

Regulation 6.6.2 Grading Policy

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A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

Method of Evaluation/ Marking Scheme:

Assignments (3)	30%
Participation	10%
Final examination	<u>60%</u>
	100%

<u>Assignment</u>	<u>Coverage</u>	<u>Due Date</u>
1	Lessons 1-5	February 16, 2015
2	Lessons 6-10	March 16, 2015
3	Lessons 11-15	April 13, 2015

Note: All assignments are due by 23:00 Atlantic Time and must be submitted via the Blackboard Learning System (BbLearn).

Class Participation:

The participation mark is earned during the intensive portion of the course. Each student must find a news article that is relevant to the course material (sign-ups for each lesson will be available on BbLearn towards the end of the course), write a summary of the article and explanation of its relevance to the material, and discuss the article during the intensive.

Intensive and Final Exam:

The intensive dates are as follows:

April 28 – May 2, 2015

The final exam will be written on the morning of the final day of the intensive. Students must pass the final exam in order to pass the course.

Certificates of Illness:

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Students with Disabilities:

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Course Schedule:

Week	Date	Topics, Readings, and Assignments
1.	Jan. 19	Lesson 1: Economic Decision-Making, Demand, and Supply Read: <i>Principles of Microeconomics</i> , pages 2-18, 52-72, and 95-104.
2.	Jan. 26	Lesson 2: Production and Cost for Price Takers Read: <i>Principles of Microeconomics</i> , pages 129-154.
3.	Feb. 2	Lesson 3: Efficiency and Profit Read: <i>Principles of Microeconomics</i> , pages 160-169, 173-179, 183-211.
4.	Feb. 9	Lesson 4: Imperfect Competition and Lesson 5: Public Policy Read: <i>Principles of Microeconomics</i> , pages 218-154, 260-270, 284-291, 296-301, and 384-396.
5.	Feb. 16	Lesson 6: Macroeconomic Issues Read: <i>Principles of Macroeconomics</i> , pages 78-93 and 97-122. Submit: Assignment 1, due February 17

6. Feb. 23 Lesson 7: Inflation and Lesson 8: The Business Cycle
Read: *Principles of Macroeconomics*, pages 127-147 and 152-168.
7. Mar. 2 Lesson 9: Short-Run Output
Read: *Principles of Macroeconomics*, pages 171-196.
8. Mar. 9 Lesson 10: Monetary Policy
Read: *Principles of Macroeconomics*, pages 241-261 and 208-231.
9. Mar. 16 Lesson 11: Inflation and Output
Read: *Principles of Macroeconomics*, pages 292-318.
Submit: Assignment 2, due March 17
10. Mar. 23 Lesson 12: Exchange Rates
Read: *Principles of Macroeconomics*, pages 326-354.
11. Mar. 30 Lesson 13: Economic Growth
Read: *Principles of Macroeconomics*, pages 362-388.
12. Apr. 6 Lesson 14: Saving and Investment and Lesson 15: Financial Markets and International Capital Flows
Read: *Principles of Macroeconomics*, pages 417-429, 432-435, 429-431, and 435-444.
13. Apr. 13 Submit: Assignment 3, due April 13
14. Apr. 20 Independent study week
15. Apr. 27 Intensive April 28-May 2



MBA (FS) Program
Dalhousie University
Rowe School of Business

BUSI 5801 – International Business

Term/Year Fall 2014

Instructor: Dr. McLarney
Office #: Room 5021, K.C. Rowe Management Building
Telephone: 494-2025
E-mail: mclarney@dal.ca
Office hours: By Appointment or Open Door

Introduction

This course is designed to introduce the basic concepts of international business and competition from a manager's perspective. It will seek to integrate and expand on the principles and tools from the core courses. The issues and problems, which arise when business operations or institutions extend across national boundaries and become international in scope or character, will be examined. The emphasis is two-fold. First, consideration is given to the characteristics and contemporary dynamics of the world economy. Second, analysis is made of the emergence and development of the multinational firm and of the adaptations of the basic managerial functions due to internationalisation.

The course builds upon a number of disciplines (economic, behavioural, and political) to examine new concepts of global management, around three fundamental building blocks:

- (a) New organisational disciplines such as TQM, customer service, cycle planning and environmentalism;
- (b) Value added competencies;
- (c) Corporate organisation and infrastructure.

The course orientation is consistently pragmatic and managerial. By the use of the case method, students are placed in simulated managerial roles where they can apply international business principles in characteristically management situations. The course syllabus and cases are organised around this framework.

Required Text:

Hill, C W., *Global Business Today*, 8th Edition McGraw-Hill Ryerson.

Grading Scale for Graduate Students:

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A	85 - 89
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B +	77 - 79
B	73 - 76
B -	70 - 72
F	0 - 69

Method of Evaluation/ Marking Scheme:

Class Participation and Performance	10%
Assignment 1 (due October 12 th)	10%
Assignment 2 (due December 7 th)	10%
Term Paper (due November 9 th)	30%
Final Exam*	<u>40%</u>
	100%

*** Students must pass the final to pass the course**

Class Participation and Performance:

Verbal and presentation skills are essential in general management. In this class, *I hope that we provide each other with a “riskless” environment in which we can test our ideas, enhance our presentation skills and improve our decision-making effectiveness. Willingness to participate and to test new ideas is not only important, it is the central ingredient of this course.* It is important to appreciate that every student is a co-producer of the class discussion, and thus it is important that every class member listen carefully to one another and attempt to build on or constructively critique prior comments. Try to resist the temptation to jump to topics that are not specifically open for discussion.

In grading class participation, I will use several criteria, including:

- **Analysis:** Do the comments include analysis, or do they simply restate the facts?
- **Responsiveness:** Do the comments relate to, and build upon, the previous discussion?
- **Creativity:** Do the comments bring a new perspective to the issues? (**test new ideas**)
- **Clarity:** Are the comments succinct and understandable?
- **Quantity:** How frequently does the student participate?
- **Integration:** Does the participant integrate material from past classes?
- **MOST IMPORTANTLY: Do the participant’s comments stimulate productive discussion among class members?**

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<http://infolit.library.dal.ca/tutorials/Plagiarism/>

Do not plagiarize any materials for this course. Further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources,

<http://plagiarism.dal.ca/Student%20Resources/>

Please note that Dalhousie now subscribes to SafeAssign.com, a computer based service that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is

essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie web site at:

<http://www.registrar.dal.ca/calendar/ug/UREG.htm#12>

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Academic Integrity Officer.

School of Business clarification on Plagiarism versus Collaboration:

Note: The following can be modified by individual instructors to suit their particular course requirements.

There are many other opportunities for plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments and copying solutions from others. It is alright to work on assignments with your friends. In fact, working in groups may be beneficial. For best results, you should always attempt to solve the problem alone, prior to meeting with the group. Whenever you collaborate with your colleagues on assignments, **you must always prepare your own submission. Copying is plagiarism!** This includes copying the work of others, making changes, and submitting it as your own work.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of a tutor as your own
- Including your name on a group submission when you have not contributed to that submission

Specific examples of acceptable collaboration include, but are not limited to, the following:

- Discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, in their own words.
- Working on a computer-based exercise collaboratively, and then each of the students creating their own submissions individually, from start to finish.

STATEMENT ON THE USE OF SCENTED PRODUCTS

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier!

Course Content:

- Lesson 1: Globalization
- Lesson 2: Country Differences in Political Economy
- Lesson 3: The Cultural Environment
- Lesson 4: Ethics in International Business
- Lesson 5: International Trade Theories
- Lesson 6: The Political Economy of International Trade
- Lesson 7: Foreign Direct Investment
- Lesson 8: Regional Economic Integration
- Lesson 9: The Foreign Exchange Market
- Lesson 10: The International Monetary System
- Lesson 11: Global Strategy
- Lesson 12: Global Marketing and R & D
- Lesson 13: Global Human Resource Management



**MBA (FS) Program
Dalhousie University
Rowe School of Business
Administration Faculty of Management**

BUSI 6207– Corporate Finance

Winter 2015

Professor Greg Hebb

Phone: 902-494-1802

Kenneth C. Rowe Management Building

6100 University Ave, Room 4104,

Halifax, Nova Scotia, Canada, B3H 4R2

E-mail: Greg.Hebb@dal.ca

Course Description:

This is a comprehensive course in financial management. This course is designed to provide the student with a broad overview of the analysis, techniques and knowledge needed to perform the central tasks and make the main decisions required of a corporate financial manager. The core topics covered are: Capital Analysis (what something is worth), Capital Budgeting (what investments to make), Capital Structure (how to raise the money for investment), Working Capital Management, (management of day to day cash flows) and Financial Risk Management, (managing uncertainty).

Learning Objectives:

By the end of the course the student will be comfortable with the main theories of finance but more importantly the student will be comfortable with applying financial principles in a variety of situations. The course provides a comprehensive foundation for a student to continue their business education not only in the field of finance but also in business strategy and other fields of business study.

Students are expected to have completed Accounting or the equivalent before starting this class.

This course is built around the required text, with extensive use of problems and cases. For each of the 4 sections there will be an assignment that will be marked.

Approximately 1 week before each assignment is due, there will be a virtual review class covering the material from the previous section. The students may also wish to access some of the supplemental learning components that are available on the textbook's website.

Learning Materials:

1. Corporate Finance (6th Canadian edition), Ross, Westerfield, Jaffe, and Roberts. ISBN 978-007000987-5. The publisher is McGraw Hill Ryerson.

Grading Scale for Graduate Students:

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar

Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A +	90 - 100
A	85 - 89
A -	80 - 84
B +	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

Method of Evaluation/ Marking Scheme:

Assignments (4)	30%
Classroom Performance	10%
Final examination*	60%
	100%

* Students must pass the final exam to pass this course.

Assignment	Due Date
1	February 8, 2015
2	March 8, 2015
3	April 5, 2015
4	April 26, 2015

Note: All assignments are due by 23:55 Atlantic Time and must be submitted via the Blackboard Learning System (BbLearn).

Assignments

Course assignments are an important part of the course. They provide you with the incentive to work through the course material and allow the professor a chance to formally grade your work. As you can see from the grading scheme for the course, the assignments are worth a significant percentage of your final grade.

We recommend that assignments be submitted via BBLearn, however, we have provided you with a cover sheet for each assignment if you need to fax your assignment. Please complete the appropriate cover sheet and fax it with your assignment by the due date on the website. Our fax number is (902) 494-5164.

Note: Assignments must be received by the assignment due date. A late assignments will be penalized a half letter grade deduction for every 24-hour period it is late. Extensions will be granted for medical reasons only. Students must submit documentation to the professor and the Centre for Advanced Management Education. Extensions are at the sole discretion of the professor.

The final exam is comprehensive and may cover all course material. The final exam is scheduled for the last morning of the intensive session. Consistent with Dalhousie University regulations, medical reasons are the only acceptable reason to miss an exam. Appropriate medical documentation must be provided. Illness may not be cited after the fact (i.e., after you write an exam) as grounds for reconsidering a grade.

Class Participation:

The participation mark is earned during the intensive portion of the course. It will be based both on attendance and contributions to the classes during the intensive.

Intensive and Final Exam:

The intensive dates are as follows:

Calgary: May 4 – May 8, 2015

Toronto: May 11 – May 15, 2015

The final exam will be written on the morning of the final day of the intensive. Students must pass the final exam in order to pass the course.

Certificates of Illness:

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Students with Disabilities:

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

Academic Integrity in the Faculty of Management:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

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Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the SafeAssign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally: If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised. Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

We hope you enjoy the course, and your understanding of finance grows and flourishes over this term. Do not hesitate to ask for help when you need it; we are committed to your success. The table below will guide you through your course allowing you to ensure you are on the right track and pace as you work through the material.

Chapter Readings	Notes
Chapter 1: Introduction to Corporate Finance	
Chapter 2: Accounting Statements and Cash Flow	
Chapter 3: Financial Planning and Growth	
Assignment 1 will be on Chapter 1-3	Due: February 8, 2015
Chapter 4: Financial Markets and Net Present Value: First Principles of Finance	
Chapter 5: Time Value of Money	
Chapter 6: How to Value Bonds and Stocks	
Chapter 7: Net Present Value and Other Investment Rules	
Chapter 8: Net Present Value and Capital Budgeting	
Chapter 9: Risk Analysis, Real Options, and Capital Budgeting	
Chapter 10: Risk and Return: Lessons from Market History	
Chapter 11: Risk and Return: The Capital Asset Pricing Model	
Chapter 12: An Alternative View of Risk and Return: The Arbitrage Pricing Theory	
Chapter 13: Risk, Return, and Capital Budgeting	
Assignment 2 will be on Chapters 4-13	Due: March 8, 2015
Chapter 14: Corporate Financing Decisions and Efficient Capital Markets	
Chapter 15: Long-term Financing: An Introduction	
Chapter 16: Capital Structure: Basic Concepts	
Chapter 17: Capital Structure: Limits to the Use of Debt	

Chapter 18: Valuation and Capital Budgeting for the Levered Firm	
Chapter 19: Dividend and other payouts	
Assignment 3 Will be on Chapters 14-19	Due: April 5, 2015
Chapter 27: Short-term finance and planning	
Chapter 28: Cash management	
Chapter 29: Credit management	
Chapter 22: Leasing	
Chapter 32: International Corporate Finance	
Assignment 4 will be on Chapters 27, 28, 29, 22, 32	Due: April 26, 2015

5.1.7 BUSI 6326 - Management Skills Development



MBA (FS) Program Dalhousie University
School of Business Administration
Faculty of Management

BUSI 6326 – Management Skills Development

Summer/2015

Professor James R. Barker

Phone: 902-494-1799

Rowe 5090

Mobile: 902-222-5237

Office Hours By appointment

E-mail: j.barker@dal.ca

I am readily available to you as required, just contact me via phone, email, or text, and we will arrange a time to talk.

Course Description:

BUSI 6326 is a required MBA-FS course in organizational and managerial theory and practice relative to how human beings function in organizations. Focused primarily on skill set development, BUSI 6326 provides the student with an introduction to the practical application of theory in managing people for success, all within the context of the external and organizational forces that impact management. We will address specific organizational behaviour and general management knowledge requirements for today's managers and focus on enhancing the student's capacity for creative application of that knowledge to achieve success. In particular, BUSI 6326 builds the student's qualitative managerial skills and the student's ability to reason from both qualitative and quantitative information as a means for integrating knowledge with other MBA-FS courses. Students will practice using the knowledge derived from their reasoning skills to formulate effective courses of action in an organization and practice persuading others to set those courses of action in motion.

Learning Objectives:

By the end of this course, you should have developed the following:

- A basic knowledge of fundamental theories and practices involved in managing people within an organization.
- An improved range of managerial skills for engaging common organizational problems in ways that move the organization forward toward success.
- An appreciation of the range of qualitative managerial reasoning skills and how managers integrate qualitative and quantitative managerial skills to create organizational value.
- Enhanced capacity and capability to derive useful organizational knowledge, to reason from that knowledge, and to prepare and present persuasively that knowledge to other organization members.

- An understanding of what constitutes functional and ethical behaviour within the workplace relating to people management issues.

Text and Course Web Sites:

Clampitt, P. G. (2013). *Communicating for Managerial Effectiveness*. 5th Edition. Los Angeles: Sage.

Clampitt Text Student Support Web Site: <http://mycmebook.net/>

Clampitt Text Supplemental Support Web Site (“Dr. So-What?”): <http://drsowhat.com/>

Mintzberg, H. (2009). *Managing*. San Francisco: Berrett-Koehler, Inc.

Various articles, videos, and other readings assigned for specific lessons. You will find links to these additional materials in the class Learning Steps and Viewing Guides.

Class BBL Site:

The class BBL site will provide you with electronic copies of course materials, overheads, and handouts.

Grading Scale for Masters Students

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar
Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

The practice of the School of Graduate Studies is to NOT round up; for example, 84.5 is considered at A-

Assessments and Weighting:

Practicum #1	15%
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Practicum #2	25%
Practicum #3	15%
Practicum #4	10%
Managerial Philosophy and Practice Paper	25%
Course Contribution	10%

NOTE:

As per FGS regulations students must obtain a final course grade of 70% (B-) or higher to pass the course.

Course Capabilities

Course graded events assess student performance across four essential capabilities:

Capability 1 – Command of contemporary course material that informs and builds managerial skills.

Capability 2 – Ability to reason with common managerial heuristics and methods and to derive reasonable courses of value-creating actions.

Capability 3 – Ability to persuade other organization members to accept potential courses of value-creating action.

Capability 4 – Development of a personal managerial practice philosophy and a plan for sustaining and renewing that philosophy into the future.

These four capabilities are an essential part of a professional managers repertoire of useful skills.

Assessments

The course assessments are all designed to facilitate the student’s development of useful skills for engaging common managerial problems. Most assessments take the form of Practicums – the practical application of knowledge by professionals to solve the common problems that occur in professional practice. The practicum assessments enable students to build useful skills as they apply the course knowledge to problematic situations drawn from every day management.

Practicum #1

Capabilities Assessed: 1, 2, & 3.

Practicum #1 enables students to apply knowledge from Modules 1 and 2 to build and refine their managerial skill set.

Practicum #2

Capabilities Assessed: 1, 2, & 3.

Practicum #2 enables students to apply knowledge from Module 3 to build and refine their managerial skill set.

Practicum #3 and Practicum #4

Capabilities Assessed: 1, 2, & 3.

Practicum #3 and Practicum #4 are completed as part of the intensive session and serve as the final exam for the course. Practicums #3 and #4 represent comprehensive assessments of the student's knowledge application and managerial skill abilities as learned from each of the course modules and as refined during the intensive sessions. Practicum #3 is an individual assessment that addresses the student's managerial capacity for applying knowledge to create organizational value. Practicum #4 is a group assignment that assesses the student's collaborative and quick adaptation skills.

Managerial Philosophy and Practice Paper

Capabilities Assessed: 4.

The Managerial Philosophy and Practice Paper is a systematic, guided assignment that enables students to (1) craft their own personal philosophy of management, (2) frame their own desires and plans for practicing their philosophy as professional managers, and (3) develop a renewal plan for sustaining their philosophy and practical skills into the future.

Course Contribution

Capabilities Assessed: 1, 2, 3, & 4.

Course contribution includes your active engagement with and responses to class discussion questions as well as your contributions to the course intensive sessions. The structure of the intensive sessions requires high levels of student contribution and peer collaboration/support. Students will also engage three discussion questions during the course.

Live Q and A Sessions

The course has no 'live classroom' sessions as the material usually covered in a live classroom are embedded in the course videos and learning guides. The course does offer four live question and answer sessions with the class professor. These sessions will focus on answering student questions about the course practicums and paper. The professor will also answer any other questions students may have regarding course material and progress.

Intensive Sessions

Every course in the MBA (FS) program has an intensive as part of the course. The intensives are mandatory part of the course and must be attended. If for any reason you are unable to attend an intensive please contact both the professor and the CFAME office.

The Intensive sessions for BUSI 6326 focus on developing the student's capacity to manage common organizational challenges effectively and on integrating the course learning outcomes into the students' everyday managerial practice.

Ground rules:

All student and professor interactions should be in a manner befitting professional managers.

During the Intensive session:

Please turn off your cell phones before class begins.

Computers and other media should be individually self-managed so as to contribute to the class's learning environment rather than detract from it.

If an occasion arises that requires you to be absent or to leave early, please let the professor know in advance.

Certificates of illness:

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Student Accommodations:

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

Academic Integrity in the Faculty of Management:

In general:

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- **Submitting the work of someone else, including that of a tutor as your own**

An example of acceptable collaboration includes the following:

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CLASS SCHEDULE

DATES	TOPICS & ACTIVITES	REQUIREMENTS
Week of 19 May	Course Overview Module <ul style="list-style-type: none"> • Course Overview Video • Using Text and Web Resources Video • Engaging the Practicums Video • Writing the Managerial Philosophy Paper Video 	Review course syllabus, textbooks, and assignment sheets and ask clarification questions as necessary. Complete the course overview module and lecture videos as assigned.
1 June Time 9 PM AST	Live Q & A Session #1	Review course requirements, graded events, and activities. Review how to use the course texts and web resources.
Module 1 – Understanding Organizations and Management		
Week of 25 May	Module 1 – Lesson 1 How Organizations Work	Complete readings and lecture videos as assigned.
Week of 1 June	Module 1 – Lesson 2 Managing Complex Organizations	Complete readings and lecture videos as assigned. Discussion Question #1 posted
Week of 8 June	Module 1 – Lesson 3 Organizational Culture and Ethics	Complete readings and lecture videos as assigned.
16 June Time 9 PM AST	Live Q & A Session #2	Review requirements for Practicum #1
Module 2 – Qualitative Skills for Managers		
Week of 15 June	Module 2 – Lesson 1 What are Qualitative Managerial Skills?	Complete readings and lecture videos as assigned.
Week of 22 June	Module 2 – Lesson 2 Effective Managerial Persuasion	Complete readings and lecture videos as assigned.
29 June Time 11:59		Practicum #1 Due

PM AST		
Module 3 – Common Managerial Challenges		
Week of 29 June	Module 3—Lesson 1 Selecting Communication Channels Module 3 – Lesson 2 Managing Knowledge	Complete readings and lecture videos as assigned.
Week of 6 July	Module 3 – Lesson 3 Providing Performance Feedback Module 3 – Lesson 4 Crossing Organizational Boundaries	Complete readings and lecture videos as assigned.
14 July Time 9 PM AST	Live Q & A Session #3	Review requirements for Practicum #2
Week of 13 July	Module 3 – Lesson 5 Communicating Change Module 3 – Lesson 6 Cultivating Innovation	Complete readings and lecture videos as assigned. Discussion Question #2 posted
Week of 20 July	Module 3 – Lesson 7 Building a Communication System	Complete readings and lecture videos as assigned.
31 July Time 11:59 PM AST		Practicum #2 Due
Module 4 – Management as a Professional Practice		
Week of 27 July	Module 4 – Lesson 1 Practicing Management Part 1	Complete readings and lecture videos as assigned. Discussion Question #3 posted
4 August Time 9 PM AST	Live Q & A Session #4 •	Review requirements for Managerial Philosophy Paper and Intensive Session.
Week of 3 August	Module 4 – Lesson 2 • Practicing Management Part 2	Complete readings and lecture videos as assigned.

10 August Time 11:59 PM AST		Managerial Philosophy and Practice Paper Due
28 August Time TBA	Intensive Session #1	Assignments will be given during the session.
29 August Time TBA	Intensive Session #2	Assignments will be given during the session.
30 August Time TBA	Intensive Session #3	Assignments will be given during the session.
31 August Time TBA	Intensive Session #4	Practicum #3 & Practicum #4 due.



**MBA (FS) Program Dalhousie University School of Business
Administration Faculty of Management**

BUSI 6410 Advanced Marketing

Winter 2015

Professor: Ed J. McHugh; (BA, St. FX; MBA, Ivey-Western University)
www.edmchugh.ca

Phones: 902-835-8610 (home office) 902-491-4651 (office) 902-491-4885 (fax)
902-478-8456 (cell)

E-mail: ejmchugh@dal.ca or ed.mchugh@nscc.ca

Course Description:

This is a capstone course in marketing strategy where a number of current and relevant strategic issues in marketing will be covered from the viewpoint of a marketing manager. We will cover course material by reading and discussing one text book and a number of articles drawn from several different sources.

The students should have a good familiarity with the case method and the process of preparing cases for class discussion.

Text:

Market-based Management (sixth edition)
Roger J. Best
Pearson 2013
ISBN- 13: 978-0-13-038775-2

Learning Objectives:

By the end of the course, the student should be able to understand the strategic importance that marketing plays for successful organizations.

Grading Scale for Masters Students

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar
Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

Method of Evaluation/ Marking Scheme:

Intensive Participation and Performance	15%
Two Case Assignments	30%
Group Assignment Paper	20%
Group Assignment Presentation	10%
Final Exam	25%
	100%

NOTE: In any class for which 25% or more of the evaluation is based on group work, students must pass their individual work to pass the course. (ref: “Business Administration requirement, page 70, Graduate Studies calendar”.)

Class Participation and Performance:

The case method of instruction requires that all students come to all classes prepared and ready to fully participate in the class discussion. Note that this portion of the grade is titled "Class participation". It is not only the amount that you contribute but also the quality of your contribution that counts. It is worth 15 marks.

Case Assignments

There will be two case assignments due during the course. They are worth 15 marks each. A template will be provided and reviewed for your use.

Group Assignment

There will be a separate hand-out describing the Group Assignment. The paper and the presentation will be completed near the end of the Intensive Session. The paper is worth 20 marks and the presentation is 10.

Final Exam

The Final Exam will be a written during the last morning of the Intensive. It will be the analysis of a business case worth 25 marks.

Intensives

Every course in the MBA (FS) program has an intensive as part of the course. Our Intensives run from April 24-7 (Toronto) or April 30-May 3 (Calgary). The first three days will run from 9am-noon and 1pm-4pm. The last session will run for three hours for the writing of the final exam. The exact time of that session will be set.

The Intensives are a mandatory part of the course and must be attended. If for any reason you are unable to attend an intensive please contact both the professor and the CFAME office.

Certificates of illness:

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Students with Disabilities:

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

Academic Integrity in the Faculty of Management:

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic

Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie now subscribes to SafeAssign.com, a computer based service that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Dishonesty](#) contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the SafeAssign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

STATEMENT ON THE USE OF SCENTED PRODUCTS

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier!

Date	In Class	Preparations/Assignments for Class
<p>First on-line session</p> <p>Jan 26 9 PM AST</p>	<p>Course Administration Profiles</p> <p>The Nature of Marketing and Market Orientation</p> <p>Marketing Strategy Exploration</p>	<p>Read:</p> <p>Text: Best: Part 1 (chapters 1 & 2)</p> <p>Articles: <i>A Generic Concept of Marketing</i> http://search.proquest.com.ezproxy.library.dal.ca/docview/194201242</p> <p><i>Marketing Myopia</i> http://academy.clevelandclinic.org/Portals/40/LHC%202012-13/Marketing%20Myopia.pdf</p> <p><i>Rethinking Marketing</i> https://faculty.fuqua.duke.edu/~moorman/Publications/Rethinking%20Marketing.pdf</p> <p><i>Top 11 Marketing Trends for 2014</i> http://www.cmo.com/slideshows/slide_show_11_top_ma.html</p>
<p>Second on-line session</p> <p>Feb 9 9 PM AST</p>	<p>The Nature of Marketing and Market Orientation</p> <p>Marketing Strategy Exploration</p>	<p>Read:</p> <p>Text: Best: Part 2 (chapters 3 – 6)</p> <p>Articles: <i>Customer Intimacy and Other Value Disciplines</i> https://faculty.fuqua.duke.edu/~moorman/GeneralMills/Section2/Section2Documents/CustomerIntimacy.pdf</p> <p><i>Why Satisfied Customers Defect</i> http://ascelibrary.org.ezproxy.library.dal.ca/doi/abs/10.1061/(ASCE)0742-597X(1996)12:6(11.2)</p> <p><i>Customer Relationship Management: Five Lessons for a Better ROI</i></p>

		<p>http://iveybusinessjournal.com/topics/strategy/customer-relationship-management-five-lessons-for-a-better-roi#.U1-0ufldXTo</p> <p><i>Preventing the Premature Death of Relationship Marketing</i> http://www.academia.edu/5083121/Preventing_the_premature_death_of_relationship_marketing</p>
<p>Third on-line session</p> <p>Feb 23 9 PM AST</p>	<p>Competition, Markets and Strategy</p> <p>Customer Satisfaction</p> <p>Managing Relationships</p> <p>Marketing Mix Strategies</p>	<p>Read:</p> <p>Text: Best: Part 3 (chapters 7 – 10)</p> <p>Articles: <i>Competitive Markets and the Rule of Three</i> http://iveybusinessjournal.com/topics/strategy/competitive-markets-and-the-rule-of-three#.U1-1R_ldXTo</p> <p><i>Customer satisfaction should not be the only goal</i> http://www.emeraldinsight.com.ezproxy.library.dal.ca/journals.htm?articleid=856037&show=html</p> <p><i>Winning Businesses in Product Development: The Critical Success Factors</i> http://www.stage-gate.com/newsletter/downloads/WP_26_Winning_Business.pdf</p> <p><i>How to Survive a Product Recall</i> http://www.inc.com/guides/2010/06/how-to-survive-a-product-recall.html</p>
<p>Fourth on-line session</p> <p>Mar 9 9 PM AST</p>	<p>Branding</p> <p>Marketing Mix Strategies</p>	<p>Read:</p> <p>Text: Best: Part 4 (chapters 11 – 13)</p> <p>Articles: <i>Branding in the Digital Age</i> http://www.iei.liu.se/fek/svp/mafo/artikelarkiv/1.309575/Artikeltilluppgift1.pdf</p>

		<p><i>Secrets of the 10 Most Trusted Brands</i> http://www.entrepreneur.com/article/223125</p> <p><i>The Relationship Between Integrated Marketing Communications (IMC) and Brand Equity</i> http://www.ijcr.eu/articole/110_Pagini%2009-14%20Brunello%20IJCR%201-2013.pdf</p> <p><i>How to Use Social Media for Market Research</i> http://socialmediatoday.com/raywilliamnelson/1313496/marketing-research-how-use-social-media-market-research</p> <p><i>Thirty Terrible Pieces of Social Media Advice you Should Ignore</i> http://blog.hubspot.com/blog/tabid/6307/bid/34180/30-Terrible-Pieces-of-Social-Media-Advice-You-Should-Ignore.aspx</p>
<p>Fifth on-line session</p> <p>Mar 23 9 PM AST</p>	<p>Marketing Mix Strategies</p> <p>Corporate Social Responsibility</p> <p>Not For Profit Marketing</p> <p>Ethics</p> <p>Longer Term Trends</p>	<p>Read:</p> <p>Text: Best: Part Five (chapters 14-16)</p> <p>Articles: <i>Corporate Social Responsibility (Industry Canada)</i> http://www.ic.gc.ca/eic/site/csr-rse.nsf/eng/rs00182.html</p> <p><i>CSR – It’s All About the Marketing</i> http://www.forbes.com/2009/11/20/corporate-social-responsibility-leadership-citizenship-marketing.html</p> <p><i>Charity Brawl: Nonprofits Aren’t So Generous When a Name’s at Stake</i> http://online.wsj.com/news/articles/SB10001424052748703700904575390950178142586</p> <p><i>All Nonprofits Are Hurt by the Culture Wars, Not Just Komen for the Cure</i> http://www.hudson.org/research/9259-all-nonprofits-are-hurt-by-the-culture-wars-not-just-komen-for-the-cure</p>

Marketing Ethics (Canadian Marketing Association)

<http://www.the-cma.org/regulatory/code-of-ethics>

Ethics and Competency: The Market Forces Boards To Take a Longer View

<http://iveybusinessjournal.com/topics/the-organization/ethics-and-competency-the-market-forces-boards-to-take-a-longer-view#.U1-7JfldXTo>

Why Marketing Ethics is important

<http://college.cengage.com/business/modules/markngethics.pdf>

The Future of Marketing

<http://www.forbes.com/sites/onmarketing/2014/03/05/the-future-of-marketing-a-little-less-campaign-and-a-little-more-action/>

Twenty five experts predict the future of marketing

<http://www.exacttarget.com/resource-center/digital-marketing/infographics/2013-inspired-marketing-predictions>



MBA (FS) Program Dalhousie University
School of Business Administration
Faculty of Management

BUSI 6900 – Corporate Social Responsibility

Summer, 2015

Cedric Dawkins

Phone: (902) 494-3147

6100 University Ave, PO BOX 15000,

Halifax, Nova Scotia, Canada, B3H 4R2

E-mail: dawkins@dal.ca

Course Description:

The notion of corporate social responsibility challenges managers to expand their strategic perspective to include ethical consideration of the business and society interaction. The social, economic, political/legal, technological, and natural environments of business form the context of all business actions and managers' choices. Events, conditions, and trends in these varied environments all affect the way a corporation can *and should* conduct its operations. In this course, we will examine the role of business in addressing the immense social and environmental problems within its broad sphere of influence.

The course provides students with the analytical and practical foundations to appreciate the business/stakeholder relationship and contribute to their communities as responsible business leaders. These topics include:

- Free markets and regulation
- The role of business in society
- Ethical frameworks and decision making
- Corporate social responsibility
- Stakeholders and the firm
- The ethical implications of global supply chains
- The ethics of employer/employee relationships
- Reconciling sustainable business and capitalism

Learning Objectives:

By the end of the course, the student should be.....

- Make a reasoned argument as to the nature and extent of corporate social responsibility.

- Explain an ethical framework and apply it to a particular business challenge.
- Demonstrate an understanding of the stakeholder rubric and its use in business.
- Develop an ethical position on the responsibilities that emerge from global supply chains.
- Indicate an understanding of sustainability and its importance in business operations.
- Reconcile the often disparate objectives of capitalism and sustainability.

Learning Materials:

Text:

Ferrel, O.C., Fraedrich, J., Ferrel, L. (2012). *Business Ethics: Ethical Decision Making and Cases*. (10th ed). Cengage Learning.

See schedule below for further supplementary readings (found online through course website)

Modes of Course Delivery

Although you will do the readings and case analyses on your own, I will complement your study and preparation with the following:

Online synchronous lectures are ‘real time’ video streamed lectures and will generally last about 40 minutes. I have elected to use them for material that I consider to be particularly nuanced or that for which I have put together outside of the texts and reading material. After my presentation I will take questions. Note that in order to derive the greatest benefit from the lectures, you should read the material beforehand.

Discussion boards are an opportunity to hear what others are thinking about a particular issue and add your thoughts and comments. Many times knowledge is emergent, meaning that your views take shape and evolve in conjunction with the views and perspective of others. This is an opportunity to take advantage of the cumulative knowledge of the group. I will chime in periodically and sometimes begin the discussion with a short commentary. Your thoughts/comments are not evaluated, but participation is part of your participation grade.

Lesson Feedback. After some of the readings I will ask that each student present one observation and one question to me. This gives me the ‘pulse’ of the class on the assigned material. I will read the feedback to identify common themes that I will share in open forums (described below). More importantly, I will address the questions and clarify areas that seem to present the most problems. Presenting observations and questions is part of class participation.

Open Forums provide an opportunity to address questions and common confusions. I will begin by sharing common observations and questions, and then take questions. I have also scheduled these early in the week when assignments are due as a chance to address any questions linked to the assignment. Attendance at open forums is not required.

Ground rules:

We will discuss a number of issue controversies in online discussions and the intensives. It is, therefore, essential to demonstrate respect for the ideas and reasoning of others. If the issues were so clear cut as to allow only one course of action, we would not be discussing them. We will rigorously evaluate ideas, but not people.

Grading Scale for Graduate Students:

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar

Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A +	90 - 100
A	85 - 89
A -	80 - 84
B +	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

Method of Evaluation/ Marking Scheme:

Participation (online)	10%
Participation (at intensive)	5%
On-line Issue Assignments (3 @ 15%)*	45%
Final Exam	<u>40%</u>
	100%

* There will be four assignments posted. Students must complete three of the four.

Assignment	Due date**
1	June 18, 2015
2	July 2, 2015
3	July 16, 2015
4	August 13, 2015

** Due by Midnight Atlantic Time

Class Participation and Performance:

At the intensive we will discuss a number of cases and explore different avenues of thought. It is important that all students come to all classes prepared and ready to fully participate in the class discussion. The participation portion of the grade it is not simply quantity but also the quality of your contribution.

Final Exam

The final exam will be comprised of a combination of multiple choice and short answer essay questions based on a case study.

Intensives

Every course in the MBA (FS) program has an intensive as part of the course. The intensives are mandatory part of the course and must be attended. If for any reason you are unable to attend an intensive please contact both the professor and the CFAME office.

The intensive session for the course will be held in Toronto from May 12, 2014 to the morning of May 15. The final exam for the course will be written on the morning of May 15, 2014.

Certificates of illness:

Medical notes must be submitted to the MBA Program office. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Students with Disabilities:

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Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Note: The following can be modified by individual instructors to suit their particular course requirements.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

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STATEMENT ON THE USE OF SCENTED PRODUCTS

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Course Schedule: Current events may present an opportunity to address an issue as it emerges and develops. In that case, I may make minor adjustments to the order or topics covered, but in no case will there be an increase in course deliverables, nor will an assignment be due earlier than is currently designated.

WEEK K	TOPIC	READING / ASSIGNMENTS
WEEK 1 19- May- 15	Introduction & Course Organization	<ul style="list-style-type: none"> Why Hard-Nosed Executives Should Care About Management Theory – HBR Online Synchronous Lecture. Time TBA.
WEEK 2 25- May- 15	MODULE 1: Business & Society	<ul style="list-style-type: none"> Online Synchronous Lecture. Time TBA. Chapter 1, Business Ethics, pp. 1 – 8. Text: Business Ethics: Ethical Decision Making and Cases. (10th ed). Cengage Learning. Garrett Hardin, “The tragedy of the commons,” Science, 162, 1243-1248. Milton Friedman, “The social responsibility of business is to increase its profits,” The New York Times Magazine (September 13, 1970).
WEEK 3 1-Jun- 15	MODULE 2: Ethics and Ethical Reasoning	<ul style="list-style-type: none"> Online Synchronous Lecture. Time TBA. Chapter 6 – Individual Factors: Moral Philosophies. Text: Business Ethics: Ethical Decision Making and Cases. (10th ed). Cengage Learning. DISCUSSION BOARD #1: This American Life – The Competition Listen to Act Two. The Race for Second Place: http://www.thisamericanlife.org/radio-archives/episode/344/the-competition?act=2 What’s your take on this? Post no more than two paragraphs.
WEEK 4 8-Jun- 15	MODULE 3: Corporate Social Responsibility	<ul style="list-style-type: none"> Chapter 2, Stakeholder Relationships, pp. 28-38. Text: Business Ethics: Ethical Decision Making and Cases. (10th ed). Cengage Learning. Aneel Karani, “The case against corporate social responsibility,” Wall Street Journal (August 23, 2010). The Link between Competitive Advantage and Corporate Social Responsibility’, Michael Porter & Mark Kramer, Strategy & Society, Harvard Business Review, December 2006, 1-13. ‘What is BP’s Social Responsibility?’, by Christa Freeland, Washington Post, July 18/10 http://blogs.reuters.com/chrystia-freeland/2010/07/19/whats-bps-social-responsibility/
WEEK 5 15- Jun-15		<ul style="list-style-type: none"> Open Forum to address questions regarding assignment one. WEBCAST: ‘CSR and the Role of Business Today’ A Panel Discussion, convened by Fenton Communications, Sept 24/10, NYC http://vimeo.com/15614431 ASSIGNMENT ONE: Memorandum to advise. Due Thursday, June 18.
WEEK 6 22- Jun-15	MODULE 4: Stakeholder Management	<ul style="list-style-type: none"> Chapter 2, Stakeholder Relationships, pp. 38-51. Text: Business Ethics: Ethical Decision Making and Cases. (10th ed). Cengage Learning. Ed Freeman, Stakeholder Theory: http://www.youtube.com/watch?v=bIRUaLcvPe8

WEEK 7 29- Jun-15		<ul style="list-style-type: none"> • Open Forum to address questions regarding assignment two. Time TBA. • Life, Death, and Property Rights: The Pharmaceutical Industry Faces AIDS in Africa www.hbsp.harvard.edu Spar, Debora L., Bartlett, Nicholas. Harvard Business School Publishing, 2005 • ASSIGNMENT TWO: Memorandum to advise. Due Thursday, July 2.
WEEK 8 6-Jul- 15	MODULE 5: Globalization	<ul style="list-style-type: none"> • Chapter 10, Globalization. Text: Business Ethics: Ethical Decision Making and Cases. (10th ed). Cengage Learning. • Send session feedback comment and question by Friday March 14.
WEEK 9 13-Jul- 15		<ul style="list-style-type: none"> • Synchronous lecture and availability to address questions sent. Time TBA. • ASSIGNMENT THREE: Due Thursday, July 16 Memorandum to advise. • Bangladesh Garment Industry http://www.nytimes.com/2013/04/25/world/asia/bangladesh-building-collapse.html http://www.nytimes.com/video/world/asia/100000002208157/divided-over-bangladesh.html
WEEK 10 20-Jul- 15	Supply Chain Managemen t	<ul style="list-style-type: none"> • ‘Supply Chain Sustainability: A Practical Guide for Continuous Improvement’, United Nations Global Compact and Business for Social Responsibility, (New York: The UN Global Compact Office, 2010) http://supply-chain.unglobalcompact.org/site/article/68 The Ten Principles of the Global Compact and Supply Chain Sustainability – Page 8 • ‘De Beers enters conflict at the heart of the diamond industry’, Sunday Times, Nov 6, 2006. http://business.timesonline.co.uk/tol/business/markets/africa/article626032.ece • Watch a 7 minute video of DeBeers Managing Director Gareth Penny explaining the business strategy behind his company’s involvement with the UN, governments and NGOs in development of the ‘Kimberley Process’, Bloomberg Business Week, Jan 6, 2009 http://www.businessweek.com/managing/content/jan2009/ca2009016_644338.htm • DISCUSSION BOARD #2: What’s your take on how De Beers is handling this? Post no more two paragraphs.
WEEK 11 27-Jul- 15	MODULE 6: Sustainability	<ul style="list-style-type: none"> • Chapter 12, Sustainability. Text: Business Ethics: Ethical Decision Making and Cases. (10th ed). Cengage Learning. • For context: 7 Billion http://video.nationalgeographic.com/video/the-magazine/the-magazine-latest/ngm-7billion/ • ‘The Sustainability Imperative’, David Lubin & Daniel Esty, Harvard Business Review, May 2010’ • “A Roadmap for Natural Capitalism” HBR
WEEK 12 3-Aug- 15	Sustainabilit y and the Natural Environmen t	<ul style="list-style-type: none"> • Carter Roberts, President and CEO of WWF US and Dangerous Liaisons: How Businesses are Learning to Work with their New Stakeholders’, The Economist, A report from The Economist Intelligence Unit, 2010 http://www.verizonbusiness.com/resources/reports/rp_dangerous-liaisons-eiu_en_a4_xg.pdf • Carter Roberts, President and CEO of WWF US and Muhtar Kent, CEO of the Coca-Cola Company talk about their global partnership to conserve

		<p>water and address climate challenges http://www.youtube.com/watch?v=JzHitTASM44&NR=1</p> <ul style="list-style-type: none"> • Send session feedback comment and question by Friday April 18.
WEEK 13 10- Aug- 15	MODULE 7: Employees and the Corporation	<ul style="list-style-type: none"> • Chapter 7, Organizational Factors, Text: Business Ethics: Ethical Decision Making and Cases. (10th ed). Cengage Learning. • Why I am Leaving Goldman Sachs, Greg Smith, New York Times http://www.youtube.com/watch?v=PfW5tGpIczY • Public Exit From Goldman Raises Doubt Over a New Ethic, Nelson D. Schwartz, New York Times How to Communicate Dissent at Work http://blogs.hbr.org/cs/2013/02/how_to_communicate_dissent_at.html • ASSIGNMENT FOUR: Due Thursday, August 13.
WEEK 14 17- Aug- 15	MODULE 8: Putting It All Together	<ul style="list-style-type: none"> • Synchronous availability to address content questions upcoming intensive in Toronto. Time TBA. • Bill Gates. Creative Capitalism http://www.youtube.com/watch?v=Ql-Mtlx31e8 ...or you can read the speech. Remarks by Bill Gates, Chairman, Microsoft Corporation World Economic Forum 2008 “A New Approach to Capitalism in the 21st Century” Davos, Switzerland. Jan. 24, 2008. • Rosabeth Moss Kanter, “Standing on principles: Strategic priorities and a values-based guidance system,” chapter 3 from SuperCorp: How Vanguard Companies Create Innovation, Profits, Growth, and Social Good (Crown Business, 2009) (Library e-book) • Business in Society with Georg Kell Executive Director, United Nations Global Compact http://www.youtube.com/watch?v=nidsqdD6xz8 • Send session feedback comment and question by Friday April 26. I will share comments and address questions at the Toronto intensive session.
Aug 24-27	Toronto: On-Site Intensive	<ul style="list-style-type: none"> • ‘It’s Hard to be Good’: Harvard Business Review Profile of 5 ‘good’ companies that do more than just pay lip service to community engagement, labour relations, environmental protection, corporate governance, and supply chain accountability’, HBR November 2011 • Dawkins, C. Dow Chemical and Agent Orange in Vietnam. The Case Journal, 2008. • Schedule to follow

5.1.10 BUSI 6990 – Strategic Leadership and Change



MBA (FS) Program Dalhousie University
School of Business Administration

BUSI 6990 – Strategic Leadership and Change

Term/Year Summer 2015

Instructor: Dr. McLarney
Office #: Room 5021, K.C. Rowe Management Building
Telephone: 494-2025
E-mail: mclarney@dal.ca
Office hours: By Appointment or Open Door

Introduction

This course focuses on competitive leadership and the management of change in dynamic global environments as both a managerial responsibility and an orientation for the entire organization. The focus is decision making from the perspective of managers at a strategic business unit (SBU) level. It is assumed that course participants are familiar with introductory business concepts. The course will develop your understanding and skills for exercising leadership and making strategic choices at the business unit level to achieve competitive advantage in dynamic environments. Specifically it will:

- Help you understand the conceptual building blocks (or tool kit) of strategic analysis and strategic management.
- Develop your analytical capabilities for the selection of appropriate tools and concepts that are relevant to a strategic problem area or opportunity.

Required Text:

Hill, C W. & G. Jones, Strategic Management: An Integrated Approach, 10th Edition, McGraw-Hill Ryerson, 2013.

Grading Scale for Masters Students

Grading Scale as per Dalhousie
Faculty of Graduate Studies Calendar
Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

Method of Evaluation/ Marking Scheme:

Assignments (3)	
Assignment 1	15%
Assignment 2	15%
Assignment 3	15%
Participation	15%
<u>Final examination*</u>	40%
	100%

* Students must pass the final exam in order to pass the course.\

Due Dates

Assignment 1	June 7, 2015 *
Assignment 2	July 5, 2015 *
Assignment 3	August 3, 2015 *

*** Due by 23:00 Atlantic Time**

The intensive session for the course will be held in Halifax from August 17, 2015 to the morning of August 21. The final exam for the course will be written on the morning of August 21.

Class Participation and Performance:

Verbal and presentation skills are essential in general management. In this class, *I hope that we provide each other with a “riskless” environment in which we can test our ideas, enhance our presentation skills and improve our decision-making effectiveness. Willingness to participate and to test new ideas is not only important, it is the central ingredient of this course.* It is important to appreciate that every student is a co-producer of the class discussion, and thus it is important that every class member listen carefully to one another and attempt to build on or constructively critique prior comments. Try to resist the temptation to jump to topics that are not specifically open for discussion.

In grading class participation, I will use several criteria, including:

- **Analysis:** Do the comments include analysis, or do they simply restate the facts?
- **Responsiveness:** Do the comments relate to, and build upon, the previous discussion?
- **Creativity:** Do the comments bring a new perspective to the issues? (**test new ideas**)
- **Clarity:** Are the comments succinct and understandable?
- **Quantity:** How frequently does the student participate?
- **Integration:** Does the participant integrate material from past classes?
- **MOST IMPORTANTLY: Do the participant’s comments stimulate productive discussion among class members?**

Course Content:

Lesson 1: The Strategic Management Process

Lesson 2: External Analysis: The Identification of Industry Opportunities and Threats

Lesson 3: Internal Analysis: Distinctive Competencies and Competitive

Lesson 4: Building Competitive Advantage Through Functional Level Strategy

Lesson 5: Building Competitive Advantage Through Business Level Strategy

Lesson 6: Competitive Strategy and the Impact of Industry

Lesson 7: Strategy In the Global Environment

Lesson 8: Corporate Strategy

Lesson 9: Corporate Performance and Business Ethics

Lesson 10: Ethics Strategy Implementation

Certificates of illness:

Where illness is involved, a certificate from the student's physician is required. This certificate must indicate the dates and duration of the illness, and it should describe the impact on the student's

ability to fulfil academic requirements, and any other information the physician considers relevant and appropriate. To obtain a medical certificate, students who miss examinations, tests or the completion of other assignments should contact their physician at the time they are ill and should submit a medical certificate to their class instructor as soon thereafter as possible. Such certificates will not normally be accepted after a lapse of more than one week from the examination or assignment completion date.

All outstanding grades, including ILL or INC, must be addressed prior to registration for the next term. If grades are still outstanding into the next term and no arrangements have been made, students may be required to re-register in the class.

Students with Disabilities:

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

Academic Integrity in the Faculty of Management:

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie now subscribes to SafeAssign.com, a computer based service that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the SafeAssign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Statement On The Use Of Scented Products

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier!

5.2 ELECTIVE COURSES

5.2.1 BUSI 6230 – Investments and Money Management



**DALHOUSIE
UNIVERSITY**
Inspiring Minds

MBA (FS) Program
Dalhousie University
Rowe School of Business
Faculty of Management

Business 6230: Investment and Money Management

Fall/ 2014

Instructor: Dr. Iraj Fooladi
Office: 2018 Kenneth C. Row Management Building
Telephone: (902) 494 - 1843
E-mail iraj.fooladi@dal.ca

Course Description:

This course is designed to introduce you to the basics of the Modern Investment and Portfolio Theory and its application to Money Management. The intention is to provide you with the needed basic technical and operational skills to successfully face the challenging world of investment and money management. In particular, a considerable effort will be made to compare and contrast investment approaches suggested in various theories with the activities of money managers on the street.

Pre-Requisites for Course: BUSI 6207

Learning Objectives:

By the end of the course, the student should have a broad knowledge of the investment environments and instruments and understand how asset allocations are related to and affected by degrees of risk aversion. They will be familiar with various investment policies and methods of portfolio formations both by equity and fixed income managers as well as relationship between these policies and the level of market efficiency. Finally, they will understand the differences in risk/return trade-offs of investing in domestic versus international markets and will learn about various ways to evaluate money managers' performance and the difficulties inherent in each performance measure.

Approach Taken

The course delivery is via a blended approach. During the fall term, students will receive the course materials, including the assignments, and are able to communicate with the professor via BLS, e-mail and telephone calls. At the end of the term, or in January, there will be a 4-day intensive session where the students receive 8-hours/day lectures. The intensive class will be run by *interactive* lectures. This means that students are expected to come to class prepared and actively participate in class discussions. Class participation is required and counts for 10% of the total grade.

Learning Materials

Text

1. Z. Bodie, A. Kane, A. Marcus, S. Perrakis, P. Ryan, *Investments*, 8th Canadian edition, McGraw-Hill Ryerson, 2014. (**Bodie**).
2. Investment Notes (will be put on the web) and Outside Reading Materials

The text for this course will be sent to students via courier in hard copy form. Other materials will be put on the web or will be distributed in class during the intensive part of the program. In addition to the material in the text, a few outside readings may be assigned. These readings will be selected from the literature that presents the most recent developments in theory and practice of money management. You are expected to read and have a general understanding of the distributed materials. However, when a more in-depth understanding is required, you will be notified.

Grading Scale for Masters Students

Grading Scale as per Faculty of Graduate Studies Calendar

Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0 - 69

Method of Evaluation/ Marking Scheme:

Class Participation/Presentation	10%
Two assignments (10% each)	20%

Written Project	25%
Presentation of the project	5%
Final Examination	<u>40%</u>
	100%

Assignments, final examination, and class discussions are individual components of the course. Written project and presentations are team work. You do these in a team of two or three. Each team will submit a single project report and all team members will receive the same grade for the team's report. Therefore, it is absolutely crucial to pick a partner whom you would consider fair and reasonable, and with whom you can work comfortably. The research paper should be 10-15 pages long (double-spaced) and *must be typed* and submitted on the **due date (December 2, 2014)**. You will be given a list of suggested topics that are related to the course. You may pick a research project amongst those topics or suggest your own topics. **If you decide to pick your own topic, you should obtain a prior approval by discussing your research topic with me early on in the term.**

Each team (in groups of 2 or 3) will be required to prepare and make an online (15-20 minute) presentation prior to intensive (During the December and the first week of January). These presentations will be recorded using the “Live Classroom” software and uploaded to the BBLearn site prior to the intensive. More details on the logistical and other aspects of these presentations will be provided shortly.

You must obtain a passing average on individual work (the assignments, examination, and class participation) in order to pass the course. Missing the final examination without a legitimate reason will result in a grade of zero for that examination. In case of illness, medical notes should be submitted to the Center for Advanced Management Education Office.

Participation (10% of all marks)

The participation grade will be based on the following factors:

1. Attendance

Full attendance in class is necessary but not sufficient condition to gain the participation mark.

2. Participation in class discussion

My lecture style includes asking many questions while I am lecturing. Students should try to respond although I do not expect all answers to be always correct. The idea is to promote class discussions. I also encourage everyone to ask questions and invite input from everyone in answering these questions. Asking pertinent questions is a good participation.

3. Pro-active involvement with class discussion

In addition to participating in discussions created by my questions, I expect students initiate discussions and make comments on the issues that are discussed in class.

Also, your written research project will be graded based on the following rubric:

Project Assignments (25% of total grade)

Originality and relevance of the topic	5%
Demonstration of understanding of the issue	5%
Theoretical development/explanation (if applicable)	2%
Information/data presentation	5%
Methodology	3%
Organization, writing style and clarity	5 %

Presentation of your written research project will be graded based on the following rubric:

Presentation of your written project (5% of total grade)

Connection between the presentation and the written report	1%
Information accuracy	0.5%
Presentation logic/order	1%
Knowledge generated/gained on the topic	0.5%
Presentation style	0.5%
Appearance, confidence and mannerism	0.5%
Time Management	0.5%
Sparking discussions	0.5%

Ground rules

When we are at the intensive, you must arrive in class on time and stay in for the duration of class. Please note that *all* cell phones must be turned off during the lecture and eating is absolutely prohibited in class. If you are bringing your laptop in class, it must solely be used for the lecture purpose. Checking e-mails, going into chat rooms, facebook, etc. while lecture is in the process, is not allowed.

Certificates of illness

Medical notes must be submitted to the Center for Advanced Management Education Office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

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<http://www.registrar.dal.ca/calendar/ug/UREG.htm#12>

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If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Academic Integrity Officer.

School of Business clarification on Plagiarism versus Collaboration:

Please note: There is a clear line between group work on assignments and copying solutions from others. It is alright to work on assignments with your friends. In fact, working in groups is encouraged as it is often highly beneficial. For best results, you should always attempt to solve the problem alone, prior to meeting with the group. Whenever you collaborate with your colleagues on assignments, **you must always prepare your own submission. Copying is plagiarism!** This includes copying the work of others, making changes, and submitting it as your own work. **However, for the project or assignment in this class, team members submit just one copy for the team.**

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of a tutor as your own
- Including your name on a group submission when you have not contributed to that submission

Specific examples of acceptable collaboration include, but are not limited to, the following:

- Discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, in their own words.
- Working on a computer-based exercise collaboratively, and then each of the students creating their own submissions individually, from start to finish.

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the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier!

COURSE SCHEDULE

Text Chapters	Topic and lecture activities
	<p>Week one: Introduction to Money Management; tasks, process, and instruments.</p> <p>Aspects of Security Market Operation, Investment Companies.</p> <p>Please note that, with a few exceptions, materials in the first three chapters of your text are GENERAL and STRAIGHT FORWARD. They are basically descriptions of how security markets work in general. I do not plan to talk about these in class during the intensive portion of the course except for a few technical points. However, these are important materials for any finance student and having a general idea about them is essential for any business student. I will only talk about a few issues from these chapters that are a bit technical. The rest is for you to read. I will be available outside classroom if you need any help on these materials.</p>
Ch. 1	<ol style="list-style-type: none"> 1 Introduction to the tasks of money managers. 2 Overview of the fundamentals of investment and capital markets 3 Features of the investment environment
Ch. 2	<ol style="list-style-type: none"> 4 Nature and Characteristics of investment instruments- Investment Concepts 5 Capital markets and indicators
Ch. 3	<ol style="list-style-type: none"> 6 How firms issue securities 7 How securities are traded 8 Margin trading and short sales
	<p>Weeks two to four: Return Distribution, Diversification, and Asset Allocation</p>
Ch. 4	<ol style="list-style-type: none"> 1 Sources of risk, risk premium, and return distribution
Ch. 5	<ol style="list-style-type: none"> 2 Risk aversion and risk tolerance 3 Fundamentals of portfolio management – Diversification effect 4 Fundamentals of portfolio management - Capital allocation between risky & risk free assets
Ch. 6	<ol style="list-style-type: none"> Fundamentals of portfolio management - Optimal Risky Portfolio

	Week five: Index Models and Equilibrium in capital markets
Ch. 7	1 Capital Asset Pricing Model (CAPM)
Ch. 8	2 Single and Multi-index models and the Arbitrage Pricing Model (APM) 3 Materials to be distributed in class
	Week six: Continuation of Equilibrium Models and Efficient Market Hypothesis.
Chs. 9, 11	1 The Efficient Market Hypothesis (EMH): Definitions, implications and evidences
	Week seven: Valuation of Equity
Ch. 16 & outside material s	1 Valuation of Equity – Discounted cash flow models 2 Other valuation models
	Weeks eight - ten: Fixed-Income Securities: Pricing, Characteristics and Management
Ch. 12	1 Bond pricing and analysis
Ch. 13	2 The term structure of interest rate and bond pricing
Ch. 14	3 Bond portfolio management
	Weeks eleven & twelve: Portfolio Performance Evaluation, International Diversification and Conclusions
Ch. 21	1 Measuring Portfolio Performance
Ch. 22	2 The essentials of active portfolio management
Ch. 24	3 Investing abroad. 4 Concluding the term



BUSI 6255 – Global Markets and Institutions

Course Description:

Global Markets and Institutions is an introduction to the world of global finance. It has been designed to give a theoretical background to topics such as financial institutions and currency markets and to explain how these impact the world economy. Throughout the course, application to real-life examples will be used extensively.

Prerequisites:

BUSI 6207

Students are expected to have a certain level of knowledge, before taking an **elective class**. Usually, this refers to the core class in that academic area, but sometimes the prerequisite requirements may also include other electives. Any student found in breach of the prerequisite requirements for an MBA class without special permission of the professor, may be removed from the class without further notice, potentially resulting in an "F" if the removal date is past the term deadline to drop a class. Students should make sure they have completed the prerequisite requirements (or received special permission of the professor) before enrolling in elective courses.)

Learning Objectives:

By the end of the course, students will be familiar with the theory of global markets and institutions as well as current events that are affecting these markets.

Texts and other readings:

Financial Markets and Institutions,

Mishkin and Eakins

Seventh Edition, 2012.

Please note that this is a US text book. Unfortunately no appropriate recent Canadian text exists. While the theory discussed in the text is consistent with Canada, the US financial system is very different than in Canada which means that some of the specific examples do not apply. Additional reference material will be made available to explain these differences.

Grading Scale for Masters Students

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

Method of Evaluation/ Marking Scheme: (example)

Assignment #1	10%
Assignment #2	10%
Assignment #3	10%
Assignment #4	10%
Paper/Presentation	15%
Participation	10%
Final Exam	<u>35%</u>
	100%

NOTE: In any class for which 25% or more of the evaluation is based on group work, students must pass their individual work to pass the course. (ref: “Business Administration requirement, page 70, Graduate Studies calendar”.)

Assignments

There will be four assignments throughout the semester. These will be individual assignments and will consist of a mixture of quantitative and conceptual questions. The goal of these assignments is to relate the material covered in class to actual current events in the economy.

Paper/ Presentation

Prior to the intensive week, groups (size will depend on total class enrollment) will be formed and assigned topics. During the intensive, each group will be required to make a 15-20 minute presentation on their topic. These presentations will be recorded and posted online for the rest of the class to watch. During the online intensive sessions, the presentations will be discussed and the group will be expected to answer questions.

In addition to the presentation, each group will have to submit a 5-7 page paper to the instructors.

The topics will be chosen to compliment the material covered in the text.

Grades for the paper/presentations will be based on the following rubric:

Content (80% of overall grade)

Sources: (15% of overall grade)	<u>Points Allocated</u>
Sources were varied, of high quality, and relevant to the subject	10
List of sources met most of the above criteria	8
List of sources met some of the above criteria	6
List of sources did not meet the above criteria	4
There were no sources used	0
Information: (25% of overall grade)	
Information was factually accurate, relevant, complete	10
Information was occasionally imprecise, irrelevant, or incomplete	8
Information was regularly imprecise, irrelevant, or incomplete	6
Information was incorrect, irrelevant, and incomplete	4
Essay did not introduce any factual information	0

Comprehension: (40% of overall grade)

Presentation demonstrated understanding of all relevant concepts	10
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Presentation demonstrated understanding of most relevant concepts	8
Presentation demonstrated understanding of some relevant concepts	6
Presentation did not demonstrate understanding of relevant concepts	4
Presentation demonstrated no understanding of all relevant concepts	0

Delivery (20% of overall grade)

Manner: (10% of overall grade)

All the information was presented rather than read	10
Most of the information was presented rather than read	8
Some of the information was presented rather than read	6
All the information was read rather than presented	4
Information was not presented	0

Attitude: (10% of overall grade)

All the information was presented confidently and energetically	10
Most of the information was presented confidently and energetically	8
Some of the information was presented confidently and energetically	6
Information was not presented confidently and energetically	4
No one spoke	0

Participation

The participation grade will be based on involvement with the class discussion board. There will be a discussion board created on the BLS site. This board is a place for students to contribute ideas or materials that they have come across and found interesting. This material does not have to directly relate to what we are covering in class but can be much broader in scope. In addition, the instructors will post specific questions related to current events. It is expected that students will reply with their views and opinions backed by the material we have covered in class.

Topic#	Chapters
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Section 1

1. Theory of Financial Intermediation
Chapter 7
2. Banks and Bank Structure
Chapter 17
3. Other Financial Institutions
Chapters 20, 21, & 22
4. Risk Management in Financial Institutions
Chapters 23 & 24

Section 2

5. Financial Crises and Regulation
Chapters 8 & 18
6. Money and Mortgage Markets
Chapters 11 & 14
7. Foreign Currency Markets
Chapters 15 & 16

Certificates of illness:

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Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Academic Integrity Officer.

School of Business clarification on Plagiarism versus Collaboration:

Note: The following can be modified by individual instructors to suit their particular course requirements.

There are many other opportunities for plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments and copying solutions from others. It is alright to work on assignments with your friends. In fact, working in groups may be beneficial. For best results, you should always attempt to solve the problem alone, prior to meeting with the group. Whenever you collaborate with your colleagues on assignments, **you must always prepare your own submission. Copying is plagiarism!** This includes copying the work of others, making changes, and submitting it as your own work.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of a tutor as your own

- Including your name on a group submission when you have not contributed to that submission

Specific examples of acceptable collaboration include, but are not limited to, the following:

- Discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, in their own words.
- Working on a computer-based exercise collaboratively, and then each of the students creating their own submissions individually, from start to finish.

STATEMENT ON THE USE OF SCENTED PRODUCTS

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier!



Risk Management for Financial Institutions Course Outline Winter 2015

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This is a comprehensive course in Enterprise Risk Management that also introduces the basics of Financial Risk Management. A critical analysis of the rise and evolution (including the future evolution) of risk management is utilized. The specific concepts, frameworks, techniques and regulatory aspects of risk management are discussed in both the context of a general organization and in the specific case of financial institutions. The focus of the course is the implementation of best risk management practices, and as such, the emphasis is on practical rather than the theoretical aspects of risk management. An additional focus on the course is on learning to think about risk management, rather than just learning the tools and techniques of risk management.

Overview:

Risk Management for Financial Institutions is a course designed to illustrate best practices and techniques of risk management and risk management implementation in the context of organizations (both profit and not-for profit) with an emphasis on the more specific context of risk management of financial institutions.

Risk management has gained strategic and competitive importance in recent years and has gained a newfound level of respect and prominence as a separate professional field within the broader context of management. Nowhere has the newfound importance of risk management as a discipline been more apparent and more important, than in financial institutions. With the rise of risk management techniques stemming from derivatives, and the broadening of capital markets instruments such as

securitizations, along with the rapidly changing role of financial institutions in the world economy, the demand and need for highly trained risk professionals has never been greater.

Adding to the demand for and challenges of the risk manager are new risks that are coming to the fore. Risks such as cyber risk, social media, reputational risk and demographic changes are tasking the talents of the risk manager in new ways. To compound the issue, a new layer of regulatory, compliance and governance concerns is the environment in which risk management is now practiced.

This course focuses on Enterprise Risk Management while also covering the basics of the more specialized Financial Risk Management. Enterprise Risk Management (ERM) is a holistic way of examining the risks of an organization. ERM goes beyond the more traditional siloed approach to risk management and thus attempts to be a more efficient and a more effective philosophy of risk management. ERM has been associated with better governance, better credit ratings, and increased risk adjusted returns for investors, and a better overall competitive environment for the stakeholders of a firm.

Despite its perceived advantages, effective ERM implementation has proven to be difficult to achieve in practice. As a holistic risk management technique, ERM also requires managers to think and act holistically using a variety of techniques and management philosophies. This course will not shy away from the difficulties of ERM implementation and will force students to critically examine and think about the various approaches to risk management and how to appreciate the need to examine and respond to the specific contexts and needs for risk management that each organization has.

The course is designed to be as interactive as possible and employs a variety of pedagogical techniques. Risk management is not a passive or a theoretical exercise. Risk management is not static; it is dynamic. Effective risk management requires engaged management and this course will attempt to put that into practice.

The course has twelve modules. As risk management is a rapidly evolving field, each of the modules is designed with maximum flexibility so that the course can be kept as current as possible. The course will cover the classic approaches to risk management but also will not shy away from utilizing readings and exercises on techniques that are evolving or controversial.

In order to allow the course to be as flexible and current as possible, there will **not** be a standard set of Lecture Notes as is traditional CFAME MBA (FS) courses. Instead each of the modules will consist of a set of lectures and readings that are designed to be as flexible and current as possible while still acknowledging the classic literature and principles of risk management. Each module will consist of a combination of one or more of the following:

- A PowerPoint with Voiceover or a Camtasia lecture of the topics being covered in the module
- A set of readings and multimedia material to be reviewed by the student for the module
- Camtasia lectures to cover technical aspects of modeling

Additionally every three modules will have a Live Classroom (that will occur approximately two weeks before each assignment is due). Each module will have an assignment which in part will confirm the student's understanding of the material but also serve as a learning opportunity for the topics being

covered. (The assignments will be submitted in sets of three to allow for flexibility of timing for the participants.)

Marking:

Assignments (12)	30%
Participation (both for distance and intensive portions)	30%
Examination**	20%
Term Project	20%

**** Please note students must pass the final exam (70%) to pass this course**

NOTE: In any class for which 25% or more of the evaluation is based on group work, students must pass their individual work to pass the course. (ref: “Business Administration requirement, page 70, Graduate Studies calendar”.)

Intensives

Every course in the MBA (FS) program has an intensive as part of the course. The intensives are mandatory part of the course and must be attended. If for any reason you are unable to attend an intensive please contact both the professor and the CFAME office.

Certificates of illness:

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Students with Disabilities:

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

Academic Integrity in the Faculty of Management:

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie now subscribes to SafeAssign.com, a computer based service that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Dishonesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the SafeAssign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the

Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

STATEMENT ON THE USE OF SCENTED PRODUCTS

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier!

Textbook:

The textbook for this course is Enterprise Risk Management: From Incentives to Controls, 2nd Edition, by James Lam, Wiley Finance Series, 2014.

The lectures and modules will only follow the textbook in a very loose manner. The textbook is viewed as an alternative way of looking at risk management. The textbook thus supplements the material in the course rather than forming the backbone of the course. The textbook is a classic in the field of Enterprise Risk Management and should prove to be a valuable asset to the student's library.

Participation:

Participation is a key component of the grade for this course. Students are expected to contribute to the online discussions, the Live Classrooms and especially during the Intensive. Participation will be assessed based on overall quality of the contribution to the learning of the class.

Additionally, all students will be required to peer rank everyone in the class from best to worst contributor at the conclusion of the course.

Term Project:

Another key component of the course is the term project which each student will complete individually. The term project will be due two weeks after the Intensive. Students may submit their term project at the end of the Intensive. However experience has shown that most students wish to modify and edit their term project after the discussions that occur during the Intensive and after having had a chance to talk about their term project to others at the Intensive.

Examination:

The Examination will take place on the final day of the Intensive. The exam will be written on a computer. Therefore students should have access to a computer that contains a Word Processing program as well as Excel (or an equivalent). If you do not have access to a laptop, please notify the instructor as soon as possible so arraignments might be made.

Grading Scale for Masters Students

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar Regulation 6.6.2 Grading Policy

Letter Grade	Numerical %
equivalent A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

Module Summaries and Learning Objectives (subject to change):

1. Introduction: What is Risk?

Risk has many different definitions and connotations. Many of the implementation problems associated with ERM stem from inconsistent understandings of risk within an organization. This module examines the various different definitions of risk and why a precise definition is important. It also introduces the different approaches to risk management that arise from the different definitions of risk.

- What is risk?
- What is risk management?
- Why is risk management important?
- Why is risk management so difficult?
- Introduction to modules of

course Learning Objectives:

- Understand the different definitions of risk
- Understand how the different definitions of risk affect risk management strategy and implementation
- Appreciate the history of risk management
- Appreciate the challenges and opportunities of risk management in an organizational context

2. The Importance of Risk Management

This module examines the rise of risk management as a management discipline and risk management's role in creating sustainable competitive advantage. There are a lot of misconceptions of the role of risk management, particularly in financial institutions. Risk management is frequently seen as "the department of no", when instead the trend is towards an enabling function.

- The current context of risk
 - The financial crisis
 - The dot-com bust
 - Enron, Worldcom, etc.
 - Bernie Madoff and ethics
 - BP
- Value Added Risk Management
 - Risk management and strategy
 - Value-added risk management
 - Risk management as an enabler
 - Risk management versus auditing
- Risk Management for Competitive Advantage

Learning Objectives:

- Understand the current context of risk management, including the various stereotypes that exist around risk management
- Understand the link between risk management and business strategy
- Learn to appreciate that good risk management is an enabler
- Understand how to develop a risk culture in which risk management is an enabler
- Understand how and why risk management leads to sustainable competitive advantage

3. Risk Frameworks

The rise of risk management as a discipline has led to the development of standard risk frameworks. Several risk frameworks exist although only two are commonly cited. This module explains what the various frameworks are, how to assess them, and how to customize them for the specific requirements of an organization. The module also introduces the concept of risk homeostasis.

- COSO
- ISO 31000

- Comparing Risk Frameworks
- Are Risk Frameworks Evil
- Creating Customized Frameworks

Learning Objectives:

- Understand the implementation essentials of the major risk management frameworks
- Understand how to choose the most appropriate framework for a given organization
- Learn how to customize an existing framework, or create a specific framework for a given organization or situation
- Understand risk homeostasis and how to prevent it from derailing a risk strategy

4. Risk Governance

A strong and effective risk culture begins with good risk governance. This module covers what risk governance is, how it is created and the role of the Board in risk governance. Various risk governance frameworks are critically examined. Additionally the important task of setting the risk philosophy as well as the risk appetite of an organization is discussed.

- What is Risk Governance
- Ethics and Risk Governance
- Why is Risk Governance Important
- The Role of the Board in Risk Management
- Dey Report
- Sarbanes Oxley
- Setting the Risk Philosophy and Risk Appetite

Learning Objectives:

- Understand what good risk governance is
- Learn about the various governance frameworks
- Understand the role of the Board in setting the risk strategy
- Understand the role of the Board in providing risk oversight
- Understand what Board members need to know about risk management
- Develop processes for creating a risk philosophy as well as a risk appetite statement for a firm

5. Quantitative Risk Techniques

This module covers the quantitative risk techniques that are frequently used (and abused) in risk management. This module introduces the techniques, how to use them, and how to critically assess the results. This module covers risk modeling techniques as well.

- Risk Measures
 - i. Standard Deviation
 - ii. Semi-standard Deviation

- iii. Beta
- iv. Value at Risk
- Expected and Unexpected Loss
- Decision Trees
- Monte Carlo Simulation
- Real Options

Learning Objectives:

- Understand how to conduct a risk measurement analysis
- Understand how to assess the results of the various risk measurement techniques
- Learn to appreciate the advantages as well as the limitations of quantitative risk management
- Learn to appreciate the advantages as well as the limitations of risk modelling

6. Qualitative Risk Techniques

While the focus of risk management is often on the quantitative issues, the critical risk issues are often qualitative in nature. This module discusses the all-important techniques for identifying, measuring and assessing qualitative risks.

- Delphi Method
- Risk Maps
- Risk Dashboards
- Scenario Analysis
- Stress Testing
- Risk Reporting

Learning Objectives:

- Understand the importance of qualitative risk management
- Understand how qualitative risk management complements and enhances quantitative risk management
- Learn the various techniques of conducting qualitative risk analysis
- Appreciate the role of creativity in risk management
- Understand the role of reporting and communication for successful risk management

7. Financial Risk Management

When many managers think of risk management they only consider financial risk management. This module introduces the main tools, instruments and techniques of financial and market risk management. This module covers derivatives both as a risk management tool for financial institutions as well as a product that financial institutions market to their clients and the resulting differences in risk management strategies.

- Introduction to Derivatives
 - i. Forwards and Futures
 - ii. Options
 - iii. Swaps
- Using Derivatives for Risk Management
- Derivative Pricing Concepts
 - i. Forwards
 - ii. Options
- Exotic Derivatives
- Measuring Risk Sensitivities
 - i. Hedge Ratios
 - ii. The Importance of Volatility
 - iii. The Importance of Correlation

Learning Objectives:

- Learn the basics of derivatives as hedging instruments
- Learn how derivatives are created and marketed as a product
- Learn the basic concepts of derivative pricing
- Appreciate the limitations of derivative pricing
- Learn how to create financial hedges of the appropriate type
- Appreciate the influence of derivative modeling on risk management

8. Credit Risk Management

Credit risk management has traditionally been the cornerstone of risk management in financial institutions. This module covers the traditional methods of credit risk management as well as credit derivatives and their increasingly important role in credit risk management. Finally the module will discuss the role of credit risk in the recent credit crisis and the lessons learned as well as the questions that remain.

- The 5 C's of Credit
- Credit Scoring
- Counterparty Risk
- Credit Portfolio Management
 - i. Retail Credit Management
 - ii. Loan Management
 - iii. Bond Portfolio Management
- Credit Derivatives
 - i. Credit Default Swaps
 - ii. Collateralized Debt Obligations
 - iii. Credit Indices
- The 2008 Crisis and Lessons Learned
- Sovereign Risk

Learning Objectives:

- Understand the historical role of credit risk management in financial institutions
- Examine the main techniques for measuring and managing credit risk
- Understand the current role of credit risk management in financial institutions and the role of regulatory management of credit risk
- Learn the basics of credit derivatives and how they have changed credit management in financial institutions
- Understand the root causes of the 2008 financial crisis, the lessons learned and the remaining unanswered questions
- Understand sovereign risk and sovereign risk management techniques

9. Strategic and Operational Risk

The earlier module on quantitative risk management will have introduced some of the strategic and operational risk issues. This module completes the discussion on this very important risk area that is often overlooked. One of the main reasons for strategic and operational risk being overlooked is that it is hard to objectively measure and thus it is considered to be hard to manage. Various techniques for managing strategic and operational risk will be covered as well as integrating strategic and operational risk into an enterprise risk management framework.

Finally, risk management as a source of competitive advantage (which is a key recurring theme of the course) will be explicitly discussed.

- Managing what you cannot measure
- Project Risk Management
- Risk Learning
- Differences with Financial Risk Management
- Risk as a Story
- Integrating for Enterprise Risk Management
- Risk Management as Competitive Advantage

Learning Objectives:

- Understand the key concepts and techniques of strategic risk management
- Understand the key concepts and techniques of operational risk management
- Appreciate the differences with financial risk management and why those differences must be respected
- Learn how to integrate strategic and operational risk into an enterprise risk management strategy
- Learn how mastery of strategic and operational risk (along with financial and credit risk) leads to sustainable competitive advantage

10. Risk Management and Complexity

The study and science of complexity is rapidly developing to act as a counter-development to the quantification of risk management. The credit crisis showed the limit to mathematical modeling and deductive thinking and the science of complexity is one of the major paradigms that is arising to help solve the problem. This module introduces the concept of simple, complicated and complex systems and provides guidance for recognizing when each type of system is in effect and how to deal with each type of system. In addition, the important question of whether a risk management system should be based on process or judgement (or both) will be extensively debated.

- Simple, Complicated and Complex Systems
- Risk Homeostasis
- Deconstructing Risk Debacles
- Management by Judgment or Process
- The Risk Management of Risk Management

Learning Objectives:

- Learn the characteristics of simple, complicated and complex systems
- Learn the differences in how each of the three types of systems should be dealt with
- Explore further the concept of risk homeostasis
- Study how social science impacts risk management effectiveness
- Learn how to manage a risk management program in light of the consequences of complexity and homeostasis

11. Financial Institutions and Risk Management

The risk management of financial institutions carries additional responsibilities due to their importance in the global economy and the functioning of local economies. The risk management of financial institutions is inextricably linked with regulation and this module explores those links and debates whether or not regulation helps, or harms the ability of financial institutions to manage their risks. The major pieces of regulation are discussed and how their evolution came to be is examined. The module concludes with a look at the implications for the future of risk management in financial institutions.

- Financial Institution Risk Management versus Corporate Risk Management
- The Role of Regulation
 - i. Basle II
 - ii. Basle III
 - iii. Dodd Frank
- Implications for the Future

Learning Objectives:

- Learn how and why financial institution risk management differs from corporate risk management (as well learn how they are similar)
- Learn about the latest pieces of risk regulation and how these regulations are likely to

- evolve as they become finalized
- Debate what the implications of financial institution regulation are for the future of financial institution management and the role of financial institutions in the global and local economy

12. The Future of Risk Management

Risk management is ultimately about managing the future and this module explores this concept in depth. Techniques for planning, both short and long term, and their implications for risk management are introduced and evaluated. Additionally a look at the evolving role of a career risk manager is presented. The session concludes with a discussion of what risk management is likely to look like in the future.

- A Shifting Landscape
- Long Range Planning
- Managing a Career in Risk Management
- The Transformation to Obsolescence?
- Speculating on The Future

Learning Objectives:

- Be introduced to planning techniques both long and short term
- Learn about the evolution of careers in risk management and discuss how they might evolve in the future
- Take a speculative look at the future of risk management and its role in the corporation, and in a financial institution, and its potential role in the economy at large.

5.2.4 BUSI 6601 – Legal Aspects of Business



MBA (FS) Program Dalhousie University
School of Business Administration
Faculty of Management

BUSI 6601

Term/Year Fall, 2015

Legal Aspects of Business

Professor: Ray Klapstein

Phone: 902-494-3799

E-mail: r.e.klapstein@dal.ca

Course Description:

This course focuses on law and legal compliance from the perspective of managing risk. Being the only legal aspects course in the program, it establishes a foundation in the most relevant areas of law, including torts, contracts, interventions by equity, insurance, and business associations. It also considers the real-world problems faced by those engaged in the practice of corporate governance.

Prerequisites:

There are no prerequisites for this course.

Learning Objectives:

Lesson 1: Upon completion of this lesson, you should be able to:

1. Define the concepts of risk and legal risk.
2. Describe the ways that legal risks can arise.
3. Show the four ways that risks can be managed.

4. Identify the four steps in a risk management plan.
5. Explain why issues regarding governance arise when business is carried out through an incorporated company.
6. Describe the difference between law and ethics and the role of each in regulating behaviour.

Lesson 2: Upon completion of this lesson, you should be able to:

1. Describe how Canada came to have the form of government that it now has.
2. Explain what is meant by the term “separation of powers” and describe how it is achieved in the Canadian system.
3. Explain how power is divided between the Government of Canada and the provinces.
4. Explain how the Canadian Charter of Rights and Freedoms acts to limit law-making powers in Canada.
5. Show how each of the three branches of government in Canada become involved in law-making.
6. Explain the doctrine of “the supremacy of parliament,” and give examples of its application.
7. Distinguish between common law and equity and explain how they interact in the Canadian judicial system.

Lesson 3: Upon completion of this lesson, you should be able to:

1. Describe the objective of the law of torts.
2. Explain how each individual tort is broken into constituent *elements* for purposes of analysis.
3. Describe the objective test of *the reasonable person*, and explain why and how it is applied in the law of torts.
4. Distinguish between *intentional* torts and *unintentional* torts.
5. Explain how *defences* can be used by the defendant in a legal action to reduce or eliminate liability for commission of a tort.
6. State the elements of the tort of *negligence* and demonstrate their application in the analysis of cases.

7. Identify the three approaches a defendant can take to totally avoid liability *even if* s/he has been negligent.
8. Describe the *defences* that may be available to the defendant when being sued even if all of the elements of the tort of negligence are proven to be present.
9. Explain when and how employers can be held to be *vicariously liable* for torts committed by their employees.

Lesson 4: Upon completion of this lesson, you should be able to:

1. Define a contract and explain the requirements for contract formation.
2. Identify and describe the five categories of situations faced by the court in cases dealing with contracts, and show the consequences that flow in each category.
3. Describe the three different types of mistake that can occur at the time of contract formation.
4. Define duress and explain how the law treats contracts formed as a result of duress.
5. State the Parol Evidence Rule, identify the exceptions to it, and distinguish the situations that fall outside the rule.
6. Identify and describe the various ways in which contractual situations can be discharged.
7. Explain the principles underlying the availability of the remedy of money damages for breach of contract.
8. Identify and describe the different types of breach of contract and the impact of type of breach on what remedies are available to the innocent party.
9. Define and explain the availability of the remedy of *quantum meruit*.
10. Describe how the courts interpret and apply provisions in standard form contracts, and why.

Lesson 5: Upon completion of this lesson, you should be able to:

1. Explain the role of equity in protecting weaker parties in contractual relationships with parties who are in a position to exploit them.
2. Explain the steps that a party who is in a position to take advantage must take to ensure that contractual arrangements with a weaker party will not be set aside by equity.
3. Identify the grounds upon which equity will set a contract aside because of unconscionability.

4. Identify the requirements that must be met for equity to rescind a contract as a result of misrepresentations made before the contract was formed.
5. Explain how equity treats contracts entered by parties who have not reached the age of majority or lack the mental ability to understand the nature of their contractual commitments.
6. Identify the requirements that must be met in order for equity to enforce an agreement to release a party from his obligation to perform all of his contractual commitments.
7. Describe the equitable remedies for breach of contract and explain when they are available.
8. Explain what is meant by a *fiduciary* relationship.
9. Describe the three generic types of agency.
10. Identify the ways an agency relationship is formed.
11. Distinguish between *actual* and *apparent* authority in agency situations.
12. Explain how *agency by estoppel* arises, and what a principal must do to avoid being bound when an agent acts outside the scope of her actual authority.

Lesson 6: Upon completion of this lesson, you should be able to:

1. Describe the different types of estates in land.
2. Explain what a real property mortgage is, and describe how first and second order mortgages work.
3. Show why interests in land must be registered or recorded, and how the legislation requiring it works.
4. Identify the different forms of concurrent ownership of real property.
5. Describe the two types of personal property.
6. Describe the different types of security interests that can be held in personal property.
7. Show how the Personal Property Security Act operates regarding the enforcement of security interests held in personal property.
8. Describe the structure of a trust and identify the parties to it and their rights and obligations

Lesson 7: Upon completion of this lesson, you should be able to:

1. Describe the basic characteristics of the two classes of insurance, indemnity and non-indemnity insurance.
2. Explain the role of insurance in managing risk.
3. Define *insurable interest* and explain why it is required as a condition of recovery under the terms of an insurance policy.
4. Identify the elements that are essential to every insurance contract.
5. Identify the two things that must be included in the description of the risk covered by an insurance policy.
6. Explain what is meant by *duty of disclosure* in the law of insurance and describe the consequences of failing to meet this duty.
7. Define *subrogation* and explain its implications for insured parties who have a claim under the coverage provided by a policy.
8. Distinguish between *pure indemnity insurance* and *agreed value indemnity insurance*.
9. Explain what *co-insurance* is.
10. Describe an insured person's *duty to mitigate*.
11. Show how *life insurance* differs from indemnity insurance, and describe the major forms of life insurance.
12. Describe the ways in which *group insurance* differs from individual insurance.

Lesson 8: Upon completion of this lesson, you should be able to:

1. Explain what an employer-employee relationship is.
2. Describe the rights afforded to employees by Human Rights legislation.
3. Describe the rights afforded to employees by Employment Standards legislation.
4. Explain what *BFORs* and affirmative action programs are and how they operate in the face of Human rights legislation.
5. Distinguish between dismissal with just cause and dismissal without just cause, and show what constitutes just cause and what the rights of the dismissed employee are when dismissed without just cause.
6. Describe the steps in the collective bargaining process.

- 7.
8. Explain what strikes and lockouts are and when they can legally occur.
9. Explain when alternate dispute resolution mechanisms like binding arbitration are used in labour relations and how they work.
10. Describe the different types of arrangement regarding the status of new employees who are hired into a bargaining unit already represented by a union.
11. Show the rights and obligations of the employer, union, and individual bargaining unit members when a certified union is in place.

Lesson 9: Upon completion of this lesson, you should be able to:

1. Distinguish among the major forms of legal structure of business ventures and identify the major characteristics of each form.
2. Explain the nature and degree of partners' exposure to risk of liability in *general partnerships, limited partnerships, and limited liability partnerships*.
3. Identify and describe the different legislative approaches that provide for the incorporation of companies in Canada.
4. Describe the relationship of *shareholders* and *directors* to their companies.
5. Show how agency law applies to the relationship of companies to the various stakeholders with which they have relationships.
6. Explain what a *derivative action* is and what the *oppression remedy* is, and describe how they are used to protect the interests of minority shareholders.
7. Describe the duties that a *director* has to his company and its shareholders.
8. Identify the distinguishing characteristics of corporate forms other than companies, including *joint ventures, crown corporations, municipal governments, and unions*, and show how they differ from incorporated companies.

Lesson 10: Upon completion of this lesson, you should be able to:

1. Describe how the role of corporate directors and their relationship to corporate senior management evolved and how it has changed in recent years.
2. Distinguish between the shareholder and stakeholder models of directors' responsibilities.
3. Explain the difference between inside/related and independent directors and show why having strong independent directors is important.

4. State the arguments for splitting the roles of CEO and Board Chairman.
5. Identify and describe the major problem areas in corporate governance, including the rapid increase in executive compensation and the formulae used for executive bonuses and stock options, and show how these can be improved.
6. Identify and describe the roles of major board of directors committees, including the audit committee, the compensation committee, and the governance and nominating committee.
7. Identify the characteristics of a *profession*, and discuss the professionalization of the role of corporate director.

Learning Materials:

Required Texts:

1. *Canadian Business and the Law*, 5th edition, DuPlessis, Enman, O’Byrne, and King, Nelson Education Ltd., 2014.
2. *Tougher Boards for Tougher Times*, William A. Dimma, John Wiley & Sons Inc., 2006.

Ground rules:

Regarding Cell Phones and Laptop Computers at the Intensive Sessions:

Cell phones are to be switched off during class. Laptops may be used during class, but only for course-related purposes.

Grading Scale for Masters Students

**Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar
Regulation 6.6.2 Grading Policy**

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76

B -	70 - 72
F	0-69

Method of Evaluation/ Marking Scheme: (example)

4 Assignments @ 15%	60%
Final Exam	<u>40%</u>
	100%

NOTE: In any class for which 25% or more of the evaluation is based on group work, students must pass their individual work to pass the course. (ref: “Business Administration requirement, page 70, Graduate Studies calendar”.)

The student must pass the final exam to pass the course.

Intensives

Every course in the MBA (FS) program has an intensive as part of the course. The intensives are a mandatory part of the course and must be attended. If for any reason you are unable to attend an intensive please contact both the professor and the CFAME office.

Certificates of illness:

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Students with Disabilities:

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

Academic Integrity in the Faculty of Management:

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie now subscribes to SafeAssign.com, a computer based service that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the SafeAssign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and

attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

STATEMENT ON THE USE OF SCENTED PRODUCTS

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier!

Course Schedule, Fall Term, 2015

Weeks 1 to 3 (September 1 to September 21) –

Lesson 1: Preliminary Thoughts on the Study of Law

Lesson 2: Sources and Systems of Canadian Law

Lesson 3: The Law of Torts

September 21 – Assignment 1 due

Weeks 4 to 6 (September 22 to October 12) –

Lesson 4: The Law of Contracts

Lesson 5: Equity and Fiduciary Obligations

Lesson 6: The Law of Property

October 12 – Assignment 2 due

Weeks 7 to 9 (October 12 to November 2) –

Lesson 7: The Law of Insurance

Lesson 8: The Law of Labour Relations

Lesson 9: Forms of Business Association

November 2 – Assignment 3 due

Weeks 10 to 12 (November 2 to November 23) –

Lesson 10: Corporate Governance

November 23 – Assignment 4 due

December 2 to December 5 – Intensive Session in Toronto, with Final Examination on the morning of December 5

December 7 to December 10 – Intensive Session in Calgary, with Final Examination on the morning of December 10

6 FACULTY CV'S

With regard to this submission, we confirm that Dalhousie University has signatures on file (and available for inspection) from all faculty whose CVs are included with this document which attest to the truthfulness and completeness of said CVs and agree to the inclusion of their CV in any documents and/or websites associated with the submission, review and final status of the application.

CVs for the faculty listed in the section of this submission entitled, "Graduate Course Schedule 1," (which is section 2) are in Appendix C.

7 ACADEMIC CALENDAR

Dalhousie University is no longer printing academic calendars, all university general information, university regulations, the Faculty of Graduate Studies Regulations and program information is now made available on-line via <http://www.dal.ca/faculty/gradstudies.html> .

7.1 GRADUATE CALENDAR

IMPORTANT NOTICES

Students are advised that the matters dealt with in this Calendar are subject to continuing review and revision. The content of this calendar is subject to change without notice, other than through the regular processes of Dalhousie University, and every student accepted for registration in the University shall be deemed to have agreed to any such deletion, revision or addition whether made before or after said acceptance. Additionally, students are advised that this calendar is not an all-inclusive set of rules and regulations but represents only a portion of the rules and regulations that will govern the student's relationship with the University. Other rules and regulations are contained in additional publications that are available to the student from the Registrar's Office, and/or the relevant faculty, department or school.

Dalhousie University does not accept any responsibility for loss or damage suffered or incurred by any student as a result of suspension or termination of services, courses or courses caused by reason of strikes, lockouts, riots, weather, damage to university property or for any other cause beyond the reasonable control of Dalhousie University.

Inquiries should be directed to:

The Registrar
Dalhousie University
PO Box 15000
Halifax, Nova Scotia
Canada B3H 4R2
Telephone: (902) 494-2450
Fax: (902) 494-1630
Email: Registrar@dal.ca

Other Programs

Information on programs offered by the Faculties of Architecture and Planning, Arts and Social Sciences, Computer Science, Engineering, Health Professions, Management, and Science can be found in the [Undergraduate Calendar](#). Information on programs offered by the Faculties of Dentistry, Law, and Medicine can be found in the [Dentistry, Law, Medicine Calendar](#). Information on Graduate programs can be found in the [Graduate Studies Calendar](#).

7.2 ACADEMIC CALENDAR – MBA (FINANCIAL SERVICES)

- [Undergraduate Calendar](#)
- [Graduate Calendar](#)
- [Dentistry, Law and Medicine Calendar](#)
- [PDF Versions](#)

[Graduate Studies 2015/2016](#) > [Business Administration](#) > [MBA \(Financial Services\)](#)

- [Academic Calendars](#)
- [Graduate Studies 2015/2016](#)
- [Business Administration](#)
- [Staff](#)
- [Corporate Residency MBA Program](#)
- [20 Month MBA Program Structure \(Traditional Program\)](#)
- [Combined CRMBA and Juris Doctor \(JD\) Program](#)
- [CRMBA/Master of Engineering \(MEng\)](#)
- [MBA \(Financial Services\)](#)
- [Courses](#)

MBA (Financial Services)

The Dalhousie MBA (Financial Services) degree helps managers in the financial services industry enhance their knowledge and aptitudes by furthering their capacity to exercise leadership and make sound business decisions, honing their analytical skills, and sharpening their judgment in managerial and client service roles. The program broadens the horizons of financial managers by exposing them to business concepts necessary inside and outside the industry, thereby enhancing performance in their present positions and increasing their scope of career opportunities. Successful applicants integrate their new knowledge into their everyday job responsibilities. This is done on a course-by-course basis both in existing positions and as their careers progress within the financial services industry.

The part-time MBA (FS) program is delivered using a blended learning model of combining distance and classroom instruction. The flexible course schedule allows students the opportunity to continue their academic studies while working on their professional career goals. Offered in Toronto, Vancouver, Calgary and Halifax.

This program offers advanced standing opportunities for successful applicants who have specific designations and/or programs with leading industry educators; [list of educators and program for details](#).

Program Overview

MBA (Financial Services) program is specifically tailored to the financial services sector of the business world. There are several streams designed specifically for various banking, wealth management, financial planning, benefits planning, pension benefits, and insurance institutions. The MBA (Financial Services) program has well established affiliations with leading financial educational institutions which will provide students with excellent learning potential and advanced standing opportunities. (see [Advanced Standing](#) section).

The MBA (Financial Services) program consists of 14 required courses, 10 core and four electives.

Students must complete the program requirement in seven years from the date first admitted.

Admission Requirements

Regulations of the Faculty of Graduate Studies govern admission standards and processes. Admission is approved by the Faculty of Graduate Studies, on the recommendation of the School of Business Administration. Applicants must hold a degree recognized by Dalhousie University as the equivalent of a four-year Bachelor's Degree in one of its own faculties or an institution recognized by Dalhousie University. The minimum requirement is a B average (GPA 3.0 on a 4.3 scale). Applicants must also have a least five years relevant professional experience.

* Applicants who do not meet the standard academic criteria are required to submit a Prior Learning Assessment Portfolio and/or a GMAT (results of 550 or higher)

A complete application includes:

- Faculty of Graduate Studies Application Form:
 - Online version: <https://dalonline.dal.ca>
 - Paper version: www.dal.ca/admissions/apply/applying_as_a_graduate_student.html
- \$100 Application Fee
- Letter of Intent
- Resume/Job Description
- Two reference letters (One academic unless it has been more than five years from attending an educational institution. Reference letters must be originals and sent directly by the referees or delivered sealed and signed.)
- Confirmation of Employment
- Official Transcripts - Original and official transcripts are required from any/all post-secondary institutions attended. All transcripts (including English translations) must bear the official stamp/seal of the issuing institution and must be forwarded directly to Dalhousie University. Transcripts that state

“issued to student” are not acceptable.

- TOEFL results, where applicable

It is the policy of Dalhousie University to confirm the authenticity of transcripts and letters of reference of all recommended applicants

All admitted applicants must confirm acceptance in writing and provide a non-refundable deposit to the Student Accounts Office. This deposit will be applied toward tuition, but will be forfeited if the student does not register in the academic year for which he or she was admitted. Please note that this deposit is separate from any application or pre-registration fees.

ADVANCED STANDING

MBA (Financial Services) Program

Standard Advanced Standing Evaluation

Core Courses:

[BUSI 5103](#) - Accounting

[BUSI 5503](#) - Quantitative Decision Making

[BUSI 5511](#) - Management Information Systems

[BUSI 5703](#) - Business Economics

[BUSI 5801](#) - International Business

[BUSI 6207](#)- Corporate Finance

[BUSI 6326](#) - Management Skills Development

[BUSI 6410](#) - Marketing

[BUSI 6900](#) - Corporate Social Responsibility/Business Ethics and Sustainability

[BUSI 6990](#) - Strategic Leadership and Change

Elective Courses:

[BUSI 6230](#) - Investment and Money Management

[BUSI 6255](#) - Global Markets and Institutions

[BUSI 6300](#) - Risk Management for Financial Institutions

[BUSI 6601](#) - Legal Aspects of Risk Management

Stream	Core Courses	# of Electives Required
Full Program	All	4
CSI *	All	0-2
CEBS (IFEBP) +	All	0-2
FLMI (LOMA)	All	2
CFP (FPSC)	All	1-2
CLU (ADVOCIS)	All	1

* refer to department or program website for additional details

+ see notes on IFEBP below

Dalhousie University's MBA (Financial Services) program recognizes the professional educational achievements of applicants who have completed specific designations, certificates, or programs in professional banking, financial planning, investments, insurance and group benefit management with leading industry educators and industry affiliations.

Canadian Securities Institute (CSI)

Successful applicants to the MBA (Financial Services) program who have completed one of the approved programs may be eligible for up to four course advanced standing credits in the Dalhousie MBA (Financial Services) program which will reduce the total number of required Dalhousie courses.

International Foundation of Employee Benefit Plans (IFEBP)

Successful applicants to the MBA (Financial Services) program who have earned the Certified Employees Benefits Specialist Designation or part of the CEBS designations issued by the International Foundation of Employee Benefit Plans may be eligible to receive up to four advanced standing course credits; reducing the number of Dalhousie MBA (Financial Services) course requirements from 14 to 10 (two course credits may be granted for the completion of the GBA, RPA, and/or the CMS designations and three course credits may be granted for the completion of two of the listed designations).

LOMA - Fellow, Life Management Institute (FLMI) Program

Successful applicants to the MBA (Financial Services) program who have earned the Fellow, Life Management Institute (FLMI) Program Designation issued by the LOMA institute with an average overall grade of 80 per cent, will be granted two advanced standing credits in the Dalhousie MBA (Financial Services) program which will require students to complete a total of 12 courses, 10 core and two electives.

Financial Planning Standards Council (FPSC)

Certified Financial Planners Professional Designation issued by the Financial Planning Standards Council (proof of current licence is required). Successful application to the program who have achieved the CFP designation may be eligible for up to three advanced standing credits in the Dalhousie MBA (Financial Services) program which will require students to complete a total of 11-12 courses, 10 core and one or two electives.

ADVOCIS - Chartered Life Underwriter Designate (CLU)

Successful applicants to the MBA (Financial Services) program who have achieved the CLU designation will be granted three advanced standing credits (proof of current licence is required).

Note: Advanced standing may be granted for programs/designations completed outside of the above noted, please refer to the department for assessment.

Program Continuance

Students of the Centre for Advanced Management Education (CFAME) who wish to refrain from taking courses during a fall, winter or summer term may pay a \$50 fee and submit a Program Continuance form to maintain their registration status. In cases where no appropriate courses are offered for that term, the fee will be waived but the Program Continuance form must be submitted. The form must be originated and signed by the student and the Program Manager, and approved by the Faculty of Graduate Studies. Students are permitted unlimited program continuances over their seven year completion period; however, the period a student is on Program Continuance is counted toward the seven year completion limit. Program Continuance applies to students in the MBA (FS), and MPA (M), and MIM programs only.

Contact

Students seeking further information should contact the Centre for Advanced Management Education (CFAME):

Telephone: (902) 494-6361

Fax: (902) 494-5164

Toll free: 1 (800) 205-7510

Email: cfame@dal.ca

Website: mbafs.management.dal.ca

8 POLICIES

As per the PEQAB guidelines, the below table contains information on the policies and procedure as per the PEQAB guidelines for submission.

8.1 POLICY/PROCEDURES	Name of Policy /Procedure
8.1.1 Admission, Promotion and Graduation Policies and procedures pertaining to:	
8.1.1.1 <i>Admission of Mature Students (for undergraduate programs)</i>	Not Applicable
8.1.1.2 <i>The level of achievement required of students in the program promotion with the program and for graduation *</i>	<p>Faculty of Graduate Studies VII. Degree Requirements Graduate Studies 2015/2016 > Faculty of Graduate Studies Regulations > VII. Degree Requirements</p> <p>Approved by Dalhousie Faculty of Graduate Studies, Dalhousie Senate, MPHEC</p>
<p>VII. Degree Requirements</p> <p>Graduate students have a maximum period of time within which to complete all of the requirements for their graduate program.</p> <p>The normal upper time limits for the completion of degrees are:</p> <p>One-year Master’s, full-time:..... Four years One-year Master’s, part-time:..... Five years Two-year Master’s, full-time:..... Five years Two-year Master’s, part-time:..... Seven years Three-year Master’s, full-time:..... Five years Three-year Master’s, part-time:..... Seven years PhD and JSD, full-time only:..... Six years MBA - FS:..... Seven years MPA (Management):..... Seven years</p> <p>7.1 Maximum Time for Degree Completion and Extensions</p> <p>A first extension of one year may be granted by the Faculty of Graduate Studies on the recommendation of the department, along with a satisfactory Progress Report submitted and</p>	

approved in the Graduate Student Information System (GSIS) by the supervisor and graduate coordinator.

Requests for one further one-year extension, the final extension, must include a Progress Report; together with a detailed plan and timetable for completion of the thesis within the following 12 month period. The student is then expected to complete the final degree requirements within that academic year. Under exceptional circumstances a further extension may be given for one term to provide for necessary revisions to a thesis following defence.

Under no circumstances can a student be registered in a program beyond 10 years from their initial registration in the program.

7.2 Program Requirements

Every graduate student must have an individually approved program of studies. The program of study for each graduate student must be approved by the Graduate Coordinator in each department or program and submitted for final approval to the Faculty of Graduate Studies. By the end of the first term, the Graduate Department will enter the proposed program (with the total number of credits required, the names and numbers of all courses required, including ancillary courses and any other requirements and conditions) on the Graduate Student Information System (GSIS). The graduate program requirements must be approved electronically by the student, supervisor (where applicable), the Graduate Coordinator and the Faculty of Graduate Studies. At this stage the student and department are approving the requirements for the degree. Confirmation that the degree requirements have been met will be carried out in the Faculty of Graduates Studies as part of the degree audit for convocation. Once approved, the Program requirements in GSIS constitutes an agreed contract between the student and the university and is used to audit the student's file for graduation. Any changes to the approved Program requirement must be agreed to by the Graduate Coordinator and the Faculty of Graduate Studies by way of an update to the existing requirements already approved in GSIS.

7.3 Annual Progress Report

Every thesis-based graduate student is required to submit an Annual Progress Report on GSIS to the Faculty of Graduate Studies, through their Graduate Coordinator. This report is due on an annual basis, one month prior to the anniversary of the student's admission date. Failure to submit this report will result in delays in registration and funding.

Students who have external funding administered by the University are required to submit annual progress reports one month in advance of the one year anniversary of the start date of their award. This report will also satisfy the Faculty of Graduate Studies progress report requirements.

7.4 Requirements for the Master's Degree

Two types of Master's degree are offered: one based primarily on research (involving a thesis) and the other based primarily on formal courses. The course-based programs are usually

terminal degrees, while the thesis-based programs can lead to Doctoral studies. Master's programs may also have additional requirements such as graduate projects, practicums, or internships.

7.4.1 Thesis-based Master's Degrees

The course of study for the research degree (MA, MASc, MArch, MCSc, MSc, MDE, MEDS, MES, MURP and the thesis options available in the LLM, MArch (Post-Prof), MEDS, MEC, MHI, certain MSc and MA programs, MN, MLIS and MSW) may include graduate courses, seminars, preparation of fields of study, comprehensive examinations, demonstrations of foreign language proficiency, a thesis, and oral presentation and defence of the thesis.

Requirements vary considerably from program to program, and even within the same program, depending upon student's previous experience and qualifications.

7.4.2 Course-based Master's Degrees

Non-thesis Master's programs include the MACSc, MBA, MEng, MHA, MIM, MMM, MPA, MREM, MPLAN and non-thesis options in the MArch (Post-Prof), MEC, MEDS, MHI, LLM, MCSc, MN, MLIS and MSW, and certain MA and MSc programs. The number of courses varies and a graduate research project is often required.

7.4.3 Specialty and Mid-Career Master's Degrees

A number of specialty Master's degrees have been and continue to be developed to meet specific needs and demands for graduate education in commerce, public service, and industry. Some, but not all, of these programs are degrees designed for mid-career professionals. These are primarily course-based programs, with some component of work and professional experience (either as part of the program or as pre-requisites for admission). All or part of the courses may be offered in a distance education mode. They currently include the MBA (Financial Services), MPA (Management), MEng (Internetworking), and MIM.

7.5 Requirements for the Doctoral Degree

A candidate must demonstrate the ability to carry out research of high quality leading to an advance of knowledge in his/her area of study. The candidate's course of study will be initiated with the advice and direction of a supervisory committee. See 9.3 for supervisory committee structure.

The course of study may include courses, seminars, comprehensive examinations, qualifying examinations, thesis, preparation of fields of study, demonstrations of foreign language proficiency, and any other requirements considered necessary for the clear demonstration of post-Master's-level comprehension, scholarship, and ability in the candidate's particular area of study. Comprehensive exams are only taken after all coursework is completed.

7.6 Courses and Grades

Courses may be full or half year (six or three credit hours respectively) and may be designated by the candidate's committee as "Required" (pass mark is B-) or "Ancillary" (pass mark is B-). Some departments cross-list graduate courses with senior undergraduate courses: in which case the requirements for graduate students are more demanding than those for undergraduates.

If a student is permitted to take an undergraduate course (with an appropriate additional work requirement as approved by the Faculty of Graduate Studies Curriculum Committee) as part of their graduate coursework, the minimum B- grade also applies.

In those Doctoral programs that require completion of a specific number of graduate credits, students are not permitted to take undergraduate courses for credit, although such courses may be included within the required program of study (i.e., they are in addition to the required number of graduate credits) and in some cases would be ancillary courses (see [7.6.3](#)).

7.6.1 Academic Transcript

The academic transcript is a reflection of academic progress and, therefore reflects both passes and failures. It cannot be altered after the fact. Accordingly, it is essential that students be fully aware of the deadlines for adding and withdrawing from graduate courses.

7.6.2 Course Assessment and Grading Policy

Course examinations may be oral, written (closed or open book) under supervision, take home or a combination.

Students will be provided with a course outline (syllabus) by the instructor at the first meeting of the class. In order to complete a course satisfactorily, a student must fulfill all the requirements as set down in the course outline. Changes to the outline that affect assessment components, the weight of individual assessment components, or examination requirements with a value of 10 percent or more must have the approval of at least two-thirds of enrolled students in order to be valid.

When collaboration is included as part of course expectations as in group projects or group assignments, the instructor will provide in the course outline a statement of the degree of collaboration permitted in preparation and submission of assignments.

Within four weeks after the beginning of each term, course outlines must be placed on file with the appropriate home faculty/school/college.

All instructors of graduate courses (i.e., designated 5000 and above), with the exception of a few courses for which a pass/fail grading scheme has been approved, will use the following grading scheme:

Letter Grade Numerical (%) Equivalent

A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
F	< 70

Students can expect that their final grade will appear on their record seven calendar days after an exam scheduled by the Registrar or 14 days after the last class where there is no final exam scheduled by the Registrar.

MBA (Financial Services) Degree requirements:

Mandatory classes

BUSI5103 Accounting

BUSI5503 Quantitative Decision Making

BUSI5511 Managing Information Systems

BUSI5703 Business Economics

BUSI5801 International Business

BUSI6207 Advanced Corporate Finance

BUSI6326 Management Skills Development

BUSI6410 Advanced Marketing

BUSI6900 Corporate Social Responsibility

BUSI6990 Strategic Leadership and Change

Elective classes

BUSI6230 Investments and Money Management

BUSI6255 Global Markets and Institutions

BUSI6300 Risk Management for Financial Institutions

BUSI6601 Legal Aspects of Governance and Risk Management

<p>8.1.1.3 <i>Academic remediation, sanctions and suspension for students who do not meet minimum achievement requirements.</i></p>	<p>Faculty of Graduate Studies VII. Degree Requirements</p> <p>Graduate Studies 2015/2016 > Faculty of Graduate Studies Regulations > VII. Degree Requirements</p> <p>Approved by Dalhousie Faculty of Graduate Studies, Dalhousie Senate, MPHEC</p>
<p>Pass Standard</p> <ol style="list-style-type: none"> Faculty of Graduate Studies regulations stipulate that graduate students must achieve a minimum grade of “B-” in all courses required of their degree program. Any lower grade will be recorded as a failure. A student who fails to meet these requirements in any year is immediately and automatically withdrawn (academically dismissed) from the program. A dismissed student may apply, in writing, to the department for reinstatement, (see 5.2.6 Readmission of Students). Reinstatement to a program after a failing grade must be supported by the Graduate Coordinator, and must be approved in writing by the Faculty of Graduate Studies. If readmitted, any subsequent “F” will result in a final program dismissal. Note that any academic withdrawal and reinstatement will be recorded on the student’s official transcript. Students in these programs who receive two grades of “F” will receive a final program dismissal and will not be eligible for reinstatement. In Architecture, Business Administration, Computer Science, Engineering (except Biomedical Engineering), Electronic Commerce, Library and Information Studies, Public Administration, Occupational Therapy MSc (Occupational Therapy-Post-Professional) program only, students are allowed to carry a failing grade for one course. The MSc (OT) Entry to Profession level program cannot carry a failing grade. Failed core courses must be repeated, electives may be repeated or replaced at the discretion of the department. Failure of a second course results in immediate academic dismissal. A dismissed student may apply, in writing, to the department for reinstatement (see 5.2.6 Readmission of Students). If readmitted by the department, with the approval of the Faculty of Graduate Studies, a subsequent “F” will result in a final program dismissal. Note that any academic withdrawal and reinstatement will be recorded on the student’s official transcript. Students in these programs who receive three grades of “F” will receive a final program dismissal and will not be eligible for reinstatement. 	
<p>8.1.1.4 <i>Credit Transfer/recognition (including any bridging requirements for certification/diploma to degree laddering)</i></p>	<p>III. Admission Requirements for Graduate Programs</p> <p>http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=399&topicgroupid=1428&loaduserredits=False</p> <p>Approved by Dalhousie Faculty of</p>

III. Admission Requirements for Graduate Programs

3.7 Advanced Placement

Upon admission, in some departments with undergraduate honours programs, a student may request advanced placement credits based on graduate courses completed within an undergraduate program, that are deemed equivalent to graduate courses within the student's proposed graduate program at Dalhousie University. For courses that have been counted toward a previous degree, in which a minimum grade of "B" was attained, advanced placement of up to six credit hours of study may be used to reduce the overall course requirements in some Dalhousie graduate programs.

All requests must have the approval of both the Graduate Coordinator and the Faculty of Graduate Studies. Combined, Advanced Placement, Letter of Permission and transfer credits completed outside Dalhousie University cannot normally exceed 33% of the program's overall course requirements.

3.8 Transfer Credit

A transfer credit allows for courses completed outside of the student's program, normally at another institution, to be used as part of the student's degree requirements. Such courses cannot have been used for credit for another degree and normally cannot exceed 33% of the student's overall requirements. This total of 33% would also include any courses taken on Letter of Permission (see Section 7.6.6) and Advanced Placement. Application for transfer credits must be made within the first term following admission and must be approved by the home department and the Faculty of Graduate Studies. An original transcript and course equivalency is required if the course was not completed at Dalhousie. In order to be eligible, courses must satisfy any time period restrictions that may apply.

8.1.1.5 *Entrance examinations and advanced placement based on prior learning assessments**

Prior Learning Assessment (PLA)
Approved by Dalhousie Faculty of
Graduate Studies, Dalhousie Senate &
MPHEC

A small number of mid-career Masters degrees allow entry either with or without a Bachelor's degree, depending on the qualifications of the applicant. Admission to such programs, as with all graduate programs, is at the discretion of the Faculty of Graduate Studies.

The MBA (FS) admission committee reviews and assesses the Prior Learning portfolio for evidence that through professional experience, special projects and training the candidate possesses the skills equivalent to those which would have been obtained through a traditional

undergraduate degree.. The major components, required for success in a Master’s program, are listed below, but are not limited to the following components:

1. Writing skills
 2. Analytical skills
 3. Research skills
 4. Management/Leadership skills
-

Prior Learning Assessment Guidelines

Introduction

These guidelines offer practical and step-by-step advice on how to develop a Prior Learning Assessment (PLA) Portfolio. Students interested in applying to the Master of Information Management Degree without an undergraduate degree are required to submit a PLA Portfolio

The Prior Learning Assessment or PLA is an extensive collection of documentation usually presented in a three-ring binder, with labeled dividers, containing a coherent, well-organized and attractively presented inventory of skills and learning. These materials document and validate previously acquired learning. It details the research and writing skills that you normally obtain through an undergraduate degree but have gained through your work experience by example submissions of papers and documents written as part of your career development. As well your presentation skills should be clearly evidence in the document with examples given. There are quite a number of competencies we are looking to be shown as well. Overall your portfolio should demonstrate who you are (attitudes and behaviours), what you know (knowledge) and what you can do (skills and aptitudes).

Your portfolio should contain the following sections:

1. Letter of Intent
2. Letters of Support
3. Learning Matrix
4. “Life History”
5. Curriculum Vitae
6. Current Job Description
7. Performance Appraisals
8. Writing, Research, Presentation Samples
9. Certificates & Recognition
10. Transcripts & Training
11. Declaration of Authenticity

To verify the information you present you may include tapes, videos, educational transcripts, certificates, awards, letters of support, newspaper articles or any other type of proof that is appropriate to your situation.

<p>8.1.2 Program Delivery Policies and procedures pertaining to:</p>	
<p>8.1.2.1 <i>Quality assurance of program delivery methods(s)</i></p>	<p>The MBA (Financial Service) program meets the guidelines required by the Dalhousie Faculty of Graduate Studies, the Maritime Provinces Higher Education Commission and the Association (MPHEC) to Advanced Collegiate Schools of Business (AACSB)</p> <p>http://www.dal.ca/content/dam/dalhousie/pdf/fgs/faculty/program_reviews.pdf</p> <p>http://www.mphec.ca/quality/qapolicies_procedures.aspx</p> <p>http://www.aacsb.edu/accreditation/resources/policies.aspx</p> <p>See Appendix E: Faculty of Management Policy on Teaching Quality</p>

MARTIME PROVINCES HIGHER EDUCATION COMMISSION

<http://www.mphec.ca/quality/qapoliciesprocedures.aspx>

ASSESSMENT OF QUALITY ASSURANCE POLICIES AND PROCEDURES (PUBLICLY-FUNDED UNIVERSITIES)

The objective of the monitoring function is to ascertain that the procedures used by institutions to assess the quality of existing programs, and other functions as appropriate, are performing adequately as quality control and quality improvement mechanisms.

The [Quality Assurance Monitoring Committee](#), a joint committee of the Association of Atlantic Universities (AAU) and the Commission, carries out the monitoring function on behalf of the Commission. Its main objective is to answer the following two questions:

1. Is the institution following its own quality assurance policy?
2. Could the institution's quality assurance policy be modified to better ensure the quality of the academic programs and services or is it satisfactory as is?

The following documents contain the Policy on Monitoring Institutional Quality Assurance Policies and Procedures, including a description of the process, assessment criteria, and guidelines for the preparation of the institutional report.

[Policy on Quality Assurance.](#)

The following sections of the Policy can also be downloaded separately:

- [Monitoring Institutional Quality Assurance Policies and Procedures](#)
- [Guidelines for Institutional Quality Assurance Policies](#)
- [Assessment Criteria for the MPHEC Monitoring Process](#)
- [Guidelines for the preparation of the Institutional Quality Assurance Report](#)

For those universities that have completed the monitoring process, a copy of the Assessment report can be downloaded below. Note: These reports are available in the working language of the institution only.

- [Acadia University \(June 2007\)](#)
- [Atlantic School of Theology \(December 2009\)](#)
- [Cape Breton University \(June 2009\)](#)
- [Dalhousie University \(September 2003\)](#)
- [Mount Allison University \(August 2006\)](#)

- [Mount Saint Vincent University \(March 2009\)](#)
- [Nova Scotia Agricultural College \(September 2009\)](#)
- [Nova Scotia College of Art and Design \(July 2008\)](#)
- [Saint Mary's University \(October 2008\)](#)
- [St. Francis Xavier University \(September 2009\)](#)
- [St. Thomas University \(September 2003\)](#)
- [Université de Moncton \(August 2006\)](#)
- [Université Sainte-Anne \(June 2007\)](#)
- [University of Kings's College \(September 2009\)](#)
- [University of New Brunswick \(November 2006\)](#)
- [University of Prince Edward Island \(April 2009\)](#)

The overall monitoring process has now been completed for the universities within the Commission's scope. The report, [Quality Assurance Policies and Procedures in Maritime Universities](#), highlights the commitment of institutions to quality, and aims to assist universities in improving their quality assurance practices and procedures.

<http://www.mphec.ca/quality/assessmentacademicprograms.aspx>

ASSESSMENT OF ACADEMIC PROGRAMS

The assessment of academic programs provides assurances to government, students, employers and the public at large that degree programs offered by publicly funded institutions and by institutions under provincial degree granting acts meet established standards of quality prior to implementation.

The purpose of the program assessment process is to:

- improve, as required, the quality of academic programs; and
- provide assurances that programs meet pre-determined standards of quality.

The overall objective of the program assessment process is to ascertain the suitability of the program given its objectives, structure, institutional appropriateness, resources, and stated student outcomes and their relevance.

On an regular and ongoing basis, the MBA(FS) is managed by an academic committee at the School of Business Administration. This committee is mandated with continuing quality control of the program and courses. Chaired by the MBA FS Academic Director, the committee meets monthly to review program management, courses delivered, SRIs and evaluations, assessments and assurance of learning program outcomes.

<p>The Director of CFAME also is responsible for the effective management of the MBA FS. The Director ensures effective program operations, quality control mechanisms such as evaluations and Student Rating of Instruction, course management, instructor contracting, recruitment, and relationships with external stakeholders . CFAME also provides for continuing professional development of instructors, on-going review program outcomes, curriculum mapping process, course revisions, and other functions.</p> <p>The MBA FS academic committee has embarked on a curriculum mapping process, which will contribute further to the integration of courses under the learning outcomes and competency frameworks, and continue to enhance program content, processes and student learning.</p>	
<p>8.1.2.2 <i>Mechanisms and processes for student feedback regarding program delivery</i></p>	<p>SRI Policy & Procedures Approved by Senate on June 13, 2011</p>
<p>SEE Appendix D: Student Feedback Instruments</p>	
<p>8.1.2.3 <i>Technology, computer and web-based learning modes of delivery *</i></p>	<p>Acceptable use Policy http://www.dal.ca/dept/university_secretariat/policies/information-management-and-technology/acceptable-use-policy.html Approved by Senate March 19, 2009</p>
<p>INFORMATION TECHNOLOGY SERVICES Instruction Number:5.1.1 Subject:Use of IT Resources Date Issued: 2009 March 19 Title:Acceptable Use Policy Date Revised: Issued by: Assistant Vice-President, Information Technology Services Approved by: Vice-President Finance and Administration</p> <p>A. PURPOSE The purpose of this policy is to outline appropriate use of Information Technology Resources owned, leased, controlled and/or operated by the University.</p> <p>B. APPLICATION This policy applies to all individuals who have been granted a Net ID and/or Banner account by the University. This policy does not replace other policies, procedures or guidelines concerning the use of specific IT Resources or data management but rather sets out a minimum standard of acceptable use.</p>	

C. DEFINITIONS

In this Policy,

“User Account” means a Net ID and/or Banner account issued by the University;

“Information Technology Resources”, or “IT Resources”, means computing equipment, peripherals, facilities, networks or systems owned, leased, controlled or operated by the University, including those purchased through research funds;

“User” means an individual who has been issued a User Account.

D. POLICY

1.0

Accounts

1.1

Authorized access to IT Resources requires a User Account. User Accounts are non-transferrable.

1.2

Users are responsible for any and all uses of their User Account and are expected to take reasonable steps to ensure the security of their User Account.

2.0 Acceptable Use

2.1 Users shall use IT Resources for authorized purposes only.

2.2 No User shall use IT Resources for any disruptive or unauthorized purpose, or in a manner that violates any law, University regulations, policies or procedures. Examples of unacceptable uses of IT Resources include, but are not limited to, the following:

2.2.1 using another person’s User Account, or misrepresenting themselves as another User;

2.2.2 disclosing passwords or other access codes assigned to themselves or others;

2.2.3 interfering with the normal operation of IT Resources by, among other things, unauthorized network interception, network traffic, flooding the network with messages, sending chain letters or pyramid solicitations;

2.2.4 copying, removing or distributing proprietary software and/or data without authorization;

2.2.5 breaching terms and conditions of software licensing agreements;

2.2.6 accessing, displaying, transmitting, or otherwise making available information that is discriminatory, obscene, abusive, derogatory, harassing or otherwise objectionable in a university setting;

2.2.7 destroying, misplacing, misfiling, or rendering inoperable any stored information on a University administered computer or other information storage, processing or retrieval system;

2.2.8 using IT Resources for profit or commercial gain; and

2.2.9 attempting to or circumventing security facilities on any system or network.

3.0 Consequences of Unacceptable Use

3.1 If there is reason to suspect that a User has violated this policy, the Assistant Vice-President, Information Technology Services or the Information Security Manager may temporarily revoke or restrict User Account access privileges of any User, pending further investigation by the Information Security Manager.

3.2 To aid in the investigation of a suspected violation of this policy, the Information Security Manager may examine a User’s User Account information, including, but not limited to, emails, files, and any other material or data connected with the User Account, provided that s/he obtains the Assistant Vice-President Information Technology Services’ prior written approval. If the User in issue works within the

Information Technology Services Department, then approval must be obtained from the President.

3.3 If the investigation concludes that a violation of this policy has occurred, the Assistant Vice-President Information Technology Services may restrict, suspend or revoke the User's access to any or all of the University's IT Resources, and may

3.3.1 in the case of students, initiate disciplinary proceedings under the Code of Student Conduct; or

3.3.2 in the case of employees, refer the matter for consideration of discipline in accordance with applicable collective agreements or human resource policies, as appropriate.

File name: AcceptableUsePolicy.pdf

<http://its.dal.ca/publications/policies/>

ITS Policies

5. Information Technology

NUMBER	TITLE	STATUS	LAST REVIEWED
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5.1. General

5.1.1 Acceptable Use Policy

approved 2009-03-19

5.1.2 Electronic Services Eligibility

pending 2006-09-26

5.1.3 Sets of Electronic Services draft 2007-03-24

5.1.4 Conflict of Interest

approved 2002-02-22

5.1.5 Disclosure of Information

approved 2002-10-23

external Data Administration (formerly CODA)

approved 2003-06-01

5.2 Security and Privacy

5.2.1 Passwords

approved 2008-01-02

5.2.2 User Identifiers (NetID)

approved 2007-04-09

5.2.3 User Authentication

approved 2000-09-13

5.2.4 Public Terminal Authentication

approved 2003-03-05

5.2.5 Digital Copiers

pending 2008-04-10

external Protection of Personal Information from Access Outside Canada

approved 2007-01-12

5.3 Networks

5.3.1 UCIS Funded Network Ports

approved 2006-02-22

5.3.2 Use of the 2.4GHz (wireless) Radio Frequency

approved 2001-12-12

5.4 Email

5.4.1 Dalhousie Email as Official Student Email

approved 2003-06-24

5.4.2 Email Filtering

approved 2007-01-02

5.5 Research

5.5.1 Hosting of Research Computer Systems

approved 2007-03-27

5.5.2 Network Traffic Research Data Sets

pending

ITS Procedures

TITLE STATUS LAST REVIEWED

Access to Data by Suppliers

approved 2008-01-16

In addition to the University policy and procedures, the MBAFS program provides students with guidance and support throughout the duration of their studies.

8.1.2.4 Professional development of faculty including the promotion of curricular and instructional innovation as well as technological skills

Instructor Contract

Centre for Learning & Teaching

FACULTY OF MANAGEMENT POLICY ON TEACHING QUALITY | Revised 2013 (See Appendix B)

Approved by Senate

Below is a sample section of the Instructor’s contract with Dalhousie University to provide teaching services for the MBA(FS) blended learning model course.

All instructors hired to deliver a course in the MBA(FS) program will adhere to the following practices, policies and regulations.

This Course Development and Delivery Services agreement made effective this
day of , 2015.

BETWEEN: DALHOUSIE UNIVERSITY, on behalf of the Faculty of Management (hereinafter called
“Dalhousie”)

OF THE ONE PART

-and-
(hereinafter called the “Instructor”)

OF THE SECOND PART

WHEREAS Dalhousie, in co-operation with its various partners, has developed a program of studies
leading to a [insert degree name] degree,
AND WHEREAS the Instructor has agreed to provide the Services set out in this agreement;

NOW THEREFORE in consideration of the mutual covenants contained herein and subject to the terms
and conditions of this Agreement, the parties agree as follows:

1. SERVICES TO BE PROVIDED

1.1. The Instructor agrees to provide the following services (the “Services”) in the course entitled
[insert name of course and course number] with delivery starting XXX , 20XX and ending XXX , 20XX
(the “Course”):

1.1.1. Prepare for and present the required course material for the distance portion of the Course,
including preparation and grading of all assignments;

1.1.2. Prepare for and present the required course material for the intensive study portion of the
Course, including preparation and grading of all assignments;

1.1.3. Supervise and maintain responsibility for regular student contact through the Course site
during the distance education portion of the Course; and

1.1.4. Write and compile appropriate course materials (the “Materials”) for Dalhousie in accordance
with the terms of this agreement. The Materials shall be prepared in accordance with the specifications
contained in Schedule A.

1.2. The Instructor understands and agrees that the Materials are subject to a final review and
approval by the appropriate Program Director within Dalhousie’s Faculty of Management.

1.3. The Instructor agrees that he/she shall devote the time, attention, abilities, and expertise
necessary to properly perform the Services.

1.4. The Instructor agrees to be available for students should they have any questions regarding the course material delivered to them during the distance education portion of the Course. This will include daily monitoring of e-mail, the Blackboard Learning Systems (BLS) platform and phone messages. In the event the Instructor is absent (or out of contact) for more than 24 hours, he/she will designate a suitable substitute to respond to student inquiries. The Instructor further agrees that no query made by a student will be left more than 24 hours without a response.

1.5. The Instructor agrees that any assignments submitted by students will be evaluated, graded and returned within 7 calendar days.

1.6. Exam booklets (if used), grade sheets (hard copy and electronic format) should be forwarded to the Program Director by XXX XX, 20XX .

1.7. In providing the Services, the Instructor agrees that he/she will follow all Dalhousie University and Faculty of Management regulations, policies, procedures and guidelines.

In addition to the services and support of the CFAME team, Dalhousie University has departments dedicated to the on-line teaching and learning:

Integrated Learning Online Centre for Learning and Teaching Library Services

The mission of Integrated Learning Online (ILO) is to advise and assist faculty in the use of teaching technologies, in order to effectively enhance student learning in the real or virtual classroom.

To realize this mission, ILO manages a carefully selected suite of educational computer applications, available for use by all Dalhousie instructors. ILO also provides:

- o Regularly scheduled workshops which facilitate training and sharing ideas with colleagues.
- o Advice from professional educators on how to enhance learning.
- o Assistance in the resolution of problems.

The impact of new technologies on learning and teaching is one of the greatest pressures on institutions of higher education to change. Bates (2000) defines the rationale for using technology in higher education:

- o To improve the quality of learning.
- o To provide students with IT skills required for the modern life.
- o To widen access to education and training.
- o To respond to the "technological imperative."
- o To reduce the costs of education.
- o To improve the cost-effectiveness of education.

The ILO team, in cooperation with other campus resources, is positioned to assist with institutional change as instructors experiment with and adopt technology in order to complement in-class activities or teach fully online.

The Centre for Learning and Teaching (CLT) works in partnership with academic units, faculty members, and graduate students to enhance the practice and scholarship of learning and teaching at Dalhousie University. CLT takes an evidence-based approach to advocating for effective learning and teaching practices, curriculum planning, services to support the use of technology in education, and institutional policies and infrastructure to enhance the Dalhousie learning environment.

8.1.3 Capacity to Deliver
Policies and procedures pertaining to :

8.1.3.1 *Academic/professional credentials required of present and future faculty teaching courses in the program*

PROCEDURES RELATING TO MEMBERSHIP IN THE FACULTY OF GRADUATE STUDIES
Approved by Faculty of Management, Faculty of Graduate Studies and Senate

The Faculty of Graduate Studies governs the credentials required for all faculty members teaching in post-graduate programs. The procedures are as follows:

PROCEDURES RELATING TO MEMBERSHIP IN THE FACULTY OF GRADUATE STUDIES

<http://www.dal.ca/faculty/gradstudies/faculty/membership.html>

IV.1.1 Appointment of Regular Members

IV.1.1.1.1 Criteria

Each unit (department or school) offering graduate programs at Dalhousie has criteria for membership in FGS and procedures for recommending membership to the Dean.

IV.1.1.1.2 Membership Application

New faculty members appointed to Dalhousie and faculty members in Dalhousie units initiating graduate programs for the first time may apply for membership in FGS. The Chair, Head or Director of a department, unit or program submits to the Dean the following information:

- a) A letter of support from the Chair/Head/Director of the unit, which includes a statement of initial graduate responsibilities and, for inexperienced faculty members, a plan for phasing in their involvement in the graduate programs of the unit
- b) A recent C.V. of the member, including sections on research and scholarly achievement and experience, as well as any previous graduate teaching and supervision. Members of the faculty who wish to supervise students in units other than that of their major appointment may be recommended for membership in the faculty for each unit in which they are active; this is classified as a cross-

appointment within the Faculty of Graduate Studies. Membership applications are considered by the FGS Academic Planning and Curriculum Committee (APCC).

IV.1.2 Appointment of Adjunct Members

In order to include non-Dalhousie scholars/researchers as members of Dalhousie units, units must develop and maintain a policy governing such appointments, including a process for evaluating research achievement and teaching performance and a statement of the rights and responsibilities of honorary appointees within the unit. Adjunct members are appointed by the Board of Governors upon recommendation from the Dean of Graduate Studies and the Vice-President Academic. Units can recommend adjunct members to the Dean in any of the categories below including the same supporting materials as set out under section IV.1.1.2, as well as the address of the candidate's employer (if applicable).

The School of Business Administration, within the Faculty of Management, has policies and procedures in place for the recruitment, retention and promotion of faculty that conform to the standards articulated in the international accreditation process. The teaching function is critical to the School's mission. As such, the School strives to hire doctorally-qualified faculty members who are good instructors. When a faculty vacancy exists, the Dean instructs the School's and the appropriate area group's head to initiate the search process within University established guidelines. All vacancies must be

advertised in accordance with Dalhousie's employment equity policy and "Academic Recruitment and Selection Guidelines".

Once the Dean receives budgetary approval to begin the search from the Vice-President (Academic), a search committee is convened in consultation with the School's Director. The core of the search committee generally comprises members of the appropriate area group(s). The University encourages diversity in the makeup of search committees under its Employment Equity Policy. The Dean's Office staff meets with all search committees to review University policy regarding appropriate hiring practices.

A faculty vacancy can be advertised in various ways:

1. in "University Affairs" Magazine (published by the Association of Universities and Colleges of Canada),
2. in a CAUT Bulletin,
3. in regional newspapers,
4. in discipline-specific publications,
5. via the Canadian Federation of Business School Deans' electronic distribution list,
6. through listings at regional and national conferences; and
7. in Employment Equity Offices throughout Canadian Universities

Applicants submit a file containing a letter of application, vita, transcripts and letters of recommendation. All applicants receive an acknowledgement letter and a "Self- Identification Questionnaire," requesting a statement of Canadian status. An optional section in the questionnaire allows self-identification regarding racial origin and disabilities. The search committee reviews the applications and contacts references of the most qualified candidates before recommending a list of finalists to the Dean and Vice- President. Prior to inviting these finalists for on-campus visits, the

selection process is again reviewed to ensure its full compliance with the University's Employment Equity policy.

On-campus visits generally include:

- meeting(s) with the search committee,
- meetings with individual faculty members,
- a formal research presentation,
- a presentation in a class and meeting with students; and
- a meeting with the Dean and the School's Director.

After on-campus visits, the search committee consults with faculty and makes recommendations to the Director of the School. The Director reviews the recommendation and, if there is agreement, forwards it to the School's Rank, Appointment, Tenure and Salary Committee for evaluation. The recommendation is next forwarded to the Dean and, later, the Vice-President for approval. The Dean must then obtain approval to make a conditional offer from the Vice-President (Academic). Final

appointments are made only by the President, subject to the University's Association and Board Committee approval.

The University provides a campus-wide orientation program during the Fall of each year, with presentations by several areas of the University. Faculty members are introduced to key University Leaders including, the President, Vice-President (Academic), Dean of Graduate Studies and University Librarian. The Office of Instructional Development and Technology (OIDT) assumes a lead role in the orientation process and organizes a variety of workshops and seminars. In 1999, the OIDT established the Dalhousie Faculty Mentoring Program, to provide support and guidance to new faculty members. The orientation process begins during the recruiting meetings. Teaching, research and service expectations, advisory responsibilities and tenure/promotion processes are discussed with prospective faculty. Once hired, new faculty are guided and advised by their area group co-ordinator, by fellow area group members, and by the School's Director and the Dean. All newly appointed full- and part-time faculty receive a School handbook, which provides information regarding staff roles, procedures available resources. This handbook is reviewed annually updated as need be.

Retention and Development

Tenure and promotion represent the ultimate recognition of the faculty member's sustained contribution and commitment to teaching, research and to service to the profession and community. The process underlying tenure and promotion decisions is considered seriously at Dalhousie University, at the Faculty of Management and within the School of Business Administration.

The review process for faculty retention, tenure and promotions is set forth in the constitutions of the Faculty of Management and School of Information Management and is governed by the Faculty Association/University collective bargaining agreement. Faculty members are also given copies of "Faculty of Management Guidelines for Tenure and Promotion" and the University Senate's "Report on Tenure", to assist in their preparation and application.

Conduct of the review process begins with the School's Rank, Appointment, Tenure and Salary Committee. Its terms of reference are as follows:

- The members of the Committee shall be elected by, and with the approval of, the majority of the full time members of the School. Their appointment, promotion and tenure fall principally within the jurisdiction of the School for three (3) years. They may be reappointed; provided, however, that at

the first appointment of the Committee, the term of two (2) members shall expire at the end of two (2) years, and the term of two (2) other members shall expire at the end of one (1) year.

- It shall review and make recommendations to the Director on all cases involving the appointment, renewal of contract, promotion, tenure and salary of existing faculty members of the School, and the terms of appointment of prospective faculty members, in the light of the Senate and Faculty of Management regulations on these matters, and of collective agreements.

Following initial assessment by the School's Rank, Appointment, Tenure and Salary Committee, recommendations for retention, tenure and promotion are forwarded for review by the School's Director, the Faculty of Management Tenure and Promotion Committee and, finally, the Dean. At each stage the dossier is considered carefully, with special emphasis being placed the School's desire for excellence in the classroom, its emphasis on research and its focus on service to the profession, community and university. The complete dossier, including the Dean's final recommendation, is then forwarded to the President and Vice-President (Academic) for their approval.

The Dean and the Director of the School are responsible for supporting the continued intellectual development and renewal of the faculty. Each year, faculty are responsible to submit a report addressing both past achievements and future objectives. The School's Director holds individual interviews with all faculty to review this annual report and discuss plans for the coming year. Annual reports, along with any relevant comments from the Director, are forwarded to the Dean for further review and feedback where required.

Dalhousie University has a long-standing policy and record of providing faculty members with sabbatical leave as a means to promote intellectual development and renewal. In general, faculty members are permitted a full year's leave on a seven (7) year cycle. Faculty members also receive an annual travel allowance to attend scholarly conferences or workshops, and have access to funding for the purchase of computer equipment, software and on-site technical support to assist in both their teaching and research activities.

To further the aim of scholarly productivity, the Faculty of Management provides guidance to individual faculty. This can include provision of assistance with funding sources, facilitation of linkage opportunities and identification of potential projects. Internal sources of research funding are made available to faculty through:

- Dean, Faculty of Management,
- Dean, Faculty of Graduate Studies,
- Director of the School of Business Administration,

The School of Business Administration is committed to provide all students with a quality education which is rigorous and relevant. The School's hiring practices emphasize recruiting doctorally and professionally qualified individuals.

Faculty members are considered academically qualified if:

They have obtained a doctoral degree in an appropriate discipline, or they are successfully progressing toward one, and they have made at least two (2) scholarly contributions within the last five (5) years to a discipline in business administration.

Faculty members are considered professionally qualified if:

They have a master's degree with a professional designation or have at least five (5) years of relevant

managerial experience. Faculty with professional qualifications are hired not only to address the general research and teaching needs of the unit, but they are also hired to enhance students' learning and educational experience by bringing real-world experience into the classrooms. Professional qualifications are broadly defined to include a master's degree in information management or related professional designation or having at least five (5) years of relevant managerial experience.

Agreements with respected associations and unions must also be taken into account.

The Dalhousie Faculty Association : <http://www.dal.ca/content/dam/dalhousie/pdf/hr/Academic-Staff-Relations/Final%202014-17%20Collective%20Agreement%20DFA%20and%20Board.pdf>

Canadian Union of Public Employees

http://www.dal.ca/content/dam/dalhousie/pdf/hr/Academic-Staff-Relations/CUPE_3912_Collective_Agreement.pdf

<p>8.1.3.2 <i>Academic/professional credentials required of present and future faculty acting as research/clinical/exhibition supervisors in the program</i></p>	<p>See 8.1.3.1</p>
<p>8.1.3.3 <i>The requirement to have on file evidence, supplied directly to the organization by the granting agency, of the highest academic credential and any required professional credential claimed by faculty members.</i></p>	<p>See 8.1.3.1</p>
<p>8.1.3.4 <i>The regular review of faculty performance, including student evaluation of teaching and supervision</i></p>	<p>See 8.1.3.1</p>
<p>8.1.3.5 <i>The means for ensuring the currency of faculty knowledge in the field</i></p>	<p>See 8.1.3.1</p>
<p>8.1.3.6 <i>Faulty teaching and supervision load</i></p>	<p>As per collective agreements See 8.1.3.1</p>
<p>8.1.3.7 <i>Faculty availability to students</i></p>	<p>As per contracts and collective agreements</p>
<p></p>	<p></p>
<p>8.1.4 Program Evaluation Policies and procedures pertaining to:</p>	<p></p>
<p>8.1.4.1 <i>Internal periodic review of the program</i></p>	<p>See complete "MBA Competencies Framework" in Appendix F</p>
<p>The MBA FS benefits form regular and consistent evaluation and review, at both a macro and a micro level.</p>	

Under the direction of the Academic Director and Academic Committee MBA FS, the programme undergoes regular and systematic review and upgrading. The committee meets monthly to review programme delivery, SRIs and other evaluation processes, and articulates suggested recommendations for course and/or curriculum review. The Committee is also leading a curriculum mapping and competency setting process.

The competency process has involved setting a total of 9 overarching competencies for the MBA FS and then inscribing each course under these competencies. These are subsequently translated into learning outcomes for each of the 14 courses in the curriculum. CFAME is working with each instructor to ensure alignment with the learning modules and these competencies, and to further relate all assignments and assessments to the competencies being created.

The courses are also reviewed, on a regular basis, and upgraded before each offering, including refreshing of resources, readings, and other supporting materials.

Also, the Rowe School of Business is strongly committed to the Assurance of Learning Process, and has a specially dedicated AOL officer and committee. The AOL officer works closely with the MBA FS academic committee to ensure that data is collected on a regular basis, analysed, and utilised to inform enhancements to the programme.

Instructors are provided with a professional development workshop on a quarterly basis, focusing upon instructional design issues, as well as latest and best practices in blended and e-learning.

8.1.5 Academic Freedom and Integrity
Policies and procedures pertaining to

8.1.5.1 Academic freedom

DFA - Board of Governors Collective Agreement (2007-2011)

DFA - Board of Governors Collective Agreement (2007-2011)

Article 3: Academic Freedom

Dalhousie Faculty Association - Board of Governors Collective Agreement (2007-2011)

3.1 The Parties recognize and affirm that academic freedom is essential to the fulfillment of the purpose of Dalhousie University in the search for knowledge and the communication of knowledge to students, colleagues and society at large. The Parties agree that academic freedom carries with it a corresponding responsibility on the part of Members to use their freedom responsibly, with due concern for the rights of others, for the duties appropriate to the Member's university appointment, and for the welfare of society. Academic freedom does not confer legal immunity either inside or outside Dalhousie University, nor does it prevent collective self-governance and peer evaluation as conducted or approved by the Senate or by other academic, research or professional bodies whether within or outside Dalhousie University. Academic freedom does not require neutrality on the part of the individual. Rather, academic freedom makes commitment possible.

3.2 The Parties agree that they will not infringe or abridge the academic freedom of any member of the academic community. Members of the bargaining unit are entitled to freedom, as appropriate to the Member's university appointment, in carrying out research and in publishing the results thereof, freedom of teaching and of discussion, freedom to criticize, including criticism of the Board and the Association, and freedom from institutional censorship.

3.3 Academic freedom, as appropriate to the Member's university appointment, implies protection

of Members by the Board and the Association from pressure intended to hinder or prevent them pursuing their scholarly and research interests and communicating the results thereof to students, colleagues and the community at large. The Parties acknowledge this responsibility, whether such pressure emanates from inside or outside the University.

8.1.5.2 Academic honesty and the organization's procedures for informing faculty and students about, and ensuring their compliance with, policies pertaining to academic honesty

Academic Integrity Policy

http://www.dal.ca/dept/university_secretariat/academic-integrity.html

Approved by Senate

Academic Integrity Policy is include in all course syllabi

Intellectual Honesty

A university should be a model of intellectual honesty. Failure to meet the University's standards in this regard can result in an academic offence. The length of time a student has attended university, the presence of a dishonest intent and other circumstances may all be relevant to the seriousness with which the matter is viewed.

Violations of intellectual honesty are offensive to the entire academic community, not just to the individual faculty member and students in whose class an offence occurs.

Instructors are responsible for setting examinations and assignments as part of the learning process and for evaluating those examinations and assignments, including ensuring that any rules stated for the procedures used in an examination or assignment are followed. Any violation of such stated rules which could result in a student gaining advantage may be considered to be an academic offence.

Examples of Academic Offences

There are many possible forms of academic dishonesty. Since it is not possible to list all instances of academic dishonesty, the following list of examples should be considered only as a guide. The omission of a dishonest action from this list does not prevent the University from prosecuting an alleged instance of that action.

A. Plagiarism

Dalhousie University defines plagiarism as the submission or presentation of the work of another as if it were one's own.

Plagiarism is considered a serious academic offence which may lead to the assignment of a failing grade, suspension or expulsion from the University. If a penalty results in a student no longer meeting the requirements of a degree that has been awarded, the University may rescind that degree.

Some examples of plagiarism are:

- failure to attribute authorship when using a broad spectrum of sources such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images;
 - downloading all or part of the work of another from the Internet and submitting as one's own;
- and

- the use of a paper prepared by any person other than the individual claiming to be the author.

The University attaches great importance to the contribution of original thought to learning and scholarship. It attaches equal importance to the appropriate acknowledgement of sources from which facts and opinions have been obtained.

The proper use of footnotes and other methods of acknowledgement vary from one field of study to another. Failure to cite sources as required in the particular field of study in the preparation of essays, term papers and dissertations or theses may, in some cases, be considered to be plagiarism.

Students who are in any doubt about how to acknowledge sources should discuss the matter in advance with the faculty members for whom they are preparing assignments. In many academic departments, written statements on matters of this kind are made available as a matter of routine or can be obtained on request. Students may also take advantage of resources available through the Writing Centre at writingcentre.dal.ca or the Dalhousie Libraries at infolit.library.dal.ca/tutorials/Plagiarism/.

B. Irregularities in the Presentation of Data from Experiments, Field Studies, etc.

Academic research is based on the presentation of accurate information and data that are obtained honestly. The falsification of data in reports, theses, dissertations and other presentations is a serious academic offence, equivalent in degree to plagiarism, for which the penalties may include the assignment of a failing grade, suspension or expulsion from the University or the withdrawal of a degree previously awarded.

C. Other Irregularities

A member of the University who attempts, or who assists any other person in an attempt, to fulfill, by irregular procedures, any requirements for a class, commits an academic offence and is subject to a penalty.

In the absence of specific approval from the instructor of a class, all students should assume that all assignments are to be completed independently, without any form of collaboration.

Students should take reasonable precautions to prevent other students from having access, without permission, to their tests, assignments, essays or term papers.

The following are some examples of irregular procedures. The list should be used only as a guide since it is not possible to cover all situations that may be considered by the Senate Discipline Committee to be irregular.

- writing an examination or test for someone else;
- attempting to obtain or accepting assistance from any other person during an examination or test;
- during the time one is writing an examination or test, using or having in one's possession, material that is not specifically approved by the instructor;
- without authorization, obtaining a copy of an examination or test, topic for an essay or paper, or other work;
- without authorization from the faculty member in charge of that class, submitting any work for academic credit when one is not the sole author or creator;

- without authorization submitting any work that has been previously accepted for academic credit in any other class in any degree, diploma or certificate program, or has been completed as part of employment within the University, for example, as research activity. A repeated class is considered to be a separate class.

D. Aiding in the Commission of an Academic Offence

No student may encourage or aid another student in the commission of an academic offence, for example,

- by lending another student an assignment knowing that he or she may copy it for submission;
- by allowing another student to copy answers during an examination.

E. Misrepresentation

Any person who provides false or misleading information during an investigation of a suspected academic offence is guilty of an offence.

Discipline

1. Members of the University, both students and staff, are expected to comply with the general laws of the community, within the University as well as outside it.
2. Alleged breaches of discipline relating to student activities under the supervision of the Dalhousie Student Union are dealt with by the Student Union. Alleged breaches of discipline relating to life in the residences are dealt with by the residence discipline policy unless the President determines that some non-residence University interests are involved. Senate is charged with the authority to deal with cases of alleged academic offenses, see examples above, as well as with certain other offenses that are incompatible with constructive participation in an academic community.
3. On report of a serious breach of the law, or a serious academic offence deemed by the President, or in his or her absence by a Vice-President or the Dean of a Faculty, to affect vital University interests, a student involved may be temporarily suspended and denied admission to classes or to the University by the President, Vice-President or Dean, but

any suspension shall be reported to the Senate, together with the reasons for it, without delay.

4. No refund of fees will be made to any student required to lose credit for any class taken, required to withdraw or who is suspended or dismissed from any class or any Faculty of the University.

Academic Dishonesty

I. Preamble

These procedures deal with academic dishonesty and do not deal with violations of the student code of conduct. The purpose of these procedures is to delegate assessment of certain allegations of academic dishonesty to the Faculty level.

II. Academic Integrity Officers

1. Academic Integrity Officers are associated with the Faculties of Dalhousie University.

2. The Academic Integrity Officer shall act between the student and instructor, and may appear at Hearing Panels of the Discipline Committee or the Discipline Appeals Board to present the case against the student.

3. The Academic Integrity Officer is the Dean of the Faculty. The Dean may further delegate this role to one or more members of his/her academic staff except those who are Senate Officers, who are otherwise involved in the student discipline process, or who otherwise are in a potential conflict of interest relative to this role. Annually the name of the delegate(s) shall be communicated in writing to the Secretary of Senate who shall report to Senate.

4. The Academic Integrity Officers shall meet as a group with the Senate Discipline Committee (SDC) at least once a year to discuss relevant policy issues and training requirements with a view to maximizing consistency and predictability in the administration of academic offences across the University. Such meetings will be convened and chaired by the Secretary of Senate.

III. Faculty Procedures

1. When an academic offence is suspected, the instructor shall submit a signed statement outlining the basis for the allegation, together with all relevant supporting evidence, to the Academic Integrity Officer of the Faculty which is responsible for the delivery of the course at issue, or in the case of an allegation in relation to a graduate thesis or other non-course graduate materials, to the Academic Integrity Officer of the Faculty of Graduate Studies.

2. Upon receipt of the material from the instructor, the Academic Integrity Officer shall determine whether or not the material supports a prima facie case that the student has committed an academic offence. If no prima facie case is made out, no further steps are taken in relation to the allegation, and the instructor and student will be so advised in writing.

3. If a prima facie case is established, then the Academic Integrity Officer will take the following further steps:

a) Check the academic discipline database maintained by the Senate Office to determine if the student(s) has a record of prior academic offence(s);

b) If the student(s) has a record of prior academic offence(s), forward the allegation to the Senate Discipline Committee;

c) If the allegation appears to be a first offense, inform the student(s) in writing of the nature of the allegation, the instructor's statement, the evidence, the procedures to be followed, the possible penalties, and possible sources of advice and support (will be a standard document);

d) Convene a meeting with the student(s), the student(s)'s advisor, if any, and the instructor within 5 working days upon receipt of the allegation by the student, which time may be extended at the request of the student or instructor in appropriate circumstances.;

e) If the meeting does not take place within the time set out above, refer the allegation to the Senate Discipline Committee.

4. Following the meeting convened in accordance with paragraph 8, the Academic Integrity Officer shall make a preliminary assessment of whether there is sufficient evidence to support a finding that the student has committed an academic offence, and if there is sufficient evidence, make a preliminary assessment of what penalty would be appropriate in the circumstances. In making the latter assessment, the Academic Integrity Officer shall exercise broad discretion in considering possible mitigating circumstances including but not limited to extraordinary personal circumstances and lack of educational experience.

5. If the Academic Integrity Officer's assessment is that there is insufficient evidence to support a finding that the student has committed an academic offence, s/he shall inform the student in writing with a copy to the Instructor within 5 working days of the meeting. This does not preclude an Academic Integrity Officer from proceeding with the allegation at a later date, should new evidence become available.

6. If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that the student has committed an academic offence, AND that the appropriate penalty for the student's conduct is any of the penalties described in section IV page 25, except those listed in subparagraphs 5 to 9 the Academic Integrity Officer shall provide the student with the option of accepting the finding and the proposed penalty, or of proceeding to the Senate Discipline Committee for a full hearing. The option shall be presented to the student within 5 working days of the meeting, and the student shall have 2 working days to respond. In the event that the student elects to accept the finding and proposed penalty, the Academic Integrity Officer shall so advise the Secretary of Senate.

7. Upon being advised of the finding and agreed penalty, the Secretary of Senate shall bring the matter before Senate for ratification at the next sitting of Senate following the procedures set out for ratification of academic appeals, with necessary changes in point of detail. Following Senate's ratification, the Secretary of Senate shall ensure that the offence is recorded on the Senate Discipline database and that the Registrar and any others are notified of the finding and penalty for immediate implementation.

8. If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that the student has committed an academic offence, but that the appropriate penalty for the student's conduct is one of those listed in subparagraphs 5 to 9 of section IV of these Procedures, the Academic Integrity Officer shall, within 5 working days of the meeting, notify the student in writing, with a copy to the instructor, that the matter will be forwarded to the Senate Discipline Committee for a full hearing.

Senate Discipline Committee

I. Composition

The Committee comprises thirteen representatives of the faculty elected by Senate for staggered three-year terms, one of whom shall be the Chair (chosen annually by the Committee), five representatives of the Dalhousie University student body, and two representatives of the University of King's College student body. A student who is a member of the Judicial Board of the DSU may not at the same time be a member of the Senate Discipline Committee.

The Senate Nominating Committee shall arrange for nominations to fill casual vacancies for the remainder of the second term.

II. Functions

The Senate Discipline Committee shall:

1. c a p o consider all complaints or allegations respecting offenses or irregularities of an academic nature, including those relating to admissions procedures and evaluation procedures, and may impose penalties in cases where the Committee finds an offence r irregularity has occurred;
2. h d have the power to discipline a student who, before or during the course of the disciplinary process involving him or her but prior to adjudication, has:

- a) been compelled to withdraw academically;
 - b) chosen to withdraw from the class, program or University prior to being disciplined;
 - c) chosen not to register at the University;
3. assume jurisdiction when a complaint or allegation respecting offenses or irregularities of an academic nature are brought to its attention by the Secretary of Senate; complaints or allegations may be made by faculty or other evaluators of academic work done by students; a panel of Discipline Advisors is available to assist and advise evaluators, and guidelines for evaluators are set out in the document entitled Guidelines for Academic Evaluators Regarding Violations of Academic Regulations by students;
4. conduct hearings according to the rules of natural justice and such other procedures as the Committee may decide in advance, with due notice to all interested parties. A panel of three faculty and two students shall hear each complaint, including complaints made under the Code of Student Conduct. The Committee Chair or alternate chosen by and from the Committee shall chair each hearing;
5. evaluate the evidence of innocence or guilt of an accused student. This evaluation shall include the premise that the more senior the student in terms of chronological age, year of university registration, extent of other exposure to university rules and regulations at Dalhousie University or elsewhere, the less credible are assertions of ignorance or innocence and the stronger is the case for a more severe penalty than would be imposed on a less senior student;
6. report its findings, and any penalty imposed to the Secretary of Senate who shall forward a copy of the report to the student; if the alleged offender is not a student, a copy shall also be sent to the Vice-President (Academic and Provost).

III. Appeals

Appeals from decisions of the Senate Discipline Committee may be made to a Senate Discipline Appeal Board, but only on the limited grounds: (a) denial of natural justice; (b) disputed jurisdiction of the Senate Discipline Committee. Decisions of a Senate Discipline Appeal Board

are final and binding on all parties. At the time of filing the appeal a student must specifically indicate the facts and allegations that will form the basis of the appeal. An appeal will be limited to matters so alleged.

Where the rules of a faculty, such as Health Professions, expressly provide that suitability, fitness, or aptitude for the practice of the profession is a requirement for advancement or graduation, or both, and a Faculty determines that a student should be suspended or dismissed or otherwise should not advance or graduate because of unsuitability for the relevant profession, an appeal from the Faculty decision may be made to an ad-hoc appeal committee established by the Senate Steering Committee. The Ad-hoc Appeal Committee shall:(1) hear an appeal by a student from the decision of a Faculty regarding suitability, fitness or aptitude for the practice of the relevant profession when: a) the student has exhausted the approved appeal regulations and procedures of the relevant Faculty; and b) the student alleges that there were irregularities or unfairness in the application of the regulations in question. The Ad-hoc Appeal Committee shall not hear appeals: a) by students on a matter involving a requested exemption from the application of Faculty or University regulations or procedures; b) on substantive aspects of a finding of unsuitability.

IV. Penalties

The range of penalties which may be imposed by the Senate Discipline Committee be circumscribed only by the requirement that such penalty or penalties be of an academic nature and, without

restricting the generality of the foregoing, may include any one or more of:

1. notation of the fact of discipline on the offender's transcript for a period of one (1) or more years, but not exceed five (5) years;
2. repeat of the assignment that triggered the discipline;
3. a failing grade or mark or assessment in the piece of work triggering the discipline;
4. failure of the class or seminar or program;
5. failure of the academic year;
6. suspension for an academic term or year (to a maximum suspension of three (3) academic years);
7. expulsion from the University;
8. loss of a current or continuing scholarship, or both, or loss of eligibility to receive or to maintain scholarships or prizes or bursaries; and
9. removal from the Dean's List.

PLEASE NOTE: If transcripts are issued for a student while a Senate Discipline case is pending, and the Committee subsequently makes a decision that affects the student's transcript, revised transcripts will be sent to recipients of transcripts issued while the case was pending

Academic honesty Procedure

Academic Integrity POLICY

Mission

The Faculty of Management aims to become the internationally acknowledged centre of 'values-based management' whose graduates become private sector, public sector and civil society leaders who manage with integrity, focus on sustainability and make things happen.

Statement of Purpose and Values

As an integral part of Dalhousie University, the Faculty of Management represents a broad community of students, staff, faculty and alumni. We are actively connected to our local communities, employers, the academy and the world at large. We draw on the strengths of all management disciplines and we maximize synergies between all groups and individuals in our community. We seek to understand the nature of global change and offer solutions through interdisciplinary research and teaching.

The Faculty of Management is committed to preparing students for career and life challenges and opportunities. We focus on student engagement and we have a shared commitment to lifelong learning with our students and alumni. Our students aspire to make an impact.

Our programs are high quality, innovative, adaptable and accessible to diverse learners wherever they are. In these programs we balance real-world, experiential and theoretical elements of management education. We are committed to a values-based approach to management.

The Faculty of Management at Dalhousie University stands for collaboration and collegiality, transparency and accountability, professionalism and integrity. Every individual matters.

The strategic direction of the Faculty of Management is grounded in a deep understanding of global trends and inspired by active research of future possibilities. We are entrepreneurial and we embrace risk.

PROCESS

Dialogue and Education

At the start of each academic year the Dean of the Faculty of Management will personally lead an educational process at undergraduate and graduate levels for incoming students. This will form part of welcomes and introduction week activities in each school (for graduate students) and first year classes (for undergraduate students).

In addition, each School Director and Academic Program Director will ensure that teaching staff and administrators fully understand the standards of behaviour expected of both students and professors. This includes ensuring that all instructors, both full time and part time, are aware of this policy and the procedures to be followed in cases of suspected lapses of academic integrity. This policy requires that all instructors include standard wording in their course syllabi advising students of general guidelines and take the time at the commencement of each course to ensure that students are familiar with both general and specific integrity requirements associated with the class and the way it is taught (including on-line classes).

Process for Suspected Lapses in Academic Integrity

When things go wrong, we follow a system designed to handle cases of lapses in academic integrity consistent with Senate guidelines, but which also follow principles of natural justice and promote learning and continuous improvement within our Faculty's culture of integrity.

- Academic Integrity
 - Form: Suspected Lapse of AI
 - FoM Exam Invigilation policy
 - Standard Wording for Syllabi & Course Material
 - Policy
 - Process
 - Professor-Student Contract
 - Accountabilities
 - Checklist for Students
 - Library Subject Specialists

http://www.dal.ca/faculty/management/current-students/academic_integrity/academic_integrity_processes.html

Academic Integrity in the Faculty of Management: (to be included in every syllabi)

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management

Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s Academic Integrity page.

Please note that Dalhousie now subscribes to SafeAssign.com, a computer based service that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Dishonesty contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the SafeAssign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorized by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorized.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorized by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

Faculty Discipline Procedures Concerning Allegations of Academic Offences

Preamble

These procedures deal with allegations of academic offences and do not deal with violations of the student code of conduct. The purpose of these procedures is to delegate assessment of certain allegations of academic offences to the Faculty level.

Academic Integrity Officers

1. Academic Integrity Officers are associated with the Faculties of Dalhousie University.
2. The Academic Integrity Officer shall act between the student and instructor, and may appear at Hearing Panels of the Discipline Committee or the Discipline Appeals Board to present the case against the student.
3. The Academic Integrity Officer is the Dean of the Faculty. The Dean may further delegate this role to one or more members of his/her academic staff except those who are Senate Officers, who are otherwise involved in the student discipline process, or who otherwise are in a potential conflict of interest relative to this role. Annually the name of the delegate(s) shall be communicated in writing to the Vice-Chair (Academic Administration) who shall report to Senate.
4. The Academic Integrity Officers shall meet as a group with the Senate Discipline Committee (SDC) at least once a year to discuss relevant policy issues and training requirements with a view to maximizing consistency and predictability in the administration of academic offences across the University. Such meetings will be convened and chaired by the Vice-Chair (Academic Administration).

Penalties

5. Penalties shall follow the guidelines contained within the University's Academic Regulations and the Senate Discipline Committee terms of reference set out in Section 10 of the Senate Constitution, which are reproduced below for convenience.

"The range of penalties which may be imposed by the Senate Discipline Committee be circumscribed only by the requirement that such penalty or penalties be of an academic nature and, without restricting the generality of the foregoing, may include any one or more of:

1. notation of the fact of discipline on the offender's transcript for a period of one (1) or more years, but not exceed five (5) years;
2. repeat of the assignment that triggered the discipline;
3. a failing grade or mark or assessment in the piece of work triggering the discipline;
4. failure of the class or seminar or program;
5. failure of the academic year;
6. suspension for an academic term or year (to a maximum suspension of three (3) academic years);
7. expulsion from the University;
8. loss of a current or continuing scholarship, or both, or loss of eligibility to receive or to maintain scholarships or prizes or bursaries; and
9. removal from the Dean's List."

Faculty Procedures

6. When an academic offence is suspected, the instructor shall submit a signed statement outlining the basis for the allegation, together with all relevant supporting evidence, to the Academic Integrity Officer of the Faculty which is responsible for the delivery of the course at issue, or in the case of an allegation in relation to a graduate thesis or other non-course graduate materials, to the Academic Integrity Officer of the Faculty of Graduate Studies, *within 10 working days of becoming aware of the alleged offence, but in any event no later than the deadline for submission of final grades to the Registrar, except in extraordinary circumstances, as determined by the Academic Integrity Officer.

7. Upon receipt of the material from the instructor, the Academic Integrity Officer shall determine whether or not the material supports a prima facie case that the student has committed an academic offence. If no prima facie case is made out, no further steps are taken in relation to the allegation, and the instructor and student will be so advised in writing.

8. If a prima facie case is established, then the Academic Integrity Officer will take the following further steps:

a. Check the academic discipline database maintained by the Senate Office to determine if the student(s) has a record of prior academic offence(s);

b. *With the exception of cases involving 2 or more students facing allegations arising from the same fact situation (“common allegation”) which shall proceed in accordance with paragraph 9, if the student(s) has a record of prior academic offence(s), forward the allegation to the Senate Discipline Committee;

c. If the allegation appears to be a first offense, *and in all cases of 2 or more students facing a common allegation, inform the student(s) in writing of the nature of the allegation, the instructor’s statement, the evidence, the procedures to be followed, the possible penalties, and possible sources of advice and support (will be a standard document);

d. Convene a meeting with the student(s), the student(s)’s advisor, if any, and the instructor within 5 working days upon receipt of the allegation by the student, which time may be extended at the request of the student, instructor, *or Academic Integrity Officer, in appropriate circumstances.;

e. If the meeting does not take place within the time set out above, *the Academic Integrity Officer has the discretion to convene another meeting with the student(s), the student(s)’s advisor, if any, and the instructor. The Academic Integrity Officer also has the discretion to convene additional meetings as may be reasonably required. In the event an initial meeting does not occur within a reasonable time after a prima facie case is established, the Academic Integrity Officer shall refer the allegation to the Senate Discipline Committee.

9. *Notwithstanding paragraph 8b, in the case of 2 or more students facing allegations arising from the same fact situation (“common allegation”), the Academic Integrity Officer has the authority to convene a meeting with all such students in accordance with paragraphs 8d and 8e and to make findings for all such students under these Procedures, regardless of the fact that one or more of such students may have a record of prior academic offence(s). If the Academic Integrity Officer’s assessment is that there is sufficient evidence to support a finding that a student facing a common allegation has committed an academic offence, for any such student who has no record of prior academic offence(s), subject to paragraph 14, the Academic Integrity Officer shall assess an appropriate penalty for the student in accordance with these Procedures; and for any such student who has a record of prior

academic offence(s), the Academic Integrity Officer shall forward the matter to the Senate Discipline Committee for assessment of an appropriate penalty.

10. Following the meeting convened in accordance with paragraph 8, the Academic Integrity Officer shall make a preliminary assessment of whether there is sufficient evidence to support a finding that the student has committed an academic offence, and if there is sufficient evidence, make a preliminary assessment of what penalty would be appropriate in the circumstances. In making the latter assessment, the Academic Integrity Officer shall exercise broad discretion in considering possible mitigating circumstances including but not limited to extraordinary personal circumstances and lack of educational experience.

11. If the Academic Integrity Officer's assessment is that there is insufficient evidence to support a finding that the student has committed an academic offence, s/he shall inform the student in writing with a copy to the Instructor within 5 working days of the meeting. This does not preclude an Academic Integrity Officer from proceeding with the allegation at a later date, should new evidence become available.

12. If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that the student has committed an academic offence, AND that the appropriate penalty for the student's conduct is any of the penalties described in paragraph 5, above, except those listed in subparagraphs 5 to 9 the Academic Integrity Officer shall provide the student with the option of accepting the finding and the proposed penalty, or of proceeding to the Senate Discipline Committee for a full hearing. The option shall be presented to the student within 5 working days of the meeting, and the student shall have 2 working days to respond. In the event that the student elects to accept the finding and proposed penalty, the Academic Integrity Officer shall so advise the Vice-Chair (Academic Administration).

13. Within 14 calendar days of the Vice-Chair (Academic Administration) being advised of the finding and agreed penalty under paragraph 12, the Vice-Chair (Academic Administration), or in his or her absence, the Chair or Vice-Chair (Academic Programs), and a student Senator appointed by the Dalhousie Student Union shall jointly review the finding and agreed penalty to determine whether the process is consistent with the Faculty Discipline Procedures Concerning Allegations of Academic Offences. If so, they shall ratify the matter on behalf of Senate and the Vice-Chair shall notify the student and the Academic Integrity Officer of such ratification.

For ratification to occur, the decision must be unanimous. The finding and agreed penalty shall stand, despite possible insubstantial procedural errors. The Vice-Chair (Academic Administration) shall ensure that the offence is recorded on the Senate Discipline database and that the Registrar and any others are notified of the finding and penalty for immediate implementation. If the Vice-Chair (Academic Administration) and/or the student Senator have any material concerns about the process, the Vice-Chair (Academic Administration) shall consult with the Academic Integrity Officer to determine whether the concerns can be resolved.

If the Vice-Chair (Academic Administration) and the Academic Integrity Officer are unable to resolve any concerns, the matter shall be referred back to the Academic Integrity Officer for further consideration under these Procedures, after which the Vice-Chair (Academic Administration) and a student Senator shall jointly re-consider ratification. Should ratification still not occur, the matter shall be referred to the Senate Discipline Committee for a hearing

14. If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that the student has committed an academic offence, but that the appropriate penalty for the student's conduct is one of those listed in subparagraphs 5 to 9 of paragraph 5 of these Procedures, the Academic Integrity Officer shall, within 5 working days of the meeting, notify the student in writing,

with a copy to the instructor, that the matter will be forwarded to the Senate Discipline Committee for a full hearing.

15. *Should a student request that an allegation be referred back to the Academic Integrity Officer after it has been forwarded to the Senate Discipline Committee, the Academic Integrity Officer has the discretion to grant such a request. A student’s request shall be in writing, and delivered to the Vice-Chair (Academic Administration) within 5 working days of the date the allegation letter is sent to the student by the Vice-Chair (Academic Administration).

16. *Prior to a hearing by the Senate Discipline Committee of an allegation against a student, the Academic Integrity Officer shall provide a written allegation to the Senate office identifying the evidence initially presented by the instructor pursuant to paragraph 6 and any additional evidence obtained by the instructor in the course of the assessment of the matter. The written allegation shall not include reference to whether or not any meeting(s) did occur pursuant to paragraph 8d or 8e, any statements that may have been made by the student at such meeting(s), or any alternate versions of the facts and circumstances that may have been presented by one or more students at such meeting(s). The student shall have the opportunity to provide a written submission in response prior to the hearing by the Senate Discipline Committee.

Notwithstanding the foregoing, in the event of a statement made by a student at a hearing of the Senate Discipline Committee that is inconsistent with a statement previously made by that student in the meeting(s) with the Academic Integrity Officer, then the Academic Integrity Officer may refer to statements that may have been made by the student at such meeting(s).

17. *Confidentiality must be maintained by those involved in each case when an academic offence is suspected and the instructor submits an allegation to the Academic Integrity Officer, except as is reasonably necessary to implement the finding and agreed penalty or as required in subsequent disciplinary proceedings related to the same matter.

8.1.5.3 The ownership of intellectual products of its employees and students

Copyrights, Patents and Author's Rights
Dalhousie Faculty Association - Board of Governors Collective Agreement (2007-2011)

Employees

Article 23: Copyrights, Patents and Author's Rights

Dalhousie Faculty Association - Board of Governors Collective Agreement (2007-2011)

23.1 Except as dealt with in Clauses 23.05 and 23.06, the Board makes no claim to the copyrights in books, articles and similar material in the print media written or prepared by any Member. The Board makes no claim to the copyright of any work of art, such as painting, sculpture, music or the like, created by any Member. The Board, therefore, undertakes to transfer to those Members who are the authors, and hereby transfers to those Members who are the authors, the copyrights of all material they have created in the print media and in works of art.

23.2 The Board undertakes to transfer, and hereby transfers, to those Members who are the authors, any and all rights in regard to computer programs. The Board shall have free use of any program developed in the course of the administrative duties of Members, and of any program developed to process Dalhousie University data and records, and of any program developed for use in the degree programmes of Dalhousie University. Such free use shall cease one year after the

termination of the employment of the Member who holds the copyright. The Board may acquire continued use of such computer programs on payment of an appropriate fee.

23.3 Members are sole copyright holders in their own lectures. The Board shall give every reasonable assistance to Members to prevent publication, recording or broadcasting of lectures not authorized by the Members concerned.

23.4 The copyright of any recorded work, such as film, videotape, audio recording and the like, belongs to the Member who is the creator of its content.

23.05

(a) A Member whose workload includes editing a journal or magazine published by Dalhousie University shall not own any copyrights therein save and except for articles, reviews or literary pieces written by the Member.

(b) Continuing Education Members shall have the same rights under Article 23 as all Members except that Continuing Education Members shall not own any copyright in materials which are produced for use in the College of Continuing Education programs or produced under the terms of a contract or externally funded project arranged on behalf of the College of Continuing Education or the University or except as may otherwise be agreed in writing by the Board and the Member.

23.06

(a) Members agree to waive any claim for monetary compensation arising out of copyright claims in relation to teaching manuals produced internally within the University as part of their workload, provided that such manuals are sold only within the University at a price set to recover direct costs (i.e., paper, bindings, salaries of support staff, and duplicating costs, but not honoraria or similar payments) or less. If the Board sells at a price higher than direct costs or sells to the general public, then the Board shall pay to the Member(s) who holds the copyright in the teaching manual a ten percent (10%) royalty on all such sales.

(b) If the Member agrees in writing that his or her workload as specified in Article 20 shall include the production, without any direct funding other than salary, of a recorded

work, textbook, printed lectures, laboratory notes or other teaching materials, except for teaching manuals as provided in Clause 23.06(a), the Board may use such materials in its educational programmes. This right shall cease five years after the termination of employment by the Member. However, the Board may arrange for continued use of the material upon payment of an appropriate royalty or fee.

23.7 The Board will do its utmost to make available to Members, without cost, production facilities and funds necessary to produce recorded works for use in Dalhousie University's educational Programmes. Priority for the amount of funds and the kinds of facilities shall be determined by the Senate.

23.8 Where a Member has copyright in a recorded work produced with the assistance of direct funding by the Board or with the use of Dalhousie University production facilities, free of charge or substantially less than the local commercial rates, the Member shall grant to the Board a license to use the recorded work in its educational Programmes, including the right to grant others permission to use the work for that same purpose in Dalhousie University. Such license shall cease one year after the termination of the employment of the Member who holds the copyright. The Board may acquire continued use of such work for the above purpose on payment of an appropriate fee.

23.9 The Member directly, or through the agency of the Association, shall establish a fee to be charged to third parties wishing to use work recorded under the conditions given in Clause 23.08. If agreement on such a fee cannot be reached within thirty days of a request by the Member, an

appropriate fee shall be set by the Committee on Patents and Copyrights, set up in accordance with Clause 23.13.

23.10 Any fees or royalties or other income received by the Board as a consequence of the exploitation of work recorded under the conditions given in Clause 23.08 shall be distributed fifty percent to the Member and fifty percent to the Board.

23.11 Members who believe their work recorded under the conditions given in Clause 23.08 is unsatisfactory for a proposed use due to dating or other good reason, shall have the right to require the said work to be amended on the same terms as the original production or to require its use to cease.

23.12 Where more than one copyright holder has an interest in a work recorded under the conditions given in Clause 23.08, each copyright holder shall exercise his or her rights with respect to his or her contribution, providing that contribution may be erased without destroying the value of other contributions to the same recording or series. Disagreements between the holders of shared copyrights in such recorded material shall be referred to the Committee on Patents and Copyrights set up in accordance with Clause 23.13.

23.13 The Board and the Association shall continue the Committee on Patents and Copyrights composed of two members appointed by the Board and two Members appointed by the Association. The chairperson of this committee shall be, at alternate meetings, one of its members appointed by the Board then one of the Members appointed by the Association.

23.14 The Committee on Patents and Copyrights shall meet within fifteen (15) days of a case having been referred to it. It shall consider copyright and patent cases referred to it by Members as well as those referred by the Board, including disputes over fees. The committee shall render a decision within two months of receipt of a request.

23.15 The Board makes no claim to any invention, improvement, design or development made by a Member without the use of the Board's funds or support or technical personnel. The payment of a regular salary to a Member and the provision of an academic environment in which to work shall not be construed as the use of the Board's funds or support or technical personnel in interpreting this Clause 23.15 or others in Article 23. Any claim that the Board may wish to make on any invention, improvement, design or development made by a Member shall be stated in writing at the time monies other than regular salary or support or technical personnel are provided.

23.16 Members have no obligation to seek patent protection for the results of their work or to modify their research to enhance patentability. Members also have the unqualified right to publish their inventions, improvements, designs and developments.

23.17 Members shall have the right to process applications for patents and the right to process such patents either on their own or through Nova Universities Technology Inc., or other similar agency with which the Board may have an agreement. The Board agrees not to modify, change, alter or abandon its agreement with Nova Universities Technology Inc., or other similar agency without consulting the Association through the Association Board Committee.

23.18 Members who process applications for patents through the Board's agreement with Nova Universities Technology Inc., or other similar agency may be required to sign an agreement governing proceeds and other terms.

23.19 Where Members make their own arrangements to patent an invention which has involved the use of the Board's funds or support or technical personnel, such Members shall grant fifty percent of the net proceeds to the Board.

23.20 Disputes about patents may be referred to the Committee on Patents and Copyrights.

Students

VI. Intellectual Property and Conflict of Interest

<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=399&topicgroupid=1431&loaduserredits=False>

6.4 Policy on Intellectual Property

If students and/or faculty have concerns or doubts about Intellectual Property, consult with your Chair, Graduate Coordinator, or Supervisor, or contact the Faculty of Graduate Studies for advice. If you feel uncomfortable with approaching your immediate supervisor, then go to the next level and ask to be heard in confidence.

8.1.5.4 Research involving humans and /or animals, and the management of research funds

Policy on Ethical Research Practices

http://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/ethical-conduct-of-research-involving-humans-policy.html

Approved by Senate

Policy on Ethical Research Practices

A research grant or contract is issued to the University. As an employee of the University, you are listed as the Principal Investigator. A University signature is required on all grants and contracts because it removes any direct liability from you and places it with the University. While the University accepts liability responsibilities, researchers need to be aware of the administrative responsibility they undertake as Principal Investigator for a research project. While many of the administrative services of the University are available to assist you, ultimately it is the researcher who is responsible for the administration of his/her contract or grant. This includes supervision of personnel, compliance with University and agency policies, financial decisions, and responsibility for meeting the terms and conditions of the grant or contract.

Here are some highlights of our research policies: PUBLICATION

The University will not engage in a research project or agreement that denies the University and/or the researcher the right to publish. The limitations on publication vary between a grant and a contract. The Office of Research Services will review any publication clause with the researcher prior to signature if it is deemed to conflict with University policy.

INTELLECTUAL PROPERTY

All intellectual property developed during the course of a research project rests with the researcher(s).

Often agencies and companies will negotiate rights to this IP and sometimes even demand ownership of all IP developed as a result of a grant or contract. The Office of Research Services will consult with a researcher when an intellectual property clause is included as a part of a research agreement. Additionally, the Office of Industry Liaison & Innovation can assist researchers with appropriate IP information and protection. The University will negotiate IP clauses if it is the will of the researcher and will not refuse to sign a grant or contract because of an IP clause unless instructed to do so by the researcher. Researchers should be aware of the potential outcome of any research they wish to undertake and carefully review any clauses that deal with their intellectual property.

CONFIDENTIALITY AGREEMENTS

Many companies/agencies insist that a confidentiality agreement be signed. This happens not only with research contracts but also with grants. The confidentiality of proprietary information must be assured. However, often times these agreements also includes the confidentiality new information that may be developed as a result of the proposed research. Researchers are encouraged to send these agreements to Research Services for review before signing them.

GRANTS CONTRACTS

Financial support for an individual, or group of individuals, conducting research in a particular subject area or field without any formal detailed stipulations as to the direction of such research.

Contract research includes any research project or program entered into by the University and the contracting agency through a contract, memorandum of understanding, or other agreement enforceable by law under specific stipulations and conditions.

Contract research includes any research project or program entered into by the University and the contracting agency through a contract, memorandum of understanding, or other agreement enforceable by law.

The Office of Research Services should conduct contract negotiations for all University-based research contracts.

In general, there is:

- no direct or indirect reimbursement to the principal investigator,
- no stipulations as to deliverables
- no limitations on publication
- no specific transfer of results to the sponsor Contracts often:

- outline the scope and nature of the research
- set the time periods for the activity
- define the deliverables
- establish ownership of the intellectual property, and patent rights and licensing agreements
- provide for confidentiality of information supplied and created
- establish considerations for acceptance and/or termination
- limit liability of the participants

Payment is generally made to the university in advance of expenditures.
to the University on a reimbursement for expenditures basis.

Payment is often made

Dalhousie University has two University Research Ethics Boards which review all faculty and graduate thesis research that involves human participants, human tissue or human data:

- o The Health Sciences Research Ethics Board
- o The Social Sciences and Humanities Research Ethics Board

In addition, Departmental Committees are responsible for the ethics review of human subject research when it is conducted as part of undergraduate or graduate course-work, or as undergraduate thesis work when it poses less than minimal risk to participants. Where such research poses greater than minimal risk, it must be referred to a University Board for review.

Faculty and students submitting their research projects for human ethics review must prepare their submissions using the appropriate forms and guidance documents which are specific to each Board. The selection of the correct forms is governed by the nature of the research and research participant population, not the home Department or discipline of the Researcher. If researchers are uncertain which guidelines are suitable, they should consult the Office of Research Ethics Administration for advice.

Forms and guidance documents are listed in the left-hand column. Faculty / staff should use:

- Ethics submission deadlines (PDF file)
 - Application for submission to the Dalhousie Health Sciences REB (MSW file)
- or
- Application for submission to the Social Sciences and Humanities REB (MSW file)
- Guidance for Submitting an Application for Ethics review (for the corresponding Board - HSREB or SSHREB) (PDF file)

Students should use:

- Ethics submission deadlines (PDF file)
 - Application for submission to the Dalhousie Health Sciences REB (MSW file)
- or
- Application for submission to the Social Sciences and Humanities REB (MSW file)
- Guidance for Submitting an Application for Ethics review (for the corresponding Board - HSREB or SSHREB) (PDF file)
 - Confirmation of Supervisor's Review (PDF file)

NEW UNIVERSITY POLICY ON HUMAN RESEARCH ETHICS

As of July 2008, a new "Dalhousie University Policy on the Ethical Conduct of Research Involving Humans" came into effect.

The policy describes what responsibilities lie with the central administration, the two University Research Ethics Boards, individual academic units, faculty, students and staff related to the conduct and review of human subject research.

All those conducting research with human participants, data, or tissue must be familiar with and follow this policy. Also, Departments where students conduct such research must ensure that the appropriate ethics review and reporting activities are carried out according to the requirements of this policy.

RESEARCH INVOLVING ANIMALS

General

WEBSITE for information and forms www.animaethics.dal.ca UCLA secretary
leslie.lord@dal.ca

All use of vertebrates and invertebrates in research, teaching or testing at Dalhousie University must be covered by an approved protocol. This also includes the use of tissues and cells obtained at necropsy or from a slaughterhouse and the use of eggs, protozoa or other single-celled organisms. This requirement also applies to collaborative work done with other investigators from another institution and research conducted in the field.

The University Committee on Laboratory Animals (UCLA) is the Dalhousie animal ethics committee responsible for the review and approval of protocols proposing the use of animals. This committee determines if the procedures being proposed are within established guidelines and are humane. The UCLA is a Presidential Committee reporting through the Office of the Vice-President (Research) whose functions and responsibilities are clearly defined by the Canadian Council on Animal Care (CCAC) guidelines. These guidelines are available from the CCAC website (www.ccac.ca).

UCLA Representatives: UCLA membership consists of University faculty members, IWK-Grace faculty members, external community members, university non-animal user (faculty) members, University veterinarian, Director of the Carleton Animal Care Facility, Aquatron manager, animal care technician, graduate student and ex-officio representative from Research Services,.

Meetings: The Committee meets on the third Thursday of each month. Deadline for submissions for inclusion in the agenda is the second Thursday.

Activities relating to protocol review should be addressed to the Secretary or the Chair of the UCLA. Requests for protocol forms, submission of new protocols or renewal of protocols and

general inquiries should be directed to the Secretary at 494-1270 or Leslie.Lord@Dal.Ca. Interpretation of university policies, Committee decisions and other inquiries should be directed to the Chair or veterinarians.

FORMS supporting information is available at www.animaethics.dal.ca

Consultation: All investigators are encouraged to consult with the University Veterinarians, UCLA representatives, animal facility supervisors and UCLA Secretary or UCLA Chair before submitting a protocol for review. This consultation will aid in the design of a project regarding the selection of

species, number of animals required, caging or housing requirements, special technical assistance and costs etc. and will serve to avoid delays in the approval process

Procedures

Investigators are encouraged to submit a completed protocol (FORM A) at least three months ahead of the anticipated date of beginning research, even if funding has not yet been received. This allows time for any questions to be addressed or information to be obtained. There are often issues that need clarification and a delay of several days to weeks in the start of a project can be avoided by planning.

Researchers will be required to indicate whether they have submitted a protocol for animal use when they submit a research grant or contract proposal to the Office of Research Services.

There are detailed instructions for protocol submission in the READ ME section from the web page.

The Committee requires a detailed description of all proposed animal use. Copies of grants or contracts are not acceptable for submission. It is essential that all committee members understand the procedures that they are reviewing. Use lay language when describing your work. Anything that enhances the comprehension of the proposed work such as flow charts is appreciated and will facilitate the approval process.

Approval periods: Protocols are given a one year approval period. At the end of the one year period an extension (FORM B) may be applied for, for a further one year extension if there have been no changes to the work approved in the original FORM A application. At the end of this two year period, the protocol must be re-submitted for full review. The extension form (FORM B) for renewal also includes an amendment section that may be used to make minor amendments/adjustments to the approved protocol.

Investigators proposing the use of invertebrates, tissues obtained at necropsy or from a slaughterhouse, must submit a one page protocol (FORM C) for approval. The FORM C protocols are given a two year approval period and are required for fund release.

Scientific peer review of all proposed studies is required and there is information on this process on the website or contact the UCLA secretary.

<http://animaethics.dal.ca/index.php>

Research Involving Biohazardous Materials or Techniques

- If the proposed research involves any material or procedure which might pose a risk of infection, the proposal should be submitted to the Chair of the Faculty of Medicine Biohazards Safety

Committee for approval. This committee has University-wide responsibility for reviewing such proposals. Research accounts cannot be opened until such approvals are verified. Further information can be obtained through Medical Research Services.

- If the proposed research involves the use of nuclear substances/radioactive materials contact the Environmental Health and Safety Office @ <mailto:Safety.Office@Dal.Ca>.

8.1.6 Student Protection
Policies and Procedures pertaining to:

8.1.6.1 *The resolution of students' academic appeals, complaints, grievances, and /or disputes*

**Faculty of Management, School of Business Administration
Procedures for Academic Appeals & Grievances**

Faculty of Graduate Studies Appeal Process

Approved by Faculty of Management, Faculty of Graduate Studies and Senate

**Faculty of Management, School of Business Administration
Procedures for Academic Appeals & Grievances**

1. 1 The purpose of these procedures is to assist in the fair, orderly and expeditious resolution of student appeals and grievances within the School of Business Administration. While most concerns are usually satisfactorily resolved informally in consultation with faculty and/or administration, this formal appeals process has been designed to help where informal consultation has failed.

2. 1 Student appeals and grievances (herein referred to simply as appeals) can be filed on academic matters relating to:

- i. a specific course, that is course requirements, examinations and other evaluative procedures, grades, pass requirements
- ii. the overall program, that is academic standards, advance requirements, graduation requirements, other impinging Faculty or University requirements

2 In order to be considered, an appeal must be filed in writing. The formal appeal should include:

- i. a description of the exact nature of the appeal (including details of any regulation

- ii. the student wishes waived or varied), all evidence and arguments in support of the appeal (including any supporting documentation),
- iii. any other relevant considerations, iv. the student's name and current mailing address

3. The student's written appeal must be filed

- i. within 21 days of the decision being appealed (unless the Chairperson of the School is satisfied that reasonable grounds exist for an extension)
- ii. or with reasonable promptness when appealing a matter other than a decision

4 All written appeals should be addressed to:

Academic Appeals and Grievance Committee,
Office of the Director,
School of Business Administration,
DALHOUSIE UNIVERSITY
6100 University Avenue
Halifax, NS B3H 3J5

When a written appeal is received in the Director's Office, it is turned over to the Chairperson of the School of Business Administration.

1 Upon receiving a written appeal, the Chairperson of the School of Business Administration may, if of the opinion that the matter can be informally resolved, amicably proceed to do so. Such informal resolution may include requiring the student to attempt to secure redress by informally discussing the matter with the individual appealed against. If unsuccessful, the Chairperson shall make a note to that effect, appending the note to the written appeal.

2 If the Chairman of the School of Business Administration fails to resolve the matter under 3(1) above or if s/he believes that informal settlement is not possible s/he shall transmit the written notice of appeal to the Chairperson of the School's Academic Appeals and Grievance Committee, who shall

- i. appoint three members of the Committee, on a rotating basis, as a "Hearing Panel" to hear and determine the appeal and
- ii. appoint one of the three members of the "Hearing Panel" to the role as Chairperson of that panel.

3 In appointing members to the Hearing Panel, the Chairperson of the Committee shall not appoint

- i. any member(s) of the Committee who are members of the area group from which the appeal emanates, or
- ii. anyone who is party to the appeal.

4 Once the appeal has been filed, the School has 14 days in which to set a date for a panel hearing. If the date has not been set during this 14 day period, the Chairperson of the School of Business Administration shall have the jurisdiction to grant the appeal. The Chairperson of the School can also call an emergency hearing. 4. 1 The parties to an appeal shall normally consist

of the individual (usually faculty member or program coordinator) appealed against and the student appealing. The Hearing Panel may also solicit representation from others to assist in their fair determination of the appeal. 2 Once convened, the Chairperson of the Hearing Panel shall:

1. notify the student that his/her appeal is about to be heard, 2. notify the individual appealed against of the fact that an appeal has been commenced giving available details of the appeal with a request that s/he make a written submission of his/her position within such time as specified by the Chairperson, 3. give the student an opportunity to meet with the Hearing Panel of the Committee and respond to the above written submission (4.2.2) within such reasonable time as is specified by the Chairperson, and 4. provide copies of all the submissions to all the other parties to the appeal.

5. 1 It is the responsibility of the parties to place all relevant information before the Hearing Panel. However, the Hearing Panel may solicit such additional information as it deems proper for a fair determination of the appeal. The Hearing Panel may act upon the additional information provided all parties are apprised of the information and given an opportunity to respond to it. 6. 1 The Hearing Panel shall reach a written decision on the basis of all the information submitted to it as well as, when applicable, any information solicited by it (in accordance with 5.1 above). 2 The Hearing Panel may grant any relief that it considers appropriate and that would be within the powers of Senate to grant, provided that no judgment of the quality of academic work shall be made and that all judgments conform with the regulations of the appropriate Faculty (Management Studies or Graduate Studies). 3 The written decision of the Hearing Panel, with reasons for the decision, expressed in terms of resolutions adopted by at least two members, shall be reported in writing by the Chairperson of the Hearing Panel to the Chairperson of the School's Academic Appeals and Grievance Committee and the Chairperson of the School of Business Administration. The decision of the Hearing Panel shall be the decision of the Committee and thus of the School. 4 The Chairperson of the Committee shall then notify, in writing, parties to the appeal of the decision and provide them with copies of the written decision as well as forward the written decision to the Director of the School of Business Administration and the appropriate Dean for implementation. 7. 1 If any party to an appeal fails to comply with these procedures or with any request for information after having been given a reasonable opportunity to do so, the Hearing Panel may, at its discretion, deal with the appeal in a manner adverse to the interest of the party who has failed to comply. 8. 1 Any party opposed to the decision of the Hearing Panel may appeal this decision:

1. in the case of a Graduate Student, through the Dean of the Faculty of Graduate Studies to the Faculty's Appeals Committee on Academic Matters and therefrom to the Senate Academic Appeals Committee, and 2. in the case of an Undergraduate Student, through the Dean of the Faculty of Management Studies, to the Faculty's Undergraduate Student Appeals Committee and therefrom to the Senate Academic Appeals Committee.

1. in the case of a Graduate Student, through the Dean of the Faculty of Graduate Studies to the Faculty's Appeals Committee on Academic Matters and therefrom to the Senate Academic Appeals Committee, and 2. in the case of an Undergraduate Student, through the Dean of the Faculty of Management Studies, to the Faculty's Undergraduate Student Appeals Committee and therefrom to the Senate Academic Appeals Committee.

<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=399&topicgroupid=1437&loadusercredits=False>

Faculty of Graduate Studies regulations

XII Appeals

Appeals related to course examinations, qualifying and preliminary examinations, comprehensive examinations, thesis proposal defenses, and Master's thesis defenses are subject to the normal appeals procedures that begin with the unit (program, department, school, Faculty). If not resolved at the home Faculty level, the student may appeal to the Faculty of Graduate Studies on the grounds below. Appeals related to Doctoral defenses should be directed to Faculty of Graduate Studies in the first instance. There are no appeals on admission decisions, or decisions on scholarships, grants or bursaries.

The grounds for appeal are limited to the following:

1. procedural unfairness;
2. bias; or
3. irregularity in procedure.

Once an appellant has exhausted all available and appropriate appeal avenues within their home department and Faculty, s/he may appeal to the Faculty of Graduate Studies. A written appeal must be submitted to the Dean of the Faculty of Graduate Studies within 60 days following a) the event or circumstances appealed, or b) notification to the appellant of the outcome of the appeal at the unit level, whichever is later. The submission must include:

- i) a description of the exact nature of the appeal including a summary of events and chronology
- ii) specific details of the alleged unfairness, bias or irregularity; and any other relevant consideration or information
- iii) the requested resolution of the appeal.

In an appeals process the student has the right to representation. The student is required to inform the Dean, in writing, if s/he will have a representative presenting the appeal.

Decisions of the Appeals Committee are forwarded to the Dean. Students may appeal the final Faculty of Graduate Studies decision to the Secretary of Senate within 30 working days of the receipt of the Faculty decision. See the Senate Office website at senate.dal.ca/Revised_Senate_const.php

8.1.6.2 Student Dismissal

Faculty of Graduate Studies Regulations

[Graduate Studies 2015/2016 > Faculty of Graduate Studies Regulations > VII. Degree Requirements](#)

Approved by Faculty of Graduate Studies and Senate

From:

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V. REGISTRATION PROCEDURES AND REGULATIONS

It is the student's responsibility to register. Registration is the process by which students officially establish with the University (through the Office of the Registrar) their degree program (MA, MSc, PhD, etc.) and status (full-time, part-time, etc.) and pay the appropriate academic fees (Student Accounts). Both aspects of the process (program/status and fee payment) must be completed before a student can be considered registered. **Graduate students must maintain their registration status on a continuous basis and pay the required fees.**

5.1 Registration Status and Fees for Graduate Students

Program-Fee Programs

Graduate students in program-fee programs must maintain their registration on a continuing basis. Program-Fee students must register for REGN 9999 in all three terms and pay the appropriate program fee. REGN 9999 is listed in the Academic Timetable as "Registration Course - Graduate". In addition to REGN 9999, Program Fee students should be registered in a course, project or thesis every term. If graduate students allow their registration to lapse they will be considered to have withdrawn and will be required to apply for re-admission.

Per-Course Fee Programs

With approval of the student's department and the Faculty of Graduate Studies (e.g. for a summer term when no appropriate courses are offered), graduate students in programs where fees are paid on a per course basis can allow their registration to lapse for one term per academic year without penalty. Students who allow their registration to lapse for more than one term will be considered to have withdrawn.

Thesis or Project Registration

Once graduate students begin their thesis or project, they must continue to register in their thesis every term and work toward its completion until all degree requirements are met.

5.2 Registration Procedures

All registration is carried out via the web at www.dal.ca/online. Students are encouraged to register early.

Continuing students who require an extension to their program or have an outstanding annual progress report

will not be permitted to register until the extension or annual progress report has been officially approved by the Faculty of Graduate Studies.

5.2.1 Registration Deadline

All students must be registered by the deadline for each term. Students who do not register on or before the University's last day to register must submit a course add/drop form (approved by the department) to the Faculty of Graduate Studies for permission to register. A financial penalty will apply. Students who fail to register by the official deadlines will not receive any service from the University during that term.

5.2.2 Thesis-only for per-course fee students

A per-course fee student, at the thesis-only stage of their degree requirements, such as MARCH, MLIS, MSW must register for REGN 9999 and Master's Thesis, every term, in order to maintain their status as a thesis student.

5.2.3 Failure to Register (Program-Fee Students)

Students who fail to register within the approved deadlines will be considered to have lapsed registration. Such students will not be permitted to submit a thesis, nor will they receive any services from the University during that academic term. Students who allow their registration to lapse will be considered to have withdrawn and will be required to apply for readmission. (See section 5.3.1).

5.3 Voluntary Withdrawal

Students who withdraw from a degree program are to inform the Graduate Coordinator of their program immediately and the Faculty of Graduate Studies in writing. The immediacy of notification is important because the amount and speed of possible fee reimbursement is influenced by the date of withdrawal. Students must contact Student Accounts directly to make arrangements to receive their fee reimbursement. Please see "Academic Dates" for financial and academic implications of withdrawal. **A withdrawal is not official until it has been processed by the Faculty of Graduate Studies and received in the Registrar's Office. Under no circumstances will the Faculty of Graduate Studies back-date a withdrawal notice.**

Academic Dismissal

A student may be required to withdraw from a program for academic reasons (*e.g.*, failure to meet admission or program requirements or lack of academic progress), for academic offences such as plagiarism, irregularities in the presentation of data, *etc.*, (see **Intellectual Honesty and Senate Discipline Committee**), for non-academic reasons, (see **Code of Student Conduct**), or for failing to maintain registration status (see 5.1). The student will be notified by the appropriate body of the reason for the required withdrawal.

Academic work completed at another institution while on Academic Dismissal may not be used for credit at Dalhousie.

5.4.1 Reinstatement of Students

A student who is academically dismissed may apply in writing to their department/program for reinstatement (see 7.6.2 1 and 2, page 29). Reinstatement is not automatic. Following consideration of the student's request for reinstatement by the department/program, the Dean of the Faculty of Graduate Studies has to ratify the

department/program recommendation, whether positive or negative. A student may be reinstated only once during the course of their program.

5.5 Readmission

A student who is withdrawn for academic reasons, voluntarily withdraws, or whose registration has lapsed may apply for readmission within 10 years of initial registration. Readmission is not automatic, and requires the permission of the department and the Faculty of Graduate Studies.

5.5.1 Readmitted students (program-fee students)

Students who fail to register and pay tuition fees for any term before the degree program requirements have been fulfilled are considered to have withdrawn and will be required to apply for readmission. Readmitted program fee students (except those who were withdrawn for academic reasons) must pay make-up fees for the terms in which they were not registered to a maximum of three terms at the current continuing fee rate. Fees may be waived in exceptional circumstances.

Readmitted students who were academically withdrawn will not be charged make-up fees for the three terms immediately following the official date of withdrawal. Make-up fees will be charged for any term thereafter, to a maximum of three terms, until the student is registered.

Students in thesis programs who have not maintained registration are normally required to have a satisfactory thesis in hand or a timetable for completion, approved by the department's Graduate Coordinator and signed by the student and thesis supervisor, before they can be readmitted. Students may be readmitted only once during the course of their program. Application for readmission must meet normal application deadlines, and all outstanding fees must be paid.

5.5.2 Readmitted students (per course fee students)

With approval of the department and the Faculty of Graduate Studies, per course fee students can allow their registration to lapse for one term per academic year without penalty (*e.g.* for a summer term when no appropriate courses are offered). Students who fail to register and pay tuition fees for more than one term per academic year before the degree program requirements have been fulfilled are considered to have withdrawn and will be required to apply for readmission. Readmitted students (except those who were withdrawn for academic reasons) must pay make up fees for the terms in which they were not registered, to a maximum of three terms at the current continuing fee rate. Make-up fees will be charged for any term thereafter to a maximum of three terms.

5.5.3 Readmission after 10 years from program start

Students may re-apply to a degree program after the 10 year limit. Readmission is not automatic, but follows the procedures for normal admission; in addition re-admission does not constitute an automatic acceptance of credit for past work or past examinations. Readmitted students may be required to complete new courses, qualifying/comprehensive/thesis proposal examinations, *etc.* Requests to have past course work and exams recognized and assigned credit requires an independent advanced-placement assessment, which must be submitted to the Faculty of Graduate Studies. Advanced-placement credits must be approved both by the academic unit and the Dean of the Faculty of Graduate Studies. Students re-admitted under this cause should be aware that they will be assessed fees and tuition commensurate with a new incoming student, over the same period.

9 ADDITIONAL MATERIALS

For each item below, indicate where the expert panel can locate the information.	Self-Study	Academic Calendar	Addendum
Admission, Promotion, Graduation and Enrollment			
Direct entry admissions requirements		✓	
Admissions statistics for direct entry: enrollments in the most recent four years of the program, average and range of achievement level for entry into the program for each of the four years			Appendix F: Admission and Retention Statistics
Requirements for advanced standing in the program		✓	
Admissions statistics for advanced standing: percentage of students admitted at an advanced level in the program for each basis of entry (PLAR, credit/credential recognition)			Appendix F
Retention statistics for the most recent four years of the program (and the method used to calculate them)			Appendix F
In cases where the program provides degree completion arrangements for holders of other credentials (or completion of a portion of those credentials) the gap analyses that identify gaps in knowledge and skills and how these are addressed	n/a	n/a	n/a
Level of achievement required for promotion within and graduation from the program	See section 8.1.1.2 of this submission		
Curriculum			
Program Advisory Committee members and minutes	See section 4.2 of this submission		
Learning Outcomes <ul style="list-style-type: none"> Degree outcomes 			Appendix F: MBA Competencies Framework
<ul style="list-style-type: none"> Program outcomes Breadth outcomes (for undergraduate programs) 	n/a	n/a	Appendix F n/a
Work-integrated Learning Experience (where relevant) <ul style="list-style-type: none"> Requirements (re admission only) 		✓	
<ul style="list-style-type: none"> Learning outcomes Evaluation strategies Supports 	n/a	n/a	n/a
Credential Recognition			
Employer recognition			Appendix G: Credential Recognition
Recognition for further study			Appendix G
Accreditation status (where relevant)	Appendices A & B		
Physical and Learning Resources for the Program			
Library resources			Appendix H: Program Resources
Computers, printers, other applicable technologies			Appendix H
Classroom space			Appendix H
Laboratory space, workstations, studios			Appendix H
Specialized equipment			Appendix H

Plan and schedule for the renewal and upgrading of resources			Appendix H
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For each item below, indicate where the expert panel can locate the information.	Self-Study	Academic Calendar	Addendum
Faculty			
Faculty/student ratio currently and for each year of delivery during consent	From	Deb	Appendix F
Program Delivery Methods and Resources			
Administrative, professional and technical staff involved in delivery			Appendix H: Program Resources
Consortial agreements where applicable	n/a	n/a	n/a
Hardware, software and other technological resources to support online delivery			Appendix H
Optional Materials			
Any material pertinent to the program review not captured in any other section			Appendix I: Global Business Education Article



Report to the AACSB

Maintenance of Accreditation Peer Review Team

August 23, 2013

Contents

1.	SITUATIONAL ANALYSIS	1
	1.1 Historical Context	1
	1.2 Legislation and Regulation	1
	1.3 Competitive Advantages/Disadvantages	1
	1.3.1 Locational Disadvantage	1
	1.3.2 Resources Disadvantage	1
	1.3.3 Reputational Advantage	2
	1.3.4 Sponsors and Supporters Advantage	2
	1.3.5 Naming of the School of Business – The Ken Rowe Advantage	2
	1.4 Challenges	3
	1.4.1 Internal Challenges	3
	1.4.2 Environmental Challenges	3
	1.4.3 Competitive Challenges	4
	1.5 Opportunities for Degree Offerings	4
	1.5.1 MBA Opportunities	4
	1.5.2 Bachelor of Management Program	4
	1.5.3 Bachelor of Commerce Program	4
	1.5.4 MBA (Financial Services)	5
	1.6 Degree programs Included in the Accreditation Review	5
2.	PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REVIEW	6
	2.1 Improving AoL Processes and Management	6
	2.2 Faculty Qualifications	9
3.	STRATEGIC MANAGEMENT	10
	3.1 Mission Statement and Summary of Strategic Plan	10
	3.2 Strategic Management Planning Process and Outcomes	11
	3.3 Budget and Financial Strategies	12
	3.4 New Degree Programs	14
	3.5 Intellectual Contributions	14
	3.5.1 Value of Intellectual Contributions	14
	3.5.2 Infrastructure supporting faculty intellectual contribution	15

4.	PARTICIPANTS	16
	4.1 Students	16
	4.1.1 Enrollment	16
	4.1.2 Increased International Student Enrolment – English Language Issues	18
	4.2 Faculty	19
	4.2.1 Balancing Academic and Professional Qualifications	19
	4.2.2 Institutionalizing Qualification Assessment with Annual Performance Review	19
	4.2.3 Faculty Sufficiency	19
	4.2.4 Faculty Qualifications	20
	4.2.5 Faculty Deployment	20
	4.2.6 Recruitment and Hiring	21
	4.2.7 Mentorship and Orientation	22
	4.2.8 Evaluation	23
	4.2.9 Reward Systems Retention and Development	23
5.	ASSURANCE OF LEARNING	24
	5.1 Assessment Tools and Procedures	24
	5.1.1 Education about assessment	24
	5.1.2 Faculty engagement	24
	5.1.3 Ownership/Stewardship by Curriculum Committees	25
	5.2 Curricula Development	26
	5.2.1 Bachelor of Commerce (BComm) Program	27
	5.2.2 Bachelor of Management (BMgmt) Program	31
	5.2.3 Master of Business Administration (MBA) Program	34
	5.2.4 Master of Business Administration - Financial Services (MBA-FS) Program	38
	5.2.5 Moving Assessment Forward with Curriculum Mapping	39
6.	OTHER MATERIAL	41
	6.1 Delivering Results with the Rowe Gift	41
	6.2 Mission-Driven Curriculum Integration that Makes a Difference	41
	6.3 External Validation of our Accounting Major	43
	6.4 Student Community Connections	44
	6.5 Enhanced Research Facilities	44
	6.6 Curriculum Mapping and Assessment	44
	6.7 New Partnerships for Executive Education	45

LIST OF APPENDICES	46
Appendix 1 Tables	47
Appendix 1A: Five-Year Summary of Intellectual Contributions (Table 2-1)	48
Appendix 1B: Summary of Faculty Sufficiency by Discipline and School for 2012-2013 (Table 9-1)	52
Appendix 1C: Summary of Faculty Qualifications, Development and Professional Responsibilities¹ (Table 10-1)	55
Appendix 1D: Calculations Relative to Deployment of Qualified Faculty for 2012-2013 (Table 10-2)	59
Appendix 2: Existing Faculty Resumes	63
Appendix 3: Faculty Member Annual Report Template	64
Appendix 4: New Associate Dean Academic Position	1
Appendix 5: Assessment Template and Example	1
Appendix 6: Dalhousie Mentorship Program	3
Appendix 7: Rowe School of Business Strategic Plan	5
Appendix 8: 2013/2014 Rowe Gift Implementation Plan	6

1. Situational Analysis

1.1 Historical Context

Dalhousie University has earned a strong national and international reputation for its educational programs and research. The institution was founded in 1818 and its first degree was awarded in 1866. Today the University occupies a 79-acre campus in the heart of Halifax with an enrolment of 17,000 students in more than 180 undergraduate, graduate and professional degree programs. At its convocation ceremonies in October 2006, Dalhousie surpassed the milestone of 100,000 graduates exactly 140 years after awarding its first two bachelor degrees.

1.2 Legislation and Regulation

As a publicly funded University, Dalhousie operates under an act of the Nova Scotia Provincial legislature, first passed in 1863, entitled "The Act for the Regulation and Support of Dalhousie College". Dalhousie is subject to The Maritime Provinces Higher Education Commission (MPHEC) which oversees all program additions and modifications and audits quality assurance activities for all universities in the provinces of Nova Scotia, New Brunswick and Prince Edward Island. Additionally, the University is a member of the Atlantic Association of Universities, The Association of Universities and Colleges of Canada and the Association of Commonwealth Universities.

1.3 Competitive Advantages/Disadvantages

Dalhousie enjoys certain competitive advantages and disadvantages that shape the attractiveness of its future potential. We outline two major disadvantages and three advantages.

1.3.1 Locational Disadvantage

Although being located in Halifax is an advantage for undergraduate recruitment from Central Canada, it is a disadvantage for MBA recruitment. The relatively small population base (less than 1 million in the entire province) and large public sector base are not conducive to a strong demand for MBA programming. Part-time, evening and executive programming have a smaller local market to draw upon. Consequently, we spend increasing resource to recruit from Central Canada. The MBA (Financial Services) very strongly targets Central and Western Canada to reach the part-time market for professionals working in the large banking sector (primarily in Toronto).

1.3.2 Resources Disadvantage

As a public university, Dalhousie operates under financial guidelines and constraints imposed by the Provincial Government granting procedures. Dalhousie, along with the other 10 degree granting public institutions in Nova Scotia, have been subject to increasing budget pressures from the Provincial Government as well as limits to tuition rate increases. The result was a 3.5 percent budget cutback across all departments for the 2013-14 academic year.

Although Halifax has thrived, large portions of the province have remained depressed so that the Provincial Government has been unable to fully support the University. The shortage in public funding has produced a relatively high tuition rate for undergraduate education and causes some difficulty in

recruiting from several provinces (especially in Quebec in Newfoundland). The final disadvantage that should be noted here is one of size. Dalhousie is by far the smallest of the so-called "U15" or comprehensive medical/law/research institutions in Canada. The comparatively small undergraduate enrolment puts added financial pressure on the University to maintain its graduate programs. It is easy to understand that this also puts pressure on the "revenue producing" parts of the University such as the business programs.

1.3.3 Reputational Advantage

As the oldest, largest and most comprehensive university in Atlantic Canada, Dalhousie has developed a strong national reputation for quality. This reputation is based on the university's academic excellence, the scope and breadth of its programs and the track record of its graduates in the working world¹. In North America, only Harvard, Yale, Princeton, McGill and the University of Toronto boast more Rhodes Scholars among its graduates. Dalhousie also benefits by its location in Halifax, the largest city in Atlantic Canada at 390,000. The university's location is listed as one of the main influences of choice by undergraduate students who see it as an attractive and interesting city with a manageable size. Since the University gets only 30% of its undergraduate enrolment from the Halifax metro region, the positive reaction to the city by other Canadians is very important. This is even more important for the Dalhousie undergraduate business programs that get only 20% of their enrolment from the metro region and 42% from the Province of Ontario.

1.3.4 Sponsors and Supporters Advantage

As noted above, Dalhousie has a large alumni base relative to the size of the institution. Alumni assist in student recruitment, career placements and fundraising for the University and are of particular importance to the business programs. The Bachelor of Commerce program has a mandatory co-operative education (Co-op) program, with each student completing three work terms and the alumni network plays a significant role in mentoring and placing students. The Co-op program has also benefited from a strong Halifax economy which boasts the lowest unemployment rates in Eastern Canada. Through this program and the MBA program, we enjoy very strong support from employer partners. The alumni support for the University can also be seen in the \$25 million capital campaign for a new Faculty of Management building. The money was raised in less than eighteen months and well before construction began. The building was named after the most significant donor Kenneth C. Rowe.

1.3.5 Naming of the School of Business – The Ken Rowe Advantage

Perhaps the most significant development in the School of Business Administration, and building on the success of the development of a new building, has been its renaming to the "Rowe School of Business". This was in recognition of the long-standing contributions of Ken Rowe which culminated in a financial gift of \$15million in March 20, 2011.

¹ 2005 university applicant survey by Academic Group

The Rowe gift is a powerful endorsement of the potential of the Dalhousie School of Business and the Faculty of Management. It presents an exceptional opportunity to transform the School to an even higher level of

quality (discussed in Section 3)

1.4 Challenges

There are a number of internal, environmental, and competitive forces that will challenge the School's future. Many are common to all Canadian Schools and others unique to our institution.

1.4.1 Internal Challenges

We will continue to face competition for traditional budget support from other programs within the University and will need to look at new revenue sources to fuel our plans for growth and improvement.

1.4.2 Environmental Challenges

Regionally, there is a projected decline in high School enrolment which will shrink the size of the applicant pool for undergraduate education in the coming decade. The population in Atlantic Canada is stable but aging, resulting in a reduction in school age residents. Therefore, growth must come from outside of the region to offset local demographic changes.

Nationally, the Canadian higher education landscape is changing rapidly. Community colleges throughout the country are gaining increased government support and broader mandates for program offerings. In Ontario, Alberta and British Columbia these colleges are now offering 4-year "Applied Bachelor Degrees", many of them in business and technology related fields. Additionally, there has been a discussion about expanding from graduate certificates into applied graduate degrees in the future. The Nova Scotia community college system has not yet begun offering bachelor degrees although it would appear to be only a matter of time before they make that step. Clearly the expansion of program offerings and student options is creating a more competitive marketplace and this will continue to increase in the near future.

Internationally, we find challenges related to the shifting of demand for post-secondary education. Specifically, we grapple with increasing demand for our programs from China and India. While this indeed an opportunity for the School, it also has brought great challenges as these students have different needs than our North American students and even international students from other Western Countries that have been a more dominant part of our international student population. Our biggest concerns are on the large and rising demand from students in China. Specific concerns about Chinese students include their English language ability, employability and placement upon graduation.

1.4.3 Competitive Challenges

Dalhousie has historically faced the same labour market challenge that all business programs face although it is accentuated by economic issues. A global shortage of PhD qualified business professors in some areas (especially accounting) is problematic. However, we have responded with changes to our teaching load and increased our efforts to support research. These changes have helped us to attract excellent quality candidates to our School.

Attracting high quality students is increasingly difficult due to a declining domestic student population and escalating competition. Part of this completion is coming from a growth in on-line and technology-based programs. To effectively compete in this new environment we will focus on strengthening our brand.

1.5 Opportunities for Degree Offerings

As the School moves forward we are actively pursuing opportunities to enhance our degree programs. Below we highlight our current and planned activities for our existing programs.

1.5.1 MBA Opportunities

The re-designed Dalhousie MBA Program was launched in July 2009. The new MBA program differentiates our MBA program by marrying the needs of potential students who lack significant work experience and the School's distinctive competencies in employer relations. Students obtain work experience through an 8-month corporate residency (internship). The corporate residency is a unique feature of Dalhousie's MBA program that is not available at any other university in Canada. The new program was launched with concentrations in Marketing, Finance, and International Business.

In 2011, we have identified an opportunity to add a concentration in Business and Government. Launched in 2012, this concentration provides students with Business-Government knowledge required to structure and manage business-government relations. The focus is on the regulation of business by government, including the processes associated with developing, reviewing and working with a regulatory environment.

1.5.2 Bachelor of Management Program

The Bachelor of Management program underwent a re-design process in 2009 and now offers six thematic majors for interested students. The selection of these majors was based on stakeholder consultation including extensive surveys of first and second year Bachelor of Management students and consultation with the student society leadership. The thematic majors (requiring a minimum of 8 half credit classes beyond core programme) that were chosen include: Entrepreneurship and Innovation, Leadership and Organizations, Management and Globalization, Public Sector Management, Knowledge Management, and Environment Sustainability and Society.

1.5.3 Bachelor of Commerce Program

The Bachelor of Commerce program is extremely successful and operates largely at capacity (900+). It has a philosophy of continuous improvement and uses employer feedback to manage this. Changes have been made to the program to make it more relevant and effective.

1.5.4 MBA (Financial Services)

The MBA (Financial Services) has very successfully served the Canadian banking sector since the mid-90's. During the last few years, we have seen enrolment decline as we have begun to exhaust the applicant pool among middle and senior managers. As a response to this, we have now broadened our focus to include other aspects of the financial services sector with particular focus on the Canadian securities and insurance professionals. The MBA FS has also developed partnerships with other financial education institutions. The response has been strong and enrolment in the program has been growing. In response to stakeholder interest, a new MBA Responsible Leadership, based on the same model as the MBA FS (blended learning, for working professionals), is being considered. This program would focus upon the full spectrum of leadership competencies that contemporary managers need to achieve organizational growth and sustainable performance.

1.6 Degree programs Included in the Accreditation Review

Table 1 shows the enrollment and recent graduation statistics for the four degree programs within the scope of the review.

Table 1. Enrollment and recent graduation statistics.

Program	Enrolment Aug. 14, 2013	Graduates 2012	Graduates 2011
Bachelor of Commerce	1123	224	220
Bachelor of Management	783	120	99
MBA	97	35	56
MBA (Financial Services)	130	64	30

2. Progress Update on Concerns from Previous Review

The School has taken action on areas identified by the previous Peer Review Team as per the following statement which appeared in their report.

II. Identification of Areas That Must Be Addressed Prior to Next Maintenance Review

The School has taken actions and made significant progress addressing the faculty qualifications and Assurance of Learning concerns stated during the continuing review period. Prior to the next maintenance review, specific recommendations relative to AACSB standards that should be addressed and reported in the maintenance of accreditation application and at the time of the next review include:

1. *The School is encouraged to build on its substantially improved administrative and faculty governance reorganizations to evaluate and improve the quality of the AoL processes and management. The School is encouraged to review how it is using instructors' grades of course assignments or tests to determine whether students are meeting the learning objectives and how the current AoL process may produce results that will inform the faculty for closing the loop. The School should document that the AoL processes and management are mature and effective, resulting in curricula improvements.*

2. *The School is encouraged to review, evaluate and refine its definitions and criteria establishing and maintaining the academic and professional qualifications of the faculty. The School should document that Standards 2 and 10 are met appropriately in the context of School's mission.*

As suggested, these items were reported on in the maintenance of accreditation application. The most recent official correspondence from AACSB acknowledges efforts in these areas, stating:

In addition, we have reviewed the actions that have been taken in response to concerns outlined in the most recent accreditation review. The progress made to date appears to be on track.

For purposes of this report, we provide an update here on AoL and faculty qualifications (concerns from the previous review) which help to frame and explain the results that we detail in sections 3 and 4 of the report.

2.1 Improving AoL Processes and Management

Regarding point 1, the Faculty has continued to invest in improvements to its administrative and governance capacity to support Assurance of Learning and curriculum improvement. The most recent change has been the creation of the Associate Dean (Academic) position. The position was advertised and filled after a competition, by Dr. Vivian Howard. Dr. Howard was awarded a 2-year term beginning July 1, 2011 and was renewed on July 1, 2013 for another 2 years (ending June 30, 2015). The position duties (detailed in Appendix 4) are to support continuous improvement in the Faculty's academic programs. As part of her role, Dr. Howard launched a Faculty-wide detailed curriculum mapping initiative. The effort (described in more detail in Section 5) engages faculty across all discipline areas and across all degree programs to work with internally trained assistants to provide detailed mapping of curriculum outcomes from all required courses. Figure 1 shows how the new Associate Dean (Academic) position fits within the structure of the Faculty of Management which includes the Rowe School of Business (along with the other three schools).

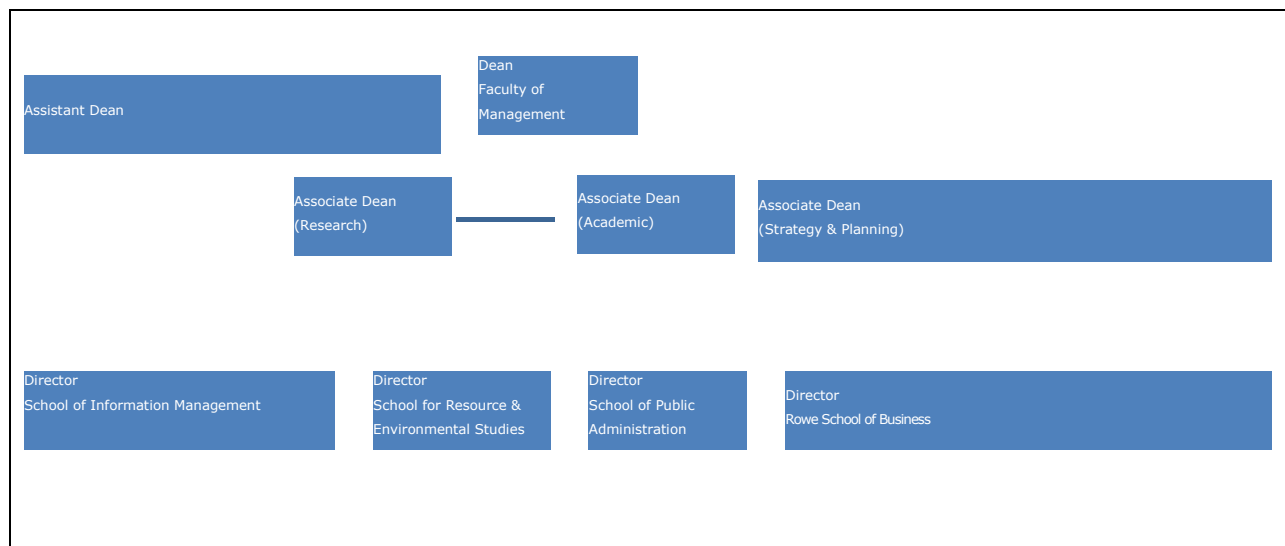


Figure 1. Structure of the Faculty of Management.

The structure of the Rowe School of Business remains unchanged. However, it is important to note that in the middle of the last accreditation review, and in response to the need to improve the School's ability to meet the needs of accreditation and other administrative requirements, a new position was created and filled on January 1, 2010. The position, *Associate Director of the Rowe School of Business*, reports to the Director of the School and has broad responsibility for all academic programs (Figure 2). The Associate Director position now affords the School the time and perspective required to effectively respond to accreditation issues.

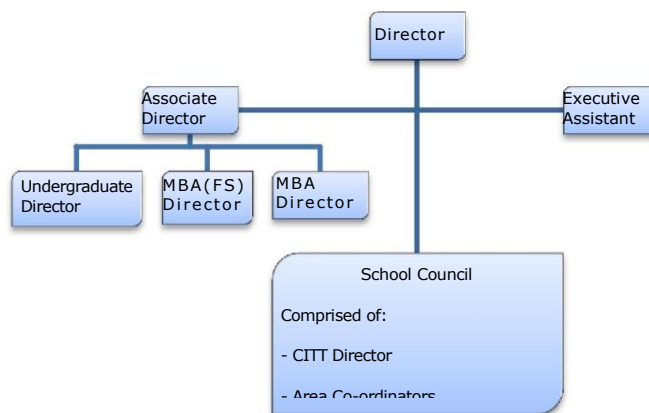
Figure 2. Structure of the School of Business Administration.

The Associate Director liaises closely with the Directors of the academic programs to set the strategic direction for the programs, works with the area co-ordinators to establish schedules and teaching assignments, and liaises between the programs and the areas. The Associate Director is also responsible for the leadership of accreditation initiatives and is ideally positioned to do so given other responsibilities of the position.

It is also clear from Figure 2 that the School is not departmentalized but rather operates essentially as one large unit under the Director. Therefore, the Director is responsible for all key personnel recommendations (hiring, tenure, promotion, sabbatical approvals, etc.) and resource allocations. This centralized structure is a function of the relatively small size of the School and the organizational context of existing within a larger Faculty of Management where the Deanship resides.

Area Coordinators together with the Associate Director, the Director of the Centre for International Trade and Transportation (CITT), and the Chair of the School (who sets the agenda and chairs the Council meetings), meet regularly with the Director on matters of importance to the School. The Area Coordinators in consultation with Program Directors are responsible for ensuring that all courses are staffed appropriately given student and program needs. The seven area groups are:

- 1) Accounting;
- 2) Finance;
- 3) Management;
- 4) Marketing;
- 5) Operations Management (OM) and Statistics (Stats);
- 6) Strategy; and
- 7) TIME (Technology, Innovation, MIS, and Entrepreneurship).



Five of these groups are homogeneous in terms of discipline (accounting, finance, management, marketing, and strategy) while the other two areas are heterogeneous as they contain faculty members from several disciplines. Notwithstanding the School's operation as one large non-departmentalized unit,

the reporting of faculty qualifications and scholarship in the following section is segmented according to the seven area groups to give the reader a better idea of how faculty members are deployed.

2.2 Faculty Qualifications

We have reviewed and refined our criteria establishing and maintaining the academic and professional qualifications of our faculty members. At the point of the last review, and after a focused and successful hiring effort, the Standards 2 and 10 were met across all disciplines and for the School overall.

We continue to focus on attracting and retaining qualified faculty in all disciplines. In 2009 and 2010, we hired 12 new faculty members to improve the overall level of qualified faculty in the School in general and in certain areas (notably accounting) that were particularly understaffed due to unplanned departures and retirements. In 2012, we made an additional tenure-track hire in accounting to further strengthen the area. To help improve retention of these new additions to the faculty, the director made a commitment to meeting one-on-one (usually over a relaxed lunch) with each untenured faculty member after their first year to gauge their experience working in the School to date and to determine if they felt adequately supported to fulfill the teaching, research, and service expectations of the School. These meetings were very well-received by the new faculty members.

We also continue to implement a very detailed performance review process with each faculty member. The process is connected to Dalhousie University's required Faculty Member Annual report. Our revised Annual Report (Appendix 3) combines the institutional requirements of Dalhousie with the data we require to assess faculty member performance on all metrics related to our expectations about academic and professional qualifications. We have institutionalized these reviews to be part of the annual performance review discussion with the Director of the School. In this regard, we are able to provide an assessment of whether or not faculty members are meeting our requirements for academically qualified (AQ) or professionally qualified (PQ) status on an annual basis. This affords us the opportunity to counsel faculty members on their performance and take corrective action on a timely basis to ensure these requirements are continually met.

Finally, to more strongly link to our mission, we were successful in creating a new academic position to specifically align with the School's mission of values-based management and corporate social responsibility (CSR).

3. Strategic Management

3.1 Mission Statement and Summary of Strategic Plan

The School has revised and adapted its strategic plan to reflect a major new factor – the naming of the School to the *Rowe School of Business* following a \$15million donation from local businessman, Ken Rowe. The *Rowe School of Business Strategic Plan 2013-2016* is provided as Appendix 7. As stated in the strategic plan, the Rowe School of Business mission is:

*to be the "go to" voice of business expertise in the region. It educates students who can **make things happen**. Graduates of our School can apply their experiential learning, ethical leadership, and people*

skills to drive prosperity and productivity at home and around the globe.

The three pillars of our strategic focus are:

1. Driving business productivity to enhance prosperity;
2. Inspiring values-led management and leadership; and
3. Fostering global perspectives and mindsets.

To achieve our mission, we will employ three strategic levers that will help differentiate us from our competition. These levers are:

1. Experiential learning – by our students, by our faculty and from external experts;
2. Strategic collaboration – by building alliances, engaging stakeholders, and developing cross-functional and cross-faculty partnerships; and
3. Research with relevance – by engaging the public and finding solutions.

To move the strategic plan forward we have developed nine (9) measurable goals that will be actioned within the 3-year timeframe of the strategic plan. These goals are:

1. Revise and improve existing programs and introduce new programs with a focus on technology-enabled delivery
2. Increase the number of industry guest lecturers
3. Offer a values-based management class in every program
4. Convey values-based management topics in every class we offer
5. Gain recognition and reputation for our values-based management mission
6. Promote the activities of the Rowe School
7. Highlight our faculty's bench strengths in the business community
8. Support student-led initiatives mission
9. Attract superior faculty by fostering a research culture

Further details regarding the strategic plan, including measures for the above goals are available in the Strategic Plan in Appendix 7.

3.2 Strategic Management Planning Process and Outcomes

The Rowe School of Business Strategic Plan described above was the result of a process of consultation widely drawing in the expertise and opinion of both internal and external stakeholders. The process enabled by the President of Dalhousie University, allowed the School to focus on what it would take for us to be a uniquely innovative business school. The inputs from these consultations formed the foundation of the strategic plan.

The School has been very successful in fundraising over the review period especially given the limited resources that may be devoted. The key success was the naming of the School. This is discussed below along with the process used to develop the implementation plan.

The Rowe Gift of \$15 million (\$1million per year over 10 years) was donated by Mr. Ken Rowe. One million dollars will be given to the School annually, with the remaining \$5 million to be donated to support a significant transformational initiative (yet to be determined). The annual donation is expendable (i.e., it

is not an endowment). This money is to be used for special initiatives (not core funded initiatives) that will make a significant difference to the School. In recognition of the gift, Dalhousie named the School the *Rowe School of Business*.

Beginning in Autumn, 2012, a series of stakeholder consultations in both Halifax and Toronto. These consisted of roundtables led by a professional facilitator; invitees included the Rowe School of Business' Advisory Board Members as well as other senior business leaders and members of the Dalhousie Advisory Council. They were asked to consider topics such as key trends and changes that might impact business and business education; key skills, knowledge and characteristics that would impact future graduates; and their perceptions about ideal graduates and business schools. Findings were summarized and presented to the Dalhousie Advisory Council in December 2012. Subsequently the Management Team of the Rowe School of Business developed an overall Strategic Plan, followed by a Rowe Gift Implementation Plan. Each of these plans was then presented to the Faculty for commentary and approval. The *2013/2014 Rowe Gift Implementation Plan* for spending on new strategic initiatives is detailed in Appendix 8.

In addition to the Rowe Gift, several other major donations were also received since the last review. These donations are listed below.

BMO Financial Group - donated \$1.5 million over 7 years (2010 – 2016) to become a founding partner of the *Centre for Family Business and Regional Prosperity*. The generous assistance of the BMO Financial Group provides operational and core funding for the Centre, allowing us to grow the number and quality of the programs, events and workshops offered to family businesses in the Atlantic region.

Scotiabank – donated \$1.5 million for the Scotiabank *Ethics in Action Initiative*. The Scotiabank Ethical Leadership Initiative was launched in April at the bank's annual general meeting being held in Halifax with the announcement of a ten-year gift of \$1.5 million to the Rowe School of Business. The gift is to support a student-led program called *Ethics in Action* that will involve an annual conference held in November which will feature a case competition, student video and essay contest and a national ethical leadership award program for corporate, non-profit and government leaders. The event will build upon the success of the

Dalhousie Business Ethics Case Competition (DBECC) that has been attracting teams of undergraduate business students from top US and Canadian schools for the past nine years.

Sir Graham Day - This \$1 million fund for Scholarships in Business was launched in 2011 by School alumnus Sir Graham Day and business peers including Oxford Frozen Foods president and EastLink chairman John Bragg. The scholarships subsidize the work experience salaries of students studying family business, transportation or business-government relations in our Bachelor of Commerce co-op and Corporate Residency MBA programs.

KPMG - donated \$375K (incl. \$100K GIK) toward the *Centre for Family Business and Regional Prosperity* to be utilized and drawn from the range of professional services such as assisting students in preparing business plans, mentoring of students, including students providing services to family

businesses, and advice and services provided to the Centre for Family Business and entities that avail themselves of services provided by the Centre.

Deloitte – donated \$250K toward *Canada's Business Model Competition* where Canadian student entrepreneurs wanting to qualify for the International Business Model Competition will have the opportunity to do so thanks to a five-year, \$250,000 gift made to Dalhousie University by Deloitte. Canada's Business Model Competition was launched this in March 2013 by the Rowe School of Business with an initial gift of \$40,000 from Deloitte. The winning team travelled to Harvard University in May to compete in the finals. Dalhousie is one of a handful of major partner institutions involved in the international competition – others include Stanford University, Brigham Young University, University of Michigan, and the Pontifical Catholic University of Chile. Building upon the successful launch of the competition, Deloitte has become the presenting sponsor with a commitment of \$100,000 worth of in-kind services to be used as prizes and a further \$150,000 in cash for prize money and event support. The prizes awarded will provide direct support to help move the top three business models from start-up to "stay-up".

While many new initiatives have been funded with the outside funds as described above, constant continuous improvements efforts have been directed at achievement the School's mission. Key achievements include:

- Improved Research output (as discussed in Tables 2 and 3 below);
- Development of a new Workload policy whereby faculty members with a high level of research output teach less and those with a low level of research output teach more;
- Development of a new Annual Report template and process (Appendix 3);
- Program changes (as discussed in Section 5 below).

3.3 Budget and Financial Strategies

In 2013/14 the University has allocated an operating budget for the Rowe School of Business in the amount of \$8,419,660. This allocation is to cover the cost of academic and administrative salaries and the general operating costs. The budget allocation is supplemented by the net proceeds from the MBA Corporate Residency and MBA Financial Services programs. In each of those programs the School is allowed to keep 95% of the tuition received. Separate funding is provided for the Dean and her staff and office expenses,

the School's information technology purchases, the career services office, the associated centers and for student scholarships. New initiatives within the School that require resource allocations are considered under the Rowe Gift planning process which is described later in this document.

The School's budget is sufficient and stable for the fiscal year 2013/14. When considering the next three years' operation, a number of issues arise may arise. The provincial funding to Dalhousie will be negatively affected by government budget pressures resulting in budget reductions for all academic units. Additionally, the university will continue its enrolment growth plan which will result in larger undergraduate instructional demands. The School has also internally identified several new academic positions that it plans to fill. The combination of these funding reductions and spending increases will

require the School to generate more net revenue from existing sources and establish new revenue streams.

A key component of the School's long-term financial strategy involved the redesign and re-pricing of the MBA program. The tuition level rose from \$6,500 to \$19,000 per year beginning with the entering class of 2009 and has continued to increase by 4% each subsequent year. The university agreed that 95% of the revenue would remain with the Faculty of Management to support business programming. Total enrolment in the program this fall is expected to be 90. While the program has been a success with employers and students the marketing efforts have been inconsistent over the last three years. The program is designed to comfortably accommodate incoming cohorts of 55 and therefore have total enrolment of approximately 110. Filling the program and increasing the associated revenue stream is a major priority for the School.

Non-credit, executive training is viewed as a new revenue and out-reach vehicle for the School. Training contracts with several large Halifax employers have been signed during recent months. The delivery of the programs has been very successful and has resulted in additional contracts and a number of new potential clients. The business plan for non-credit training in the Atlantic region, calls for growing gross revenue of \$300,000 to in excess of \$1,000,000 during the next three years.

A third component of the financial strategy is the expansion and development of off-campus, specialized graduate programs. The MBA (Financial Services) program has been an extremely successful and profitable program for Dalhousie. From its first graduates in 1999 through to this fall's graduating class, Dalhousie will have over 900 MBA (Financial Services) graduates in middle and upper management in the Canadian banking sector. The program is now expanding its recruiting efforts into other aspects of the financial services sector – primarily certified financial planners and insurance professionals. It is hoped that this will more than replace the reduction in the banking sector and return the program to the 150 part-time student enrolment level from its current level of 100. As noted earlier in the document an MBA (Leadership) is being developed for approval and delivery beginning in 2015. It will use the same delivery model as the MBA (Financial Services) and be administered by the same support staff.

Beyond the base budget (above) which funds our core activities of teaching and research, we seek outside funds for other strategic initiatives. Since the last review, the School has been successful with obtaining the outside funds from several outside donors. These major successes are described above.

3.4 New Degree Programs

No new degree programs have been introduced since the last accreditation review.

3.5 Intellectual Contributions

The intellectual contributions by faculty and the School's support of research are summarized below.

3.5.1 Value of Intellectual Contributions

Faculty intellectual contributions (detailed in Appendix 1a) are summarized in aggregate in Table 2 and averaged per faculty in Table 3. Both tables compare intellectual contributions for the current review period to those of the previous review. It is clear that our faculty members are active intellectual

contributors with a total portfolio of 993 intellectual contributions (ICs) – an average of 20.7 per faculty member. This represents a 36 per cent increase over the 730 intellectual contributions within the previous review period. Collectively, faculty members have produced 678 peer-reviewed ICs (which include peer-reviewed journals, books, book chapters, peer-reviewed conference proceedings, and peer-reviewed conference presentations) over the 5-year period (a 30 per cent increase from the 521 peer-reviewed ICs within the previous review period). This equates to an average of 14.1 peer-reviewed ICs per faculty member. Collectively, the faculty members have produced 214 peer-reviewed journal articles over the 5-year period (4.5 per faculty member). Again, this is a dramatic 55 per cent more than the 138 peer-reviewed journal articles within the previous review period.

Table 2. Peer reviewed (PR) items and total intellectual contributions (IC) in 2008 review vs 2013 review.

Review Year	Journal Articles	Books	Book Chapters	Conference Proceedings	Conference Presentations	Total PR Items	Total ICs
2013	214	27	72	143	222	678	993
2008	138	21	100	128	134	521	730

Change	76	6	-28	15	88	157	263
% Change	55%	29%	-28%	12%	66%	30%	36%

In addition to the increased aggregate intellectual contributions, the intellectual contributions per faculty member have also increased significantly (Table 3).

Table 3. Average (per faculty member) peer reviewed (PR) items and total intellectual contributions (IC) in 2008 review vs 2013 review.

Review Year	Journal Articles	Books	Book Chapters	Conference Proceedings	Conference Presentations	Total PR Items	Total ICs
2013	4.46	0.56	1.50	2.98	4.63	14.13	20.69
2008	3.29	0.5	2.38	3.05	3.19	12.41	17.38

Change	1.17	0.06	-0.88	-0.07	1.44	1.72	3.31
% Change	36%	13%	-37%	-2%	45%	14%	19%

3.5.2 Infrastructure supporting faculty intellectual contribution

The School is dedicating as much support as possible to the development of faculty members and the production of intellectual contributions that maintain the qualifications of faculty members and advance the Schools mission. Faculty members are supported not only to maintain, but to advance their academic currency and qualifications. Support includes the provision of financial resources, the reduction in teaching loads, and assistance on grant writing.

Financial support is available at the School level and at the University level. At the School level new faculty are provided with start-up grants that are typically renewed annually for the first 3 years of their appointment. Recently, as a result of the Rowe Gift, the School has established the Rowe Research Grants to fund smaller projects that are typically not funded by the larger research funding agencies.

Centrally, Dalhousie Research Services works with faculty to support their interests. The office seeks to maximize faculty member's ability to attract research funding. They provide information on sources of grant funding through agencies and private sector organizations. They also assist faculty in undertaking collaborative research with and/or for a variety of partners, including industry, governmental and international. The assistance includes:

- processing requests for research funds
- arranging acceptance of funds for sponsored research
- liaising between researchers and university administrative departments
- advising on senate and presidential research policies and regulations
- maintaining records and statistics on research done at Dalhousie
- participating in university committees and task forces on research issues
- representing Dalhousie on industry, government and community bodies concerned with research issues, policies and administration

In addition, the Dalhousie Faculty Association provides conference travel grants annually to cover the expenses associated with faculty members attending academic conferences to present their research.

Dalhousie University has a long-standing policy and record of providing faculty members with sabbatical leave as a means to promote intellectual development and renewal. In general, faculty members are permitted a full year's leave on a seven (7) year cycle. Faculty members also receive an annual travel allowance to attend scholarly conferences or workshops, and have access to funding for the purchase of computer equipment, software and on-site technical support to assist in both their teaching and research activities.

4. Participants

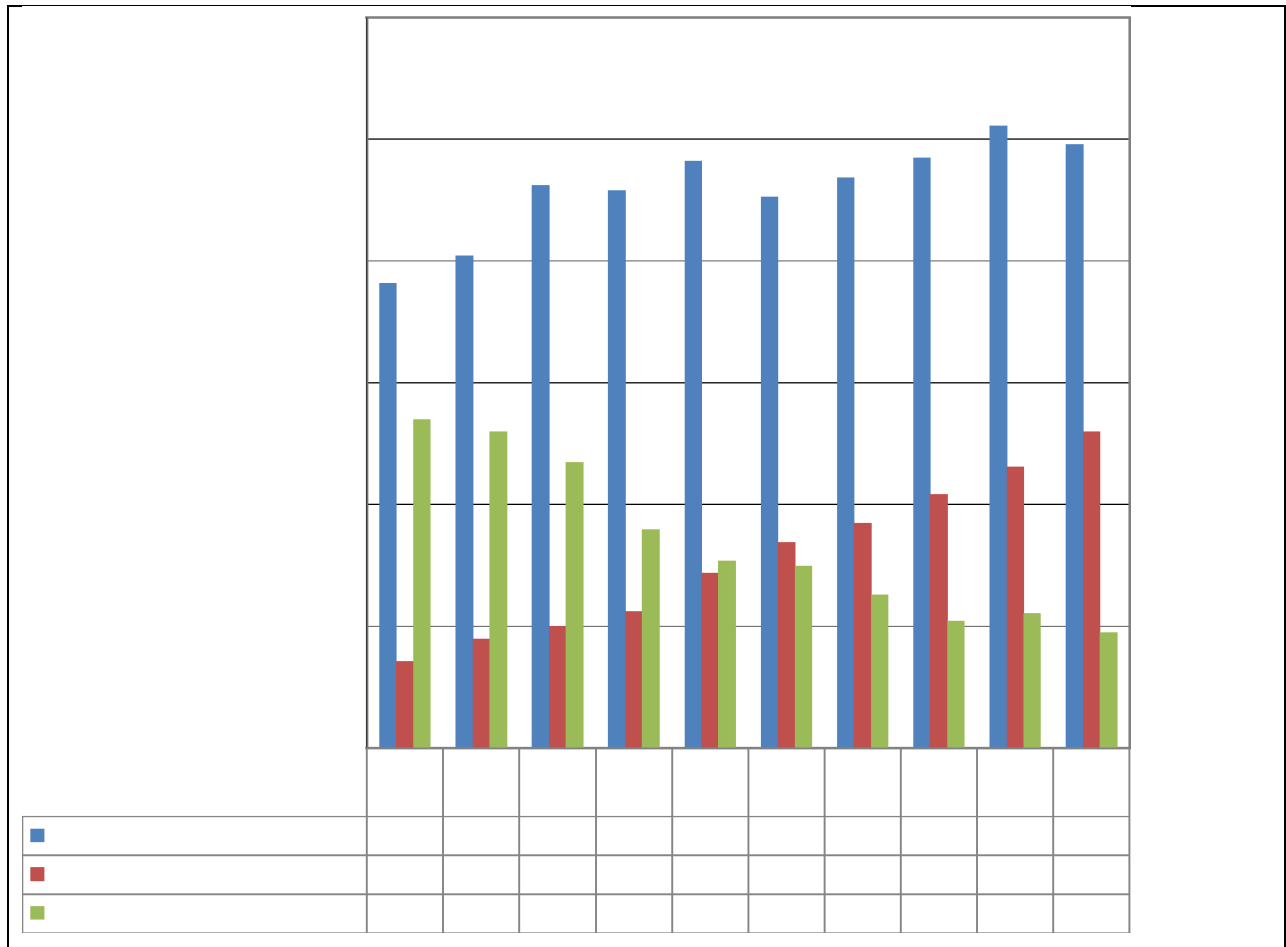
The School participant groups reviewed here are students and faculty. For each group we report on significant trends, issues, or initiatives since the last review.

4.1 Students

We report on issues related to students, including trends and changes since the last review related to student enrollment, gender, and entering high school averages. We also make comment on the significant issue of international enrollments.

4.1.1 Enrollment

Student enrollment has not been consistent across our programs (Figure 3). In the Bachelor of Commerce (BComm) program, enrollment has gradually increased from 763 to about 1000 over the past 10 years. This has allowed for stable evolution of class size and pedagogy.



1200

Figure 3. Student enrollment in the Bachelor of Commerce, Bachelor of Management and Master of Business Administration degree programs (2002-2012).

As can be seen in Figure 3, enrollment in the Bachelor of Management program has risen significantly and steadily over the past 10 years from 143 in 2002 to 520 in 2012. The MBA program suffered a large decline (from 540 to 190) over the same period as we restructured the program. Since the restructuring, the program has stabilized and is now increasing.

Figure 4 reveals that the gender gap appears to be closing in terms of enrollment. However, there are still more men (981) than women (720) in the most recent year reported here.

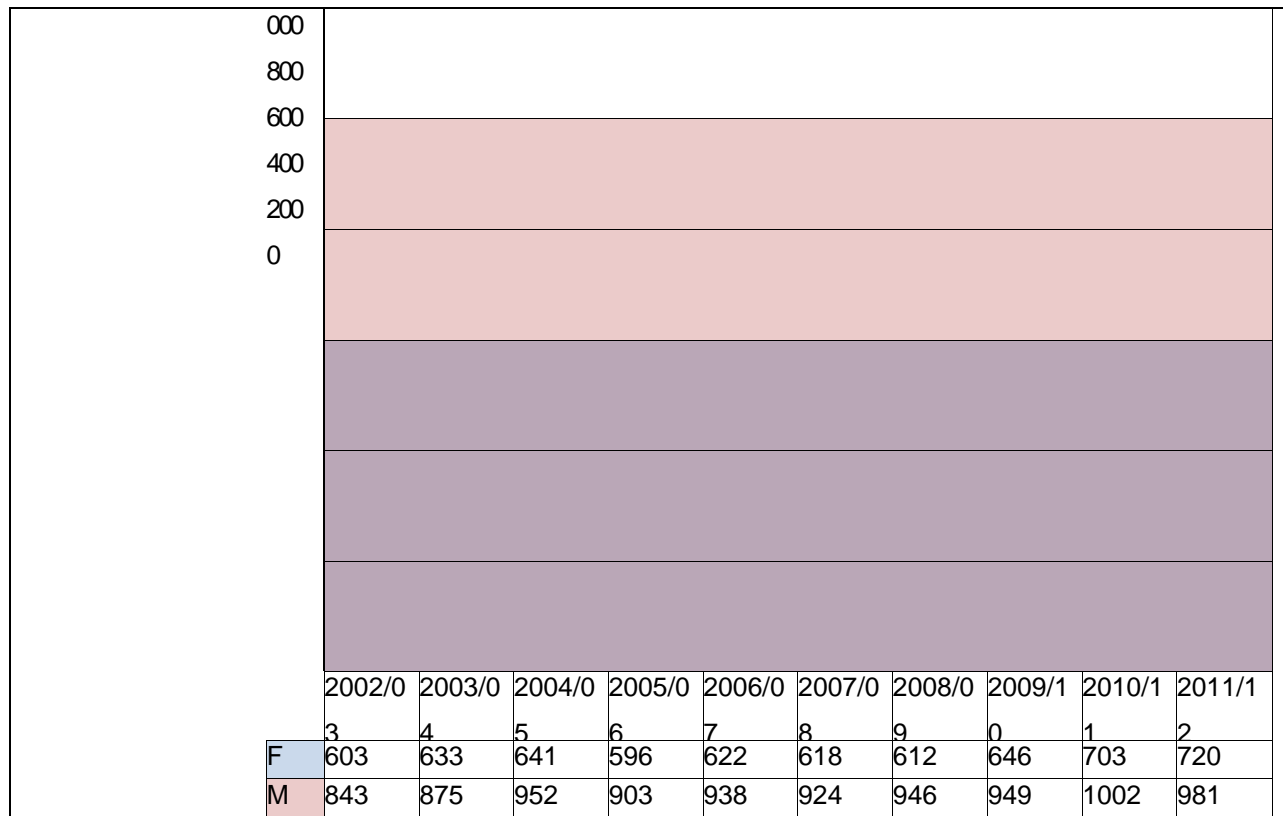


Figure 4. Student enrollment by gender in the School of Business (2002-2012).

In terms of the quality of applicant to our undergraduate programs, we are pleased to see a relatively stable and rising high school entering average (Figure 5). The entering average for the Bachelor of Commerce has risen to over 86 percent, while the Bachelor of Management has risen to 81 percent.

Year	BCOM Average	BMGMT Average
2002	82.8	79.2
2003	84.1	80.5
2004	83.8	78.4
2005	83.6	80.5
2006	83.7	80.8
2007	85.3	81.1
2008	85.1	80.1
2009	85.4	83.2
2010	86.2	82.3
2011	85.9	81.6
2012	86.2	81.0

Figure 5. The high school average of students entering the Bachelor of Commerce (BComm) and Bachelor of Management (BMGMT) programs by year (2002-2012).

4.1.2 Increased International Student Enrolment – English Language Issues

There has been a dramatic rise in the number of students admitted into the Bachelor of Commerce Program for whom English is a second (or third) language. Some of these students come from countries where English is widely used, so their language skills are relatively strong. Others arrive at Dalhousie with a minimal knowledge of English and poor communication skills. These students cannot cope with the demands and structure of the Commerce program under current conditions. We need to either stop admitting these students or make structural changes to the program.

More than 75% of the international students in the Bachelor of Commerce program come from China, and applications/offers for September 2013 are at an all-time high. Some international students do not have sufficient fluency in English to successfully participate in the job search and interview process. They also cannot handle the language demands of the required “qualitative” courses within the program. We have a mandatory sequence of Business Communication I and II (BC I & II), but this doesn’t adequately address the needs of a program with 30% international enrolment. To address this issue we are assessing all incoming ESL (English as a second language) students and strongly recommending those who perform poorly to enroll in a new class (that we are launching in the fall of 2013) called “Doing Business in Canada” to provide both language and cultural support so that international students will be more successful in the program.

4.2 Faculty

We are pleased to report very positive results on both the faculty development and faculty scholarship front. However, before providing specific comment on faculty members, some context is helpful to frame thinking about the balance between teaching and scholarship.

4.2.1 Balancing Academic and Professional Qualifications

The School offers undergraduate and course-based masters-level programs. As such, the School places great emphasis on teaching. This emphasis has led faculty members to develop very strong connections to professional practice and the professional community. This is evident in the review of faculty qualifications where professional activities are seen to be very high (Table 10-1 in Appendix 1C). As the School moves forward, we hope to retain this commitment to teaching and connection to our professional communities while strengthening faculty scholarship. Ultimately, we strive to seek a balance between teaching and scholarship that is appropriate given the academic programs that we offer.

4.2.2 Institutionalizing Qualification Assessment with Annual Performance Review

As of the academic year ended June 30, 2010, we instituted a new individual “*Faculty Member Year-End Report*” template that incorporates all of the information required to complete the accreditation Tables 2-

1, 9-1, 10-1, and 10-2. Therefore, we made it clear and transparent that outcomes supporting AQ and PQ status are critical for both maintenance of the School's accreditation and for the assessment of each faculty member's annual performance (Appendix 3). These faculty member annual reports were used to produce Tables, 2-1, 9-1, 10-1, and 10-2 (see Appendix 1) in this report.

In these performance reviews (which began in 2008-2009), we have stressed the importance of maintaining academic and/or professional qualifications. Faculty members have been particularly responsive to this process. In reviewing the completed 2008-2009 *Faculty Member Year-End Annual Reports*, we discovered that in many cases our faculty members were not adequately capturing the breadth of their intellectual contributions and professional activities. Previous thinking seemed to be that cvs either didn't matter or that only a very narrow range of intellectual contributions (such as refereed journal articles and conference proceedings) were worthy of mention.

Beginning with the 2009-2010 performance review process and continuing to the present, we ask for updated cvs to accompany the annual reports. Many of the faculty members (especially those that we formerly perceived to be weak performers) have re-written their CVs to better reflect the breadth of their intellectual contributions and professional activities. Other faculty members have truly increased their research output or engagement with their profession – some on their own initiative and some at our behest. We also had several faculty members leave the School.

4.2.3 Faculty Sufficiency

As detailed in Appendix 1B (Table 9-1), we are pleased to report that our faculty sufficiency measures are very high with all of our faculty members participating in each Area and for the School overall.

4.2.4 Faculty Qualifications

As detailed in Appendix 1C (Table 10-1), we are very pleased to report that all of our faculty members are either academically or professionally qualified. In response to PRT concerns, we have strengthened our definition of AQ to specifically require one of the three ICs to be a peer-reviewed item. The new definition (excerpted from Table 10-1) reads as follows:

Faculty members are deemed academically qualified (AQ) if they have made at least three (3) intellectual contributions including at least one peer-reviewed IC in the last 5-year period AND:

- *normally hold a PhD (or terminal degree) in an appropriate discipline; OR*
- *are successfully progressing toward completion of a PhD (or terminal degree) in an appropriate discipline.*

Note: This represents an increase in research expectations from the previous requirement of two (2) intellectual contributions in the last 5-year period and is reflective of our desire to improve faculty scholarship within the context of our academic programming at the bachelors and masters level. It also requires one IC to be peer-reviewed.

Furthermore, we have removed the explicit reference to the acceptability of a "completed masters degree in an appropriate discipline" under the PRT's advice that this may create the perception that we generally accept masters degrees as appropriate preparation for AQ status. It is clearly our intention (and practice) to require a

PhD or terminal degree and only in very exceptional situations (based on strong ICs) would we argue that a faculty member with a masters degree be considered academically qualified.

4.2.5 Faculty Deployment

As detailed in Appendix 1 (Table 10-2), we are also pleased to report that all of the faculty resources for our School overall are “*academically*” or “*professionally*” qualified. A full 79 percent of faculty resources are “*academically*” qualified. On an Area basis, all areas exceed the 90 percent threshold for “*academically*” or “*professionally*” qualified faculty and 50 percent minimum for “*academically*” qualified faculty. Table 4 (below) summarizes the results of Table 10-2 by area and for the School overall.

The accounting area (at 50 percent AQ coverage) merits further comment. The accounting area was identified as weak by the previous PRT when the AQ coverage ratio was 40 percent. Since then we have made three new tenure track (AQ) hires and lost one tenured (AQ) faculty member. This has resulted in an AQ coverage ratio of 50 percent in 2012-13 and at present 2013-14. It is our desire to staff the Accounting Area at an even balance of AQ and PQ faculty members to ensure continued success in having our students very well-prepared to succeed on the Uniform Final Exam (UFE) for the Chartered Accountant (CA) designation. However, we are also concerned that the loss of just one AQ Accounting faculty member would cause us to again drop below the AACSB required minimum of 50 percent AQ for the Accounting Area. ***Therefore, we have sought, and just received, approval to hire another tenure-track accounting professor with a July 1, 2014 start date. This will provide the Accounting Area with a cushion should we lose a faculty member during a self-study maintenance review year. With this new position we will be able to replace one of the four PQ faculty members with a new AQ hire. Therefore the new AQ ratio (assuming no other loses) will be 62.5 percent.***

Table 4. Calculations Relative to Deployment of Qualified Faculty for 2012-2013 (from Table 10-2).

Area	Faculty Members	Percent AQ	Percent AQ or PQ
Accounting	8	50	100
Finance	8	100	100
Management	8	75	100
Marketing	8	75	100
Operations Mgmt & Stats	4	71	100
Strategy	8	88	100
TIME	4	100	100
SCHOOL TOTAL	48	79	100

4.2.6 Recruitment and Hiring

The teaching function is critical to the School’s mission. As such, the School strives to hire doctorally-qualified faculty members who are good instructors to fill our tenure track positions. Additionally, we are committed to staffing our limited term appointments with only individuals that can meet our AQ or PQ requirements. Our commitment to this is evident by our incorporating the following statement in all of our job advertisements.

“Candidates must also be able to meet the School’s accrediting body (AACSB) qualification requirements.”

When a faculty vacancy exists, the Dean instructs the School's and the appropriate area group's head to initiate the search process within University established guidelines. All vacancies must be advertised in accordance with Dalhousie's employment equity policy and "Academic Recruitment and Selection Guidelines".

Once the Dean receives budgetary approval to begin the search from the Vice-President (Academic), a search committee is convened in consultation with the School's Director. The core of the search committee generally comprises members of the appropriate area group(s). The University encourages diversity in the makeup of search committees under its Employment Equity Policy. The Dean's Office staff meets with all search committees to review University policy regarding appropriate hiring practices.

Faculty vacancies are advertised in various ways:

1. in "University Affairs" Magazine (published by the Association of Universities and Colleges of Canada),
2. in a CAUT Bulletin,
3. in regional newspapers,
4. in discipline-specific publications,
5. via the Canadian Federation of Business School Deans' electronic distribution list,
6. through listings at regional and national conferences; and
7. in Employment Equity Offices throughout Canadian Universities

Applicants submit a file containing a letter of application, vita, transcripts and letters of recommendation. All applicants receive an acknowledgement letter and a "Self-Identification Questionnaire," requesting a statement of Canadian status. An optional section in the questionnaire allows self-identification regarding racial origin and disabilities. The search committee reviews the applications and contacts references of the most qualified candidates before recommending a list of finalists to the Dean and Vice-President. Prior to inviting these finalists for on-campus visits, the selection process is again reviewed to ensure its full compliance with the University's Employment Equity policy.

On-campus visits generally include:

- meeting(s) with the search committee,
- meetings with individual faculty members,
- a formal research presentation,
- a presentation in a class and meeting with students; and
- a meeting with the Dean and the School's Director.

After on-campus visits, the search committee consults with faculty and makes recommendations to the Director of the School. The Director reviews the recommendation and, if there is agreement, forwards it to the School's Rank, Appointment, Tenure and Salary Committee for evaluation. The recommendation is next forwarded to the Dean and, later, the Vice-President for approval. The Dean must then obtain approval to make a conditional offer from the Vice-President (Academic). Final appointments are made only by the President, subject to the University's Association and Board Committee approval.

4.2.7 Mentorship and Orientation

The University provides a campus-wide orientation program during the Fall of each year, with presentations by several areas of the University. Faculty members are introduced to key University Leaders including, the President, Vice-President (Academic), Dean of Graduate Studies and University Librarian. The Office of Instructional Development and Technology (OIDT) assumes a lead role in the orientation process and organizes a variety of workshops and seminars. In 1999, the OIDT established the Dalhousie Faculty Mentoring Program, to provide support and guidance to new faculty members. The orientation process begins during the recruiting meetings. Teaching, research and service expectations, advisory responsibilities and tenure/promotion processes are discussed with prospective faculty. Once hired, new faculty are guided and advised by their area group co-ordinator, by fellow area group members, and by the School's Director and the Dean. All newly appointed full- and part-time faculty receive a School handbook, which provides information regarding staff roles, procedures available resources. This handbook is reviewed annually updated as need be.

Dalhousie has introduced a mentorship program (Appendix 6) whereby new faculty members (mentees) are matched with existing tenured faculty members (mentors). The match is optimised to benefit the new faculty member and is based on personality compatibility as well as professional and academic goals of the new faculty member. Additional mentoring occurs by area coordinators, the School's Director and the Dean.

4.2.8 Evaluation

The Dean and the Director of the School are responsible for supporting the continued intellectual development and renewal of the faculty. As mentioned previously, each year, faculty are responsible to submit a report addressing both past achievements and future objectives. The School's Director holds individual interviews with all faculty to review this annual report (Appendix 3) and discuss plans for the coming year. Annual reports, along with any relevant comments from the Director, are forwarded to the Dean for further review and feedback where required.

4.2.9 Reward Systems Retention and Development

Tenure and promotion represent the ultimate reward of the faculty member's sustained contribution and commitment to teaching, research and to service to the profession and community. The process underlying tenure and promotion decisions is considered seriously at Dalhousie University, at the Faculty of Management and within the School.

The review process for faculty retention, tenure and promotions is set forth in the constitutions of the Faculty of Management and School and is governed by the Faculty Association/University collective bargaining agreement. Faculty members are also given copies of "Faculty of Management Guidelines for Tenure and Promotion" and the University Senate's "Report on Tenure", to assist in their preparation and application.

Conduct of the review process begins with the School's Rank, Appointment, Tenure and Salary Committee. Its terms of reference are as follows:

- The members of the Committee shall be elected by, and with the approval of, the majority of the full time members of the School. Their appointment, promotion and tenure fall principally within the jurisdiction of the School for three (3) years. They may be reappointed; provided, however, that at the first appointment of the Committee, the term of two (2) members shall expire at the end of two (2) years, and the term of two (2) other members shall expire at the end of one (1) year.

- It shall review and make recommendations to the Director on all cases involving the appointment, renewal of contract, promotion, tenure and salary of existing faculty members of the School, and the terms of appointment of prospective faculty members, in the light of the Senate and Faculty of Management regulations on these matters, and of collective agreements.

Following initial assessment by the School's Rank, Appointment, Tenure and Salary Committee, recommendations for retention, tenure and promotion are forwarded for review by the School's Director, the Faculty of Management Tenure and Promotion Committee and, finally, the Dean. At each stage the dossier is considered carefully, with special emphasis being placed the School's desire for excellence in the classroom, its emphasis on research and its focus on service to the profession, community and university. The complete dossier, including the Dean's final recommendation, is then forwarded to the President and Vice-President (Academic) for their approval.

5. Assurance of Learning

5.1 Assessment Tools and Procedures

Prior to accreditation, Dalhousie had governance mechanisms in place for the oversight of academic programs and course curricula. With the initial accreditation in 2003, Dalhousie began to introduce and integrate Assurance of Learning (AoL) plans for each program with these existing governance mechanisms. Since the last maintenance application (2008-09) the AoL plans have been revised and more data has been gathered for assessment. The further development of the AoL plans was a result of becoming better educated about assessment, increasing faculty engagement around assessment, and gaining more commitment of the program curriculum committees.

5.1.1 Education about assessment

A concerted effort was made to learn more about assessment and associated tools such as rubrics and specifically AACSB's approach to the development of AoL plans. Efforts included:

- Attending the *AACSB Applied Assessment Seminar* (January 30 & 31 in Tampa, 2013)
- Attending the *AACSB Applied Assessment Seminar* (March 6 & 7 in New York, 2010)
- Examining examples of assessment, rubrics and AoLs from AACSB website
- Using Dalhousie University resources (mainly from the *Centre for Learning and Teaching*) to learn more about rubrics
- Attending a half-day workshop on *assessment and using rubrics* by the "Student Voice" organization (based in Buffalo, NY)

5.1.2 Faculty engagement

The engagement of faculty members around assessment and the improvement of AoL plans involved:

- Regular presentations on the current status of AoL plans and their development requirements to Faculty Council
- Regular presentations on the current status of AoL plans and their development requirements to School Council
- Regular discussions and working meeting on the AoL plans at the appropriate curriculum committee meetings
- Circulating (by e-mail) the revised AoL plans (for all degree programs) to all faculty members for information and feedback
- Successfully soliciting the engagement of faculty members whose courses particularly related to learning goals with the result of obtaining outcome measures and actual data
- Hosting a workshop (on November 23, 2011) titled "Integrating Assurance of Learning Assessment into Your Syllabus". The agenda included a general discussion about AoL and assessment, the use of rubrics, an example based on an actual course and associated measures (including data, reporting and action)
- Creating a 1-page assessment template (see Appendix 5) for use by faculty members that was sent to all faculty members and used at the above workshop

Faculty engagement around the AoL plans has resulted in a substantial increase in the number of courses that are represented in the provision of course-embedded measures and data. Because many of these new measures are new for 2013, they are not reported here as they do not meet the new AACSB requirement for two data points for each measure. We continue to work towards the complete institutionalization of AoL data gathering in our core courses.

5.1.3 Ownership/Stewardship by Curriculum Committees

While curriculum committees had been involved in the original preparation of AoL plans, they did not see themselves as owners of the plans. As part of the redevelopment and implementation of AoL plans, these committees agreed to take ownership/stewardship of the plans and make them an integral part of their efforts to continuously improve curriculum. Specific aims of this effort are to have:

- each program Director responsible for the AoL plan for their program and engage their respective curriculum committee to review and further develop the AoL;
- the AoL plans are institutionalized with the appropriate curriculum committee;
- the Director and lead administrator of each program are committed to collecting data (both direct and indirect measures) continuously throughout the year from key faculty members, the Management Career Centre, and other stakeholders;
- the Director and lead administrator of each program compile results and create an annual report; and
- the curriculum committee review the AoL report in detail every year and make recommendations for curriculum changes to the instructors of specific courses (based on the instructor

discussing outcomes with the committee) or program Director (if the issue is programmatic). Significant changes require the approval of Faculty Council and the University Senate depending on the magnitude of the change.

Figure 2 outlines how AoL data collection, analysis, and reporting fit into the continuous improvement of curriculum.

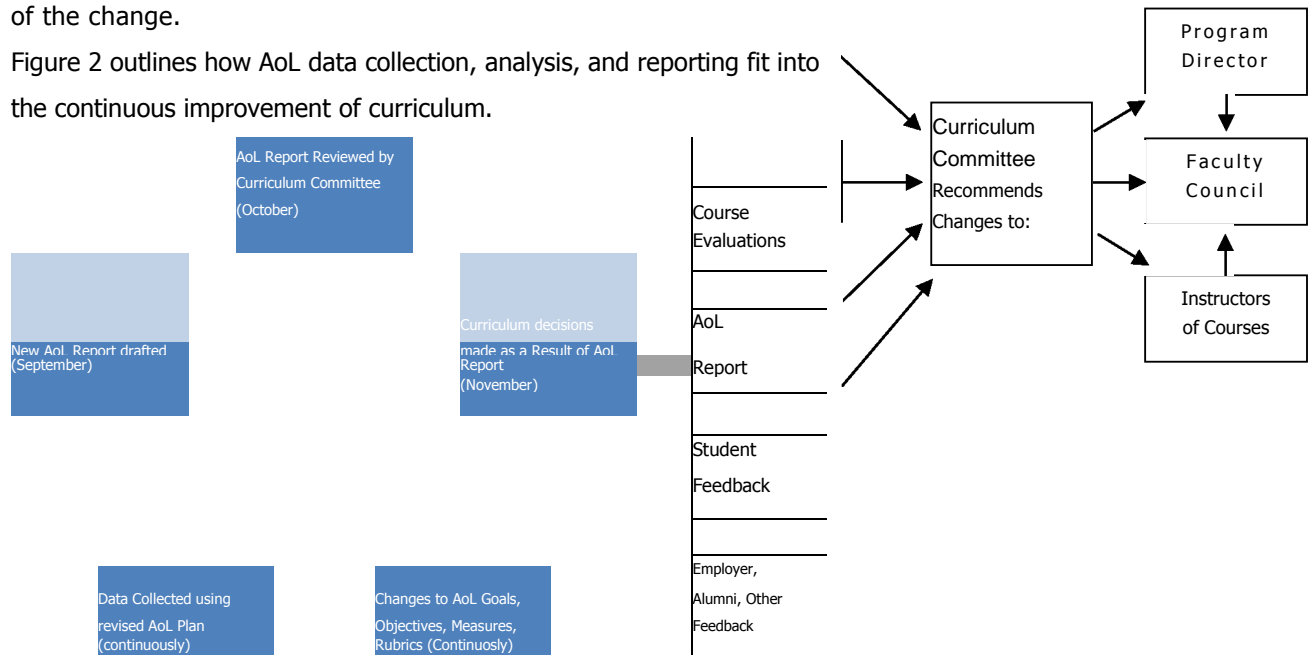


Figure 2. Annual cycle of how AoL data collection, analysis and reporting and how it fits with continuous improvement of curriculum.

The loop has been closed on AoL Plans based on a better understanding of assessment and the specific feedback and guidance from the previous PRT on the level of detail expected. While continuous curriculum improvement has been in place for years through our degree program/curriculum committees, we have now institutionalized AoL Plans into our process of continuous curriculum improvement. The AoLs were developed by the respective degree program/curriculum committees with the input of key instructors of required courses. As reported below, the AoL Plans have goals, objectives, and course-embedded (direct) measures of individual student performance related to each goal. The data arising from each measure were reviewed by both the relevant instructor and program/curriculum committee. As is the case with measures of research productivity, we will continue to monitor and assess our learning goals and adjust them as appropriate over time.

5.2 Curricula Development

Below we summarize the learning goals, objectives, and measures for each degree program. We present the most recent outcomes from the assessments and the impact on curricula development actions. Curriculum committees decided what direct course-embedded measures should be used to assess goals and objectives. Instructors of the relevant courses agreed to adapt or develop rubrics and collect the data. Each AoL plan now has data from both direct (course-embedded) and indirect measures related to each objective for each learning goal.

We conclude by presenting changes in curricula resulting from our AoL results and our academic program governance processes. Data from each AoL plan have been discussed by the appropriate curriculum committee for each degree program. Many actions reported below were the result of other feedback mechanisms (course evaluations, student focus group feedback, and employer, alumni and other stakeholder feedback) as indicated in Figure 2. These actions were presented to be transparent and to accurately reflect the specific changes that the curriculum committees are considering regarding our degree programs and the relationship of these changes to the AoL goals. It reflects our efforts to fully integrate AoL Plans with other inputs to our continuous curriculum improvement process.

5.2.1 Bachelor of Commerce (BComm) Program

Learning Goal 1 – Understanding Values-Based Management

Objective 1.1: Connecting Organizational Values and Actions

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
COMM 2801, 3801, 3802	Summer 2012	66%	33%	1%	None Required
Co-op Employer Evaluations	Winter 2012	50%	49%	1%	None Required
	Fall 2011	52%	46%	2%	None Required

Objective 1.2: Understanding the Ethical and Social Consequences of Actions

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
COMM4352 Strategic Management	Winter 2011	34%	56%	10%	None Required
	Winter 2010	28%	25%	47%	See Below*

* In the case of the Bachelor of Commerce AoL Plan Objective 1.2 ("Analysis of Issue"), the relatively poor performance (47% not meeting expectations) was identified to the Bachelor of Commerce Program Committee at their September 17, 2010 meeting by one of the instructors of the course (4 sections are taught by two instructors). The instructors were not entirely surprised by the results and feel that the case selected was not the best choice for the assignment as the definition of what construed adequate analysis of the issue was too narrow. In addition to assessing the adequacy of the measure, the instructors debriefed the classes to clarify their expectations about the required analysis following return of the graded assignment, and undertook remedial action and gave students additional instruction on how to better develop an insightful case analysis. The results of students' case analysis on the final exam were satisfactory. They used a new ethics case as part of a simulation assignment in winter of 2011.

Objective 1.3: Identifying Activities/Issues that Present Ethical or Social Challenges

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
COMM4352 Strategic Management	Winter 2011	94%	4%	1%	None Required
	Winter 2010	76%	19%	4%	None Required

Objective 1.4: Developing Solutions to Ethical and Social Issues

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
COMM4352 Strategic Management	Winter 2011	1%	94%	4%	None Required
	Winter 2010	60%	33%	7%	None Required

Learning Goal 2 – Effective Communication

Objective 2.1: Producing Professional Quality Documents

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
COMM4352 Strategic Management	Winter 2011	100%	0%	0%	None Required
	Winter 2010	98%	1%	1%	None Required

Objective 2.2: Deliver Professional Quality Presentations

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
COMM 1710 – Business Communication I: 2-	Winter 2013	25%	73%	2%	None Required
	Winter 2012	19%	76%	5%	None Required

COMM 1710 – Business Communication I: <i>Elevator</i>	Winter 2013	40%	57%	3%	None Required
	Winter 2012	6%	92%	3%	None Required

Objective 2.3 Demonstrate Effective Interpersonal Skills in a Team

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
COMM 2801, 3801, 3802 Co-op Employer Evaluations	Summer 2012	54%	45%	1%	None Required
	Winter 2012	35%	63%	2%	None Required
	Fall 2011	36%	62%	2%	None Required
COMM 1710 – Business Communication I: <i>Team Project</i>	Winter 2013	44%	54%	2%	None Required
	Winter 2012	46%	51%	3%	None Required

Learning Goal 3 – Problem Solving and Critical Thinking

Objective 3.1 Identify the appropriate analytical technique to address problems

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
COMM4352 Strategic Management	Winter 2011	27%	69%	4%	None Required
	Winter 2010	46%	47%	7%	None Required

Objective 3.3: Generating and Comparing Alternative Solutions to Problems

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
COMM4352 Strategic Management	Winter 2011	46%	54%	0%	None Required
	Winter 2010	67%	29%	4%	None Required

Learning Goal 4 – Understanding How Organizations Function

Objective 4.1: Learning From Experience

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
COMM 2801, 3801, 3802 Co-op Employer Evaluations	Summer 2012	63%	34%	3%	None Required
	Winter 2012	48%	50%	2%	None Required
	Fall 2011	47%	52%	1%	None Required

Changes to the Bachelor of Commerce Degree

A full program review was conducted in consultation with the Area Co-ordinators, Management Career Services, and students. This review resulted in changes to the program structure where intro to accounting was moved entirely into first year, and where Ethics and Management Information Systems switched terms.

Our major 'Business Management' was renamed to "Managing People and Organizations" and had a few small changes to the major structure. This name more clearly communicates the focus of the major to both employers and students. There is more work to be done with this major which will happen over the coming year.

To reinforce the mission of the School, a few new elective courses have been added to our offerings such as Corporate Governance, Corporate Communications and Advanced Corporate Finance.

The work term report requirements (for COMM 3801 work term II and COMM 3802 work term III) were modified to become more student and employer friendly. COMM 3801 required the first of two analytical reports that identified a problem, possible solutions, and a recommendation as part of the report. With some employers having several students each year, or term, this requirement was sometimes challenging. While the report for COMM 3801 remains analytical, it no longer has the recommendation portion as a requirement. COMM 3802 was changed from an analytical report to a reflective/forward thinking report where students are required to look back over their career goals from their first work term to now and determine if their direction has changed. They are also required to create a personal action plan and identify a career that they aspire to obtain.

In addition, we also have revised our external measures of our student performance (by Co-op employers) and instituted student self-assessment. Both of these assessment tools are directly tied to AoL goals. Both the assessment instruments and data collected using the instruments are reported in AoL Plans.

Finally, in consultation with College of Continuing Education, the *Refining Your Learning Skills* program was developed and implemented for our dismissed and at risk students in hopes of improving student academic success and retention.

External Professional Recognition

It is important that our students have the greatest possible recognition for the content and quality of their degree program by leading professional organizations. These organizations have processes and requirements to recognize academic programs in relation to their profession. A major win from the assessment and documentation of our curricula has resulted in the following external recognitions.

- An articulation agreement with the *Chartered Management Accountants (CMA)* following a full review of our Accounting curriculum in 2011.
- As a result of recent changes in our Accounting major, we now pursuing possible alignment with the *Certified Public Accountants (CPA)* requirements and hope to have an agreement with the CPA Professional body in 2013/14
- Admission to the *SAP University Alliances Certificate Program* in 2013. The SAP University Alliance (UA) enables Dalhousie a great leap forward in teaching business students how organizations operate using actual SAP ERP software and specially for-business-education designed company data. Students not only get see the processes and tools used in business and government, but also to experience them first hand in different job roles taught in any of their business classes . The SAP University Alliance also grants Dalhousie access to ERPSim, which contains several serious games that

simulate the running of a real business in a compressed time where one minute of real time is one day in the simulated company. This allows students to see the consequences of their business decisions and learn in new and more engaged ways. Additionally, we will be hosting the ASUG (Americas SAP Users Group) Atlantic Canada Chapter meeting for the second time on November 13, 2013. Here employers and SAP partners will be discussing actual business and technology cases. Dalhousie faculty and students will also be in attendance.

➤ Recognition by the *Chartered Financial Analyst (CFA) Institute*. A thorough review of the Finance curricula allowed us to successfully bid to become a recognized institution with the CFA in 2013. Through its University Recognition Program, “The CFA Institute recognizes distinguished universities that embed the CFA Program Candidate Body of Knowledge (CBOK), including the CFA Institute Code of Ethics and Standards of Professional Conduct, into their degree programs. This recognition program allows CFA Institute to promote ethics-based investment education in university degree programs aimed at developing serious investment professionals. Recognition by CFA Institute demonstrates that an institution’s degree programs provide students with a solid grounding in the CBOK and prepares them to sit for the CFA exams.” (CGA Website, August 14, 2013:

<http://www.cfainstitute.org/community/university/Pages/index.aspx>)

5.2.2 Bachelor of Management (BMgmt) Program

Learning Goal 1 – Understanding Values-Based Management

Objective 1.1: Connecting Organizational Values and Actions

Course	Semester-Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 1700 — Introduction to Environment and	Summer 2012	16%	55%	29%	See Below*
	Winter 2012	38%	36%	26%	See Below*

* Since students struggled with this full year course, it was decided to split it into two one semester courses over first and second years — MGMT 1702 Ecosystems Goods and Services and MGMT 2702 Resource and Environmental Management.

Objective 1.2: Developing Solutions to Ethical and Social Issues

Course	Semester-Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 1700 — Introduction to Environment and	Summer 2012	19%	52%	29%	See Below*
	Winter 2012	39%	38%	23%	See Below*

* Since students struggled with this full year course, it was decided to split it into two one semester courses over first and second years — MGMT 1702 Ecosystems Goods and Services and MGMT 2702 Resource and Environmental Management.

Learning Goal 2 – Effective Communication

Objective 2.1: Producing Professional Quality Documents

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 3602 – Professional	Fall 2012	8%	85%	8%	None Required
	Winter 2012	5%	85%	11%	None Required

Objective 2.2: Delivering Professional Quality Presentations

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 3602 – Professional	Fall 2013	20%	75%	5%	None Required
	Winter 2012	16%	75%	9%	None Required

Learning Goal 3 – Problem Solving and Critical Thinking

Objective 3.1: Using Information Management and Information Technology

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 4002 – Strategy	Summer 2012	29%	56%	15%	None Required
	Winter 2012	68%	27%	4%	
	Summer 2010	9%	70%	9%	None Required

Objective 3.2: Using Information to Support Decision-Making

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 2304 – People, Work and Organizations: Macro Organizational	Winter 2012	34%	59%	7%	None Required
	Winter 2011	32%	63%	6%	None Required

Learning Goal 4 – Understanding How Organizations Function

Objective 4.1: Managing People in Organizations

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 2304 – People, Work and Organizations: Macro Organizational	Winter 2012	17%	56%	27%	See below
	Winter 2011	10%	67%	23%	See below

* This is a challenging midterm exam that catches many students that are not putting in enough effort. It is not a reflection of overall ability as marks tend to rise by the end of the course. For this reason we are

assessing this measure.

Objective 4.2: Managing Relationships with External Stakeholders

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 2401 – Introduction to Marketing	Winter 2012	47%	50%	3%	None Required
	Winter 2011	48%	51%	1%	None Required

Learning Goal 5 – Understanding Leadership Skill in a Changing World

Objective 5.1: Problem Solving and Maintaining Relationships

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 2304 – People, Work and Organizations: Macro Organizational	Winter 2012	62%	38%	0%	None Required
	Winter 2011	42%	58%	0%	None Required

Objective 5.2: Motivating Employees and Stimulating Innovation

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 4002 – Strategy Implementation	Winter 2012	68%	27%	4%	None Required
	Winter 2011	29%	56%	15%	None Required

Changes to the Bachelor of Management Degree

In 2009 we introduced the following seven optional thematic majors:

- Entrepreneurship and Innovation
- Knowledge Management
- Leadership and Organizations
- Management and Globalization
- Public Sector Management
- Sustainable Resource and the Environment
- Environment, Sustainability and Society (offered through College of Sustainability)

In 2011 we introduced an optional Internship that provides students with a minimum 8 month employment opportunity.

In April, a comprehensive exercise was undertaken to revisit the purpose of the BMgmt degree program. The result was a new mission, vision statement, and positioning statement. As a result of these revisions, changes were made to the goals and objectives of the program.

Bachelor of Management Mission

Fostering ethical, adaptable, innovative and environmentally conscious leaders.

Bachelor of Management Vision

The interdisciplinary Bachelor of Management Program will be internationally recognized for developing passionate and innovative leaders, who are engaged with their communities, and who are socially and environmentally responsible.

Management Positioning Statement

The Bachelor of Management is an interdisciplinary program that develops adaptable, innovative and creative professionals who make significant contributions to our region, Canada and the world. We pride ourselves on attracting a variety of students from around the world to create an international learning environment. Our students gain current practical and theoretical knowledge of management while understanding their responsibilities to their communities, to the environment, and to society. Students can pursue their passions through experiential learning opportunities and through a creative blend of courses from business, public administration, information and environmental management.

In the fall of 2012 we piloted a new class, *Starting Lean (MGMT 3902.03)*, as a Management elective course. This course provides real world, hands-on learning on what it's like to actually start a scalable company or enterprise. This is a practical class - essentially a lab, not a theory or 'book' class. Students will work in teams learning how to turn a great idea into a great company. Each day will be a new adventure outside the classroom as students test each part of their business model, then share their hard earned knowledge with the rest of the class.

In winter of 2014 a pilot class, *Introduction to Real Estate Management (MGMT 3400.03)*, will be added as a potential future Management elective. The purpose of this course is to provide students with an overview of the varied aspects of property management in the Canadian environment. Topics include: Residential Management, Building Operations, Green Programs and Initiatives, Facility Management and Site Development.

We are presently reviewing the major in "Knowledge Management" (*relates to all Learning Goals but not directly to any one*). Part of this review is the name of the major itself. We are considering changing the name to a major in "Business Technology Management".

5.2.3 Master of Business Administration (MBA) Program

Learning Goal 1 – Understanding Values-Based Management

Objective 1.1: Connecting Organizational Values and Actions

Course	Semester-Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 7000: Corporate	Summer 2012	36%	55%	9%	See Below*
Residency	Summer 2010	59%	24%	17%	See Below*

* The large majority of the Values and Impact Reports were well done with an acceptable level of insight / analysis. Occasionally a student does not take the assignment seriously. To resolve this issue we are building a

more structured rubric that better reflects expectation around quality of insight / analysis and overall writing abilities.

Objective 1.2: Understanding the Ethical and Social Consequences of Actions

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 6900 CSR, Ethics and Sustainability	Summer 2012	46%	46%	8%	See Below*
	Summer 2010	2%	98%	0%	None Required

* The assignment was altered somewhat between 2011 and 2012. In the first iteration of the assignment students were asked to focus their analysis on the topics presented in a course text (Firms of Endearment). In 2012, the assignment was adapted to allow students to explore this learning outcome in a number of different topics. In both years, students were required to do extensive, in-depth research to support their conclusions.

Objective 1.3: Identifying Activities/Issues that Present Ethical or Social Challenges

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 5512 Leveraging technology	Winter 2013	47%	53%	0%	See Below*
	Winter 2010	76%	24%	0%	None Required

* In the future students will be asked to apply the normative ethics theories in different contexts, such as computer privacy, data security, business analytics and others.

Learning Goal 2 – Managerial Communication *Objective 2.1: Crafting Professional Documents*

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 5401 Marketing Management	Fall 2012	42%	53%	5%	None Required
	Fall 2011	57%	41%	3%	None Required

Objective 2.2: Deliver Executive Level Presentations

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 5000: Introduction to Personal and Professional	Summer 2012	12%	59%	29%	See Below*
	Summer 2011	10%	63%	27%	See Below*

* These scores represent the evaluation of the elevator pitch half-way through the course – during a mock interview day. It is the first time the students deliver the pitch in front of an audience. The purpose of the assignment is to provide them with the experience and provide them with feedback so that their summative elevator pitch can be strengthened. We generally expect more of the class to

struggle with this assignment at this point but the assignment overall serves the purpose of strengthening their presentation skills and preparing them for interview day.

Learning Goal 3 – Strategic Analysis and Solutions

Objective 3.1: Selecting and Applying Analytical Techniques to Problems

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 5103	Summer 2011	82%	18%	0%	None Required
Accounting	Summer 2010	40%	55%	5%	None Required

Objective 3.2: Developing Alternative Solutions to Problems

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 7000: Corporate	Summer 2011	36%	50%	14%	None Required
Residency	Summer 2010	44%	50%	6%	None Required
BUSI 5703 Business	Summer 2012	17%	75%	8%	See Below*
Economics	Summer 2011	17%	77%	6%	See Below*

* Despite the fact that the majority of the students in the class met expectations, several students did not meet expectations, and many performed worse than would have been predicted. The class was warned not to spend too much time on any one question, as previous classes had run out of time on the final exam, but this class also faced time pressure. In the future, a midterm will be used to help the students practice for the final exam.

Learning Goal 4 – Understanding Organizational Structures and Processes

Objective 4.1: Managing Stakeholders Relationships

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 7000 Corporate	Summer 2011	43%	50%	7%	None Required
Residency	Summer 2010	56%	31%	13%	None Required

Objective 4.2: Understanding Capital Processes

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 5201 Financial	Fall 2012	52%	34%	14%	None Required
Management	Fall 2011	40%	43%	17%	None Required

Objective 4.3: Solving Organizational Problems

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
MGMT 5000:	Fall 2012	4%	75%	21%	See Below*
Management	Fall 2010	7%	43%	50%	See Below*
Without Borders					

* The results of the assignment in 2010 were disappointing. As a result we altered the assignment somewhat in 2012 so that students could leverage more of their own experience on the live group project (where their teams tackled real world problems). In 2010 the students were prescribed a global issue as the focus of their essay. We also clarified our evaluation framework for 2012. Going forward we expect changes to this assignment related to overall course curriculum and not student results. We are moving away from an academic research paper to a series of individual reflection papers

Changes to the MBA Degree

Full development of the New Corporate Residency MBA Curriculum

The new Corporate Residency MBA was launched in 2009. Curriculum was only developed for the first year at the time of the last review. Since this time, the curriculum for the second year has been developed and used in the classroom.

Launched a Business Government Concentration

A new concentration in Business Government was launched in 2011. This concentration was launched to build on the School's mission of values-based management and corporate social responsibility. It recognizes that businesses require managers who can understand the business government context that underpins the economic and social infrastructure of society. Business leaders should also be sufficiently familiar with public policy, and decision making processes, regulatory frameworks and how government purchases products and services. The Business - Government area of concentration will provide MBA students with the opportunity to acquire skills and knowledge that are required to structure and manage business-government relations.

Reintroduced the MBA LLB combined program

In 2010 the School reintroduced the combined MBA LLB program in cooperation with the Schulich School of Law at Dalhousie University. This combined program was suspended in 2009 to concentrate on introduction of the new program.

Other Curriculum Changes

In addition to the above significant curriculum changes, there are a few other changes and some related course sequencing changes as a result of reviewing course and program feedback over the first three years of the program.

Two quarter-credit courses (Global Business and Operations Management) have been extended to 3-credit hour courses. Our direct-entry MBA program recruits relatively young students (potentially right out of their undergraduate degree). We also recruit students from a broad range of disciplinary backgrounds. Each year, at least half of our class comes with a background other than commerce or management. With this in mind, our curriculum team believes that students will be better prepared for their corporate residencies (work-terms) and our second year curriculum if they are able to go deeper in these core business areas.

In order to ensure the total credits to graduation do not change, the committee had to review its core curriculum and remove one of the core courses. The course in question in BUSI 6240: Financial Statement Analysis. The committee approached the Accounting area group in the School who supported the idea. In fact, the Accounting professors had previously provided feedback to the committee that BUSI 6240 was not being delivered in the most effective format (online). They believe the course will be a better fit for our program as an elective for students who wish to pursue Accounting or Finance. There has been wide consultation around these changes. Included in the discussion have been: current students (represented on the curriculum committee by the MBA society), faculty members (all faculty members teaching core courses are included in the committee membership), management career services (also represented on the curriculum committee) and School / faculty leadership (School Director and the Dean of the Faculty of Management). We have also communicated the changes to our university partners with whom we share combined degrees – law and engineering. They have not communicated any concerns or issues.

5.2.4 Master of Business Administration - Financial Services (MBA-FS) Program

Learning Goal 1 – Understanding Values-Based Management

Objective 1.1: Connecting Organizational Values and Actions

Course	Semester-Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 6601 – Legal Aspects of Governance and Risk Management	Fall 2011	8%	92%	0%	None Required
	Fall 2010	38%	63%	0%	None Required

Learning Goal 2 – Managerial Communication *Objective 2.1: Crafting Professional Documents*

Course	Semester-Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 6326 - Management Skills Development	Winter 2013	26%	70%	4%	None Required
	Winter 2010	14%	78%	8%	None Required

Learning Goal 3 – Strategic Analysis and Solutions

Objective 3.1: Selecting and Applying Analytical Techniques to Problems

Course	Semester-Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 6990 – Strategic Leadership and Change	Summer 2012	74%	26%	0%	None Required
	Summer 2010	60%	29%	11%	None Required

Objective 3.2: Developing Alternative Solutions to Problems

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 6990 – Strategic Leadership and Change	Summer 2012	51%	49%	0%	None Required
	Summer 2010	77%	14%	9%	None Required

Learning Goal 4 – Understanding How Organizations Function in the Financial Services Sector

Objective 4.3: Understand Organizational Processes

Course	Semester- Year	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations	Action
BUSI 6990 – Strategic Leadership and Change	Summer 2012	34%	66%	0%	None Required
	Summer 2010	66%	23%	11%	None Required

Changes to the MBA (Financial Services) Degree

There have been two significant change to the structure of the MBA(Financial Services) program. The first of these changes has been to the composition of the program core. Prior to 2012, the core of the program contained 9 courses. To better align the program with the strategic direction of the School and the Faculty of Management, we have added a 10th course to the core, titled: *Corporate Social Responsibility*. All students in the program are now required to successfully complete all 10 courses in the core, plus required electives.

The second significant change is a response to numerous inquiries and requests, dating back to the earliest years of the program. The program contains 16 course equivalents, with 2 of these being credit on the basis of well-established and defined career/professional experience requirements. The program is designed to meet the needs of candidates who meet these career/professional experience requirements - in fact, students who do not meet them are not admitted to the program. As a result, all admitted students are required to complete 14 course equivalents to complete the degree.

From the beginning, we have had arrangements with several different organizations (e.g., Canadian Securities Institute) under which subject matter experts from our faculty assess the academic rigour, positioning, and coverage of various courses and programs these organizations offer, with the objective of assessing advanced standing for applicants who come to us with these courses or programs completed or in progress. Over time we have developed strong partnerships with these professional organizations, whereby they work with us to ensure that their courses and programs appropriately satisfy our requirements.

In fact, until 2012, all students entering the program came in with advanced standing on the basis of courses and programs done with partner organizations. However, since the earliest days of offering the program we have received countless inquiries and requests from potential candidates who meet the career/professional requirements to make it possible to complete the program by taking a suite of 14 Dalhousie courses (i.e., to not be required to take courses with one of these partner organizations but

rather secure the degree by taking only Dalhousie courses).

We have now made this change. As of 2012, it is possible for candidates who meet the career/professional requirements to complete the entire degree without taking any courses from a partner organization. Rather they are taking 14 Dalhousie courses - the 10 course core, plus 4 electives offered by the School itself.

5.2.5 Moving Assessment Forward with Curriculum Mapping

Curriculum mapping is a strategy to determine where, when, and how learning outcomes are taught and assessed within a program. The School, as part of a Faculty of Management initiative, has embarked on a curriculum mapping initiative for graduate and undergraduate programs using Daedalus software, developed in Dalhousie's own Faculty of Computer Science. Throughout this project, we have worked closely with Dr. Christian Blouin, the developer of Daedalus, and Dr. Carla DiGiorgio of the Centre for Learning and Teaching. The goal of our mapping initiative is to help us identify which learning outcomes are strong and well-integrated (i.e. addressed by several courses in logical progression and sequence) and where gaps or weaknesses in the curriculum may lie.

Two students are working on this project as curriculum map editors. They began by mapping core BComm and BMgmt classes, working initially from current course descriptions, assignments, and marking rubrics to identify learning outcomes. They then verified the learning outcomes with course instructors before finalizing the data on Daedalus. They have worked closely to ensure use of controlled vocabulary to ensure consistency in the map itself. The two undergraduate programs are now fully mapped and can be viewed at <http://management.academics.cs.dal.ca>. The completed maps are being reviewed by program administrators. The editors are now mapping core courses in the CRMBA program.

6. Other Material

6.1 Delivering Results with the Rowe Gift

We are excited to be moving ahead with implementation of the Rowe Gift Plan (Appendix 8) to further achieve progress towards the mission of the School. The donor, Mr. Ken Rowe has been very supportive and active in advising the School both as a member of our Advisory Board and on an individual basis. His expectations are for meaningful change. However, this expectation is for change that serves our mission which is a very positive catalyst for action and accountability. Consequently, there is a positive momentum and financial support to support it. We are very excited and will be in a very good position to demonstrate movement on several fronts soon.

6.2 Mission-Driven Curriculum Integration that Makes a Difference

As part of our redesigned MBA program, we have developed several curriculum innovations that bring the MBA program closer to the School's mission. These innovations (detailed below) include: personal and professional effectiveness, Management Without Borders, first year integrative sessions, and a second year integrative project.

Personal and Professional Effectiveness (PPE) is a leadership development and career management curriculum custom designed for our direct-entry Corporate Residency MBA students. The

dynamic PPE curriculum is based on current and evolving business needs and is informed largely through a collaborative academic and employer partnership exchange. This unique model of MBA education provides a means for direct-entry students to access the needed business knowledge, embeds business needs to be developed within the curriculum, and provides students with an early organizational intervention in the form of a corporate residency for them to practice their business skills, receive feedback and reflect.

The five PPE distinct modules roll out over the course of the curriculum; each one focusing on different skills and competencies. Module #1, the introductory class, is focused on skills related to self-management. Emotional intelligence, self-awareness, reflective practice, deliberate practice, time management and personal branding are a few of the leadership skills explored in the first module. In addition, this summer class is heavily focused on providing the students with opportunities to prepare for their corporate residency interviews which begin in September. This preparation includes industry awareness, informational interviews, interview skills, elevator pitch development and delivery and networking.

In the Fall of Year #1 the second PPE module focuses on preparing students for their corporate residencies which begin in January. The overarching topic is engagement and includes topics such as teams, conflict, communication (written and verbal), providing / receiving feedback, impression management and meeting management. The third PPE module takes place while the students are on their corporate residencies. At this point students are focusing on their performance in the workplace. PPE action learning assignments are assigned throughout to accentuate the reflection and learning that is taking place. Additionally, PPE instructors are available to students for coaching.

The final two modules occur in the second year of the program and focus on skills that allow students to navigate system-level environments. Themes of creativity and complexity drive the curriculum, while students practice skills related to facilitation, debate, design thinking, problem identification and social innovation. In addition to the modules which, for the most part, are design as courses with structured curriculum and weekly classes, the CR MBA PPE curriculum is also customizable to the individual needs of students. Throughout the 22 months students are encouraged to identify skill areas of strength and weakness, establish goals, build plans for development and improvement and monitor their progress. PPE faculty members will work individually with any student in these areas.

Management Without Borders (MWB) –This course places management in its broadest context and helps students from diverse disciplines explore the complex social, economic, ecological, political and technological forces shaping 21st century leadership in the public, private and non-profit sectors. The course is characterized by a strong emphasis on team work and effective problem solving in inter-professional environments. The major focus of the course is the MWB group project. Interdisciplinary teams of 5 students will spend the semester working on live projects hosted by organizations from across Nova Scotia. The primary goals of the projects are for the student groups to provide value to the host organization and for the host organization to contribute to the professional and academic

development of the students.

Additionally, these projects are intended to provide students with the opportunity to experience the complexities of an inter-professional work environment; develop / hone tools and skill sets that are part of various professional disciplines; gain a greater understanding of the issues at hand when organizations work to integrate the seemingly disparate worlds of governance, business, environment and society; and develop leadership and teamwork skills that can be transferred to future work experiences. Weekly tutorial sessions provide student groups with time to consult with faculty coaches, teaching assistants and project groups. Weekly plenary sessions are synergistically linked to the group projects. The first few plenary sessions of the semester are designed to launch the class and covers key topics related to MWB group projects. The first teaching module focuses on relevant management theory in areas such as collaboration, conflict management, stakeholder engagement and managing innovation and creativity. The second module aims to examine how the aforementioned management theories play out in the context of complex, global issues. Plenary lectures are taught by MWB faculty members and guest speakers.

First Year Integrative Sessions. The CRMBA program was conceptualized and designed using a great deal of feedback from industry partners which included a desire for students and graduates of the program to be provided with an opportunity to practice integrating various theories and skills present in various business sectors; to be able to look at a real-world problem or issue and see themes and solutions that weave together the realms of finance, marketing, organizational behavior, operations management, global business and more. As a result, the CRMBA program has worked since its inception to devise opportunities within the curriculum for students to experience this kind of integrative experience. Referred to as an 'Integrative', these curricular events have played out as a common case used across a number of core course, an integrated business simulation (such as CAPSIM), an integrative midterm or assignment, or an emergent exercise run by professors over the course of a single weekend. Integratives are conceptualized and delivered by teams of core faculty members.

Second year integrative project. The 2013-2014 academic year marks our programs first efforts at integrative opportunities within the 2nd year of the program. Faculty members involved with all core second year courses which include two core strategy classes, two core PPE classes and the Management Without Borders class, have designed an integrative project experience that will require students to apply knowledge and skills from all participating classes. The 'Make a Difference' project will involve teams of CRMBA students identifying a problem that they believe they can influence for the better. Over eight months these teams of students will work design and implement a solution to their problem. The project will leverage a number of topics covered across the second year core: problem identification, design thinking, project management, communication skills, strategy formulation and strategy implementation. The scope for acceptable project initiatives is very wide. Student groups may choose to develop an organization, a product, and event, support an existing initiative, etc. Whatever they choose, they will be required to present and defend their ideas in the fall of 2013 in the Strategic Management

class. In the winter, they will be required to show how they have made a difference.

6.3 External Validation of our Accounting Major

We are very proud of the performance of our accounting students on the Uniform Final Exam (UFE) for the Canadian Certified Accountant designation (equivalent to the CPA). The UFE, taken by candidates after completion of a bachelor's degree in Canada and Bermuda, is administered and scored annually by the Canadian Institute of Chartered Accountants (CICA). The exam is administered once per year during September and approximately 4,000 students attempt the exam each year. The National pass rates for the last 10 years have ranged from 65% to 79%. As Table 5 below shows, our pass rates are significantly above the national average.

Table 5. Dalhousie student pass rates on the CA Uniform Final Exam in Atlantic Canada.

Year	total	1st	2nd	3rd	total	Cumulative
2012	17	14			14	82%
2011	12	6	3		9	75%
2010	15	14		1	15	100%
2009	21	18	3		21	100%
2008	11	11			11	100%
2007	10	8	1		9*	90%
2006	4	4			4	100%
2005	11	4	7		11	100%
2004	13	11	1	1	13	100%
2003	21	12	6	2	20	95.2%
2002	14	12		2	14	100%
	149				141	OVERALL 94.6%

* Unsuccessful candidate re-registered in 2012 and passed; all 10 of the 2007 candidates are now through the UFE

6.4 Student Community Connections

The Dalhousie Commerce Society (DCS) is proud to support the local community and numerous charitable initiatives. In 2011, the DCS hosted the first annual Halifax event for the National Inside Ride tour – a cycling challenge and fundraising event organized by the Coast to Coast Against Cancer Foundation dedicated to raising monies in support of families and children with cancer. In the past two years, the DCS raised over \$25,000 and has set a goal to raise \$20,000 for the 2013 event alone. In addition, every November, the DCS grows thick mustaches and fundraises for Movember. Movember is a charity that raises vital funds and awareness for men's health, specifically prostate cancer and men's mental health initiatives. In 2012, the DCS "Stiff Upper Lips" raised over \$16,000, the second highest raised by a student team in Canada. The DCS also participates in a wide variety of other charitable and community initiatives such as volunteering several times a semester at Feed Nova Scotia, marching in the Halifax Pride Parade, and raising money for Big Brothers Big Sisters Canada on behalf of the Dalhousie JDC Central Team.

6.5 Enhanced Research Facilities

Bloomberg Lab – The Rowe School recently subscribed to 12 Bloomberg terminals. Ten of these are located in the Risk Lab and provide the opportunity for faculty and students to engage in group projects and learning. The finance curriculum is currently being revised to incorporate these tools more into our classes.

Groupwork/Behavioral Lab - is a facility that accommodates up to 18 people in a configurable classroom space with four video cameras, six microphones, twenty laptop computers, six tablets, network connections, and a 52inch monitor. A one-way mirrored window enables remote observation of the activities. An adjacent lab also houses eye tracking equipment. These labs have been used to conduct usability, behavioural and communication studies. These studies have been funded by internal (RSB and Dalhousie Research Development Funds) and external tri-council (SSHRC) funding.

Social Media Lab - A new infrastructure grant has afforded the Faculty of Management to develop a social media research lab, purchase new equipment, and support the lab's future projects. Equipment includes new tablets, computers and a large multi-touch video wall that will allow researchers to visualize large datasets on a single screen and discover patterns in online data.

6.6 Curriculum Mapping and Assessment

Finally, we are very proud to be delivering what we believe is a best practice in assessment with our comprehensive curriculum mapping initiative detailed above. While previous progress on Assurance of Learning was slower than we would have liked, we now feel that we are embarking on a very broad and thorough exercise that will serve a very sound base for a complete revamping of our assessment practices.

6.7 New Partnerships for Executive Education

The School has made a clear commitment to the growth of executive education. The focus of this effort is to work in partnership with Atlantic Canadian private, public and not for profit organizations to enhance their leadership and management capability. Executive Education will enable the School to engage in a range of knowledge transfer activities that will connect our professors with professionals in the business community and foster the potential for research activity, industry secondments and other broader opportunities for our students through strengthened employer partnerships.

The model of Executive Education we are developing enables organizations to experience cohort-based professional development that is contextualized to their organizations' specific needs and which draws on the strengths of our multi-disciplinary faculty. Delivered as a blended program, supported by the expertise of the Centre for Advanced Management Education who are specialists in the design of online curriculum for mid-career learners, the Executive Education experience is derived from a model of experiential learning which creates value from the peer-to-peer learning.

To date, we have generated over \$300,000 in revenue from Executive Education in less than a year of operation and have ambitious targets to grow this to more than \$1,000,000 in three years. Existing clients are already planning to send further cohorts through the program and all indicators from prospective clients is that our timing 'couldn't be better'.

Finally, our Centre for Advanced Management Education (CFAME) is also preparing to offer short, noncredit courses for its alumni community. Winter 2014 will see offerings in Transformational Leadership, Financial Risk Management, Project Management, and Social Media.

List of Appendices

Appendix 1: Tables 2-1, 9-1, 10-1, 10-2

Appendix 2: Existing Faculty Resumes

Appendix 3: Faculty Member Annual Report Template Appendix 4: New Associate Dean Academic Position

Appendix 5: AoL Measurement Template

Appendix 6: Dalhousie Mentorship Program

Appendix 7: Rowe School of Business Strategic Plan Appendix 8: 2013/2014 Rowe Implementation Plan

Appendix 1 Tables

Appendix 1A. Five-Year Summary of Intellectual Contributions (Table 2-1)

Appendix 1B. Faculty Sufficiency by Discipline and School for 2012-2013 (Table 9-1)

Appendix 1C. Faculty Qualifications, Development and Professional Responsibilities (Table 10-1)

Appendix 1D. Calculations Relative to Deployment of Qualified Faculty 2012-2013 (Table 10-2)

Appendix 1A: Five-Year Summary of Intellectual Contributions (Table 2-1)

Faculty Members (48)	Portfolio of Intellectual Contributions									Summary of Types of ICs ¹⁰		
	Peer Reviewed Journals ¹	Research Monographs ²	Books ³	Chapters ⁴	Peer Reviewed Proceedings ⁵	Peer Reviewed Paper Presentations ⁶	Faculty Research Seminar ⁷	Non-Peer Reviewed Journals ⁸	Others ⁹	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Accounting (8)												
Conrod, J.	2		3		1		4	3	12	17		8
Crowell, T.				2					6	8		
Cumming, L.									3	3		
Laing, S.												
Lin, S.	1					7	1					9
Power, J.				3						3		
Sawicki, J.	4			1	1	5	1		17			29
Zhang, J.	2				1	12			5			20
Finance (8)												
Fooladi, I.	3	3		2	5	14	3	1	29	3	9	48
Hebb, G.	1					2	3			3		3
Nason, R.	1		3	2	7		23	7		5		39
Pacurar, M.	3	1				2	1		17	2		22
Rumsey, J.	2				1	3			4			10
Song, K.	2	5					14	1				22
Zhao, Y.	10			2		5	8					25
Zhou, J.	1				1	21	7		21			51

	Peer Reviewed Journals ¹	Research Monographs ²	Books ³	Chapters ⁴	Peer Reviewed Proceedings ⁵	Peer Reviewed Paper Presentations ⁶	Faculty Research Seminar ⁷	Non-Peer Reviewed Journals ⁸	Others ⁹	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Operations Mgmt. & Statistics (4)												
Foster, M.			2			1			5		5	3
Gassmann, G.	3		1	1		2	5		4			16
MacLean, L.	11	3	3	6	3	14						40
Tadj, L.	36		1	5	4							46
Management (8)												
Barker, J.	7	1		4		6	13	4	26	3	12	46
Comber, S.	4	1			2	15	12		19		18	35
Cunningham, Paul					1							1
Kelley, E.	3			1	6	6	2					18
MacDonald, G.						1			2		3	
Manderson, J.				1	1	5		1	3	11		
Ng, E.	28		1	7	20	26	11					93
Sundararajan, B	6			3	1	13	4			9	4	14
Marketing (8)												
Brooks, M.	15		2	9	8		21		13		19	42
Clory, N.												
Cunningham, Peggy	8		6	3	7		14		49	14		73
Deval, H.	1			2	5	4						12
Lynch, D.	6			4	7	4	18		7		7	39
Schellinck, T.	9	8			10	12	10		8		22	35
Shaw, D.				1	1				7	9		
Trifts, V.	3		4		1	2	1		2	5		8

	Peer Reviewed Journals ¹	Research Monographs ²	Books ³	Chapters ⁴	Peer Reviewed Proceedings ⁵	Peer Reviewed Paper Presentations ⁶	Faculty Research Seminar ⁷	Non-Peer Reviewed Journals ⁸	Others ⁹	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Strategy (8)												
Blunden, R.	2				1	9	2		7			21
Chowdhury, S.	3	1		3	2	8	2	1	27	6	7	34
Jiang, F.	1				4	1			2			8
Klapstein, R. (School Director until 2009)									4	2	2	
McLarney, C.	11				2							13
Sheehan, L.	9			2	5	7	11		2	12	1	23
Stuewe, D.	1											1
Sur, S.	5			4	5	9	2		21	18		28
TIME (4)												
Ali-Hassan, H.	1			1	5	3	1		2			12
Bliemel, M.	4	4		2	12	3	11		2	5	8	25
Leach, E.	2	2	1		5				24	6	21	7
Roach, D.	3			1	8		7		5	5	5	14
Total	214	29	27	72	143	222	212	18	355	149	143	993
Average per Faculty Member	4.5	0.6	0.6	1.5	3.0	4.6	4.4	0.4	7.4	3.1	3.0	20.7

- 1) Peer-Reviewed Journals: articles with a referee system related to learning and pedagogical research, contributions to practice, and/or discipline-based scholarship.
- 2) Research Monographs: including working papers.
- 3) Books:

- 4) Chapters: Chapters in books and case studies in books.
- 5) Peer reviewed proceedings: Papers published in conference proceedings.
- 6) Peer reviewed paper presentations: Where no proceedings are produced (also include conference name, location, and date).
- 7) Faculty Research Seminar: Seminars and invited talks at Dalhousie, other universities or conferences/meetings (give title, conference or university name, location, and date).
- 8) Non-peer reviewed journals: (provide substantive support for quality).
- 9) Others: Scholarly or research work not encompassed by the above categories. Such contributions may include (but are not limited to) peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, discussant, chair or panel member at an academic conference, external reviewer for a tenure or promotion decision, etc. (please specify).
- 10) Summary of ICs reflect total number of ICs in each category (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship).

Appendix 1B: Summary of Faculty Sufficiency by Discipline and School for 2012-2013 (Table 9-1)

RE: Standard 9 Using courses taught as the metric.

Faculty Members (48)	Participating or Supporting (P or S)¹	Amount of teaching if P (blank if S)²	Amount of teaching if S (blank if P)²	By Area: PF / (PF + SF) must be > 60% Overall: P_T / (P_T + S_T) must be > 75%
Accounting (8)				
Conrod, J.	P	3 courses		
Crowell, T.	P	6 courses		
Cumming, L.	P	6 courses		
Laing, S.	P	6 Courses		
Lin, S.	P	4 courses		
Power, J.	P	6 courses		
Sawicki, J.	P	4 courses		
Zhang, J.	P	4 courses		
Total Accounting Area		P_A = 39	S_A = 0	P_A / (P_A + S_A) = 100%
Finance (8)				
Fooladi, I.	P	4 courses		
Hebb, G.	P	1 course		
Nason, R.	P	4 courses		
Pacurar, M.	P	4 courses		
Rumsey, J.	P	4 courses		
Song, K.	P	4 courses		
Zhao, Y.	P	2 courses		
Zhou, J.	P	4 courses		
Total Finance Area		P_F = 27	S_F = 0	P_F / (P_F + S_F) = 100%
Operations Mgmt. & Statistics (4)				
Foster, M.	P	6 courses		
Gassmann, G.	P	4 courses		
MacLean, L.	P	3 courses		
Tadj, L.	P	5 courses		
Total Operations Mgmt. & Statistics Area		P_O = 18	S_O = 0	P_O / (P_O + S_O) = 100%

	Participating or Supporting (P or S) ¹	Amount of teaching if P (# of courses) ²	Amount of teaching if S (# of courses) ²	By Area: PF / (PF + SF) must be > 60% Overall: P _T / (P _T + S _T) must be > 75%
Management (8)	P			
Barker, J.	P	2 courses		
Comber, S.	P	2 courses		
Cunningham, Paul	P	4 courses		
Kelley, E.	P	3 courses		
MacDonald, G.	P	4 courses		
Manderson, J.	P	6 courses		
Ng, E.	P	4 courses		
Sundararajan, B.	P	4 courses		
Total Management Area		P _{Mgmt} = 29	S _{Mgmt} = 0	P _{Mgmt} / (P _{Mgmt} + S _{Mgmt}) = 100%
Marketing (8)				
Brooks, M.	P	3 courses		
Clory, N.	P	6 courses		
Cunningham, Peggy	P	1 course		
Deval, H.	P	4 courses		
Lynch, D.	P	4 courses		
Schellinck, T.	P	3 courses		
Shaw, D.	P	4 courses		
Trifts, V.	P	3 courses		
Total Marketing Area		P _{Mktg} = 31	S _{Mktg} = 0	P _{Mktg} / (P _{Mktg} + S _{Mktg}) = 100%
Strategy (8)				
Blunden, R.	P	5 courses		
Chowdhury, S.	P	4 courses		
Jiang, F.	P	4 courses		
Klapstein	P	4 courses		
McLarney, C.	P	4 courses		
Sheehan, L.	P	2 courses		
Stuewe, D.	P	6 courses		
Sur, S.	P	4 courses		
Total Strategy Area		P _s = 33	S _s = 0	P _s / (P _s + S _s) = 100%

	Participating or Supporting (P or S) ¹	Amount of teaching if P (blank if S) ²	Amount of teaching if S (blank if P) ²	By Area: PF / (PF + SF) must be > 60% Overall: P _T / (P _T + S _T) must be > 75%
TIME (4)				
Ali-Hassan, H.	P	4 courses		
Bliemel, M.	P	3 courses		
Leach, E.	P	4 courses		
Roach, D.	P	4 courses		
Total TIME Area		P _T = 15	S _T = 0	P _{S&T} / (P _T + S _T) = 100%
Overall Total for School		P _{TOTAL} = 192	S _{TOTAL} = 0	P _{TOTAL} / (P _{TOTAL} + S _{TOTAL}) = 100%

1. "Participating" faculty are defined as those working full-time in support of the faculty's mission. Full time work may be 100% teaching (six courses per year), or combinations of teaching, research, and administration where the Director awards teaching release as appropriate given research and administrative duties. "Supporting" faculty are those teaching less than a 100% teaching load that are not required to contribute research or fulfill a specific administrative role.
2. The measure "amount of teaching" reflects the operations of the School and is measured in terms of individual courses taught. Each course is one semester in duration and worth 3 credit hours. It is an appropriate indication of the amount of teaching contribution provided to the School by each faculty member.

Appendix 1C: Summary of Faculty Qualifications, Development and Professional Responsibilities¹ (Table 10-1)

(RE: Standard 10: "The faculty has, and maintains, intellectual qualification and current expertise to accomplish the mission....")

Faculty Members (48)	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission ²	Academically Qualified ³	Professionally Qualified ⁴	Other ⁵	Five-Year Summary of Development Activities Supporting AQ or PQ Status ⁶					Normal Professional Responsibilities ⁷
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
Accounting (8)												
Conrod, J.	MBA 1986	1989	100	Yes			25			6	6	UG, GR, RES, SER
Crowell, T.	MBA 2004	2007	100		Yes		8	6	6	6	12	UG, SER
Cumming, L.	MBA 2012	2008	100		Yes		3		6	13	10	UG, SER
Laing, S.	MBA, 2013	2008	100		Yes			6	6	12	12	UG, SER
Lin, S.	PhD 2012	2012	100	Yes			9			3		UG, RES, SER
Power, J.	BComm 1971	2006	100		Yes		3	6	4	6	12	UG, SER
Sawacki, J.	PhD 1998	2010	100	Yes			29					UG, RES, SER
Zhang, J.	PhD 2010	2010	100	Yes			20			1		UG, RES, SER
Finance (8)												
Fooladi, I.	PhD 1981	1982	100	Yes			60		3	4	14	UG, GR, RES, SER
Hebb, G.	PhD 1999	2002	100	Yes			6					UG, GR, RES, ADM, SER
Nason, R.	PhD 1993	2002	100	Yes			44	6	6	1	6	UG, GR, RES, SER
Pacurar, M.	PhD 2006	2005	100	Yes			24				2	UG, GR, RES, SER
Rumsey, J.	PhD 1988 2009	1998	100	Yes			10	1				UG, RES, ADM, SER
Song, K.	PhD 2011	2010	100	Yes			22					UG, RES, SER
Zhao, Y.	PhD 2001	2006	100	Yes			25					UG, RES, SER
Zhou, J.	PhD 2010	2010	100	Yes			51			7	2	UG, RES, SER

	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission ²	Academically Qualified ³	Professionally Qualified ⁴	Other ⁵	Five-Year Summary of Development					Normal Professional Responsibilities ⁷
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
Operations Mgmt & Stats (4)												
Foster, M.	PhD 1979	1995	100		Yes		8		7		2	UG, SER
Gassmann, G.	PhD 1987	2004	100	Yes			16		2	2		UG, RES, SER
MacLean, L.	PhD 1976	1989	100	Yes			40					GR, RES, SER
Tadj, L.	PhD 1993	2011	100	Yes			46			3		UG, RES, SER
Management (8)												
Barker, J.	PhD 1993	2010	100	Yes			61		11		9	UG, GR, RES, SER
Comber, S.	PhD 2002	2009	100	Yes			53	6			6	UG, GR, SER, RES, ADM
Cunningham, Paul	MSc 1998	2010	100		Yes		1			3	3	UR, SER, ADM
Kelley, E.	PhD 2005	2002	100	Yes			18		1			UG, RES, SER
MacDonald, G.	MPA 1977	2010	100		Yes		3	12	18		15	UG, SER
Manderson, J.	PhD 1998	2004	100	Yes			11	6	1	7	7	UG, SER
Ng, E.	PhD 2005	2010	100	Yes			93					UG, GR, RES, SER
Sundararajan, B.	Phd 2007	2008	100	Yes			27			1		UG, RES, SER
Marketing (8)												
Brooks, M.	PhD 1983	1992	100	Yes			61		5	1	12	UG, GR, RES
Clory, N.	MBA 1985	1997	100		Yes			6	6		6	UG, GR
Cunningham, Peggy	PhD 1992	2009	100	Yes			73				24	ADM, GR, SER, RES
Deval, H.	PhD 2010	2010	100	Yes			12			1		UG, RES, SER
Lynch, D.	PhD 1998	2009	100	Yes			39	5		1	6	UG, ADM, RES, SER
Schellinck, T.	PhD 1980	1978	100	Yes			57	6	6		12	UG, GS, RES, SER
Shaw, D.	MBA 1995	2005	100		Yes		10	16	8	5		UG, GR, ADM, SER
Trifts, V.	PhD 2004	2002	100	Yes			13		1			UG, GR, RES, ADM, SER

	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission ²	Academically Qualified ³	Professionally Qualified ⁴	Other ⁵	Five-Year Summary of Development Activities Supporting AQ or PQ Status ⁶					Normal Professional Responsibilities ⁷
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
Strategy (8)												
Blunden, R.	PhD 1993	1976	100	Yes			21		10	1	6	UG, GR, RES, SER
Chowdhury, S.	PhD 1990	2001					47			2	2	UG, GR, RES, SER
Jiang, F.	PhD 2010	2010	100	Yes			8			1		UG, RES, SER
Klapstein, R.	LLM 1978	1977	100		Yes		4			6	6	UG, ADM, SER
McLarney, C.	PhD 1997	1999	100	Yes			13				13	UG, GR, RES, SER
Sheehan, L.	PhD 2007	2008	100	Yes			36		1	2	3	UG, RES, ADM, SER
Stuewe, D.	PhD 2010	2011	100	Yes			4	18	8		10	UG, GR, SER
Sur, S.	PhD 2009	2008	100	Yes			46		1	5		UG, GR, RES, SER
TIME (4)												
Hossam, A.	PhD 2010	2010	100	Yes			12			4		UG, GR, RES, SER
Bliemel, M.	PhD 2006	2003	100	Yes			38			5		UG, GR, RES, ADM, SER
Leach, E.	PhD 2009	1975	100	Yes			34		8	2	1	UG, RES, SER, ADM
Roach, D.	PhD ABD	2004	100	Yes			24	6	6	6	6	GR, RES, SER

1. The summary information presented in this table, is drawn specifically from the new *2012-2013 Faculty Member Annual Report* (Appendix 3) completed by all faculty members. It is also reflected in individual faculty members' vitae (Appendix 2).

2. This column shows the percent of total time devoted to teaching, research, and/or other assignment represented by the faculty member's contribution to the school's overall mission for the two most recently completed academic terms (academic year 2009-2010). Reasons for less than 100% might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the School. Administrators who hold faculty rank and directly support the School's mission are included relative to their percent of time devoted to the mission including administrative duties. If a faculty

member serves more than one discipline, the individual is listed only once under the primary discipline to which the individual is assigned and where his/her performance evaluation is conducted. A footnote explains the nature of the interdisciplinary responsibilities of the individual.

3. Faculty members are deemed academically qualified (AQ) if they have made at least three (3) intellectual contributions including at least one peer-reviewed IC in the last 5-year period AND:

- normally hold a PhD (or terminal degree) in an appropriate discipline; OR
- are successfully progressing toward completion of a PhD (or terminal degree) in an appropriate discipline.

Note: This represents an increase in research expectations from the previous requirement of two (2) intellectual contributions in the last 5-year period and is reflective of our desire to improve faculty scholarship within the context of our academic programming at the bachelors and masters level. It also requires one IC to be peer-reviewed.

4. Faculty members are deemed professionally qualified (PQ) if they demonstrate annual professional activity related to the discipline of their teaching AND:

- hold an appropriate masters degree; OR
- hold an appropriate bachelors degree AND a professional designation.

5. Other faculty members are those who are neither academically qualified (AQ) or professionally qualified (PQ)

6. The number of development activities are noted in these columns. This summary information is consistent with information presented in Table 2-1 as well as supported by faculty vitae.

7. Indicate the normal professional responsibilities the faculty member is expected to perform, e.g., (UG for undergraduate teaching; GR for graduate teaching; UG/GR for teaching at both levels; ADM for administration; RES for research; NCR for non-credit teaching; SER for service and outreach activities). A faculty member may have more than one category assigned.

Appendix 1D: Calculations Relative to Deployment of Qualified Faculty for 2012-2013 (Table 10-2)

(RE: Standard 10: "The faculty has, and maintains, intellectual qualification and current expertise to accomplish the mission....")

	QUALIFICATION (Academic-AQ, Professional-PQ Other-O) (from Table 10-1)	AQ Faculty- % of time Devoted to Mission (from Table 10-1)	PQ Faculty- % of time Devoted to Mission (from Table 10-1)	OTHER Faculty- % of time Devoted to Mission (from Table 10-1)	QUALIFICATION RATIOS Per Standard 10 (AQ+PQ)/(AQ+PQ+O) >_ 90% AQ/(AQ+PQ+O) >_ 50%
Faculty Members (48)					
Accounting (8)					
Conrod, J.	AQ	100			
Crowell, T.	PQ		100		
Cumming, L.	PQ		100		
Laing, S.	PQ		100		
Lin, S.	AQ	100			
Power, J.	PQ		100		
Sawicki, J.	AQ	100			
Zhang, J.	AQ	100			
TOTAL ACCOUNTING		400	400	0	$(400+400)/(400+400+0) = 100\%$ $400/(400+400+0) = 50\%$

Finance (8)					
Fooladi, I.	AQ	100			
Hebb, G.	AQ	100			
Nason, R.	AQ	100			
Pacurar, M.	AQ	100			
Rumsey, J.	AQ	100			
Song, K.	AQ	100			
Zhao, Y.	AQ	100			
Zhou, J.	AQ	100			
TOTAL FINANCE		800	0	0	$(800+0)/(800+0+0) = 100\%$ $800/(800+0+0) = 100\%$

	QUALIFICATION (Academic-AQ, Professional-PQ Other-O) (from Table 10-1)	AQ Faculty- % of time Devoted to Mission (from Table 10-1)	PQ Faculty- % of time Devoted to Mission (from Table 10-1)	OTHER Faculty- % of time Devoted to Mission (from Table 10-1)	QUALIFICATION RATIOS Per Standard 10 (AQ+PQ)/(AQ+PQ+O) >_ 90% AQ/(AQ+PQ+O) > 50%
OM & Stats (4)					
Foster, M.	PQ		100		
Gassmann, G.	AQ	100			
MacLean, L.	AQ	50			
Tadj, L.	AQ	100			
TOTAL OM & STATS		250	100	0	$(250+100)/(250+100+0) = 100\%$ $250/(250+100+0) = 71\%$

Management (8)					
Barker, J.	AQ	100			
Comber, S.	AQ	100			
Cunningham, Paul	PQ		100		
MacDonald, G.	PQ		100		
Kelley, E.	AQ	100			
Manderson, J.	AQ	100			
Ng, E.	AQ	100			
Sundararajan, B.	AQ	100			
TOTAL MANAGEMENT		600	200	0	$(600+200)/(600+200+0) = 100\%$ $600/(600+200+0) = 75\%$

	QUALIFICATION (Academic-AQ, Professional-PQ Other-O) (from Table 10-1)	AQ Faculty- % of time Devoted to Mission (from Table 10-1)	PQ Faculty- % of time Devoted to Mission (from Table 10-1)	OTHER Faculty- % of time Devoted to Mission (from Table 10-1)	QUALIFICATION RATIOS Per Standard 10 (AQ+PQ)/(AQ+PQ+O) >_ 90% AQ/(AQ+PQ+O) >_ 50%
Marketing (8)					
Brooks, M.	AQ	100			
Clory, N.	PQ		100		
Cunningham, Peggy	AQ	100			
Deval, H.	AQ	100			
Lynch, D.	AQ	100			
Schellinck, T.	AQ	100			
Shaw, D.	PQ		100		
Trifts, V.	AQ	100			
TOTAL MARKETING		600	200	0	$(600+200)/(600+200+0) = 100\%$ $600/(600+200+0) = 75\%$

Strategy (8)					
Blunden, R.	AQ	100			
Chowdhury, S.	AQ	100			
Jiang, F.	AQ	100			
Klapstein, R.	PQ		100		
McLarney, C.	AQ	100			
Sheehan, L.	AQ	100			
Stuwe	AQ	100			
Sur, S.	AQ	100			
TOTAL STRATEGY		700	100	0	$(700+100)/(700+100+0) = 100\%$ $700/(700+100+0) = 88\%$

	QUALIFICATION (Academic-AQ, Professional-PQ Other-O) (from Table 10-1)	AQ Faculty- % of time Devoted to Mission (from Table 10-1)	PQ Faculty- % of time Devoted to Mission (from Table 10-1)	OTHER Faculty- % of time Devoted to Mission (from Table 10-1)	QUALIFICATION RATIOS Per Standard 10 (AQ+PQ)/(AQ+PQ+O) >_ 90% AQ/(AQ+PQ+O) >_ 50%
TIME (4)					
Ali-Hassan, H.	AQ	100			
Bliemel, M.	AQ	100			
Leach, E.	AQ	100			
Roach, D.	AQ	100			
TOTAL TIME		400	0	0	$(400+0)/(400+0+0) = 100\%$ $400/(400+0+0) = 100\%$

TOTAL FOR SCHOOL		$AQ_T = 3750$	$PQ_T = 1000$	$O_T = 0$	$(AQ_T+PQ_T)/(AQ_T+PQ_T+O_T)$ $= (3750+1000)/(3750+1000+0)$ $= 4750/4750 = 100\%$ $AQ_T/(AQ_T+PQ_T+O_T) > 50\%$ $= 3750/(3750+1000+0)$ $= 3750/4750 = 79\%$
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Appendix 2: Existing Faculty Resumes

Sent as a separate 511-page pdf file called: Rowe School of Business Faculty CV 2013.pdf

Appendix 3: Faculty Member Annual Report Template

From: Lorn Sheehan (<mailto:Lorn@dal.ca>)

Sent: April-16-13 3:08 PM

To: SBA Faculty and Staff (SBAFACULTY@LISTS.DAL.CA)

Cc: Teresa Walsh (Teresa.Walsh@dal.ca)

Subject: RSB Faculty Member Annual Report + Updated CV

Dear Colleagues,

Please find attached, the RSB Faculty Member Annual Report form the 2012/2013 year. **Please complete and return it along with a current cv (resume) to Teresa Walsh by June 1.** If you have any additional items in the month of June you can forward them to me when you become aware of them.

The report is required by the University and is used to support the awarding of your annual Career Development Increment (CDI). The information is also used to assess our ability to meet the AACSB requirement that our faculty members are either academically qualified (AQ) or professionally qualified (PQ) over the preceding 5-year period as per AACSB Standard 10 which states,

“All faculty members are expected to demonstrate activities that maintain the currency and relevancy of their instruction. Faculty members can maintain qualifications through a variety of efforts including production of intellectual contributions, professional development, and current professional experience. The choice of activities to maintain currency and relevance may change at different times during a faculty member’s career...” (AACSB, 2009)

Also AACSB requires that we provide a current cv for each faculty member which they examine when deciding whether or not they agree with our assessment of our faculty members as AQ or PQ. In this regard, please ensure that your cv contains the items you have referenced in the annual report especially for the two sections required by AACSB.

Based on your submissions, we will make our assessments and report our aggregate standing at an School faculty meeting. This will provide a better sense of whether or not we will succeed in maintaining our accreditation in 2013.

Thank you in advance for your timely completion of the report and your updated CV. I hope you have an enjoyable and productive summer.

Sincerely,

– Lorn –

Lorn Sheehan, PhD

Associate Director

Rowe School of Business, Dalhousie University

ANNUAL REPORT OF FACULTY MEMBER

Rowe School of Business

July 1, 2012 to June 30, 2013

** PLEASE COMPLETE A PAPER AND AN ELECTRONIC VERSION OF THIS REPORT **

** PLEASE ALSO PROVIDE AN ELECTRONIC VERSION OF YOUR CV **

E-mail To: Teresa Walsh (Teresa.Walsh@dal.ca)

NAME: _____

IF ON LEAVE INDICATE: FROM: _____ TO: _____ NATURE OF LEAVE: _____

DATE OF FIRST APPOINTMENT TO SCHOOL: _____ HIGHEST DEGREE EARNED AND YEAR: _____

A: Objectives

1) What were your personal top three objectives for the last year? To What extent did you achieve these?

Objectives _____ Achieved? (circle one per objective)

- a) _____ Yes _____ Somewhat No
- b) _____ Yes _____ Somewhat No
- c) _____ Yes _____ Somewhat No

--	--	--	--

2) If you were unable to achieve your objectives last year, please explain.

3) What are your major objectives for next year in teaching, research, outreach and development?

- a) Teaching
- b) Research, Scholarly, and/or Professional Activity
- c) Academic Administration Within Dalhousie
- d) Outreach, Development, and Professional Responsibilities Outside Dalhousie

Rowe School of Business Faculty Member Annual Report - July 2013

Page 1 of

B: Teaching at Dalhousie (Normal workload, no extra remuneration)

1) Classes Taught:

Class Number & Title	# of Sections in Summer 2012	# of Sections in Fall 2012	# of Sections in Winter 2013	# of Students	Times taught in 2012-2013	Teaching Evaluation ²

2) Responsibilities related to graduate students' thesis research

Student Name	Degree Sought	Year Expected	Nature of Responsibility...	Average weekly student contact hours
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3) Other Dalhousie Faculties or other Universities (specify) _____

Class Number & Title	# of Sections in Summer	# of Sections in Fall	# of Sections in Winter	# of Students	Times taught in	Teaching Evaluation ¹

² Result from question 8 (overall teaching effectiveness) from the "Student Ratings of Instruction" report.

C: Intellectual (Research and Scholarly) Contributions (2008-Present) for AACSB

(list all authors in original order, title, and complete reference including page numbers from 2008 to present including accepted/forthcoming items)

- 1) Peer-Reviewed Journals:** articles with a referee system related to learning and pedagogical research, contributions to practice, and/or discipline-based scholarship.
- 2) Research Monographs:** including working papers.
- 3) Books:**
- 4) Chapters:** Chapters in books and case studies in books.
- 5) Peer reviewed proceedings:** Papers published in conference proceedings.
- 6) Peer reviewed paper presentations:** Where no proceedings are produced (also include conference name, location, and date).
- 7) Faculty Research Seminar:** Seminars and invited talks at Dalhousie, other universities or conferences/meetings (give title, conference or university name, location, and date).
- 8) Non-peer reviewed journals:** (provide substantive support for quality).
- 9) Others:** Scholarly or research work not encompassed by the above categories. Such contributions may include (but are not limited to) peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, discussant, chair or panel member at an academic conference, external reviewer for a tenure or promotion decision, etc. (please specify).
- 10) Scholarly or research work in progress:** (list working titles, publication plans, likely completion dates).

Rowe School of Business Faculty Member Annual Report - July 2013

Page 3 of

Five-Year Summary of Intellectual Contributions for AACSB ³

(summarize and categorize the intellectual contributions you listed on the previous page)

Year	Summary of Intellectual Contributions										Summary of Types of ICs ⁴		
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research	
Accepted/Forthcoming													
2012													
2011													
2010													
2009													
2008													
2007													

³ The summary information presented in this table, supplemented by information in individual faculty members' vitae, is used to make judgments relative to AACSB Standard 10 regarding whether faculty have and maintain sufficient intellectual qualification and current expertise to be considered "academically qualified" (AQ).

⁴ The total number of intellectual contributions in each of the following categories:

Learning and pedagogical research – contributions aimed at enhancing teaching, learning or pedagogy

Contributions to practice – contributions aimed at a professional or practitioner audience

Discipline-based scholarship – contributions aimed at an academic audience (typical academic journals)

D: Academic Administration at Dalhousie (July 1, 2012 to June 30, 2013)

1) Committees

Name of Committee	Level (School, Faculty, Senate, DFA, etc.)	Position (chair, member, etc.)	Number of Meetings

2) Other administrative roles or responsibilities

Rowe School of Business Faculty Member Annual Report - July 2013

E: Academic Responsibilities Outside Dalhousie (July 1, 2012 to June 30, 2013)

1) Non-Government Organizations

- a) Offices and committee memberships in learned, scientific, or professional societies
- b) Editorial responsibilities for scientific or scholarly publications.
- c) Refereeing responsibilities for publications (list journals).
- d) Other (specify)

2) Government Organizations/Agencies

- a) Services to granting agencies: SSHRC, NSERC, etc.
- b) Other services to government agencies for which remuneration not received (specify).

Rowe School of Business Faculty Member Annual Report - July 2013

Page 6 of

F: Extra Professional Activities and Development (2008-Present) for AACSB

(list organization, nature of work, and approximate date and duration in hours from 2008 to present)

- 1) Professional Experience:** (work as a practicing professional)
- 2) Consulting:** (consulting for clients for fee or pro bono)
- 3) Professional Development:** (such as attending a professional development workshop/seminar/course or course, job shadowing a practitioner, etc.)
- 4) Other Professional Activities:** (such as, but not limited to having: served on a board of directors, served on a committee of a professional organization, developed or delivered a professional education seminar/workshop/course, served as an expert witness, chair or participant in a panel discussion at a professional conference, developed a teaching case that is publically available)
- 5) Professional designations/certifications:** (such as, but not limited to, Chartered Accountant, Chartered Management Accountant, Chartered General Accountant, Chartered Financial Analyst, Chartered Financial Planner, Certified Human Resources Professional, Certified Management Consultant, Project Management Professional). Indicate the requirements to maintain the designation (if there are any).

Rowe School of Business Faculty Member Annual Report - July 2013

Page 7 of

Five-Year Summary of Extra Professional Activities and Development for AACSB ⁵

(place an “x” in each box where you have at least one activity based on what you listed on the previous page)

Year	Professional Experience	Consulting	Professional Development	Other Professional Activities	Professional Designations/
2013					
2012					
2011					
2010					
2009					
2008					

⁵ The summary information presented in this table, supplemented by information in individual faculty members’ vitae, is used to make judgments relative to AACSB Standard 10 regarding whether the faculty has, and maintains sufficient professional qualification and current expertise to be considered “professionally qualified” (PQ).

G: Workload Distribution (July 1, 2012 to June 30, 2013)

1) Teaching	Approximate % of Year's Activity
Working Time	
a) Faculty of Management (undergraduate)	%
b) Faculty of Graduate Studies (include thesis supervision)	%
c) Other Dalhousie Faculties	%
Subtotal (a+b+c)	%
2) Research or scholarly activity	%
3) Academic administration within Dalhousie	
a) School of Business	
b) Faculty of Management	%
c) Faculty of Graduate Studies	%
d) Other (e.g., Senate, DFA, etc.)	%
Subtotal (a+b+c+d)	%
4) Activities outside Dalhousie (professional, outreach, development)	%
TOTAL	100%

H: External Financial Support for Research & Scholarly Activity (July 1, 2012 to June 30, 2013)

1) Grants and contracts awarded during report year:

Agency	Type (operating, travel, major equipment, etc.)	Amount	Dates	
			Commences	Terminates

2) Grant and contract funds available for expenditure during report year:

Rowe School of Business Faculty Member Annual Report - July 2013

Agency	Type	Amount

I: Academic or other Honours Received (July 1, 2012 to June 30, 2013)

(e.g., honorary memberships and fellowships in professional/learned societies, medals, prizes, named lectureships, etc.)

J: Contribution to Development of School and/or Faculty of Management

(e.g., project initiation, revenue generation, contacts established, etc.)

K: Services to the Community

(e.g., activities of a national, regional, or local advisory or representation kind, radio and television appearances, etc.)

L: Additional Data and/or Comments (describe)

Signature:	Date:
Noted by Director of School of Business:	Date:
Noted by Director of second School:	Date:
Noted by Dean:	Date:

Rowe School of Business Faculty Member Annual Report - July 2013

Page 10 of 1

Appendix 4: New Associate Dean Academic Position

Filled by Dr. Vivian Howard (July 1, 2011)

The person holding the proposed position as Associate Dean (Academic) will be responsible for providing leadership for the current academic undertakings of the Faculty. The position is not intended to add to the bureaucracy of the Faculty, but instead is aimed at ensuring that best practices across all of our programs are shared. The role will include:

- working with the existing graduate and undergraduate program directors to ensure that academic quality and renewal of all programs are maintained, and that any application criteria for accreditation are met,
- providing assistance to those Directors to ensure that best practices in one program are transferred to other programs,
- conducting research on comparable programs to ensure that our programs reflect 'best of breed' practices
- working with program Directors to ensure that our values-based management focus and interdisciplinary focus are embedded in all of our programs

The incumbent will also be the champion for teaching quality within the Faculty, and will be responsible for recommending educational program priorities of the Faculty as a whole. The Associate Dean Academic (or designate) will be the Faculty of Management representative on University-wide Academic committees and other committees dealing with teaching-related subject matters as required. He/she will also serve as the alternative Academic Integrity Officer for the Faculty.

The Associate Dean Academic will report to the Dean, and will work collaboratively with School Directors and program directors.

Appendix 5: Assessment Template and Example

Assurance of Learning (AoL) Measurement TEMPLATE

(use a separate sheet for each course component being reported)

Date:

AoL Goal:

AoL Objective:

Course:

Instructor:

Course Component:

Weight of Component in Course:

Metric:

	Does Not Meet	Meets	Exceeds
	Expectations	Expectations	Expectations
Rubric	Not able to demonstrate...	Able to demonstrate most	Able to demonstrate all
Total Marks	Marks Range	Marks Range	Marks Range
# of Students			

Instructor Comment:

The class overall met my expectations

OR

The class overall DID NOT meet my expectations

Explanation:

Action Plan (may include revising assessment tool, clearer instructions, clarifying expectations, revising lecture):

Assurance of Learning Measurement (AoL) EXAMPLE

Date: May 18, 2010

AoL Goal: Learning Goal 1 – Understanding Values-Based Management

AoL Objective: Objective 1.2: Understanding the Ethical and Social Consequences of Actions

Course: COMM 4352 Strategic Management

Instructor: Lorn Sheehan/Sujit Sur

Course Component: Individual Ethics Case Analysis Component

Weight of Component in Course: 4%

Metric: Analysis of Ethical Issue(s)

	Does Not Meet	Meets	Exceeds
	Expectations	Expectations	Expectations

Rubric	Incomplete analysis of the issues	Acceptable analysis of most of the issues	Insightful and thorough analysis of all the issues
50 Marks	(0-24 marks)	(25-39 marks)	40-50 marks)
# of Students	76	40	45

Instructor Comment:

The class overall DID NOT meet my expectations

Explanation: We were not entirely surprised by the results and feel that the case selected was not the best choice for the assignment as the definition of what construed adequate analysis of the issue was too narrow.

Action Plan (may include revising assessment tool, clearer instructions, clarifying expectations, revising lecture): We debriefed the classes to clarify our expectations about the required analysis following return of the graded assignment, and gave students additional instruction on how to better develop an insightful case analysis. The results of students' case analysis on the final exam were satisfactory. We will be using a new ethics case as part of a simulation assignment when the course is next offered in winter of 2011.

Dalhousie Mentorship Program

Matching Process

Mentor relationships should be selected based on similarity of personal interests and congruence of mentors strengths with areas the mentee would like to improve or learn. Mentor should ideally be selected from outside the mentee's department or discipline, for reasons such as establishing connections to other areas of academics and to provide different perspectives. The mentor should also be outside of the mentee's direct line of management as to avoid a conflict of interests.

At the end of the first month of mentorship both mentor and mentee may decide whether or not the match is a satisfactory one and may request a different assignment.

Schedule of Activities/Administrative Responsibilities

1. Review of new faculty list (Early June)
 - 1.1. Preliminary matches are made based on history of new faculty and qualifications and history of individual mentors
2. Mentor meeting (Mid-Late June)
 - 2.1. Clarify objectives and process of the mentoring program, go over responsibilities of the mentors
 - 2.2. Reiterate why the present mentors were chosen and how they will support their mentees
3. Informal Contact (Throughout the Summer)
 - 3.1. Mentors and mentees will be in contact throughout the summer as needed.
4. Mentee meeting (Early September)
 - 4.1. Clarify objectives and process of the mentoring program, go over responsibilities of the mentees
 - 4.2. Previous success stories are highlighted to the new faculty
5. Class Preparation (Early September)
 - 5.1. Before the start of classes, new faculty will provide mentors with copies of their syllabus (and possible quizzes, assignments, etc).
6. Teaching Review (Early October)
 - 6.1. After the first month of classes, the mentor and mentee will meet to review classroom progress. Prior to this meeting, the mentor will contact the BComm or MBA office to determine if there have been any student concerns.
7. On-going Meetings
 - 7.1. Mentors and mentees will try to meet informally at least once a month. The School will cover the cost of one lunch (within reason) per year.

Mentor Qualifications

- High level of personal achievement
- Should have a desire to assist in the orientation of new faculty
- Respected among peers and administration
- Will be accessible, persistent, perceptive, dependable, and will attempt to maintain a casual atmosphere for the mentee
- Is a tenured faculty member

Mentor Responsibilities

- Attend all meetings designed for the benefit of the mentees
- Observe one of mentee's classes and have mentee observe one of mentor's classes
- Meet with mentee informally preferably 2 times a month for the first semester then at least once a month for the following semester. The more frequently interactions take place with the mentee, the more successful the program becomes
- Evaluate mentee and be evaluated by mentee at end of academic year
- The nature of the mentor/mentee relationship is held confidential. Specific information derived from meetings should not enter into formal reviews or assessments
- Provide support in professional, academic and social sense to the mentee in an attempt to acclimatize the new faculty to the School
- Familiarize the mentee with resources in the university community
- Mentor should provide monthly updates to the program director on the progress of the relationship, making sure to preserve confidentiality by only divulging professional matters

Closing Note

It should be reiterated that since this process is based around the benefit of the new faculty that the matching process is arguably the most important step in the program. Each pair should be carefully matched for personality compatibility as well as professional and academic goals of the new faculty. If the relationship is not a cohesive one it will hinder the progress of the program; each mentee needs to feel completely comfortable with their mentor and can seek whatever advice or support they require.

Appendix 7: Rowe School of Business Strategic Plan

Sent as a separate 35-page pdf file called:

Rowe Strategic Plan 2013-2016.pdf

Appendix 8: 2013/2014 Rowe Gift Implementation Plan

The generous gift of Ken Rowe to the Rowe School of Business has provided us the opportunity to transform the School into one of the leading business schools in Canada. The Initial Year Plan divided the spending into four areas: Reputation Building, Better Students and Enhanced Student Experience, Better Faculty, and Better School. The idea was to spread the money over multiple areas to address many of the financial shortages the School had faced from years of successive budget cuts. Although we have only received one year of Rowe Funding, there have been several tangible successes so far – and many more to come.

This Year Two Plan will differ from the initial year in that the allocations will be more focused and will target areas we have identified as key in our newly adopted strategic plan. Below is a graphic summary of our strategic goals and the levers we will use to achieve our goals.

Our approach for this year is simple: support success and activities that will allow us to achieve our strategic goals. While some of the proposed areas of support this year are similar to year one, it should be noted that we have done a comprehensive review of the distribution of year one funds and have made appropriate adjustments. If areas were effective in creating success from the Rowe allocation, we have maintained (or even increased) the funding. If areas did not use all the allocation or they did not produce the level of success we expected, the funds have been reallocated to an area where we believe they will have a greater impact. The result is a plan that we believe will move us even closer to the “transformation” we hope to achieve.

Our view is that in order to succeed in our three pillars of strategic focus, we need both a flagship event or activity directly related to each of them as well as threads of each area throughout all that we do. We currently have a major initiative focused on Ethical Leadership entitled Ethics in Action, related to the “Inspiring Values-led Management and Leadership” pillar, thanks to a gift and partnership with Scotiabank. Our plan is to use the Rowe Gift to support two new initiatives that relate directly to “Driving Business Productivity to Enhance Prosperity” and “Fostering Global

Three Pillars of Strategic Focus						
Driving			Inspiring		Fostering	
Business Productivity to Enhance Prosperity			Values-led Management & Leadership		Global Perspectives & Mindsets	
Implemented Across all our Programs						
B.Comm	B. Mgmt	CRMBA	Blended-delivery MBAs	Graduate Level Research Program	Specialized Centres	Exec Ed
Using Three Strategic Levers						
Experiential Learning		Strategic Collaboration			Research with Relevance	
Building on Our Foundation						
Excellent, engaged students	Experienced, innovative faculty	Engaged, active alumni	Enthusiastic employer partners		Enhanced brand reputation	Escalating revenue and stable budget

Perspectives and Mindsets.” These will be described later in this plan. As well, we will insure that all initiatives that are funded by the Rowe Gift will support or relate to at least one of our strategic goals.

Allocation Summary	2012/2013	2013/2014	Strategic Area Addressed
	Allocation	Proposed	
Reputation Building (Including Exec Ed)	\$160,000	\$240,000	Enhance Brand reputation
Scholarships	\$110,000	\$100,000	Excellent students
Student Engagement	\$40,000	\$40,000	Experiential learning
Student Internationalization	\$40,000	\$20,000	Fostering global perspective
Pedagogy Initiatives	\$65,000		
SAP		\$20,000	Experiential learning, Driving Business Productivity
Open Competition		\$20,000	Experiential learning, Innovative Faculty
Support Technology Enhanced Teaching		\$20,000	Experiential learning,
Visiting Scholars	\$60,000	\$45,000	Research with Relevance, Strategic Collaboration
Research Grants	\$50,000	\$50,000	Research with Relevance
Databases	\$75,000	\$75,000	Research with Relevance, Excellent students, Productivity
Faculty & Staff Awards	\$40,000	Carry forward from Year 1	Inspiring Values-led management
Faculty Release Time	\$50,000	\$25,000	
Support for Centres	\$100,000	\$100,000	All three pillars
Project Manager and related expenses	\$75,000	\$75,000	Entire plan
Support for Faculty Corporate Residencies	-	\$15,000	Experiential learning, Innovative Faculty
Student International Travel Experience	-	\$50,000	Fostering global mindset
Business Productivity Initiative	-	\$100,000	Driving business productivity
Director’s Opportunity Fund	-	\$5,000	Entire plan

Area 1) Reputation Building and Executive Education

Total Budget = \$240,000

Goal: Part of our transformation process must be to get the message out to our target audiences regarding our successes. The FoM marketing team is developing a marketing plan that will determine the key messages and the most efficient and effective methods for their distribution, to realize maximum impact. From our first year experience, we know that this process requires a significant amount of human and financial resources so the allocation has been increased compared to the first year. Our message focus will be directly linked to Areas 2 through 5 of this plan: Student-focused activities, Faculty-focused activities, Support for Centres of Excellence and Expertise, and New Initiatives. As part of this reputation-building, we must continue to develop awareness and purchase intent for our Executive Education program, which will allow us to demonstrate our capacity to deliver management education through all career stages.

Implementation Team: Dean, Director, Assistant Dean, Director of Executive Education, Director of Marketing (lead)

Plan: Megann and her team will develop an initial plan for this expenditure. \$40,000 of this allocation will be allotted to our Executive Education program. This plan will be circulated to the entire implementation team and revised. A final version for RSB approval will be presented at the first RSB meeting in September 2013.

Area 2) Student-Focused Activities

Total Budget = \$265,000

Sub-Area 1 - Scholarships

\$100,000

Goal: Attract high quality students to our MBA and undergraduate programs.

Implementation team: Dean, Director, Associate Dean (Academic) (Lead), Academic Director of Undergraduate Programs and Academic Director of CRMBA.

Plan: The bulk of these funds will be focused for MBA(CR) students. Recent cuts by the Faculty of Graduate Studies have eliminated scholarships for our MBA students. Last year we saw an almost 50% increase in our first year MBA enrollment. Much of this can be attributed to the scholarships provided from Rowe funding. In economic terms, the \$100,000 spent in scholarships will bring in close to \$1,000,000 in additional tuition revenue.

Sub-Area 2 - Student Engagement Initiatives

\$40,000

Goal: Provide funding for student involvement in case competitions and conferences.

Implementation team: Director, Assistant Dean, Rowe Gift Project Manager (Co-Lead), Academic Lead of “Own the Podium” (TBD)(Co-Lead), Academic Director of Undergraduate Programs and Academic Director of CRMBA.

Plan: Our “Own the Podium” initiative continues to be very successful. Our students have had great success at all levels of case competitions. We will continue with our strategy of engaging first and second year students in local competitions, third year students in regional competitions, and fourth year students in national and international competitions.

The implementation team will combine these funds with other funds used for these purposes (i.e. annual funds or other allocated donations) and determine the appropriate split between case competitions and conferences. The implementation team will meet before the start of classes in September to develop an initial plan. The lead will then arrange meetings with students in early September to finalize actual competitions and conferences that will be supported.

Sub-Area 3 - Student Internationalization Initiative

\$20,000

Goal: Provide support to maximize the benefits to the RSB of the internationalization of the student body. This support will not only be directed at international students, but also toward domestic students and faculty to ensure that we leverage the benefits of having these international students as part of our programs. Our International Student Specialist, Dr. Linda MacDonald, has made tremendous progress working with our international students. These funds will assist the continuation of her efforts.

Implementation team: Associate Dean (Academic), Director, Director of MCS, Academic Director of Undergraduate Programs, and International Student Specialist (Lead).

Plan: The implementation team will meet before the end of the summer to develop a plan for the deployment of these funds.

Sub-Area 4 – Innovative Pedagogy Initiatives

\$60,000

Goal: To provide opportunities for our students to learn using the most up-to-date and cutting edge methods and technologies. In year one, these funds were allocated based on faculty applications. For year two, we are focusing on two specific initiatives with some of the funds still available based on faculty application. Details on these initiatives follow, below.

Implementation team: Dean, Director, Associate Dean (Academic)(Lead), Director of CFAME, Academic Director of Undergraduate Programs, Academic Director of MBA(FS) and Academic Director of MBA.

Plan:***Project 1: SAP*****\$20,000**

The Rowe School of Business has joined the SAP Academic Alliance. This gives our faculty and students access to the SAP system as well as many related teaching tools. We have already built SAP into the curriculum of many of our core classes (i.e. business applications, management information systems, operations management) and will continue to expand into other core and elective classes. The funds will be used for the SAP hosting fee as well as training for our faculty in SAP.

Project 2: Technology-enhanced teaching initiative**\$20,000**

There is no question that the future of university education is going to look very different than it currently does. Technology is going to change the expectation of students and the demands on our faculty. It is vital that we are in front of this change and guide our response to it rather than react to it.

Our experience with blended-learning provides us with the experience and capability to create truly innovative “on-campus” classes that utilize the full suite of technological tools available to us while still providing a personal and in-person experience for our students. This project is meant to be a test-case for what will eventually be a more dramatic shift in the way we deliver our classes. We will pilot the conversion of a traditional on-campus class to a blended model that includes both on-campus (lecture and tutorials) and online deliveries. The lessons learned from this will help insure a smoother transition of classes going forward.

Project 3: Faculty applications**\$20,000**

Faculty members have many unique and interesting ideas regarding teaching pedagogy. With relatively limited funding, they can achieve great results. The Associate Dean (Academic) will craft a draft application for faculty to apply for funds to support these innovative teaching initiatives. This application will require faculty members to justify the benefit of the potential initiative with clear and measurable goals. The implementation team will meet either late August or early September to revise and approve the application. The approved application will be circulated to all faculty and the implementation team will give the final approval for all expenditures.

Sub-Area 5 – Visiting Professor/ Executive-in-Residence Program**\$45,000**

Goal: These funds will be used to support a visiting professor program that will benefit both students and faculty. Visiting faculty may collaborate with Rowe faculty both on research projects and/or teaching classes. Of particular interest will be visitors that have strength in areas we are

trying to build or that are directly tied to our strategic pillars.

Implementation team: Associate Dean (Research)(Co-Lead), Associate Dean (Academic)(Co-Lead), and Director.

Plan: \$45,000 will be allocated for a visiting scholars / executive-in-residence program. The implementation team will work at developing the criteria and specifics of this program. They will investigate similar programs on campus to insure the most effective and efficient process possible. The year 2 allocation for this area is slightly smaller than year one. This is not meant to indicate that the program was not successful or that is it less important now. Rather it is due to the realization that these types of programs take some time to fully develop. \$45,000 should be sufficient to expand the program in year two. The expectation is that in future years, this allocation will be increased.

Area 3) Faculty Focused Activities

Total Budget = \$145,000

Sub-Area 1 - Databases

\$75,000

Goal: Provide databases that are crucial for both faculty research and student learning.

Implementation team: Associate Dean (Research))(Lead), Director, and RSB Research Lead (TBD)

Plan: \$75,000 will be allocated for database purchases. The implementation team will judge database requests based on number of faculty that will be expected to use the database, ability for students to benefit from the database, and cost. Database purchases will be reviewed annually to insure expected outcomes are being achieved.

Sub-Area 2 – Research Grants

\$50,000

Goal: Provide support for research projects that will eventually lead to either grant proposals or publication

in peer-reviewed journals.

Implementation team: Associate Dean (Research)(Lead), Director, and RSB Research Leads (TBD)

Plan: Plan: \$50,000 will be allocated for seed money for research projects. The implementation team will develop an application that will focus on the criteria for applying as well as the follow-up assessment. This plan should be available to faculty by the start of the Fall semester.

Sub-Area 3) Faculty & staff awards (mission and student service focused)

No Year 2 Allocation

Goal: Provide a financial reward to faculty and staff that go beyond the call of duty and help the RSB

support our values-led mission.

Implementation team: Dean and Director (Lead)

Plan: There is no planned allocation to these awards for year two as the funds from year one are still available. These awards are generally presented in May after the academic year. As the year one Rowe funds were not available in May 2012, we were unable to present them and therefore the funds have been carried forward. It is expected that this allocation will be in future plans.

Sub-Area 4) Project-related Faculty Release Time

\$20,000

Goal: Provide funding to support selected stipends so that faculty members can provide academic leadership

to the Rowe activities in this plan.

Implementation team: Dean and Director

Plan: The implementation team will determine, on a case by case basis, when a stipend is appropriate to support the Rowe plan.

Area 4) School Focused Activities

Total Budget = \$175,000

Sub-Area 1) Support for Centres

\$100,000

Goal: To provide the School's Centres of Expertise and Excellence with additional resources so that they can

implement new programs or expand current programs that meet the School's strategic goals and objectives.

Implementation team: Dean, Director (Lead), Assistant Dean, Associate Dean (Research), and Associate Dean (Academic)

Plan: The Director of the Rowe Business School will draft an application for Centres to apply for funding that will require each Centre to clearly identify the program or project they want funded, how this program and project will help the Rowe School achieve its goals, and the measurable outcomes of the project or program. This draft application will be ready by mid-July 2013. The implementation team will meet to revise and approve this application. The implementation team will adjudicate all applications.

Sub-Area 2) Project Manager and related expenses

\$75,000

Goal: Provide ongoing financial support for the project manager position in the Rowe School to

provide
administrative leadership for all the Rowe initiatives.

Implementation Team: Dean and Director

Plan: The position is currently filled.

Area 5 – New Initiatives

Total Budget = \$170,000

Our first year experience with the Rowe Gift, along with our newly adopted strategic plan have provided us with a better understanding of the activities and actions necessary to truly transform the Rowe School of Business into one of the top national business schools. The following activities are new for year 2 and will move us along our desired path.

Sub-Area 1 – Student International Experience

\$50,000

Goal: Many of our students have never been outside of Canada. If one of our strategic pillars is fostering a global mindset, we need to provide an opportunity for our students to experience first-hand the international concepts we are teaching in class.

Implementation team: Director, Dean and Faculty Lead (TBD) (Lead).

Plan: The implementation team will develop an international student tour for a select group of 15 to 20 students. This tour will consist of visits to foreign academic institutions, corporations, and government offices. Locations will be selected based on alignment with our strategic pillars or strategic levers. For example, a tour to Israel to showcase successful incubators and entrepreneurship programs builds on our Productivity pillar and the Norman Newman Centre for Entrepreneurship.

Sub-Area 2) Support for Faculty Corporate Residencies

Goal: Provide financial support for faculty members to engage in short-term (typically 2 weeks to 4 months) corporate residencies with our corporate partners.

Implementation team: Dean and Director (Lead)

Plan: Implementation team will develop process and criteria for application. These funds will be used to offset living and other incidental expenses faculty members may incur when they engage in a corporate residency.

Sub-Area 3) Business Productivity Initiative

\$100,000

Goal: To create a flagship event or activity that relates directly to our strategic goal of driving business productivity to enhance prosperity. This initiative will gain national recognition within three

years. Our levers of strategic collaboration and experiential learning will be key to our success with this initiative. It will allow us a significant opportunity for reputation-building as thought-leaders in this area.

Implementation team: Dean, Director, and Project Manager (Lead)

Plan: We will engage students, faculty, employer partners, and other interested parties to development a leading event or activity related to business productivity. It is likely that this initiative will be in partnership with a business or organization that shares the same passion for this topic.

Sub-Area 4) Directors Opportunity Fund

\$5,000

Goal: To create a small pool of funds that can quickly and easily be allocated to support small projects or activities that will benefit the School.

Implementation team: Director (Lead)

Plan: Faculty, staff, and students often have great ideas that require relatively modest funds to be successful. Under the current budget, there are no funds available to support these requests. This allocation will allow the Director to provide small amounts of funds (maximum \$1,000 per request) without requiring unnecessary administrative burden or delay.

Carry-Forward Funds

There is approximately \$300,000 in year one funds that will be carried forward into year 2. This excess is mainly due to the fact that the year one funds were received well into our fiscal year so we did not incur full-year expenses in many of our allocations.

We will use these funds strategically to support activities that will strengthen the Rowe Business School. For instance, we are currently in the process of hiring several tenure-track positions. The market for high quality faculty members is extremely competitive and our ability to make successful offers is often constrained. If an appropriate candidate applies, we plan to use some of these funds to create “Rowe Professorships” that will provide additional salary and research funding in order to increase our chances of our offer being accepted.

In addition, the carry-forward funds may be used to top-up existing allocations if the activity is successful and the benefit can be justified in terms of moving us closer to our strategic goals.

APPENDIX B: AACSB PROGRAM EVALUATION COMMITTEE REPORT AND EVALUATION COMMITTEE CVs

ACCREDITATION REVIEW TEAM REPORT - Business

Dalhousie University

Faculty of Management

Rowe School of Business

I. Team Recommendation

A. Accreditation Recommendation:

Extend accreditation for an additional five years with the next accreditation review scheduled for 2018-2019. Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement.

B. Team Recommendation Review Schedule: The Continuous Improvement Review Committee will meet Monday, December 9, 2013.

II. Identification of Areas that Must Be Addressed:

The School has taken action on the following areas identified by the Continuing Review Peer Review Team's Report (December 6, 2010):

Prior to the next maintenance review, specific recommendations relative to AACSB standards that should be addressed and reported in the maintenance of accreditation application and at the time of the next review include:

Dalhousie University should closely monitor the following items, as identified within the Peer Review Team Report, and incorporate them in your ongoing strategic planning initiatives:

1. The School is encouraged to build on its substantially improved administrative and faculty governance reorganizations to evaluate and improve the quality of the AoL processes and management. The School is encouraged to review how it is using instructors' grades of course assignments or tests to determine whether students are meeting the learning objectives and how the current AoL process may produce results that will inform the faculty for closing the loop. The School should document that the AoL processes and management are mature and effective, resulting in curricula improvements. (Assurance of Learning Standards 16,18)

2. The School is encouraged to review, evaluate and refine its definitions and criteria establishing and maintaining the academic and professional qualifications of the faculty. The

School should document that Standards 2 and 10 are met appropriately in the context of School's mission. (Standard 2: Intellectual Contributions; Standard 10: Faculty Qualifications)

The Faculty of Management established the Associate Dean (Academic) position in 2011 to support continuous improvement in the Faculty's academic programs. Among the responsibilities listed for this position is, "working with the existing graduate and undergraduate program directors to ensure thatany application criteria for accreditation are met." Under the Associate Dean's leadership, and with the support of the Associate Director of the School, a detailed Faculty-wide curriculum mapping initiative was undertaken engaging faculty across all discipline areas and across all degree programs to work with internally trained assistants to provide detailed mapping of curriculum outcomes from all required courses. The Associate Director of the School is responsible for the leadership of accreditation initiatives, working with Directors of the academic programs and area coordinators.

The School reviewed and revised their criteria for establishing and maintaining the academic and professional qualifications of faculty. The criterion for maintaining academic qualifications was tightened to a minimum of 3 ICs, with at least 1 PRJ, over five years. In 2009 and 2010, the School hired 12 new faculty members to improve the overall level of qualified faculty in the School in general and in certain areas (particularly accounting). In 2012, an additional tenure-track hire in accounting was made. The School has received approval to hire another tenure-track accounting professor for a July 1, 2014 start date. The School Director has initiated one-on-one meetings with the new hires to improve faculty retention and development.

Prior to next review, specific recommendations relative to AACSB standards that should be addressed and reported in the accreditation application and at the time of the next review, include:

1. The Peer Review Team (PRT) concurs with the prior PRTs' reviews that the School should review using course instructors' grades and judgments in assessing whether classes "met" or "DID NOT meet" learning expectations. The School should document that the AoL processes and management are mature and effective, resulting in curricula changes and improvements in learning. (Assurance of Learning Standards 16,18)
2. Explicitly define the role of disciplinary research and how or whether it relates to public definitions of relevancy to strengthen the guidance of mission. New faculty who pursue traditional academic research targeted to disciplinary journals could be seen as not contributing to the stated mission of the School. (Standard 2: Intellectual Contributions)
3. Review the criteria for determination of professional qualifications at hiring and document that Standard 10 is met appropriately (e.g. that the professional experience is "significant in duration and level of responsibility, and current at the time of hiring" and in the context of School's mission. (Standard 10: Faculty Qualifications)

III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation

A. Situational analysis:

Cuts in public funding, relatively high undergraduate tuition rates, and comparatively small undergraduate enrollments at Dalhousie University have increased the financial pressures on maintaining its graduate programs, which in turn has resulted in added pressure on the “revenue” producing parts of the University such as the business programs. University enrollment growth plans and the Rowe School of Business (“School”) plans for new academic programming and hires will require the School to generate more net revenue from existing sources and establish new revenue streams.

Increasing undergraduate enrollments may be complicated because of two major environmental challenges facing the University and School. First, population demographics project a decline in high school students in the region. Second, there will be more competition for these students because of the Canadian government’s support for community colleges throughout the country offering 4-year “Applied Bachelor Degrees”. It is uncertain when Nova Scotia’s community college system will join other regions’ community college systems offering these degrees.

However, the School seems well-positioned financially to accomplish its ambitious strategic plans. The University allocated operating budget of slightly more than \$8.4 million for the School is “sufficient and stable for 2013-2014” and seems comparatively robust, especially in the context of the School’s successful capital campaign and programmatic plans for generating more net revenue.

B. Changes impacting Eligibility Criteria: None

C. Strategic Management:

Mission and Strategic Plan:

As with the prior (2008) mission and strategic plan, the School’s recently revised (Fall, 2012) mission statement and Rowe School of Business Strategic Plan 2013-2016 are appropriate for higher education and are aligned with the University’s positioning statement, ambitious vision for the future, commitment to making significant regional economic and social impact, and strategic foci or initiatives. Dalhousie is one of Canada’s “best universities” with aspirations to be one of Canada’s leading universities while remaining as an important contributor to Nova Scotia, Canada and the world. The School’s strategic plan clearly articulates what it will take to become a uniquely innovative business school and how the School’s programs and outcomes will contribute to the University’s aspirations.

The School revised and adapted its 2008 strategic plan after consulting widely with both internal and external stakeholders. A series of external stakeholder roundtables led by a professional facilitator were held with advisory board and council members and other senior business leaders. The findings of these meetings were summarized and presented to the Dalhousie Advisory Council and subsequently to the School leadership. The School leadership developed the strategic plan and an implementation plan which was then presented to the Faculty for commentary and approval.

Intellectual Contributions:

The portfolio of intellectual contributions (ICs) produced by current faculty over the past five years consists of an average per faculty member of roughly 27 ICs, comprised of roughly 21 discipline-based research, 3 learning and pedagogical research, and 3 contributions to practice. The average per faculty member of peer reviewed journal (PRJ) articles was 4.5, or roughly 17 percent of the total portfolio of ICs. The School's IC emanated from a substantial cross-section of faculty in each discipline.

While neither the School's 2088 nor 2013 mission statements nor supporting policies indicate the expected nature and focus of the faculty intellectual contributions or the intended portfolio of ICs, the 5th Year Report states that "... the School places great emphasis on teaching. This emphasis has led faculty members to develop very strong connections to professional practice and professional community... This is evident in the review of faculty qualifications where professional activities are seen to be very high....we seek a balance between teaching and scholarship that is appropriate given the academic programs that we offer." In response to the PRT's request for additional information on faculty IC expectations, the School provided a copy of the faculty Workload Policy containing the IC point system. This system is used to determine the academic qualification status as part of the School's annual faculty performance review and evaluation process. The point system clearly encourages faculty members to produce peer reviewed ICs, especially discipline-based ICs. It is unclear to the PRT how this system insures alignment between the portfolio of ICs produced and the School's undergraduate and MBA degree programs mission "to be the 'go to' voice of business expertise in the region."

While the School's mission statement does not include a description of the School's emphases on intellectual contributions after discussion, it was evident that doing "research with relevance" is seen as foundational to this mission.

Financial Factors:

The School enjoys strong alumni and employer partners support as shown by the completion of a successful \$25 million capital campaign in less than 18 months for a new Faculty of Management building. The School was renamed in recognition of a long-standing contributor culminating in a financial gift of \$15 million over the next 10 years. The School has developed a well-thought out 2013 – 2016 Rowe Gift Implementation Plan aligning the gift revenues with Rowe School Strategic Plan 2013-2016 initiatives and programmatic expansions. The School's strategic initiatives include generating more net revenue by: growing the on-campus redesigned MBA program; expanding off-campus, specialized MBA programs; and growing non-credit executive education programs. Based on a review of the School's operating budgets for the year of review, current year and projected budgets over the next two years, the PRT members are satisfied that the School has a financially sustainable model for the current level of programming and activities. Key initiatives in the strategic plan beyond those funded by the Rowe gifts, such as a graduate level research degree program, will have to be funded from enhanced base budget revenues. The PRT noted that the School's ability to fund additional programs and other initiatives is seemingly only possible in the near future with additional revenues from MBA Programs' growth. On balance, however, the PRT found the financial projections and plans to be fairly conservative and robust.

Continuous Improvement Outcomes:

Key continuous improvement outcomes aligned with the mission and plan of the School include:

1. Improved research output: Average (per faculty member) total ICs and PRJs increased 19 percent and 36 percent, respectively, since the last review.
2. Curricula and program changes: Since the last review, the School has made major undergraduate and MBA program curricula improvements. At the undergraduate level, the Bachelor in Management was re-designed to offer six thematic majors for interested students. The MBA Program was re-designed to meet the needs of potential students who lack significant work experience through an 8-month corporate residency (internship). Concentrations in marketing, finance, international business, and government and business were also added. The MBA (Financial Services) program's focus was broadened beyond the banking sector to other aspects of the financial services sector.
3. Development of a new Workload policy whereby faculty members with a high level of research output teach less and those with a low level of research output teach more.
4. Development of a new faculty Annual Report template and process for ensuring alignment of faculty outcomes with accreditation related standards and policies.
5. Completion of a very successful capital campaign culminating in the naming of the School to the Rowe School of Business and substantial current use of gifts from donors for business programming initiatives.

D. Participants addressing the following:

Student Admissions:

Both the quality and quantity of admissions and enrollments to the undergraduate programs have increased since the last review. The dramatic increase in enrollments in the Bachelor of Commerce Program coming from international countries, especially from China, has presented English language based matriculation problems for these students. This is being addressed in Fall 2013 with a new class for ESL students called "Doing Business in Canada" to provide both language and cultural support for entering international students.

The MBA Program's enrollments have continued a decade long decline; however, since the restructuring of the MBA in 2009, enrollments seem to have stabilized. MBA admission standards have been moderately tightened, especially the minimum requirements for the English language tests for foreign applicants.

Since the last review, the School has developed additional programming and dedicated additional human resources for international students to familiarize international students with university and community services and to increase student engagement. Similarly, changes have been made to better serve the academic and career advising and counseling for all undergraduate students

Faculty Sufficiency:

Participating “faculty are defined as those working full-time in support of the faculty’s mission....” Supporting” faculty are those teaching less than a 100% teaching load that are not required to contribute to the research or fulfill a specific administrative role.” In adherence to the Dalhousie Faculty Association Collective Agreement, it is not the school’s policy to staff courses with part-time faculty members. However, exceptions to that policy are made when unplanned departures occur. During the review year, 48 full time faculty taught 192 course sections and 15 part-time faculty taught 30 course sections or less than 14 percent of the total sections taught. The reported School’s percentages of participating faculty ranged from 75-100 percent across disciplines and was 86 percent overall--easily exceeding the minimum thresholds for participating and supporting faculty.

Faculty Qualifications:

The School’s criterion, policies and practices for establishing and maintaining academic qualifications have been tightened in response to accreditation standards issues raised in the last five-year and subsequent reviews. Qualified faculty are deployed across disciplines and programs. The overall School academic (AQ) and academic plus professional (AQ + PQ) qualification ratios reported in the 5th Year Report are 79 percent and 100 percent, respectively. The reported faculty AQ ratios by discipline range from a low of 50 percent (for accounting) to 100 percent (for finance and technology, innovation, MIS, and Entrepreneurship). The reported AQ + PQ ratios reported are 100 percent for all disciplines. The reported 50 percent AQ in accounting is by design to balance AQ and PQ faculty to insure continued success in having students very well-prepared to succeed on the Uniform Final Exam for the Chartered Accountant designation.

However, the ratios reported in the 5yr Report did not include the 15 part-time faculty. At the request of the PRT, the School provided amended ratio calculations including the part-time faculty. While the PRT had questions about some of the faculty member’s academic and professional qualifications, they concluded that even with these questions the School meets the standard for deployment of qualified faculty.

Faculty Management Policies:

The University and School have traditional faculty recruitment, hiring, orientation, performance review and evaluation, and faculty development policies, practices, and infrastructure support for deployment of sufficient and qualified faculty in support of the school’s degree programs and mission. The PRT was impressed by the faculty’s comments on the value of the new faculty mentoring program.

E. Assurance of Learning:

Prior to initial accreditation in 2003, Dalhousie and the School had normal governance mechanisms in place for the oversight of academic programs and course curricula. Since then the School has developed and integrated AoL processes and plans into its annual cycle of curricula development. Each AoL plan has data from both direct (course-embedded) and indirect measures related to each objective for each learning goal. Program curriculum committees annually review the AoL annual report, course evaluations, student feedback and employer, alumni and other feedback (including external professional recognition such as CMA, SAP, and CFA). Based on these direct and indirect

measures of program quality, the committees recommend continuous improvement changes to Program Directors, course instructors, and the Faculty Council, which acts on these recommendations.

Since the last maintenance application (2008-2009), the AoL plan has been revised and more data have been gathered for the annual cycle of assessment. The School has become better educated about the AACSB AoL processes, increased faculty engagement around assessment, and gained more commitment of the program curriculum committees, resulting in a substantial increase in the number of courses represented in the provision of course-embedded measures and data. Many of these measures are new for 2013. The School continues to work towards the complete institutionalization of AoL data into its annual cycle of curricula development.

Since the last review, the School has made numerous undergraduate and MBA program curricula improvements (in addition to those described in section III. D. above). The major factor driving the structural changes in the Bachelor of Management and MBA (Financial Services) was turning around declining enrollments. The major factors for many of the other curricula development changes reported were based on indirect measures such as student, alumni and employer feedback and the emphases in the newly revised mission statement. The PRT observed that there were a limited number of curricula changes, such as changes in course assignments, cases, etc., based on AoL direct learning outcomes assessments. While the overall curricula assessment and governance system has clearly produced curricula changes and improvements, the AoL process component of that system is relatively immature in terms of the number of closed loop cycles driven by direct assessments of learning and documented evidence of improvements in learning emanating from the process.

The PRT observed that there was a high degree of variability in the format of rubrics across and within learning goals of the School's programs. For example, there was variability in the number of categories and the degree of behavioral concreteness in how expected learning outcomes were to be met. Individual instructors could revise rubrics without oversight. These hamper comparability of AoL results across assessment periods.

For some programs no examples were provided of how AoL results were used to direct curricula improvements; all students were found to have met or exceeded expectations. Yet when asked to identify examples of the use of AoL results, instances were related from these same programs.

IV. Commendations of Strengths, Innovations, Unique Features and Effective Practices

A. Commendations for Strengths, Innovations, and Unique Features:

1. Strong financial model aligning the 2013-2014 and planned uses over the next two years of the \$15 million Rowe gift with strategic plans and priorities toward transforming the School to an even higher level of quality.
2. The values-based management strategic focus including offering a values-based management class in every program and conveying values-based management topics in every class.
3. Strategic collaborations with employers.

4. Accounting students' average pass rates on the CA Uniform Final Exam in Atlantic Canada over the past decade of 94.6 percent, significantly above the national average.

B. Effective practices:

1. Mandatory work-terms in the MBA Corporate Residency (CR) and Bachelor of Commerce programs.

2. Scotiabank "You are Hired" Interview Competition.

3. Interdisciplinary initiatives taken by the School to capitalize on the course offerings of other schools in the Faculty of Management, most notably the Bachelor of Management and the Management without Borders in the MBA (CR) programs.

4. Careers Services Office.

V. Opportunities for Continuous Improvement

A. Relevant to the accreditation standards:

1. Review, revise and incorporate in current policies and practices the recently approved (April, 2013) accreditation standards and guidelines, especially:

a. the expectations related to demonstrating innovation, impact and engagement,

b. those related to faculty qualification categories and expectations, and

c. the requirement to include executive education in the scope once revenues reach 5 percent.

2. Align the faculty work load policy point system with the School's mission and AACSB Standards.

3. Review whether the point system for development activities and for determining qualifications, especially professional qualifications (and especially, for administration), are consistent with AACSB standards.

4. AoL assessments were not done annually. Although annual assessment is not required, more regular assessment and consequent use of results contributes to institutionalization of AoL and to a culture of continuous improvement.

B. Consultative report on matters not related to the accreditation decision:

1. Expansion of student exchanges with international business schools.

2. Expanding the support for the international degree-seeking students in all programs.

3. Creating more flexibility for undergraduate students to be able to take courses from both the Bachelor of Commerce and Bachelor of Management programs.

4. Establishing a system to insure the accuracy of the individual faculty member's self-categorizations of their ICs reported in their Annual Reports.

5. Capitalize on the uniqueness of the MBA (CR) to build its national brand.

VI. Visit Summary

- A. Descriptive Information: Brief description of the school including its size and institutional setting.

Dalhousie University was founded in 1818 and today occupies a 79-acre campus in the heart of Halifax, Nova Scotia, Canada. It is the oldest, largest and most comprehensive university in Atlantic Canada and has developed a strong national reputation for quality. In North America, only Harvard, Yale, Princeton, McGill and the University of Toronto boast more Rhodes Scholars among its graduates. However, it is by far the smallest of the so-called “U15” or comprehensive medical/law/research institutions in Canada. Roughly 17,000 students are enrolled in more than 180 undergraduate, graduate and professional degree programs. At its convocation ceremonies in October 2006, Dalhousie surpassed the milestone of 100,000 graduates. The University is publicly funded subject to The Maritime Provinces Higher Education Commission (MPHEC) which oversees all program additions and modifications and audits quality assurance activities for all universities in the provinces of Nova Scotia, New Brunswick and Prince Edward Island. Like many publicly funded universities, the University experienced a 3.5 percent budget cut across all departments for the 2013-2014 academic year, with expectations for continued budget pressures.

The Rowe School of Business is one of four academic schools of the Faculty of Management of Dalhousie University. Fall 2013 enrollment in the School totaled 2133 in 2 undergraduate and 2 MBA degree programs. Only 20 percent of the undergraduate enrollment comes from the Halifax metro region and 42 percent comes from the Province of Ontario. Because of the relative small population base, the 2 MBA Programs very strongly target recruitment from Central and Western Canada. The MBA Program for part-time, working professionals uses a blended (face-to-face and online) delivery mode. During the self-evaluation review year (2012-2013), the Rowe School faculty consisted of 48 full time and 5 FTE part-time faculty. The School enjoys very strong support from employer partners and alumni, most recently and significantly completing a \$25 million capital campaign for a new Faculty of Management building including a \$15 million gift for the School in 2011.

- B. Degree Programs: List of all degree programs included in the accreditation review and the number of graduates in the previous year for each program:

Name of Degree Program	Major(s), Concentration(s), Area(s) of Emphasis	2012 Graduates
Bachelor of Commerce	Accounting	62
	Business Management	9
	Entrepreneurship	6
	General	43
	Finance	45
	International Business	12
	Managing People & Organizations	0
	Marketing Logistics	5
	Marketing Management	42
	Subtotal	224

Bachelor of Management	Entrepreneurship and Innovation	13
	Environment, Sustainability & Society	2
	General	7
	Knowledge Management	9
	Leadership and Organization	2
	Management and Globalization	3
	Public Sector Management	2
	Sustainable Resource & the Environment	82
	Subtotal	120
MBA	Finance	7
	International Business	0
	Marketing	4
	General	24
	Subtotal	35
MBA in Financial Services		64
School Total		443

C. Comparison Groups:

Comparable peers: Brock University, McMaster University, Memorial University, Ryerson University, University of Ottawa, University of Victoria, Wilfred Laurier University

Competitive group: Saint Mary's University

Aspirant group: Queens University, Simon Fraser University, University of Calgary

D. Visit Team Members: October 6 – 8, 2013

Dr. Ali Dastmalchian, Professor, University of Victoria

Dr. James K. Weeks (Chair), Dean Emeritus, University of North Carolina at Greensboro

Dr. Wilfred Zerbe, Dean, Memorial University of Newfoundland

E. Review Visit Schedule: See Attached

F. Materials Reviewed:

Assurance of learning documentation

Faculty Curriculum Vitae

Report to the AACSB Maintenance of Accreditation Peer Review Team August 23, 2013 (including Appendices)

Rowe School of Business Responses to the AACSB Peer Review Team Requests for Additional Information

Rowe School of Business 2013-2016 Strategic Plan

University, Faculty and School webpages

Rowe School of Business

Faculty of Management

AACSB Peer Review Team Visit Schedule

October 6 – 8, 2013

Peer Review Team

Dr. James K. Weeks, Chair

Dr. Ali Dastmalchian, Business Member

Dr. Wilfred Zerbe, Business Member

SUNDAY – October 6 LOCATION ATTENDEES

3:30 – 5:00pm

Team Meeting Hotel Peer Review Team (“Team”) only

5:30 – 6:30pm

Reception Hotel

(Seasons Bistro) Team, Dean Peggy Cunningham, Faculty of Management Advisory Board members, RSB Employer Partners,

Faculty and School Leadership Teams

6:30 – 8:00pm

Dinner Hotel

(Seasons Bistro) Team, Peggy, RSB Director Greg Hebb, Accreditation Coordinator Lorn Sheehan

Rowe School of Business Contact Information:

Lorn Sheehan, Associate Director

(902) 494-8067 (w); (902) 719-8067 (h); (902) 233-2805 (c); lorn@dal.ca

Greg Hebb, Director

(902) 494-1802 (w); (902) 443-3421 (h); (902) 430-0163 (c); gregory.hebb@dal.ca

Peggy Cunningham, Dean

(902) 494-7822 (w); (902) 221-1473 (c); peggyc@Dal.ca

Ron Stubbert, Assistant Dean

(902) 494-1183 (w); (902) 476-4413 (c); ron.stubbert@dal.ca

Mimi Breslow, Assistant to Director Hebb

(902) 494-3712 (w); (902) 292-7725 (c); mbreslow@dal.ca

Maggie Lapp, Assistant to Dean Cunningham

(902) 494-7487 (w); (902) 434-8773 (h); (902) 441-9379 (c) m.e.lapp@dal.ca

MONDAY – October 7 LOCATION ATTENDEES

Breakfast on own Hotel Team

8:00am Pick up at HotelLorn will meet Team in the Hotel Lobby for transportation to School

All Day Base Room

(Rowe 3087) Rowe 3087 will be available for Team meetings and refreshments all day.

Maintenance Report and supporting documents, computers and a printer will be in Rowe 3087.

8:30 – 9:00am

Facility and Base Room

Introduction Rowe 3087 Peggy, Greg, Lorn

9:00 – 9:45am

School Management Rowe 3052 (Mackay

Boardroom) Leadership Team: Peggy, Greg, Lorn, Assistant Dean Ron Stubbert, Associate

Dean (Academic) Vivian Howard

9:45 – 10:30am

Strategic Planning Rowe 3052 Accreditation Team: Peggy, Greg, Lorn, Ron

10:30 – 11:15am

Assurance of Learning Rowe 3052 Lorn, Vivian, Centre for Advanced Management Education
Associate Director Michelle Hunter, MBA (CR)

Director Dan Shaw, Undergraduate

Program Director Florence Tarrant

11:15 – 11:30am

Team Meeting Rowe 3087 Team only

11:30 – 12:15pm

Curricula Management Rowe 4025 Lorn, Vivian, Ray, Dan, Florence, Christian Blouin (Faculty of Computer Science)

12:15 – 1:30pm

Lunch with Students University Club Team with Undergraduate and Graduate students

1:30 – 2:15pm

Tenured Faculty Rowe 3052 Dr. Dastmalchian and Tenured Faculty

1:30 – 2:15pm

Tenure Track Faculty Rowe 3089 Drs. Weeks and Zerbe and Tenure Track and Probationary Tenure Track Faculty

2:15 – 3:00pm

Student and Career Services Rowe 3052 Drs. Dastmalchian and Zerbe and Linda MacDonald, Communications Specialist and Assistant Professor of Management, and Management Career Services Director

Anna Cranston with MCS staff Ayse Dai

Gammon, Ally Howard, Robert Wooden

MONDAY – October 7 LOCATION ATTENDEES

2:15 – 3:00pm

School Centres Rowe 3089 Dr. Weeks and Centre for Family Business and Regional Prosperity Director Leslie Crowell, Centre for Advanced

Management Education Associate Director Michelle Hunter, Norman Newman Centre for Entrepreneurship Director Ed Leach, Executive Education

Director Rachel Sumner

3:00 – 3:15pm

Break Rowe 3087 Team only

3:15 – 4:00pm

Non-Tenure Track Faculty Rowe 3052 Drs. Dastmalchian and Zerbe and Non-Tenure Track Faculty

3:15 – 4:00pm

Outreach Team Rowe 3089 Dr. Weeks and Media Relations Manager

Colin Craig, Project Manager Ben Goldberg, Alumni Relations Officer Marianne Hagen, Director of Marketing Megann Willson

4:15 – 5:00pm

Rowe Building Tour Kenneth C. Rowe Management Building Team, Accreditation
Coordinator

5:00pm or later (TBD) Return to Hotel Lorn will escort Team back to the Hotel

Report Preparation Hotel Team

Dinner on own TBD Team only

TUESDAY – October 8 LOCATION ATTENDEES

Breakfast on own Hotel Team

8:00am Hotel Lobby Lorn will meet Team in the Hotel Lobby

8:15 – 9:15am

Team Report Rowe 3052 Team, Peggy, Greg, Lorn

9:30 – 10:15am

Team Report President's

Office Team, Peggy, Greg, Dalhousie President

Dr. Richard Florizone

12:30pm Limousine from

Hotel to AirportDr. Dastmalchian and Zerbe

2:15pm Limousine from

Hotel to AirportDr. Weeks

List of Meeting Attendees:

Accreditation Team

Dr. Peggy Cunningham, Dean, Faculty of Management

Dr. Greg Hebb, Director, Rowe School of Business; Associate Dean (Strategy and Planning) Dr. Lorn Sheehan, Associate Director, Rowe School of Business/Accreditation Coordinator

Mr. Ron Stubbart, Assistant Dean (Administration), Faculty of Management

Faculty of Management Leadership

Dr. Vivian Howard, Associate Dean (Academic), Faculty of Management

Ms. Michelle Hunter, Associate Director, Centre for Advanced Management Education

Faculty

Limited Term/Part-time Faculty

Ms. Jenny Baechler, Lecturer of Management/Associate Director, MBA (Corporate Residency) (LT)

Dr. Ramon Baltazar, Assistant Professor of Strategy (LT) Ms. Laura Cumming, Lecturer of Accounting (LT)

Mr. Paul Cunningham, Lecturer of Management (LT)

Dr. Angelo Dossou-Yovo, Assistant Professor of TIME (LT) Ms. Paulette Dunn, Lecturer of Marketing (LT)

Dr. Mike Foster, Area Coordinator and Assistant Professor of Statistics and Operations Management (LT)

Dr. Ed Leach, Assistant Director of TIME (LT)

Dr. Jill Manderson, Assistant Professor of Management (LT) Ms. Kathleen Wooden, Lecturer of Management (LT)

Probationary Tenure Track and Tenure Track Faculty

Dr. Hossam Ali-Hassan, Assistant Professor of TIME (TT) Dr. Frank Jiang, Assistant Professor of Strategy (TT)

Dr. Shannon Lin, Assistant Professor of Accounting (PTT) Dr. Keke Song, Assistant Professor of Finance (TT)

Dr. Jenny Zhang, Assistant Professor of Accounting (PTT) Dr. Jun Zhou, Assistant Professor of Finance (TT)

Tenured Faculty

Dr. Jim Barker, Professor of Management

Dr. Shamsud Chowdhury, Professor of Strategy

Dr. Iraj Fooladi, Professor of Finance

Dr. Elizabeth Kelley, Associate Professor of Management

Dr. Maria Pacurar, Associate Professor of Finance

Dr. Yonggan Zhao, Professor of Finance

Centre Directors and Associate Directors

Dr. Leslie Crowell, Director, Centre for Family Business and Regional Prosperity

Ms. Michelle Hunter, Associate Director, Centre for Advanced Management Education

Dr. Ed Leach, Director, Norman Newman Centre for Entrepreneurship

Ms. Rachel Sumner, Director, Executive Education

Program Directors

Dr. Ray Klapstein, Director, MBA (Financial Services) Mr. Dan Shaw, Director, MBA (Corporate Residency)

Dr. Florence Tarrant (Director, Undergraduate Programs)

Students

Mr. Michael Aitken, MBA Program

Ms. Emily Davies, President, Dalhousie Commerce Society

Ms. Nicole Drozdiak, BComm Program

Mr. Andrew Frazer, President, MBA Student Society

Mr. Matthew Murray, VP Academic, Dalhousie Management Society

Ms. Hailey Roll, Dalhousie Management Society

Student Services and Management Career Services Personnel

Ms. Anna Cranston, Director, MCS

Ms. Ayse Dai Gammon, Employment Development Manager

Ms. Ally Howard, Corporate Residency Manager – MBA

Dr. Linda MacDonald, Assistant Professor of Management and Communications Specialist Mr. Robert Wooden, Career and Recruitment Specialist, International Business & Knowledge Management

Outreach Team

Mr. Colin Craig, Media Relations Manager, Marketing and Communications

Mr. Ben Goldberg, Project Manager, RSB

Ms. Marianne Hagen, Alumni Relations Officer

Ms. Megann Willson, Director of Marketing

Other

Dr. Christian Blouin, Associate Professor, Faculty of Computer Science

Dr. Richard Florizone, Dalhousie President and Vice-Chancellor

Reception Guests

Dr. Michael Bliemel, Area Coordinator and Associate Professor of TIME, RSB

Ms. Peggy Gates-Hammond, Director, Wealth Services, BMO Harris Private Banking

Ms. Beth Girard, Acting Director, Corporate Strategy and Intelligence, NSBI Mr. Marty Janowitz, Vice-President, Sustainable Development, Stantec

Dr. L. Joshua Leon, Dean, Faculty of Engineering, Dalhousie University

Mr. Dan Shaw, Director, MBA (Corporate Residency), RSB

Mr. Robbie Shaw, President and CEO, IWK Health Centre Foundation Mr. Bruce Smith, Senior Manager, Staffing and Planning, Scotiabank Mr. Ian Thompson, Associate Publisher, The Chronicle Herald

Dr. Carolyn Watters, Vice-President Academic and Provost, Dalhousie

Ms. Megann Willson, Director of Marketing, Faculty of Management

James K. Weeks

Dean Emeritus and Professor Emeritus
The University of North Carolina at Greensboro

jkweeks@uncg.edu

336-339-1579 (mobile)

Business school dean emeritus with experience in leadership development and team building, executive coaching and mentoring, strategic planning and implementation, budgeting, operations management, international program development, student success programs, faculty recruitment and retention, fund raising, and AACSB International accreditation. Business experience includes strategic and operations management consulting and serving on a variety of boards in industries such as health care, construction, HVAC, quick-service restaurants, and private K-8 schools.

ACADEMIC BACKGROUND

Degrees Attained

Ph.D., University of South Carolina, Columbia, SC, Business Administration/Operations Management, 1974

M.B.A., East Carolina University, Greenville, NC, Business Administration, 1969

B.A., Methodist College, Fayetteville, NC, Business Administration, 1968

Administrative Experience

The University of North Carolina at Greensboro – Joseph M. Bryan School of Business and Economics

- Dean, Chief Academic and Administrative Officer of AACSB International accredited business school with more than 110 faculty and staff, over 2600 majors, fourteen undergraduate and graduate programs, and over \$12M operating budget, 1991-2011
- Interim Dean, 1990-1991
- Associate Dean, Administrative responsibility for all academic and student affairs programs, 1982-1991
- Director of MBA Program, Administrative responsibility for MBA program, 1980-1984

Faculty Experience

Undergraduate, MBA and Executive Education Courses/Topic Areas Taught: Just-in-Time Manufacturing, Operations Management, Materials/Inventory Management, Quality Management, Statistics, Strategic Planning

Faculty Rank: Professor, UNCG Department of Information Systems and Operations Management, 1990-2011

Other Activities

Negotiated and implemented bi-lateral agreements for students and faculty exchanges and for joint/dual programs with numerous non-U.S. business schools in Argentina, Brazil, China, England, Germany, Malaysia, Mexico, Scotland, and Russia, 1991-2011

UNCG China Delegation, 2006

Invited Member of the Governor's Latin America Business and Cultural Development Delegation, Mexico, Brazil, and Argentina, 1997

Invited Member of the State of North Carolina Latin America Office Inauguration, Mexico, 1995

ACADEMIC PROFESSIONAL SERVICE AND LEADERSHIP

Association for the Advancement of Collegiate Schools of Business--AACSB International

AACSB Initial and Maintenance of Accreditation Peer Review Teams for more than 30 US and International Schools—Member and Chair, 1995-Present

Maintenance of Accreditation Committee Member, 2008-2011

Pre-Accreditation Mentor, 2009-Present

Academic Conference Presentations

Southern Business Administrators' Association Meeting Presentations, 2005-2010

The Sixth Global Leadership Forum, *Education and Development of Global Leaders* Panel Discussant, Istanbul, Turkey, 2005

Southeast Decision Sciences Institute, Invited Presentation: *The Changing Environment of Higher Education at Public Institutions and Its implications for Faculty*, Raleigh, North Carolina, 2005

UNCG Deans Council Retreat Presentation: *University-wide Entrepreneurship Program Prospectus*, 2005

Global Information Technology Management Association World Conferences, 2002-2008

- Welcome Address and Keynote Speaker Introduction, Atlanta, USA, 2008
- Welcome Address and Keynote Speaker Introduction, Naples, Italy, 2007
- Welcome Address and Panel Presenter: *The Evolution of IT Field*, Calgary, Canada, 2003
- Welcome Address, New York, USA, 2002

Board Membership

Beta Gamma Sigma International Honor Society Board of Governors, 2004-2011

- Student Leadership Forum Task Force Member, 2003-2012 and Co-Chair, 2009-2011
- Communications and Development Committees' Chair, 2007-2009
- Treasurer/Secretary, 2007-2009

Family Service Greensboro Foundation, 2012-Present

CORPORATE BOARD AND CONSULTING EXPERIENCES

Current Board Memberships and Leadership

Advisory Board member of closely held businesses, 1991-Present

- Brady Trane, 1991-Present
- Samet Corporation, 1996-Present
- Food Express, Inc., 2012-Present

Former Board Memberships and Leadership

Moses Cone Health Systems, Board of Trustees, 2003-2012

- Vice-Chair, 2010-2012
- Chair of Governance Committee, 2010-2012
- Past Chair of Planning Committee for Regional Cancer Center and Fund Development, 2008-2009
- Member of the Executive, Finance and Audit, Fund Development, Governance and Strategic Planning Committees, 2003-2012

Cone Health Foundation, Board of Directors, 2010-2012

Biscuitville, Inc. 2006-2011

Piedmont Triad Entrepreneurs Network, Board of Directors, 2005-2008

Triad Entrepreneurship Initiative Business Plan Competition Committee and Judge, 2002-2005

Greensboro City Club, Board of Directors, 2005

Canterbury School, Board of Trustees, 1994-2004

- Board President, 2001-2003
- Chair of Committee on Trustees, Education and Finance Committees 1997-2004
- Member of Finance and Strategic Planning Committees, 2004-2006, and 2008-2009, respectively

First Union/Wachovia Corporation Piedmont Region Board of Directors, 1997-2002

Piedmont Triad Partnership Board, 1997

Greensboro Merchants Association Board of Directors, 1996-1997

Greensboro Chamber of Commerce Board of Directors, 1992-1994

- Executive Committee, 1994

Consulting

Management Development Seminars and Training Programs for variety of international, national and regional firms, 1976-Present

Expert witness, 1980-2011

Community Service and Leadership

Piedmont (Triad) Business Ethics Award Committee, 2001-2009

- Committee Chair, 2004-2005
- Committee Member and Judge, 2001-2009

National Conference of Community and Justice, Dinner Committee, 1995-2006

Greensboro's Mosaic Partnerships Program, 2005

United Way Campaign, 1996-1997, 1999-2000 and 2002-2003

- Chairman's Society, Chair 2002-2003
- United Way Campaign Cabinet member, 1999-2000
- United Way Campaign Cabinet and Co-Chair of Executive Visits, 1996-1997

State Employees Combined Campaign Triad Regional Chair, 1999-2000

Triad Leadership Network Committee, 1995-1998

- Chairman, 1997

Principal Investigator, Greensboro Development Corporation Guilford County Schools Project, 1997

Greensboro Kiwanis Club, 1990-1992

- Board of Directors, 1990-1991

Community Advisor for the Junior League of Greensboro, 1990

HONORS

Denise Maleska Leadership Greensboro Award, 2012

Greensboro Chamber of Commerce Distinguished Service Award, 2011

North Carolina Order of the Long Leaf Pine, 2012

Distinguished Service Award, Canterbury School, 2005

Distinguished Alumni Award, Methodist College, 2004

WILFRED J. ZERBE

Office Address:

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Memorial University of Newfoundland
St. John's NL
phone: (709) 864 3774
fax: (709) 864 2467
e-mail: wzerbe@mun.ca

Home Address:

75 Carpasian Road
St. John's NL
A1B 2R6
phone: (709) 722 6342
cell: (709) 341 8851
e-mail: wilfredzerbe@gmail.com

Citizenship: Canadian.

APPOINTMENTS

Dean and Full Professor, Faculty of Business Administration, Memorial University of Newfoundland,
January 2010—present

Visiting Professor, ESSEC Business School, Cergy, France, January 2009—June 2009

Associate Professor, Haskayne School of Business, University of Calgary, July 1992 – December 2009

Special Advisor to the Dean on Accreditation, Haskayne School of Business, University of Calgary, July
2007 – December 2009

Visiting Professor, EDHEC/Theseus International Management Institute, Nice, France, January 2005—
June 2005

Adjunct Professor, EDHEC/Theseus International Management Institute, Nice, France, 2005—2007

Associate Dean (MBA Program), Haskayne School of Business, University of Calgary, July 2002-2004

Associate Dean (Executive Education), Faculty of Management, University of Calgary, July 2000-2002

Associate Dean (Planning and Development), Faculty of Management, University of Calgary, July 1999-
2000

Director, Evening MBA Program, University of Calgary, Faculty of Management, University of Calgary,
January 1998 – July 1999

Faculty member, Banff School of Advanced Management, 1995 to 2002

Chairperson, Management of Organizations and Human Resources Area, University of Calgary, Faculty of
Management, 1994 - 1996

Visiting Associate Professor, University of British Columbia, Faculty of Commerce and Business
Administration, 1993

Assistant Professor, Faculty of Management, University of Calgary, July 1987 - July 1992

Instructor, University of Calgary Executive Development Program, 1988 - 1994

Sessional Instructor, University of British Columbia, 1987

EDUCATION

Ph.D. Commerce and Business Administration (Organizational Behaviour), University of British Columbia, 1988

Dissertation: "Mood, Memory and Task Motivation"

M.A. Social Psychology, University of British Columbia, 1982

Thesis: "On the Nature of Constructs in Social Psychology"

B.A. Psychology, University of British Columbia, 1978

TEACHING

* Graduate Courses: September 1988 – December 2009

MGTM 31213 Human Resource Management, ESSEC Business School, Cergy, France. Strategic HRM, Compensation, Selection, Employee Motivation, Organizational Culture.

HROD 745 Cross-Cultural Leadership. MBA This is a course that I developed and taught, focusing on understanding international culture and international human resource management practices, and their implications for leadership and managerial effectiveness.

HROD 793 Business Negotiations. This course was taught in Tehran as part of the Haskayne EMBA for managers of the Iranian National Petrochemical Company. I also teach this course in the regular MBA program in Calgary.

Organizational Learning and Knowledge Management—EDHEC Business School, Nice, France. This is a “cluster” course in the EDHEC/Theseus MBA program. I coordinated this course and taught modules on Issues in Knowledge Management, The Learning Organization and Personal Knowledge Management

ENCI 619.94 Project Team Building. Masters of Engineering. This is a course that I developed and taught in Tehran as part of the University of Calgary, Schulich School of Engineering M.Eng. (Project Management) program for managers of the National Iranian Oil Company

MGST 797 Organizational Control of Employee Emotions. MBA Directed Study.

HROD 601 Leadership and Human Resource Management. This course was taught on an intensive basis to 26 managers from the China Petroleum Pipeline Bureau (a subsidiary of CNPC) as part of the Haskayne School of Business MBA in Global Energy Management and Sustainability

HROD 601 Human Resource Management. Executive MBA

HROD 631 Leadership. Executive MBA

- HROD 789 Performance Management. MBA Directed Study
- MOHR 789 Leadership. MBA.
- MGST 790 Advanced Research Methodology and Methods. The Philosophy of Science, Qualitative and Quantitative Methods, Research Process and Issues. Ph.D.
- MGST 701 Business Research Methods. The process of doing research. Problem definition, measurement, data collection and analysis, ethical issues. MBA.
- MGST 603 Foundations of Human Resource Management. MBA.
- MOHR 621 Organizational Management. Managerial skill development. MBA.
- MGST 789 Research Project. Supervision of independent MBA student research.
- MGST 792 Research Development. Development of a research project. Ph.D.

*** Undergraduate Courses: September 1987 – present**

- TOUR 429 Leadership and Human Resource Management in Tourism and Hospitality Management.
- HROD 317 Employment Relationships in Canada. Survey of Human Resource Management practices; Union-Management Relations
- MOHR 323 Leadership Skills in Organizations: Experientially based development of managerial and interpersonal skills.
- MOHR 321 Foundations in the Management of Organizations and Human Resources: Survey of Organizational Behaviour, Organizational Theory, Human Resource Management and Labour-Management Relations.
- MOHR 597 Directed Studies in the Management of Organizations and Human Resources.

*** Executive Development: April 1988 - present**

I have taught and provided leadership for a broad range of Executive and Leadership Development programs. These have included the following:

Memorial University of Newfoundland, Faculty of Business Administration Gardiner Centre, Building Professional Negotiation Skills

This program aims to develop participant confidence as a negotiator by teaching how to arrive at ‘win-win’ solutions while achieving mutual business gain. Course content includes strategies and tactics to plan for negotiation, set outcome objectives, overcome roadblocks, and build lasting relationships.

Memorial University of Newfoundland, Faculty of Business Administration Gardiner Centre, Advanced Leadership Program

This program is offered by the Gardiner Center of the Faculty of Business Administration to build leaders who want to improve themselves, empower people, grow their organization and succeed in the competitive environment in which they operate, while enhancing corporate social responsibility. I was responsible for the module on Leading Others, including employee engagement, inspiration and delegation, network and relationship development and management, and Engage and inspire employees by setting an example and planning for success:

University of Calgary, Haskayne School of Business, Leadership on the Run Program.

This program is offered by the Haskayne School to leaders and managers and addresses a variety of topics in the area of leadership. I teach modules on Effective Teams, Emotional Intelligence, Cross Cultural Leadership, Organizational Change, Influencing Without Authority, and Complexity Theory-Based Approaches to Understanding Organizations.

University of Calgary, Schulich School of Engineering, Project Management Certificate Program

This is a 60 hour program that provides the essentials of project management. I teach Project Team Building, which encompasses interpersonal effectiveness and self-awareness, building and sustaining teams, project team group dynamics, leadership style and behavior, decision-making, and application to the project environment.

University of Calgary, Haskayne School of Business, Bantrel Leadership Development Program.

This is a twenty-day custom executive develop program designed to meet the leadership develop and managerial succession needs of Bantrel Inc, a large Engineering, Construction and Procurement Management firm based in Calgary. I co-designed this program and contribute modules on Leadership and Human Resource Management.

University of Calgary, Haskayne School of Business, Haskayne Management Development Program

Sometimes called a 'mini MBA', the Haskayne Management Development Program is a twelve-day investigation of management fundamentals. I lead the design of this program and its implementation. I also contribute to modules on Learning, Leadership, and Human Resource Management.

University of Calgary, Haskayne School of Business, Leadership for Technical Managers:

The University of Calgary licensed this program from the Centre for Creative Leadership in 1994 and the U. of C. has since become the sole provider and owner of the program. I serve as a member of the design and instructional team. Topics include Leadership, Personal Styles, Myers Briggs Type Indicator, Decision-Making, Communication, Team Effectiveness, Team Process Facilitation, Group Dynamics.

University of Calgary, Haskayne School of Business, Executive Development Program:

From 1988 to 1994 I was responsible for the Organizational Behaviour component of the U. of C.'s residential executive program, held most recently in Jasper, Alberta. Topics included Communication, Motivation, Leadership, Group Dynamics, Power and Influence, Conflict Management, Team-Building, Individual and Organizational Learning.

Banff School of Advanced Management:

Between 1995 and 2001 I was responsible for the “Individuals in Organizations” module of the Spring sessions of the Banff School of Advanced Management. Topics include Organizational Diversity, Personal Styles, Leadership, Communication, Motivation and Performance, Teams, Employee Involvement, Power, Conflict Management.

Memorial University of Newfoundland, Faculty of Business Administration Gardiner Centre, and University of Calgary, Haskayne School of Business, Custom Programs

I have been responsible for the marketing, design and instruction of Leadership Development Programs for various clients, including the Government of Newfoundland and Labrador, Newfoundland Offshore Employers Group, Enbridge, Bantrel, Telvent, Carewest, Computalog, Alberta Treasury Branch, Alberta Pool, Saskatchewan Wheat Pool, Nortel, Pan Canadian Petroleum, Canadian Western Natural Gas, Calgary Regional Health Authority, Pratt-Whitney Canada, Yuganzneftegaz and others. Topics include Negotiations, Project Management, Communication, Conflict Management, Managing Change, Team-Building, Decision Making, Motivation, Leadership, Experiential Learning, Process Facilitation, Organizational Complexity, and others.

GRADUATE STUDENT SUPERVISION**Doctoral dissertations:**

- Catherine Lee Leighton Workplace emotion regulation: making the case for emotional labour and emotion work. The University of Western Australia, External Examiner, 2012
- Donovan Lawrence Implicit Theories of Intelligence: Predictive Validation, Ph.D. (Human Resources and Organizational Dynamics Area, Haskayne School of Business), University of Calgary, Supervisor, Graduated 2007.
- Ellen Polegato Employee Understandings of the Management of their Health, Ph.D. (Interdisciplinary Ph.D. in Sociology and Business), University of Calgary, Supervisory Committee Member. Withdrawn 2007.
- Chryssa Sharp Projective Ideal and Presented Reality: What a Foucauldian Perspective on Appearance Within the Workplace Tells Us About Corporate Discrimination Ph.D. (Management of Organizations and Human Resources Area, Haskayne School of Business), University of Calgary, Supervisor, Graduated 2003.
- Michael Rouse Oil Sands and Organizational Cultures: Strategy and Stakeholder Dynamics in an Environmental Public Consultation Process, Ph.D. (Interdisciplinary Ph.D. in Anthropology and Management), University of Calgary, Co-Supervisor, Graduated 2000.
- Tom Hynes The Institutionalization of Mock Bureaucracies in Underground Coal-Mining Environments: A Collective Case Study Analysis, Ph.D. (Strategy and General

	Management Area, Faculty of Management), University of Calgary, Examination Committee member, 1999.
Julie Otto	<u>The Quality of Experience in Tourism</u> , Ph.D. (Marketing Area, Faculty of Management), University of Calgary, Committee Member, Graduated 1998.
Pedro Marquez-Perez	<u>A Critical Public Policy Analysis of Inter-government relations in Mexico: The Case of Pemex – Campeche relations in the Context of Pemex liberalization</u> , Ph.D. (Interdisciplinary Ph.D. in Political Science and Management), University of Calgary, Candidacy Examination Committee Member, 1997.
Judy Birdsell	<u>Policy Making in Breast Cancer Research: An Institutional Analysis</u> , Ph.D. (Management of Organizations and Human Resources Area, Faculty of Management), University of Calgary, Supervisor, Graduated 1997.
Dawn Dobni	<u>Managing the Service Delivery Process</u> , Ph.D. (Marketing Area, Faculty of Management), University of Calgary, Committee Member, Graduated 1996.
Kevin Gibson	<u>Complexity - Extremity, Discrepancy Theory, and Judgmental Displacement Towards Ingroup and Outgroup Targets</u> , Ph.D. (Psychology), University of Calgary, Committee Member, Graduated 1991.
Masters theses:	
Jonas Schultz	<u>Individual Differences in Recruiter Effectiveness</u> , M.Sc. (Psychology), 2005, External Examiner.
Lynda Cherry	<u>Perceptions and Interpretations of Change in the Not for Profit Sector</u> , M.B.A., Supervisor, Graduated 2003.
Christine Otto	<u>Under Construction: The Building of a School Community</u> , Masters of Education, 1999, External Examiner
Beverly Rosia	<u>Adult Learning in the Workplace</u> , Masters of Education, 1998, External Examiner.
John O'Donnell	<u>The Learning Organization</u> , Masters of Education, 1996, External Examiner.
John Abbott	<u>Group Decision-Making Quality</u> , M.B.A., Graduated 1994, Supervisor.
Dianne Dyer	M. Sc., Faculty of Nursing, Comprehensive Examination External Examiner, 1993.
Laurie Milton:	<u>Expectations for Interactions Between Managers: Implications for Managerial Effectiveness</u> , M.B.A., Graduated 1992, Supervisor.
Barbara Boyer	M. Sc., Faculty of Nursing, Comprehensive Examination External Examiner, 1992.
Charlotte Echnert	<u>Measuring Destination Image</u> , M.B.A., Graduated 1991, Committee Member.
Nancy Marshall	<u>A Design Adventure: Calgary Parks and Recreation Leisure Services Division</u> , Masters of Environmental Design, Graduated 1990, Committee Member.

- Louise Parsons Personality, Coping with Unemployment, Perceived Coping Effectiveness, and Subjective Well-Being in Mature Women, M.Sc. (Psychology), Graduated 1989, External Examiner.
- Robert Isaac: Value Congruence and Organizational Performance, M.B.A., Graduated 1989, Committee Member.

BOOKS AND CHAPTERS IN BOOKS

- Zerbe, W.J., Ashkanasy, N. and Hartel, C. (Eds.) 2013. *Research on Emotions in Organizations, Volume 9: Individual Perspectives on Emotion*, Emerald/JAI, Bingley, UK
- Ashkanasy, N., Hartel, C. and Zerbe, W.J. (Eds.) 2012. *Research on Emotions in Organizations, Volume 8: Experiencing and Managing Emotions in the Workplace*, Emerald/JAI, Bingley, UK
- Hartel, C., Ashkanasy, N. and Zerbe, W.J. (Eds.) 2011. *Research on Emotions in Organizations, Volume 7: What Have We Learned? Ten Years On*, Emerald/JAI, Bingley, UK
- Zerbe, W.J., Hartel, C. and Ashkanasy, N. (Eds.) 2010. *Research on Emotions in Organizations, Volume 6: Emotions in Learning, Creativity and Innovation*, Emerald/JAI, Bingley, UK
- Zerbe, W.J. 2009. Grieving Emotions: Employee Deviance and Organizational Discipline, In Hartel, C., Zerbe, W.J, and Ashkanasy, N. (Eds) *Research on Emotions in Organizations, Volume 5: Emotions in Groups, Organizations, and Cultures*, Emerald/JAI, Bingley, UK.
- Hartel, C., Zerbe, W.J, and Ashkanasy, N. (Eds) 2009 *Research on Emotions in Organizations, Volume 5: Emotions in Groups, Organizations, and Cultures*, Emerald/JAI, Bingley, UK
- Zerbe, W.J., Hartel, C. and Ashkanasy, N. (Eds.) 2008. *Research on Emotions in Organizations, Volume 4: Emotions in Ethics and Decision Making*, Elsevier JAI, Oxford, UK.
- Zerbe, W.J. 2008. Feelings About Ethical Decisions: The Emotions of Moral Residue, In Zerbe, W.J., Hartel, C. and Ashkanasy, N. (Eds) *Research on Emotions in Organizations, Volume 4: Emotions in Ethics and Decision Making*, Elsevier JAI, Oxford, UK.
- Zerbe, W.J., Hartel, C. and Ashkanasy, N. 2008. Overview: Emotions in Ethics and Decision Making, In Zerbe, W.J., Hartel, C. and Ashkanasy, N. (Eds) *Research on Emotions in Organizations, Volume 4: Emotions in Ethics and Decision Making*, Elsevier JAI, Oxford, UK.
- Hartel, C., Ashkanasy, N. and Zerbe, W.J. (Eds.) 2007 *Research on Emotions in Organizations, Volume 3: Functionality, Intentionality, and Morality*, Elsevier JAI, Oxford, UK.
- Hartel, C., Ashkanasy, N. and Zerbe, W.J.. 2007. Overview: Functionality, Intentionality, and Morality, In Hartel, C., Ashkanasy, N. and Zerbe, W.J. (Eds.) *Research on Emotions in Organizations, Volume 3: Functionality, Intentionality, and Morality*, Elsevier JAI, Oxford, UK.

- Zerbe, W.J., Ashkanasy, N., and Hartel, C. (Eds.) 2006. *Research on Emotions in Organizations, Volume 2: Individual and organizational perspectives on emotion management and display*, Elsevier JAI, Oxford, UK.
- Zerbe, W.J., Ashkanasy, N., and Hartel, C. 2006. Overview: Individual and organizational perspectives on emotion management and display, In: Zerbe, W.J., Ashkanasy, N., and Hartel, C. (Eds.) *Research on Emotions in Organizations, Volume 2: Individual and organizational perspectives on emotion management and display*, Elsevier JAI, Oxford, UK.
- Ashkanasy, N.M, Zerbe, W.J., and Hartel, C.E.J (Eds.). 2005. *Research on Emotions in Organizations, Volume 1: The Effect of Affect in Organizational Settings*, Elsevier JAI, Oxford, UK.
- Ashkanasy, N.M, Zerbe, W.J., and Hartel, C.E.J. 2005. Overview: The Effect of Affect in Organizational Settings. In Ashkanasy, N., Hartel, C., and Zerbe, W.J (Eds.). *Research on Emotions in Organizations, Volume 1: The Effect of Affect in Organizational Settings*, Elsevier JAI, Oxford, UK.
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- Hartel, C. and Zerbe, W.J. 2000. Reconciling Research Findings, In Ashkanasy, N., Hartel, C., and Zerbe, W.J (Eds.) *Emotions in the Workplace: Research, Theory, and Practice*, Quorum Books.
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- Verma, A. and Zerbe, W.J. 1989. Employee Involvement and Worker Perceptions of New Technology in North America. In R. Lansbury & G. Bamber (eds.), *New Technology: International Perspectives on Human Resources and Industrial Relations*. London: Unwin Hyman.

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- Ponak, A., Zerbe, W.J., Rose, S., and Olsen, C. 1996. Using event history analysis to model delay in grievance arbitration, *Industrial and Labour Relations Review*, 50, 105-121.
- Gibson, K.J., Zerbe, W.J., and Franken, R.E. 1993. The influence of rater and ratee age on judgments of work-related attributes. *Journal of Psychology*, 127, 271-280.
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CONFERENCE PROCEEDINGS

Birdsell, J. M., Zerbe, W. J., O'Connell, P., Thornley, R., Hayward, S. 2004. Building Capacity for Evidence-Based Management in Regional Health Authorities. Proceedings of the 4th International Conference on Organizational Behavior and Health Care, Banff.

Zerbe, W.J. 1997. Comments on "Nonunion Employee Representation: An Organizational Behaviour Perspective". Nonunion Forms of Employee Representation Conference, Banff.

Gibson, K.J., Zerbe, W.J. and Franken, R.E. 1990. Employer's perceptions of the employment barriers faced by older workers. Proceedings of the Annual Conference of the Administrative Sciences Association of Canada Personnel and Human Resources Management Division.

Zerbe, W.J. and Falkenberg, L. 1989. The expression of emotion in organizational life: Differences across occupations. Proceedings of the Annual Conference of the Administrative Sciences Association of Canada, Organizational Behaviour Division.

Azim, A.N., Jones, V. and Zerbe, W.J. 1989. How much do business students know about occupational health and safety: Implications for management education. Proceedings of the Annual Meeting of the Administrative Sciences Association of Canada, Management Education Division.

Verma, A. and Zerbe, W.J. 1986. Employee Involvement Programs and Worker Perceptions of New Technology. Proceedings of the International Industrial Relations Research Association Seventh World Congress, 1, 229-242.

Zerbe, W.J. 1985. Socially Desirable Responding in Organizational Research: Measurement and Control. Proceedings of the Annual Conference of the Administrative Sciences Association of Canada Organizational Behaviour Division, 8, 178-187.

PRESENTATIONS NOT ALSO APPEARING IN PROCEEDINGS

Zerbe, W.J. 2008. Grieving Emotions: Employee Deviance and Organizational Discipline. Presented at the Emotions in Organizational Life Conference, Fontainebleau.

Zerbe, W.J. 2007. What Happens When "Doing Good" Means "Feeling Bad." Presented at the Annual Meeting of the Academy of Management, Philadelphia.

Zerbe, W.J. 2007. Moral Regret in Ethical Decision Making. Invited research presentation. ESCP-EAP, Paris, France.

Zerbe, W.J. 2006. Feelings about Ethical Decisions: The Emotions of Moral Residue. Presented at the Emotions in Organizational Life Conference, Atlanta.

Zerbe, W.J. 2005. Grieving Emotions: Understanding Emotion Display Rules Through Labour Arbitration Cases. Presented at the 2005 Conference of the European Academy of Management, Munich, Germany.

- Zerbe, W.J. 2005. Moral Regret in Ethical Decision Making. Invited research presentation. EDHEC/Theseus International Management Institute, Nice, France.
- Birdsell, J. M., Zerbe, W. J., O'Connell, P., Thornley, R., and Hayward, S. 2003. Unpacking Organizational Capacity for Research. Presented at the 5th International Conference on the Scientific Basis of Health Services. Washington DC.
- Birdsell, J., Prasad, P., & Zerbe, W.J. 2001. The Reflection of Institutional Myths in the Structuring of a National Medical Research Initiative, Presented at the Annual Meeting of the Academy of Management, Cincinnati.
- Zerbe, W.J. 1998. Emotional dissonance and employee well-being. Presented at the First Emotions in Organizational Life Conference, San Diego.
- Zerbe, W.J., and Sharp, C.D. 1998. Getting Mad About What Matters Most: Sources and Consequences of Anger in Organizations. Presented at the Annual Meeting of the Academy of Management, San Diego.
- Otto, J.E., Crouch, G.I., and Zerbe, W.J. 1997. Combining cognition and affect to maximize predicted variance in services satisfaction. Presented at the Sixth Annual Frontiers in Service Conference, Nashville.
- Zerbe, W.J., and Dobni, D. 1997. On the Relationship Between Participative Management, Commitment and Turnover. Presented at the Annual Meeting of the Western Academy of Management, Lake Tahoe.
- Zerbe, W.J. 1996. "Confessions of a Repentant Positivist". Presented to Research Methods Division Pre-Conference Workshop, Western Academy of Management, Banff.
- Zerbe, W.J., and Milton, L. 1994. Emotional expression and managerial effectiveness. Presented at the Annual Meeting of the Western Academy of Management, Santa Fe.
- Zerbe, W.J., and Birdsell, J.M. 1994. On achieving exemplary management of environmental issues. Presented at the Fifth Annual Meeting of the International Association for Business and Society, Hilton Head.
- Birdsell, J.M., and Zerbe, W.J. 1994. Who, When, and What: Developing organizational processes to manage environmental issues. Presented at The Institute of Management Science XXXII Conference, Anchorage.
- Zerbe, W.J. 1993. The consequences of demands for emotional expression on employee well-being. Presented at the Annual Meeting of the Western Academy of Management, San Jose.
- Zerbe, W.J., and Chin, W.W. 1993. Determinants of emotional display: Norms, feelings, and internal expectations. Paper presented at the Annual Meeting of the Western Academy of Management, San Jose.

- Zerbe, W.J., Dobni, D., and Harel, G. 1993. Human resource management practices, service culture and service behavior. Presented at the Annual Meeting of the Western Academy of Management, San Jose.
- Ponak, A. and Zerbe, W.J. 1992. Time delays in grievance arbitration. Presented at the 9th World Congress of the International Industrial Relations Association, Sydney, Australia.
- Cahoon, A.R. and Zerbe, W.J. 1989. The syndicate method for teaching organizational behaviour. Presented at the Organizational Behaviour Teaching Conference, Columbia, Missouri.
- Zerbe, W.J. and Stablein, R. 1989. Conceptualizing Expectancy as Effort-Performance Covariation: Implications and Validation. Presented at the Annual Meeting of the Western Academy of Management, San Francisco.
- Zerbe, W.J. and Verma, A. 1986. A Comparison Group Evaluation of the Scanlon Plan. Presented at the Annual Meeting of the Academy of Management, Chicago.
- Zerbe, W.J. 1985. Self-Deception and Impression Management in Organizational Behaviour. Presented at the Annual Meeting of the Academy of Management, San Diego.
- Zerbe, W.J. and Miller, D.T. 1980. The Nature of Constructs in Social Psychology. Presented at the Conference of Canadian Psychological Association, Calgary.

SERVICE

Community:

- 2013 Member, AACSB Peer Review Team, Dalhousie University
- 2010 – present Co-Chair, AACSB New Deans Affinity Group
- 2010 – present Member, Genesis Center Board of Directors
- 2011 – present Board Member, Canadian Federation of Business School Deans
- 2011 – 2012 Member, Air Access Committee, St. John’s Board of Trade
- 2010 – 2012 Board Member, Junior Achievement Newfoundland and Labrador
- 2010 – present Board Member, Certified Accountants of Newfoundland and Labrador Education Foundation
- 1995 – 1997 Board Member, Calgary Association for the Mentally Handicapped

Memorial University of Newfoundland:

- 2013 Chairperson, Committee to Develop Terms of Reference for Teaching Chairs
- 2012 – present Member, Collective Bargaining Team
- 2012 Member, Selection Committee, Chief Risk Officer
- 2012 Member, University Food Services Committee
- 2011 – present Member, University Budget Action Team

- 2011 – present Member, Human Resources Advisory Council
 2011 Chairperson, Committee to Reduce the Paper Dependency of Senate

University of Calgary:

- 2008 – 2009 Human Resources and Organizational Dynamics Area Recruiting Committee
 2007 – 2008 Chair, University Research Grants Committee Subcommittee for Social Sciences, Humanities, Fine Arts, Business and Law
 2005 – 2008 University of Calgary, General Faculties Council
 2006 – 2008 University Research Grants Committee
 2005 – 2008 University of Calgary, Faculty of Graduate Studies, Academic Program Committee
 2001 – 2004 The University of Calgary Faculty Association Board Member
 2002 – 2003 Chairperson, Committee to Review Study Abroad Programs
 1999 – 2002 Faculty of Continuing Education Council
 1998 – 2000 Learning Commons Board Member
 1998 – 2001 University Research Grants Committee
 1997 – 1999 Faculty of Management Ph.D. Committee
 1996 – 2000 University Planning Committee
 1996 – 2000 University Budget Committee
 1996 – 2000 University Position Allocation Committee
 1995 – 1996 Chairperson, Masters of Project Management Curriculum Design Task Force
 1996 – 1997 Annual Report Design Team
 1995 – 1996 President's Review Committee for the Dean of Management
 1996 Faculty of Management Decentralization Committee
 1995 – 1996 General Faculties Council Striking Committee
 1994 – 1997 University of Calgary, General Faculties Council
 1992 – 1993 Faculty of Management Ph.D. Program Committee
 1992 – 1993 Faculty of Management Academic Standing Committee
 1992, 1994 Faculty of Management Tenure Committee
 1991 Faculty of Management Merit and Promotion Committee.
 1991 – 1993 Group Decision Support System Steering Committee, Faculty of Management.
 1990 – 1993 Member, Management of Organizations and Human Resources Recruiting Committee.
 1990 – 1994 Member, Tourism Management Group.
 1988 – 1991 Executive Secretary, Faculty of Management Advisory Council.
 1988 – 1990 Member, Program Review Committee, Faculty of Management.

- 1988 – 1990 Member, University of Calgary Committee on the Ethics of Human Studies.
- 1989 – 1992 MBA Orientation Committee
- 1989 – 1990 Faculty of Management Representative, Faculty of Nursing Council.
- 1988 – 1991 Member, Technology Management Research Group.
- 1988 – 1990 Member, Faculty of Management Speakers Committee.
- 1987 – 1991 Course Co-ordinator, MOHR 321.

PROFESSIONAL ACTIVITIES

- Conference Co-Chair: Emotions in Organizational Life, Montreal, 2010.
- Conference Co-Chair: Emotions in Organizational Life, Fontainebleu, 2008.
- Conference Track Co-Chair: Emotions in Organizations Track, European Academy of Management, Paris, 2007.
- Conference Co-Chair: Emotions in Organizational Life, Atlanta, 2006.
- Conference Co-Chair: Emotions in Organizational Life, London, 2004.
- Conference Co-Chair: Emotions in Organizational Life, Gold Coast Australia, 2002.
- Conference Co-Chair: Emotions in Organizational Life, Toronto, 2000.
- Conference Co-Chair: Emotions in Organizational Life, San Diego, 1998.
- Conference Session Chairperson and Discussant: Nonunion Forms of Employee Representation, 1997.
- Member, Program Committee: Academy of Management Research Methods Division, 1989 - 1996.
- Member, Program Committee: Western Academy of Management, 1988 - 1996
- Conference Session Chairperson: Western Academy of Management, 1992, 1995, 1996
- Conference Session Chairperson: Academy of Management, 1992.
- Discussant: Academy of Management Meetings, 1989, 1990, 1992, 1995
- Member, Roethlisberger Award Selection Committee, Organizational Behaviour Teaching Society, 1994.
- Member, OB Division Membership Needs Task Force, 1993.
- Member, Ascendant Scholar Nomination Committee: Western Academy of Management, 1993.
- Member: Academy of Management.

AWARDS AND HONOURS

2007	University of Calgary, International Projects Grant.
2005 – 2007	Haskayne School of Business, Human Resources and Organizational Dynamics Research Grant
2004 – 2006	Haskayne School of Business, Human Resources and Organizational Dynamics Research Grant
1994	Western Academy of Management Outstanding Paper Nomination
1991	Invited Participant in Western Academy of Management Junior Faculty Workshop.
1990 – 1991	Alberta Energy Corporation Summer Research Fellowship.
1990	Invited Participant in Academy of Management Workshop for Junior Faculty.
1990	University of Calgary Faculty of Management Outstanding Teacher award.
1986	Social Sciences and Humanities Research Council of Canada, Doctoral Fellowship Renewal.
1985	Academy of Management Organizational Behaviour Doctoral Consortium Participant.
1985	Administrative Sciences Association of Canada Annual Meeting, Best Doctoral Student Paper submitted to the Organizational Behaviour Division.
1983	Dean Earle D. MacPhee Memorial Fellowship in Commerce and Business Administration, University of British Columbia.
1981 – 1984	Social Sciences and Humanities Research Council of Canada, Doctoral Fellowship.
1978 – 1979	Medical Research Council of Canada, Research Fellowship.

CONSULTING EXPERIENCE

Ongoing	Consultant to public and private organizations in the areas of leadership development, team-building, communication, conflict resolution, fact-finding, employee surveys, change management.
2006 – present	Cognitive Edge Accredited practitioner. Cognitive Edge is an international network of practitioners applying complexity science principles to organizational settings.
1998	Consultant to Western Economic Diversification. Development, administration, and analysis of survey of organization and management practices.
1997	Consultant to Petro-Canada Limited on employee representation and involvement.
1997	Seminar leader on “Facilitating Organizational Development” for Canadian Western Natural Gas Limited.
1996 – 1997	Seminar leader for Northern Telecom/Nortel Ltd. on behavioural issues in project management.
1996	Consultant to Pratt-Whitney Canada Limited on Senior Management Team Development.
1996	Facilitator to the University of Calgary Faculty of Medicine on Conflict and Collaboration.

- 1994 – 1995 TransCanada Pipelines Limited. Development, administration, and analysis of survey of organization and management practices.
- 1991 – 1992 Co-leader of Management Development Program for Alberta Branch of the Canadian Society of Club Managers.
- 1990 – 1992 Seminar leader at Glencoe Club of Calgary: Sessions on Communication, Conflict Management, Team-Building, Facilitation Skills.
- 1990 Consultant to Novatel Communications Ltd., Calgary. Development of a Quality of Work Life Survey.
- 1989 Consultant to Petro-Canada Resources, Calgary. Design, Administration and Analysis of Information Services User Satisfaction Survey.
- 1988 – 1989 Consultant to Foothills Hospital, Calgary. Coordination of Patient Satisfaction Survey.
- 1985 – 1987 Consultant to Medical Day Centre, Lion's Gate Hospital, North Vancouver. Evaluated outpatient program for CVA patients.
- 1984 Research Assistant, University of British Columbia. Assisted in analysis and manuscript preparation for evaluation of worker participation plan.
- 1983 Consultant to the British Columbia Telephone Company. Identified factors associated with customer satisfaction, designed and analyzed questionnaire.
- 1982 Consultant to the Department of Justice, Evaluation and Statistics, Government of Canada.
- 1982 Consultant to the Policy and Planning Division of the B.C. Ministry of Attorney General.
- 1980 Consultant to the B.C. Ministry of Attorney General, Corrections Branch.
- 1979 Researcher, Forest Engineering Research Institute of Canada.

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EDUCATION

- 1981 Ph.D. (Management & Organizational Theory), Cardiff Business School, Cardiff University/U of Wales.
1977 M.Sc. (Management & Technology), Cardiff Business School, Cardiff University/U of Wales.
1975 B.Sc. (Economics & Political Science), National University of Iran.

ACADEMIC EXPERIENCE

Full Time Academic Positions

- 2012 (July)–Present Professor of Organization Studies and International Business, Gustavson School of Business, University of Victoria, British Columbia, Canada.
2002 - 2012 Dean and Professor of Organization Studies and International Business, Gustavson School of Business, University of Victoria, British Columbia, Canada.
1997 - 2002 Dean and Professor of Organization Studies, Faculty of Management, University of Lethbridge, Lethbridge, Alberta, Canada.
1991 - 1997 Director of Graduate Programs and Professor of Organization Studies and International Business, Faculty of Business, University of Victoria, British Columbia, Canada.
1983-1991 Associate Professor, Professor (1988) and Head of Department of Industrial Relations and Organizational Behaviour, College of Commerce, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.
1981 - 1983 Assistant Professor and Coordinator of Organizational Behaviour Area, Dept. of Administrative Studies, Athabasca University, Edmonton, AB, Canada.
1980 - 1981 Research Fellow, Small Business Centre, Durham University Business School, Durham, England.

Recent Visiting Academic Positions

- 2014 College of Business, City U of Hong Kong, HK (Jan-Feb); Doshisha University, Kyoto, Japan (April); Johannes Kepler U, Linz, Austria (June); Boğaziçi University, Istanbul, Turkey (July-Aug).
2013 Antai School of Econ and Bus Admin., Shanghai Jiaotong Univ., China (November); CASS, City University Business School, London, England (April-June); and Graduate School of Business, Doshisha University, Kyoto, Japan (April)
2012-13 Faculty of Business and Economics, Monash University; Faculty of Business and Law, Deakin University; Melbourne, Australia. (Nov. 2012-February 2013)

2012-13	Department of Management and Organization, Bogaziçi University, Istanbul, Turkey. (July-Nov. 2012; June-Aug. 2013)
2011	Centre for International Management, Department of Management, Johannes Kepler University, Linz, Austria; and Faculty of Economics, University of Ljubljana, Ljubljana, Slovenia (June-July)
2010	Department of Management and Organization, Bogaziçi University, Istanbul, Turkey. (July-August)
2009	Department of Management and Strategy, Rouen Business School, Rouen, France. (July-August)
2008	Cardiff Business School, Cardiff University, Wales. (July-August).
2007	Department of Organization and Industrial Sociology, Copenhagen Business School, Denmark. (May to September)
2002	College of Management, Sun Yat-Sen University, Kaohsiung, Taiwan. (May -July)
2001	Montague Burton Fellow, Cardiff Business School, Cardiff University, Cardiff, United Kingdom. (June-July)

MANAGEMENT EXPERIENCE

1970 - 1972	Export Sales and Marketing Manager, AMA Industrial Company, Tehran, Iran.
1972 - 1976	Marketing and Administration Director for the Middle East Region, Perkins Company (part of a German multinational industrial group)

HONOURS AND AWARDS

2012	Nominated for the Victoria Leadership Award, Leadership Victoria, BC.
2011	Nominated for International Leadership Award, BC Council for International Education (BCCIE)
2006-2009	Elected Chair of Canadian Federation of Business School Deans (CFBSD)
2001	Awarded the Montague Burton Fellow at Cardiff Business School, Wales
1994	Professor of the Year, MBA Program, University of Victoria, Faculty of Business
1993	Award of Excellence, Business Advisory Board, University of Victoria, Faculty of Business
1992	Best Educator's Award, Business Advisory Board, University of Victoria, Faculty of Business
1987	Best Paper Award, Academy of Marketing Science Conference
1980 - 1981	Appointed as Research Fellow at Durham University Business School
1978 - 1981	University of Wales Doctoral Fellowship/Scholarship

EXAMPLES OF RESEARCH PROJECTS AND GRANTS

2014-1015	"Organizational Climate, Human Resources and Management Education: Exploring a New Dimension". University of Victoria Internal Research Grants (IRG) Competition. (with Professor Paul Blyton), \$6500.
2011-2014	"Human Resource Climates: Assessing their Impacts on Organizations Employees". <u>Social Sciences and Humanities Research Council of Canada (SSHRC)</u> , Partnership Development Grants, \$185000. (Principle Investigator-PI, with Drs. Blyton, Steinke, Bacon, Blunsdon, and McNeil as co-investigators and Drs. Kabasakal and Hasselback as partners).
2009-2011	"Developing a Framework for Engaged Leadership and Citizenship". <u>Rix Centre</u> for Engaged Corporate Citizenship, Vancouver Board of Trade, \$40000. (With Dr. Muzyka and Mr. Rezac)
2008-2010	"The Climate of HRM" Grant received from <u>Social Sciences and Humanities Research Council of Canada (SSHRC)</u> , International Opportunities Fund (IOF), \$74500 (PI with Drs. Blyton and Bacon as co-investigators)

- 2004-2006 Promoting Healthier Workplaces: How can Corporate Canada Reduce the Cost of Healthcare? Grant received from the Change Institute (Ontario Health Ministry), \$80000 (with Drs. Downey, Sharp and Kelly)
- 2005 Organizational Change in Healthcare: A Research Workshop. Sciences and Humanities Research Council of Canada's (SSHRC), Conference Grant, \$17000 (with Dr. Tom Lawrence)
- 1999-2002 Organizational Transformation in Health Care: Evaluating an Integrated Primary Care Demonstration Project, Canadian Health Services Research Foundation (CHSRF). \$280000 with matching funding from Heritage Foundation in Alberta for a total of \$500000 (PI with Drs. Hasselback, Saunders, Williams and Boudreau)
- 1992-1995 Organizational Flexibility, Social Sciences and Humanities Research Council of Canada (SSHRC), Strategic Grants, \$93,000 (with Drs. Ng and Bu)
- 1985-1990 Organizational and Industrial Relations Climates, Social Sciences and Humanities Research Council of Canada (SSHRC). Strategic Grants, \$50,000, with A. Adamson
- 1985-1987 Organizational Design of Marketing Department in Hi-Tech Firms, Social Sciences and Humanities Research Council of Canada (SSHRC) Strategic Grants, \$10,000 (with Dr. Boag)

PROGRAM DEVELOPMENT AND TEACHING EXPERIENCE

Program Development Experience

- EQUIS Accreditation for UVic's Gustavson School of Business during my first term as Dean in 2007, and reaccreditation in 2010.
- AACSB Accreditation of Gustavson School of Business in December 2010.
- Helped with the process of naming the school from UVic Business to Peter B. Gustavson School of Business at UVic in 2010 and secured a \$10M gift from Mr. Gustavson.
- Helped with the process of naming the graduate programs at the Gustavson School of Business at UVic in 2011 to Sardur S. Gill Graduate School and secured a \$5M gift from Mr. Gill
- Helped raise a total of about \$30M in fund raising between 2002-2011 at the Gustavson School @UVic
- Dual/double degrees with international partner universities in North America, South East Asia and Western Europe, and expand the Exchange Program in South America, Eastern Europe, Western Europe, Middle East, North Africa and Asia at UVic Business.
- Developing International Programs and the internationalization of the faculties. I have been directly involved in establishing over fifty exchange and articulation agreements with universities in Asia; Latin America; Western Europe; Eastern Europe; the Middle East and North Africa.
- Designed or was closely involved in the design and implementation of the many programs—recent examples are:
 - Master of Global Business (MGB)
 - PhD program in International Management and Organization
 - Graduate Diploma and Certificate in Entrepreneurship
 - MBA's Integrative Management Exercise (IME) in Canada and internationally
 - Executive Development Programs in Canada and internationally.
 - Master of Science Program in Management
 - MBA and International Executive MBA (IEMBA) Programs
 - Executive Mentors Program

Teaching

- Taught courses in undergraduate, M.B.A., M.Sc. and Ph.D. levels :
 - Organizational Behaviour, Theory and Design
 - Innovative Forms of Work Organization
 - Power and Politics in Organizations

- Creativity and Innovation in Management
- Leadership, Culture and Change in Organizations
- Cross-National Management and Leadership

Theses Supervised (since 2000)

- "The Regulation of Morality in Formal Organizations: Case of Iranian Oil Industry"—Masoud Shadnam (PhD—SFU Business), 2005-2010.
- "Organizational and Physical Design and Service Climate in Canadian Health Care System: A Study of Emergency Rooms"— (final title: Service Design in ER), C. Steinke (PhD) 2004-2009
- "Evaluating an EMR Implementation for a Health Organization-Affiliated Family Practice"— Lindsay Foreland (MSc) 2007, School of Health Information Science, UVic (on supervisory Committee)
- "What do Canadian Managers Do?"—B. Regimbald (MSc in Management), 2001-2003, University of Lethbridge
- "Trust and Institutionalization: A study of change in a health region"—K. Sonpar (MSc in management), 2001-2003, University of Lethbridge
- "Fitness for Change: A Study of Alberta Health Care"—C. Steinke (MSc in Management), 2000-2002, University of Lethbridge

External Examination (since 2000)

- PhD Examiner for Malaysia Multimedia Studies (MMU), Malaysia
- PhD Examiner, Deakin University, Australia
- PhD Examiner, University Science Malaysia (USM), Malaysia
- PhD Examiner, Indian Institute of Technology, India
- PhD Examiner, University of Newcastle, Australia.
- Ph D Examiner, Deakin University, Australia.

PUBLICATIONS

Books

- 2014 Dastmalchian, A., Blyton, P., and Adamson, R. The Climate of Workplace Relations (Originally published in 1991), Routledge Revival Series, London/NY: Routledge, 215 pp
- 2010 Blyton, P., Blunsdon, B., Reed, K. And Dastmalchian, A. (eds.) Ways of Living: Work, Community and Lifestyle Choice, Basingstoke: Palgrave Macmillan, 288 pp
- 2006 Blyton, P., Blunsdon, B., Reed, K. and Dastmalchian, A. (eds.) Work Life Integration: International Perspectives on Managing Multiple Roles, Basingstoke: Palgrave Macmillan, 246 pp
- 1991 Dastmalchian, A., Blyton, P. and Adamson, R. The Climate of Workplace Relations, London: New York, Routledge, 215 pp

Papers in Refereed Journals

- 2014 Dastmalchian, A., McNeil, N., Blyton, P., Bacon, N., Blunsdon, B., Kabasakal, H., Steinke, C., and Varnali, R., "Organizational Climate and Human Resources: Exploring a new construct in cross-national context", Asia Pacific Journal of Human Resources, (forthcoming).
- 2014 Steinke, C. Dastmalchian, A. and Baniyasi, Y. "Exploring Aspects of Workplace Climates in Canada: Implications for the Human Resources of Health Care", Asia Pacific Journal of Human Resources, (forthcoming)
- 2014 Imer, P., Kabasakal, H. and Dastmalchian, A. "Personality and Contextual Antecedents of Organizational Citizenship Behavior: A Study of Two Occupational Groups", Journal of Management and Organization, Vol. 20, Issue 04, pp 441-462 (DOI: <http://dx.doi.org/10.1017/jmo.2014.44>).
- 2014 Baniyasi, M.H. and Dastmalchian, A. "The Differentiating Characteristics of Societal Cultures: An Examination of Social Values, Practices and Potential for Change", Journal of Comparative International Management, Vol. 17, No. 1, pp.1-13.

- 2014 Dastmalchian, A., McNeil, N., Blyton, P., Bacon, N., Blunsdon, B., Kabasakal, H., Steinke, C., and Varnali, R., "Organizational Climate and Human Resources: Exploring a new construct in cross-national context", Asia Pacific Journal of Human Resources, (forthcoming).
- 2014 Steinke, C., Dastmalchian, A. and Baniasadi, Y. "Exploring Aspects of Workplace Climates in Canada: Implications for the Human Resources of Health Care", Asia Pacific Journal of Human Resources, (forthcoming)
- 2014 Baniasadi, M.H. and Dastmalchian, A. "The Differentiating Characteristics of Societal Cultures: An Examination of Social Values, Practices and Potential for Change", Journal of Comparative International Management, (forthcoming).
- 2014 Imer, P., Kabasakal, H. and Dastmalchian, A. "Personality and Contextual Antecedents of Organizational Citizenship Behavior: A Study of Two Occupational Groups", Journal of Management and Organization, (forthcoming).
- 2013 Steinke, C., Dastmalchian, A., Blyton, P. and Hasselback, P. "Organizational change strategies within healthcare", Healthcare Management Forum, Volume 26, Issue 3, pp.127-135.
- 2012 Kabasakal, H., Dastmalchian, A., Karacay, G. and Bayraktar, S. "Leadership and Culture in the MENA Region: An Analysis of the Globe Project", Journal of World Business, Vol. 47, Issue 4, pp. 519-529.
- 2012 Dorfman, P., Javidan, M., Hanges, P., Dastmalchian, A. and House, R. "GLOBE: A Twenty Year Journey into the Intriguing World of Culture and Leadership", Journal of World Business, Vol.47, Issue 4, pp.504-518.
- 2011 Kabasakal, H., Dastmalchian, A. and Imer, P. "Organizational Citizenship Behaviour: A Study of Young Executives in Canada, Iran and Turkey", International Journal of Human Resource Management, Vol. 22, No.13, pp.2703-2729
- 2011 Ng, I. and Dastmalchian, A., "Perceived Training Benefits and Training Bundles: A Canadian Study", International Journal of Human Resource Management, Vol. 22, No. 4, pp. 829-842
- 2010 Bacon, N., Blyton, P. and Dastmalchian, A. "The Impact of Organizational Change on Steelworkers in Craft and Production Occupational Groups", Human Relations, Vo. 63, No. 8, pp. 1223-1248
- 2010 Chreim, S., Williams, B., Janz, L. and Dastmalchian, A., "Change Agency in a Primary Health Care Context: Case of Distributed Leadership", Health Care Management Review, Vol. 35, No. 2, pp. 187-199
- 2009 Sonpar, K., Handelman, J.M., and Dastmalchian, A., "Implementing New Institutional Logics in Pioneering Organizations: The Burden of Justifying Ethical Appropriateness and Trustworthiness" Journal of Business Ethics, Vol. 90, No. 3, pp. 345-359
- 2009 Javidan, M. and Dastmalchian, A. "Managerial Implications of the GLOBE Project: A Study of 62 Societies" Asia Pacific Journal of Human Resources, Vol. 47, No. 1, pp.41-58
- 2006 Huang, J. and Dastmalchian, A. "Implications of Trust and Distrust for Organizations: Role of Customer Orientation in a 4-Nation Study", Personnel Review, Vol.35, No. 4, pp.361-377
- 2005 Bacon, N., Blyton, P. and Dastmalchian, A. "Significance of Working Time Arrangements Accompanying the Introduction of Teamworking: Evidence from Employees", British Journal of Industrial Relations, Vol. 43, No. 4, pp. 681-701
- 2005 Reed, K., Blunsdon, B., Blyton, P., and Dastmalchian, A. "Introduction: Perspectives on Work-Life Balance", Labour and Industry, Vol. 16, No. 2, pp.5-14
- 2003 Javidan, M. and Dastmalchian, A. "Culture and Leadership in Iran: The Land of Individual Achievers, Strong Family Ties and Powerful Elite", Academy of Management Executive, Vol. 17, No. 4, pp. 124-142
- 2001 Dastmalchian, A. and Blyton, P. "Workplace Flexibility and the Changing Nature of Work: An Introduction", Special Issue Canadian Journal of Administrative Sciences, Vol. 18, No. 1, pp. 1-4
- 2001 Ng, I. and Dastmalchian, A. "Organizational Flexibility and Rules: A Comparison Western and Asian Organizations", Special Issue Canadian Journal of Administrative Sciences, Vol. 18, No. 1, pp. 17-24

- 2001 Kabasakal, H. and Dastmalchian, A. "Introduction to: Leadership and Culture in the Middle Eastern Countries: Norms Practices and Effective Leadership Attributes in Iran, Kuwait, Turkey and Qatar", Special Issue Applied Psychology: An International Review, Vol.50, No.4, pp.479-595
- 2001 Dastmalchian, A., Javidan, M. and Alam, K. "Effective Leadership and Culture in Iran: An Empirical Study", Special Issue Applied Psychology: An International Review, Vol.50, No.4, pp. 532-558
- 2000 Dastmalchian, A. Lee, S. and Ng, I. "The Interplay Between Organizational and National Cultures: A Study of Canada and South Korea", International Journal of Human Resource Management, Vol.11, No.2, pp.388-412
- 1999 House, R.J., Hanges, P.J., Ruiz-Quintanilla, S.A., Dorfman, P.W., Javidan, M., Dickson, M.W., Gupta, V., Dastmalchian, A., et al. "Culture Specific and Cross Culturally Generalizable Implicit Leadership Theories: Are Attributes of Charismatic/Transformational Leadership Universally Endorsed?", Leadership Quarterly, Vol. 10, No. 2, pp.219-256. (This is a team publication by GLOBE project members)
- 1988 Boag, D. and Dastmalchian, A. "Growth Strategies and Performance in Electronics Companies", Industrial Marketing Management, Vol. 17, No. 4, pp. 329-336.
- 1998 Dastmalchian, A. and Javidan, M. "High-Commitment Leadership: A Study of Iranian Executives", Journal of Comparative International Management, Vol. 1, No. 1, pp. 23-37
- 1998 Dastmalchian, A. and Blyton, P. "Introduction to Organizational Flexibility in a Cross-National Perspective", International Journal of Human Resource Management, Vol. 9, No.3, pp. 437-444
- 1998 Ng, I. and Dastmalchian, A., "Organizational Flexibility in Canada: A Study of Control and Safeguard Rules", Special Issue International Journal of Human Resource Management, Vol. 9, No. 3, pp. 445-456
- 1995 Javidan, M., Bemmels, B., Stratten Devine, K. and Dastmalchian, A. "Superior and Subordinate Gender and the Acceptance of Superiors as Role Models", Human Relations, Vol. 48, No. 11, pp. 1271-1284
- 1993 Javidan, M. and Dastmalchian, A. "Successful and Effective", Digest of Management Research, (June), Vol. 4, No. 3, pp. 44-46
- 1993 Javidan, M. and Dastmalchian, A. "Assessing Senior Executives: The Impact of Context on Their Roles", Journal of Applied Behavioral Science, September, Vol. 29, No. 3, pp. 328-342
- 1992 Javidan, M. and Dastmalchian, A. "Senior Management Attributes and Performance in the Public Sector", Best Paper Proceedings of the Academy of Management Annual Meeting, Las Vegas, (August), pp. 306-310
- 1992 Dastmalchian, A. and Blyton, P. "Organizational Structure, HR Practices and Industrial Relations", Personnel Review, 12, 1:58-68
- 1990 Dastmalchian, A. and Boag, D. "Environmental Dependence and Departmental Structure: Case of the Marketing Function", Human Relations, 43, 12:1257-1276
- 1990 Dastmalchian, A. and Ng, I. "Examining the Relationship between Industrial Relations Climate and Grievance Outcomes", Relations Industrielles/Industrial Relations, Vol. 45, No. 2, pp. 311-324
- 1990 Dastmalchian, A. and Tervo, R. "Decision-Making in Hospitals: A Canadian Study", International Journal of Health Care Quality Assurance, Vol. 3, No. 3, pp. 17-20
- 1989 Ng, I. and Dastmalchian, A. "Determinants of Grievance Outcomes: A Case Study", Industrial and Labor Relations Review, Vol. 42, No. 3, pp. 393-403
- 1989 Boag, D. and Dastmalchian, A. "Growth Strategies and Performance in Electronics Companies", Journal of Industrial Marketing Management, Vol3, No.4, pp.329-336
- 1989 Boag, D. and Dastmalchian, A. "Market Vulnerability and the Management of Marketing Function in Small Firms", Journal of Small Business Management, 1988, Vol. 26, No. 4, pp. 37-43
- 1989 Dastmalchian, A., Blyton, P., and Adamson, R. "Industrial Relations Climate: Testing a Construct", Journal of Occupational Psychology, Vol. 26, pp. 21-32
- 1988 Javidan, M. and Dastmalchian, A. "Improving Strategic Planning in Canadian State-Owned Enterprises", Long Range Planning (June), pp. 98-104

- 1988 Dastmalchian, A. and Boag, D. "The Influence of Market Environments on Design and Performance of Marketing Departments", Canadian Journal of Administrative Sciences, Vol. 5, No. 1, pp. 36-46
- 1987 Blyton, P., Dastmalchian, A. and Adamson, R. "The Concept of Industrial Relations Climate", Journal of Industrial Relations, Vol. 29, No. 2, pp. 207-216
- 1987 Dastmalchian, A. and Javidan, M. "Centralization and Organizational Context: An Analysis of Canadian Public Enterprises", Canadian Journal of Administrative Sciences, Vol. 4, No. 3, pp. 302-319
- 1986 Dastmalchian, A. "Environmental Characteristics and Organizational Climate: An Exploratory Study," Journal of Management Studies, Vol. 23, No. 6, pp. 609-633
- 1986 Dastmalchian, A. "Organizational Resource Dependencies and Goal Orientation", Journal of Business Research, Vol. 14, No. 5, pp. 387-402
- 1986 Dastmalchian, A., Adamson, R. and Blyton, P. "Developing A Measure of Industrial Relations Climate", Relations Industrielles/Industrial Relations, Vol. 41, No. 4, pp. 851-859
- 1986 Boag, D., and Dastmalchian, A. "Correlates of Decision-Making Autonomy in Marketing Units: A Study of Canadian Advanced Technology Manufacturing Companies," Journal of Academy of Marketing Science, Vol. 14, No. 2, pp. 50-56
- 1984 Dastmalchian, A. "Environmental Dependencies and Company Structures in Britain," Organization Studies, Vol. 5, No. 3, pp. 227-242
- 1982 Dastmalchian, A., Blyton, P. and Abdollahian, M. "Industrial Relations Climate and Company Effectiveness," Personnel Review, Vol. 11, No. 1, pp. 35-39
- 1980 Dastmalchian, A. and Mansfield, R. "Payment Systems in Smaller Companies: Relations with Size and Climate," Personnel Review, Vol. 9, No. 2, pp. 27-32

Recent Chapters in Books (since 2005)

- 2010 Downey, A., Dastmalchian, A., Kelly, H.M., Shape, D. and K. D'Agnone, "Shifting Responsibility for Health and Healthy Lifestyles: Exploring Canadian Trends", in Blyton et al (eds.) Ways of Living: Work, Community and Lifestyle Choices, Basingstoke: Palgrave McMillan, Ch.13, pp. 288-309.
- 2010 Steinke, C., Kurosawa, R. and A. Dastmalchian, "Designing for Well-Being: The Role of the Physical Work Environment", in Blyton et al (eds.) Ways of Living: Work, Community and Lifestyle Choices, Basingstoke: Palgrave McMillan, Ch. 12, pp. 267-287.
- 2010 Kabasakal, H., Imer, P. and A. Dastmalchian, "Work Values Across Cultures: The Role of Affect and Job Outcomes among Young Executives in Canada, Iran and Turkey", in Blyton et al (eds.) Ways of Living: Work, Community and Lifestyle Choices, Basingstoke: Palgrave McMillan, Ch. 11, pp. 241-266.
- 2010 Blunsdon, B., Reed, K., Blyton, P. and A. Dastmalchian, "Social Change and Ways of Living: An Introduction", in Blyton et al (eds.) Ways of Living: Work, Community and Lifestyle Choices, Basingstoke: Palgrave McMillan, Ch. 1, pp. 1-14.
- 2008 Dastmalchian, A. "Industrial Relations Climate", in Blyton, P., Bacon, Nick, Fiorito, J. and Heery E. (eds.) Sage Handbook of Industrial Relations, London: Sage, Ch 29: 548-571
- 2006 Blyton, P., Reed, K., Blunsdon, B. and A. Dastmalchian "Introduction: Work, Life and Work-Life Issues" in Blyton et al. (eds.) Work-Life Integration: International Perspectives on Managing Multiple Roles, Basingstoke: Palgrave McMillan, pp.1-16
- 2006 Blyton, P. and Dastmalchian, A. "Work-Life Integration and the Changing Context of Work" in Blyton et al. (eds.) Work-Life Integration: International Perspectives on Managing Multiple Roles, Basingstoke: Palgrave McMillan, pp. 17-27

Guest Editor of Journals

- 2005 Reed, K, Blunsdon, B., Blyton, P., and Dastmalchian (Eds.), A. Special Issue on "Studies in Work-Life Balance", Labour and Industry: A journal of social and economic relations of work (December), Vol. 16, No. 2, pp. 5-114
- 2001 Dastmalchian, A. and Kabasakal, H. (Eds.), Special Issue on "Leadership and Culture in the Middle East: Norms, Practices and Effective Leadership Attributes in Iran, Kuwait, Turkey

- and Qatar, Applied Psychology: An International Review, (October), Vol. 50, No.4, pp.479-595
- 2001 Dastmalchian, A. with Blyton, P. (Eds.), Special Issue on "Workplace Flexibility and the Changing Nature of Work", Canadian Journal of Administrative Sciences, Vol. 18, No. 1, pp. 1-49
- 1998 Dastmalchian A., with Blyton, P. (Eds.), Special Issue on "Organizational Flexibility in a Cross-National Perspective" International Journal of Human Resource Management, Vol. 9, No.3, pp. 437-515

Recent Papers in Refereed Conference Proceedings (since 2005)

- 2014 Steinke, C. and Dastmalchian, A. "Exploring aspects of workplace climates in health care in Canada" Administrative Sciences association of Canada's Annual Conf, June, Muskoka, Ont., Canada.
- 2014 Sonpar, K., Walsh, I., Pazzaglia, F., Eng, M. and Dastmalchian, A. "How do leaders experience and manage social comparison processes among organizational members?" Academy of Management Annual Meeting, August, Philadelphia, USA
- 2012 Zietsma, C., Dastmalchian, A. and Tehranchi, A. "The Rich get Richer: Assessing Research Output at Canadian Business Schools", Management Education, Administrative Sciences association of Canada's Annual Meeting, Saint John's New Foundland.
- 2011 Steinke, C. And Dastmalchian, A. "Fitness for Change: A Study of Healthcare Organizations", Health Care Management, Administrative Science Association of Canada's Annual Conference, Montreal (June).
- 2010 Rathert, C., Dastmalchian, A., Steinke, C. et al. "Developing an International Research Agenda for HR in Health Care: Addressing the Knowledge to Practice Gap", Academy of Management Annual Meeting, August, Montreal, Canada
- 2009 Dastmalchian, A. "State of Management Research in Canada" Forum on Research on Business, Management and Finance—a SSHRC funded conference analyzing the future direction of Canadian Business School research, attended Oct 1-2, HEC, Montreal, Canada
- 2009 Chreim, S., Williams, B., Dastmalchian, A. and Janz, L. "Leading Change in a Primary Health Care Context: The Case of Distributed Agency", Academy of Management Annual Conference, Chicago, August
- 2008 Dastmalchian, A., Downey, A., Kelly, H., Sharpe, D., D'Agnone, K. and Steinke, C. "Shifting the Way We Think About Health: Exploring a Trend towards Healthier Organizations in Canada", Colloquium on 'Ways of Living: Work, Organizations, Community and Lifestyle Choices', Deakin Business School, Australia, December
- 2008 Kabasakal, H., Dastmalchian, A., and Imer, P. "Cultural Influence on Life Choices: A Study of Organizational Citizenship Behaviour in Canada, Iran and Turkey", Colloquium on 'Ways of Living: Work, Organizations, Community and Lifestyle Choices', Deakin Business School, Australia, December
- 2008 Downey, A., Kelly, H. D'Agnone, K., Sharp, D. and Dastmalchian, A. "The Growth Worksite Health Promotion in Canada", Health Care Management, Administrative Science Association of Canada's Annual Conference, Halifax, Nova Scotia, May-June.
- 2007 Sonpar, K., Handleman, J. and Dastmalchian, A. "Trust and Institutional Logics as Organizing Principles in Time of Radical Change: A Health Care Study from Rural Canada". (2007) the 2nd Nordic Workshop on Health Management and Organization 2007, University of Goteborg, Sweden (Dec)
- 2007 Huang, H.J., Dastmalchian, A. and Gosling M. "Integrity Issues in Organizational Innovation Process," ANZAM, Sydney, Australia
- 2007 Steinke, C. and Dastmalchian, A. "Designing Health Care Organizations for Service: A Canadian Study", European Group of Organization Studies (EGOS) Conference, Vienna (July)

- 2005 Sonpar, K., Handelman, J. and Dastmalchian, A. "It Takes Two to Tango: Trust and Institutional Logics as Organizing Principles During Change", Academy of Management's Annual Conference (Health Care Management Division), Honolulu, (August)
- 2005 Sonpar, K., Handelman, J. and Dastmalchian, A. "Micro-Process of Institutional Change in Early Adopters", Paper to be presented at European Group of Organizational Studies (EGOS) Conference, Berlin (June)
- 2005 Lawrence, T. and Dastmalchian, A. "Introduction to Organizational Change in Healthcare", Research Forum on Change and Innovation in the Organization of Healthcare, A joint SFU Business/UVic Business Conference. SFU Harbour Centre. (April 15-16)

Recent Conference and Invited presentations (since 2005)

- 2015 Dastmalchian, A. "Human Resource Climates in Organizations and Across Societies: Outlining an Ongoing Multi-Country Research Program", Academy of International Business—Latin America Conference, Santiago, Chile (January).
- 2014 Dastmalchian, A. "Integrating the Trends in Research Methodology in Social Science: Conference Closing Key Note Address", Australian Consortium of Social and Political Research Incorporated (ACSPRI) Conference, (Dec.), Sydney
- 2014 Dastmalchian, A. and Mary Gowan "Designing Innovative Impactful and Engaging Curricula", AACSB Accreditation Conference, Baltimore, USA (Sept. 22)
- 2014 Dastmalchian, A. "Business School Global Alliances: Case of Gustavson's MGB", European Foundation of Management Development (EFMD) Annual Meeting, Vienna, (June 16).
- 2014 Dastmalchian, A. "HR Climate and GLOBE Project: An overview of a research program", College of Business, Chinese University of Hong Kong, HK, China (Feb. 18).
- 2013 Dastmalchian, A. "GLOBE Project's 20 years overview", Antai School of Economics and Business administration, Shanghai Jiaotong University, Shanghai (Nov 13)
- 2013 Dastmalchian, A. "HR Climate and GLOBE Project: An overview of a research program", Department of Management, University College Dublin Business Faculty, Dublin, Ireland (May 17)
- 2013 Dastmalchian, A. "Internationalization of Business Schools: An Overview and A Direction", Presented at Faculty of Business and Law, Deakin University, Melbourne, Australia (Jan 29).
- 2012 Dastmalchian, A. and Steinke, C. "Promoting Psychological Health in Organizations: Focus on Workplace Relations", Canadian Mental Health Association's (BC) 9th Annual Conference, 29 March-1 April, Vancouver
- 2012 Dastmalchian, A. "Planning for Increasing Demand for Curriculum Accountability and Curriculum Alignment a Fiscally Shrinking World", Council for Canadian Deans of Arts, Humanities and Social Sciences Annual Meeting ,Victoria, BC (April)
- 2011 Dastmalchian, A. "Trends in Specialized Master's Programs in Business and Management in North America", European Foundation of Management Education (EFMD) Annual Conference, Brussels (June).
- 2011 Dastmalchian, A. "Internationalizing Business Education", Presentation at NAFSA Annual Conference, Vancouver, (June).
- 2011 Dastmalchian, A. And Karim, S. "A Survey of Research Productivity of Canadian Business Schools 2005-9", Canadian Federation of Business Schools Deans (CFBSD) meeting, Quebec City, (May).
- 2009 Dastmalchian, A. (With N. Bacon and P. Blyton) "Organizational Change and Occupational Groups: A longitudinal Study", Rouen Business School, France. (July)
- 2009 Dastmalchian, A. "An Overview of GLOBE Project: A 62 Nation Study of Culture and Leadership", Rouen Business School, France, (June)
- 2007 Dastmalchian, A. "A Multi-Nation Study of Culture and Leadership: An Overview of Project GLOBE", Presented at Instituto de Empresa, Madrid, Spain, (July)
- 2006 Dastmalchian, A. "A Multi-Nation Study of Leadership and Culture: An Overview and Methodological Thoughts from a Country Co-Investigator in the GLOBE Project",

- Presented at first national Australian Consortium for Social and Political Research (ACSPRI): ACSPRI Social Science Methodology Conference 2006, Sydney Univ. (Dec.)
- 2006 Blyton, P. and Dastmalchian, A. "Work, Organizations and the New Flexibility", Presentation to Deakin University Business School, Melbourne (Nov)
- 2006 Dastmalchian, A. "Moving Research into Training: Best Practices in Leadership Training for Labour, Business, and Education", invited presentation at Business Health-Employee Health: Creation, Retention and Renewal Conference, (with Angela Downey and Andy King—panel members), UBC, Vancouver (July)
- 2006 Rezac, D., Muzyka, D. and Dastmalchian, A. "Power of Positive Engagement" World Economic Forum's Young Global Leaders Summit, Vancouver (June)
- 2005 Dastmalchian, A. "On Leadership and Social Capital: the Role of Business Schools", Panel Presentation (with D. Muzyka, D. Rezac and J. Helliwell), Vancouver Board of Trade, Learning for the Boardroom Series, Wask Centre, Vancouver (Dec)

PROFESSIONAL ACTIVITIES (SINCE 2000)

- Chair: EFMD's European Quality Improvement System (EQUIS) Peer Review for Fundação Getulio Vargas (FGV) in San Paolo, Brazil (Nov. 2011); Faculty of Economics, Bus Admin and IT, U of Zurich, Switzerland (2012); Exeter U Business School (May 2013); American University of Cairo, Egypt (Nov 2013)
- EFMD's European Quality Improvement System (EQUIS) Peer Review Team members for : University of Laval (2007), Helsinki School of Economics—Alto University (2008), and Cardiff Business School (2009); Catholic University of Portugal (2010); University of South Australia (2010); Rouen Business School (2011); IESEG Lille/Paris, (2012).
- AACSB Peer Review Team member for Haskayne School of Business at University of Calgary (January 2012); Sprott School of Business, Carlton University, Canada (March 2013); Rowe School of Business, Dalhousie Univ Faculty of Management, Canada (Oct 2013)
- Member of the Association to Advance Collegiate Schools of Business' (AACSB's) Initial Accreditation Committee-IAC (2012-2015).
- Chair and Past Chair, Canadian Federation of Business School Deans (CFBSD), 2006-2010; Vice Chair CFBSD 2003-2006; Board member 1998-2003.
- Vice Chair, Canadian Consortium of Management Schools, 2001-2005.
- External Program Reviewer for Thompson River University's (Kamloops, BC) Degree programs in China (2012)
- External program assessor for Dalhousie University's Faculty of Management, on behalf of University's Senate Review Committee (2012)
- External program assessor for Wilfred Laurier University's Business School, on behalf of Ontario Government (2006)
- External Assessor for Trinity Western University's (Abbotsford, BC) MBA Programs (2007)
- Board Member, Director, BC New Ventures Society's Board of Directors (2003-present)
- Board Member, Director, United Way Victoria's Board of Directors (2003-2006)
- External Assessor to Appointments and Promotions, Faculty of Economics and Management, Universiti Putra Malaysia, Malaysia (1999-present)
- External Assessor to Appointments and Promotions, Department of Management, Indian Institute of Technology, New Delhi, India (2000-present)
- Reviewer for Canadian Journal of Administrative Sciences, Human Relations: Organization Studies, Industrial and Labor Relations Review, Journal of Management Studies, Applied Psychology: An International Review, Organization Studies, Relations Industrielles-Industrial Relations, International Journal of Human Resource Management, Personnel review, Academy of Management Proceedings.
- Editorial Boards of Asia Academy of Management Journal; and International Journal of Flexibility (GIFT Society)
- Reviewer for Grant Application for SSHRC/SSHRC's Strategic Grants
- Academic Reviewer for ASAC Conferences since (OB/OT and Policy Divisions) and Academy of Management Annual Conference, Western Academy of Management, EGOS.

UNIVERSITY RELATED ACTIVITIES

Serving on a large number of university and internal committees has enhanced my various academic and administrative abilities:

- Tenure and Promotion and Search Committees
- University Budget Committees, Graduate Studies Executive Committee, Senate and Faculty Association Negotiation and Consultation Team
- Closely involved in the initial design, development and program planning of the Faculty of Gustavson School of Business at the University of Victoria
- As Dean, I have had involvement in a wide range of administrative and leadership situations. Examples include:
 - Chairing and participation in a variety of committees and task forces (e.g. Faculty Council, Dean's Council, Presidential Advisory Board)
 - Managing the financial affairs of the units under the decentralized and fairly unique 'responsibility centre budgeting' (RCB) model as well as a more centralized system.
 - Re-vamped the tenure, promotion and performance standards.
 - Restructuring of the Faculty/School to accommodate six brand new programs and growth.
 - Through a highly involved process I have developed an articulation of the Faculty's visions, aspirations, mission and operational objectives in the form of a document: *Roadmap to 2005* at U of L; and a similar and highly participative process between 2002-2012 at Gustavson School @UVic leading to a new Vision and the strategy documents *Our Promise* (and *Keeping Our Promise*) following a unique "One-Page" strategy approach.
 - Involved in raising funds through Access programs in Alberta extensive lobbying program with government (1997-2001); establishing an External Relations program for Gustavson School of Business and initiating the naming project as well as spearheading a process leading to an increased and substantial fund raising. Since 2002, we have raised in excess of \$30M since my term as dean at Gustavson School of Business.
 - Development and creation of three Advisory Boards/Board of Advisers in multiple locations at home and internationally.
 - At Gustavson School of Business, we developed the annual Distinguished Entrepreneur of the Year Award (DEYA) in collaboration with the Board of Advisors. The first event was in 2004.
 - Initiation of accreditations (EQUIS and AACSB) and growth of BCom and MBA programs, creation of MGB and PhD Programs, and expansion of the Executive Programs.

CONSULTING AND EXECUTIVE DEVELOPMENT EXPERIENCE

Have been active since 1983 in consulting, development and delivery of Executive Development Programs in the following areas:

- Organizational Design, Culture and Climate
- Organizational Change and Strategy Development
- Leadership and Role of Managers
- Mentoring
- Creativity, Innovation and Creative Problem Solving

Examples of Client Organizations:

North America

- Custom House Global Currency Exchange, Global Executive Program (now part of Western Union), Victoria, BC

- Holmes Group, Strategic Planning Process, Toronto, Ontario
- Sierra Systems (Canada and the United States)
- Pan Canadian Petroleum, Calgary, Alberta
- TransCanada (TCPL and NOVA), Across Canada and Calgary, Alberta
- ACD Systems International , Victoria, BC
- Government Not Profit Initiatives (GNPI), BC Government , Victoria, BC
- Yukon Territorial Government, Whitehorse, Yukon
- Workers Compensation Board, Vancouver, BC
- BC Ferries Advanced Management Program, Victoria, BC
- BC Government's *Leading the Way* and *Connecting the Future* Executive Development Programs, Victoria, BC

International

- Federal Ministry of Foreign Affairs Executive Education project (Cluj, Romania)
- United National Development Funds for Senior Executive Programs in the Middle East and Asia (Malaysia, Indonesia, Turkey, Gulf countries, Pakistan, Bangladesh, Tajikistan, Sudan)
- Iranian Development and Renewal Organization (IDRO), Industrial Management Institute (IMI) and Iranian Business School Project (IBS Project) Executive Programs (Iran)
- Taiyuan National High-Tech Park Executive Program (Taiyuan, China)
- Doshisha Business School, (Kyoto, Japan)
- Antai Business School, Shanghai Jiaotong University (Shanghai, China)

LORN R. SHEEHAN

RESIDENCE

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EDUCATION

PhD in Management – University of Calgary, 2007

Double Major: Strategy and Tourism Management

Dissertation: *Destination Management Organizations: A Stakeholder Perspective*

Master of Business Administration – University of Calgary, 1996

Major: Management of Financial Resources

Master of Environmental Design (Urban & Regional Planning) - University of Calgary, 1991

Thesis: *An assessment of the potential for regionally integrated tourism planning: A Southern Alberta case study*

Environmental studies – University of Alberta, 1987

Areas of Study: statistics, individual research, water resource management, computing science

Bachelor of Science - University of Alberta, 1987

Major: zoology Minors: chemistry and biology

ACADEMIC EMPLOYMENT

2015-Present Director (Acting)

Rowe School of Business, Faculty of Management, Dalhousie University

2012-Present Professor (Strategy)

Rowe School of Business, Faculty of Management, Dalhousie University

**2010 -2015 Associate Director, Rowe School of Business
Faculty of Management, Dalhousie University**

- Oversight of all academic programs (BComm, MBA, MBA-Financial Services)
- AACSB accreditation including development and implementation of assurance of learning plans for each degree program including Bachelor of Management
- Other aspects of administration of School

2008- Present Cross appointment as Associate Professor

School of Resource and Environmental Studies, Dalhousie University

2008 -2012 Associate Professor (Strategy)

School of Business Administration, Faculty of Management, Dalhousie University

2008 -2010 Director, Bachelor of Commerce Program

School of Business Administration, Faculty of Management, Dalhousie University

2004 - 2008 Assistant Professor (Tourism)

Haskayne School of Business, University of Calgary

**1997 - 2004 Sessional Instructor (Finance area and Tourism area)
Haskayne School of Business, University of Calgary**

**1995 - 2005 Director, Bachelor of Hotel & Resort Management
Program Haskayne School of Business, University of
Calgary**

- Development of the first 4-year technical institute/university cooperative degree involving full-credit transfer

1990 - 2005 Coordinator, Tourism Programs

Haskayne School of Business, University of Calgary

- Development and administration of tourism programs at Bachelor, Masters and PhD levels
- Preparation of strategic plans, interface with industry groups

**1992 - 2004 Coordinator, World Tourism Education & Research Centre
University of Calgary**

- Management of special projects and programs
- Instruction in executive programs (Financial Management, Strategic Issues)
- Preparation of strategic plans, interface with various interest groups

1989 - 1990 Program Coordinator

Faculty of Environmental Design, University of Calgary

- Development of "tourism planning certificate program"
- Scheduling, organizing, and marketing of tourism courses

1988 - 1989 Teaching Assistant

Faculty of Environmental Design, University of Calgary

- Computer applications in planning (spreadsheets, databases, graphics)
- Instructional use of spreadsheets, databases, graphics

TEACHING

Business Administration 6000 Strategy & Competitiveness

Calendar Description: This class is about the general manager's task of managing strategy in all types of organizations. The class develops concepts, frameworks, techniques, and skills that are foundational to the development and execution of strategies that are competitively sound, organizationally doable, and effective in guiding organizational decisions and actions.

Number of times taught: 1 time *Overall Evaluation scores:* 3.83

Management 4001 Strategy Formulation

Calendar Description: This is a capstone course which draws upon all previous courses in the BMgmt program, with a focus on the strategic choices facing public and private organizations today. The course introduces students to different theoretical frameworks for the development of strategy. Moving through the analysis phase, by way of external and internal scans of the environment and of the organization, itself, students' progress to the Formulation phase of Strategy design through lectures, presentations, case studies and class discussions. Knowledge will be consolidated through the preparation and presentation of a major project based on the experiences of a real organization. The course also examines strategic sustainability by drawing upon the four thematic areas of study and professional practice upon which the Faculty of Management has been formed - the private sector, the environment, the public sector and information technology.

Number of times taught: 1 time *Overall Evaluation scores:* 4.30

Commerce 4352 Strategic Management

Calendar Description: After conducting a brief review of the external environment faced by the organizations, the focus of this capstone course turns to the examination of the internal workings of an organization. More specifically, this course is about the general manager's task of implementing competitive strategy and managing strategic change. This course is integrative, as it deals with the organization as a holistic entity.

Number of times taught: 6 times *Overall Evaluation scores:* 4.0/5 to 4.5/5

Finance 351 Financial Management I

Calendar Description: Concentrates on the investment decisions of the firm. Short-term asset management (working capital) and long-term asset management (capital budgeting) are covered. Approach relies heavily on valuation theory.

Number of times taught: 3 times *Overall Evaluation scores:* from 4.8/5.0 to 6.48/7.00

Finance 353 Financial Management II

Calendar Description: Concentrates on the financing decisions of the firm and integration with investment decisions. Interest rate theory, term structure theory, the Canadian financial system and

sources of financing are surveyed.

Number of times taught: 7 times Overall Evaluation scores: from 4.4/5.0 to 6.66/7.00

Tourism and Hospitality Management 439 Financial Management in Tourism

Calendar Description: Application of principles of financial management to the tourism and hospitality industry such as: balance sheet analysis; ratios; statements; capital budgeting analysis. Special topics include: feasibility studies; hotel valuation; management contracts; franchising; and yield management. *Number of times taught: 10 times Overall Evaluation scores: from 4.9/5.0 to 6.84/7.00*

Tourism and Hospitality Management 309 Introduction to Leisure, Tourism and Society

Calendar Description: An interdisciplinary introduction to the concepts, methods and practices of leisure, recreation and tourism studies.

Number of times taught: 7 times Overall Evaluation scores: from 5.62/7.00 to 6.58/7.00

Tourism and Hospitality Management 409 Travel and Tourism Management

Calendar Description: Economic, social, cultural, political, and technological dimensions of tourism, in

particular changing travel markets, industry structure, evolving issues and problems. Introduction and

application of management principles to resolve these problems.

Number of times taught: 2 times Overall Evaluation scores: from 6.06/7.00 to 6.06/7.00

Graduate Student Supervision:

- Winter 2015. Sean Tait and Kent Sullivan. *Real Estate Management and Sustainable Hotel Development in Historic Urban Centres: Applications of the Italian Concept "Albergo Diffuso"*. Directed Study, Faculty of Management, Dalhousie University.
- Summer 2014. Otis Smith. *Public Private Partnerships and South Africa's Renewable Energy Sector*. Directed Study, Faculty of Management, Dalhousie University.
- September 2009. Pablo Quinonez. *Sustainable Tourism Destination Management Applied to Columbia: A Case Study of "The Triangle of Coffee"*. Directed Study, Faculty of Management, Dalhousie University.
- June 2009. Mary-Frances Lynch. *Tourist and Host Perspectives on Mi'kmaw Cultural Tourism in Nova Scotia*. Master of Environmental Studies, Dalhousie University (Committee Member)
- ☞ December 2007. Ivan Tse. *An Empirical Study of Airport Branding At Selected Canadian International Airports*. Master of Business Administration (Thesis-based), University of Calgary (Committee Member)

REFEREED JOURNAL ARTICLES

Presenza, A., Sheehan, L.R., & Lin, S. Forthcoming. Public-Private Collaboration in Event Management. An Exploratory Study of the Italian Sport Event "Giro d'Italia". *Journal of Tourism Research & Hospitality*. (Accepted on April 1, 2014).

Di Virgilio, F., Di Pietro, L., Bova, N. & Sheehan, L. 2014. Contractual Conditions, Organizational

- Level, Dimension of Organization and Work Conflict as Potential Predictors of Job Stress in Public Administration. *International Journal of Public Administration*. Vol.37, no.9, pp.591-599. Presenza, A., Del Chiappa, G. & Sheehan, L.R. 2013. Residents' Engagement and Local Tourism
- Governance in Maturing Beach Destinations: Evidence from an Italian Case Study. *Journal of Destination Marketing & Management*. Vol.2, no.1, pp.22-30.
- Presenza, A. & Sheehan, L.R. 2013. Planning Tourism Through Sporting Events. *International Journal of Event and Festival Management*. Vol.4, no.2, pp.125-139.
- Hall, J., Matos, S., Sheehan, L., & Silvestre, B. 2012. Entrepreneurship and Innovation at the Base of the Pyramid: A Recipe for Inclusive Growth or Social Exclusion? Special Issue on Organisational Innovation for Inclusive Growth, *Journal of Management Studies*. Vol.49, no.4, pp.785-812.
- Currie, R., Wesley, F., & Sheehan, L. 2012. Inter-Enterprise Destination Competitiveness. *Journal of Tourism Planning & Development*. Vol.9, no.2, pp.165-182.
- Sheehan, L.R. & Presenza, 2011. The organizational impacts of quality management in tourist firms: An empirical investigation of the Molise Region of Italy. *Tourism: An International Interdisciplinary Journal*. vol.59, no.4, pp.427-446.
- Lynch, M., Duinker, P.N., Sheehan, L.R., & Chute, J. 2011. The Demand for Mi'Kmaq Cultural Tourism: Tourist Perspectives. *Tourism Management*, vol.32, no.5, pp.977-986.
- Lynch, M., Duinker, P.N., Sheehan, L.R., & Chute, J. 2010. Sustainable Mi'Kmaq Cultural Tourism in Nova Scotia. *Journal of Sustainable Tourism*, vol.18, no.4, pp. 539-556.
- Bornhorst, T., Ritchie, J.R.B. & Sheehan, L. 2010. Determinants of Tourism Success for a DMO and Destination: An Empirical Examination of Stakeholders Perspective. *Tourism Management*. vol.31, no.5, 572-589.
- Ritchie, J.R.B, Sheehan, L. & Timur, S. 2008. Tourism Sciences or Tourism Studies? Implications for the Design and Content of Tourism Programming. *TEOROS (Revue de Recherche en Tourisme)*, vol.27, no.1, pp.33-41.
- Sheehan, L.R., Ritchie, J.R.B. & Hudson, S. 2007. The Destination Promotion Triad: Understanding the Asymmetric Stakeholder Interdependencies between the City, the Hotels and the DMO, *Journal of Travel Research*. vol.46, no.1, pp.64-74.
- Sheehan L., Presenza A., & Minguzzi A. 2007. Analysing the performance of destination management organizations: An empirical study. *Sinergie - Rapporti di ricerca*. vol.26 (April), pp.113-125.
- Presenza, A., Sheehan, L.R. & Ritchie, J.R.B. 2005. Towards a Model of the Roles and Activities of Destination Management Organizations, *Journal of Hospitality, Tourism & Leisure Science*. Online publication at <http://hotel.unlv.edu/research/html/pdf/articles/RoleDMO.pdf> ml.
- Sheehan, L.R. & Ritchie, J.R.B. 2005. Destination Stakeholders: Exploring Identity and Salience, *Annals of Tourism Research*. vol.32, no.3, pp.711-734.

Ritchie, J.R.B, Hudson, S., & Sheehan, L.R. 2002. Hybrid programs in tourism and hospitality: A review of strengths, weaknesses and implementation issues, *Acta Turistica*. vol.14, no.1, pp. 29-45.

Ritchie, J.R.B & Sheehan, L.R. 2001. Practicing what we preach in tourism education and research: The use of strategic research methods for program design, implementation and evaluation (Part I – Visioning), *Journal of Teaching in Travel and Tourism*. vol.1, no.1, pp. 37-48.

Ritchie, J.R.B & Sheehan, L.R. 2001. Practicing what we preach in tourism education and research: The use of strategic research methods for program design, implementation and evaluation (Part II – Focus Groups), *Journal of Teaching in Travel and Tourism*. vol.1, no.1, pp. 49-57.

Getz, D., Anderson, D. & Sheehan, L.R. 1998. Roles, issues and strategies for convention and visitors bureaux in destination planning and product development: a survey of Canadian bureaux, *Tourism Management*, vol.19, no.4, pp. 331- 340.

Sheehan, L.R. & Ritchie, J.R.B 1997. Financial Management in Tourism: A Destination Perspective, *Tourism Economics*, vol.3, no.2, pp. 93-118.

Sheehan, L.R. 1994. The Development of Tourism Professionals, Educators and Researchers, *Turismo em Analise*. vol.5, no.1, pp. 19-34.

Jamieson, W., Sheehan, L.R. & Mjijima, N. 1989. Tourism in planning and planning in tourism, *Alberta and Northwest Territories Journal of Planning Practice*. Fall (1989).

Nelson, D. & Sheehan, L.R. 1988 “A simple method of weighing honey-bee queens”, *American Bee Journal*. pp. 492-494.

NON-REFEREED PUBLICATIONS

Howard, V., and Sheehan, L.R. 2013. Accreditation and ‘Assurance of Learning’ at the Rowe School of Business. *Focus on Teaching and Learning*. Vol.21, no.3, pp.4-5.

RESEARCH NOTES

Sheehan, L.R. 1991. World Tourism Education and Research Centre. *Annals of Tourism Research*. Vol.18, no.5, pp.343-344.

BOOK CHAPTERS

Presenza, A. & Sheehan, L.R. 2015. Organizational citizenship behavior in the hospitality industry. A field study in Southern Italy. In A. A. Camillo (Ed.). *Handbook of Research on Global Hospitality and Tourism Management*.

Sundararajan, B., Sheehan, L., Sundararajan, M. & Manderson, J. 2013. Influencing Group Decisions by Gaining Respect of Group Members in E-Learning and Blended Learning Environments: A Path Model Analysis (pp.241-255). In M.S. Khine (Ed.). *Applications of Structural Equation Modeling in Educational Research and Practice*. Rotterdam, The Netherlands: Sense Publishers.

Sundararajan, B., Sheehan, L.R., and Gilbert, S. September 2013. Mediated Discourse in Higher Ed Classrooms Using Text Messaging (pp.199-232). In (Charles Wankel & Patrick

Blessinger, Eds.). *Increasing Student Engagement and Retention using Classroom Technologies: Classroom Response Systems and Mediated Discourse Technologies*. Bingley, UK: Emerald Publishing Group. Selected as a 2014 Outstanding Author Contribution winner for *Cutting-Edge Technologies in Higher Education*.

Sheehan, L.R. & Ritchie, J.R.B. 2006. Financial Management in Tourism: A Destination Perspective. In A. Papatheodorou (Ed.), *Managing Tourism Destinations*. Cheltenham, UK: Edward Elgar Publishing Ltd.

WORK IN PROGRESS

Di Virgilio, F. & Sheehan, L.R. The impact of social network on Italian tourist's behaviour for the choice of tourist destination. Completed draft prepared for submission as a book chapter.

Sheehan, L.R., Presenza, A., & Ritchie, J.R.B. An Empirical Test of Stakeholder Theory: The Views of CEOs of Not-For-Profit Organizations. Completed draft prepared (target journal: *Journal of Business Ethics*).

Resume of Lorn R. Sheehan

Page 5 of 11

Presenza, A., Iocca, S. & Sheehan, L.R. Governance in tourism. A Review of the Tourism Literature. Targeted for the *Journal of Policy Research in Tourism, Leisure and Events*.

Sheehan, L., Sundararajan, B., & Gilbert, S. Texting as a Discussion and Learning Technology in Higher Education Classrooms. Targeted for *Academy of Management Learning and Education*. Agarwal, J., Pysai, N. & Sheehan, L.R. Stakeholder Management and Relationship Quality: A Multi-theoretical Framework and Research Propositions. Targeted for the *Academy of Management Review*.

Sundararajan, B. & Sheehan, L. Texting Tolstoy: Can We Use the Medium of Cell Phone Text Messaging to Teach Higher Level Courses? Draft being prepared for *Academy of Management Learning and Education*.

Blunden, R. & Sheehan, L.R. *Strategic Challenges for Shell: Developing the Alberta Oil Sands*. A Case study targeted for completion in Fall 2014.

Sheehan, L.R., Stakeholder Relationships in Destination Competitiveness. In A. Presenza (Ed.), *The Importance of Intangible Resources to Destination Competitiveness*. Publisher TBA.

Sheehan, L.R., Lee, R. & Nielson, N. Surviving a Pandemic in Leisure and Tourism: A Specialized Case for Contingency Planning. Completed draft prepared (target journal: *TBA*).

Currie, R. & Sheehan, L. Working Vacations: A Transition from the School Environment to the Work Environment. Complete draft prepared (target journal: *TBA*).

CONFERENCE PRESENTATIONS

Sundararajan, B., Sheehan, L., Sundararajan, M., & Manderson, J. Knowledge Gains and

Satisfaction in Performance Using Face-to-Face and ICTs in E-Learning and Blended Learning Environments.

International Communication Association 2015 Conference (May 20-25, 2015). Puerto Rico.

Sheehan, L. A knowledge transfer-based model of the Destination Management Organization. *Tourism Intelligence Forum 2015 Global Conference: Tourism Intelligence in Action (May 4-7, 2015)*. Naples, Italy.

Sheehan, L. Reconceptualising Stakeholder Theory: An Empirical Test in the Not-For-Profit Context. *Business and Social Science Research Conference (December 19-20, 2014)*. Paris, France.

Sundararajan, B. & Sheehan, L.R., Giving Voice to Team Members: IM and Texting Conversation Networks in Classrooms. *Academy of Management Conference, Organizational Communication and Information Systems (OCIS) Division (August 1-5, 2014)*. Philadelphia, Pennsylvania.

Sheehan, L.R. & Sundararajan, B. Texting to Overcome Language Barriers, Collaborate and Facilitate Knowledge Transfer. *Academy of Management Conference, Management Education Development (MED) Division (August 1-5, 2014)*. Philadelphia, Pennsylvania.

Sundararajan, B. & Sheehan, L. A Modified Functional Categories Model to Study Electronic Conversations in Learning Environments. *Administrative Sciences Association of Canada Conference, Management Education Development (MED) Division (May 10-13, 2014)*. Muskoka, Ontario.

Sheehan, L.R. & Presenza, A. Albergo Diffuso: A Cultural Tourism Asset or Niche Accommodation?

International Forum on Knowledge Asset Dynamics (June 12-14, 2013). Zagreb, Croatia. Sheehan, L.R. & Presenza, A. Albergo Diffuso: A Growing Accommodation Niche in Tourism. *9th*

Annual International Conference on Tourism (June 10-13, 2013). Athens, Greece.

Di Virgilio, F., Presenza, A., & Sheehan, L. Organizational citizenship behavior in the hospitality industry. A field study in Southern Italy. *Workshop dei Docenti e dei Ricercatori di Organizzazione Aziendale (WOA) Conference (May 30-31, 2013)*. Rome, Italy.

Sundararajan, B. Sheehan, L.R., Gauthier L.E. & Truant, T. Texting and IM Networks to Facilitate Learning in Management Classes. *Administrative Sciences Association of Canada (ASCA) Conference: Refining Management Education (June 8-11, 2013)*. Calgary, Alberta.

Sundararajan, B. Sheehan, L.R., Gilbert, S., & Gauthier L.E. Mediated Discourse in Higher Ed Classrooms Using Text Messaging. *Higher Education Teaching & Learning (HETL) conference (January 13-15, 2013)*. University of Central Florida, Orlando, Florida.

Sheehan, L. Sundararajan, B., & Gilbert, S. Texting as a Discussion and Learning Technology in Higher Education Classrooms. *Atlantic Schools of Business Conference (September 28-30, 2012)*. Dalhousie University, Halifax, Nova Scotia.

Iocca, S., Presenza, A., & Sheehan, L.R. Governance in tourism. A state-of-the-art analysis. *XIII Workshop Organizzazione Aziendale (May 28-29, 2012)*. Verona, Italy.

- Sundararajan, B., Sheehan, L.R., & Gilbert, S. Text Messaging as a Discussion Tool in Higher Education Classrooms. *Partners in Learning: Canadian eLearning Conference and Dalhousie Conference on University Teaching and Learning (May 2-3, 2012)*. Dalhousie University, Halifax, NS.
- Sheehan, L.R., Sundararajan, B., & Gilbert, S. The Texting Tourist: Texting to Learn in Higher Education. *Local and Mobile conference – Linking Mobilities, Mobile Communication and Locative Media (March 16-18, 2012)*. Raleigh, NC, USA.
- Hall, J., Matos, S., Sheehan, L. & Silvestre, B. Tourism entrepreneurship policy: Panacea for inclusive growth or social exclusion? *Academy of Management Conference (August 9-10, 2010)*. Montreal, Quebec.
- Hall, J., Matos, S., Sheehan, L. & Silvestre, B. The Tourism Paradox in Emerging Economies: Panacea for Economic Development or Social Exclusion? *CANSEE Conference - Ecological Economics: Prosperity for a Sustainable Society (October 20-22, 2009)*. Vancouver, British Columbia. Previous version presented at the Academy of Management Conference in 2007.
- Lynch, M., Duinker, P.N., Sheehan, L.R., & Chute, J. Sustainable Mi'kmaw Cultural Tourism in Nova Scotia. *Atlantic Canadian Association of Geographers Annual Meeting (October 17, 2009)*. Halifax, Nova Scotia, Canada.
- Hudson, S., Pelozo, J. & Sheehan, L.R. The Use of Cause Related Marketing in the Tourism Industry. *Administrative Sciences Association of Canada (May 24-27, 2008)*. Halifax, Nova Scotia, Canada.
- Agarwal, J. & Sheehan, L.R. Stakeholder Management and Relationship Quality: A Multi-theoretical Framework and Research Propositions. *Administrative Sciences Association of Canada (May 24-27, 2008)*. Halifax, Nova Scotia, Canada.
- Sheehan, L.R., Moreno S.G. & Presenza A. Critical Stakeholder Relationships in Destination Management. *Arethuse (Associazione di Incontri Economici Tematici delle Universita delle Europa del Sud (September 26-28, 2007)*. Molise, Italy.
- Presenza A., Moreno S.G. & Sheehan, L.R. Il Rulo Dell'Immagine per il Successo del Museo. Analisi Empirica Sull'Offerta Museale Dell'Isola di Gran Canarie. *Arethuse (Associazione di Incontri Economici Tematici delle Universita delle Europa del Sud (September 26-28, 2007)*. Molise, Italy.
- Sheehan, L.R. & Ritchie, J.R.B. Stakeholder Theory: A Reconceptualization and Empirical Test in the Not-For-Profit Context. *Academy of Management Annual Meeting (August 3-8, 2007)*. Philadelphia, Pennsylvania.
- Hall, J., Matos, S. & Sheehan, L. The Tourism Paradox in Emerging Economies: Panacea for Economic Development or Social Exclusion? *Academy of Management Annual Meeting (August 3-8, 2007)*. Philadelphia, Pennsylvania.
- Sheehan, L.R., Lee, R. & Nielson, N. Surviving a Pandemic in Leisure and Tourism: A Specialized Case for Contingency Planning. *Risk Management and Insurance in the Leisure Industry (November 16-17, 2006)*. The Geneva Association of Risk and Insurance Economics. Madrid, Spain.

Hudson, S. & Sheehan, L.R. Issues and Opportunities in Tourism Education in North America. *International CHRIE Annual Conference (July 27-30, 2005)*. Las Vegas, Nevada, USA

Sheehan, L.R., Presenza, A. & Minguzzi, A. Towards a Performance Model for Tourism Destination Management Organizations: A Comparison of Tourism-Calgary (Canada) and Turismo-Torino (Italy) International Conference on Heterogeneity, Diversification and Performance (July 7-8, 2005). University of Calabria, Cosenza, Italy.

Presenza, A., Sheehan, L.R. & Ritchie, J.R.B. From the Marketing to the Management of Destinations: An Investigation of the Role of the DMO. The Las Vegas International Hospitality & Convention Summit II (June 5-7, 2005). Las Vegas, Nevada, USA.

Sheehan, L.R. & Ritchie, J.R.B. The Integration of Tourism Learning Systems: A National Hybrid Articulation Program. *CHRIE Conference (October 24, 1999)*. Winnipeg, Manitoba, Canada. Sheehan, L.R. The development of tourism professionals, educators and researchers. *Symposium of Tourism Educators and Researchers (November, 25, 1993)*. Salvador, Brazil

Sheehan, L.R. A Model for University Level Tourism and Hospitality Management Education. *Food for Thought, Canada Employment and Immigration (November 1, 1990)*. Calgary, Alberta, Canada

INVITED PRESENTATIONS

May 23, 2014, ***Academic Career Development and Publishing in Peer-Reviewed Journals***, PhD Seminar at the - Universita "G. D' Annunzio", Pescara, Italy.

March 6, 2013, ***Tourism Development & Management***, Seminar for Graduate Students in Marine Affairs.

November 14, 2012. ***Texting as a Discussion and Learning Technology in Higher Education Classrooms***, Presented to the School of Information Management, Management of Library Information Systems Curriculum Committee.

March 11, 2012, ***Resort Financing***, Student Seminar at the University of South Carolina, Columbia, SC. March 16, 2012, ***Strategies for Publishing in Peer-Reviewed Journals***, PhD and Faculty Seminar at the University of South Carolina, Columbia, SC.

February 8, 2012, ***Tourism Development & Management***, Seminar for Graduate Students in Marine Management.

November 23, 2011, ***Integrating Assurance of Learning (AOL) assessment into your syllabus***, Seminar for faculty of Management academic staff.

February 9, 2011, ***Tourism Development & Management***, Seminar for Graduate Students in Marine Management.

February 10, 2010, ***Tourism Development & Management***, Seminar for Graduate Students in Marine Affairs.

June 22, 2009, **Strategies for Publishing in Peer-Reviewed Journals**, PhD Seminar on “at Fac. Scienze Manageriali - Universita "G. D' Annunzio", Pescara, Italy.

February 13, 2008, **Tourism and the Management of Tourism Destinations**, Resource and Environmental Studies Speaker Series, Faculty of Management, Dalhousie University.

October 24, 2008, **Revisiting Stakeholder Management Typologies**, A 1-hour presentation to faculty and

graduate students of the School of Business at Dalhousie University, Halifax, Nova Scotia, Canada. May 4, 2006, **Tourism Destination Management in Calgary and Canada**, A 1.5-hour seminar given to

students and faculty members at University of Las Palmas, Gran Canaria, Spain.

May 16, 2006, **The Management of the Tourism Destination: the Case of Tourism Calgary**, A 1-hour lecture to students and staff at University of Molise, Termoli, Italy.

October 29, 2003, **Cultural impacts of tourism development**, Discussant at a workshop on Resources and the Environment, University of Calgary, Alberta, Canada

INTERVIEWS WITH MEDIA

2015. *Low loonie puts staycations on tourism itinerary*. The Chronicle Herald (Halifax). Interviewed by Brett Bundale, Staff Reporter, July 17, 2015.

2008. *Coffee companies, brand loyalty and strategy*. Aired at 5:00 pm on CTV Television’s “Live at Five” program in Atlantic Canada on January 24, 2008

Resume of Lorn R. Sheehan

Page 8 of 11

2005. *The Proposed 2 Percent Hotel Levy in Banff/Lake Louise*. CBC Radio Two, interviewed by Kathy Little. Aired 5:15 pm Alberta-wide on December 1, 2005.

2002. *The G8 Summit in Kananaskis Country and its Implications for the Canadian Tourism Industry*. CBC Radio One, The Business Network, interviewed by Bernie McNamee. Aired nation-wide on July 2, 2002.

2001. *University Education in Hospitality and Tourism*. Lodging Canada Magazine. Interviewed by Anthony Capkun, Associate Editor.

ACADEMIC SERVICE

- Editorial Board Member, Journal of Tourism Research
- Editorial Board Member, Journal of Tourism and Recreation
- Reviewer, Annals of Tourism Research
- Reviewer, Journal of Sustainable Tourism
- Reviewer, Journal of Event Management
- Reviewer, Tourism Review
- Reviewer, International Journal of Tourism Research
- Reviewer, Administrative Sciences Association of Canada (ASAC) conference submissions

CONSULTING ACTIVITIES

2015. Development of a Vision, Mission and Strategy for the Dalhousie Medical Research Foundation.
2012. Team member to review the Yarmouth –USA Ferry connection for the Province of Nova Scotia
2007. Presenter and participant for *Parks Canada Think Tank on National Pricing*
2007. Facilitation of a Board of Directors Strategic Planning session for a \$5Billion REIT
2003. Expert witness on hotel valuation for hotel tax appeals to the *Municipal Government Board*
1998. *Environmental scan and situational analysis*. Prepared for Parks Canada.
1995. *Socio-economic impact analysis for the Banff Bow Valley Corridor Study*. Prepared for Canadian Heritage.
1995. Travel trade survey to assess market potential for a new adventure tourism company.
1993. Marketing/organizational workshop for the Alberta Tourism Education Council
1991. Tourism Policy, Planning and Development (materials for an advanced management course). A Report for the Canada/Alberta Tourism Agreement.
1990. *A Survey of Resident Views Concerning Tourism in Calgary*. A report for the Calgary Convention & Visitors Bureau.
1989. *Caring for the Future: Managing Hazardous Wastes in Jasper National Park*. A report for the Canadian Parks Service.

PROFESSIONAL AND COMMUNITY SERVICE ACTIVITIES

- Member, Strategy Committee, Nova Scotia Tourism Agency
- Member, Advisory Board, Domus “Home for Everyone” Project
- Chair, Board of Directors, Tourism Calgary
- Director, Travel and Tourism Research Association, Canada Chapter
- Vice Chair, Board of Directors, Calgary & Area Tourism Destination Region
- Chair, Tourism Committee, Calgary Chamber of Commerce
- Member, Environment Committee, Calgary Chamber of Commerce
- Member, Tax and Economic Affairs Committee, Calgary Chamber of Commerce
- Member, Policy Committee, Alberta Chamber of Commerce

- Chair, Calgary Consortium for Tourism and Hospitality Studies
- Executive Committee Member, Alberta Tourism Human Resource Strategy Taskforce
- Member, Board of Directors, Strategic Tourism Human Resource Council of Alberta
- Member, Southern Alberta Institute of Technology, Hotel and Restaurant Management Advisory Committee
- Task Force Member, Calgary: Host, Consultant and Educator to the World
- Member, Alberta Hospitality and Tourism Education Committee
- Member, Calgary Hotel Association
- Member, Industry Advisory Group, Canadian Academy of Travel and Tourism
- Judge, Marketing Excellence Alto Award, Travel Alberta
- Program Chair, 1997 Travel and Tourism Research Association Conference, Canada Chapter
- Member, Tourism Studies Review Committee, Alberta Education
- Member, Calgary Tourism Awareness Week Committee
- Member, Calgary White Hat Awards Committee
- Member, Alberta Restaurant and Food Services Association Education Committee
- Member, Alberta Restaurant and Food Services Association Advisory Committee
- Guest Lectures to Colleges and High Schools regarding the tourism industry and careers

UNIVERSITY SERVICE ACTIVITIES

- Member, Senate Committee to review the Interdisciplinary PhD program, Dalhousie U.
- Member, Dalhousie Retention Committee
- Member, University SRI Implementation/Oversight Group, Dalhousie U.
- Member, Senate Ad Hoc Committee on Governance Phase II, Dalhousie U.
- Chair, Rank, Appointment, Tenure and Salary Committee, School of Business Administration, Dalhousie U.
- Member, Rapid Task Force to Senate Ad Hoc Committee on Governance, Dalhousie U.
- Lead, AACSB 2008 Maintenance of Accreditation of Dalhousie U.
- Member, Senate Ad Hoc Committee on Governance, Dalhousie U.
- Member, Curriculum Committee, Faculty of Management, Dalhousie U.
- Member, Rapid Task Force on Student Retention, Faculty of Management, Dalhousie U.
- Chair, Bachelor of Commerce Program Committee, School of Business, Dalhousie U.
- Member, MBA Curriculum Committee, School of Business, Dalhousie U.
- Member, MBA (Financial Services) Curriculum Committee, School of Business, Dalhousie U.
- Member, Bachelor of Management Program Committee, Faculty of Management, Dalhousie U.
- Member, Assistant and Associate Deans of Student Services
- Member, Academic Standing Committee, Haskayne School of Business, U. Calgary
- Member, Undergraduate Curriculum Review Committee, Haskayne School of Business, U. Calgary
- Member, Ethics Review of Research Committee, Haskayne School of Business, U. Calgary
- Member, Transportation Science Undergraduate Program Development Committee, U. Calgary
- Faculty Advisor, Tourism and Hospitality Undergraduate Students Association, U. Calgary
- Member, Haskayne School of Business Council, U. Calgary
- Faculty Advisor, University of Calgary TTRA International Student Chapter, U. Calgary
- Chair, Employment Equity Committee, Haskayne School of Business, U. Calgary
- Member, PhD Program Review Committee, Haskayne School of Business, U. Calgary

- Member, Information Technology Committee, Haskayne School of Business, U. Calgary

AWARDS, GRANTS & HONOURS

- Rowe Research Grant (award \$10,000) Coinvestigator (with Binod Sundararajan and Rick Nason) April 2013 titled, *“Decision-making Under Stress While Making Financial Trades”*
- Rowe Research Grant (award \$5,000) Coinvestigator (with Shannon Lin) April 2013 titled, *“Student Views of Debt, Living Arrangements and Travel”*
- Visiting Professor, University of South Carolina, March 12-16, 2012.
- Senior Administrator Award for Exceptional Service to the Faculty of Management, November 10, 2011.
- SSHRC Insight Development Grant (award \$74,700) Co-Investigator (with Binod Sundararajan) Titled, *“Texting Tolstoy: Using Cell Phone Texting to Teach”* (June 2011 - June 2013)
- Faculty-Wide Rookie of the Year Award, Faculty of Management, Dalhousie U. (June, 2008)
- Cross Appointment as Associate Professor in the School of Resource and Environmental Studies (SRES), (September 15, 2008)
- Appointed Adjunct Professor, University of Bayreuth, Bayreuth, Germany, May 2007.
- Inaugural visiting professor, University of Molise, Termoli, Italy, May 2006.
- Awarded a grant of \$7,358 in 2006 from the *University of Calgary International Grants Committee* to establish an *International Working Group on Sustainable Tourism Destination Management* in conjunction with universities in Italy (University of Molise), Germany (University of Bayreuth), and Spain (University de Las Palmas de Gran Canaria).
- Awarded a *Starter Grant* of \$6,413 in 2005 by the *University Research Grants Committee* for a proposal titled, *“Assessing the Performance of Tourism Destination Management Organizations”*.
- Recipient of the 2000/2001 *“Commerce Undergraduate Society Award for Outstanding Contribution to Teaching and Learning”*.
- Nominated for a *Students' Union Teaching Excellence Award* in 1997, 2002, 2006
- Selected the *Canadian Pacific Junior Scholar*. Awarded to support PhD studies for the period 2000 to 2004. Value \$80,000.
- Graduated on the *Dean's List* in the MBA Program based on cumulative grade point average
- Inducted to the *Beta Gamma Sigma* honor society in 1997 in recognition of high scholastic merit in the MBA program

APPENDIX C: FACULTY CVs

June 2014

Curriculum Vitae

JAMES R. BARKER

James R. Barker is the Herbert S. Lamb Chair of Business Education in the Rowe School of Business and Faculty of Management at Dalhousie University, Halifax, Nova Scotia, Canada.

Professor Barker's research interests focus on the role of organizational factors in the development of safe and sustainable knowledge, innovation, and change initiatives and the consequences of these initiatives on organizational governance systems, markets, and practices.

He is the immediate past Editor-in-Chief of the Sage journal *Management Communication Quarterly* and is a past winner of the "Outstanding Publication of the Year in Organizational Behavior" award from the Academy of Management and the "Scholarly Contribution" award from *Administrative Science Quarterly*. His publications include articles in *Administrative Science Quarterly*, *Academy of Management Review*, *Organization Studies*, and *The Journal of Occupational and Organizational Psychology*. His experience includes developing a number of undergraduate, graduate, and executive courses. Professor Barker is a former U.S. Army officer and has served as a faculty member in US and New Zealand Universities including the US Air Force Academy, Waikato University, the University of New Mexico and Marquette University. In addition, he has worked as an operations manager for a large transportation company and has served as a consultant for manufacturing and service industries and for government organizations.

Mailing Address:

Rowe School of Business
6100 University Avenue
Dalhousie University
Halifax, B3H 4R2 CANADA

Telephone and Email Address:

Office: 902.494.1799
Mobile: 902.219.7528
Fax: 902. 494.1107
Skype: jrbarker

TEACHING INTERESTS

Organizational theory, behavior, and strategy in relation to leadership, control systems,
sustainability, new technologies, communication, governance, and innovation
Developing and managing ethical and sustainable value creation processes
Research methods including contemporary rhetorical and critical social theory

RESEARCH INTERESTS

Analysis of ethical and sustainable leadership systems, governance, and structures
Communication, strategy and control in sustainable organizations
Consequences of organizational change involving innovation and technology

Strategy in global environments
Structure of knowledge-based and sustainable organizations
Applications of contemporary critical and rhetorical theory to organizations
Qualitative research methods with supplemental applications of quantitative methods

2

EDUCATIONAL RECORD

Ph.D., 1993, University of Colorado, Boulder, Colorado.

M.A., 1982, Purdue University, West Lafayette, Indiana.

B.A., 1980, University of Central Arkansas, Conway, Arkansas.

ACADEMIC EMPLOYMENT

Professor, Herbert S. Lamb Chair of Business Education, School of Business Administration, Faculty of Management, Dalhousie University, Halifax, Nova Scotia, Canada (January 2010 – present)

Visiting Summer Scholar, Department of Communication, North Dakota State University, Fargo, ND, USA (June 2013)

Professor, Department of Strategy and Human Resource Management, Waikato Management School, Waikato University, Hamilton New Zealand (July 2005 – December 2009)

Co-Chair, Department of Strategy and Human Resource Management (2009)

Visiting Professor, Department of Management, University of Strathclyde, Glasgow, UK (May 2008 – December 2010).

Professor, Department of Management, U.S. Air Force Academy (June 2002-July 2005)

Chair, USAFA Institutional Review Board (June 2003-July 2005)

Director of Research (June 1998-December 2003)

Associate Professor (June 1999 – June 2002)

Assistant Professor (June 1997 – June 1999)

Visiting Professor, Department of Strategy and Leadership, Waikato Management School University of Waikato, Hamilton New Zealand (January 2004-June 2004)

Assistant Professor, Department of Communication and Journalism, University of New Mexico (August 1994-June 1997).

Assistant Professor, College of Communication, Marquette University (August 1993-June 1994).

Graduate Part-Time Instructor and Journal Assistant Editor, Department of Communication,

University of Colorado (August 1989-August 1993).

PROFESSIONAL AWARDS AND HONORS

Best Paper of the Year Award from the *Canadian Journal of Administrative Sciences*, 2013.

Highly Commended Paper Award given by the *Sustainability, Accounting, Management, and Policy Journal* at the Literati Network Awards for Excellence, April 2012.

Conference Keynote Speaker, Association of Business Communicators 11th Asia-Pacific Conference, Seoul, March 2012.

Hebert S. Lamb Chair in Business Education. Endowed chair selection. January, 2012. Member, International Advisory Board of the International Centre for Research in Organizational Discourse, Strategy and Change. The center coordinates research efforts among a consortium of scholars at the University of Melbourne; the University of Sydney; Cardiff University; Lund University; McGill University; Queen Mary at the University of London; Texas A&M University; the University of California; the University of Cambridge; the University of Colorado; and the University of Leicester. August 2010.

Frederic M. Jablin Outstanding Contributions to Organizational Communication Award. Recognized for significant contributions to the Organizational Communication field. Awarded by the Organizational Communication Division of the International Communication Association. Singapore, June 2010.

“A” rating for scholarly work to a world class standard. New Zealand Tertiary Education Commission, Performance Based Research Funding Assessment, May 2007.

Special Guest Speaker, Association of Business Communicators 7th Asia-Pacific Conference, Hong Kong, March 2007.

Conference Opening Address, Leadership and Organizational Development Summit, Auckland, New Zealand, March 2007.

Keynote Speaker, Australia and New Zealand Communication Association Conference, University of Adelaide, Australia, July 2006.

Keynote Speaker, Public Relations Institute of New Zealand Conference, Christchurch, June 2006.

President, United States Air Force Academy Faculty Forum, 2004-2005. Elected head of the Academy’s senior faculty assembly.

Keynote Speaker, 7th International Conference on Team Working, Monash University Prato Centre, Prato, Italy, October 2003.

Winner, James R. Woody Teaching Excellence Award, 2003, Department of Management, US Air Force Academy.

Distinguished Professor Lecture, Distinguished Professor Series 2003. College of Business, University of Colorado, Boulder.

Special Guest Lecturer, Guest Lecturer Series, 2002, Waikato University, Hamilton, New Zealand.

Distinguished Faculty Mentor, National Communication Association Doctoral Honors Seminar, University of Texas at Austin, 2001.

Featured Theorist, *Communication Theories: Perspectives, Processes, and Contexts* by Katherine Miller, McGraw Hill, 2001.

Distinguished Professor Lecture, Distinguished Professor Series 2000. College of Business, University of Colorado, Boulder.

Administrative Science Quarterly Scholarly Contribution Award, 1999, recognizing scholarly impact on Organizational Theory and Behavior research for the period 1993-1998.

Special Guest Lecturer, Organisational and Labour Studies Seminar Series, 1999, University of Western Australia, Perth, Australia.

Article "Tightening the Iron Cage: Concertive Control and Self-Managing Teams" selected for inclusion in *Qualitative Studies of Organizations*, 1998, John Van Maanen (Ed.) (pp. 126-158). Newbury Park, CA: Sage. The article is one of thirteen selections included in this volume, which reprints the most significant and influential qualitative articles published by *Administrative Science Quarterly* in the last 40 years.

Guest Lecturer, Fall Lecture Series 1997, Sloan School of Management, Massachusetts Institute of Technology

Laboratory Leadership Forum Lecturer, 1996, Los Alamos National Laboratory.

Outstanding Publication of the Year, 1993, awarded by the Organizational Behavior Division of the Academy of Management for my article "Tightening the Iron Cage" published in *Administrative Science Quarterly*.

GRANTS AND FUNDED RESEARCH PROJECTS

Co-Investigator. Todd A. Boyle, Principal Investigator. Thomas Mahaffey, Co-Principal Investigator. Andrea Murphy, Co-Investigator. "Optimizing Expanded Scope of Pharmacy Practice within Nova Scotia: Pharmacist-Patient Uptake Issues and Benchmarks," Nova Scotia College of Pharmacists, \$18,917, April 2013, on-going.

Co-Investigator. Judy Motion, Principal Investigator. Richard Varey, Jarrod Haar and other scholars, Co-Investigators. "Socially and Culturally Sustainable Biotechnology in New Zealand." The New Zealand Foundation for Research Science and Technology, \$2,500,000, concluded in 2009.

Co-Principal Investigator. Kathryn Pavlovich and Michelle Akoorie, Co-Principal Investigators. "Growth and Innovation Pilot Initiative Grant for Agriculture Biotech Enterprise," New Zealand Government, \$483,000, concluded in 2009.

Principal Investigator. "Assessing Teamwork Practice in Peak Performing Organizations." Dean of the Faculty Research Fund, U. S, Air Force Academy, May 2002.

Principal Investigator. "Creating an Ideal Participative Environment for Teamwork." Dean of the Faculty Research Fund, U.S. Air Force Academy, July 1999.

Principal Investigator, Everett M. Rogers and Karyn Scott, Co-Principal Investigators. "Organizational Communication within the Gas Operations Division of Public Service New Mexico." Public Service Company of New Mexico, May 1996 - April 1997.

Principal Investigator, Estelle Zannes and Janice E. Schuetz, Co-Principal Investigators. "Research and Development of Communication Messages and Practices for the Nuclear Weapons Diversification and Industrial Partnerships Program." Los Alamos National Laboratory, October 1995 - September 1996.
Principal Investigator. "Development and Analysis of Research Methods for the Sandia National Laboratories' *Prosperity Games* Program." Sandia National Laboratories, October 1995 - September 1996.

Principal Investigator. "Developmental Grant to Establish Research Programs at the Los Alamos National Laboratory." Vice-Provost for Research, University of New Mexico, July 1995.

Principal Investigator. "Control Practices among Self-Managing Teams." Center for Communication Research Grant Award, College of Communication, Marquette University, January 1994 - May 1994.

SCHOLARLY ACTIVITIES PUBLICATIONS

Books

James R. Barker, *The Discipline of Teamwork: Participation and Concertive Control*. Newbury Park, CA: Sage (July 1999).

Elaine V. B. Tompkins, James R. Barker, and Maryanne Wanca-Thibault, *Communication Interaction: Practical Guide for Effective Observational, Analytical, and Presentational Skills*. Dubuque, IA: Kendall Hunt, (1995).

Articles in Journals

James R. Barker, Sarah E. Gilmore, and Clive H. J. Gilson, "Rhetorical profiling: Modes of meaning generation in organizational topoi." *Canadian Journal of Administrative Sciences*, Volume 30, Number 4, (2013), pp. 280-291.

Graham Sewell, James R. Barker, and Daniel Nyberg, "Working Under Intensive Surveillance: When does 'Measuring Everything that moves' become Intolerable?" *Human Relations*, Volume 65, Number 2, (2012), pp. 189-215.

Paresha N. Sinha, Kerr Inkson, and James R. Barker, "Committed to a Failing Strategy: Celebrity CEO, Intermediaries, Media and Stakeholders in a Co-Created Drama." *Organization Studies*, Volume 33, Number 2, (2012), pp. 223-245.

John A.A. Sillince and James R. Barker, "A Tropological Theory of Institutionalization," *Organization Studies*, Volume 33, Number 1, (2012), pp. 7-38.

Linda R. Macdonald, Richard J. Varey, and James R. Barker, "Science and Technology Development and the Depoliticization of the Public Space: The Case of Socially and Culturally Sustainable Biotechnology in New Zealand." *Sustainability Accounting, Management and Policy Journal*, Volume 2, Number 1, (2011), pp. 8-26.

Dennis Tourish, David Collinson, and James R. Barker, "Manufacturing Conformity: Leadership Through Coercive Persuasion in Business Organisations." *M@n@gement*. Volume 12, Number 5, (2009), pp. 360-383.

Charles Yoos and James R. Barker, "Covenons! We Owe Our Store to The Company's Soul..." *Journal of Human Values*, Volume 14, Number 2, (December, 2008), pp. 141-155.

James R. Barker, "Directions for Thought Leadership in Discourse and Communication: A Commentary on Jian et al." *Discourse and Communication*. Volume 2, Number 3, (August 2008), pp. 333-337.

Ed Vos and James R. Barker, "Wealth Maximization, Self-Realization, and the Spiritually Sustainable Enterprise." *Journal of Management, Spirituality, and Religion*. Volume 4, Number 3, (October 2007), pp. 355-383.

Graham Sewell and James R. Barker, "Coercion Versus Care: Using Irony to Make Sense of Organizational Surveillance." *Academy of Management Review*. Volume 31, Number 4, (October 2006), pp. 934-961.

James R. Barker, "Toward a Philosophical Orientation on Control." *Organization*. Volume 12, Number 5 (September, 2005), pp. 787-797.

Earl McKinney, James R. Barker, Daryl Smith, and Kevin J. Davis, "Swift Starting Teams Get Off the Ground: What Airline Flight Crews can Tell Us about Communication." *Management Communication Quarterly*. Volume 19, Number 2 (November, 2005), pp. 198-237.

Earl H. McKinney, James R. Barker, Daryl Smith, and Kevin J. Davis, "Values, Communication Context, and Quick Start Teams," *Information and Management*. Volume 41 (2004), pp. 1043-1056.

James R. Barker, "A Rhetorical Critic of Organization," *Electronic Journal of Radical Organizational Theory*, Volume 8, Number 1 (November, 2004)

Brett Wright, James R. Barker, John Cordery, and Brian Maue, "The Ideal Participative State: A Prelude to Team Effectiveness," *Journal of Business and Management*, Volume 9, Number 2 (July, 2003), pp. 171-188.

Graham Sewell and James R. Barker, "Neither Good, nor Bad, but Dangerous: Surveillance as an Ethical Paradox," *Ethics and Information Technology*, Volume 3, (December, 2001), pp. 183-196.

James R. Barker, "An Open Invitational," Responsorial Essay, *Tamara, The Journal of Critical Postmodern Organization Science*, Volume 1, Number 1, (January, 2001), pp. 25-27.

Brett Wright and James R. Barker, "Assessing Concertive Control in the Team Environment," *The Journal of Occupational and Organizational Psychology*, Volume 73, Number 3 (June 2000), pp. 345-362.

James R. Barker and Phillip K. Tompkins, "Identification in the Self-Managing Organization: Characteristics of Target and Tenure." *Human Communication Research*, Volume 21, Number 2 (December 1994), pp. 223-240.

James R. Barker and George Cheney, "The Concept and the Practices of Discipline in Contemporary Organizational Life." *Communication Monographs*, Volume 61, Number 1 (March 1994), pp. 19-43.

James R. Barker, Craig W. Melville, and Michael Pacanowsky, "Self-Directed Work Teams at XEL: Changes in Communication Practices during a Program of Cultural Transformation," *Journal of Applied Communication Research*, Volume 21, Number 4 (November 1993), pp. 297-312.

James R. Barker, "Tightening the Iron Cage: Concertive Control in Self-Managing Teams." *Administrative Science Quarterly*, Volume 38, Number 3 (September 1993), pp. 408- 437.

Articles in Annuals

James R. Barker and Kathy Domenici, "Mediation Practices for Knowledge-Based Teams." In Michael Beyerlein, Douglas A. Johnson, and Susan T. Beyerlein (Eds.), *Advances in Interdisciplinary Studies of Work Teams V: Product Development Teams* (pp. 171-202). New York: JAI Press, (2000).

James R. Barker, "Communal-Rational Authority, Control, and Self-Managing Teams: Implications for Leadership." In Michael Beyerlein, Douglas A. Johnson, and Susan T. Beyerlein (Eds.), *Advances in Interdisciplinary Studies of Work Teams III: Team Leadership* (pp. 105-126). New York: JAI Press, (1996).

Journal Forums and Introductions

James R. Barker, "Moving Forward: Editor-in-Chief's Farewell Editorial." *Management Communication Quarterly*, Volume 26, Number 4 (November 2012, 3-5).

James R. Barker, "Thoughts about *Management Communication Quarterly* from the Next Generation: Forum Introduction." *Management Communication Quarterly*, Volume 26, Number 4 (November 2012, 3-5).

James R. Barker and Boris H. J. M Brummans, "Honoring Linda L. Putnam's Career Contributions to *Management Communication Quarterly* and to Organizational Communication." *Management Communication Quarterly*, Volume 26, Number 3 (August 2012, 479-481).

Juliet Roper and James R. Barker, "Forum Introduction: State-Owned Enterprises, Corporate Social Responsibility, and Organizational Communication." Special Forum on Corporate Social Responsibility and State-Owned Enterprises. *Management Communication Quarterly*, Volume 25, Number 4 (November 2011, 690-692).

James R. Barker, "Incoming Editor's Message: Into the 20th Year" *Management Communication Quarterly*, Volume 20, Number 1 (August 2006, 3-5).

James R. Barker, "Introduction to Forum: 'Whither Management Communication,'" *Management Communication Quarterly*, Volume 19, Number 4 (May 2005, 635-637).

James R. Barker, "Introduction to Forum: 'Appreciating the Elsewhere'" *Management Communication Quarterly*, Volume 19, Number 2 (November 2005, 268-269).

James R. Barker, "Introduction to Forum: 'The Golden Era,'" *Management Communication Quarterly*, Volume 18, Number 4 (May 2005, 593-594).

James R. Barker, "Introduction to Forum: 'Practicing What We Preach,'" *Management Communication Quarterly*, Volume 18, Number 3 (February 2005, pp. 404-406).

James R. Barker, "Introduction to Forum: 'Graduation Day,'" *Management Communication Quarterly*, Volume 18, Number 2 (November 2004, pp. 271-272).

James R. Barker, "Introduction to Forum: 'Waking Stewart Clegg,'" *Management Communication Quarterly*, Volume 18, Number 1 (August 2004, pp. 94-96).

James R. Barker, "Introduction and Afterword to Forum: 'Scholars on the Spiritual Journey,'" *Management Communication Quarterly*, Volume 17, Number 4 (May 2004, pp. 586- 588, 628-631).

James R. Barker, "Introduction to Forum: 'Rock and Roll Entrepreneurship,'" *Management Communication Quarterly*, Volume 17, Number 3 (February 2004, pp. 449-451).

James R. Barker, "Introduction to Forum: 'Ties that Bind,'" *Management Communication Quarterly*, Volume 17, Number 2 (November 2003, pp. 269-271).

James R. Barker, "Introduction to Forum: 'Teaching Business Ethically,'" *Management Communication Quarterly*, Volume 17, Number 1 (August 2003, pp. 126-127).

Book Chapters

Eddy S. Ng and James R. Barker, "Managing Diversity through Effective Communication." In *Meeting the Challenge of Human Resource Management: A Communication Perspective* (pp. 192-203). Edited by Michael E. Gordon and Vernon Miller, New York: Routledge (Taylor & Francis Group) (2014) .

James R. Barker, "Section Introduction: Section III, Communication and the Post-Bureaucratic Organization." *Handbook of Organizational Communication, Third Edition* (pp. 321-326). Edited by Linda Putnam and Dennis Mumby, Los Angeles: Sage Publications (2014)

James R. Barker, "Managing Communication." In *Managing Organizations: Fundamentals and Latest Thinking*. Edited by Stewart Clegg, The Marketing & Management Collection, Henry Stewart Talks Ltd, London (online at [http://hstalks.com/?t=MM1102862- Barker](http://hstalks.com/?t=MM1102862-Barker)) (2011).

James R. Barker, "Control and Authority." In *The International Encyclopedia of Communication. Volume III* (pp. 980-984). Edited by Wolfgang Donsbach, Oxford UK: Blackwell Publishing (2008).

Graham Sewell and James R. Barker, "Max Weber and the Irony of Bureaucracy." In *Social Theory at Work* (pp. 56-87). Edited by Marek Korczynski, Randy Hodson, and Paul Edwards, Oxford University Press (2006).

James R. Barker and Kathy L. Domenici, "Praticas de Mediacao para Equipes Baseadas em Conhecimento." In Dora Fried Schnitman and Stephen Littlejohn (Eds.), *Novos Paradigmas em Mediacao* (pp. 329-357). Porto Alegre, Brasil: Artmed Editora (1999).

J. Pace VanDevender and James R. Barker, "Leadership and Decision Processing in Twenty-First Century Technical Organizations." In Jerry Hunt, George E. Dodge, and Leonard Wong (Eds.), *Out-of-the-Box Leadership: Transforming the 21st Century Army and other Top- Performing Organizations* (pp. 91-107). New York: JAI Press (1999).

James R. Barker, "Managing Identification." In David Whetten and Paul C. Godfrey (Eds.). *Identity in Organizations: Building Theory through Conversations* (pp. 257-267). Newbury Park, CA: Sage, (1998).

James R. Barker, "Disciplining a Teammate: Control on Self-Managing Teams." In Beverly Davenport Sypher, (Ed.), *Case Studies in Organizational Communication* (2nd Ed.) (pp. 97-109). New York: Guilford Press, (1997).

Book Reviews

James R. Barker, review of Gail T. Fairhurst's *The Power of Framing: Creating the Language of Leadership*, *Administrative Science Quarterly*, (Volume 56, Number 1, March 2011, pp. 136-139).

James R. Barker, review of Charles Hecksher and Paul S. Adler's *The Firm as a Collaborative Community*, *Administrative Science Quarterly*, (Volume 52, Number 2, June 2007, pp. 328-330).

James R. Barker, review of Robert F. Freeland's *Control in the Modern Corporation*. *Academy of Management Review*, (Volume 32, Number 1, January 2007, pp. 309-312).

James R. Barker, review of John Logue and Jacquelyn Yates' *The Real World of Employee Ownership*. *American Journal of Sociology* (Volume 108, Number 5, March 2003, pp. 1122-1123).

James R. Barker, review of Patrick Flood, Sarah MacCurtain, and Michael West's *Effective Top Management Teams*. *Journal of Organizational Change Management* (Volume 15, Number 6, November 2002; pages 650-652).

James R. Barker, review of James Tucker's *The Therapeutic Corporation*. *American Journal of Sociology* (Volume 106, Number 2, September 2000; pages 531-533).

James R. Barker, review of Tom Dixon's *Communication, Organization, and Performance*. *Administrative Science Quarterly* (Volume 44, Number 2, June, 1999; pp. 436-439).

Research Monographs

David Rooney, Bernard McKenna, and James R. Barker, "History of Ideas in *Management Communication Quarterly*," *Management Communication Quarterly*, (Volume 25, Number 4, December, 2011; pp. 583-611).

Other Publications

Richard Varey, James R. Barker, and W. Kaye Blake. "Working Across Boundaries: Science Industry in Society. Chapter 6: Strategy. Report to the Royal Society of New Zealand on Sustainable Bio-Technology, 2008, (pp. 28-32).

James R. Barker, "Communicating in a Crisis," *New Zealand Management Magazine*, February, 2006.

Earl H. McKinney, James R. Barker, and Kevin J. Davis, "Values, Communication Context, and Quick Starting Teams," *Proceedings of the American Society of Business and Behavioral Sciences Seventh Annual Meeting*, Las Vegas, NV, February 2000.

Earl H. McKinney and James R. Barker, "Communication, Values, and Quickstart Teams," *Proceedings the Tenth International Symposium on Aviation Psychology*, Columbus, OH, May 1999.

James R. Barker, "How Teams Discipline Members," *Proceedings of the 1995 International Conference on Work Teams*. Denton, TX: Center for the Study of Work Teams, University of North Texas (April 1996).

Elaine V. B. Tompkins, James R. Barker, and Maryanne Wanca-Thibault, *Interaction Skills and Analysis: Workbook*. Dubuque, IA: Kendall Hunt (1992).

James R. Barker, "A Company Commander's Guide For Conducting Tank Platoon After Action Reviews," *Armor Magazine*, September 1987.

Reprints and Translations

"Neither Good, Nor Bad, But Dangerous: Surveillance as an Ethical Paradox" in *The Surveillance Studies Reader*, Josh Greenberg and Sean Hier (Eds.). London: The Open Press (2007).

"Tightening the Iron Cage: Concertive Control and Self-Managing Teams" in *Award Winning ASQ Articles for Chinese Management Researchers*, Anne S. Tsui (Ed). Beijing University Press (2005). Translated into Chinese.

"Tightening the Iron Cage: Concertive Control and Self-Managing Teams" in *Organizational Influences Processes (2nd Ed.)*, Lyman W. Porter, Harold L. Angle, & Robert W. Allen (Eds.). Newbury Park, CA: Sage (2003).

"Tightening the Iron Cage: Concertive Control and Self-Managing Teams" in *Central Currents in Organization Studies*, Stewart R. Clegg (Ed). Newbury Park, CA: Sage (2000).

"Tightening the Iron Cage: Concertive Control and Self-Managing Teams" in *Qualitative Studies of Organizations*, John Van Maanen (Ed.) (pp. 126-158). Newbury Park, CA: Sage. (1998).

"Mediation Practices for Knowledge-Based Teams" in *Mediation: Perspectives, Skills, Domains*. Porta Alegre, Brazil: Artas Medicas Press (1999), translated into Spanish and Portuguese.

CONTRIBUTIONS TO PROFESSIONAL MEETINGS

Paper Presentations and Other Sessions – Selected Presentations from 2000 to the Present

Mahaffey, T., Boyle, T., Bishop, A., Murphy, A., Barker, J., Morrison, B., Sandiford, J., and MacKinnon, N. "Pharmacists Comfort with Reporting Quality Related Events of Varying Severity." Poster Presentation. Canadian Pharmacists Conference, Saskatoon, May, 2014.

James R. Barker. "Meet the Editors." Session Presenter. 29th EGOS Colloquium, Montreal, July 2013.

James R. Barker. Respondent and Session Leader. "How to Study Organization Starting from Communication: Communication Constitutive of Organization Methods Workshop."

Respondent and Session leader. 29th EGOS Colloquium, Montreal, July 2013.

Eddy S. Ng and James R. Barker. "Managing Diversity through Effective Human Resource Management." Gender and Diversity in Organizations Division, Administrative Science Association of Canada, Calgary, June 2013.

James R. Barker. ICA Organizational Communication Division Research Escalator Session, Special Respondent. International Communication Association, Phoenix, May 2012.

James R. Barker. "Leadership in a socially sustainable world." Communication Ethics Division, National Communication Association, San Diego, November 2008.

James R. Barker. "Unconventional Approaches to Traditional Research: Challenging Methodologies." Panel Respondent. Organizational Communication Division, National Communication Association, San Diego, November 2008.

James R. Barker and Richard Varey. "Sustainable Biotechnology in New Zealand." Asia Pacific Academy of Business in Society Conference, Singapore, October 2008.

James R. Barker. "Discursive Leadership Implications for Configural Organizing." Organizational Behavior Division, Academy of Management, Anaheim, CA, August 2008.

Graham Sewell and James R. Barker. "Representing Organizational Surveillance: A Genealogical Approach." National Communication Association, Chicago, November 2007.

Sarah Gilmore, Clive Gilson, and James R. Barker. "Rhetoric and Organizational Success: A Case Study of Bolton Wanderers Football Club." Critical Management Studies Interest Group, Annual meeting of the Academy of Management, Philadelphia, August 2007.

Richard Varey, James R. Barker, and Benjamin Worth. "Frameworks for Creating Sustainable Biotechnology-Related Dialogue and Decision-Making Communities." Asia Pacific Academy of Business in Society Conference, Port Vila, Vanuatu, June 2007.

Jens Mueller, James R. Barker, and Colleen Rigby. Collaboration and Competition: Managing Work Organization and Employee Goodwill in the New Zealand Real Estate Industry. 7th Annual Hawaii International Conference on Business. Honolulu, Hawaii, USA, May 2007.

Ed Vos and James R. Barker, "Wealth Maximization, Self Realization, and the Future for Sustainable Organizational Ethics." National Communication Association, San Antonio, November 2006.

James R. Barker, "The Role of Rhetoric and Myth in Assessing Institutional Discourse and Power." Academy of Management, Atlanta, August 2006.

James R. Barker, Nelson Phillips, and Graham Sewell, "Myths We Live by: Language, Power, and Institutions. Symposium, Academy of Management, Atlanta, August 2006.

James R. Barker, "Irony, Rhetoric, and Discursive Adaptive Capacity in Organizations." Critical Management Studies Interest Group, Academy of Management, Atlanta, August 2006.

James R. Barker, "Irony and the Rhetorical Construction of Moral Values in Organizations." Ironic Selves Stream, Asia-Pacific Researchers in Organizational Studies Conference, Melbourne, Australia, December 2005.

Ed Vos and James R. Barker, "Wealth Maximization, Self Realization, and the Spiritually Sustainable Enterprise." Shared Interest Track, Academy of Management, Honolulu, August 2005.

James R. Barker, "A Rhetoric of Control." Critical Management Studies Interest Group, Academy of Management, Seattle, August 2003.

James R. Barker, "Organizational Studies Scholars in Academia, Advocacy, and Activism." Panel Chair and Facilitator, Transforming Organizations through Research, Theory, and Practice Conference, Aspen, CO, July 2003.

James R. Barker, "Who's Minding the Store: Managerial Discourse and Corporate Social Responsibility." Keynote Conversation Panelist, National Communication Association, New Orleans, November, 2002.

Earl H. McKinney, James R. Barker, Daryl Smith, and Kevin J. Davis, "Values, Communication Context, and Quick Start Teams." Shared Interest Track, Academy of Management, Denver, August 2002.

James R. Barker and Graham Sewell, "'Here's Looking at You:' Surveillance as a Trope for Organizational Domination." Social Issues in Management Division, Academy of Management, Denver, August 2002.

James R. Barker, "An Attitude Toward Organization." Organizational Communication Division, Western Communication Association, Long Beach, March, 2002.

Earl McKinney, James R. Barker, Daryl Smith, and Kevin J. Davis, "Strangers on the Flight Deck: Communication, Performance, and Values in Quick Starting Teams." Organizational Behavior Division, Academy of Management, Washington DC, August 2001.

James R. Barker, "Writing Critical Ethnography," Critical Management Studies Workshop, Academy of Management, Toronto, August 2000. Brett M. Wright, James R. Barker, and John L. Cordery, "The Ideal Participative State: A Prelude to Work Group Effectiveness," Society for Industrial and Organizational Psychology, New Orleans, April 2000.

Earl H. McKinney, James R. Barker, and Kevin J. Davis, "The Role of Communication Values in Swift Starting Action Teams," Western Academy of Management, Honolulu, April 2000.

Earl H. McKinney, James R. Barker, and Kevin J. Davis, "Values, Communication Context, and Quick Starting Teams," American Society of Business and Behavioral Sciences, Las Vegas, February 2000.

WORK IN PROGRESS

Papers Under Development or Journal Review

John A. A. Sillince, James R. Barker, Sarah Gilmore, and Clive Gilson. "New Rhetoric and Organizational Success: A Case Study of Bolton Wanderers Football Club

Current Research Projects

Development and editing of submitted articles for a special issue of Rhetoric, Professional Communication, and Globalization entitled, “Re--Imagining Professional Communication Pedagogy for the Globalized Classroom.” Due for publication in 2015.

Development and editing of submitted articles for the *International Encyclopedia of Organizational Communication*. Due for publication in 2016.

Co-Investigator. Todd A. Boyle, Principal Investigator. Thomas Mahaffey, Co-Principal Investigator. Andrea Murphy, Co-Investigator. “Optimizing Expanded Scope of Pharmacy Practice within Nova Scotia: Pharmacist-Patient Uptake Issues and Benchmarks,” Nova Scotia College of Pharmacists, \$18,917, June 2013, on-going.

Development of sustainable and practical error reporting mechanisms in Nova Scotia Pharmacies with Todd Boyle (lead researcher), St. Francis Xavier University, Canada, and a number of other researchers.

Development of discursive leadership practices for ethical decision making with a collection of MBA students at Dalhousie University.

Research Partnerships

Safety Net RX – St. Francis Xavier University, Canada <http://www.safetynetrx.ca/>
Nova Scotia Fatality Working Group; CN Centre for Occupational Health and Safety – St. Marys University, Canada <http://www.smu.ca/centres-and-institutes/cncohs.html>

UNIVERSITY TEACHING SUMMARY

Graduate and Executive Education Courses Taught

Authentic Leadership
Organizational Change
Organizational Design
Personal and Professional Development
Sustainable Enterprise Management
Corporate Social Responsibility
Business and Environmental Sustainability
Strategic Innovation
Managing People and Organizations
Organizational Behaviour
Developing Strategic Intent
Accelerating Individual and Organizational Performance
Strategies for Sustainability
Contemporary Organizational and Strategic Theory
Introduction to Graduate Research
Current Trends in Organizational Communication Theory
Qualitative Research Methods

Undergraduate Courses Taught

Strategic Leadership
Introduction to Management
Principles of Marketing
Management Information Systems
Organizational Theory
International Management
Managerial Behavior
Organizational Behavior
Organizational Communication
Interviewing Practices
Advanced Organizational Communication
Special Topics in Organizational Studies
Introduction to Communication Studies
Small Group Communication
Organizational Training and Development

DOCTORAL COMMITTEE WORK -- Summary

Senior Supervisor or Committee Member for a number of graduate, undergraduate, and executive education thesis and research projects at the Waikato Management School and Dalhousie University.

ADJUNCT COMMITTEE MEMBER OR THESIS/DISSERTATION EXAMINER

Deakin University, Australia
University of Southern Queensland (3)
Lincoln University, New Zealand
University of Melbourne
Auckland University of Technology
University of New Mexico
University of Maine
Purdue University
University of Colorado
University of Western Australia
Colorado Technical University

PROFESSIONAL AND SCHOLARLY SERVICE

JOURNAL EDITORIAL WORK

Editor-in-Chief

Management Communication Quarterly (2006-2012)

Forum and Book Review Editor

Management Communication Quarterly (2002 – 2005)

Associate Editor

Canadian Journal of Administrative Sciences (2014-present)

Western Journal of Communication (1996-1999)

Special Issue Editor

Rhetoric, Professional Communication, and Globalization (issue in process)

Editorial Board

Administrative Science Quarterly (1996-1999)

Canadian Journal of Administrative Sciences (2013 – 2014)

Communication Theory (2005 – 2009)

Global Advances in Business Communication Journal (2013 – present)

Infrastructure (1998-2004)

Journal of Organizational Change Management (2001 – present)

Leadership (2010 – present)

Management Communication Quarterly (2000 – 2002; 2013 - present)

Qualitative Research in Accounting and Management (2003 – 2014)

Rhetoric, Professional Communication, and Globalization (2009-present)

Tamara: The Journal of Critical Postmodern Organization Science (2000-2004)

Ad-Hoc Reviewer

Academy of Management Review (1999; 2005)

Administrative Science Quarterly (1994; 1995; 2000; 2003; 2007, 2008, 2009)

American Journal of Sociology (2003)

Communication Monographs (1994)

Communication Review (2007)

Communication Studies (1997)

Communication Theory (1999)

Culture and Organization (2003)

Hong Kong Research Council (2010, 2011)

Human Communication Research (1996)

Human Relations (2006, 2007, 2013, 2014)

International Journal of Organizational Analysis (1994; 1996)

International Journal of Radical Organizational Theory (2004)

IEEE Transactions on Professional Communication (1997; 1998; 1999; 2001)

Industrial Relations (1999; 2001)

International Journal of Aviation Studies (2010)

International Journal of Human Resource Management (2005)

Journal of Applied Communication Research (1996)

Journal of Contemporary Ethnography (1991; 1994)

Journal of Health Organization and Management (2011)

Journal of Management Inquiry (2000; 2002; 2003)

Journal of Management Studies (1994; 1995; 1996; 2003)

Journal of Management and Organization (2010)

Journal of Organizational Change Management (1998; 2000)

Journal of Organizational Behavior (2001)

Leadership (2007; 2014)

Management Communication Quarterly (1994; 1995; 1996; 1997; 1998; 1999)

MIS Quarterly (2010; 2012)

National Science Foundation (2005)

The Open University of Hong Kong (2013)

Organization (2000; 2002, 2003)

Organization Science (1995, 2008, 2009, 2011)

Organization Studies (2009, 2010, 2011, 2014)

Personel Review (2013, 2014)
Qualitative Sociology (2010)
Rhetoric, Professional Communication, and Globalization (2011)
Social Epistemology (2006)
Social Forces (2008)
Tamara (2008)
Western Journal of Communication (1995, 2000, 2001)

Special Edition Reviewer

Communication Theory (1999)
Academy of Management Review (1998; reviewed for two special editions).
Administrative Science Quarterly (1996)
Handbook of Organizational Communication (1996)

Editorial Assistant

Communication Theory (1992-1993)

BOOK AND BOOK SERIES EDITORIAL WORK

Associate Editor, *International Encyclopedia of Organizational Communication*. Sage Publications (2016).

Section Editor, *Handbook of Organizational Communication (3rd Edition)*. Section III, Communication and the Post-Bureaucratic Organization. Sage Publications (2013)

Associate Editor, Book Series

Collaborative Work Systems, Jossey-Bass (2002-2005)

Text Book Reviewer

Wadsworth Publishing Company (1996, 1997, 1998, 2004)
Houghton Mifflin Publishing Company (2001)

Lectures – Selected from 2000 to the Present

“Leadership in Complex Organizations.” Centre for Advanced Management Education Speaker

Series for the Province of Nova Scotia Professional Staff, Maritime Centre, Halifax, Canada, October 2013.

“Moving the Organization Forward through Time.” Department of Communication, George Mason University, Fairfax, VA, USA, January 2014.

“Leadership in Complex Organizations.” Dalhousie School of Public Administration Public Service Speaker Series, Maritime Centre, Halifax, Canada, April 2013.

“Business Communication in the Age of Global Consciousness: Directions for Thought Leadership.” Keynote Address. Association of Business Communicators 11th Asia-Pacific Conference, Seoul, March 2012.

“Creating Conditions for Success to Occur.” Keynote Address. Fifth Annual DPMG Conference, Dalhousie University, Canada, June 2011.

“Irony and Discourse in Stakeholder Engagement.” Sobey School of Business, Saint Mary’s University, Halifax, Canada, May 2010.

“Using Irony to Engage Organizational Practice.” Faculty of Management, University of Queensland, Brisbane, Australia, April, 2009.

“Irony and Discourse in Stakeholder Engagement.” University Business School, Strathclyde University, Galsgow, November 2008.

“Discourse, Irony, and Ethics: Taking Perspective on Competing Discourses in Organizations.” University of Auckland Business School, Auckland, New Zealand, August 2007

“Organizational Development’s Challenge Today.” Conference Opening Address, Leadership and Organizational Development Summit, Auckland, New Zealand, March 2007.

“Challenges of Journal Publication in the New Media Landscape.” Keynote address, Australia and New Zealand Communication Association, Adelaide, Australia, July 2006.

“Doing Good and Doing Well: Creating Value by Linking Public Relations and Strategy.” Keynote address, Public Relations Institute of New Zealand, Christchurch, New Zealand, June 2006.

“Crisis Communication: From the Flight Deck to the Boardroom.” Waikato University 2006
Research Seminar Series. Waikato University, Hamilton, New Zealand, March 2006.

“Qualitative Studies and the Global Future.” *Qualitative Studies in Accounting and Management* Inaugural Celebration. Auckland University of Technology, Auckland, New Zealand, October 2005.

“Getting Swift Starting Action Teams off the Ground.” Guest Lecture Series, Department of Management, Colorado College, Colorado Springs, Colorado, October 2004.

“Theorizing the Future of Control.” Guest Lecture Series, Department of Strategy and Leadership, Waikato University, Hamilton, New Zealand, May 2004.

“Getting Swift Starting Action Teams off the Ground.” Guest Lecture Series, Department of Management, University of Auckland, Auckland, New Zealand, June 2004.

“Getting Swift Starting Action Teams off the Ground.” Guest Lecture Series, Department of Management, University of Melbourne, Melbourne, Australia, May 2004.

“Getting Swift Starting Action Teams off the Ground.” Guest Lecture Series, Department of Management, Massey University, Palmerston North, New Zealand, May 2004.

“An Ironic Perspective on Surveillance.” Guest Lecture Series, Department of Strategy and Leadership, Waikato University, Hamilton, New Zealand, May 2004.

“Toward a Philosophy of Teamwork.” Keynote Address, 7th International Conference on Team Working, Monash University Prato Centre, Prato, Italy, October 2003.

“The Ultimate Values of Entrepreneurship,” Distinguished Professor Series, College of Business, University of Colorado, Boulder, Boulder, CO, January 2003.

“A Rhetorical Attitude Toward Studying Organizations.” Guest Lecture Series, Department of Strategy and Leadership, Waikato University, Hamilton, New Zealand, May 2002.

“The Discipline and Discourse of Teamwork.” Guest Lecture Series, Department of Strategy and Leadership, Waikato University, Hamilton, New Zealand, May 2002.

“The Future of Control in Organizational Studies,” Department of Communication, University of Colorado, Boulder, Boulder, CO, April 2002.

“Organizational Culture at the Edge of Chaos,” College of Business, Organizational Theory Seminar, University of Colorado, Boulder, CO, October 2000.

“The Discipline of Teamwork,” College of Business, Colorado State University, Fort Collins, CO, October 2000.

“Modeling Entrepreneurial Teams,” Distinguished Professor Series, College of Business, University of Colorado, Boulder, CO, March 2000.

“Core Values: Why? How?” National Association of Purchasing Managers – Fox Valley, Green Bay, WI, February 2000.

Colloquium Presentations – Selected from 2005 to the Present.

Department of Communication Studies, University of Arkansas at Little Rock, August, 2012.

Département de Communication, Université de Montréal, Montréal, April, 2012.

Department of Management, New Mexico State University, Las Cruces, October, 2008.

Department of Communication, University of Texas, Austin, August 2008.

Department of Communication, University of Colorado, Boulder, December 2007.

Department of Management, Colorado State University, Fort Collins, December 2006.

Department of Communication, University of Colorado, Boulder, April 2005.

Workshops, Podcasts, and Other Activities – Selected from 2000 to the Present.

“Complexity Theory, Organizations, and Applications.” Doctoral Seminar. Department of Communication, North Dakota State University, Fargo, ND USA, June 2013.

“Thinking Differently about Change.” Workshop. Seventh Annual DPMG Conference, Dalhousie University, Canada, June 2013.

“Getting Published.” Doctoral student workshop. Sobey School of Business, Saint Mary’s University, Halifax, Canada, June 2013.

“The Challenges of Complexity and Leadership.” Centre for Management Excellence Alumnit Event, Rowe School of Business, Dalhousie University, Halifax, Canada, May 2013.

“On Taking Organizational Communication Seriously.” Podcast with Tim Kuhn. *Management Communication Quarterly*. (on-line at <http://mcq.sagepub.com/site/misc/Index/Podcasts.xhtml>). December, 2012.

“Crisis Communication.” Podcast with Robert Ulmer. *Management Communication Quarterly*. (on-line at <http://mcq.sagepub.com/site/misc/Index/Podcasts.xhtml>). December, 2012.

“Organizational Communication and Workplace Abuse.” Podcast with Pamela Lutgen-Sandvik. *Management Communication Quarterly*. (on-line at <http://mcq.sagepub.com/site/misc/Index/Podcasts.xhtml>). December, 2012.

“Reflections on Jim Barker’s Editorship at *Management Communication Quarterly*.” Podcast with Matthew Koschman. *Management Communication Quarterly*. (on-line at <http://mcq.sagepub.com/site/misc/Index/Podcasts.xhtml>). December, 2012.

“Discursive Leadership and Ethics.” Doctoral student seminar (virtual seminar). Department of Communication, Texas A & M University, College Station, Texas, October 2012.

“Understanding the Review Process.” Doctoral student workshop. Sobey School of Business, Saint Mary’s University, Halifax, Canada, June 2012.

“Sustainability Practices.” Engineers Nova Scotia. Halifax, May 2012.

“External Organizational Communication.” Podcast with Robert Heath. *Management Communication Quarterly*. (on-line at <http://mcq.sagepub.com/site/misc/Index/Podcasts.xhtml>). May 2012.

“Publishing Business Communication Research in SSCI Journals.” Association of Business Communicators 11th Asia-Pacific Conference, Seoul, March 2012.

“Corporate Social Responsibility and the MBA Student.” Podcast with Jens Mueller, School of Business Administration, Dalhousie University, October 2011.

“Dialogue in Organizational Communication: An MCQ Podcast with Ted Zorn.” Podcast with Ted Zorn. Sage Communication Space. (online at <http://thecomcommunicationspace.com/forum/topics/dialogue-in-organizational-communication-anmcq-podcast-with-ted->), September 2011.

“Bridging Corporate and Organizational Communication: Review, Development and a Look to the Future.” Podcast with Lars Thoege Christensen. *Management Communication Quarterly*. (on-line at <http://mcq.sagepub.com/site/misc/Index/Podcasts.xhtml>). September 2011.

“Teams and Teamwork.” Podcast with Linda Twiname. Waikato Management School, Waikato University, June 2011.

“Responding to Revise and Resubmits.” Doctoral student workshop. Sobey School of Business, Saint Mary’s University, Halifax, Canada, June 2011.

“Reflections on Concertive Control.” Podcast with Linda Twiname. Waikato Management School, Waikato University, June 2011.

“Research Methods for Studying Evolutionary and Ecological Processes in Organizational Communication,” Podcast with Peter Monge. *Management Communication Quarterly*, (online at <http://mcq.sagepub.com/content/25/2/211/suppl/DC1>). May 2011.

“How Institutions Communicate: Institutional Messages, Institutional Logics, and Organizational Communication,” Podcast with John Lammers. *Management Communication Quarterly*, (on line at <http://mcq.sagepub.com/content/25/1/154/suppl/DC1>). May 2011.

“Advancing Research in Organizational Communication Through Quantitative Methodology,” Podcast with Vernon Miller. *Management Communication Quarterly*, (online at <http://mcq.sagepub.com/content/25/1/4/suppl/DC1>). February 2011.

“Leadership Issues Today.” Podcast with Brad Jackson, School of Business Administration, Dalhousie University, February 2011.

“Getting Published” Doctoral student journal writing workshop. Atlantic Schools of Business Conference, Sobey School of Business, Saint Mary’s University, Halifax, Canada, August 2010.

“Exploring the Initial Editorial Decision: Desk Reject or Send for Review.” Journal writing workshop. Sobey School of Business, Saint Mary’s University, Halifax, Canada, May 2010.

“Journal Targeting in Today’s Publication Environment.” Faculty of Management, University of Queensland, Brisbane, Australia, April, 2009.

“Journal Targeting and Paper Conversion.” Department of Management, Strathclyde University, Galsgow, November 2008.

“Dialogue Workshop in Sustainable Ag Bio-Technology.” New Zealand Bio-Technology Network. Hamilton, New Zealand, July 2008.

“Strategic Choices in Sustainable Bio-Technology.” Royal Society Symposium in Working Across Boundaries of Science Industry and Society. Wellington, New Zealand, October 2007.

“Socially and Culturally Sustainable Bio-Technology in New Zealand.” Foundation for Research in Science and Technology Symposium. Conducted with Richard Varey. Wellington, New Zealand, April 2007.

“Publishing in Interdisciplinary Journals.” Association of Business Communicators 7th Asia- Pacific Conference, Hong Kong, March 2007.

“Collaborating, Coordinating, Connecting.” Secondary Teacher Update Day, Waikato University, Hamilton, New Zealand, September 2006.

“Collaborating, Coordinating, Connecting.” Hamilton City Council, Hamilton, New Zealand, May 2006.

“Using Qualitative Methods.” Undergraduate Student Workshop, Department of Management, University of Melbourne, Melbourne, Australia, May 2004

“Studying Teamwork Ethnographically.” Graduate Student Workshop, Department of Management, University of Melbourne, Melbourne, Australia, May 2004.

“Studying Teamwork Ethnographically.” Graduate Student Workshop, Department of Management, Massey University, Palmerston North, New Zealand, May 2004.

“Strategic Planning,” Aerospace Command and Control, and Intelligence, Surveillance, and Reconnaissance Center, Langley Air Force Base, VA, January 2002.

“Marketing Planning,” Air Force Research Laboratories, USAF Academy, CO, January 2002.

“Strategic Planning,” Developing Aerospace Leaders Program Office, USAF Academy, CO, March 2000, with follow-up consultations.

Other Professional Contributions

Publications Director, Asia Pacific Academy of Business in Society, 2008
 Promotion and Tenure Assessor Warwick University, UK, 2008
 University of Queensland, Australia, 2009
 Hong Kong City University, 2009
 Southern Methodist University, USA, 2009
 Cleveland State University, USA, 2009
 University of North Carolina, Charlotte, 2010
 Arizona State University, 2010
 University of Missouri, 2010
 University of California, Santa Barbara, 2010
 Rutgers University, 2011
 University of Nebraska, 2011
 University of Wisconsin, Milwaukee, 2011
 University of Texas at Austin, 2012
 University of Louisville, 2012
 George Mason University, 2012
 University of Oklahoma, 2012
 University of Melbourne, 2012

York University, 2013
Chaired Professor Selection Committee Copenhagen Business School, 2014
Program Evaluator, McGuire Entrepreneurship Center, Eller College of Business, University of Arizona. April 2013.
Program Evaluator, International Centre for Research in Organizational Discourse, Strategy and Change. University of Melbourne. October 2009.
Track Chair, Ethics and Social Responsibility, Atlantic Schools of Business Annual Conference, September, 2012.
Session Chair, Ethics and Social Responsibility, Atlantic Schools of Business Annual Conference, September, 2012.
Sponsorship Chair, Atlantic Schools of Business Annual Conference, September, 2012.
Chair, Critical Management Studies Doctoral Dissertation Award Committee, Academy of Management, 2007.
Executive Board, Critical Management Studies Interest Group, Academy of Management, 2005- 2007.
Local Host Committee, Academy of Management Annual Convention, 2002.
Selection Committee, *Administrative Science Quarterly*, Scholarly Contribution Award, 2000.
Research Methods in Critical Studies Session Organizer (with Dvora Yanow). Critical Management Studies Workshop, Academy of Management Convention, 2000.
Program Committee Member, Critical Management Studies Workshop, Academy of Management Convention, 1998, 1999, 2000, 2001, 2002, 2003.
Participant (selected), Mid-Career Faculty Workshop, Organizational Behavior Division, Academy of Management, 1999.
Participant and Graduate Student Mentor, Doctoral Student Program, Critical Management Studies Workshop. Academy of Management, 1998, 1999, 2000, 2001.
Section Chair, Atlantic Schools of Business Conference, 2012
Paper Reader, Atlantic Schools of Business Conference, 2010, 2011
Paper Reviewer, Organizational Communication Division, International Communication Association, 1996, 1997.
Participant (selected), Junior Faculty Consortium. Organizational Theory and Organizational Behavior Divisions, Academy of Management, 1997.
Top Paper Selector, Organizational Communication Division, National Communication Association, 2008.
Paper Reviewer, International Conference on Work Teams, 1996, 1997, 1999, 2000, 2001, 2002.
Paper Reviewer, Australia and New Zealand Communication Association Convention, 2008.
Paper Reviewer, Australia and New Zealand Academy of Management, 2008.
Program Committee Member, Organizational Behavior and Organizational Theory Divisions, Academy of Management, 1995, 1996, 1997.
Paper Reviewer, Organizational Management and Theory Division, Academy of Management, 2002, 2003.
Paper Reviewer, Social Issues in Management Division, Academy of Management, 2002, 2003.

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

Academy of Management
European Group for Organizational Studies
Asia Pacific Academy of Business in Society
Administrative Science Association of Canada
International Communication Association

INSTITUTIONAL and COMMUNITY SERVICE SUMMARY

I have held numerous institutional and community service roles. Highlights include:
Dalhousie University, Chair, School of Business Administration (2010 – 2013)
Secretary, Faculty Council, Faculty of Management (2010—2013)
Faculty Lead, Ethical Leadership Conference, (2012 – present)
Faculty Lead, Sustainability Leadership Certificate Program, (2011)
MBA Curriculum Committee member (2010 – present)
Rowe School of Business Constitution Review Committee (2013- present)
Faculty of Management Dean Selection Committee (2014 – present)
Waikato University - Chief Advisor to the University Executive and Executive Committee. Responsible for creating university distinctiveness and brand image initiatives regarding leadership and character development.
Convenor, Knowledge and Information Management Selection Committee, 2007
Contestable Research Funds, U.S. Air Force Academy
Chair, U. S. Air Force Academy Institutional Review Board (2003-2006)
Faculty Forum Member; Executive Board (2002-2003), President (2004-2005)
Department Director of Research, University of New Mexico
Department Graduate Committee, Department Undergraduate Committee
Marquette University, Department Undergraduate Committee
Communication Student Club Advisor, Veterans of Foreign Wars: Member

OTHER PROFESSIONAL EXPERIENCE

Schneider Specialized Carriers, Sacramento, CA (1987-1989). Position: Regional Operations and Sales Manager
U. S. Army, (1982-1987). Selected Positions: Commanding General's Aide-de-Camp, Squadron
Personnel Officer; Armor Company Executive Officer, Armor Platoon Leader.

CURRICULUM VITAE

June 2014

1. Personal:

Name: **JOAN E. DAVISON CONROD**

University: Rowe School of Business
Address: Dalhousie University
6100 University Avenue
PO Box 15000
Halifax, NS B3H 4R2

2. Degrees:

a. Academic

M.B.A. 1986 University of Toronto, Toronto, Ontario
B. Comm 1977 Dalhousie University, Halifax, Nova Scotia

b. Professional

F.C.A. 1999 Nova Scotia
C.A. 1979 Nova Scotia

3. Employment

1997 - present Professor, Dalhousie University
1989- 1997 Associate Professor, Dalhousie University
Received early tenure in 1990/1991
1986-1989 Senior Tutor, University of Toronto
1983-1986 Tutor, University of Toronto
1980-1983 Lecturer, Dalhousie University
1977-1980 Staff Auditor, Touche Ross & Co,
Public Accountants

4. Honors

Fellow Chartered Accountant, 1999

Dean's List, M.B.A. University of Toronto, 1986-1987

CICA Bronze Medal and Founders Prize, Harry G. Hoben and Nova Scotia Institute Prize, Uniform Final Examinations (1979). Placed third in Canada out of 3400 candidates.

University Award in Commerce, Dalhousie University (1977). Placed first in Commerce Program.

5. Teaching Awards

3M National Teaching Fellow, 2013

A. Gordon Archibald Teaching Excellence Award, 2012

Faculty of Management Teaching Award, 2010

Faculty of Management Teaching Award, 2008

Leaders in Management Education, Atlantic Canada, PWC, 2004 Association of Atlantic Universities, Distinguished Teacher Award, 1996 Dalhousie Alumni Association Award for Teaching Excellence, 1995/6 Commerce Professor of the Year, 2010/11

Commerce Professor of the Year, 2006/7 Commerce

Professor of the Year, 2004/5 Commerce Professor of the

Year, 2003/4 Commerce Professor of the Year, 2001/2

Commerce Professor of the Year, 1996/7 Commerce

Professor of the Year, 1994/5 Commerce Professor of the

Year, 1993/4 Commerce Professor of the Year, 1992/3

6. Professional Affiliations

Member: Nova Scotia Institute of Chartered Accountants

Canadian Institute of Chartered Accountants American Accounting Association

Canadian Academic Accounting Association

7. Editorial Board

Member, editorial board of *Issues in Accounting Education*, (July 2012 – present)

8. Courses taught

Dalhousie University:

COM 2101 Introductory Accounting I COM 2102

Introductory Accounting II

COM 3105 Intermediate Financial Accounting I

COM 3111/BUSI 6108 Intermediate Financial Accounting II COM 3112/COM

3113/BUSI 6113 Financial Accounting Theory COM 3116/BUSI 6106 Cost

Management

COM 4101/BUSI 6110 Advanced Accounting I COM 4102/BUSI 6109

Advanced Accounting II BUSI 5103 Introductory Accounting

• **Dalhousie University; executive program:**

BUSI 5103 Introductory Accounting (MBA FS)

8. Publications

a. Books

Intermediate Accounting, Sixth edition, T.H. Beechy, J.E.D. Conrod, E. Farrell, I McLeod-Dyck, McGraw Hill, Toronto, 2014; Nine chapters

Intermediate Accounting, Fifth edition, T.H. Beechy, J.E.D. Conrod, E. Farrell, McGraw Hill, Toronto, 2011; Ten chapters

Intermediate Accounting, Fourth edition, T.H. Beechy, J.E.D. Conrod, McGraw Hill, Toronto, 2008; Twelve chapters

Intermediate Accounting, Third edition, T.H. Beechy, J.E.D. Conrod, McGraw Hill, Toronto, 2005; Twelve chapters.

Intermediate Accounting, Second edition, T.H. Beechy, J.E.D. Conrod, McGraw Hill, Toronto, 2002, Twelve chapters.

Intermediate Accounting, First edition, T.H. Beechy, J.E.D. Conrod, McGraw Hill, Toronto, 2000, Twelve chapters.

Intermediate Accounting, Seventh Edition, T.R. Dyckman, R.E. Dukes, C.J. Davis, M. Nelson, J.E.D. Conrod, Irwin, Burr Ridge, 1995, Twelve chapters.

Intermediate Accounting, Sixth Edition, T.R. Dyckman, R.E. Dukes, C.J. Davis, M. Nelson, M. Zin and J.E.D. Conrod, Irwin, Burr Ridge, 1992., Five chapters.

Financial Accounting 3, CGA-Canada, Vancouver, 2014, and prior annual editions from 1994.

Canadian Cases in Financial Accounting, Second Edition, C.E. Dilworth and J.E.D. Conrod, Irwin, Burr Ridge, 1993.

Canadian Cases in Financial Accounting, J.E.D. Conrod and C.E. Dilworth, Irwin, Burr Ridge, 1990.

Lotus 1-2-3 for Accounting, Jeffrey Michelman and Joan E.D. Conrod, Courseware Technology Inc, Boston, 1990.

Advanced Managerial Accounting, John R.E. Parker and Joan E.D. Conrod, Clarence Byrd Inc., Ottawa, 1982.

Decision Problems in Intermediate Accounting, Joan E.D. Conrod and John R. E. Parker, Gage, Toronto, 1982.

Case Supplement for Accounting Principles, Joan E.D. Conrod and John R.E. Parker, Gage, Toronto, 1981.

b. Articles (refereed)

“Canadian evidence of adherence to “comply or explain” corporate governance codes: An international comparison” S. Salterio, J. Conrod, R. Schmidt, *Accounting Perspectives*, Vol. 12, No. 1, 2013.

“IFRS within the Multi-GAAP Canadian Reality: A Teaching and Learning Imperative for Intermediate Financial Accounting,” Joan E.D. Conrod, *Accounting Perspectives*, Vol.9, No.1, 2010

“Revenue Recognition: Judgment in the Spotlight”, Joan E.D. Conrod and Judy Cumby, *Canadian Accounting Perspectives*, Volume 4, No 2, 2005

“Non-financial Performance Measures in the Canadian Biotechnology Industry”, Judy Cumby and Joan E.D. Conrod, *Journal of Intellectual Capital*, Volume 2, Number 3, 2001.

“Financial Accounting Theory and Policy, Course Outline”, Joan E.D. Conrod and Carol E. Dilworth in *Accounting Trends*, T.J. Burns, editor, McGraw Hill, 1987.

“The Comprehensive Case Revisited”, G.R. Chesley and Joan E.D. Conrod, *CA Magazine*, July, 1984.

“EPS – A Financial Ratio in Question”, D.C. Cherry and Joan E.D. Conrod, *CA Magazine*, June, 1983.

“An Analysis of the UFE Syllabus”, G.R. Chesley and Joan E.D. Conrod, *CA Magazine*, May, 1982.

c. Cases published

Cases: Propulsion XT

Camani Corporation SpaceInfo

Mega Product Limited Prescriptions Depot

Limited Purple Limited

Published in *Intermediate Accounting*, Sixth edition, T.H. Beechy, J.E.D. Conrod, E. Farrell, I. McLeod-Dyck, McGraw Hill, Toronto, 2014

HUM Products Limited Dry Clean Depot

Limited Deliveries-R-Us Drugstore Depot

Limited

Published in *Intermediate Accounting*, Fifth edition, T.H. Beechy, J.E.D. Conrod, E. Farrell, McGraw Hill, Toronto, 2011

On-The-Crest Limited Candida Ltd.

Daragh Limited Northern Energy Limited

G Shoes Limited Thurtech Limited
MacKay Industries Limited Barnard Developments
Limited Mitrium Corp.
New Design Limited

Published in in *Intermediate Accounting*, Fourth edition, T.H. Beechy, J.E.D.
Conrod, McGraw Hill, Toronto, 2008

d. Articles (not refereed)

“The CICA Teaching Development Workshop” in Canadian Academic Education and Research News, a publication of the CAAA, Fall 2012

“Corporate Governance: Do Core Principles Equate with Best Practices?” Technical Report with Steve Salterio, Queens Centre for Governance, 2008. Available through SSRN <http://papers.ssrn.com/abstract=1490131>

“Dalhousie University’s MBA Financial Services Program” in FOCUS, Centre for Learning and Teaching, Dalhousie University, Fall 2008

“The Teaching Master Class”, with Laura Cumming, in FOCUS, Centre for Learning and Teaching, Dalhousie University, Spring 2009

“Homburg Investment Inc, A Case Study on the Impact of IFRS,” McGraw Hill Intermediate Accounting web site, 2008.

“Orca Resources, A Case Study on the Impact of IFRS,” McGraw Hill Intermediate Accounting web site, 2008.

An Evaluation of the UFE, CA Magazine, March, 1999. Invited editorial

e. Conference proceedings

Conrod, J.E.D., “Business Ethics and Academics”, published in proceedings of the conference *Leveraging Change: The New Pillars of Accounting Education*, sponsored by the University of Toronto and the CICA, November 22, 2010

Conrod, Joan and Cumby, Judy, Revenue Recognition Policy Change: Canadian Evidence In The TSE Small Cap, Atlantic School of Business Conference, Halifax, 2005

“Performance Measurement in the Canadian Biotechnology Industry: An Overview”, Judy Cumby and Joan Conrod, Performance Measurement Association Conference, 2002, Boston, July, 2002

“The Extraordinary Earnings of Atlantic Trust”, D.C. Cherry and Joan E.D. Conrod. Atlantic School of Business Conference, Halifax, 1989.

f. Reports

A Conversation on the Use of TBS, for Education Services-CPA Evaluations and International Assessments Committee, December, 2013

g. Distance Courses

Accounting, Dalhousie University Centre for Advanced Management Education, 2013

Advanced Financial Accounting, Part 1 Atlantic School of Chartered Accountancy, 1990. Lessons 8-15.

Intermediate Accounting I, Society of Management Accountants, 1983.

h. Invited Presentations

Effective Learning Strategies for Quantitative Analysis in a University Environment, Teaching Approach, for two groups of campus visitors (India and UAE) through Dalhousie Centre for Learning and Teaching, May and June, 2014

Effective Learning Strategies for Quantitative Analysis in a University Environment, Teaching Workshop, Dalhousie Centre for Learning and Teaching, January, 2014

The Impact of IFRS in the Classroom, Atlantic School of Chartered Accountancy Teaching Seminar, November, 2009

i. Conference Presentations

“Taffy Limited”, multi-subject case with Judy Cumby, ASB Conference, Antigonish, NS, Fall, 2013.

“The Teaching Master Class”, with Laura Cumming, at Fostering Student Engagement, Learning and Teaching Conference, Dalhousie University, Spring 2009.

Panel Discussion, “Fostering Student Engagement in the Faculty of Management,” at Fostering Student Engagement, Learning and Teaching Conference, Dalhousie University, Spring 2009.

“Revenue Recognition: Judgment in the Spotlight,” Joan E.D. Conrod and Judy Cumby, ASB, October, 2004

“Performance Measurement in the Canadian Biotechnology Industry: Closing the Reporting Gap”, Judy Cumby and Joan Conrod, ASB, October, 2001

“Non-financial Performance Measures in the Canadian Biotechnology Industry”, Judy Cumby and Joan Conrod, Fourth Annual Symposium on Intellectual Capital, January, 2001

“Non-financial Performance Measures in the Canadian Biotechnology Industry”, Judy Cumby and Joan Conrod, ASB, September, 2000

"Effective Teaching," presentation given by invitation at UNB, UPEI, and SMU, 1998. Also presented at new faculty orientation, Dalhousie, in 1996, 1998, 1999, 2000.

"University Teaching and Learning" presented by invitation to new student Convocation, Dalhousie University, September, 1996.

9. Work in progress

"Taffy Limited," multi-subject case with Judy Cumby, preparing for submission to *Issues in Accounting Education*, July 2014.

"Duke Entertainment Limited," multi-subject case with Judy Cumby, submitted to the CPA Canada Board of Examiners, June 2014

"Measurement of options – a teaching resource", with Julia Sawicki "Adaptation to Climate Change – Business Opportunities" with Julia Sawicki

10. Symposium

The CICA Teaching Development Workshop, May, 2012, Charlottetown, PEI. Workshop for junior accounting faculty members from across Canada, created and managed the workshop with the support of a national sponsor.

The Teaching Master Class, with Laura Cumming, January 2013. Symposium for teaching effectiveness, run in the School of Business, involving observation and debriefing.

The Teaching Master Class, with Laura Cumming, January 2009.

11. Grants

Canadian Institute of Chartered Accountants, \$10,000 development grant for *Non-financial performance measurement: Current reporting practice*, with J. Cumby, 2002

McGraw Hill/ Irwin, text development grants, \$2,500, in each of 2010, 2008, 2005, 2003, 2000, 1997 and 1995, respectively

12. Professional Courses

The following courses are part of a post-undergraduate course of study that leads to the CA designation; students are articling with CA firms. My role has been as a lecturer or seminar leader.

Advanced Financial Accounting, Part II, Atlantic School of Chartered Accountancy (1982-2001, inclusive)

Managerial Accounting, Planning & Control, Atlantic School of Chartered Accountancy (1990- 2001, inclusive). Coordinator in 1997.

Finalist Preparation, Atlantic School of Chartered Accountancy, (1984-1989, inclusive) Finalist

Preparation Workshop, Clarkson Gordon, (1986-1989, inclusive)

Summer School in Chartered Accountancy, Concordia University (1985)

School of Accountancy, Ontario Institute of Chartered Accountancy (1980-1986, inclusive)

13. Professional Exams

This examination material is meant to challenge candidates at their final level of preparedness in the professional accounting programs. The material must be original and complex, to provide constructive feedback and eliminate the weaker candidates.

The material covers topics in financial and managerial accounting, integrating auditing and tax where appropriate in course coverage.

Original material prepared for:

Canadian Institute of Chartered Accountants, Uniform Final (CA) Exam, 2000 Atlantic School

of Chartered Accountancy

Course: Advanced Financial Accounting, Part II

(1989 - 2001, inclusive, 1986, 1985)

Course; Managerial Accounting, Planning and Control (1997 - 1998) Course: Advanced Financial Accounting, Part I (1980)

Clarkson Gordon Finalist Preparation Workshop

Series of 6 to 8 exams at “CA final exam” level of difficulty prepared with grading schemes (1986-1989, inclusive)

Summer School in Chartered Accountancy, Concordia University, Montreal. “CA final exam” level material provided (1989, 1985)

Society of Management Accountants

Final Accreditation Exams, Advanced Financial Accounting, (1990, 1986, 1985, 1984)

14. Committee Service

a. School of Business

Chair of Accounting Area Group, 2009-present; also 2001-2003

Recruiting Committee, Accounting Area, 2008, 2009, 2010, 2011, 2013 (chair in 2009-2011, 2013)

School Council (2009-2010) (and 1994/5, 2001-2003) Student Appeals Committee (2006-2008)

Commerce Program Committee (2008) SBA Director Review committee (2005)

Member, Undergraduate Program Committee (2000) Chair, Long-term

Planning Committee (1999 – 2000) Undergraduate Curriculum Committee (1989-1994) Chair, Undergraduate Curriculum Committee (1989/1990)

b. Faculty of Management

Advisory Position, Budget Allocation Issues, 2007

Member, MBA(FS) Academic Program Committee (2006 – present) (and 1995 – 1999) Member, Dean Search (1994 and 1998)

Member, Student Affairs (1993/1994) Member, Faculty Council (1989-1992)

Member, Inter-school Curriculum Committee (1992/3)

c. University

Member, Senate Review Committee for the Faculty of Medicine (2011) Member, Senate Committee on Learning and Teaching (2009- 2011)

Member, Senate Review Committee for the Faculty of Health Professions (2005) Invited speaker, convocation address, fall convocation, 2008
Chair, Budget Advisory Committee (2001 – 2003) Member, Budget Advisory Committee (1998 – 2000)
Member, Graduate Studies Dean Review Committee (1999 – 2000) Vice Chair, Senate (1995-1997)
Secretary, Academic Priorities and Budget (1995-1997) Member, Board of Governors (1995-1997)
Member, Senate Steering (1995-1997) Member, Audit Committee (1995-1997) Chair, Senate Financial Planning (1995)
Member, Senate Academic Planning (1995)
Member, Consultative Committee on Rationalization (1995) Member, Presidential Search Committee (1994)
Member, Capital Campaign Finance Committee (1992) Member, Investment Committee (1991-1992) Member, Retirees Trust Fund (1991-1992)

d. Professional

Member, Board of Evaluators, CPA Canada (2014 -)
Member, International Qualifications Assessment Board, CICA (2013 – present) Member, Academic Advisory Committee, an advisory committee to the Accounting Standards Board, CICA (2005 - present)
Chair, Taskforce for the CICA Teaching Development Workshop (2012) Member, CPA Competency Map retreat, (2012)
President, CAAA Board of Directors, (2002/3);
Member, CAAA Board of Directors, Past President and Chair of the Nominating Committee (2003/4), Chair of Membership Committee (2000), President-Elect (2001)
Member, NS Institute of Chartered Accountants Council (1995- 1997) Member, Interprovincial Education Committee, CICA (1995-2000)
Chair, Education Committee, NS Institute of Chartered Accountants (1993-1995) Member, Education Committee, NS Institute of Chartered Accountants (1995-1998) Member, Board of Directors, Atlantic School of Chartered Accountancy (1994-1997) Member, Task Force on Program Redesign, Atlantic School of Chartered Accountancy, 2001.

15. Conference Service

a. Organizer

Chair, Accounting Stream, ASB, Halifax, 1999
Organizing Committee, CAAA Conference, Halifax, June, 2000.

b. Participant

Participant, 3M National Teaching Fellow retreat, STLHC, November, 2013. Participant, STLHC Annual Conference, June, 2013
Speaker, Dalhousie Centre for Teaching and Learning Annual Conference, 2013. Moderator, Opening Plenary Session, CAAA Annual Conference, 2007 (Sheila Fraser, guest speaker)
Co-Chair, Department Heads Session, CAAA Annual Conference, 2007 and 2008 Moderator, CAAA session on Capital Market Research, Calgary, 2001
Discussant and moderator, CAAA monograph on Audit Theory, CAAA conference, Halifax, 2000

Host and organizer, Total Value Creation (TVC); CICA research project workshop held prior to the CAAA conference, Halifax, 2000.

American Accounting Association, Annual Conference, 2011,2009, 2007, 2000, 1998, 1996, 1995, 1994, 1990, 1989, 1984.

Canadian Academic Accounting Association, Annual Conference, 2012,2008,2007,2005, 2003,2002, 2001,2000,1999,1993, 1992, 1987.

CICA Vision Forum, invited participant, 1999

CAAA Accounting Educator's Symposium, Kingston, 1983. Clarkson Gordon Education Symposium, Kitchener, 1984.

Society for Teaching and Learning in Higher Education, Annual Conference, 2013

**TERESA L.
CYRUS**

• Dalhousie University
Department of Economics
Halifax, Nova Scotia
Canada B3H 4R2

Phone: (902) 494-6992
Fax: (902) 494-6917
E-mail: teresa.cyrus@dal.ca

EDUCATION:

	DEGREE	DATE	FIELDS
University of California, Berkeley	Ph.D.	Dec. 1997	International Economics
Industrial Organization University of California, Los Angeles		B.A. <i>cum laude</i>	Dec. 1988
	Economics/International		
Area Studies St. Andrews University, Scotland		exchange year 1987-1988	
	Economics		
			Modern History

ACADEMIC POSITIONS:

Associate Professor, Department of Economics, Dalhousie University, 2005–. Assistant Professor, Department of Economics, Dalhousie University, 1998-2005.
Undergraduate courses taught: Principles of Microeconomics, Principles of Macroeconomics, Economic Rise of China and India, International Trade, International Finance, Honours Seminar.
Graduate courses taught: International Trade, International Finance, Business Economics.
 Visiting Assistant Professor, Department of Economics, DePaul University, 1997-1998.
Courses taught: International Economics (undergraduate- and MBA-level), Principles of Microeconomics.
 Teaching Assistant, Department of Economics, U.C. Berkeley, 1990-1996.
Courses taught: International Monetary Economics, Intermediate Macroeconomics, Principles of Economics, Industrial Organization, World Economic History, Intermediate Microeconomics.
 Teaching Assistant, Haas School of Business, U.C. Berkeley, 1996-1997.
Course taught: Intermediate Macroeconomics.
 Research Assistant, Department of Economics, U.C. Berkeley, 1993-1996.
Empirical data research with Professors Jeffrey Frankel and David Romer on the effect of trade on income.

STUDENTS SUPERVISED:

supervisor:

Babatunde Awoyiga	M.D.E.	2008
Dana Cornea	M.D.E.	2001
J. Christopher DeBow	M.D.E.	2013
Tammie Deubry	M.A.	2005

Julie Houde	M.D.E.	2012
Ala Kassay	M.D.E.	2006
Thomas Lau	M.D.E.	2002
Jordan McNiven	M.D.E.	2010
Jeffrey Rafuse	M.D.E.	2003
Farhan Rahman	M.D.E.	2003
Oyinola Shyllon	M.D.E.	2006
Hamilton Stephen	M.D.E.	2006
Kimberley Tran	M.A.	2003
Michael Ash	B.Sc. (honours)	2002
Wei Chu	B.Sc. (honours)	2013
Wenhao Ding	B.Sc. (honours)	2012
Tyler Kustra	B.A. (honours)	2004
Alicia Lauersen	B.A. (honours)	2006
Ka Ho Leung	B.A. (honours)	2002
Shanwen Li	B.Sc. (honours)	2013
Shanwen Li	M.A.	2015
Alexander Murray	B.Sc. (honours)	2008
Hieu Nguyen	B.A. (honours)	2003
Yujiao Song	B.Sc. (honours)	2014
Qian Wang	B.Sc. (honours)	2012
Jennifer Jaylyn Wong	B.Sc. (honours)	2000
Xiao Xu	B.Sc. (honours)	2012

reader:

Maria Calcano	M.Elec.Comm.	2013
Qi Chen	M.D.E.	2013
Wenhao Ding	M.D.E.	2013
Gregg Fabris	M.D.E.	2010
Sarah Fraser	M.D.E.	2001
Jessie Greene	M.D.E.	2001
Mohammad Imran	M.A.	2004
Jimmy Kanellakos	M.A.	2005
Ayodele Kasumu	M.D.E.	2004
Saroja Kuruganty	M.D.E.	2005
Umit Mansiz	M.A.	2003
Kira Meadus	M.D.E.	2003
Stephen Membe	M.D.E.	2004
Jason Murray	M.A.	2005
Lisa Roberts	M.D.E.	2003
Kirsten Robertson	M.D.E.	2010
David Smith	M.A.	2000
Sheena Starky	M.D.E.	2003
Qian Sun	M.A.	2014
Sarah Tougher	M.D.E.	2009
Xizhe Wu	M.A.	2010
Angela Young	M.A.	2004

Jian Yuan	M.A.	2005
Zhuoran Zhou	M.A.	2004

PUBLICATIONS IN PEER-REVIEWED JOURNALS:

“Cultural Distance and Bilateral Trade in the European Union,” *Journal of Economic Integration* 30:2, June 2015, 206-239.

“Cultural Distance and Bilateral Trade,” *Global Economy Journal* 12:4, 2012, 1-23.

“The Double-Edged Sword of Trade” (with Lynn Lethbridge and Lars Osberg), *Eastern Economic Journal* 33:2, 2007, 277-292.

“Investor Protection and International Investment Positions: An Empirical Analysis” (with Talan Iscan and Sheena Starky), *International Finance* 9:2, August 2006, 197-221.

“Does Convergence Cause Trade, or Does Trade Cause Convergence?,” *Journal of International Trade and Economic Development* 13:4, December 2004, 397-418.

“Income in the Gravity Model of Bilateral Trade: Does Endogeneity Matter?,” *The International Trade Journal* XVI:2, Summer 2002, 161-180.

BOOK CHAPTERS:

- “Cross-Border Cooperation: The North American Context,” in *Cross-Border Cooperation*, National Academy of Public Administration, Office of the President of Ukraine, Barry Lesser and Ivan Rozputenko (eds.), 2003, 76-94.

“Trade and Growth,” in *Economic Issues: Theory and Application with Reference to Ukraine*, Canada-Ukraine-Baltic Economic Management Training Program, Barry Lesser and Ivan Rozputenko (eds.), 2002, 83-94.

- “Poverty Impacts of Trade, Macroeconomic, and Social Policy: Canada and the United States in the 1990s” (with Lars Osberg), in *Incomes and Productivity in North America*, Commission for Labor Cooperation (Washington, D.C.), 2001, 53-118.

“Trade and Growth in East Asian Countries: Cause and Effect?” (with Jeffrey Frankel and David Romer), in *NICs After Asian Miracle*, New World Order Series, Vol. 23, H. Singer, N. Hatti, and R. Tandon (eds.), BR Publishing Corporation (India) Ltd., 2000 and NBER Working Paper No. 5732, August 1996.

GOVERNMENT REPORTS:

“Trade Agreements, the Health-Care Sector and Women’s Health” (with Lori Curtis), Status of Women Canada Report, Catalogue No. SW21-113/2004, August 2004.

BOOK REVIEWS:

The Cultural and Political Intersection of Fair Trade and Justice, *Eastern Economic Journal* 41:3, Summer 2015, 459-460.

“Bertil Ohlin: A Centennial Celebration,” *Journal of International Trade and Economic Development* 12:3, September 2003, 316-18.

TEACHING-RELATED PUBLICATIONS:

Principles of Macroeconomics: First Canadian Edition, Chapters 16 (“International Trade and Capital Flows”) and 17 (“Exchange Rates and the Open Economy”), co-authored with Robert Frank, Ben Bernanke, Melvin Cross, Brian MacLean, and Lars Osberg, McGraw-Hill Ryerson, 2002.

Instructor’s Manual to Accompany Frank, Bernanke, Cross, MacLean, and Osberg, Principles of Microeconomics: Second Canadian Edition and Frank, Bernanke, Cross, MacLean, and Osberg, Principles of Macroeconomics: Second Canadian Edition, McGraw-Hill Ryerson, 2005.

OTHER PUBLICATIONS:

“U.S. Economic Sanctions: Their Impact on Trade, Jobs, and Wages” (with Gary C. Hufbauer, Kimberly Ann Elliott, and Elizabeth Winston), Institute for International Economics Report, 1997.

WORKING PAPERS:

“How Do Culture and Institutions Affect Trade?” [March 2014].

“Why Do National Borders Matter? Industry-Level Evidence” [September 2004].

“Is Globalization Good for Women? Evidence from Vietnam” [August 2004].

“Is Trade Good for Women?” [May 2003].

“How Does Trade Affect Health?” (with Lori Curtis), Dalhousie University Department of Economics Working Paper No. 2002-05, September 2002.

RESEARCH FUNDING:

Atlantic Gateway Initiative grant (\$4000): “Prospects of Increased Trade between Central Canada and South America.”

European Union Centre for Excellence grant (€4000): “Trade and Culture.”

Dalhousie University Research Development Fund grant (\$3,210): “Is Globalization Good for Women? Evidence from Vietnam.”

Status of Women Canada research grant (with Lori Curtis) (\$25,500): “Trade Agreements, the Health Care

Sector, and Women's Health.”

CONFERENCE PRESENTATIONS:

“How Do Culture and Institutions Affect Trade?,” Midwest International Trade Meetings, Lawrence, Kansas, October 18, 2014.

“How Do Culture and Institutions Affect Trade?,” Eastern Economics Association Annual Conference, Boston, March 9, 2014.

Discussant, Eastern Economic Association Annual Conference, Boston, March 9, 2014.

“How Does Culture Affect Trade?,” Tenth China Women Economists Network International Workshop, Beijing, June 16, 2013.

“How Does Culture Affect Trade?,” Canadian Economics Association Annual Conference, Montreal, May 31, 2013.

“Cultural Distance and Bilateral Trade in the European Union,” Atlantic Canada Economics Association Annual Conference, Halifax, October 20, 2012.

Discussant, Atlantic Canada Economics Association Annual Conference, Halifax, October 20, 2012.

“Cultural Distance and Bilateral Trade in the European Union,” Canadian Economics Association Annual Conference, Ottawa, June 3, 2011.

Discussant, Canadian Economics Association Annual Conference, Ottawa, June 3, 2011.

“Cultural Proximity and Bilateral Trade in the European Union,” European Union Studies Association Bi-Annual Conference, Boston, March 6, 2011.

“Cultural Proximity and Bilateral Trade,” Eastern Economic Association Annual Conference, New York, New York, February 25, 2011.

Discussant, Eastern Economic Association Annual Conference, New York, New York, February 25, 2011.

“Cultural Proximity and Bilateral Trade,” Scottish Economic Society Annual Conference, Perth, Scotland, April 14, 2010.

“Cultural Proximity and Bilateral Trade in the European Union,” Dalhousie University European Union Centre of Excellence, Halifax, March 26, 2010.

“Prospects of Increased Trade between Central Canada and South America,” Atlantic Gateway Initiative Conference, October 19, 2009.

Discussant, Canadian Economics Association Annual Conference, Vancouver, June 8, 2008.

“Trade Liberalization and the Gender Wage Gap: Evidence from Vietnam,” Canadian Economics

Association Annual Conference, Vancouver, June 6, 2008.

“Wage, Employment, and Gender Effects of Vietnam’s Transition to a Market Economy,” Atlantic Canada Economics Association Annual Conference, Antigonish, October 13, 2007.

Discussant, Empirical Investigations in International Economics Conference, Ljubljana, Slovenia, June 14, 2007.

Discussant, Canadian Economics Association Annual Conference, Halifax, May 31-June 2, 2007.

“Wage, Employment, and Gender Effects of Vietnam’s Transition to a Market Economy,” Canadian Economics Association Annual Conference, Halifax, June 1, 2007.

Discussant, Empirical Investigations in International Trade Conference, Banff, October 6, 2006.

“The Role of Trade in Income Convergence,” Canadian Economics Association Annual Conference, Montreal, May 26, 2006.

Discussant, Canadian Economics Association Annual Conference, Montreal, May 26, 2006.

“Vietnam’s Gender Wage Gap in an Era of Renovation,” Atlantic Canada Economics Association Annual Conference, Halifax, October 22, 2005.

Discussant, Atlantic Canada Economics Association Annual Conference, Halifax, October 23, 2005.

“Vietnam’s Gender Wage Gap in an Era of Renovation,” International Association for Feminist Economics Annual Conference, Oxford, August 7, 2004.

“Is Globalization Good for Women? Evidence from Vietnam,” Canadian Economics Association Annual Conference, Toronto, June 5, 2004.

Discussant, Institute for Research on Public Policy Conference on “Thinking North America: Prospects and Pathways,” October 16-18, 2003.

“Is Trade Good for Women?,” Canadian Economics Association Annual Conference, Ottawa, May 30, 2003.

“How Does Trade Affect Health?,” Canadian Economics Association Annual Conference, Calgary, May 31, 2002.

Discussant, Policy Research Initiative Conference on “canada@theworld.ca,” Ottawa, November 30–December 1, 2000.

Discussant, Policy Research Initiative Conference on “Rethinking the Line: The Canada-U.S. Border,” Vancouver, October 22–25, 2000.

“Why Do National Borders Matter? Industry-Level Evidence” (revised), Canadian Economics Association Annual Conference, Vancouver, June 2, 2000.

“Policy Implications of the Canada-U.S. Border,” New Perspectives on Canada’s International Policies, Norman Paterson School of International Affairs, Carleton University, May 4-5, 2000.

“Trade and Income Differences: Does Convergence Cause Trade, or Does Trade Cause Convergence?,” Western Economic Association Annual Conference, San Diego, California, July 10, 1999. Discussant,

Western Economic Association Annual Conference, San Diego, California, July 10, 1999.

“Trade and Income Differences: Does Convergence Cause Trade, or Does Trade Cause Convergence?,” Canadian Economics Association Annual Conference, Toronto, May 30, 1999. Discussant,

Canadian Economic Association Annual Conference, Toronto, May 30, 1999.

“Why Do National Borders Matter? Industry-Level Evidence,” Western Economic Association Annual Conference, Lake Tahoe, California, July 1, 1998.

Discussant, Western Economic Association Annual Conference, Lake Tahoe, California, July 1, 1998.

“Income in the Gravity Model of Bilateral Trade: Does Endogeneity Matter?,” Western Economic Association Annual Conference, San Francisco, California, July 1, 1996.

SEMINARS AND INVITED LECTURES:

“Does Trade Cause Growth?” presented at:

- University of International Business and Economics, Beijing, China, March 24, 2013.

“The Gravity Model” presented at:

- University of International Business and Economics, Beijing, China, March 21, 2013.

“The Financial Crisis and the Canadian Economy in 2009” presented at:

- Renmin University of China, Beijing, China, June 2, 2009.
- Shandong University of Finance, Jinan, China, June 9, 2009.

“Trade Agreements, the Health-Care Sector, and Women’s Health” presented at:

- 6th General Assembly of the Parliamentary Confederation of the Americas, Foz do Iguacu, Brazil, May 10, 2005.

“Vietnam’s Gender Wage Gap in an Era of Renovation” presented at:

- Organization for Economic Cooperation and Development, Paris, France, August 9, 2004.

“How Does Trade Affect Health?” presented at:

- Dalhousie University Social Policy, Health, and Economic Research Unit, May 22, 2002.

“Why Do National Borders Matter for Agricultural Trade?” presented at:

- University of Saskatchewan Department of Agricultural Economics, March 2, 2001.

“Poverty Impacts of Trade, Macroeconomic, and Social Policy: Canada and the United States in the 1990s” presented at:

- Dalhousie University Department of Economics, February 18, 2000.

“Why Do National Borders Matter? Industry-Level Evidence” presented at:

- Inter-American Development Bank, Washington, DC, April 3, 1998.
- Dalhousie University Department of Economics, March 17, 1998.
- Baruch College Department of Economics, City University of New York, New York, March 9, 1998.
- General Accounting Office, Washington, DC, February 3, 1998.
- Saint Louis University Department of Economics, St. Louis, Missouri, January 20, 1998.
- Loyola University Department of Economics, Chicago, November 10, 1997.
- DePaul University Department of Economics, Chicago, November 3, 1997.

“Trade and Income Differences: Does Convergence Cause Trade, or Does Trade Cause Convergence?” presented at:

- Dalhousie University Department of Economics, March 26, 1999.
- Public Policy Institute of California, January 30, 1997.
- Wellesley College Department of Economics, Wellesley, Massachusetts, January 22, 1997.
- College of William and Mary Department of Economics, Williamsburg, Virginia, January 20, 1997.
- Middlebury College Department of Economics, Middlebury, Vermont, January 17, 1997.

TEACHING AWARDS AND RECOGNITION:

Dalhousie University Economics Department Teaching Award, 2004.

Listed in *Maclean's Guide to Canadian Universities 2004* and *2005* as one of Dalhousie's “Popular Profs.”

- Nominated for Dalhousie University Faculty of Science Teaching Award, 2004. Nominated for Dalhousie University Faculty of Science Teaching Award, 2003.

AFFILIATIONS:

American Economic Association Canadian
Economics Association Canadian Women
Economists Network

PROFESSIONAL SERVICE:

Referee for:

American Economic Review
B.E. Journals in Economic Analysis and Policy Emerging Markets Finance and Trade
Global Economy Journal
Journal of Development Economics Journal of International Economics
Journal of International Trade and Economic Development

Canadian Journal of Economics Economic Systems
Journal of Economic Education International

Economic Journal
B.E. Journals in Economic Analysis & Policy
Social Science and Humanities Research Council

Baltic Economic Management Training Program Instructor
– 1999 Major Training Course, Canada. Instructor – 1998
Major Training Course, Canada.

Canada-Ukraine-Baltic Economic Management Training Program
Instructor – 2003 Training Course in International Economics, Kiev, Ukraine. Instructor –
2001 Training Course in International Economics, Kiev, Ukraine.

Invited to make a presentation on cross-border trade and a common North American currency before the
House Standing Committee on Foreign Affairs and International Trade, Halifax, February 26, 2002.

Canadian Women Economists Network President,
2006–2008.
Member-at-Large, Executive Council, 2000–2004.

UNIVERSITY SERVICE:

Department of Economics:
Undergraduate Advisor, 2004–2006, 2007–2014.
Member, Personnel Committee, 2002–2004, 2008–2009.
Member, Academic and Financial Planning Committee, 1999–2002, 2004–2006, 2007–2014. Member,
Department Self-Study Committee, 2005.
Seminar Coordinator, 2000–2004.
Chair, Physical Resources Committee, 1999–2002.
Member, Physical Resources Committee, 1998–1999 and 2015-.
Member, Undergraduate Advisory Committee, 1998–1999.

Faculty of Science:
Member, Undergraduate Admissions Committee, 2011–2013. Member,
Curriculum Committee, 2005–2006, 2007–2014.
Member, Undergraduate Research Committee, 2007–2010. Chair, Travel
Advisory Committee, 2001–2003.
Member, Travel Advisory Committee, 2000–2001. Member, Space
Planning Committee, 2001–2003.
Member, Department of Psychology Chair Selection Committee, Fall 1998.

Faculty of Management:
Member, MBA (Financial Services) Advisory Committee, 2008–. Member, MBA
(Corporate Residency) Curriculum Committee, 2008–.

College of Arts and Science:
Member, Writing Across the Curriculum Committee, 2000–2003.

Senate:

M
e
m
b
e
r, Senate Discipline Committee, 2008–2014. Member,
Ombudsperson Advisory Committee, 2001–2006.

last updated 12 July 2015

CEDRIC E. DAWKINS

Management and Human Resources
California State Polytechnic University – Pomona 3801
West Temple Avenue, Building 94-276
Pomona, CA 91768
614-915-9744

Email: cedawkins@csupomona.edu
Web: <http://www.csupomona.edu/~cedawkins/>

EDUCATION

PH.D. The Ohio State University
Major: Human Resource Management
Minor: Labor Relations/Organizational Behavior
Dissertation: *Employee Involvement Programs: Determinants of Worker Support.*

M.A. Ohio University, Interpersonal Communication.
Thesis: Organization Development and Revitalization of the Urban Church

B.S. Ohio University,
Organizational Communication. Summa Cum Laude

ACADEMIC EXPERIENCE

Associate Professor: Dalhousie University. 2013 – Current.
Associate Professor: California State Polytechnic University, Pomona. 2006 – 2010. Associate
Professor: Ashland University, Ashland, Ohio. 2000 – 2006.
Assistant Professor: Ohio University, Athens, Ohio. 1998 – 2000.

• International

Beijing, China. Cal Poly Pomona International Field Study in Business Management, Summer 2007/8.

Ho Chi Min City, Vietnam. Ho Chi Min City College of Business Administration for Managers/Southern California University for Professionals, December/January – 2005/6.

Cuba, Hong Kong, Mainland China, Costa Rica. MBA Study Abroad. Ashland University MBA Program, Summer Session, 2000, 2002, 2004, 2005.

Hong Kong, China (SAR). Hong Kong Baptist University through Ohio University, Summer – 1999.

RESEARCH INTERESTS:

Corporate accountability and disclosure, corporate and labor union responsibility, and issue management.

PUBLICATIONS

Peer Reviewed Journal Articles:

Dawkins, C. E., Jamali, D., Karam, C., Lin, L, Zhao, J. (forthcoming). The Impact of CSR Perceptions on Job Choice Intentions: An Analysis of Prospective Workers in the United States, China, and Lebanon. Business & Society.

Dawkins, C. E. (2013). The Principle of Good Faith: Towards Substantive Stakeholder Input. Journal of Business Ethics. Published April 15, Online First. DOI: 10.1007/s10551-013-1697-z.

Dawkins, C. E. (2012). Labored Relations: Corporate Citizenship, Labor Unions, and Freedom of Association. Business Ethics Quarterly, Vol. 22(3), 473-501. DOI: 10.5840/beq201222331.

Dawkins, C. E. (2012). A Test of Labor Union Social Responsibility: Effects on Member Attachment. Business & Society. Published November 1, Online First. DOI: 10.1177/00076503124650312463691.

Dawkins, C. E., & Fraas, J. W. (2010). Coming Clean: The Impact of Environmental Performance and Visibility on Corporate Climate Change Disclosure. Journal of Business Ethics, 100(2), 303–322. DOI: 10.1007/s10551-010-0681-0.

Dawkins, C. E., & Fraas, J.W. (2010). Beyond Acclamations and Excuses: Environmental Performance, Voluntary Environmental Disclosure, and the Role of Visibility. Journal of Business Ethics, Vol. 99(3), 383-397. DOI: 10.1007/s10551-010-0659-y.

Dawkins, C. E. (2010). Beyond Wages and Working Conditions: A Conceptualization of Labor Union Social Responsibility. Journal of Business Ethics, 95(1), 129-143. DOI: 10.1007/s10551-009-0342-3.

Dawkins, C. & Fraas, J.W. (2008). An Exploratory Analysis of Corporate Social Performance and Disclosure. Business & Society. Pre-published electronically October 8. DOI: 10.1177/0007650308324047.

Dawkins, C. E., & Ngunjiri, F. W. (2008). Corporate Social Responsibility Reporting in South Africa: A Description and Comparative Analysis. Journal of Business Communication, Special Issue on Corporate Reporting, Vol. 45(3), 286-307.

Dawkins, C. E. (2005). First to Market: Issue Management Pacesetters and the Pharmaceutical Industry Response to AIDS in Africa. Business & Society, Vol. 44(3), 244-282.

Dawkins, C. E., & Fraas, J. W. (2005). The Intention of Union Workers to Participate in Employee Involvement: An Application of the Theory of Planned Behavior. Employee Relations, Vol. 27(5), 511-531.

Dawkins, C. E. (2002). Corporate Welfare, Corporate Citizenship, and the Question of Accountability. Business & Society, Vol. 41(3), pp. 269 – 291.

Cases:

Jamali, D. & Dawkins, C. E. (2011). Sustainability in the Arab World: The Aramex Way. Ivey Publishing. Case ID 9B11M060.

Dawkins, C. E. (2008). Dow Chemical and Agent Orange in Vietnam. The CASE Journal, Vol. 4 (2), Spring.

WORK UNDER JOURNAL REVIEW:

Framing Dissensus: Agonistic Pluralism and Stakeholder Consent. Business Ethics Quarterly. Invited to Revise and Resubmit.

PROFESSIONAL PRESENTATIONS (Peer Reviewed):

2014. An Unexpected Harbinger? The Impact of Labor Unions on Corporate Social Responsibility. The International Academy of Business and Public Administration Disciplines Conference in Sydney, Australia.
2012. Good Faith Stakeholder Input: How Do We Get There? Society for Business Ethics. Boston, MA.
2011. A Perspective on Ethics, Human Rights, and Freedom of Association. Academy of Management, San Antonio, Texas.
2011. Issue Management in the Global Marketplace. Eastern Academy of Management- International in Bangalore, India.
2010. Voluntary Environmental Disclosure Strategies. The Academy of Management Conference in Montreal, Canada.
2008. Doing Well by Doing Good? Labor Unions and Social Responsibility. The International Association for Business and Society Meeting, Tampere, Finland.
2007. An Exploratory Analysis of Corporate Social Responsibility and Disclosure in Annual Reports (with John Fraas). The Academy of Management Conference, Philadelphia, PA.
2005. *Saving the Survivors of Corporate Downsizings: Prescriptions From the Kübler-Ross Grief Model* (Kimberly Hsia). The International Academy of Business and Public Administration Disciplines Conference in Dallas, Texas.
2005. *Labor Union Citizenship and Public Image: A View from the Outside*. Eastern Academy of Management International Meeting in June in Cape Town, South Africa.
2004. *Precipitating Change: A Model for Stakeholder Influence*. Western Academy of Management International Meeting, Shanghai, China.
2003. *Union Social Performance and Union Support: A Look at Two Audiences*. International Association for Business and Society Meeting, Rotterdam, The Netherlands.
2001. *A View of Social Responsibility for Labor Unions*. Industrial Relations Research Association Meeting, New Orleans, LA (with Vanessa Hill).
2001. *Employee Involvement in Unionized Settings: Do Labor and Management Expectations Coincide?* Eastern Academy of Management International, San Jose, Costa Rica.
2000. *The Impact of Health Care Benefit Satisfaction on Support, Commitment, and Citizenship Behavior: A Replication with a U.S. National Sample*. Southern Management Association Meeting, Orlando, FL. (with Paul Mulvey & Marcia Miceli).
2000. *The Impact of Health Care Benefit Satisfaction on Support, Commitment, and Citizenship Behavior*. Society of Industrial/Organizational Psychologists Meeting, New Orleans, LA. (with Paul Mulvey & Marcia Miceli).
1999. *An Examination of Corporate Welfare and Corporate Citizenship in Large American Companies*. International Association for Business and Society Meeting, Paris, France.

• EDITORIAL ACTIVITIES

Editorial Review Board
Pan-Pacific Journal of Business Research

Ad Hoc Editorial Review Board
Business & Society Special Issue. SMEs and CSR in Developing Countries: Advancing Academic and Policy-Oriented Knowledge

INVITED ACADEMIC PRESENTATIONS

University of Melbourne, Australia. July 2-4, 2008. NGOs and Social Responsibility in the Age of Globalization: Is There a Place at the Table for Labor Unions?

PROFESSIONAL PRESENTATIONS

United Nations Global Compact – Korea Network. Global Corporate Social Responsibility Conference. November 22-23, 2011. Labor Union Social Responsibility.

Southwest Carpenters Training Fund – Survey of Carpenters Apprentices, 2008. Developed survey, collected, analyzed and presented results of data on apprentices' perceptions of field office recruiting and training to Director's Office, Southwest Carpenters Training Program. October 2008.

Mentoring and Professional Growth. National Black MBA Association, Columbus Chapter. Spring, 2005 Meeting – J.P. Morgan-Chase Bank.

The Importance of Health Care Benefit Satisfaction. Presented at the Northern Ohio Personnel Association Meeting, March 2002.

Networking the Human Resource Profession. Presented at the Nationwide Training Center for the Financial Services Human Resources Consultants, November 2001.

Attitudes Toward and Prospects for Labor-Management Cooperation: Results of an Employee Survey, Alliance for the Promotion and Development of Labor-Management Cooperation in the Rubber Industry; Akron, Ohio, November 1995 (with Steve Mangum).

• TEACHING

Selected as Outstanding Faculty Member in Management, Cal Poly Pomona. February 2013.

California State Polytechnic University – Pomona UGR:

Business Ethics and Corporate Social Responsibility UGR: Human Resource Management

UGR: Labor Relations & Collective Bargaining UGR:

Introduction to Management

UGR: Study Abroad – Global Business (China)

Ashland University

MBA: Business Ethics & Social Responsibility MBA: Human Resource Management

MBA: Labor Relations & Collective Bargaining

MBA: Study Abroad – Global Business Strategy (Cuba, Hong Kong, Costa Rica, China) UGR:

Business and Society

Ashland University Executive Education Seminars

Win-Win Bargaining

Business Ethics for the Manager Performance

Appraisal

Ohio University

Interpersonal Communications 445: Organizational Communication

Management 410: Human Resource Management

CONSULTING

MedCo Corporation – Human Resource Management Summit. Dublin, Ohio. October 2005.

Strategic HR Management: Remembering the Big Picture.

Central City Economic Development Council. Mansfield, Ohio. December 2003. *Sexual Harassment in the Workplace: What You Need to Know.*

Metal Container Division, Anheuser Busch. March, 2003. Presented training session to first line supervisors entitled *Motivation and Management Success.*

Alliance for the Promotion of Labor-Management Cooperation, 1996. Presented workshops to train management and union representatives in development of cooperative committees.

Ohio Bureau of Worker's Compensation, 1995. Assisted penalty-rated companies in developing safety committee procedures and safe work practices. Provided report summary of company practices.

CORPORATE EXPERIENCE

The New England Financial Services, 1987 – 1990. Professional Markets Sales Representative.

Marketing of disability insurance and estate planning services to surgeons and physicians.

Outstanding Sales Representative of the Year (1989 – 1990).

Prudential Insurance Company of America, 1984 – 1987. Human Resources Manager. Responsible for selection, training, and supervision of career agents and registered representatives.

SELECTED PROFESSIONAL SERVICE

Advisory Board Member, Sustainability, Ethics Entrepreneurship Conference – 2013. Chair,

Department of Management Promotion and Tenure Committee, 2011-2012.

Reviewer – Business & Society, Journal of Business Ethics, Journal of Change Management, and the Journal of Cleaner Production.

Convener. College of Business Faculty Research Brownbag. Institutional

Review Board, Human Subject Review Committee.

Chair, Management and Human Resources Department – Faculty Search Committee, 2008- 2009.

Business Student Association – Faculty Advisor.

PROFESSIONAL AFFILIATIONS

Phi Kappa Phi Honorary

Management Faculty of Color Association

Academy of Management – Social Issues in Management Division International

Association for Business and Society

Curriculum Vitae

March 2014

Name: Iraj Fooladi

Address and Telephone:

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Kenneth C. Rowe Management Building Dalhousie University
6100 University Avenue Halifax, Nova Scotia B3H 1Z5
Tel: 902-494-1843
Fax: 902-494-1107
E-mail: Iraj.Fooladi@dal.ca

Home: 6 Banbury Close
Halifax, Nova Scotia B3M 3R3 Tel: 902-443-4545

A. ACADEMIC AND PROFESSIONAL QUALIFICATIONS:

Education:

Ph.D.	University of Oregon	1981
M.S.	Economics, University of Oregon	1981
M.A.	Economics, University of Tehran, Iran	1976
B.S.	Economics, National University of Iran	1970

Fields of Specialization and Research Interests:

Financial Management/Corporate Finance Investment/Portfolio
Management
Fixed Income Financial
Institutions Risk and Uncertainty

B. WORK EXPERIENCE:

Main Academic Positions

1997 – Present
Business, Dalhousie University

The Douglas C. Mackay Chair in Finance, Rowe School of

1986-2004	Area Co-ordinator, Finance Area Group
1991 - 1997	Professor of Finance, School of Business Administration, Dalhousie University
1986-1991	Associate Professor of Finance, School of Business Administration, Dalhousie University
1982-1986 University	Assistant Professor of Finance, School of Business Administration, Dalhousie University
1981-1982 Oregon	Assistant Professor of Economics, Department of Economics, University of Oregon

• **Visiting and honorary Positions / Other Relevant Experience:**

2014 – present	Chairman of the advisory Board, Midwest Finance Association.
2013 – 2014	President, Midwest Finance Association.
2012 – 2013	President-Elect, Midwest Finance Association.
2010 – 2012	First Vice President, Midwest Finance Association.
2010 – 2011	Second Vice President, Midwest Finance Association.
2009 – 2010	Past President, Administrative Sciences Association of Canada.
2008 – 2009	President, Administrative Sciences Association of Canada.
2007 – 2008 ASAC Conference Chair.	President Elect, Administrative Sciences Association of Canada and the 2008 ASAC Conference Chair.
Winter 2011 Boston College.	Visiting professor, Department of Finance, Carroll School of Management, Boston College.
Fall 2007 Boston College.	Visiting professor, Department of Finance, Carroll School of Management, Boston College.
Winter 2004 Boston College.	Visiting professor, Department of Finance, Carroll School of Management, Boston College.
2000 - 2001	Visiting professor, Department of Finance, DePaul University.
Summer 1995 Xiamen, Haikou, and Shenzhen	Visiting China in order to teach the corporate executives in three cities of Xiamen, Haikou, and Shenzhen
Spring 1994	Visiting Position at Victoria University of Wellington, Wellington, New Zealand; Research and teaching in Investment.
Winter 1994	Visiting Position at University of the Philippines, Manila, Philippines; Research and teaching at the "Doctoral Program for the South East Asia".
Fall 1993	Visiting Position at Victoria University of Wellington, Wellington, New Zealand; Research and teaching in Capital Budgeting.
Spring 1990 Indies, Kingston, Jamaica	Taught an Executive MBA Course in Corporate Finance, University of West Indies, Kingston, Jamaica
1989-1990 The Pennsylvania State University.	Visiting Associate Professor of Finance, College of Business Administration, The Pennsylvania State University.
1978-1981	Lecturer in Economics, University of Oregon.
1977-1978	Research Assistant, University of Oregon, academic year conducted research of prediction models for U.S. timber product import.
Summer 1979	Econometrician (Consultant), Oregon Department of Energy, working on

demand projection for energy for the State of Oregon.

1973-1976 Economist, Economics Department, Agricultural Development Bank of Iran, Iran (A.D.B.I.). Prepared demand and supply forecasts for a wide variety of agricultural products. Conducted feasibility studies for various agricultural projects. Drafted large sections of the Bank's annual report.

1970-1972 Instructor, mathematics, Iranian Air Force School.

• **Consulting**

Consulted Faculty of Graduate Studies & Sobey School of Business, Saint Mary's University in evaluating the Master of Finance in the School of Business, April 2013.

Consulted Faculty of Graduate Studies, McMaster University in evaluating the proposed Master of Finance in the School of Business, April/May 2012.

Consulted the Maple Trade Finance Inc. on their credit rating scoring system, Jan. 2007 – Nov., 2008.

Consulted the Ontario Council of Graduate Studies in evaluating two proposed Master Programs (Master of Finance and MSc. In management) at the WLU, June 2007.

Consulted the New Zealand government (Debt Management Office, Treasury) in Measuring the Sensitivity of its assets to interest rate shocks, January - July 1993.

Frequently consulted Canadian Corporations (mainly in Nova Scotia) on their capital budgeting decisions via students' projects from 1984 to 1996 (averaging 7-8 cases per year). Information on these cases is available upon request

Frequently teaching in the Professional Banking Program of the Institute of Canadian Bankers, 1997-2001.

Consulting and teaching the bankers associated with the Wealth Management and Personal Finance programs of the Saudi Arabian Monetary Agency (SAMA) through their Institute of Bankers.

Occasionally Consulting Canadian Companies on their Investment Strategies (Recent example; Maritime Life)

C. HONOURS, AWARDS, AND SCHOLARSHIP:

A. Gordon Archibald Teaching Excellence Award, 2007-2008.

Chairman of the advisory board, Midwest Finance Association, 2013-14

President, Midwest Finance Association, 2013-14

President-Elect, Midwest Finance Association, 2012-2013

1st VP, Midwest Finance Association, 2011-2012

2nd VP, Midwest Finance Association, 2010-2011

Past President, Administrative Sciences Association of Canada, 2009-2010

President, Administrative Sciences Association of Canada, 2008-2009.

President-Elect, Administrative Sciences Association of Canada, 2007.

President, Iranian Cultural Society in Halifax, 2001-2004

Best paper award in the category of Fixed Income Research by the Financial Management Association, 1989

Best paper award the Western Economic Association, 1981.

Passed with distinction, the qualification exam for the Ph.D, 1978.

Scholarships from the University of Oregon for the Ph.D. work, 1977-1981.

Scholarships from the Agricultural Development Bank of Iran for the PhD, 1977-1981.

Scholarships from the Agricultural Development Bank of Iran for the MA in Economics, 1975-1976.

Scholarships from the Iranian National Oil Company for junior high, high school, and undergraduate degrees, 1960 - 1970.

• **Research Grant:**

Social Science and Humanities Research Council of Canada, "Three-Year Publication Grant" With Mary Brooks, November 2004 (\$70,826)

Social Science and Humanities Research Council of Canada, "Three-Year Publication Grant" With Philip Rosson, March 2002 (\$61,774)

Dalhousie University School of Business Research Funds, Duration Strategies and Risk Management of Government Organizations, 1999 (\$3500)

Social Science and Humanities Research Council of Canada, "Duration Matching Techniques and stochastic models of decision making " April 1998 (\$31,700)

Dalhousie University Research Development Funds, Immunization Strategies for Non-Default-Free Bonds, 1995 (\$1550)

Canadian International Development Agency, China's High-tech Industries; Their Social, Political and Economic Impact. December 1992 (\$1,700)

Centre for International Business, Dalhousie University, An Evaluation of China's Open Door Policy 1992 (\$3,500)

Dalhousie University Research Development Funds, How does China Cope with the Problems Caused by the Recent Economic Developments, 1992 (\$2,200)

Canadian International Development Agency, Special Economic Zone, the Case of Xiamen. May and June of 1992 (\$8,851).

Social Science and Humanities Research Council of Canada, "How Financial Markets and Economic Agents Cope with Risk" April 1992 (\$24,000)

Dalhousie University Research Development Funds, Heiner's Model and Event Studies, May 1991 (\$2,175)

Social Science and Humanities Research Council of Canada, "Studies on Bond Markets in Canada" (with G. Roberts). Awarded March 1990 (\$23,000).

Financial Research Foundation of Canada, "Bond Portfolio Duration Strategies" (With Gordon Roberts). Awarded February 1990 (\$7,000).

Social Science and Humanities Research Council of Canada, "Bond Portfolio Strategies" (with G. Roberts). Awarded May 1987 (\$7,000).

Courseware Development Project of S.O.B.A., Dalhousie University, " Council of Canada, "The Response of Preferred Shares to Unexpected Changes on Common Stock dividends," Awarded April 1986 (\$9,875).

Canada Council, Dalhousie University Research Development Funds "Canadian Options Market's Reaction to Dividend Announcement: An event Study," Awarded November 1986 (\$1,850).

Canadian Life and Health Insurance Association Inc., "Risk Management and Insurance," Awarded August 1986 (\$5,000).

Social Science and Humanities Research Council of Canada, "The Response of Preferred Shares to Unexpected Changes on Common Stock dividends," Awarded April 1986 (\$9,875).

Natural Science and Engineering Research Council of Canada, "Decision Making Under Uncertainty, II," Awarded April 1986 for two years (\$11,184).

Natural Science and Engineering Research Council of Canada "Ethernet Communications Between VAX Research Computer Systems", an Equipment Grant with Michael Dempster (Main Investigator) and 11 investigators including Fooladi. Awarded April 1986 (\$47,181).

Natural Science and Engineering Research Council of Canada "Decision Making Under Uncertainty I," Awarded April 1985, one year (\$6,774).

Canada Council, Dalhousie University Research Development Funds "Preferred Shareholders and Dividend Announcements," Awarded September 1985 (\$1,550).

Canada Council, Dalhousie University Research Development Funds, "On Modern Portfolio Theory with Call Writing as a Substitute for Short Selling," Awarded 1984 (\$750).

Forestry Department of Oregon, "Prediction Models of U.S. Timber Product Imports," (with Ronald Ripple, \$5,000).

Agricultural Development Bank of Iran, a grant for joining a workshop on "Small Scale Industry Financing," S.I.E.T. Institute, India (about \$12,000).

D. PROFESSIONAL ACTIVITIES AND SERVICES:

Editorial Activities

Co-editor, *Canadian Journal of Administrative Sciences*, Jan. 2000 – Dec. 2005.

Associate Editor, *Journal of Applied Finance*, 2002 - 2009

Associate Editor, *Studies in Economics and Finance*, 2000 - present Editorial

Board member, *Workplace Review*, 2006 – present Editorial Board member,

***Quantitative Finance Letters*, 2012 - present**

Guest Editor, a special issue on “Fixed Income Securities and Term Structure of Interest Rate”,
Canadian Journal of Administrative Sciences, June 2000.

• **Refereeing, on ad-hoc basis, for:**

*The American Economic Review Journal of
Banking and Finance*

*Journal of Financial and Quantitative Analysis Journal of
Financial Research*

Financial Management

Financial Practice and Education Financial

Review

*Journal of Applied Finance Journal of Risk and
Insurance*

*Journal of Business Finance and Accounting Canadian Journal of
Administrative Sciences*

*Social Sciences and Humanities Research Council of Canada Natural Sciences and
Engineering Research Council of Canada Administrative Sciences Association of
Canada*

Atlantic Schools of Business Conference Proceedings

• **Professional Associations:**

American Finance Association Financial

Management Association European Finance

Association Western Economic Association

Midwest Finance Association

Administrative Sciences Association of Canada North American

Economics and Finance Association

• **Organizing Programs/Conferences**

Member, Program Committee on the “21st Annual Conference of the Global Finance Association,” March-April
2014, Dubai, Emirate.

Member, Program Committee on the “20th Annual Conference of the Global Finance Association,” May
2013, Monterey Bay, California.

Conference Chair, Midwest Finance Association, 2012, New Orleans.

Program Track Chair, Investment Track. Midwest Finance Association, 2011, Chicago. Program Track Chair,

Investment Track. Midwest Finance Association, 2009, Chicago.

Conference Chair “51st Annual Conference of the Administrative Sciences Association of Canada,” May 2008, Halifax, Canada.

Member, Program Committee on the “12th Annual Conference of the Global Finance Association,” June 2005, Dublin, Ireland.

Member, Program Committee on the “11th Annual Conference of the Global Finance Association,” April 2004, Las Vegas.

Member, The Program Committee of the 2002 annual “Finance Management Association Europe Meetings.”

Member, The Organizing Committee of the 2000 annual “Midwestern Finance Association Meetings.”

Member, The Executive Committee of the “Seventh Annual Global Finance Conference”, April 19-22, 2000, Chicago

Member of the adjudicating for the best paper award at the “Seventh Annual Global Finance Conference”, April 19-22, 2000, Chicago

Member, Program Committee on the “1998 Annual Meetings of the Mid-West Finance Association.”

Canadian Representative of the Financial Management Association’s International Student Chapter Committee. 1997 – 2000.

Member, Program Committee On the “1997 Annual Conference of the Global Finance Association,” Montreal.

Member, Program Committee on the “1993 Annual Conference of the Financial Management Association,” Toronto.

Co-Program Chair of the Northern Finance Association Annual Meeting of 1993.

Finance Program Chair and the Editor of the Proceedings for the 1988 Annual Meeting of Administrative Science Association of Canada.

Program Chair and Editor of the Conference Proceedings (Finance Section) for 1985 Atlantic School of Business Conferences.

- **Community Services and Services to The University:**

Chairman of the Board of Directors, Iranian Cultural Society, November 2002-December 2004. Servicing

Graduate Students:

2014: PhD. Member of the Dissertation Committee (the External Examiner) for Dr. Qianyin Shan, The John Molson School of Business, Concordia University. The dissertation title: “ *Three Essays on Derivatives Markets*”

2014 MSc. Member of the Dissertation Committee (the External Examiner) for Ms. Iuliia Ilina Edwards School of Business University of Saskatchewan. The dissertation title: “*Fee- based income and macrohedging in Canadian banks.*””

- 2013:** **Ph.D.** Member of the Dissertation Committee (the External Examiner) for Chang Tat Sean, Macquarie Graduate School of Management, Macquarie University, Australia. The dissertation title: *“Debt Covenant and Credit Spread Valuation: The Special Case of Chinese Global Bonds”*
- 2013:** **MSc.** Co-Supervisor, Ms. Wenshuang Yu, Dalhousie University. The dissertation title: *“Valuation of Socially Responsible Investments Under Regime Switching.”*
- 2010:** **MSc.** Supervisor, Ms. Elise Ray, Dalhousie University. The dissertation title: *“Mapping the Small-Medium Enterprise (SME) Financing in South Africa: Implication for Private Sector-Led Development.”*
- 2010:** **MSc.** Supervisor, Ms. Hawazen Metair, Dalhousie University. The research title: *“Middle East in Transition.”*
- 2010:** **MSc.** Member of the Dissertation Committee (the External Examiner) for Ms. Dan Xing, Brock University. The dissertation title: *“Determination of Bankruptcy Protection Duration for Canadian Firms”*
- 2008:** **Ph.D.** Member of the Dissertation Committee (the External Examiner) for Dr. Bin Chang, Rothman School of Management, University of Toronto. The dissertation title: *“Information In financial Markets”*
- 2004:** **Ph.D.** Member of the Dissertation Committee (the External Examiner) for Dr. Eve Trudel, Concordia University. The dissertation title: *“Essays inclosed-end Funds.”*
- 1999:** **Ph.D.** Member of the Dissertation Committee (the External Examiner) for Dr. Gady Jacoby, York University. The dissertation title: *“Three Essays on Defaultable Fixed-Income Securities.”*
- 1998:** **MSc.** Member of the Dissertation Committee (the Outside Reader) for Mr. James Atsu Amegashie, Dalhousie University. The dissertation Title: *“The Efficiency Implications of Shortlisting in Economic Contests.”*
- 1997:** **Ph.D.** Member of the Dissertation Committee (the External Examiner) for Dr. Howard Nemiroff, Concordia University. The dissertation title: *“Price Discovery Around Canadian Equity Trading Halts Using Intraday Data.”*
- 1987:** **MSc.** Member of the Dissertation Committee (the outside reader) for Mr. Perry Smith, Dalhousie University. The dissertation Title: *“An Assessment of Portfolio Insurance in Today’s Portfolio Management; A Canadian Study.”*

• **University Committees: (Present committees are in bold)**

- **Member, Dean’s Selection Committee, Schulich School of Law, 2014-2015.**
- **Member, Selection Committee for the Director of Rowe School of Business, 2014-2015.**
- **Ad hoc committee to prepare new constitution for Rowe School of Business**
- **Member of the Senate Committee for honorary degrees, 2008 - present**
- **Member of the Dalhousie Investment Committee, 1987-93, 1996-99, 2001-present.**
- **Member of the Dalhousie Pension Trust Fund Committee, 1987-93, 1996-99, 2001-present.**
- **Member of the Dalhousie Retirees’ Trust Fund Committee, 1987-93, 1996-99, 2001-present.**
- **Member, Senate Tenure and Promotion Appeal Committee, 1995 – Present**
- **Member, MBA (Financial Services) Committee, 1994 - 2000, 2001 – 2004, and 2008-present.**
- Chairman, Review of Economics Department Committee, Dalhousie University, 2012-2013
- Member, Rowe School of Business Tenure and Promotion Committee, 2012 – 2013.
- Member, Rowe School of Business Research Award Committee, 2012 – 2013.

- Chairman, Faculty of Management Tenure and Promotion Committee, 2009 – 2010.
- Member, Dean’s Selection Committee, Faculty of Management, 2009-2010.
- Member, Research and Visiting Speakers Committee, School of Business Administration, 1998-2008.
- Member, ad hoc committee on establishing the Faculty of Management Policy on Academic Integrity.
- Member, Selection Committee for the Director of School of Business, 2006.
- Member, Dean’s Selection Committee, Faculty of Management, 2006.
- Area Coordinator, Finance, July 1986-January 2000. and 2001 – 2003.
- Member, The School Council Committee, 2002-2004.
- Member, The Ad hoc Committee on Integrating Core Courses for the MBA Program, 2003.
- Member, The Ad hoc Committee on Admission Policy for International MBA Students, 2002.
- Member, The Workload Committees, Faculty of Management 2002.
- Member, Review of the Black Chair, Faculty of Management 2002.
- Member, Committee to Establish the Center for Risk Management, Faculty of Management 2002.
- Member, MBA Curriculum Committee, 1990 - 2002.
- Member, Faculty of Graduate Study’s Review Committee, 1999-2000.
- Faculty of Management Representative in Senate, 1997 - 2000.
- Member, School of Business Administration Council, 1998-2000.
- Member, Dean’s Selection Committee, Faculty of Management, 1999.
- Member, Faculty of Graduate Studies Council, 1994 - 1997.
- Member, Faculty of Graduate Studies Curriculum Committee, 1994 - 1997.
- Chairman, Dalhousie Retiree's Trust Fund Committee, 1992 - 1993.
- Chairman, Graduate Curriculum Committee 1990 - 1992 (during 1990-91 academic year, this Committee was in charge for a major revision in the MBA Curriculum Committee, implementation effective 1992.)
- Member, Task Force Committee for Designing the Continuous MBA Program Summer 1995
- Member, Dean’s Review Committee, Faculty of Management, 1992
- Member, Faculty of Management's, Rank, Appointment, and Tenure Committee, 1991 -1995.
- Member, School of Business Administration's Rank, Appoints, and Tenure Committee 1990 - 1991.
- Chairman, Research Committee 1983-86.
- Member, Research Committee 1986-1988.
- Organizer of Seminar Series and Visiting Speakers, School of Business Administration, 1983-86.
- Member, The Academic Appeals Committee 1985-86.
- Member, Graduate Admissions and Scholarship Committee 1986-87.
- Member, Undergraduate Admission and Scholarship Committee 1986-89.
- Member, Courseware Development Project Steering Committee 1987-89.
- Member, Graduate Curriculum Committee 1986-present.
- Consultant for Dalhousie's "Saving Suggestion Plan" 1984-85.
- Examiner, Perry Smith, dissertation for a Master degree in Economics, 1986.

D. CONTRIBUTION TO AN ACADEMIC

DISCIPLINE: Refereed Publications

Journal articles and chapters in books:

“Sustainable Finance, A new Paradigm” with A., Fatemi, the *Global Finance Journal*, **leading article**, 24, 2, 2013, pp.101 - 113.

“Duration: History, Analysis And Application,” with G. Jacoby and G. Roberts in *Encyclopedia of Finance*, 2nd ed., Springer Sciences, December 2012.

“Problems in Performance Evaluation,” with J. Rumsey, *Quarterly Journal of Finance and Accounting*, **leading article**, Volume 50, No. 1, Winter 2011, pp. 5-22.

“Sovereign Wealth Funds: An Explanatory Study of Their Behavior” with A. Fatemi and N. Kayhani, *The Journal of Entrepreneurial Finance*, 15, 2, 2011, 65 – 91.

“The Relative Valuation of Socially Responsible Firms: An Exploratory Study” with A. Fatemi and D. Wheeler, in *Finance for a Better World - The Shift Toward Sustainability*, Palgrave Macmillan 2010.

“Complexity of information and trading behavior: The case of dividend increase announcements” with Fatemi, A., and Sanjay Deshmukh, *Journal of Economics Psychology*, **leading article**, 29, 1, 2008, 1 – 18.

“Duration Analysis: An Historical Perspective” with Gerald O. Bierwag, *Journal of Applied Finance*, 16, 2, 2006, 144-160.

“Domestic Elasticity of Default-Free Foreign Bonds” with G. Jacoby, G. S. Roberts, and Z. Wiener, *Journal of Applied Finance*, 16, 2, 2006, 174-182.

“Corporate International Diversification: Evidence From Canada” with Ali Fatemi, *The International Journal of Finance*, 2006, 18, 2, pp. 3935 - 3952.

“Globalization and Portfolio Risk over Time: The Role of Exchange Rate” with John Rumsey, *Review of Financial Economics*, 15, 2006, 223 – 236.

“Credit Risk Management: A Survey of Practices” with Ali Fatemi, *Journal of Managerial Finance*, 32, 3, 2006, 227- 233.

“Duration Analysis And Its Application, ” with G. Roberts in *Encyclopedia of Finance*, Springer Sciences + Business media Inc., 2006.

“Macrohedging For Financial Institutions: Beyond Duration” with Gordon Roberts, *Journal of Applied Finance*, 2004, 14, 1, 11-19.

“Is Entrepreneurship Only About Entering A New Business” with Nargess Kayhani, *The Journal of Entrepreneurial Finance & Business Ventures*, **leading article**, 2003, 8, 2, 1-11.

“Is Exchange Rate Volatility a Deterrent To International Diversification,” with John Rumsey, *Journal of Applied Finance*, 2002, 12, 2, 7-13.

“Emerging Markets and Financing with Preferred Stocks: The Case of Pacific Rim Countries,” *Journal of Managerial Finance*, 2002, 28, 2, 66-79.

“Risk Management with Duration: Potential and Limitations,” with Gerald O. Bierwag and Gordon S. Roberts, *Canadian Journal of Administrative Sciences*, 17.2, June 2000, 126 - 142

“Risk Management with Duration Analysis,” with Gordon Roberts, *Journal of Managerial Finance*, 26:3 2000, pp.18-28

“Duration Analysis and its Applications: A Review,” with Gordon Roberts, *Finance, Économie, Comptabilité*, **invited paper**, 3, No. 1,1997, 1 – 39.

“Duration for Bonds with Default Risk,” with Gordon Roberts and F. Skinner, *Journal of Banking and Finance*, **leading article**, 21, 1997, 1-16.

"Designing An Immunized Portfolio: IS M-Squared The Key," with G.O. Bierwag and G.S. Roberts, *Journal of Banking and Finance*, 17.3, 1993. 1147-1170

"Bond Portfolio Immunization: Canadian Tests," with G.S. Roberts, *Journal of Economics and Business*, **leading article**, 44, No. 1, 1992, pp. 3-17.

"Random Cost Function and Production Decisions" with N. Kayhani, *Eastern Economic Journal* Vol. XVII, No. 2, April - June 1991.

"Preferred Stock and Taxes," with G. Roberts, *Journal of Business Finance and Accounting*, Vol. 18, No. 1, January, 1991.

"Profit Tax and Output Level Under Uncertainty," with N. Kayhani *Atlantic Economic Journal*, Vol. XVIII, No. 1, March 1990.

"How Effective are Duration-Based Bond Strategies in Canada" with G. Roberts, *Canadian Investment Review*, Vol. 2, No. 1, Spring 1989.

"Dividend Changes and Preferred Stock Returns," with Gordon Roberts *International Journal of Finance*, **invited paper** Vol. 1, No. 1, Autumn, 1988, 96-112.

"Preferred Share Rules Freeze Out the Individual Investor" with P. McGraw and G. Roberts, *CA Magazine*, April, 1988.

"The Effect of a Proportional Profit Tax on Output Level under Uncertainty," *Atlantic Economic Journal*, Vol. XIV, No. 4, December 1986.

"Entry Into Competitive Industries as Affected by Risk Aversion," *Journal of Managerial Finance*, Vol. 12, No. 3, 1986.

"Captive Finance Subsidiaries: Overview and Synthesis" with G. Roberts and J. Viscione, *The Financial Review*, **invited paper** May 1986, 259-275.

"On Preferred Stocks," with Gordon Roberts, *Journal of Financial Research*, Vol. IX, No. 4, Winter, 1986.

"A General Theory of the Competitive Firm Under Uncertainty," *Atlantic Economic Journal*, Vol. XIII, No. 3, September 1985.

"Financial Research: The Last Ten Years; The Next Ten Years," with L. Kryzanowski and G. Roberts, a chapter in *Selected Reviews in 10 Management Disciplines*, ASAC, 1989.

"Dividend Reinvestment Plan in Canada - A Survey," with Cecil Dipchand, the *Journal of Cost and Management*, September-October 1984.

• **Refereed Conference Proceedings:**

"Dividend Payout Behavior: US firms Vis-à-Vis the Rest of the World" with Ali Fatemi, in Proceeding of the 63rd Annual Meetings of the Midwest Finance Association, Orlando, FL, March 5 – 8, 2014.

"Real and Inflation Duration: Can a Multi-Dimension Hedging Strategy Be Designed?" with Gady Jacoby, in Proceeding of the 62nd Annual Meetings of the Midwest Finance Association, Chicago, IL, March 13 – 16, 2013.

“Models for Valuation of Corporate Social Responsibility” in the proceedings of the 42nd Atlantic Schools of Business Conference, Halifax, Nova Scotia, September 2012.

“Problems in Performance Attribution” with John Rumsey, in Proceeding of the 39th Annual ASAC Conference, Montreal, Quebec, July 2 – 5, 2011.

“Comparing the Performance of Managed Portfolio to the Performance of the Benchmark Portfolio,” with John Rumsey, in *Being in Business*, proceedings of the 40th Atlantic Schools of Business Conference, Halifax, Nova Scotia, October 2010.

“Real and Nominal Duration: A Multi-dimension Hedging Strategy,” in Proceeding of the 36th Annual ASAC Conference, Halifax, Nova Scotia, May 24 – 27, 2008.

“The Relative Valuation of Socially Responsible Firms: An Explanatory Study,” with Ali Fatemi and David Wheeler, an abstract in *Critical Perspective on Health, Climate Change and Corporate responsibility*, Proceedings of the 13th Annual International Sustainable Development Research Conference, June 10 – 12, 2007.

“How do Shares of Canadian Multinationals Perform Compared To Those of Their Domestic Counterparts,” with Ali Fatemi, in *Shifting Business Practice and Paradigms*, proceedings of the 35th Atlantic Schools of Business Conference, Halifax, Nova Scotia, October 2005.

“Is the Oil and Gas Industry a Good Hedge Against Political and/or Economic Risk: The Canadian Case”, with Ramon Baltazar and Michael Santos, in *Navigating the Global Tides of Changes: Global Business in the New Century*, proceedings of the 33rd Atlantic Schools of Business Conference, Dartmouth, Nova Scotia, October 2003.

“What Should We Tell Our Students About International Diversification And Exchange Rate Volatilities,” with John Rumsey, 2001 Atlantic Schools of Business Conference, Halifax.

"Does Preferred Share Have a Role in Financing Projects in Emerging Markets" with A. Fatemi and N. Kayhani, in *A Management Odyssey, Proceedings of the Annual Meeting of the Administrative Sciences Association of Canada*, May 2001.

“Risk Management with Duration” with Gordon Roberts. 1999 Atlantic Schools of Business Conference, Halifax. Electronic proceeding.

"An Investigation Into What Causes a Greater Rate of Bankruptcies in Canada Over the United States" with C. Dipchand and J. Osteryoung in *University and Community: The Role of Business Schools in Creating Jobs*, 1995 Conference Proceeding of A.S.B.C., November, 1995.

"Duration for Corporate and Provincial Bonds with Default Risk" with G. Roberts and F. Skinner, in *Proceedings of the Annual Meeting of the Administrative Sciences Association of Canada*, May 1993.

"Is the Stock Market Equally Efficient for All Securities," in *Business and Education: A Partnership*, proceedings of the 21st Annual Atlantic Schools of Business Conference, November 1991.

"How the 1987 Tax Law Affects Preferred Shares" with P. McGraw and Gordon Roberts, *Fostering Co-operation to Ensure Prosperity for Atlantic Canada: Business, Government, and the University* Conference Proceeding of the 20th Annual A.S.B.C., November 1990.

"Bond Portfolio Immunization: Canadian Tests," with Gordon Roberts, *Conference Proceedings of 17th Annual*

Meeting of the European Finance Association, August 1990, Athens. Also an earlier version was presented at the ASAC in 1987.

"An Anatomy of Bond Returns," with G.S. Roberts, *Service Industries: Focusing on 80% of Atlantic Canada's Business*, Conference Proceedings of the Nineteenth Annual A.S.B.C., 1989.

"Designing an Immunized Portfolio: Is M-squared the Key?" With G.O. Bierwag and G.S. Roberts, *Conference Proceedings of 16th Annual Meeting of the European Finance Association*, August 1989, Stockholm.

"New Tax Law and the Issue of Preferred Shares", with G. Roberts, *Conference Proceeding of the ASAC*, June 1989, Montreal.

"The Response of Preferred Shares to Unexpected Changes in Common Stock Dividends," with G. Roberts, *Conference Proceedings of the ASAC*, June 1988, Halifax.

"On Preferred Stock Issued by Unregulated Firms in Different Countries," with Gordon Roberts, *Conference Proceedings of 13th Annual Meeting of the European Finance Association*, August 1986, Dublin, Ireland (International).

"Why Do Unregulated Firms Issue Preferred Stock? A Note," With Gordon Roberts, *Conference Proceedings of the ASAC*, May 1985.

"On Preferred Stocks", with Gordon Roberts, *Issue and Challenges For Atlantic Business in 1990's: How Can Business Schools Contribute?*, Conference Proceedings of the fifteenth annual A.S.B.C., 1985.

"Captive Finance Subsidiaries: Overview and Synthesis," with G. Roberts and J. Viscione, *Issue and Challenges For Atlantic Business in 1990's: How Can Business Schools Contribute?* Conference Proceedings of the fifteenth annual A.S.B.C., 1985.

"A Note on Increasing Risk & Its Effect on Choice," *Atlantic Canada Resources Management: Issues and Answers*, Conference proceedings of the 14th Annual A.S.B.C., 1984.

- **Books, Monographs, and other Manuscripts:**

Iraj J. Fooladi, *Investment Lesson Notes*, First edition, 2014, for the bankers registered in the MBA (Financial Services) Program.

Iraj J. Fooladi, *Advanced Corporate Finance*, Sixth edition, Henson College, Dalhousie University, 2012, for the bankers registered in the MBA (Financial Services) Program.

Iraj J. Fooladi, *Advanced Corporate Finance*, fifth edition, Henson College, Dalhousie University, 2009, for the bankers registered in the MBA (Financial Services) Program.

Fundamentals of Investment and Capital Markets, Financial Advisory Program of the Institution of Bankers, Saudi Arabia, August 2008.

Iraj J. Fooladi, *Advanced Corporate Finance*, fourth edition, Henson College, Dalhousie University, 2005, for the bankers registered in the MBA (Financial Services) Program

Iraj J. Fooladi, *Advanced Corporate Finance*, third edition, Henson College, Dalhousie University, 2002, for the bankers registered in the MBA (Financial Services) Program

Iraj J. Fooladi, *Advanced Corporate Finance*, second edition, Henson College, Dalhousie University, 2000, for the bankers registered in the MBA (Financial Services) Program

Iraj J. Fooladi and Gordon S. Roberts, *Financial Risk Assessment and exposure*, 1999

Iraj J. Fooladi, *Advanced Corporate Finance*, first edition, Henson College, Dalhousie University, 1997, for the bankers registered in the MBA (Financial Services) Program

Iraj J. Fooladi, *Finance*, Manual for Using at CCMEP Executive Workshop in China, July 1995

Bierwag, G.O., Fooladi, I., and Roberts, G.S., "*Managing the Crown's Assets and Liabilities, Phase I: Duration Measures for The Crown's Asset*," July 1993.

Finance, Proceeding of Administrative Science Association of Canada, Vol. 9/Part 1/1988. Editor.

"Finance" a chapter in *Issues and Challenges For Atlantic Business in 1990's: How can Business Schools Contribute?*, Proceedings of A.S.B.C., November 1985. Editor.

"*The Theory of the Firm Under Uncertainty*." Doctoral Dissertation, University of Oregon, 1981.

"*Testing the Hypothesis of Having Constant Income Elasticity of Demand for Eggs*." Working Paper, University of Oregon, 1981.

"*Prediction Models of U.S. Timber Product Imports*" with R. Ripple, Prepared for the Forestry Department of Oregon, 1980.

"*A Demand Projection for Major Foods in Iran by the End of the Sixth Plan*." Master's Thesis, University of Tehran, 1975.

"*Japan's Development and the Third World*." National University of Iran, 1971.

- **Notes, Summaries, Abstracts:**

"Designing An Immunized Portfolio: Is M-Squared The Key," a summary, with G.O. Bierwag and G.S. Roberts, *Financial Management Collection*, Vol. 5, No. 1, Spring 1990.

"How Effective are Duration-Based Bond Strategies in Canada," a summary, with G.S. Roberts, *ISFA Digest*, Vol. 1, No. 1, Fall 1989.

"Bond Portfolio Immunization," an abstract, with Gordon Roberts, *The Financial Review*, Vol. 22, No. 3, August 1987.

- **Other Non-refereed Publications:**

"*WHO WILL TAKE OVER THE BUSINESS? SUCCESSION PLANNING FOR THE CANADIAN BUSINESS FAMILY*," First Canadian Edition, McMillan LLP, July 2012.

"Pension Fund Management and Duration Analysis," with G. S. Roberts, *Nova Scotia Business Journal*, October 1989.

"The Production, Demand, and Shortage Projection of Vegetable Oil in Iran," with B. Asani, *Journal of ADBI*, 1976.

"The Production, Demand, and Shortage Projection of Sugar in Iran," with H. Shams, *Journal of ADBI*, 1975.

"The Production, Demand, and Shortage Projection of the Red Meat in Iran," with H. Shams, *Journal of ADBI*, 1975.

"An Economic Research on Sugar Situation in Iran," *Journal of ADBI*, 1974. "An Economic Research on Meat Situation in Iran," *Journal of ADBI*, 1974. "An Economic Research on Poultry Situation in Iran," *Journal of ADBI*, 1974. "An Economic Research on Rice Situation in Iran," *Journal of ADBI*, 1973.

- **Papers Under Review:**

Valuation Effect of Corporate Social Responsibility. Revised and resubmitted to the *Journal of Banking and Finance*.

- **Work In Progress:**

Inflation Duration and its Application
Trends in Dividends Policy, US vs. the Rest of the World
Performance of Socially Responsible Mutual Funds in different regimes

- **Book Review:**

2012 "WHO WILL TAKE OVER THE BUSINESS? SUCCESSION PLANNING FOR THE CANADIAN BUSINESS FAMILY,," First Canadian Edition, McMillan LLP.

2004 "Investments: Analysis and Management," Second Canadian Edition, John Wiley & Sons Canada, Ltd.

2002 S. Ross, R. Westerfield, B. Jordan, and G. Roberts, "Corporate Finance" 3rd Canadian edition, reviewed for McGraw-Hill-Irwin, Inc.

1999 "Investments: Analysis and Management." First Canadian Edition, John Wiley & Sons Canada, Ltd., 1999.

1999 S. Ross, R. Westerfield, B. Jordan, and G. Roberts, "Corporate Finance" 2nd Canadian edition, reviewed for McGraw-Hill-Irwin, Inc.

1998 Compared and contrasted: Giammarino, Mayers, Brealey, Myers, and Marcus, "*Fundamentals of Corporate Finance*." First Canadian edition, McGraw-Hill Ryerson Limited, 1996 with: Ross, Westerfield, Jordan, and Roberts, "*Fundamentals of Corporate Finance*" Second Canadian edition, Irwin, 1996. The purpose of this review was to assist the publisher in deciding which of the two books should be revised and kept in the market.

1998 Compared and contrasted: Brealey, Myers, Sick and Giammarino, "*Principles of Corporate Finance*." Second Canadian edition, McGraw- Hill Ryerson Limited, 1992 with: Ross, Westerfield, Jaffe, and Roberts, "*Corporate Finance*" Irwin, 1995. The purpose of this review was to assist the publisher in deciding which of the two books should be revised and kept in the market.

- 1996 Giammarino, Maynes, Brealey, Myers, and Marcus, "Fundamentals of Corporate Finance." First Canadian edition, McGraw-Hill Ryerson Limited.
- 1996 Ross, Westerfield, Jordan, and Roberts, "Fundamentals of Corporate Finance" Second Canadian edition, Irwin.
- 1995 S. Ross, R. Westerfield, B. Jordan, and G. Roberts, "Corporate Finance" 1st Canadian edition, reviewed for Irwin, Inc.
- 1992 Brealey, Myers, Sick and Giammarino, "Principles of Corporate Finance." Second Canadian edition, McGraw-Hill Ryerson Limited.
- 1991 Brigham E., Kahl A., Rentz W., and Gapenski, "Canadian Financial Management" 3rd edition, reviewed for Holt, Rinehart and Winston of Canada, Limited.
- 1988 Books and Course materials used for Managerial Finance Course for the Advanced Management Center, Dalhousie University.
- 1987 Books and materials used for a correspondence course in Economics for the Advanced Management Center, Dalhousie University.

• **Invited Talks and Communications at Referred Conferences Without Proceedings:**

Invited Talks:

2014 **Invited talk on the Valuation Effect of Corporate social responsibility, Edwards School of Business, University of Saskatchewan.**

Was invited as a panellist in a panel discussion "Global Imbalance, Sustainability, and Global Economy in 2050" at 21st Annual Global Finance Conference, March 31-April 2, 2014, Dubai, UAE.

Moderator: Manuchehr Shahrokhi

- **Panellists:** Michael Frankel Iraj J.
Fooladi Lorne Switzer
Ali Fatemi

- 2012 **Was invited as a panellist in a panel discussion "Corporate Social Responsibility" at the 2012 Annual Meetings of the Academy of Entrepreneurial Finance, September 2012, New York City, NY.**

Moderator: Ali M. Fatemi

- **Panellists:** Sandra Dow Iraj J.
Fooladi Alan Gus

- 2008 **Invited talk on the performance of portfolios of socially responsible firms, Ryerson University.**

Was invited to organize a Panel Discussion on “Current Financial Crisis” at a Public Forum at Dalhousie University.

Moderator: David Wheeler, Dean Faculty of Management, Dalhousie University.

Panellists:

**Iraj J. Fooladi, D.C. Mackay Chair in Finance, Dalhousie University Derek Holt, Vice-President Economics, Scotia Capital
Richard Nason, Associate Professor, Dalhousie University**

2007 **Was invited to organize (jointly with Ali Fatemi of Depaul University) a symposium on “Sustainable Value Creation” and was a panellist in the symposium at the 2007 FMA Annual Meetings, October 2007, Orlando, Florida. Panellists: VP Jantzi Associate, G. Roberts, York Univ. Alan Gas, Ryerson, A. Fatemi Depaul Univ. and I. Fooladi Dalhousie Univ.**

- 2005 **Was invited to organize a Panel Discussion on interest rate risk as a tribute to Gerry Bierwag, Dean of researchers in duration analysis at the 2005 annual meeting of the Financial Management Association in Chicago, October, 2005.**

Moderator: George G. Kaufman

• **Panellists:** George G. Kaufman Iraj J. Fooladi Lawrence Fisher
Gordon Roberts

2001 **“International Diversification and Correlation,” with John Rumsey, Dalhousie University, Douglas C. Mackay Seminar Series, Halifax.**

2000 **“Interest rate Risk management with Default Risk,” DePaul University, Department of Finance Seminar Series, Chicago.**

“A Non Optimising Economics and Finance Model,” DePaul University, Department of Finance Seminar Series, Chicago.

“Macro-hedging With Duration: Complication of Convexity and Default Risk,” Dalhousie University, Douglas C. Mackay Seminar Series, Halifax.

1999 **“On Immunization Strategies,” Schulich School of Business, York University, Toronto.**

“On Behavioural Finance,” School of Business, Dalhousie University, Halifax

1997 **Gave a workshop on “Risk Management” for the visitors from the Baltic countries, Dalhousie University, Halifax.**

1994 **“An Investment Seminar,” Victoria University of Wellington, Wellington, New Zealand.**

“Bond Portfolio Strategies,” University of the Philippines, Diliman, Philippines.

“Duration Analysis and Immunization Strategies,” DeLasal University, Manila, Philippines.

- **Presentations**

2014

Presentation on “Dividend Payout Behavior: US firms Vis-à-Vis the Rest of the World” World Finance Conference, Venice, Italy, July 2 –4, 2014.

Presentation on “Dividend Payout Behavior: US firms Vis-à-Vis the Rest of the World” 21st Global Financial Conference, Dubai, UAE, March 31-April 2, 2014.

2013

Presentation on “Corporate Social Responsibility” 1st Paris Financial Management Conference (PFMC-2013), Paris, France, December 16-17, 2013.

Presentation on “Corporate Social Responsibility and Value Creation” International Conference in Finance and Banking, Bali, Indonesia, December, 11-12, 2013.

Presentation on “Real and Inflation Duration,” the Financial Management Europe, Luxembourg City, Luxembourg, June 12 –14, 2013.

Presentation on “Corporate Social Responsibility and Value Creation” Financial Globalization and Sustainable Finance, Implication for Policy and Practice, Cape Town, South Africa, May 29 – 31, 2013.

2012

Presentation on “Could Social Responsibility Create Value?” 19th annual conference of Multinational Finance Society, Krakow, Poland, June 24 – 27, 2012.

Presentation on “Could Social Responsibility Create Value?” the Financial Management Europe, Istanbul, Turkey, June 6 – 8, 2012.

Presentation on Social Responsibility and Value Creation, 19th annual meetings of Global Finance Association, Chicago, May 23 – 25, 2012.

2011

Presentation on sovereign wealth funds’ behaviour, 39th annual meetings of ASAC, Montreal, Quebec, July 2-5, 2011.

Presentation on Comparing Performances of Managed Portfolios, II World Finance Conference, Rhodes, Greece, June 15 – 17, 2011.

Presentation on Behaviour of Sovereign Wealth Funds, II World Finance Conference, Rhodes, Greece, June 15 – 17, 2011.

Presentation on Sovereign Wealth Funds, annual meeting of the Financial Management Europe, Porto, Portugal, June 8 – 11, 2011.

2010

Presentation on Behavioural Aspect of Sovereign Wealth Funds, annual meeting of the Academy of Entrepreneurial Finance, Chicago, September 15 – 17, 2010.

Presentation on Worldwide Disappearance of Dividends, 17th annual meeting of the Global Finance Association, Poznan, Poland, June 27 – 30, 2010.

Presentation on Sovereign Wealth Funds, 17th annual meeting of the Global Finance Association, Poznan, Poland, June 27 – 30, 2010.

2008

Presentation on SRI funds, the annual meetings of the Academy of International Business, Milan, June 30 – July 3, 2008.

Presentation at the “Social Responsibility Division” of ASAC 2008, May 24, 2008.

Presentation on “Interest Rate Risk Management on Balance Sheet,” 2008th annual meetings of ASAC, May 25, 2008.

2007

Organized (jointly with Ali Fatemi of Depaul University) a symposium on “Sustainable Value Creation” and was a panelist in the symposium at the 2007 FMA Annual Meetings, October 2007, Orlando, Florida.

Presentation on Corporate Social Responsibility, the annual meetings of the Northern Finance Association, Toronto, September 28 – 30, 2007

“The Performance of Socially Responsible Investments,” with Ali Fatemi and David Wheeler, the 13th Annual International Sustainable Development Research Conference, June 10 – 12, 2007.

“Interest rate Risk of Inflation Adjusted Instruments,” 2007 annual meeting of the Financial management Europe, Barcelona, Spain, May - June 2007.

2006 “Domestic Elasticity of Default-Free Bonds,” with G. Jacoby, G. S. Roberts, and Z. Wiener, 2006 annual meeting of the Financial management Europe, Stockholm, Sweden, June 2006.

2005 “International Diversification and Portfolio Risk,” with John Rumsey, the annual meeting of Canadian Operations Research Society Conference, Halifax, Nova Scotia, May 2005.

“Risk-adjusted Duration for Foreign Bonds,” with Gady Jacoby and Gordon Roberts, 12th annual meeting of the Global Finance Association, Dublin, Ireland, June 2005.

“Globalization and Portfolio Risk over Time: The Role of Exchange Rate,” with John Rumsey, 12th annual meeting of the Global Finance Association, Dublin, Ireland, June 2005.

“Duration Analysis: An Historical Perspective” the annual meeting of the Financial Management Association in Chicago, October, 2005.

2004 “Imperfect Markets or Imperfect Participants: The Case of Dividend Announcements,” with Sanjay Deshmukh and Ali Fatemi, 2004 annual meeting of the Global Finance Association, Los Vegas, April 2004.

2003 “Why Does Diversification Internationally Still Have Value” with John Rumsey, North American Economics and Finance Association Meeting in Washington D.C., January 2003.

“Who Is Responsible For Sub-optimal Decision? Imperfect Markets or Imperfect Participants,” with Sanjay Deshmukh and Ali Fatemi, 2003 annual meeting of the Financial management Europe, Dublin, Ireland, June 2003.

“Is Entrepreneurship Only About Entering A Business” with Nargess Kayhani and Ali Fatemi, Academy of Entrepreneurial Finance, the 14th international conference, May 2003, Chicago

2002 “Why Does Diversification Internationally Still Have Value” with John Rumsey, Financial Management Association European Meeting, Copenhagen, June 2002. Also, at Financial Management Association Meeting in San Antonio, October 2002.

“Real Options, Behavioral Models, and Exit/Entry Into Competitive Industries,” With Nargess Kayhani, Financial Management Association European Meeting, Copenhagen, June 2002.

2001 "Why Does Diversification Internationally Still Have Value" with John Rumsey, Northern Finance Association Meetings, Halifax.

“Emerging Markets and Financing with Preferred Stocks: The Case of Pacific Rim Countries,,” with A Fatemi and N Kayhani, the 14th Australian Finance and Banking Conference, Sydney, December 2001 and European Financial Management meetings, Lugano, Switzerland July 2001.

2000 “Risk Management with Duration: Potential and Limitations,” with Gerald O. Bierwag and Gordon S. Roberts, the 2000 annual meetings of the Global Finance Association. Also presented at the 2000 annual meetings of the European Financial Management Association, Athens.

“Macro Hedging with Duration: Complications of Convexity and Default Risk,” with Gordon Roberts. The 2000 North American Economics and Finance Association meetings, Boston, January 2000 and the 13th Australian Finance and Banking Conference, Sydney, December 2000. Also, an earlier version was presented at the 1999 annual meetings of the Financial Management Association in Orlando.

“Issues Arising in Using Duration Analysis in Risk Management for Public Sector,” with Gerald O. Bierwag and Gordon S. Roberts, scheduled to be presented at the 2000 annual meetings of the Financial Management Association, Seattle.

“Balance Sheet Risk Management,” with Gordon Roberts, presented at the 2000 annual meetings of the Administrative Sciences Association of Canada, Montreal, Canada.

1999 "Real Option Pricing, and Exit/Entry Into Competitive Industries," With Nargess Kayhani. European Financial Management meetings, Paris, France. This is the revised version of the paper presented in 1998.

1998 “Zero Gap, Default Risk and Macro Hedging,” with Gordon Roberts. European Financial Management meetings, Lisbon Portugal. This paper was also presented at the 1998 annual meetings of the Northern Finance Association

"Option Pricing, Behavioral Models, and Exit/Entry Into Competitive Industries," With Nargess Kayhani, the annual meeting of the Global Finance Association, Mexico City, Mexico.

1997 “Duration Analysis and its Applications: A Review,” with Gordon Roberts, European Financial Management meetings, Istanbul, Turkey. Also, presented at the annual meeting of the Global Finance Association, Montreal, Canada.

1996 "Does Factor Analysis Help Understanding Bankruptcies," with C. Dipchand and J. Osteryoung, 1996 annual meeting of the European Financial Management Association, Innsbruck, Austria.

1995 "Entry into Competitive Industries: More Evidence in Support of Heiner's Model," with N. Kayhani, Canadian Economics Association Meetings, Montreal. Also, earlier versions were presented at the 1994 Atlantic Canada Economic Association Meeting in Halifax and at 31st International Atlantic Economic Conference, Rome.

1994 "Heiner's Model and Event Studies: Imperfect Markets or Imperfect Participants," with T. McInish and R. Wood, 1994 Annual meeting of the Northern Finance Association meeting, Vancouver, B.C. 1994 Annual meeting of the European Financial Management Association, Maastricht, Netherlands. Also, an earlier version was presented at 21st Financial Management Association Annual Meeting, Chicago.

1993 "Duration for Bonds with Default Risk," with G.S. Roberts and F. Skinner, 23rd Financial Management Association Annual Meeting, Toronto. Also, an earlier version presented at the 1993 Annual Meeting of the Northern Finance Association, Halifax.

1991 "Entry into Competitive Industries: More Evidence in Support of Heiner's Model," with N. Kayhani, 31st International Atlantic Economic Conference, Rome.

1989 "Designing an Immunized Portfolio: Is M-squared The Key?" with G.O. Bierwag and G.S. Roberts, 19th Annual Meeting of the FMA, Boston. **Best Paper Award Winner.**

1987 "Bond Portfolio Immunization: Canadian Tests," with Gordon Roberts, 1987 Annual Meeting of the Eastern Finance Association, Baltimore.

"An Investigation into what Causes a Greater Rate of Bankruptcies in Canada over the United States," with C. Dipchand and J.S. Osteryoung, 17th Annual Meeting of the FMA, Las Vegas.

"Preferred Shares and Common Stock Dividends" 1987 NAEFA Annual Meeting, Chicago.

1986 "The Response of Preferred Shareholders to Unexpected Changes in Common Stock Dividends" 16th Annual Meeting of Financial Management Association, New York.

"Bond Portfolio Immunization: Canadian Tests" with G.S. Roberts, 16th Annual Meeting of Financial Management Association, New York.

"On Preferred Stocks issued by Unregulated Firms in Different Countries," 1986 NAEFA Annual Meeting, New Orleans.

1985 "Application of the Properties of the Covariance of the Monotone Functions to the Firm's Behaviour Under Uncertainty," 1985 Annual Meeting of Canadian Applied Mathematics Society, May 23-24, Halifax (National).

"On Preferred Stocks Issued by Unregulated Firms" Annual Meeting of Financial Management Association, Denver. Also at 25th Annual Conference of the WFA, 1986 (both International).

1984 "Entry Into Competitive Industries as Affected by Risk Aversion." 54th Annual WEA, Las Vegas (International).

"The Impact of U.S. FDI on U.S Share of Exports to the LDC Market," with N. Kayhani, 54th Annual WEA, Las Vegas (International).

1983 "Increasing Risk: Another Consideration," 1983 presented at 58th Annual WEA Conference, Seattle (International).

1981 "Competitive Firm and the Optimal Output Level and Input Choices when Output and Input Prices are Uncertain," 1981 **best graduate student paper** awarded by Western Economic Association, San Francisco (International).

- **Other Communications at Refereed Conferences**

Financial Management Association, Asian meeting; Chairperson, Session [12] – Corporate Governance and Performance, Tokyo, Japan, May 2014. Couldn't go for medical reason.

Financial Management Association, Asian meeting; Discussant, Corporate Environmental Responsibility and Financial Performance Around the World, Tokyo, Japan, May 2014. Couldn't go for medical reason.

World Finance Conference: Discussant, Session 52, Family Involvement and Dividend Policy in Closely- Held Firms, Venice, Italy, July 2014

1st Paris Financial Management Conference (PFMC-2013), Discussant, Culture and Economic Policy: Evidence from the Privatization Reform, Paris, France, December 16-17, 2013.

Financial Management Association; Chairperson, Session [79] – SRI and Ethics, Luxembourg City, Luxembourg, June 2013.

Financial Globalization and Sustainable Finance, Implication for Policy and Practice; Chairperson, Session [B1] – CSR and Performance, Cape Town, South Africa, May 29 – 31, 2013.

Midwest Finance Association, Discussant, The Information Content of The Embedded Deflation Option in TIPS, Chicago, USA, March 2013.

European Finance Association, Discussant, Can Socially Responsible Firms Survive Competition? An Analysis of Corporate Employee Matching Grants, Copenhagen, Denmark, August 2012.

Multinational Finance Society; Chairperson, Session [48] – Mergers and Acquisition, Krakow, Poland, June 2012.

Multinational Finance Society; Discussant, European Union Enlargement and Corporate Valuations, Krakow, Poland, June 2012.

Financial Management Association European Meetings; Chairperson, Session [77] – Corporate Social Responsibility, Istanbul, Turkey, June 2012.

Financial Management Association European Meetings; Discussant, Corporate Social Responsibility and its Impact on Firms' Investment Policy, Organizational Structure, and Performance, Istanbul, June 2012.

Global Finance Association Chairperson, Session [3.3] – Corporate Governance, Chicago May 2012. European Finance Association, Discussant, Snow and Leverage, Stockholm, Sweden, August 2011

Administrative Sciences Association of Canada; Discussant, Managing Volatility, Montreal, Canada, July 2011.

II World Finance Conference: Discussant, Should Investors Include Commodities in Their Portfolio After All? New Evidence, Rhodes, Greece, June 2011

Financial Management Association European Meetings; Chairperson, Session [010] – International Finance, Porto, Portugal, June 2011.

Financial Management Association European Meetings; Discussant, Privatization and Fiscal Deficit in European Emerging Markets, Porto, Portugal, June 2011.

Financial Management Association Meetings; Discussant, Is There Opportunity Cost to Index Investors of Being Socially Responsible?, New York, USA, October 2010.

Global Finance Association, Discussant, The Relationship Financing in Family Business, Poland June 2010.

Global Finance Association, Discussant, The Growth and Size of Brazilian Mutual Funds, Poland June 2010.

Global Finance Association Chairperson, Session [3.1] – Asset Allocation, Poznan, Poland June 2010.

Financial Management Association European Meetings; Chairperson, Session [073] – Socially Responsible Investing, Hamburg, Germany, June 2010.

Financial Management Association European Meetings; Discussant, The Cost of Investing “Well” for Ethical Fund Managers, Hamburg, Germany, June 2010.

Financial Management Association European Meetings; Discussant, The 2007 Meltdown in Structured Securitization: Searching for Lessons not Scapegoats, Turin, Italy, June 2009.

Financial Management Association European Meetings; Chairperson, Session [033] – Structured Lending, Prague, Turin, Italy, June 2009.

Financial Management Association European Meetings; Discussant, The Pricing of Socially Responsible Investment, Prague, Czech Republic, June 2008.

Financial Management Association European Meetings; Chairperson, Session [038] – Portfolio Management Strategies, Prague, Czech Republic, June 2008.

2008 annual meetings of the Administrative Sciences Association of Canada; Discussant, Market Valuation of Corporate Charitable Donations, Halifax, Canada, May 2007.

Northern Finance Association Meetings; Discussant, Do Labor Unions Affect Agency Cost of Debt? Toronto, Canada, September 2007.

Northern Finance Association Meetings; Chairperson, Session on Financial Institutions and Markets, Toronto, Canada, September 2007.

13th Annual Sustainable Development research Conference, Discussant, Portfolio Performance and Environmental Risk, Vasteras, Sweden, June 2007.

Financial Management Association European Meetings; Discussant, What Drives Provincial-Canada Yield Spread? Barcelona, Spain, May 2007.

Financial Management Association European Meetings; Chairperson, Session [044] – Money and Capital Markets, Barcelona, Spain, May 2007.

Financial Management Association Meetings; Discussant, The Risk-Adjusted Performance of US Buyouts, Salt Lake City, October 2006.

Financial Management Association European Meetings; Chairperson, Session [036] – Bond Pricing, Stockholm, Sweden, June 2006.

Financial Management Association European Meetings; Discussant, Contagion: Evidence from The Bond Market, Stockholm, Sweden, June 2006.

Financial Management Association European Meetings; Chairperson, Session [010] – Issues in Global Markets, Siena, Italy, June 2005.

Financial Management Association European Meetings; Discussant, Exchange Rate Fluctuations and Cross-Market Correlations in International Stock Markets, Siena, Italy, June 2005.

North American Economics and Finance Association Meetings: Discussant – Performance of Closed-end Funds, January 2005, Philadelphia.

Financial Management Association European Meetings; Discussant, Session [16] -- Issues in International Debt, Copenhagen, June, 2002.

ASAC 2001; Chair, Session [5]—Alternative Financing and Privatization – London Ontario, May, 2001. ASAC 2000; Discussant, Session [3]—Financing and Investment – London Ontario, May, 2001.

Global Finance Association; Chair, Session [21]—Risk Management I – Chicago, April 2000.

Global Finance Association; Chair, Session [05], Chinese Markets – Chicago, April 2000.

European Financial Management Association; Chair, Session [05]-- Interest Rate Models, Athens, Greece, June 2000.

European Financial Management Association; Discussant, Session [15]—term Structure of Interest Rates, Athens, Greece, June 2000.

ASAC-IFSAM 2000; Chair, Session [F08A]—Security Offering and Market Pricing – Montreal, July, 2000.

ASAC-IFSAM 2000; Chair, Session [F09B]—Corporate Governance and Restructuring – Montreal, July, 2000.

ASAC-IFSAM 2000; Discussant, Session [F04A]—Risk Exposure and Security Prices – Montreal, July, 2000.

Financial Management Association Meetings; Chair, Session [52] -- Issues in Downsizing and Bankruptcy, Orlando, 1999

Financial Management Association Meetings; Chair, Session [162] -- Issues in Capital Structure, Orlando, 1999

European Financial Management Association; Chair, Session [058]--Term Structure of Interest Rate – Paris, France, June 1999.

Northern Finance Association; Chair, Session [C-Saturday] -- Security Markets – Toronto, Canada, September 1998

European Financial Management Association; Discussant, Session [011]—Corporate Risk management -- Lisbon, June 1998.

Global Finance Association; Chair, Session [14]—Currency Exchange Issues – Mexico City, Mexico, May 1998.

Global Finance Association; Discussant, Session [32]-- Financial Engineering / Derivatives -- Mexico City, Mexico, May 1998.

European Financial Management Association; Chair, Session [C5]—Term Structure -- Istanbul, June 1997.

European Financial Management Association; Discussant, Session [C8]—Fixed Income Securities -- Istanbul, June 1997.

Global Finance Association; Chair, Session [C8]-- Investment Issues -- Montreal, Canada, May 1997.

Global Finance Association; Discussant, Session [D13]-- Financial Engineering / Derivatives -- Montreal, Canada, May 1997.

European Financial Management Association; Discussant, Session [D2]-- International finance -- Innsbruck, June 1996.

European Financial Management Association; Chair, Session [E2]-- Valuation -- Innsbruck, June 1996.

European Financial Management Association; Discussant, Session [A1]-- Stock Index Derivatives -- London, June 1995.

European Financial Management Association; Chair, Session [B8]-- Real Estate Finance and Asset Allocation-- Maastricht, July 1994.

European Financial Management Association; Discussant, Session [A2]-- Term Structure of Interest Rates and Contingent Claims Valuation-- Maastricht, July 1994.

European Finance Association; Discussant, Session [IIIA] -- Term Structure of Interest Rates -- Copenhagen, 1993.

European Finance Association; Discussant, Session [IVB] -- Risk Measurement -- Rotterdam, 1991.

Financial Management Association Meeting: Discussant, Session 135 -- Topics in Valuation Debt -- Orlando, 1990.

European Finance Association; Discussant, Session [VA] -- Asset Pricing - Stockholm, 1989.

Administrative Sciences Association of Canada, Chair & Discussant -- Capital Structure and Dividend Policies - Montreal, 1989.

FMA; Discussant, Session (023) -- Bond Ratings -- New Orleans, 1988.

European Finance Association; Discussant, Session [3A] -- Risk Aversion (two papers) -- Istanbul, Turkey 1988.

Administrative Sciences Association of Canada, Chair Sessions 2A, 6, and 7A, Halifax, 1988.

European Finance Association; Discussant, Session [2A] -- Dividends -- Madrid, Spain, 1987.

European Finance Association; Discussant, Session [7D] -- Rights vs. Underwritten Stock Offering -- Dublin, Ireland (International), 1986.

Participant, 1986 AACSB Workshop on Micro Computer Use in Finance, June 12-16, Provo, Utah. Discussion Animator (invited) at 1985 Management Research Workshop in Finance, May 31-June 5, 1985. Administrative Sciences Association of Canada Discussant, --Share Valuation Session -- Montreal, 1985. Participant, SSHRC 1984 Management Research Workshop in Finance, June 1-10.

WEA; Chairman, Session [098] -- Games, Markets, and Regulations -- Las Vegas (International), 1984.

WEA; Discussant, Session [003] -- Economics of Uncertainty and Inflation -- Las Vegas (International), 1984.

FMA; Discussant, Session (7) -- Capital Structure Theory, Inflation, and Income Taxes -- Toronto, (International), 1984.

Participant in an International Workshop on "Small Scale Industry Financing," S.I.E.T. Institute, India, Jan. - Feb. 1984. ed. 1984.

- **References:**

Available upon request

Gregory M. Hebb

**Professor of Finance
Rowe School of Business
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FAX: (902) 494-1483

Employment

Professor of Finance Dalhousie University, Halifax, Nova Scotia	2008-present
Associate Dean (Strategy and Planning), Dalhousie Faculty of Management	2009-2015
Director, Dalhousie School of Business Administration	2011-2015
Acting Director, Dalhousie School of Business Administration	2009-2011
Director, Centre for International Trade and Transportation Dalhousie University, Halifax, Nova Scotia	2006 – 2009
Associate Professor of Finance, Dalhousie University, Halifax, Nova Scotia	2002 – 2008
Assistant Professor of Finance, Saint Mary's University, Halifax, Nova Scotia	1999-2002
Director of Finance, Ambassatours Ltd., Halifax, Nova Scotia	1993-1994

Education

Mays School of Business, Texas A&M University Ph.D. Finance Thesis Supervisor – Donald R. Fraser	1999
Faculty of Graduate Studies, Dalhousie University MA Economics	1995

College of Business, Queen's University		
M.B.A.	Concentration in Finance	1993
School of Arts & Sciences, McGill University		
B.A.	Economics	1991

Professional Education

Professional Financial Planners Course (2002)
Canadian Securities Course (2000) – with honours

Honors and Awards

Faculty of Management Excellence in Teaching Award - 2006
Best Paper Award – 2000 ASAC conference
Dean's Award for Outstanding Teaching by a Doctoral Student. 1997-1998
Texas A&M University Regents Fellowship
Queen's University Dean's List
D.I. McLeod Progression Award (Queen's University)
D.I. McLeod Entrance Scholarship (Queen's University)
Faculty Scholar (McGill University)

Refereed Publications

Hebb, G., "Conflict of Interest in Commercial Bank Security Underwritings: Canadian Post-Issue Performance Evidence", *International Research Journal of Economics and Finance*, Issue 15, 2008, 124-135.

Hebb, G. and S. MacLean, "Canadian Firms and Poison Pill Adoption – The Effects on Financial Performance", *Journal of Business and Economic Studies*, Volume 12, No. 1, 2006, 40-54.

Soral, Bartu H., T. Iscan, and G.Hebb, "Fraud, banking crisis, and regulatory enforcement: Evidence from micro-level transactions data", *European Journal of Law and Economics* , Volume 21, No.2, April 2006, 179-197.

Hebb, G., "Canadian Capital Markets: Innovative but Constrained", *Latin American Business Review*, Volume 6, Issue 1, 2005, 115-123

Hebb, G. and G. MacKinnon, "Uncertainty and IPO's: Investment Bank vs. Commercial Bank Underwriters", *Journal Economics and Finance* Spring 2004 Volume 28, no.1, 68-87.

- On SSRN's top 10 most downloaded papers in Banking and Financial Institutions April 2001

Hebb, G. and D.R. Fraser, "Conflict of Interest in Commercial Bank Security Underwritings: United Kingdom Evidence", *Quarterly Journal of Business and Economics* Winter/Spring 2003, Volume 42, 79-95.

also Center for International Business Studies Working Paper DP-190

Cleary, Sean, G. Hebb, and G. MacKinnon, "The Risk-Adjusted Performance of Closed-End Funds and the Impact of Discounts", *Journal of Today*, December 2002, Volume 1, 119-133.

Hebb, G. and D.R. Fraser, “Conflict of Interest in Commercial Bank Security Underwritings: Canadian Evidence”, *Journal of Banking and Finance*, October 2002, Volume 26, 1935-1949.

Hebb, G. “Conflict of Interest in Commercial Bank Equity Underwritings” *The Financial Review*, May 2002, Volume 37, 185-206.

Biswas, R., D.R. Fraser, & G. Hebb, “On the Shareholder Wealth Effects of Deposit Insurance Premium Revisions on Large Publicly Traded Commercial Banks”, *Journal of Financial Research*, Summer 2000, Volume XXIII, No. 2, 223-241.

Non-Refereed Publications

“Future of Financial Services: Perspectives from the 17th World Conference of Banking Institutes”: Published in the Institute of Canadian Bankers Insider Newsletter, August 2007

“Tax Harmony and Capital Investment: Canada vs. US” (with J. Groth and S. Byers) Center for International Business Studies Working Paper #193

Working Papers

“An Effective Model for Predicting Bank Distress: In- and Out-of-Sample Evidence “ (with Sean Cleary)

· Revise and resubmit at the Journal of Banking and Finance

“Economies of Scope and Hold Up Costs in Relationship Banking: Evidence from Debt Underwriting” (With D. Fraser and G. MacKinnon)

Work in Progress

“The Performance of Bank Run Mutual Funds”

Publications in Refereed Precedings

“Conflict of Interest in Commercial Bank Security Underwritings: Canadian Evidence” (With D. Fraser) – Preceding of the 2000 ASAC conference

“Conflict of Interest in Commercial Bank Security Underwritings: Canadian Post-Issue Performance Evidence” (with D.Fraser) – Preceding of the 2000 Atlantic Schools of Business Conference

Presentations at Refereed Conferences

“Bankruptcy Prediction for U.S. Banks” (with Sean Cleary)

- 17th Annual Meeting of the Multinational Finance Society, Barcelona, June 2010
- Northern Finance Association Meetings. Winnipeg, September 2010
- World Finance Conference, Buenos Aires, July 2015

“Conflict of Interest in Commercial Bank Security Underwritings: Canadian Post-Issue Performance Evidence”

- Hawaii International Conference on Business, May 2007
- PanAmerican Partnership Seminar, New York, May 2004
- 2000 Atlantic Schools of Business Conference, St.John’s, Nfld., November 2000.

“The Use of Antitakeover Defenses Outside The United States. An Empirical Examination of Poison Pill Adoptions in Canadian Firms” (with J. Bizjak and A. Mahajan)

- Northern Finance Association Meetings, Montreal, September 2006

“Fraud and Banking Crises: Evidence from Micro-level Transactions Data” (With H. Bartu Soral and Talan B. İşcan)

- Northern Finance Association Meetings, St.John’s September 2004

“Canadian Capital Markets: Innovative but Constrained”

- PanAmerican Partnership Seminar, New York, May 2004.
-

“Lending and Underwriting: Evidence on Tying Behavior by Banks” (With D. Fraser and G. MacKinnon)

- Northern Finance Association Meetings , Quebec City September 2003
- Atlantic Schools of Business Conference, Halifax November 2003

“Valuation Uncertainty and IPO’s: Investment Bank vs. Commercial Bank Underwriters” (With G. MacKinnon)

- 2002 European FMA European Conference, Copenhagen, Denmark, June 2002.
- 2002 Southern Finance Association Meetings, Key West, Florida, November 2002.

“Canadian Firms and Poison Pill Adoption – The Effects on Financial Performance” (with S. MacLean)

- 2002 Northern Finance Association Meetings, Banff, Alberta, September 2002.

“Conflict of Interest in Commercial Bank Security Underwritings: United Kingdom Evidence” (With D. Fraser)

- 2001 FMA European Conference, Paris, France, June 2001.
- 2001 FMA Conference, Toronto, Canada, October 2001.

“ Tax Harmony and Capital Investment: Canada Vs. US” (with J. Groth and S. Byers)

- American Association of Business and Behavioral Sciences, Las Vegas, NV, February 2000.

“Commercial Bank Involvement in Equity Underwritings”

- Northern Finance Association, Toronto, Ontario, September 1998.
- Financial Management Association, Orlando, Florida, October 1999.

“ Tax Harmony and Capital Investment: Implications for Nordic/European Economies” (with J. Groth)

- Nordic Conference on Business Studies, Helsinki, Finland, August, 1999.

Invited Presentations

“What I wish I would have known when I started at Dalhousie”

- Panel session to new faculty members at Dalhousie, September 2010.

“The use of Classroom Presenter as an alternative to PowerPoint”

- Dalhousie Annual Teaching with Technology Showcase, November 2008.

Faculty of Management Teaching Excellence Conference

- Panel session on using technology in teaching, April 2008.

“Effective Strategies for Engaging Learners”

- Panel session at the Faculty of Management Teaching Excellence Colloquium, May 2007

“The Future of Financial Services”

- 17th World Conference of Banking Institutes, April 2007

“Lending and Underwriting: Evidence on Tying Behavior by Banks” (With D. Fraser and G. MacKinnon)

- Mackay Seminar Series, Dalhousie University School of Business, October 2004.

“Canadian Firms and Poison Pill Adoption – The Effects on Financial Performance” (with S. MacLean)

- Mackay Seminar Series, Dalhousie University School of Business, November 2002.

“Valuation Uncertainty and IPO’s: Investment Bank vs. Commercial Bank Underwriters” (With G. MacKinnon)

- Mackay Seminar Series, Dalhousie University School of Business, November 2001.

“Conflict of Interest in Commercial Bank Security Underwritings: Canadian Post-Issue Performance Evidence” (with D. Fraser)

- Dept. of Finance and Management Science, Saint Mary’s University, October, 2000.

“Tax Harmony and Capital Investment: Canada vs. US” (with J. Groth and S. Byers)

- Mackay Seminar Series, Dalhousie University School of Business, March 2000.

“Commercial Bank Involvement in Equity Underwritings”

- Dept. of Economics, Dalhousie University, February 2000.

- Dept. of Finance and Management Science, Saint Mary’s University, December, 1999.

Press Interviews

“Payday Loans” - Interview on CBC news, May 2013

“The Rising Price of Gold”

- Interview on CTV news, March 14, 2008.

“Calling Ma Bell; Aliant shareholders vote to create trust, hand wireless ops to Bell”

- Halifax Chronicle Herald, May 18, 2006.

Other Conferences Attended

Northern Finance Association

- Ottawa, September 2014

AACSB Strategies for Online and Hybrid Classes

- Tampa, February 2014

Financial Management Association

- Chicago, October 2013

Financial Management Association

- Reno, October 2009

Northern Finance Association

- Vancouver, September 2005

Financial Management Association Conference

- New Orleans, October 2004

Conference on Challenges and Opportunities in Global Asset Management

- McGill University, June 2003

Professional Service

Dalhousie University

- Dalhousie University Pension Committee, 2003 –2010, 2015-present

- Dalhousie International Strategy Committee 2012-

- Enrollment Management Operations Committee 2012 -

- Member, Academic Review of Economics Department 2012 - 2013

- Finance Area Coordinator 2009

- SSHRC Vanier Scholarship Committee 2009- 2010

- Member, Academic Review of Political Science Department 2009 - 2010

- Acting Academic Director, MBA(FS) 2008 - 2009

- School of Business Research Champion 2008 - 2010

- Member, Senate Review of Institute for Research in Materials 2007

- Task Force on Graduate Funding 2007

- Killiam Scholarship Committee 2006-2009

- Faculty of Management Executive Committee 2006-2009

- MBA(FS) subcommittee on partnership with Certified Financial Planners 2006-2007

- Finance Area coordinator, 2004 –2005

- Faculty of Management's Review Committee for the R.A Jodrey Chair in Commerce 2004
- MBA(FS) committee, 2004-
- MBA(FS) subcommittee on partnership with Canadian Securities Institute (Chair), 2003-2004
- Center for International Business Studies Executive Committee, 2003-2008
- Dean's Review Committee, Faculty of Management 2004
- Faculty of Management's Review Committee for the Douglas C. Mackay Chair in Finance 2003
- Research Committee, School of Business 2002-2003
- Finance Representative on BComm Committee 2002-2003
- Rank, Appointment, Tenure, and Salary Committee, School of Business 2002-2004
- Exam reviewer for Hensen College's Certified Employee Benefit Specialist program

External Service

- Reviewer for 2008 NFA conference
- Chair of Board, Point Pleasant Child Care, 2005- 2009
- Board Member, Point Pleasant Child Care, 2004-2005, 2009-2010
- Division Chair, Finance 2002 Administrative Sciences Association of Canada Meetings, Winnipeg
- Program Committee Member for 2002 Eastern Financial Association Meeting, Baltimore, MD.
- Co-organizer of 2001 Northern Finance Association meetings in Halifax
- Academic Reviewer and Program Chair for the Finance Division of the 2001 Administrative Science Association of Canada meetings in London, Ontario.
- Reviewer for Contemporary Financial Management (Moyer et al.)
- Developed Web Cases for Finance in a Canadian Setting 6th Ed. (Lusztig, Cleary, and Schwab)
- Reviewer for Canadian Financial Management 4th Ed. (Davis & Pinches)
- Reviewer for Financial Institutions Management 3/e preliminary (Saunders & Thomas)
- Ad Hoc reviewer for *Journal of Banking and Finance*, *Quarterly Journal of Business & Economics*, *Contemporary Economic Policy*, and *International Management*.

Research Grants

- National Research Program in Financial Services and Public Policy (with R. Nason), 2003 \$57,400
- Research Development Fund for the Humanities and Social Sciences Dalhousie University, 2002-2003 \$2,283
- Senate Research Grant, Saint Mary's University, 2001-2002 \$1,350
- Senate Research Grant, Saint Mary's University, 2000-2001 \$3,500
- SSHRC Special One-Time Institutional Grant \$2,000

Teaching Experience

Dalhousie University,

- Comm 2202 – Finance I
- Comm 3203 – Financial Institutions
- Busi 6203 – Financial Institutions (MBA)
- Busi 6818 – Finance under NAFTA (MBA)
- Comm 3207 – Canadian Securities Course (both on campus and online)
- Comm 4250 – Theory of Finance
- Comm 4203 Mergers & Acquisitions
- Busi 6208 Mergers & Acquisitions (MBA)
- Busi 6942 Global Markets and Institutions (MBA)
- Advanced Corporate Finance (MBA Financial Services)
 - Global Markets and Institutions (MBA Financial Services)

Saint Mary's University,

- Fin 360: Business Finance I
- Fin 361: Business Finance II
- Fin 465: Mergers & Acquisitions
- Fin 471: Financial Institutions
- Fin 665: Mergers & Acquisitions (MBA)
- Fin 671: Financial Institutions (MBA)

Texas A&M University,

Sessional Instructor, 1996-1999

- Courses taught:
- Finc 341 – Business Finance
- Finc 460 – Money & Capital Markets

Visiting Assistant Professor, Summer 2000

- Courses taught
- Finc 460 – Money & Capital Markets
- Finc 642 – Analysis of Money & Capital Markets (Masters Level)

Visiting Assistant Professor, Summer 2002

- Courses taught
- Finc 642 – Analysis of Money & Capital Markets (Masters Level)
- Finc 489/689 – Mergers & Acquisitions

Other Professional Teaching

- Taught several executive education seminars with John Groth of Texas A&M University on Capital Investment Analysis. These seminars have been offered to groups of 15-30 midlevel managers of large US corporations.
- Taught a Canadian Securities Course prep-course through Continuing Education at Saint Mary's University

CURRICULUM VITAE

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Academic Qualifications:

Bachelor of Science (Mathematics); The University of Calgary, 1969

Bachelor of Arts, with Distinction (Political Science); The University of Alberta, 1972

Master of Business Administration; Dalhousie University (Top of the class), 1975 Bachelor of Laws; Dalhousie University, 1976

Master of Laws (Legal Education); Osgoode Hall Law School of York University, 1978
Thesis Title: *A Confluent Approach to Clinical Legal Education*

• **Professional Designations/Affiliations:**

- **Barrister, Solicitor, Notary Public**
- Member, Nova Scotia Barristers' Society (since 1978)

Certified Management Accountant (CMA)

Member, Society of Management Accountants of Nova Scotia and Society of Management Accountants of Canada (since 1979)

Teaching and Administrative Experience:

Associate Dean (Faculty Programs and Continuing Education), Faculty of Management, Dalhousie University (2002- 2008)

The Dalhousie Faculty of Management is uniquely configured, including Schools of

- Business Administration, Public Administration, Library and Information Studies, and Resource and Environmental Studies. It has adopted a differentiation strategy based on a multidisciplinary/interdisciplinary orientation.

Director, Dalhousie School of Business Administration (1995-2001, 2003-2008) The Dalhousie Business School is an AACSB accredited leading Canadian School. It has an academic staff complement of approximately 70, over 50 of whom are full-time faculty, in addition to a substantial number of part-timers. It has approximately 1,500 students in undergraduate and graduate business-related programs. Its programs include B. Comm., MBA, MBA(Financial Services), and lead role in the Faculty's B. Mgmt. program. The School Director's responsibilities included management of a budget in excess of \$7 million.

Academic Director, Bachelor of Management Program (2002-2005),

The Bachelor of Management program is a unique cross-disciplinary program, cutting across the disciplines reflected by the four Schools in the Faculty of Management. It views management from the perspective of for-profit, not-for-profit, and public sector organizations. Still in its infancy, this program at the time had over 400 students and continued rapid growth was foreseen. It is AACSB accredited.

Academic Director, Master of Business Administration (Financial Services) Program (2003-2008, 2010-present)

- This program is a unique offering, accredited by AACSB, for mid-career professionals in various roles regarding delivery of financial services. Introduced in 1996, on an initiative taken by myself, the program now has over 900 graduates, the largest proportion of whom are engaged in the Canadian banking industry, though many are in other sectors and many are international.

Associate Professor (1982-present, **Assistant Professor** (1977-1982), School of Business Administration, Dalhousie University

- Teaching a wide variety of courses in the areas of Business Strategy, New Venture Creation/Entrepreneurship, Law, and Accounting

Course Designer/Instructor (a sampling)

- (1979-2002), The Institute of Canadian Bankers: Design and delivery of a number of courses in banking-related topics on a national and regional basis
- (2001-present), at Dalhousie: Design and delivery (including on-line delivery notes) of courses in **Strategic Leadership and Change (MBA(FS) program)**, **Legal Aspects of Risk Management (MBA(FS) program)**; **Policy Formulation** (B.Mgmt. program), and **Strategy Implementation** (B.Mgmt. program).

Teaching Awards: (prior to entering academic administration)

- Dalhousie School of Business Administration, Professor of the Year Award, 1986-87 and 1994-95

Service on University Committees (a sampling over years at Dalhousie):

Chair, Senate Committee on establishment of the MPA/LLB program
 Member, Senate Committee on Committees
 Chair, School of Business Administration Member and
 Chair, Senate Appeals Committee Member,
 Association(DFA)-Board Committee
 Service as both member and chair of virtually every committee in the School of Business Administration at some time or other over the years!
 Chair, MBA(Financial Services) Program Committee Chair,
 Bachelor of Management Program Committee Chair, Senate
 Physical Planning Committee
 Member, University Convocation Planning Committee Member, Faculty of
 Management Building Steering Committee

Contributions to Academic Disciplines (a sampling):

Correspondence Course in Basic Business Law, Advanced Management Centre, Dalhousie University

- Course designer and writer

Law and the Practice of Banking, an innovative course in law for managerial personnel in the banking community; co-sponsored by the Institute of Canadian Bankers and Dalhousie University

- Course designer, instructor, and national consultant

Case Publications through the Atlantic Entrepreneurial Institute, Case Writing Project:

- (a) Scotia Fuels Limited
- (b) Alan Berwick
- (c) The Head Shoppe
- (d) The MacKays

Law and Commercial Banking Services, a professional development course for senior commercial bankers in Atlantic Canada - Course designer and instructor

Correspondence Course in Canadian Business Law, St. Mary's University and the

- Society of Management Accountants - Author

Legal Aspects of Financial Counselling, a course in the professional counselling program of the Institute of Canadian Bankers - Text writer

(In) Walter Good, **Cases in New Venture Development**, McGraw-Hill Ryerson (1993) - two cases

(In) D. Wesley Balderson, **Canadian Entrepreneurship and Small Business Management, Second Edition** (1994) - one case

Legal Aspects of Commercial Banking, the Institute of Canadian Bankers

- - Text Writer and Instructor

Study Guide to Accompany Understanding Canadian Business, Irwin- Dorsey/McGraw Hill (1994); **and Study Guide to Accompany 4 subsequent editions** (1996-2006) - Author

Professional Conduct and Regulatory Compliance, the Institute of Canadian Bankers Text writer and course developer (a course for professional traders dealing in financial derivatives products on international markets)

- **Graduate Level Course in International Business Law**, (2009), focused primarily on comparisons between operation of the law of torts and contracts in the common law system, and the law of obligations in the civil law system AND the operation of International Agreements and Treaties (e.g., UNCITRAL, Vienna Convention) re cross-border activities.
- Course writer and Instructor

Graduate Level Course in International Bankruptcy Law, (2009), a comparison of the law re Insolvency and Bankruptcy in various countries, the provisions of the UNCITRAL model, and the European Union agreement regarding international bankruptcies, and when/how they are applied in various countries

- Course writer and Instructor

Legal Aspects of Wealth Management, Saudi Arabian Monetary Agency

- Text writer and Instructor (2000-present)

Legal Aspects of Financial Planning, Saudi Arabian Monetary Agency

- Text writer and Instructor (2002-present)

Other Contributions (a sampling):

Numerous conference presentations (e.g., Chair and Presenter @ Strategy Institute conference (Toronto), on *Creating Win-Win Training and Education–Corporate Partnerships with Colleges, Universities and Private Trainers*, 1999)

- Numerous case reviews and text reviews, as academic reviewer

Numerous teaching cases, developed for use in university courses.

Leadership role in design and implementation of innovative degree programs, including:
MBA(Financial Services) MBA(Information Technology)
Bachelor of Management

Development and presentation of seminars in *Geopolitics and Business* for Skema Business School, Raleigh, North Carolina (@ North Carolina State University), 2014; and *Geopolitics from a U.S. Perspective* for Skema Business School (in Washington, D.C.), 2014

• Curriculum Vitae

LEONARD C. MACLEAN

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• (902) 425-6959 (home)
(902) 494-1107 (fax)
E-mail: l.c.maclean@dal.ca

Education:

1976 Dalhousie University, Ph.D., Mathematics.
Doctoral Thesis: “Optimal Economic Growth”

1972 Dalhousie University, M.A., Mathematics.
Masters Thesis: “Noncooperative Bimatrix Games” 1965 St.

Francis Xavier University, B.Ed.

1964 St. Francis Xavier University, B.A., Mathematics
Bachelors Thesis: “Number Theory”

Relevant Experience:

2009 -Current Professor Emeritus

**1976 - 2009 Professor, School of Business Administration, Dalhousie
University Professor, Dept of Community Health and Epidemiology**

**June,2008 – Visiting Professor, Department of Mathematics and Statistics,
July, 2008 University of Bergamo, Bergamo, Italy**
Taught course “Topics in Quantitative Finance” to PhD students

**Apr, 2004 – Visiting Fellow, Judge Institute of Management Studies
July, 2004 Cambridge University, UK**
Taught course “Investments” to MBA students

1999, 2000 (June) **Visiting Professor, Royal Roads University, Victoria, BC**
 Taught a concentrated course in Operations Management to
 • undergraduate business students.

1995-1997 **Visiting Professor, Faculty of Commerce and Business Administration, UBC.**

On leave from Dalhousie University. Working with Dr. W.T. Ziemba (UBC) and Dr. A. Richman (AlgoPlus).

1989-1995 **Director, School of Business Administration, Dalhousie University.**

I was Director of the School at a most challenging time. The university system in NS was under review, with a goal of rationalization. It was proposed that the Dalhousie School of Business Administration be transferred to St. Mary's University. Through the involvement of stakeholders, this rationalization was avoided. In the process, we developed successful program initiatives such as the B. Comm. (Co-op), the minors in Business in the B.A. and B.Sc. programs, and the 10-month MBA. A Ph.D. proposal was also brought to Senate, but since the Nova Scotia government was not approving any new programs at that time, approval of the proposal by Dalhousie was deferred.

1984-1985 **Director of Health Services Research Unit, Department of Community Health and Epidemiology, Dalhousie University.** Worked with a small group (M. Brown, P. Ruderman, & L. MacLean) on health utilization issues in Nova Scotia.

1983 **Visiting Professor, Faculty of Commerce and Business Administration, University of British Columbia, Vancouver, BC.**

• On sabbatical leave from Dalhousie University. Started working with Dr W. Ziemba on capital growth models in finance.

1982 **Visiting Professor, Department of Business Studies, University of Zimbabwe, Harare, Zimbabwe.**

On secondment to the University of Zimbabwe, with funding from CIDA. Dalhousie subsequently received 10 years of CIDA funding for a university linkage program, with the objective of capacity building.

1980 **Visiting Professor, Department of Mathematics and Statistics, Simon Fraser University, Burnaby, BC.**

Spent the summer term working with Dr. L. Weldon on statistical estimation problems.

1972 –1975 **National Health Fellow, Department of Preventive Medicine, Dalhousie University.**

Supported by a grant from National Health and Welfare, I studied and carried out research into health services in Nova Scotia.

- **Teaching**

- I have successfully taught statistics and operations in a variety of programs and institutions. In 1989, I was selected as Professor of the Year by MBA students. My usual teaching load is 5 classes, with approximately 250 students in total. I have taught the following classes over the past decade.

- **I Undergraduate Commerce**

- Statistics for Business and Economics I and II Operations Research
- Operations and Logistics Management

- **II Undergraduate Mathematics**

- Introduction to Statistics

- **III Undergraduate Medicine**

- Statistics for Medicine

- **IV Graduate Business**

- Quantitative Decision Analysis Operations Research
- Advanced Operations Research Applied
- Multivariate Analysis Linear Statistical Models
- Time Series Analysis Investments

- **V Graduate Medical Science**

- Biostatistics

- **VI Thesis Examiner**

- Guangyi Chen: MDE (Dalhousie U., 1998)
- Claude DesRochers: Ph.D (TUNS, 1997) – external examiner Vincent Richman: Ph.D (Columbia U, 1996)- external examiner JunJun Yi: Ph.D. (Dalhousie U., 1989)
- Eileen Cormier: M.Sc. (Dalhousie U., 1985) Bechara Toulany: M.Sc. (Dalhousie U., 1978)

- **Research**

- **Publications: I - Books**

1. MacLean, L., Thorp, E. and Ziemba, W. (2010). *The Kelly Capital Growth Investment Criterion: Theory and Practice*. World Scientific, Singapore.
2. MacLean, L.C., Ziemba, W.T. (2012) *Handbook of the Fundamentals of (Manuscript in draft) Financial Decision Making. Part I*. World Scientific Publishing Co, Singapore.
3. MacLean, L.C., Ziemba, W.T. (2013) *Handbook of the Fundamentals of Financial Decision Making. Part II*. World Scientific Publishing Co, Singapore.
4. MacLean, L.C., Ziemba, W.T. (2014) *Problems in Portfolio Theory and Financial Decision Making*. World Scientific Publishing Co, Singapore. (Manuscript in draft)
5. Foster, M. E., MacLean, L. C. (2014) *Quantitative Methods in Risk Analysis: A Practitioners Guide*. World Scientific, Singapore (In preparation – manuscript due September, 2013).

- **II – Papers**

1. MacLean, L., Richman, A., and MacLean, S. (2014). Operational Performance Measures for National Air Traffic Control Systems. *Proceedings of ATRS World Congress*, Bordeaux, France.
2. MacLean, L., Zhao, Y. and Ziemba, W. (2014). Optimal capital growth with convex shortfall penalties. Working paper, School of Business Administration, Dalhousie University. (under review by *Quantitative Finance*). 34pp
3. MacLean, L., Zhao, Y. (2014). Asset Price Dynamics: Shocks and Regimes. In *Optimal Financial Decision Making Under Uncertainty*, Consigli, Kuhn, Brandimarte, eds, Springer, New York. 19pp
4. Yuan, J, MacLean, L, Xu, K and Zhao, Y (2014). Regime Dependent Sensitivity of International Markets to Common Risk Factors (Awarded best paper at 2014 Frontiers of Business Research in China International Symposium). 51pp
5. MacLean, L. and W. Ziemba (2014). A Primer on Arbitrage and Asset Pricing.. *Wilmott* 71, pp 12 -15.

6. MacLean, L. and W. Ziemba (2014). A Primer on Risk Measures. *Wilmott* 69, pp 52 -55.
7. MacLean, L., Zhao, Y., and Ziemba, W. (2013). Endogenous Volatility for Hedging Options with Transaction Costs. *Quantitative Finance* 13(5), p 699-713.
8. MacLean, L.C. and Ziemba, W.T. (2013). The Kelly Criterion with Games of Chance. *Oxford Handbook of the Economics of Gambling*, Williams and Siegal, Eds, Oxford University Press, p 402–427.
9. MacLean, L., Zhao, Y., and Ziemba, W. (2012) .Currency Returns, Market Regimes and Behavioral Biases. *Annals of Finance* 9(2), p 249-269.
10. MacLean, L. and Richman, A. (2012) Aggregate Risk Measures for Dynamic Systems from Operational Data. *International Journal of Risk, Quality and Safety Engineering* 19(4), p 1-23.
11. MacLean, L.C. and Ziemba, W.T. (2012). The Capital Growth Kelly Criterion Model. *Handbook of the Fundamentals of Financial Decision Making*. World Scientific Publishing Co, Singapore.
12. Yuan, J., MacLean, L., Xu, K. and Zhao, Y (2012). How Local Markets Respond to Global Risk Factors Differently in Various Market regimes. *Proceedings of the Midwest Finance Association Conference*, New Orleans, La.
13. MacLean, L., Thorp, E., Zhao, Y. and Ziemba, W. (2011). How does the *Fortune's Formula* – Kelly capital growth model perform? *Journal of Portfolio Management*, V37(4), p 96-111.
14. MacLean L.C. and W.T.Ziemba (2011). A general Kelly strategy for investing. *Stochastic Optimization Methods in Finance and Energy*. Bertocchi, Consigli and Dempster, eds. Springer, p 3-20.
15. Ma, Ying, MacLean, L., Xu, K. Zhao, Y. (2011) A Scenario-Dependent Market Neutral Strategy for Sector Select ETF's. *Pacific Journal of Optimization* 7(2), p281-296.
16. Lustbader, D., O'Hara, D., MacLean, L., et al. (2011). Second brain death examination may negatively affect organ donation. *Neurology* 76:119-124.
- 17. MacLean, L., Zhao, Y., and Ziemba, W. (2011). Mean-Variance versus Expected Utility in Dynamic Investment Analysis.” *Computational Management Science* 8:1, pp3-22.**

18. MacLean, L., Ziemba, W., & Zhao, Y. (2010) Growth-Security Models and Stochastic Dominance. in *Stochastic Programming: State of the Art: In Honour of G. B. Dantzig*. Gerd Infanger, Ed., Springer, NY, p 277-296.
19. MacLean, L., Thorp, E. and Ziemba, W. (2010). Long term capital growth: The good and bad properties of the Kelly and fractional Kelly capital growth criterion. *Quantitative Finance, Vol. 10, No. 7, 681-687*.
20. MacLean, L., Thorp, E., and Ziemba, W. (2010). Good and bad properties of the Kelly Criterion. *The Kelly Capital Growth Investment Criterion: Theory and Practice*. World Scientific Publishing Co., Singapore, pp 563-574.
21. MacLean, L., Thorp, E., Zhao, Y. and Ziemba, W. (2010) Medium term simulations of Kelly, fractional Kelly and proportional betting strategies. *The Kelly Capital Growth Investment Criterion: Theory and Practice*. World Scientific Publishing Co., Singapore, pp 543-562.
22. MacLean, L., Richman, A. (2009). Risk Assessment for Multiple Hazards with Sensitivity to the Concentration of Severity. *Proceedings of ISSC 27*.
23. Consigli, G., MacLean, L., Zhao, Y., and Ziemba, W. (2009). The Bond-Stock Yield Differential as a Risk Indicator in Financial Markets. *The Journal of Risk 11(3),1-22*.
24. MacLean, L., Consigli, G., Zhao, Y. and Ziemba, W. (2008) Risk Indicators in Financial Markets. *Mathematical Methods in Economics and Finance* Vol 3, No 2., pp 101-118.
- 25.** MacLean, L., Richman, A.(2008). An aggregate risk priority index for systems failures. *Proceedings of 26th International Systems Safety Conference*, Vancouver, Canada.
26. MacLean, L., Ziemba, W.T. (2008) The Kelly Strategy. *Encyclopedia of Quantitative Finance*. John Wiley and Sons, UK.
 - 27. MacLean, L., Zhao, Y., Consigli, G., and Ziemba, W.(2007). Estimating parameters in a pricing model with state dependent shocks. *Handbook of Financial Engineering*, C. Zopounidis, Ed., Springer. P 231 – 245.
- 28.** Richman, A. and Maclean, L. (2007). Airport Risk Management Intelligence Systems. *Proceedings of 25th International Systems Safety Conference*, Baltimore, MD.

29. MacLean, L., Richman, A. and Larsson, S. (2007). Statistical Methods for Poisson Distributors. *Proceedings of 25th International Systems Safety Conference*, Baltimore, MD.
30. MacLean, L., Richman, A. (2007). Early Evidence of Degradation in a Cohort of Aircraft. *Proceedings of Aging Aircraft Conference*, Palm Springs, CA.
31. MacLean, L., Foster, M., & Ziemba, W.T. (2007). Covariance complexity and rates of return on assets. *Journal of Banking and Finance*, 31:11. p. 3503 – 3523.
32. MacLean, L., Richman, A.(2006). An Aggregate Safety Index for Air Traffic Management Systems. *Proceedings of the 24th International Systems Safety Conference*, Albuquerque, NM.
33. MacLean, L., Richman, A., and Larsson, S.(2006). Patterns of Use and Safety with Commercial Aircraft. *Proceedings of the 24th International Systems Safety Conference*, Albuquerque, NM.
34. Richman, A., Richman, V., MacLean, L. (2006) A New Performance Measure for Commercial Airlines: Daily Flying Hours Ratio. *Perspectives on Performance*, 5:1.p 13-15.
35. MacLean,L., Zhao.Y., & Ziemba, W.T. (2006). Dynamic portfolio selection with process control. *Journal of Banking and Finance*, 30:2, pp 317 – 339.
36. MacLean, L., Ziemba, W. (2006) Capital Growth: Theory and Practice. *Handbook of Asset and Liability Management*, S. Zenios and W. Ziemba, eds. Elsevier Science, Amsterdam.
37. MacLean, L. and Richman, A.(2005) Systems reliability and maintenance. *Proceedings of the 23rd International Systems safety Conference*. San Diego, Ca.
38. MacLean, L. & Ziemba, W.T. (2005). Time to wealth goals in capital accumulation.. *Quantitative Finance*, v5:no4, pp. 343-357.
39. MacLean,L., Richman,V., Richman,A., & Larsson, S. (2005). The Dynamics of Aircraft Degradation and Mechanical Failure. *Journal of Transportation and Statistics*, Vol 8, No 1, pp1-11.
40. Foster, M., & L MacLean (2004). Historic Simulation of an Optimal Portfolio Model. *Canadian Journal of Business Economics*, Sept. 2004, pp 1-9.
41. MacLean, L., & A. Richman (2004) A Summary Index of Risk with Application to Aviation Safety. *Proceedings of the 22nd International Systems safety Conference*, Providence,RI.

42. MacLean, L., Consigli, G. and Ziemba, W. (2004) Modeling Market Returns with a Speculative Bubble. *2004 Proceedings of the American Statistical Association*, Alexandria, VA: American Statistical Association.
43. MacLean, L., Richman, V., Richman, A. (2004). The Predictability of Aircraft Failures with Age. *Journal of Aerospace 2003*, pp 413-420.
44. MacLean, L., Larsson, S., Richman, A. (2003). An Efficiency Analysis of Aircraft Maintenance Programs. *SAE Transactions*. Manuscript 2003-01-2978.
45. MacLean, L., Richman, A. (2003). An Epidemiological Approach to Aviation Safety. *Proceedings of 21st International Systems Safety Conference*, Ottawa.
46. MacLean, L., Zhao, Y., & Ziemba, W.T. (2003). A process control approach to investment risk. *IEEE International Conference on Computational Intelligence for Financial Engineering*, p. 265-270.
47. MacLean, L., Ziemba, W.T., & Zhao, Y. (2003). Capital growth with security. *Journal of Economic Dynamics and Control*, vol. 28, no.5, p937-954.
48. MacLean, L., Foster, M., & Ziemba, W.T. (2003). Empirical Bayes estimation of securities price parameters. *Financial Engineering, E-Commerce and Supply Chain*. P.M. Parados and V.K. Tsitsirinos, eds. Boston: Kluwer Academic, 47-58.
49. MacLean, L., Richman, A., & Weldon, K. (2002). Systems degeneration and repair: modeling health status. Working Paper, School of Business Administration, Dalhousie University.
50. MacLean, L., Richman, V., Richman, A., & Larsson, S. (2002). A model for aircraft aging. *2002 Proceedings of the American Statistical Association*, Alexandria, VA: American Statistical Association.
51. MacLean, L., Zhao, Y., & Ziemba, W.T. (2002). Wealth goals investing. *Applications of Stochastic Programming*, Wallace and W.T. Ziemba, eds, MPS-SIAM Series in Optimization. p.509 - 521.
52. MacLean, L., & Foster, M. (2001). Empirical Bayes estimation of securities price distributions. *2001 Proceedings of the American Statistical Association*, Alexandria, VA: American Statistical Association.
53. MacLean, L. & Richman, A. (2001). Resource absorption in health maintenance systems. *Health Care Management Science*, vol. 4, no.4, pp. 337-347.

54. MacLean, L., Richman, A., & Larsson, S. (2000). Aircraft maintenance: An efficiency analysis. *Proceedings of Atlantic Schools of Business Conference*, St. Johns, Nfld.
55. MacLean, L.C., & Ziemba, W.T. (2000). Efficiency concepts in capital accumulation models. *Philosophical Transactions of the Royal Society A*, vol. 357, p. 2029-2037.
56. MacLean, L.C., & Richman, A. (1999). Cost versus reliability in aircraft maintenance. *Proceedings of the Sciences and Engineering Section*, American Statistical Association Joint Meetings, Baltimore.
57. MacLean, L.C., & Ziemba, W.T. (1999). Growth versus security in dynamic investment analysis. *Annals of Operations Research*. vol. 85, pp.193-225.
58. MacLean, L.C., & Richman, A. (1998). The efficiency of aircraft maintenance programs. *Handbook of Airline Finance*. New York: McGraw-Hill, p. 585-592.
59. MacLean, L.C., & Weldon, K.L. (1996). Estimation of multivariate random effects without replication. *Communications in Statistics*, vol. 25, no. 7, pp. 1447-1469.
60. MacLean, L.C., Ziemba, W.T., & Blazenko, G. (1992). Growth versus security in dynamic investment analysis. *Management Science*, vol. 38, no. 11.
61. MacLean, L.C., & Ziemba, W.T. (1991). Growth-security profiles in capital accumulation under uncertainty. *Annals of Operations Research* vol. 81.
62. MacLean, L.C., & Richman, A. (1990). Service profile variations. *Proceedings of the American Statistical Association*.
63. MacLean, L.C., & Ziemba, W.T. (1989). Balancing growth and security. *Computing and Computers for Control Systems*, P. Borne, et al., ed. Basel, Switzerland: J.C. Baltzer, AG Scientific Publishing Co., pp. 417-419.
64. MacLean, L. , & Richman, A.(1989). Physician practice style variations. *Socio-Economic Planning Sciences*, vol. 23, no. 6, 361-371.
- 65. MacLean, L.C., & Weldon, K.L. (1988). Bayes estimation of factor scores. *Proceedings of the American Statistical Association*.
66. MacLean, L., Richman, A., & Garner, B. (1987). Adaptive decisions in the use of hospital beds. *Health Services Research* vol. 21, no.6.
67. Sutherland, W.R.S., & MacLean, L.C. (1987). Sensitivity analysis of optimal growth plans. *Journal of Economics*, vol. 21, no. 6, pp.741-755.

68. MacLean, L.C., & Ziemba, W.T. (1986). Growth versus security in a risky investment model. in *Stochastic Programming*, (ed. F. Archetti, G. DiPillo, and M. Lucertini), *Lecture Notes in Control and Information Sciences*, 76, New York: Springer-Verlag, pp. 78-88.
69. MacLean, L.C., & Ziemba, W.T. (1985). Expected values versus probability of ruin strategies. in *Stochastic Optimization*, ed. V. Arkin, A. Shirayev, and R. Wets, *Lecture Notes in Control and Information Sciences*, 81, New York: Springer-Verlag, pp. 448-457.
70. MacLean, L.C., & Sutherland, W.R.S. (1985). A nonlinear planning model with borrowing. *Utilitas Mathematica*, vol. 28, pp.19-29.
71. MacKay, R.C., Storey, R.G., & MacLean, L.C. (1985). Job design for staff nurses: Different jobs for different nurses. *Nursing Management*, pp. 76-80.
72. Coffey, W.J., MacLean, L.C., & Goodchild, M. (1982). Randomness and order in the topology of settlement systems. *Journal of Economic Geography*, vol. 58, pp. 20-29.
73. MacLean, L.C., Field, C.A., & Sutherland, W.R.S. (1981). Optimal growth and uncertainty: The borrowing models. *Journal of Economic Theory*, vol. 24, no. 2, pp.168-187.
74. MacLean, L.C. (1980). Lagrange multipliers for chance constrained programs. *Methods of Operations Research*, 41.
75. Brown, M.G., & MacLean, L.C. (1980). Computerized ECG Interpretation: Technological Change for the Masses. In *Optimization of computer – ECG Processing*, ed. H. Wolf and P. MacFarlane, Amsterdam: North Holland.
76. MacLean, L.C., & Weldon, K.L. (1977). Self sufficiency in a regional hospital system. *Health Services Research*, Fall, pp. 511-522.
77. Gordon, P.O., Weldon, K.L., & MacLean, L.C. (1975) Trends in the frequency of selected surgical procedures. *N.S. Medical bulletin*, vol. 54, pp. 191-195.
78. MacLean, L.C., Weldon, K.L. , & Gordon, P.C. (1974). Trends in hospital beds in Nova Scotia: Current supply and future needs. *N.S. Medical Bulletin*, 53, pp. 3-12.
79. Gordon, P.C., Weldon, K.L., & MacLean, L.C. (1974). Trends in hospital utilization in Nova Scotia. *N.S. Medical Bulletin*, 53.
80. Foster, M.E., & MacLean, L. C. (1985) *An Evaluation of the Strait of Canso Subsidiary Agreement*. Report to Department of Regional Industrial Expansion.

81. MacLean, L.C. (1984). *The Health Service System in Nova Scotia: A Physician Perspective*, Report to Nova Scotia Medical Society for the Federal Task Force on Resource Association.
82. Storey, R.G., MacLean, L.C., et al. (1981). *Turnover of Staff Nurses in Nova Scotia: Causes and Remedies*, Queens Printer, Nova Scotia, 201 pp.
83. MacLean, L.C., & Duffy, J.F. (1981, March). *An Experiment in Coeducational Venturing*, a report to the Girls in Scouting task group.
84. MacLean, L.C., & Weldon, K.L. (1978, July). *Household Distribution in the Rural Areas of the Atlantic Provinces*, Government Studies Program, Dalhousie University. (Technical report to the Department of Communications, Government of Canada).
85. Weldon, K.L., & MacLean, L.C. (1977, July). *Atlantic Region Demographic Study*, Government Studies Program, Dalhousie University. (Technical report to the Department of communications, Government of Canada).
86. MacLean, L.C., & Pereira, L. (1974). *A Compendium of Health Indices*, Department of Preventive Medicine, Dalhousie University. (This 18 volume series contains profiles of the counties of Nova Scotia).

Conference Presentations (in abstract)

I have made over 80 presentations at national and international seminars, workshops and conferences. Presentations since 2000:

1. “Operational Performance Measures for National Air Traffic Control Systems.” Air Transport Research Society World Congress, Bordeaux, France, July, 2014.
2. “Optimal Growth with Convex Loss Penalties” Stochastic Programming XIII, Bergamo, Italy, July, 2013
3. “Capital Growth with Shortfall Penalties” Workshop on Stochastic Optimization, Bonn, Germany, May, 2013.
4. “How Local Markets Respond to Global Risk Factors Differently in Various Market regimes.” Midwest Finance Association Conference, New Orleans, La, February, 2012.

5. “How does the *Fortune’s Formula*- Kelly capital growth model perform”. European Financial Management Association Conference, Braga, Portugal, June, 2011.
6. “Optimal Capital Growth with Convex Loss Penalties”. International Federation of Operations Research Societies Conference, Melbourne, Australia, July 2011.
7. “A Portfolio Optimization Model with Regime-Switching Risk Factors” INFORMS Conference, Charlotte, NC, November, 2011.
8. “Aggregate Risk Measures and Risk Aversion” Society for Risk Analysis, Salt Lake City, Dec, 2010.
9. “Optimal Diversification of Currency Portfolios with Markov Regime Switching” SPXII, Halifax, Aug., 2010.
10. “A Market Neutral Strategy for Exchange Traded Funds” MAF’10 Ravello, Italy, April 2010.
11. “Regime Dependent Capital Growth with Security Using Convex Penalties” INFORMS, San Diego, Oct. 2009.
12. “Risk Assessment for Multiple Hazards with Sensitivity to the Concentration of Severity” SS XXIII Conference, Huntsville, Alabama, Aug. 2009.
13. “Regime Dependent Capital Growth with Security Using Convex Penalties” CORS Toronto, June, 2009.
14. “Currency Regimes and Weak Interest Rate Parity” INFINITI Conference, Dublin, July, 2009.
15. “An Aggregate Risk Index for Systems Failures” SS XXII Conference, Vancouver, Aug., 2008.
16. “Risk Indicators in Financial markets”, MAF’08, Venice, March 26-28, 2008.
17. “The Control of Investment Risk” SPXI Conference, Vienna, August 27 – 31, 2007.
18. “Statistical Methods for Poisson Distributors”, Systems Safety XXI Conference, Baltimore, August 15, 2007.
19. “Weak Interest Rate Parity and Currency Portfolio Diversification” EURO 2007, Prague, July, 2007

20. “The Kelly Criterion”, Keynote address (with W. Ziemba) at EURO 2006, Reykjavik, Iceland, July, 2006.
21. “Risk Control in a Speculative Financial Market”, presented at EURO 2006, Reykjavik, Iceland, July, 2006.
22. “Weak Interest Rate Parity and Currency Portfolio Diversification”, presented at the China International Finance Conference 2006, Xi’an, China, July, 2006.
23. “Speculative Bubbles: Asset Prices with Yield Dependent Market Corrections”, presented at the International Conference in Financial Engineering, Gainesville, Florida, March, 2006.
24. “Pricing Models with State Dependent Shocks”, presented at International Federation of Operations Research Societies Conference, Hawaii, August, 2005.
25. “Systems Reliability and Maintenance”, presented at the 23rd International Systems Safety Conference, San Diego, August, 2005.
26. “Capital Growth: Theory and Practice”, presented at Canadian Operations Research Society Conference, June, 2005.
27. “Market Bubbles and Dynamic Control Strategies”, presented at *X Stochastic Programming Conference*, Tucson, Arizona, October, 2004.
28. “Modeling Market Returns with a Speculative Bubble”, presented at the *Joint Statistical Meetings*, Toronto, Canada, August, 2004.
29. “Risk Indexing with Commercial Aircraft”, presented at 22nd *International Systems Safety Conference*, Providence, NH, August, 2004.
30. “Risk Control in a Speculative Financial Market”, presented at *Bachelier Finance Society Third World Congress*, Chicago, July, 2004.
31. “Market Bubbles and Dynamic Control Strategies”, presented at *APMOD2004*, Brunel University, London, UK, June, 2004.
32. “Risk Control of Dynamic Investment Models,” presented at *INFORMS*, Atlanta, October, 2003.
33. “Epidemiological Approach to Aviation Safety,” presented at the 21st *International Systems Safety Society Conference*, Ottawa, August, 2003.
34. “Empirical Bayes Estimation with Portfolio Models,” presented at the *Statistical Society of Canada Annual Conference*, Halifax, June, 2003.

35. "Alternative Approaches to Investment Risk," presented at the *International Conference on Modeling, Optimization and Risk Management in Finance*, University of Florida, March, 2003.
36. "Time to Wealth Goals in Capital Accumulation," presented at the *Bachelier Finance Society World Congress*, Crete, June, 2002.
37. "Wealth Goals Investing," presented at *APMOD 2002*, Varena, Italy, June, 2002.
38. "Aging Aircraft: Evidence from Unscheduled Landings," presented at the *American Statistical Association JSM*, New York, August, 2002.
39. "Capital Growth with Security," presented at the *IX Stochastic Programming Conference*, Berlin, August, 2001.
40. "Empirical Bayes Estimation of Asset Price Distributions," presented at the *American Statistical Association JSM*, Atlanta, August, 2001.
41. "System Degeneration and Repair: Modeling Health Status," presented at the
42. *Health Services Research Conference*, Los Angeles, July, 2001.
43. "Aircraft Maintenance: An Efficiency Analysis," presented at the *Atlantic Schools of Business Conference*, St. Johns, October, 2000.
44. "Growth Versus Security in Capital Accumulation," presented at the *Workshop on Risk*, Carnegie Mellon University, Pittsburg, July 2000.
45. "Capital Growth with Security," presented at *APMOD 2000*, Brunel University, London, April, 2000.

- **Research Grants**

- I have held external funding for my research program during my career at Dalhousie (1972 – present). My grants have been to support travel, and expenses such as computing, printing and telephone.

Type of Grant	Funding Agency	Amount	Term
Research Grant	Lamb Trust	\$70,000	2006-2014
Discovery Grant	NSERC	\$55,000	2005-2010
Individual Operating Grant	NSERC	\$50,000	2000-2005
Research Grant	School of Business	\$3,500	2000
Individual Operating Grant	NSERC	\$40,000	1996 – 2000
Individual Operating Grant	NSERC	\$18,000	1989 – 1992
Individual Operating Grant	NSERC	\$15,000	1986 - 1989
Individual Operating Grant	NSERC	\$12,000	1983 – 1986
Travel Grant	NSERC	\$720	1983
Research Grant	RDF	\$1,100	1981
Individual Operating Grant	NSERC	\$10,000	1980 – 1983
Individual Operating Grant	NSERC	\$7,500	1977 - 1980
Research Grant	Nova Scotia Council of Health	\$3,300	1975
Research Grant	Dennis Medical Fund	\$1,200	1974
Research Fellowship	National Health and Welfare	\$28,800	1972 - 1975

- **Administration and Service**

- **Committees**

- I have served on many university committees and administrative units. In the most recent year (2003) I serve on the following:

University Senate

Senate Committee on Academic Administration Faculty of

Graduate Studies: RDF Committee

Faculty of Graduate Studies: International Development Studies Unit Review Committee

Faculty of Medicine: CH&E Promotion and Tenure Committee Faculty of Management: SBA Research Committee.

Faculty of Management: MBA Curriculum Committee.

Associations

I am a member of the following associations: American Statistical Association (ASA) Stochastic Optimization Network (SONET) EURO Working Group on Financial Modeling. INFORMS

Editing & Reviewing

Editor, *Quantitative Finance Letters*

- Reviewer for the following journals:
Operations Research Spectrum

SIAM journal on Applied Mathematics Annals

of Operations Research Applied Mathematical

Finance Banking and Finance

Canadian Journal of Administrative Sciences Computational

Optimization and Applications Health Services Research

International Journal of Operations Management Journal of

Economic Theory

Management Science Quantitative

Finance

Socio-Economic Planning Sciences

Edward (Ed) John McHugh
68 Granville Road
Bedford, Nova Scotia, Canada
B4A 3V6
Home Telephone: (902) 835-8610
Cell: (902) 478-8456
Office: (902) 491-4651
E-mail: Ed.McHugh@nsc.ca or ed.mchugh@ns.sympatico.ca
Website: www.edmchugh.ca

EMPLOYMENT HISTORY

NOVA SCOTIA COMMUNITY COLLEGE

Faculty Member, School of Business 2008 - present

Teach a variety of business courses

Chair, NSCC curriculum development committee (Marketing)

Campus Chair, United Way campaign

Ongoing involvement in a variety of activities (case competitions, student and campus events)

Mentor, new faculty

Academic Chair, School of Business

1998 - 2008

Managed one of the largest departments at NSCC

Handled various additional responsibilities

Initiated several partnerships with external organizations

Chair, NSCC Metro United Way Campaign

Campus Co-chair, "Reach Out To NS" Campaign

Committee Chair, numerous committees

Facilitated a marketing plan for NSCC Customized Division

SAINT MARY'S (1996), DALHOUSIE (1998), MOUNT ST. VINCENT (1998) and DALHOUSIE (Agricultural College) (2014) UNIVERSITIES

Part-Time Faculty/ Peer Reviewer 1996-present

Teach a variety of undergraduate and graduate business courses within both degree and diploma programs at all three universities – classroom and by distance

Evaluations at all institutions are very strong (top 2-5% when tracked)

Regularly interviewed by the media as an expert on business topics

Created courses for Saint Mary's MBA program, SMU @ WTCC Executive Professional Development program & Mount St. Vincent University

Developed teaching support materials for Marketing texts - McGraw-Hill, Nelson & Pearson Publishers

Peer reviewed several texts for a variety of publishers

Supervisor, Student Major Research Project, EMBA, Saint Mary's

THE DAILY NEWS / BEDFORD MAGAZINE / CHRONICLE HERALD

1994 – 2013

Writer / Columnist

Columnist, Buzz from the Burbs, The Chronicle Herald Community News (HRM North) 2007 – 2013

Columnist The Daily News ("The Bedford Beat") 1994-98

Writer, Bedford Magazine 1995-97

McHUGH CONSULTING

1997 - present

Marketing Consultant

Worked on individual projects with clients as well as presented day-long seminars on Branding and Marketing (most recent Credit Union Atlantic)

ITI - INFORMATION TECHNOLOGY INSTITUTE 1997 - 98
Halifax, Nova Scotia
National Director, Marketing
Handled all aspects of marketing Canada's largest national private sector postsecondary IT education organization (only Atlantic Canadian company listed in PROFIT magazine's top 100 fastest growing companies, 1998).

CONTINENTAL COMMUNICATIONS (SHANDWICK INTERNATIONAL) 1994-96
Vice-President & General Manager
Had complete responsibility for the regional operation of an international marketing communications consulting company.

THE MARITIME LIFE ASSURANCE COMPANY 1988 to 1994
National Manager, Corporate and Public Affairs
Established new department and created and implemented the initial strategies and goals for it.
National Manager, Group Marketing
Led all aspects of marketing for the Group Insurance division of a major national financial institution.

CORPORATE COMMUNICATIONS LIMITED (now Colour) 1984 - 1988
Account Supervisor
Advised numerous clients in developing and implementing marketing strategies, goals and tactics.

UNIVERSITY OF WESTERN ONTARIO 1983 - 1984
Ivey School of Business
President, MBA Students Association
Led MBA Students Association during the academic year while attending school full time

ST. FRANCIS XAVIER UNIVERSITY 1979 - 1982
Admissions Associate
Developed and implemented a marketing and recruiting program to attract prospective students to the university that exceeded provincial enrolment numbers.

EDUCATION

NOVA SCOTIA COMMUNITY COLLEGE 2012
Halifax, NS
Community College Education Development Program Diploma

Ivey School of Business, THE UNIVERSITY OF WESTERN ONTARIO 1984
London, Ontario
Master of Business Administration Concentration: Marketing/Management

ST. FRANCIS XAVIER UNIVERSITY 1979
Antigonish, Nova Scotia
Bachelor of Arts Major: Political Science

ST. MICHAEL'S HIGH SCHOOL 1975
Grand Falls, Newfoundland
First Class Honours

TRAINING

Numerous courses: Marketing, Sales, Management, Change Management, Strategic Planning, Human Resources, Project Management, Quality Methods, Event Planning, Customer Service, Servant Leadership, Service Learning

SELECTED ACHIEVEMENTS

Inductee, St FX University Hall of Honour for lifetime of societal contributions
Distinguished Alumnus, St FX University (Halifax Chapter)
MBA Professor of the Year, 2012, Saint Mary's University (nominated seven times)
Sport Nova Scotia Chair's Award, 2015, Lifetime Achievement Award for contributions to amateur sport
Selected Participant (several times), National Inspiring Teachers Panel, Nelson Publishing
Selected Participant, national "Always Innovating" teaching panel, Pearson Publishing
Inaugural recipient, Teaching Excellence Award (Commerce), Saint Mary's University
Commerce Professor of the Year (part time), Saint Mary's University
Listed in Maclean's Guide to Universities as one of five 'Popular Professors' at Saint Mary's (7/7 issues)
Qualified for Dalhousie University Management Teaching Excellence Award, 2013
Selected by individual students for significant contribution to their success - Dalhousie University
Ran for HRM City Council (44% of the vote) by-election (2006)
Chairperson's Award for significant volunteer contributions, Special Olympics Nova Scotia
Selected NS participant, Governor General's Canadian Leadership Conference
Honourary Chair, 2004 Canadian University men's national basketball championships
Inaugural lifetime membership, Halifax Minor Basketball Association, 2010
Nominee, Excellence in Leadership Award, NSCC
Baldwin Award, long term significant contributions to basketball in NS, Basketball Nova Scotia
Inaugural Recipient, NS Basketball Officials, life time award for development of minor basketball
Coach, provincial and city championship basketball teams
13th man, Halifax Rainmen regular season game (only 13th man to score in a game!(□)
Valedictorian – Ivey MBA class of '84; St. FX U class of '79; St. Michael's High School class of '75
President—University of Western Ontario MBA Students Association, President—St FX Junior & Senior
Classes, President - St. Michael's High School Council
Volunteer of the Year, Basketball Nova Scotia (twice)
25 Year Service Award, NS Basketball Officials
Lifetime Representative, MBA Class of '84, University of Western Ontario
Canadian Colleges Advancement Association Achievement Award
Student of the Year—St. Francis Xavier University, St. Michael's High School
Dean's List, various scholarships and educational awards
Golden X—four years outstanding university contributions, St. Francis Xavier University
Literary X—four years of outstanding university media contributions, St. Francis Xavier University
Lifetime President, Class of '79, St. Francis Xavier University

Numerous public speaking, sports and appreciation awards

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

National/International
National Board Member, Governor General's Canadian Leadership Conference (GGCLC)
Chair, Nova Scotia, 2011 Canadian-Caribbean Emerging Leaders Conference
Chair, Nova Scotia GGCLC (2000, 2004 & 2008)
Chairs Committee, Special Olympics Canada
Chair, 2012 Tour Chairs Leadership Training Session (Halifax, March, 2012)
Former member, Organizing Committee for New Brunswick GGCLC (1995)
Past President and Board Chair, St. Francis Xavier University Alumni Association
Past Board Member (Executive & Nomination Committees), St FX Board of Governors (twice)
Marketing Director/Organizing Committees, numerous national basketball tournaments
Marketing Consultant, St. Francis Xavier Development Campaigns
Homecoming Organizer, University of Western Ontario, St FX University
Judge - IABC Communication Competitions, CCAA marketing awards, university business case competitions
MC - numerous national, regional and local events
Level One Basketball Coach, NCCP
Former member, Royal Bank Community Funding Selection Committee
Former member, Organizing Committee, Canadian Chamber of Commerce Meeting
Former Provincial Representative, Basketball Canada
Former member. Marketing Committee, Softworld International

Former Provincial Representative, Canadian Association of Basketball Officials

Regional/Provincial

Immediate Past Chair, Board of Directors, Special Olympics NS
Chair (and MC), Summer/Winter Provincial Games, Special Olympics NS
Chair, Community Justice Society Board of Directors
Board member, Northwood Foundation
Former board member (Chair, Investment and Development Committees), Alzheimer Society Nova Scotia (ASNS)
Former Chair, Annual major fundraisers (Memory Walk), ASNS
Student Mentor, Mount Saint Vincent University Public Relations Program
Former Supervisor, NS Basketball Officials
Active Level 2 Official, Basketball
Former Chapter President, UWO Alumni, (NS Chapter)
Former President, St FX Alumni Chapter (Halifax)
Former Member, Organizing Committee, Atlantic Coast Games
Former President, Basketball Nova Scotia (seven years)

Local

Board of Governors, Northwood Foundation
Chair, Capital Campaign, Northwood Bedford West long term care facility
NSCC Campaign Chair, United Way campaign
Former Board Member, Empathy Factory
Judge, Awesome Halifax Competition
Executive member/ consultant, numerous political parties / campaigns (all three levels)
Former board member, Bedford Community Council Association
Former President, Halifax Minor Basketball
Volunteer, Junior Achievement - Economics of Staying in School Program
Organizing committee / MC, annual Newfoundland fund raising society (Vera Perlin Society of NL)
Coach, minor basketball and baseball
Member, 100 Men Who Give A Damn
Chair, provincial basketball championships
Member, Bedford Knights of Columbus Council (plus organized Special Olympics basketball tournament)
Former Vice-Chair, Parish Council
Choir member / Lector, numerous church parishes
Former Executive Member, Bedford Minor Basketball
Founder & former General Manager, CPA High School Division 2 Girls basketball team
Former Marketing Committee (Chair, PR Committee), Halifax Chamber of Commerce
Former executive member, Bedford Days committee
Former President, Homeowners Association
Former President, Glen Moir Elementary PTA; former Vice President, Basinview Drive Community School PTA; former member, fund raising committee, CPA band parents
Former leader, Boy Scouts Canada

CAROLAN McLARNEY

Faculty of Management DALHOUSIE UNIVERSITY
Halifax, NS B3H 3J5
Tel: (902)494-2025
Email: mclarney@dal.ca

Education

• Doctor of Philosophy
(Policy) York University,
Schulich School of Business, North York, Ontario, CANADA.
Major: Strategic Management and International Business
Dissertation Topic: Strategic Planning and Environmental Turbulence Graduation Date:
June 1997

Masters of Business Administration University of
Windsor
Faculty of Business Administration, Windsor, Ontario, CANADA. Major:
International Business
Thesis Topic: International Marketing Strategies
Graduation Date: June 1988

Bachelor of Commerce (Economics) University of
Windsor
Faculty of Business Administration, Windsor, Ontario, CANADA. Double
Major: Business Administration and Economics
Graduation Date: June 1987

Diploma in Radiological Technology
Fanshawe College, London, Ontario, CANADA. Graduation Date:
September 1982.

Research and Teaching Experience

July 2007– **Professor**
• Present Dalhousie University: International & Strategic
Management

July 2002– **Associate Professor**
• June 2007 Dalhousie University: International & Strategic
Management

July 2001– **Director, Centre for International Business Studies**

July 2004 **Associate Professor**
 • Dalhousie University

July 1999– **Assistant Professor**
 • June 2002 Dalhousie University: International & Strategic
 Management

March 1999 **Course Developer & Instructor**
 • State Farm Executive Program

Aug 1996– **Assistant Professor**
 • June 1999 Illinois State University: International &
 Strategic Management

Jan 1994– **Course Co-Ordinator**
 • 1996 York University: Strategic Management
 (Undergraduate Level)

June 1993 **Senior Tutor**
 • 1995 York University: East/West Enterprise
 Exchange

1992 to 1994 **Research Assistant** to Dr. Philip Phan
 • Policy Department
 Faculty of Administrative Studies, York University

1987 to 1988 **Graduate Assistant** to Dr. BJ Punnett
 • Department of Policy & Strategy
 Faculty of Business Administration, University of Windsor

• Grant History

DATES	AGENCY	AMOUNT
2013	Rowe School of Business	\$5,000
2005	Centre for International Business Studies	\$ 5,000
2004	Centre for International Business Studies	\$ 1,000
2003	Centre for International Business Studies	\$12,500
2001	Centre for International Business Studies	\$ 2,500
2000	Centre for International Business Studies	\$ 2,500
2000	School of Business Administration Dalhousie University	\$ 3,500
1999	School of Business Administration Dalhousie University	\$ 2,464
1999	Centre for International Business Studies	\$ 2,500
1998	Illinois State University	\$ 6,500
1998	Institute for Entrepreneurial Studies	\$ 2,200
1997	Illinois State University	\$ 6,500
1997	Mitsubishi Motor Manufacturing Company	\$25,000
1996-94	Social Science & Humanities Research Council	\$28,000
1994-92	Schulich School of Business York University	\$24,000

• Honours

• 2014 Second Year MBA Professor of the Year,
School of Business Administration, Dalhousie University

2013 Researcher of the Year, Rowe School of Business
Dalhousie University

2010 Faculty of Management, Teaching Excellence Award
Dalhousie University

2010 Commerce Professor of the Year,
School of Business Administration, Dalhousie University

- 2008 Faculty of Management, Teaching Excellence Award
Dalhousie University
- 2008 Teaching Excellence Award, Faculty of Management,
Dalhousie Student Union, Dalhousie University
- 2008 Second Year MBA Professor of the Year,
School of Business Administration, Dalhousie University
- 2008 Commerce Professor of the Year,
School of Business Administration, Dalhousie University
- 2005 Faculty of Management Teaching Excellence Award,
Dalhousie University
- 2003 A. Gordon Archibald Award for Teaching Excellence,
Dalhousie University
- 2003 MacLean's Ranking: Hot Professor for Dalhousie University 2002
MacLean's Ranking: Hot Professor for Dalhousie University 2001
MacLean's Ranking: Hot Professor for Dalhousie University
- 2001 Commerce Professor of the Year,
School of Business Administration, Dalhousie University
- 1999 ANBAR Citation of Excellence for "Post Materialism's 'Silent
Revolution' in Consumer Research," *Marketing Intelligence and Planning*
 - 1999 Best Paper for the Marketing Division. "Post Materialism's 'Silent
Revolution' in Consumer Research: Still Silent After All These Years,"
Atlantic Schools of Business Conference.
 - 1999 Outstanding Paper of the Year for *Management Decision* and ANBAR
Citation of Excellence for "When Giants Collide: Strategic Analysis and
Application,"
- 1994-96 S.S.H.R.C. Doctoral Fellowship

Editor-in-Chief International Journal of Advances in Management Science ('12-'15)

- **Vice Chair (Academic Programs) Dalhousie University Senate** ('09-'13)

Faculty Advisor International Business Major (B.Comm)

- Concentration in International Business (MBA)

Committee Member Senate, Dalhousie University ('06-'15)

- Senate Honorary Degrees Committee ('09-'17)

Senate Nominating Committee ('14-'17)

Senate Academic Priorities and Budget Committee ('06-'13) Senate Library Committee ('07-'12)

Senate Disciplinary Committee ('06-'07)

MBA (Financial Services) Curriculum Committee ('03-on going) MBA Curriculum Committee ('99-'00)

B.Comm Curriculum Committee ('00-'03) Library Liaison ('99-'02)

Research Mentoring Committee ('02-'03)

Research and Visiting Speakers Committee ('99-05, '14-'17) Academic Appeals Committee ('14-'16)

Academic Reviewer Strategy Division, ASAC 2001

Program Chair Strategy Division, ASAC 2002 **Division**

Chair Strategy Division, ASAC 2003

- **Reviewer** Management Education Division, Academy of Management

- Administrative Quarterly Captus Press

Strategy Division, ASAC

International Business Division, ASAC

Social Sciences and Humanities Research Council

Board Member Workplace Review, Editorial Board

Summary of Scholarly Activity

Refereed Journal Articles	33
Edited Book Chapters and Academic Contributions	3

Refereed Conference Proceedings	27
Refereed Conference Presentations	28
Manuscripts Under Review	3
Manuscripts Ready for Review	5

	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
Journal Articles	2	3			3	1	2	5		1	1		2	1	3	4	4
Proceedings	2	1	1		1						1	3			2	1	2
Chapters										1		1					

• Research & Publications

Research Monographs/Working Papers

Hansen, J. & McLarney, C. (2015) “Influences on Employee Reward Strategies in International Organizations”.

Kissoon, R. & McLarney, C. (2015) “Progress in Securing Openness of Cross-Border Trade in Services”

McLarney, C. (2015) “Atlantic Canada And The 50 States: A Development Comparison”. McLarney, C.

(2015) “Comparative Perspectives on Regional Development”.

Simpson, S.J. & McLarney C. (2015) “Increasing the Effectiveness of Multilateral Environmental Agreements”.

Under Review

McLarney, C. (2015) “Conception to Harmonization: Barriers in International Competitiveness Research.” at the *Journal of Commerce and Management Thought*.

Murphy, J. & McLarney, C. (2015) “Regionalism and the Multilateral Trading System: The Role of Regional Trade Agreements” at the *International Journal of Global Business and Competitiveness*.

Proctor, K & McLarney, C. (2015) “US- EU Food and Agriculture Comparisons“ at the *International Journal of Advanced Research in Management and Social Science*.

Published

Chung, E., McLarney, C. & Ciocirlan, C. (2015) "A Loonie Too Much: How Target Failed To Bring Home The Canadian Bacon" forthcoming *Journal Of The International Academy For Case Studies*.

Artuso, M. & McLarney, C. (2015) "A Race to the Top: Should Labour Standards Be Included in Trade Agreements" *Vikalpa Journal*. Vol. 40, No. 1, pp1-14.

Chung, E., McLarney, C. & Ciocirlan, C. (2015) "Missing the Target: Diagnosing Target's Failed Launch in Canada" at the *2015 NEDSI Conference*.

McLarney, C., Zhang, X. & Chung E. (2015) "Untangling The Evidence About The Relationship Between Foreign Investment And The Environment" at the *2015 NEDSI Conference*.

Giraudou, A. & McLarney, C. (2014) "Benefits And Challenges To Strategic Planning In Public Institutions, *SDM IMD Journal of Management*. Vol. 5, Issue 1. pp. 3-13.

Macklin, C. & McLarney, C. (2014) "Too Public not to be Private: Investigating Water Ownership as a Strategy in a World of Economic Goods under International Trade and Investment Laws." *The IUP Journal of Business Strategy*. Vol. 11, No. 1. pp. 7-22.

Shakespeare, A. & McLarney, C. (2014) "Atlantica: Commercial Trend or Sustainable Initiative?" *GITAM Review of International Business*. Vol. 5, No. 2. pp. 1-26.

Giroux, T. & McLarney, C. (2014) "Exploring the Leadership Continuum: The Relevance of Transformational Leadership on Organizational Performance" *Proceedings Northeast Decision Science Institute Conference*. pp. 138-147.

McLarney, C. & Chung, E. (2013) "Conception to Harmonization: Barriers in International Competitiveness Research" *Proceedings Northeast Decision Science Institute Conference*, pp. 220-239.

Moros, O. & McLarney, C. (2011) "Knowledge Management: Application of Tacit Knowledge in Business Organizations". *RVIM Journal of Management Research*, Vol. 3, No. 1, pp 32-39.

Moros, O. & McLarney, C. (2011) "The Use of Tacit Knowledge to Create Organizational Value". *SDM IMD Journal of Management*, Vol. 2, No1, pp. 42-52.

Ciocirlan, C., Chung, E. & McLarney, C. (2011) "Against All Odds: A Strategic Analysis of the Fall of Hong Kong, 1941", *Management Decision*, Vol. 49, Issue 6, pp. 984-1000.

Chung, E., Ciocirlan, C. & McLarney, C. (2011) "Social Media's Impact on the Digital Divide and Suggestions for Change", *Proceedings Eastern Sociological Society Conference*.

McLarney, C., Chung, E. & McNiven, J. (2010) "Corporate Strategy Operating within NAFTA". *GITAM Review of International Business*, Vol. 3, Issue 1, 79-93.

McLarney, C. & Chung, E. (2009) "The UK Beverage Industry: Changing Nuances of Effective Strategic Planning Processes," *Metamorphosis – A Journal of Management Research*, Vol. 8, No. 1, pp25-42.

McLarney C. (2009) "Mary Parker Follett on Leadership," *GITAM Journal of Management.*, Vol.7, No. 1, pp12-23.

Frade, L & McLarney, C. (2008) "Game Theory Applied to the Insurance Industry: Observations of the Prisoner", *Academy of Taiwan Business Management Review*, Vol. 4, No. 3.

McLarney, C. & Chung, E. (2008) "The 7 UP's: Transforming Planning Processes in the British Beverage Industry," *GITAM Journal of Management Research* Vol. 7, No 2.

Chung, E, McLarney, C & Gillen, M. (2008) "'And it's gonna take some time this time': Social Policy Recommendations to Alleviate Stress Among Informal Providers of Elder Care". *International Journal of Sociology and Social Policy*, Vol. 28, pp. 340-350.

McLarney, C., Chung, E. & Randolph, S. (2008) "An Investigation of The Kaisha: A (Strategic) Study in Partner Management," *The Icfai University Journal of Business Strategy*, Vol. 5, No. 2, pp. 7-23.

McLarney, C., Chung, E. Wicks, D (2008) "On-Line Surveys May Be Hazardous to Your Corporate Health," *Metamorphosis - Journal of Management Research*. Vol. 7, No. 1, pp. 59-73.

Howse, J & McLarney, C. (2006) "The Big Pictures: Sources of National Competitiveness in the Global Movie Industry" *Vikalpa*, Vol. 31, no. 3, pp. 19-44.

Rosson, P. & McLarney, C. (2006) "Industry Clusters in Peripheral Regions: A Biotechnology Case Study" in R. Macgregor & A. Hodgkison (Eds.), *Small Business Clustering Technologies: Applications in Marketing, Management, Economics, Finance and IT*, Ideas Publishing, pp. 99-126.

Rosson, P. & McLarney, C. (2005) "Developing Clusters in Peripheral Regions: Biotechnology in Halifax, Nova Scotia, Canada" *Proceedings*, Joint 8th Uddevalla Symposium and McGill International Entrepreneurship Conference.

Shaikh, S. & McLarney, C. (2005) "Where does all the money go? An Investigation of Donation Filtration" *International Journal of Sociology and Social Policy*, Vol. 25, No. 6.

Howse, J & McLarney, C. (2004) "The Big Pictures: Sources of National Competitiveness in the Global Movie Industry" *Proceedings*, Atlantic Schools of Business Conference.

Shaikh, S. & McLarney, C. (2004) "Where does all the money go? An Investigation of Donation Filtration" *Proceedings*, Atlantic Schools of Business Conference.

McLarney, C. (2004) "Grape 'N Hops: Transforming Planning Processes in the Beverage Industry," *Proceedings*, Mid West Academy of International Business Conference.

Rosson, P. & McLarney, C. (2004) "Biotechnology Companies and Clustering in Nova Scotia," in D. Wolfe & M. Lucas (Eds.), *Clusters in a Cold Climate: Innovation Dynamics in a Diverse Economy*, McGill-Queen's University Press and School for Policy Studies, Queen's University, 73-94.

McLarney, C. (2003) "To Calm a Turbulent Sea: An Assessment Of Effective Strategic Planning Processes In Chaotic Environments," *Vikalpa*.

McLarney C. (2003) "A Driving Force: An Analysis of Strategic Planning in the Automotive Industry," *Business Process Management Journal*.

McLarney, C. (2002) "Stepping into the Light: Impact of Stakeholders on Competition," *Journal of Organizational Change Management*, Vol. 15, Issue 3, 255-273.

Chung, E., Jenkel, I & McLarney, C. (2001) "Deconstructing Paradise: Beneath the Hegemonic Illusions of Harmony," *International Journal of Sociology and Social Policy*, Vol. 21, No. 7, 9-25.

McLarney, C. (2001) "Strategic Planning-Effectiveness-Environment Linkage: An Exploration Using the Case Study Methodology," *Management Decision*, Vol.39, No. 10, 809-817.

Brar, B. & McLarney, C. (2001) "Poised for Success?: An Analysis of the Halifax Biotechnology Cluster" *Proceedings*, Atlantic Schools of Business Conference, 190-191.

Gollogly, K. & McLarney, C. (2001) "The Forgotten Partners: Canadian Private Sector Involvement in Latin America" *Proceedings*, Atlantic Schools of Business Conference, 130-144.

McLarney, C. & Ramakrishna, D. (2001) "Socio-Political Structures as Determinants of Global Success: The Case of Enron Corporation," *International Journal of Social Economics*, Vol.28, No. 4, 349-367.

McLarney, C. & Chung, E. (2000) "What Happened is Prologue: Creative Divergence and its Role in the Fabrication of Corporate Culture," *Management Decision*, Vol. 38, No. 6, 410-419.

McLarney, C. & Chung, E. (2000) "The Classroom as a Service Encounter: Suggestions for Value Creation," *Journal of Management Education*, Vol. 24, No. 4, 484-500.

McLarney, C. & Rhyno, S. (2000) "International Joint Venture Negotiations: Using Reciprocating Agency Theory to Examine Behavior and Relationship Outcomes," *Journal of Global Business*, Vol. 11, No. 21, 37-47.

Downes, M., Thomas, A. & McLarney, C. (2000) "Cyclical Effect of Expatriate Satisfaction: The Link to Organizational Performance" *The Learning Organization*, Vol. 7, No.3, 122-134.

McLarney, C., Wicks, D., Rhyno, S. & Chung, E. (2000) "On-Line Surveys May be Hazardous to Your Corporate Health: A Framework for Assessing and Improving Market Research Survey Quality," *Proceedings of the 2000 IBAM Conference*, November 2000.

McLarney (1999) "Playing in the Giant's Field: Resource Leveraging as Competitive Strategies for Global SME's," *New England Journal of Entrepreneurship*. Vol. 2, No. 2, 21-30.

¹McLarney, C. & Chung, E. (1999) "Post Materialism's 'Silent Revolution' in Consumer Research," *Marketing Intelligence and Planning*. Vol. 17, No. 6. 288-297.

McLarney, C. & Randolph, S. (1999) "Supplier-Partnering Management: A Case Study of the Kaisha," *Proceedings*, Atlantic Schools of Business Conference, October 1999.

McLarney C. & Rhyno, S. (1999) "Mary Parker Follett: Visionary Leadership and Strategic Management," *Women in Management*. Vol. 14, No. 7, 292-302.

²Chung, E & McLarney, C. (1999) "Post Materialism's 'Silent Revolution' in Consumer Research: Still Silent After All These Years," *Proceedings*, Atlantic Schools of Business Conference, October 1999.

^{3&4}Chung, E. & McLarney C. (1999) "When Giants Collide: Strategic Analysis and Application," *Management Decision*. Vol. 37, No. 3, 233-247.

McLarney, C. (1998) "Resource Leveraging: Competitive Strategies for SME's in the Global Marketplace," *Proceedings*, Allied Academies International Conference, October 1998, 187-199.

McLarney, C. (1998) "China in the 21st Century: The Daimler Benz Experience," *Proceedings* of the 1998 International Business and Economics Conference, October 1998, 8-20.

McLarney C. (1998) "First Among Equals: Leadership Roles in Group Decision Making-The Follettian Perspective," *Proceedings*, North American Management Society Conference, March 1998, 85-91.

McLarney, C. & Rhyno, S. (1998) "Learning to Play Well with Others: Team Building with MBA Students" *Proceedings*, Illinois State University Teaching Symposium, Fall 1998, 38.

McLarney, C. & Rhyno, S. (1998) "Beyond Agency Theory: The Use of Reciprocating Relationships to Predict International Joint Venture Success," *Research in International Business & International Relations* (JAI Press), Vol. 7., 219-246.

McLarney, C. & Chung, E. (1998) "Maneuvering in the Global Marketplace: Using Less and Getting More," *Proceedings*, Globalization and its (Dis)Contents: Multiple Perspectives Conference, April 1998.

McLarney C. (1997) "The Shadows Step Out: A Stakeholder View of Competitive Structure," *Proceedings*, Institute of Behavioural & Applied Management Conference, October 1997, 162-170.

McLarney C. (1997) "Let the Circle be Unbroken: Wrestling with Competitive Dynamics," *Proceedings*, Global Competitiveness Conference, October 1997, 302-314.

¹ Received ANBAR Citation of Excellence

² Received Best Paper for the Marketing Division.

³ Received ANBAR Citation of Excellence.

⁴ Received Outstanding Paper of the Year for *Management Decision*

McLarney, C. & Clarke, S. (1995) "Shocks to the Competitive System: The Ties That Bind," *Proceedings*, Administrative Science Association of Canada Conference, Summer 1995, 57-66.

McLarney, C. (1994) "Visionary Leadership: A Follettian Perspective," *Proceedings* of the International Federation of Scholarly Associations of Management Conference, Summer 1994, 238-244.

McLarney, C. (1994) "Life is Not a Dress Rehearsal: An Ethnographic Study," *Proceedings*, Qualitative Health Research Conference, Summer 1994, 100-110

McLarney, C. & Chung, E. (1994) Instructor's Manual for *Global Management* (written by Mendenhall, Punnett and Ricks) Fall 1994.

McLarney, C. & Chung, E. (1994) "Objects in the Rear-View Mirror May Appear Closer Than They Are: Creative Divergence as Entrepreneurial Strategy," *Proceedings*, Annual Nordic Marketing Conference, Fall 1994, 49-60.

McLarney, C. & Chung, E. (1994) "Maneuvering at Midway: Leveraging your way out of Annihilation," *Proceedings*, Annual Nordic Marketing Conference, Fall 1994, 1-16.

Phan, P., Lee, S., & McLarney, C. (1993) "Beyond Agency Theory: Human Capital as the Critical Link in the Performance-CEO Dismissal Equation," Presentation at the 1993 Academy of Management Meetings.

McLarney, C. (1983) "Is Ultrasonography Safe?" *Radiology*, Spring 1983.

McLarney, C. (1982) "Ultrasonography of the GallBladder: Case Analysis," *Radiology*, Spring 1982.

• **Richard Ronald Nason**

177 Lincolnshire Drive
Fall River, NS, Canada
B2T 1P8
RNason@dal.ca

• **Personal Information**

Date of Birth: November 3, 1962
Place of Birth: Saint John, New Brunswick, Canada
Citizenship: Canadian

• **Education**

- Chartered Financial Analyst (CFA), Association for Investment Management Research, 1996
- Doctor of Philosophy (Finance), Ivey School of Business at The University of Western Ontario, 1993
- Master of Business Administration, Ivey School of Business at The University of Western Ontario, 1990
- Master of Science (Physics), The University of Pittsburgh, 1985
- Bachelor of Science, Summa Cum Laude, (Chemistry, Mathematics), McMurry University, 1983

• **Thesis**

“Heteroscedasticity in Returns: ARCH Effects Versus the Mixture of Distributions Hypothesis”,
Completed Spring, 1993, Supervisor Dr. Robert W. White

• **Honours, Scholarships and Awards**

- Voted “Professor of the Year” by MBA Students, Dalhousie University, 2004, 2009
- Voted “Second Year Professor of the Year”, by MBA Students, Dalhousie University, 2006, 2007, 2010, 2011
- Voted “First Year Professor of the Year” by MBA Students, Dalhousie University 2003, 2012, 2013
- Manulife Award for Teaching Excellence, 2008
- A. Gordon Archibald Award for Teaching Excellence, 2006
- Honourary Membership in Golden Key International Honour Society, 2004
- Social Sciences and Humanities Research Council of Canada Doctoral Fellowship 1991, 1992
- University of Western Ontario Plan for Excellence Fellowship 1991
- University of Western Ontario Special University Scholarship 1990, 1991
- University of Western Ontario MBA Entrance Scholarship 1989
- Who’s Who in American Colleges and Universities 1983
- McMurry University Dean’s List 1981, 1982, 1983
- Top Male Student Athlete, McMurry University 1983
- Lone Star Conference Male Singles and Doubles Champion 1983
- Lone Star Conference All Academic Team 1983
- Welch Undergraduate Research Fellowship, McMurry University 1983
- Outstanding Physics Student, McMurry University 1981, 1982, 1983
- Outstanding Mathematics Student, McMurry University 1981, 1982
- CRC Press Freshman Chemistry Award, McMurry University 1981
- McMurry University Presidential Scholarship, 1981, 1982, 1983
- McMurry University Endowed Chemistry Scholarship, 1981, 1982, 1983
- Alpha Chi Honourary Scholarship Society
- Gamma Sigma Epsilon Honourary Chemical Fraternity

- **Industry Experience**

- ***Partner, RSD Solutions Inc., Halifax, Nova Scotia January 2003 – Present***

Founding partner in a financial risk management consulting firm that provides cutting edge risk management solutions for middle market corporations, investment funds and global financial institutions. Consulting projects have included developing credit risk models for a multinational bank, advising on hedging strategies to corporations, institutional investment strategies, developing financial risk management policies and procedures, and delivering training programs to a variety of different financial institutions.

- ***Principal, Head of Training and Development, Global Markets Group, Bank of America, Chicago, Illinois, July 2000 – December 2001***

Created a department for the training and development of both front and back office capital market professionals. Developed and delivered a curriculum that included courses on derivatives (interest rate, foreign exchange, credit and commodity), risk management, fixed income, foreign exchange, financial mathematics and CFA reviews. Researched and delivered custom seminars on a wide range of topics including real options, investment fund ratings, interest rate history, stochastic calculus, Monte Carlo simulation, and advanced portfolio theory. In partnership with outside vendors, my group designed and implemented a series of distance training program using several new methodologies.

- ***Vice-President, Head of Credit Derivatives, BMO-Nesbitt Burns (Bank of Montreal), Chicago, Illinois, October 1997 – July 2000***

Managed the development of the bank's credit derivatives operation from start-up to a fully operational unit. Responsibilities included developing business strategy, researching proprietary risk management and pricing models, managing portfolio and trading risk, initiating a marketing effort, handling necessary administrative tasks, staffing and general development of the business within the context of the Bank's syndication and credit portfolio activities. Bank of Montreal was considered to be a leader in credit derivatives at this groundbreaking time for this market and I was frequently asked to present at conferences or to be quoted in the industry journals.

- ***Faculty Head, Corporate Finance and Capital Markets, Bank of Montreal, Institute For Learning, Scarborough, Ontario, July 1995 - October 1997***

Developed and implemented a new finance curriculum for the internal training centre of Bank of Montreal, Nesbitt Burns and Harris Bankcorp. Particular emphasis was placed upon developing a culture of financial engineering in order to increase awareness of its importance within the corporate and investment bank. Courses developed and taught included derivatives, financial engineering and risk management, corporate valuation, mergers & acquisition finance, financial mathematics, and financial product marketing.

- ***Equity Derivatives Specialist, Citibank, New York, New York, June 1993 - June 1995***

Responsible for the origination, structuring and marketing of derivatives strategies for the equity derivatives group. Directly involved in all phases of new product development from idea origination , product risk analysis, and pricing through to design and implementation of the marketing strategy. Clients included high net worth individuals and groups, pension funds, other institutional investors, and corporates. Developed a proprietary portfolio risk analytic methodology for analyzing a client's investment portfolio or a corporate's ALM portfolio for derivative applications.

- **Academic Experience**

- *Assistant / Associate Professor, Dalhousie University, September 2002 - Present*

Professor for both core undergraduate and graduate corporate financial management courses. Designed and delivered MBA elective courses on corporate finance, derivatives, investments, capital budgeting and enterprise risk management. Additionally designed and delivered a for credit prep course for the Chartered Financial Analysts program that was conducted at St. Mary's University. Initiated and mentored a student run Finance Club that brings in a variety of speakers from the Canadian Financial industry and created a credit risk case competition that attracts student teams from across North America.

- *Fields Institute, Mathematics Department, University of Toronto, Toronto, Ontario, 1999, 2000*

Co-developed, designed and delivered the course "Applied Corporate Finance and Capital Markets" in the Financial Mathematics Program at the University of Toronto. This financial engineering seminar series focused on the development and marketing of derivative products to both the corporate and institutional investor markets. Was also an original member of the program's Advisory Board.

- *Richard Ivey School of Business, University of Western Ontario, London, Ontario, 1996, 1997*

Redesigned and delivered a second year MBA course on Financial Management. Topics covered included risk management, derivatives, financial structuring, valuation, EVA, mergers and acquisitions, capital raising and alternative financing, and stakeholder management.

- *Rotterdam School of Management, Rotterdam, Netherlands, 1993, 1994*

In partnership with a colleague, conducted the first year MBA corporate finance course at Erasmus University. Topics included valuation, financial strategy, capital structure, dividend policy, mergers & acquisitions, derivatives and risk management.

- **Refereed Papers**

- Nason, R., 2011, "Business School Myths", *JOURNAL OF HIGHER EDUCATION THEORY AND PRACTICE*, 11 (4), 23
- Nason, R., Cochran, A., 2006, "Conservation of Value: Lessons from Physics for Finance", *JOURNAL OF APPLIED BUSINESS AND ECONOMICS*, 6, (2),
- Smith, B., White, R.W., Robinson, M., Nason, R., 1997, "Intraday volatility and trading volume after takeover announcements", *JOURNAL OF BANKING AND FINANCE* 21, 337
- Nason, R., Cohen, B.L., 1987, "Correlations between ²²⁶Ra in soil, ²²²Rn in soil gas, and ²²²Rn inside adjacent houses," *HEALTH PHYSICS* 52, 73
- Cohen, B.L., Nason, R., 1987, "Indoor radon levels in Cumberland County, Pa.," *ENVIRONMENT INTERNATIONAL* 13, 293.
- Cohen, B.L., Nason, R., 1986, "Radon chamber for calibration of charcoal detectors," *HEALTH PHYSICS* 51, 135.
- Cohen, B.L., Nason, R., 1986, "A Diffusion barrier charcoal absorption collector for measuring Rn concentrations in indoor air," *HEALTH PHYSICS* 50, 457.

- Cohen, B.L., Rakowski, J., Nason, R., 1986, “A simple compact apparatus for measuring diffusion properties of Rn through soils and other materials,” *HEALTH PHYSICS* 50, 133

- **Sponsored Publication**
- Nason, R., Cromarty, C., Maglic, S., “Credit derivatives: an organisational dilemma” *CREDIT RISK SPECIAL REPORT - RISK*, March 1998

- **Trade Publications**
- Nason, R., “Who is Frank?”, *Canadian RMA Quarterly*, Spring 2011
- Nason, R., “It’s Not Complicated!” *RMA Journal*, March, 2011
- Nason, R., “Thanksgiving ERM”, *Canadian RMA Quarterly*, Winter 2010
- Nason, R., “Testing Your Risk Age”, *Canadian RMA Quarterly*, Spring 2010
- Nason, R., “Risk Over-Engineered”, *AFP Exchange*, April 2010
- Nason, R., “How to Tell If Your Risk System is Too Good”, *Canadian RMA Quarterly*, Winter 2009
- Nason, R., “Is Your Risk System Too Good?” *RMA Journal*, October, 2009 (Awarded Third Place for the RMA Journal 2009 Journalistic Excellence Awards)

- **Books and Book Chapters**
- Nason, R., *IT’S NOT COMPLICATED: THE ART AND SCIENCE OF COMPLEXITY IN BUSINESS*, Forthcoming 2015, University of Toronto Press
- Nason, R, McPhie, S., “Kilgore Manufacturing”, in *CASE STUDIES IN ENTERPRISE RISK MANAGEMENT*, J. Fraser and B. Simkins, Editors, 2015, Wiley
- McPhie, S., Nason, R., “Bluewood Chocolates”, in *CASE STUDIES IN ENTERPRISE RISK MANAGEMENT*, J. Fraser and B. Simkins, Editors, 2015, Wiley
- Brigham, E.F., Ehrhardt, M.C., Gessaroli, J., and Nason, R.R., *FINANCIAL MANAGEMENT: THEORY AND PRACTICE*, 2nd Canadian Ed., February 2013, Nelson
- Nason, R., “Market Risk Management and Common Elements with Credit Risk Management”, in *ENTERPRISE RISK MANAGEMENT: TODAY’S LEADING RESEARCH AND BEST PRACTICES FOR TOMORROW’S EXECUTIVES*, J. Fraser and B. Simkins, Editors, December 2009, Wiley
- Nason, R., “Credit Risk Management”, in *ENTERPRISE RISK MANAGEMENT: TODAY’S LEADING RESEARCH AND BEST PRACTICES FOR TOMORROW’S EXECUTIVES*, J. Fraser and B. Simkins,

Editors, December 2009, Wiley

- **Published Cases**
- *Doncaster Motors*, Used for the 2009 RMA / RBC Credit Risk Centre Credit Risk Case Competition
- *Branson Brothers*, Used for the 2007 RMA / RBC Credit Risk Centre Credit Risk Case Competition
- *Seaview Fabricators*, Used for the 2006 RMA / RBC Credit Risk Centre Credit Risk Case Competition
- *Learning Dividends*, Used for the 2005 RMA / RBC Credit Risk Centre Credit Risk Case Competition
- *Byelorussian Stock Exchange* [under the supervision of J. Kairys], The University of Western Ontario, 1992
- *Township Motors* [with J. Humphrey and P. Bishop] in Canadian Cases in Financial Management, Second Edition, edited by D. Shaw, J. Humphrey, J. Hatch, L. Wynant, P. Bishop, Prentice-Hall, Scarborough, Canada 1991
- *Wright Anderson Machines* [with P. Bishop] in Canadian Cases in Financial Management, Second Edition, edited by D. Shaw, J. Humphrey, J. Hatch, L. Wynant, P. Bishop, Prentice-Hall, Scarborough, Canada 1991
- *Air Canada – IPO* [with D. Shaw] in Canadian Cases in Financial Management, Second Edition, edited by D. Shaw, J. Humphrey, J. Hatch, L. Wynant, P. Bishop, Prentice-Hall, Scarborough, Canada 1991
- *Waterside Furniture Company* [with P. Bishop] in Canadian Cases in Financial Management, Second Edition, edited by D. Shaw, J. Humphrey, J. Hatch, L. Wynant, P. Bishop, Prentice-Hall, Scarborough, Canada 1991
- *British Columbia Telephone Company* [with J. Hatch] in Canadian Cases in Financial Management, Second Edition, edited by D. Shaw, J. Humphrey, J. Hatch, L. Wynant, P. Bishop, Prentice-Hall, Scarborough, Canada 1991
- *Fisher Electric Inc.* [with D. Shaw] in Canadian Cases in Financial Management, Second Edition, edited by D. Shaw, J. Humphrey, J. Hatch, L. Wynant, P. Bishop, Prentice-Hall, Scarborough, Canada 1991
- *Gourmet Gadgets Inc.* [with J. Humphrey] in Canadian Cases in Financial Management, Second Edition, edited by D. Shaw, J. Humphrey, J. Hatch, L. Wynant, P. Bishop, Prentice-Hall, Scarborough, Canada 1991
- *Noranda Mines Limited* [with D. Porter, D. Shaw and P. Bishop] in Canadian Cases in Financial Management, Second Edition, edited by D. Shaw, J. Humphrey, J. Hatch, L. Wynant, P. Bishop, Prentice-Hall, Scarborough, Canada 1991
- *Grapple Grommet Corporation* [with M. Geisterfer and P. Bishop] in Canadian Cases in Financial Management, Second Edition, edited by D. Shaw, J. Humphrey, J. Hatch, L. Wynant, P. Bishop, Prentice-Hall, Scarborough, Canada 1991
- *Belleview Hotel* [with J. Humphrey], Ivey Business School Publications, 1991
- *Fair Weather Boat* [with J. Hatch], Ivey Business School Publications, 1991
- *Highland Dairies* [with D. Shaw], Ivey Business School Publications, 1991

- *Perreault Brothers* [with J. Hatch], Ivey Business School Publications, 1991

- **Research and Projects Currently in Development**

- “Credit Derivatives as a Leading Indicator”. This study is examining whether or not the credit derivatives market acts as a leading indicator over the fixed income / bond market, and the stock market. Existing evidence indicates that trading in the credit derivative market, in part due to its linkages to the corporate bank loan market, is a more efficient source of information about forthcoming credit changes than either the bond or the equity markets. This study examines a specific test of this hypothesis.
- “Unstructured Simulations as a Business Learning Method”. This study is an outcome of an innovative unstructured simulation that was designed for the Corporate Residency MBA program at Dalhousie University. The unique two-day simulation is an unstructured exercise in which students learn to deal with a real-time and live business situation and the ambiguity and complexity that comes out of such a situation. The research component is examining the value and applicability of the student’s learning experience and how it compares with lecture based learning, case studies and computer simulations.
- “Valuation of Intellectual Property”, directing the research Interdisciplinary PhD student Andrew Cochran. This study looks at the very important, but academically ignored area of valuation of intellectual property. In particular, the research is developing new frameworks which incorporate ideas from physics, biology, network theory and law.
- “Market Impacts of Corporate Financial Risk Management”. This project examines the use of derivatives and other hedging mechanisms by corporations and measures the impact on company valuation, stock price performance and volatility.
- “Complexity of Business”. This project is examining business processes to analyze and classify which ones are simple, complicated or complex (using the classification of physics), and measuring how the misuse of complicated tactics for complex systems can lead to unintended consequences.

- **Presentations at Professional Meetings & Invited Lectures**

- Shad Valley Seminar, “Managing with Complexity”, Halifax, July 2014
- Atlantic Valuation Conference, “Dr. Cooper Versus Warren Buffett: The Investor Showdown”, Halifax, NS, February 2014
- Mensa Halifax, “It’s Not Complicated”, Halifax, NS, November 2013
- Atlantic Valuation Conference, “It’s Not Complicated”, Halifax, NS, February 2013
- Advocis Conference, “It’s Not Complicated”, Halifax, September, September 2012
- Shad Valley Seminar, “Managing with Complexity”, Halifax, July 2012
- Structuring, Pricing and Trading, Interest Rate and FX Derivatives, Singapore, June 2012
- TEDx Halifax, “It’s Not Complicated”, Halifax, NS, March 2012
- Atlantic Valuation Conference, “It’s Not Complicated”, Halifax, NS, January 2012

- McMurry University, “Complexity and Science Education”, Abilene, TX, October 2011
- Shad Valley Seminar, “Managing with Complexity”, Halifax, July 2011
- Canadian Manufacturers and Exporters, “Risk Management: Fear or Opportunity?”, Fredericton, NB, May 2011 (with M. Arbow)
- PRMIA Chicago, “Have We Lost The Plot? And If So How Do We Get It Back?”, Chicago, April 2011
- CFA Toronto, “Risk Management: New Axioms, Assumptions and Paradigms”, Toronto, June, 2010
- CFA Toronto 2010 Pension Conference, Today’s Challenges, “Beyond Behavioural Finance”, Toronto, May 2010
- PRMIA Toronto, “Have We Lost The Plot? And If So How Do We Get It Back?”, Toronto, April 2010
- Atlantic Canada CFA Valuation Conference, “Qualitative vs. Quantitative Analysis: Have We Lost the Plot”, Halifax, November, 2009
- Treasury Management Association of Canada Annual Conference, “Simplicity and Complexity of Risk Management”, Niagara Falls, September, 2009
- Treasury Management Association of Canada Annual Conference, “Get Creative or Get Risk”, St. John’s, September, 2008
- Dalhousie Public Lecture, “The Credit Crisis”, with I. Fooladi and D. Holt, November, 2008
- Mackay Lecture Series, “Lessons From the Credit Crunch”, Halifax, November 2007
- Shad Valley Seminar, “Three Tough Business Problems for Scientists”, Halifax, July 2007
- Ottawa CFA Society Luncheon, “Credit Derivatives as Investments”, Ottawa, December 2006
- McMurry University, “Trends in International Finance”, & “Business Studies in a Liberal Arts Context”, November 2006
- Canadian Annual Derivatives Conference, “Behavioural Finance: Psychology Meets Trading”, pre-conference seminar presentation, Toronto, September 2006
- Treasury Management Association of Canada Annual Conference, “Have Accountants and Regulators Gone Completely Mad?” with Stephen McPhie, Montreal, September, 2006
- Shad Valley Seminar, “My Life as a Quant”, Halifax, July 2006
- Risk Magazine Conference, “Derivatives Master Class”, pre-conference training seminar, New York, July 2006
- Atlantic Canada CFA Society Luncheon, “Credit Derivatives as Investments”, Halifax, March 2006
- Treasury Management Association of Canada Halifax Chapter Meeting, “Hope is Not a Risk Strategy”, Halifax, May 2006

- Dalhousie Open House, “The Evolving Investment Industry”, with Steve Mantle, Halifax, October 2005
- Shad Valley Seminar, “Monte Carlo Simulation and Valuing Baseball Contracts”, Halifax, July 2005
- Treasury Management Association of Canada St. John’s Chapter Meeting, “Hope is Not a Risk Strategy”, St. John’s, June 2005
- Dalhousie Master Minds Lecture Series, “Jimmy Stewart Would Be Amazed”, Halifax, October 2004
- University of New Brunswick, Saint John, “Credit Derivatives”, Saint John, August 2004
- Saint Mary’s University, “Credit Derivatives: A Heaven Sent Pandora’s Box”, Halifax, May 2004
- Nova Scotia Energy Research and Development Forum, “Managing Energy Price Risk”, Antigonish, May 2004
- Dalhousie University, “Credit Derivatives: A Heaven Sent Pandora’s Box”, Halifax, February 2003
- Dalhousie University, “Credit Derivatives: An Introduction to the Issues”, November 2002
- Canadian Institute of Actuaries, “Three mini-lectures on derivatives for risk management and investing”, (Lecture at Society Investment Meeting), Toronto, 2002
- Centro de Estudios Monetarios Latinamericanos (CEMLA), “An Introduction to Derivatives”, (a set of lectures to Latin American Central Bankers), Mexico City, 2001
- Thunderbird American Graduate School of International Management Winterim (Lecture to the Thunderbird’s Winterim Class of 2000), “The Credit Derivatives Market”, New York 2000
- Thunderbird International School of Management, “Credit Derivatives – A New Market”, (Open lecture to faculty, students, and alumni), Glendale, AZ, 1999
- McMurry University, “From the Science Building to Wall Street”, (Open lecture to faculty, students and public), Abilene, TX, 1999
- Federal Reserve Bank of Chicago, “An Introduction to Credit Derivatives”, (Lecture to Federal Reserve Banker’s Conference), Chicago, 1999
- Lehigh University, “The Emergence of Credit Derivatives”, (Lecture to faculty and students), Bethlehem, PA, 1998
- “Heteroscedasticity in Returns: ARCH Effects Versus The Mixture Of Distribution Hypothesis,” Financial Management Association Doctoral Student Seminar, (Invited lecture at Doctoral Student Consortium), San Francisco, 1992
- University of Calgary, “Heteroscedasticity in Returns: ARCH Effects Versus The Mixture Of Distribution Hypothesis,” (Lecture to faculty and students), Calgary, 1992
- Byelorussian Stock Exchange, “North American Exchanges”, (Lecture to the weekly meeting of the Byelorussian Stock Exchange), Minsk, Belarus, 1992

- **Academic Presentations**

- Nason, R., Akerboom, J., Baechler, J., Comber, S., “Less is More: Unstructured Simulations”, Atlantic Schools of Business Conference, Halifax, October 2012
- Nason, R., “Have We Lost The Plot?”, Redefining Investment Strategy Education”, Dayton, April 2011
- Nason R., “Business School Myths”, National Business and Economics Society, Curacao, March 2011
- Nason R., Akerboom, J., “Less is More”, National Business and Economics Society, Curacao, March 2011
- Nason, R., “Business School Myths”, Atlantic Schools of Business Conference, Halifax, October 2010
- Nason, R., “Have We Lost The Plot?”, 12th International Conference on Stochastic Programming, Halifax, August 2010
- Nason, R., “Business School Myths”, 5th International Conference on Interdisciplinary Social Sciences, Cambridge, August 2010
- Nason, R., Akerboom, J., “Less is More”, International Conference on Learning and Administration in Higher Education 2010, Nashville, May 2010
- Nason, R., “Business School Myths”, International Conference on Learning and Administration in Higher Education 2010, Nashville, May 2010
- Nason R., Cochran, C., “Conservation of Value: Lessons from Physics for Valuation”, Atlantic Schools of Business Conference, Halifax, September 2005
- Nason, R., Hebb, G., Griffiths, G., “Institutional Management of Credit Derivatives”, Atlantic Schools of Business Conference, Halifax, September 2005
- Nason, R., “Conservation of Value: Lessons From Physics”, National Business and Economics Society Key West, FL, March 2005

- **Activities & Other Interests**

- Board Member, Atlantic Canada Chartered Financial Analysts Society
- Former Board Member, Bridgeway Academy, Halifax,
- Former Treasurer, St. Matthews United Church, Halifax
- Former Community Advisory Panel, Co-Operators
- Corporate Editorial Board, Thunderbird International Business Review
- Former Member of McMurry University Board of Trustees
- Former Member of the Advisory Board for the MSc. Program in Financial Mathematics at the University of Toronto

- **Grant Sullivan PMP, MEC, MBA, P. Eng.**

- **Degrees**

2001	Masters in Electronic Commerce – Dalhousie University
1995	Masters in Business Administration – Dalhousie University
1991	Bachelor of Engineering – Dalhousie University

Employment History

Vice President - CGI, Halifax, NS 2006 – Present

- Responsible for delivery of **Information Technology** Consulting and Solutions to **Global firms** from Atlantic Canada.
- Profit and Loss responsibilities for team scope of ~400 professionals and \$50M annually across several international Business Units.
- Implementation of world leading standards in **Information Management**, Software Development, and Business Process Automation.
- Responsible for Staff selection, career and capability development.
- Responsibilities for **Project Management**, Quality Assurance, and Application Management practices.
- Demonstrated capabilities in Change Management, Solution Architecture, and Account Management.

Director - Keane, Halifax, NS 2001 – 2006

- Global Delivery Director – Led distributed teams in NYC, Toronto and Halifax in delivery to agreed service levels. Achieved 100% growth to 250 staff in one year.
- Country Manager – General Management of \$25 M (annual) IT support center for Morgan Stanley in Toronto, Halifax and New York City.
- Engagement Manager – Delivered \$8M (annual) IT support for critical application support to Toyota’s supply chain.
- Change Agent – Led a team of 45 to successful CMM Level 5 benchmark

Founder - OKAMLogic, Halifax, NS 2000 – 2001

- President - Founded and secured seed financing for start-up business recognized as one of top 25 “Up and comers” in Canada.
- VP Business Development – Developed product features and requirements. Secured several early customers for beta testing of product suite.

Project Manager - MDA, Halifax, NS 1996 – 2000

- Business Development Manager – Responsible for several large pursuits and booking \$10M annual revenue.
- **Project Manager** – Managed following fixed price System Development projects:
 - \$9 M ERP implementation for Canadian Coast Guard.
 - \$3M subcontract as part of CP140 modernization.
 - \$4M contract to deliver advanced acoustic surveillance system.

- \$3M contract to deliver communications subsystem for Canadian Navy.
- Systems Engineer – Developed software requirements document for \$20M secure communications system and satellite tracking system.
- Integration, Test and Trials Officer for \$80 M subcontract to shipbuilder.

Systems Engineer – Canadian Navy Lt(N), 1991-1995

- Naval Engineering Unit, Halifax, NS 1995
- Combat Systems Engineer, Halifax, NS 1991-94
- Extensive Leadership training
- **Grant Sullivan PMP, MEC, MBA, P. Eng.**
- **Honours**
- * New Business of the Year Award (Silver) - 2001
 - * TARA Scholarship – 2001
 - * NATO Medal of Service (Former Yugoslavia) - 1995
 - * APENS Convocation Award – 1991

Scholarly and Professional Activities

- * Board Member – Digital Nova Scotia 2008 – Present
- * Board Member – Telecom Applications Research Alliance, 2004 – 2010
- * Consultant/Mentor – Export Mentoring Program, Halifax, NS 2002 – 2005
- * Recent Conferences Attended
 - * Gartner IT Expo – 08
 - * Gartner Sourcing Exposition - 08
- * Keane Leadership Program – 05
- * CGI Leadership Program - 06
- * Wireless seminar coordinator and speaker, Halifax, Feb 02
- * Speaking Engagements
 - * Sept 03 – “Making Information Profitable”, IIA Conference, Halifax
 - * Nov 03 – “Building a Globally Recognized Software Capability”, PMI Dinner Event, Halifax
 - * Sep 05 – “Leveraging a Global Workforce”, PMI Dinner Event, Halifax
 - * Oct 05 – “Doing Business in Atlantic Canada”, Shared Services Conference, Las Vegas
 - * Feb 07 – “Innovative Metrics for Partnership Success”, Informatics 2007, Halifax
 - * May 08 – “Building a World Class Software Facility”, CIPS Dinner Event, Charlottetown

• **Courses Delivered**

- * **Summer 2001/2002 – BUSI 6523 – IT Project Management**
- * Fall 2002/2003 – ECMM 6000 – Overview Electronic Commerce
- * Winter 2002/2003 – BUSI 6420 – Marketing Informatics
- * **Summer 2002/2003 – BUSI 6523 – IT Project Management**
- * **Fall 2003/2004 – IENG 4558 – Project Management and Control**
- * Fall 2003/2004 – ECMM 6000 – Overview Electronic Commerce

- * Fall 2003/2004 – BUSI 5511 – Management Information Systems (Distance)
- * **Summer 2003/2004 – BUSI 5623 – IT Project Management**
- * **Fall 2004/2005 – IENG 4558 – Project Management and Control**
- * Fall 2004/2005 – BUSI 5511 – Management Information Systems (Distance)
- * **Summer 2004/2005 – BUSI 5623 – IT Project Management**
- * **Fall 2005/2006 – IENG 4558 – Project Management and Control**
- * Fall 2005/2006 – BUSI 5511 – Management Information Systems (Distance)
- * **Summer 2005/2006 – HINF 6300 – IT Project Management**
- * Fall 2006/2007 – BUSI 5511 – Management Information Systems (Distance)
- * Winter 2006/2007 – BUSI 5511 – Management Information Systems (Distance)
- * Fall 2007/2008 – BUSI 5511 – Management Information Systems (Distance)
- * **Summer 2007/2008 – ECMM 6022 – IT Project Management**
- * Fall 2008/2009 – ECMM 6000 – Overview Electronic Commerce
- * Fall 2008/2009 – BUSI 5511 – Management Information Systems (Distance)
- * Summer 2008/2009 – MGMT 5103 – Information Systems and Tech (Distance)
- * Summer 2008/2009 – BUSI 5511 – Management Information Systems (Distance)
- * Fall 2009/2010 – ECMM 6000 – Overview Electronic Commerce
- * Fall 2009/2010 – BUSI 5511 – Management Information Systems (Distance)
- * Fall 2010/2011 – BUSI 5511 – Management Information Systems (Distance)
- * Fall 2011/2012 – BUSI 5511 – Management Information Systems (Distance)
- * Summer 2011/2012 – BUSI 5511 – Management Information Systems (Distance)
- * Fall 2012/2013 – BUSI 5511 – Management Information Systems (Distance)
- **Grant Sullivan PMP, MEC, MBA, P. Eng.**
 - * Fall 2013/2014 – BUSI 5511 – Management Information Systems (Distance)
 - * Fall 2014/2015 – BUSI 5511 – Management Information Systems (Distance)

Graduate Supervisions

- * Not Applicable

Research Funding

- * Not Applicable

Publications

- * Not Applicable

APPENDIX D: STUDENT FEEDBACK INSTRUMENTS

Higher education institutions in Canada and abroad encourage faculty to use **teaching evaluations** to rate their teaching effectiveness. The evaluation of teaching effectiveness can take many different forms, including **surveys** and **questionnaires** to rate teaching performance, or course suitability and program relevance.

Results from the evaluations are used for a wide range of purposes. For example, they provide data and guidelines for:

1. **Evaluation** of teaching effectiveness.
2. **Promotion and tenure** applications for instructors, and other personnel decisions.
3. Preparation of supporting evidence for **teaching awards and grants**.
4. **Quality assurance** processes in the review and restructure of institutional, faculty, department and program goals.
5. Enhancement of Dalhousie University teaching and learning **profile** regionally and nationally.

An essential component

Student Ratings of Instruction are an important part of assessing the quality of education an institution provides. At Dalhousie University, SRI is recognized as an essential component of a **formal institutional evaluation strategy** that includes evidence from students (SRI results), the individual instructor, and peer-reviewable information about teaching, usually presented in the form of a comprehensive teaching dossier.

More informal strategies for evaluating teaching or identifying ways in which courses and programs may be enhanced include peer consultation and in-class student feedback. [Recommended resources](#) provides information on: assessing teaching effectiveness and how to use the results to enhance learning and teaching; course or program design; and, summative and formative evaluation of teaching and learning.

All Dalhousie courses include the collection of student feedback and evaluation of program delivery and instruction quality. The process is overseen within the university by the Centre for Learning and Teaching (CLT). The following policy manual has been developed by CLT for student evaluations:

Student Ratings of Instruction Program policy and procedures, Approved by Senate on June 13, 2011



Student Ratings of
Instruction.pdf

Policy for

STUDENT RATINGS OF INSTRUCTION

1.0 Policy Statement

Student ratings of instruction are part of a broad strategy for continuous improvement in learning and teaching at Dalhousie University. Student Ratings of Instruction (SRI) are undertaken through a systematic process for all courses where appropriate. A subset of questions will be common to all instructors. Provision will be made for secure student access to the summary results of those questions.

2.0 Guiding Principles

- 2.1 Student Ratings of Instruction are part of an overall system to support the improvement of learning and teaching at Dalhousie University.
- 2.2 Student feedback on instruction is an essential part of the system.
- 2.3 The effectiveness of the SRI process requires ongoing education of its goals, procedures and on the interpretation and application of results.
- 2.4 The rights and dignity of students and instructors shall be protected during the rating process, including the processes and practices to collect data and disseminate results.
- 2.5 The identities of students shall be protected.
- 2.6 All instructors have the opportunity to choose to participate in making their summary results available to students;
- 2.7 The process and results shall be accessible to both students and instructors, subject to item 4.0 below.

3.0 Policy Goals

- 3.1 Engage students in the process of continuous improvement of students' educational experience.
- 3.2 Demonstrate accountability through the provision of student access to summary data on student ratings of instruction.
- 3.3 Provide instructors with student feedback data on their teaching

performance.

1

SRI Policy & Procedures
Approved by Senate on June 13, 2011

- 3.4 Provide students with data about student perceptions of the quality of teaching.
- 3.5 Provide departments, faculty and the university with data to support instructor evaluation, awards and recognition.
- 3.6 Provide departments, faculties and the university with data to support evaluation of programs, departments and institutions.

4.0 Dissemination of SRI Results

Student ratings of instruction results shall be disseminated as follows:

- 4.1 Student Ratings of Instruction results for all questions shall be made available to instructors for each course taught in which there are five or more students enrolled and for which five or more responses are received.
- 4.2 Results shall be made available to instructors only after they have submitted final marks for the course in which they are being rated.
 - 4.3 Unsigned qualitative comments and signed comments with the students' signatures removed are provided to the instructor.
 - 4.4 Department chairs, program heads or their equivalents in academic units will have access to the results from the common questions and the signed qualitative comments on the student ratings of instruction form.
 - 4.5 Deans will receive a summary of the results of the commons questions on the SRI for each instructor in their Faculty.
 - 4.6 Only the results from the common questions and signed comments from the qualitative responses will be used for tenure and promotion purposes.

4.7 The results of the common questions asked in the student ratings of instruction process shall be made available to students through a secure on-line portal in accordance with privacy regulations stipulated by the Office of the University Counsel and related collective agreements. No results will be released without the consent of the instructor.

4.8 The results of the common questions accessible to students for each course taught by a specific instructor will be based on the cumulative SRI results for up to the three most recent terms in which an instructor has given consent to provide results to students.

2

SRI Policy & Procedures

Approved by Senate on June 13, 2011

4.9 For confidentiality and reliability purposes the results referenced in item 4.5 above will be released to students where the results are from classes with ten (10) or more responses and from classes with response rates of forty (40) percent or greater.

4.8 Faculties and Departments shall make the student ratings of instruction available to the Vice-President Academic and Provost upon request.

5.0 Responsibilities

5.1 Students:

Dalhousie students are expected to provide constructive and honest feedback to an instructor which is intended to improve the quality of instruction of an instructor in future years. Students are also expected to be aware of the complexities of teaching and learning. The summary results from the common SRI questions, although valuable, provides only a partial picture of teaching and learning effectiveness.

5.2 Instructors:

Individuals teaching at Dalhousie are responsible to familiarize themselves with the SRI process and to ensure that student feedback mechanisms, of which the SRI is one, are built into their courses. Instructors have a responsibility to convey to students the importance of their participation in the SRI process. Instructors are encouraged to advise students at least one week in advance as to when the SRI process will occur.

5.3 Faculties and Departments:

Deans, academic directors, and department heads are to ensure the SRI process is administered consistently in all courses where it is appropriate. They are also expected to counsel and mentor instructors about their participation in the SRI process especially those in their early years of teaching or those without tenure. Identifying support and access to teaching development resources is part of mentoring. Deans, Chairs and Heads shall also encourage Faculty members' use of the customizable sections of the SRI.

5.4 Senate:

The Dalhousie University Senate will ensure that the SRI instrument and processes are regularly reviewed. The Senate will periodically assess the intended outcome of the policy which is to contribute to continual improvement of learning and teaching at the University.

5.5 University Administration:

The Unit responsible for administering the SRI instrument shall report to the Vice-President Academic and Provost on the following metrics:

- Number of courses where the SRI instrument is used;
- Uptake levels on each component of the instrument;
- Number of students responding;
- Number of courses that have SRI results accessible to students;
- Number of times the student SRI website has been accessed.

The Unit shall also advise the University on any emerging issues and/or on refinements of the instrument to improve content or process.

The Vice-President Academic and Provost shall report annually to Senate on teaching quality, effectiveness, and evaluation, and on the extent to which the University is meeting its learning and teaching goals. The Vice-President Academic and Provost will support

education and communications to the Dalhousie community on the policy and procedures.

STUDENT RATINGS OF INSTRUCTION (SRI) PROCEDURES for COLLECTING SRI DATA and REPORTING SRI RESULTS

The Centre for Learning and Teaching administers the Student Ratings of Instruction program, including the collection, results compilation, distribution and archiving of data.

The Student Ratings of Instruction (SRI) form is comprised of four sections:

Section A contains a set of common questions that are asked across all courses for which SRI data are collected. The questions provide information on student perceptions of the effectiveness of the instructor's teaching;

Section B contains optional customized questions developed by an academic unit for purposes of program improvement;

Section C contains optional questions selected by the instructor for purposes of receiving formative feedback, with results provided only to the instructor; and,

Section D collects data in the form of student written comments. This section provides students the opportunity to respond in writing to several open-ended questions. Only data from signed responses may be used for promotion and tenure purposes. Unsigned comments are received by the instructor only.

(A copy of the SRI form may be downloaded from:

<http://learningandteaching.dal.ca/sriforms.html>)

1.0 Data Collection Procedure for Student Ratings of Instruction

The Centre for Learning and Teaching receives a preliminary list of all courses and instructors compiled from Banner data.

Academic units will designate a liaison person who will facilitate the SRI process in his/her unit. This person will be asked by the Centre for Learning and Teaching to verify a preliminary list of all courses/instructors teaching in the term. This verification process occurs shortly after the last add/drop date in the term.

Paper Version:

Distribution and collection of the SRI forms will be administered by the Centre for Learning and Teaching. For each instructor/course combination, the Centre for Learning and Teaching prepares an envelope that contains a

questionnaire for each registered student in the course. These envelopes are delivered to each academic unit. There will be one envelope for each

instructor teaching in a course (i.e., a course taught by two instructors will have two envelopes). When multiple instructors are involved, the decision to administer the SRI will be made in collaboration with the academic unit head.

Although instructors are encouraged to indicate early in the term the value of SRI process, SRI feedback is sought during the latter part of term, normally after three quarters of the course has been completed. In most cases, the instructor will determine in which class the SRI process will occur. It is highly recommended that this feedback process occur prior to the last week of classes and that instructors announce, at least one week in advance, the date that the SRI will be administered.

On the day the questionnaires are administered, the Instructor, a designated student or someone otherwise designated by the academic unit will pick up the course envelope containing the SRI forms from the assigned Academic Unit office and bring it to the class.

The instructor (or designate) will convey to students the importance of their participation in the SRI process. The instructor will leave the room for the full duration of the SRI process including the collection of the student forms. Prior to leaving the room the instructor will ensure a student is appointed from the course (or someone may designated by the academic unit) to oversee the process. The designated person will read the standard SRI instructions to the class and administer the SRI process following a standard protocol that is printed on each envelope.

The person assigned to oversee the process will:

- i) Ensure **all** forms are placed in the envelope;
- ii) Seal the envelope; and sign across the seal
- iii) Deliver the envelope to the assigned liaison person for the academic unit.

The liaison person in the academic unit is responsible for collecting and returning all envelopes to the Centre for Learning and Teaching, after removing the written comments forms, if applicable.

On-Line Version:

Currently, an on-line version of the SRI is available to instructors teaching online courses. In these courses, the procedure is as follows:

Department liaisons are asked to provide lists of courses which require online evaluations. A request is made to the Data Requests Office of Banner for the

student emails for each of these courses. The CLT does not receive names or Banner numbers for the students, thus, protecting anonymity.

Distribution of the online surveys is administered by the Centre for Learning and Teaching. For each instructor/course combination, The Centre for Learning and Teaching sets up an online survey in *Opinio*, using a template modelled on the paper version. The questions are identical to the paper surveys. There is a survey for each instructor teaching in a course (i.e., a course taught by two instructors will have two surveys.)

The surveys are delivered in the same time frame as the paper versions, except when alternate dates are requested by the department (some online courses follow a different timeline). Start and stop dates are defined in the survey.

On the day the survey opens, an email invitation is sent to registered

students, containing a dedicated link to their personal survey. Once the survey has been started, it may not be re-opened. Should a student fail to start and/or complete the survey, up to five reminders are delivered by email, until the survey is completed by the student or closed by date.

The students in the course are given the opportunity to provide written

comments on the course, using the same model as the paper versions. The instructor receives all comments that are typed into the survey. The

comments portion of these reports does not contain any information about the identity of the students. Presently, in order to have the comments provided to the department or school for inclusion in the personal file of the instructor, the students must print their completed comment forms (Section D), sign them, and mail them to the Centre for Learning and Teaching. The signed forms are collated by CLT and delivered as confidential documents to the Department liaison persons.

Once the surveys are closed, the data is exported to the Student Ratings of Instruction database, and the standard reports are generated for the

instructors, Departments, and Deans.

(A note regarding electronic versions of the SRI: Although the *Opinio* strategy works well for a relatively small number of on-line courses participating in the SRI process, it is not a scalable solution for the electronic capture of SRI data. In the near future, it is anticipated that Dalhousie University will implement an in-class system for the electronic capture of SRI results. This system will be designed to maintain the robust response rates of paper-based collection strategies with the considerable advantages of directly inputting data in an electronic format.)

2.0 Dissemination of Student Ratings of Instruction Data to Instructors and Academic Administrators

The summary results from the SRI process are distributed to Instructors and their academic administrators as follows:

INSTRUCTORS: For each course taught in which there are five or more students enrolled and for which five or more responses are received, instructors receive SRI results from the following sections of the SRI questionnaire:

Section A: Common questions;

Section B: Academic Unit customized questions;

Section C: Instructor-customized questions;

Section D: Open-ended question section. A copy of all student comments removing student attribution (i.e. student name and student number) is provided to the Instructor. (Note: The Instructor will receive either a typed version of the comments or photocopies of originals with all student signatures and student numbers deleted.)

Following submission of Instructors' student grades to the Registrar's Office, the Centre for Learning and Teaching shall distribute a report on the student ratings of instruction to instructors for Sections A, B, C, and D.

The Instructor shall receive:

1. A "Student Ratings of Instruction Report" on the results obtained from

Section A of the SRI questionnaire. This summative report will provide the following data for each question asked:

- Mean for the course
- Department mean
- Standard deviation for the class
- Lowest mean for a course in the department
- Highest mean for a course in the department
- Number of respondents selecting each of the available categories: Very Poor, Poor, Satisfactory, Good, Excellent, or No Response

The report also contains a bar graph that depicts the distribution of

response for the instructor's course (as a percentage of all responses in this course) and for the department (as a percentage of all responses in all participating courses).

The report form clearly indicates the course number and the academic year, term, Faculty, and department/school in which the course was

8

SRI Policy & Procedures

Approved by Senate on June 13, 2011

taught. The instructor report also provides information on total enrolments for the course, the number of respondents, and response rates.

2. Copies of all written comments without student attribution which were obtained from the Student Ratings of Instruction - Section D - response to open-ended questions. At no time will student names, student signatures, or student Banner numbers be made available to an instructor. Instructors will receive (depending on the option chosen by their academic unit) either a typed version of the comments or photocopies of originals with all student signatures and student numbers deleted.)

Dissemination to Instructors and Academic Administrators: The results of each section of the SRI questionnaire will be made available to academic staff as follows (also see Appendix A- Summary of the Dissemination of results of the SRI Process to Stakeholders):

Section A: The results for the common questions will be made available to instructors, department heads/chairs, program unit heads, directors of schools, and deans.

Other senior academic administrators (as defined in the terms of the collective agreement between the University and the Dalhousie Faculty Association) may make a request in writing to the Centre for Learning and Teaching to receive the results of section A for any participating instructor.

Section B: The results for Faculty/department/school developed questions will be made available to instructors and to the relevant department heads/chairs, program unit heads or directors of schools. Results from Section B will not be used for tenure and promotion purposes.

Section C: Results from Section C are confidential and provided **exclusively** to the instructor of the course. Results from Section C will **not** be made available to Deans, Academic Directors, Department Chairs/Heads, or Program/Units Heads.

Section D: Signed copies of student written comments are available to Deans, Academic Directors, Department Chairs/Heads, and Program/Unit Heads. Unsigned student comments are available **only** to the instructor. Unsigned student comments are **not** available to Deans, Academic Directors,

Department Chairs/Heads, or Program/Unit Heads.

All original signed copies of student written comments will be maintained in a secure and confidential file within the office of the chair/head and are not available to the instructor as per Article 18.11 of the Collective Agreement between the Board of Governors of Dalhousie University and the Dalhousie Faculty Association 2007-2011.)

3.0 Dissemination of Student Ratings of Instruction Data to Students

Under the conditions outlined in section 3 below, students will have access, via a secure website, to the results for the common questions 1-8 for those Instructors who have given their permission to make their results available to students. Only instructors who give their permission to have their data included will appear on the student access page. Only registered students at Dalhousie University with an assigned student “Banner” number may access the password protected SRI results site.

Conditions to make SRI results accessible to students:

SRI summary data for items 1-8 for individual instructors and courses will be made available to students via a secure website when:

- The instructor has given permission for these results to be made available to students;
- When course student response rates are forty (40) per cent or higher; and,
- Where course size is ten (10) students or more.

Exclusions from the student accessible SRI summary reporting site may also occur under the following conditions:

- Where an instructor is in his/her first three years of teaching;
- In contexts where the evaluation of teaching using the SRI instrument may not be appropriate such as clinical teaching or where courses are team taught or taught by multiple instructors;
- On the recommendation of an instructor’s department head or chair.

Conditions for the use of SRI results by students:

- SRI student reports are provided for the use of Dalhousie University students only.
- The distribution of this information in any form is strictly prohibited.

4.0 Procedure for Instructors to Enable their SRI Results from Section A to be viewed by Dalhousie University Students

Instructors will give permission to make their SRI results for items 1-8 accessible to students by completing a signed **Permission Form** for each course they teach. This form will indicate approval to make their summary SRI data from items 1-8 of Section A, (Common Questions) accessible to Dalhousie University students through the secure on-line student access

system, subject to the conditions in Section 3 above. The form requires the signature of the Instructor.

The SRI student access page will report the cumulative SRI results up to the three most recent offerings of a course (but not exceeding a five year period) in which an instructor has given consent to provide results to students for a particular class. The SRI Student Access page will be searchable by either class number or instructor.

As part of the Instructor permission process, instructors will be invited to provide up to 400 characters of text that will appear on the SRI student access page as a message to prospective students. The message can take many forms and might include a description of the course content, the kinds of learning experiences students can expect, or feedback about the course from former students.

The permission form shall be returned to the identified liaison person for the instructor's academic unit in both print and electronic formats. The departmental liaison person, who is responsible for the compilation and administration of the permission process, will be given access to the department's courses in the online database and would be given system rights to release the data for the instructors who give permission to make their results available to students, along with the contents of any text box submitted. This person will also maintain a file of the original signed forms.

This agreement process is repeated each term for each course.

The Centre for Teaching and Learning will administer the process whereby the SRI data will be made available to students through a secure portal for all instructors who have given permission for their specified SRI results to be accessible to students. The Centre for Learning and Teaching will have access to all files associated with the SRI data base.

As part of the move to electronic capture, it is anticipated that this **Permission Form** component of the system will be completed directly by each instructor.

Definitions

For the purposes of this policy the following definitions shall be utilized:

Instructor: includes all faculty members, including part time and sessional faculty, instructors, and teaching assistants who take on substantial responsibility for teaching a course. This information about who is to be evaluated using the SRI process is provided by each academic unit.

Student Ratings of Instruction (SRI): refers to the systematic collection of student feedback on the quality of learning and teaching in credit courses including a set of common questions used across all teaching units.

Student: an individual registered at Dalhousie University in credit course(s).

Course: shall be defined at the Faculty level and may include any unit of instruction for which academic credit is assigned.

Note: *Dalhousie acknowledges the value of the University of British Columbia's A Policy on Student Evaluation of Teaching (May 16, 2007) in providing a useful example and framework template*

*Appendix A***Summary of the Dissemination of Results of the SRI Process to Different Stakeholders***

Stakeholder	Part A (Common)	Part B (Program Customized)	Part C (Instructor Customized)	Part D (Qualitative Questions)
Instructors	X	X	X	X Signed (with identifying information removed) and unsigned comments
Head/Chairs, Academic Directors	X	X		X Signed comments only
Deans	X			
Students	X (Items 1-8)			

*Under the terms of the collective agreement between the University and the Dalhousie Faculty Association, senior administrators may request, in writing, to the Centre for Learning and Teaching the results for Part A

Student Feedback Instruments

The Dalhousie University Student Ratings of Instruction Program

The Dalhousie University Student Ratings of Instruction (SRI) Program is designed to provide information on students' perceptions of the teaching effectiveness of their instructors. The data is intended for "summative" purposes. That is, the concern is with the overall quality of teaching performance. The questionnaire focuses on those elements of teaching behavior that are correlated to positive student outcomes and other measures of effective teaching; thus, the results are most appropriate for making judgments about general teaching quality and consistency of performance. This standardized system is not meant to supplant teacher-designed "formative" evaluations that provide detailed, diagnostic information for improvement purposes.

See [Resources](#) for more information on summative and formative evaluation of teaching.

The information collected from the students is confidential, and access to both the raw data and final reports is strictly controlled. See the [procedures for data collection and reporting of results](#).

Student Ratings of Instruction In-class Procedures Electronic Capture and On-line

Directions for the Instructor:

1. Ask a student or staff member to oversee the electronic capture/online procedures in your class. In large classes, other students may assist but only one should be responsible for overseeing the process.
2. Please refrain from making comments, except to clarify procedures.
3. Read the next section (*Instructions to Students*) to the class and then **leave the room. The instructor must not be present when students are completing the SRI electronic capture/ online form.**

Instructions to Students: (to be read to the class by the Instructor)

1. The information you give will be used to review the effectiveness of your instructor's teaching. Your thoughtful ratings on the questions will be used in the faculty tenure and promotion

decision-making process, for other personnel decisions, and to provide information on teaching effectiveness at Dalhousie University. Your response is anonymous. Your instructor, the Chairperson or Director, Dean, and members of personnel committees will be provided with a summary of the class responses but will not have access to individual responses. **Your response will not affect your grade.** The summary of responses will be given to the instructor only after the final grades have been submitted.

2. The instructions for completing the electronic capture/online evaluations are contained on the form after you link onto the system.
3. Your written comments can also be entered at the end of the form. After completing your comments, please indicate, as requested on the form, if you want them to be used for tenure, promotion, re-appointment, or other personnel decisions. **Your instructor will NOT be able to identify you;** the comments to which your instructor will have access will contain **NO** identifying information.
4. **Important** Remind students that they **should not** type any identifying information in the comments box. They should indicate via the check box at the end of the comments section on the

form if they wish to enter signed copies.

Directions for Staff or Student Assistant:

1. When the professor has left the room.
Ask students to access the Student Ratings of Instruction via the email sent to them by the SRI system.

If they have already completed an evaluation online for this course prior to this class they do not have to complete the form again.
2. **Ask the students to work independently and to refrain from discussing their responses.**
3. **Allow at least 15 minutes for students to complete the form.**
4. **Remind students that if they do not complete the evaluation in class they may complete it online up until midnight of the last day of class.**

Report any problems to:

The Centre for Learning and Teaching 494-2706

Faculty of Management Policy on Teaching Quality

POLICY STATEMENT 2

REASON FOR POLICY 2

EXAMPLES OF SUCCESSFUL TEACHING 3

LEADERSHIP 3

GOOD COMMUNICATION 3

EFFECTIVE COURSE DESIGN 4

EFFECTIVE ASSESSMENT 4

SELF-REFLEXIVITY 5

DEFINING EVIDENCE OF TEACHING QUALITY 5

EVIDENCE FROM STUDENTS 5

EVIDENCE FROM PEERS 5

EVIDENCE FROM THE TEACHER HIM/HERSELF 5

DEVELOPING TEACHING EXCELLENCE 6

RECOGNITION FOR EXCELLENT TEACHERS 6

THE ROLE OF THE ANNUAL REVIEW MEETING 6

INTERVENTION PROTOCOL GUIDELINES 7

APPENDICES 9

APPENDIX 1: EXCELLENT COMMUNICATION SKILLS 9

APPENDIX 2: SAMPLE MIDTERM EVALUATIONS 10

APPENDIX 3: TEACHER SELF-EVALUATION 12

APPENDIX 4: DALHOUSIE UNIVERSITY TEACHING AWARDS 14

UNIVERSITY-WIDE AWARDS 14

FACULTY OF MANAGEMENT TEACHING AWARDS 14

REGIONAL AND NATIONAL TEACHING AWARDS 14

RELATED INFORMATION 15 2 | Page

Policy Statement

Regardless of program or type of class taught, successful teachers demonstrate leadership, good communication skills, effective evaluation techniques, and self-reflexivity about their teaching.

Reason for Policy

The Faculty of Management Guidelines for Tenure and Promotion recognize that teaching in this faculty is characterized by diversity; the Faculty of Management offers many different types of classes of different sizes and at different levels. Thus, the Guidelines state:

The major tasks of the instructor lie primarily in imparting the basic concepts, principles, and theories of his or her field of specialization; in imparting a range of intellectual, professional skills; and also in imparting appropriate professional values. Furthermore, the instructor's effectiveness is evidenced by his or her ability to stimulate the intellectual interest and operational capacity of his or her students....Teaching includes lectures, seminars, laboratories, tutorials, and field instruction, supervision and co-ordination. It also extends to less formal teaching situations, such as counselling students and directing graduate student research, theses, and in the practicum.

In keeping with these broad Guidelines, any Faculty policy on teaching quality must also be broad enough

- (1) to allow all professors to thrive and to foster development in teaching across the whole career span, and
- (2) to consider appropriate assessment and evaluation of teaching.

This policy is intended to apply to all those who teach in the Faculty of Management, whether on Dalhousie Faculty Association (DFA), Canadian Union of Public Employees (CUPE) or other appointments, except where otherwise noted. **3** | Page

Examples of Successful Teaching

Leadership

Successful teachers:

1. Motivate students to learn;
2. Actively engage students in the learning process using participatory approaches that are consistent with the learning outcomes of the class;
3. Demonstrate enthusiasm for the class material and for teaching;
4. Demonstrate genuine concern for student learning;
5. Are approachable and respectful of students.

Good communication

Successful teachers:

1. Set clear aims, goals and objectives for learning outcomes;
2. Facilitate student-professor communication both inside and outside of class;
3. Stimulate student interest in the course material;
4. Make appropriate use of technology to inform and engage students;
5. Communicate clearly with students and the school director in the event of cancelled classes¹;
6. Adapt teaching strategies to the needs of students, recognizing that undergraduate, graduate, and mid-career students have different needs and require different teaching approaches.

¹ All instructors are expected to teach every class for which they have been contracted. If an emergency arises and a class must be cancelled, it is the instructor's responsibility to contact both their school director, to explain why a class must be cancelled and to provide details of how the class topic will be covered, and to contact the students (through email, BbLearn, etc., along with arranging for a paper notice on the classroom door).

(Appendix 1 “Excellent Communication Skills: A Checklist” provides further detail on the role of good communication skills in teaching performance.) **4** | Page

Effective course design

Successful teachers:

1. Establish learning outcomes that highlight a range of skill types and varying levels of ability appropriate to the course;
2. Devise learning activities that provide students with active opportunities to practice the required skills and to engage with the material in preparation for evaluation;
3. Create assessment tools that enable students to demonstrate that they have met the learning outcomes of the course in meaningful ways.

Effective assessment

Successful teachers:

1. Link assessment to learning outcomes;
2. Use a balance of assessment tools (including appropriate qualitative/quantitative tools), and ensure that overall assessment structure effectively assesses learning outcomes, as set out in the course syllabus;
3. Provide students the opportunity to learn and practice tasks before being evaluated;
4. Adhere to the Faculty of Management Professor-Student Contract on Academic Integrity available at http://management.dal.ca/academic_integrity/fom_policy/A_Professor-Student_.php;
5. Assess student learning fairly and accurately;
6. Provide clear, constructive and timely feedback;
 - i. To ensure that feedback is useful in improving student performance, it should be provided as promptly as possible, ideally before the student submits a subsequent assignment. Ideally, students should receive some graded feedback within the first third of the course. During the term assignments should be graded and returned to students within two weeks of submission.

5 | Page

ii. To make instructor expectations clear, rubrics should be used to provide informative feedback to students. Grading rubrics should be provided to students as part of the assignment template.

Self-reflexivity

Successful teachers:

1. Regularly re-assess their teaching methods and activities;
2. Seek opportunities to obtain informal feedback on the effectiveness of their teaching (such as informal midterm course reviews and informal classroom observations by colleagues);
3. Participate in professional development for teaching improvement.

Appendix 2 provides some resources for informal midterm evaluations.

Defining Evidence of Teaching Quality

Teaching is a complex task and the formal evaluation of teaching should be based on evidence from multiple sources and over sustained periods of time, of which the following are examples.

Evidence from students

- Student Rating of Instruction (SRI) scores.
- Signed qualitative comments.
- Emails or signed letters sent to program/school administrators.

Evidence from peers

- Peer review of the teaching dossier (check for alignment of teaching philosophy and approaches, syllabi, and responses to SRI feedback).
- Informal classroom observations by colleagues.

Evidence from the teacher

- Annual reports.
- Annual review meetings with school director or delegate:
 - o Completion of yearly teacher self-evaluation.
 - o Discussion of teacher self-evaluation.
- Teaching dossier, which should include:

- Statement of teaching philosophy
- Sample assignments
- Sample syllabi
- Student Rating of Instruction (SRI) results
- Reflection on Student Rating of Instruction (SRI) results.

(See Teaching Dossier resource links provided by the Centre for Learning and Teaching at <http://www.dal.ca/dept/clt/services/Dossiers/Resources.html>)

Developing Teaching Excellence

Evidence from both self-assessment and SRI (Student Rating of Instruction) results are valuable sources of data in our efforts to improve teaching effectiveness. In these efforts, it is essential that a supportive climate in which development can thrive be maintained.

Recognition for Excellent Teachers

1. Professors whose teaching reflects particularly high levels of achievement should be acknowledged by a formal letter from the school director, a copy of which should be kept in the personnel file.
2. Professors whose teaching is recognized as excellent should be encouraged to mentor their colleagues and faculty members who are developing as teachers should be encouraged to seek out mentors.
3. Professors whose teaching is consistently excellent should also be recognized through nominations for faculty and university teaching awards (see Appendix 3).

The Role of the Annual Review Meeting

1. In terms of self-assessment, each professor with a DFA appointment should have an annual review meeting with his or her school director or designate to discuss teaching performance as well as research and service.
2. An integral part of the discussion of teaching performance should be an annual Teaching Self-Evaluation (see Appendix 3), in which the professor is encouraged to reflect on his or her teaching performance over the past year and to identify possible goals for improvement or strategies for support. This meeting is an opportunity to acknowledge successful teaching performance as well as to identify areas for further improvement.
3. In addition to self-assessment, the SRI system provides the most commonly available source of feedback on which to base development efforts. School directors interpret SRI scores in the context of several important variables (the size of the class, the level of the class, whether the class is required or elective, and the professor's level of experience in

general and with the specific class in particular). It is therefore impossible to establish an objective “number” which denotes an acceptable (or unacceptable) level of teaching performance in all cases. The reliability of SRI data is based on consistency over time, and the results for a single course, while useful for developmental purposes, do not necessarily reflect overall teaching effectiveness.

4. Professors are encouraged to participate in events and activities such as teaching workshops and conferences (such as the annual Dalhousie conference on Teaching and Learning organized by CLT) and to share their innovative teaching strategies, either through workshops and/or conference sessions or by posting to the Dalhousie Idea Bank blog (<http://www.dal.ca/dept/DALVision/idea-bank.html>).
5. Written reports of each annual review meeting should be filed in the office of the school director.

Intervention protocol guidelines

There will be occasions when SRI scores or other evidence indicates a concern with teaching performance. In these instances, the following intervention protocol is proposed for all professors, whether on DFA, CUPE or other appointments:

Step 1: Initial concern:

The school director should interpret the SRI scores and signed qualitative comments in light of the variables listed above. If the scores in a class suggest a cause for concern about teaching performance, the school director or designate should have an informal, non-evaluative discussion with the professor outside of the annual review meeting. No record of the meeting should become part of the professor’s personnel file. During this discussion, the professor should be encouraged to reflect upon his or her teaching. It would be appropriate for the school director or designate to ask questions such as “How do you feel this class went? How would you interpret these data? Are there things you would change if you teach this class again?” Appropriate resources should be offered, if needed.

If the school or program administrators receive an isolated signed letter or email of complaint from a student, that complaint should be followed up by the school director or designate, taking care to protect the identity of the student and, except in extraordinary circumstances, only after grades have been submitted. The complaint should be approached with an open-minded examination of possible explanations, and considered in the context of the larger body of SRI data. Appropriate resources should be offered, if needed. **8** | Page

Step 2: Repeat concern or more serious concern:

If

- a) a professor has poor teaching scores in all classes in one term; and/or
- b) a professor has poor teaching scores in a particular class over two consecutive offerings of the class; and/or
- c) the school/program director receives signed letters or emails from several students expressing concerns with the professor's teaching,

the school director or designate should meet with the professor to identify and discuss reasons for these outcomes and to make a professional development plan for addressing the issues identified. Developmental strategies could include some or all of the following:

a) Mentoring. The mentor could be:

- a colleague from within the school;
- the program director;
- a staff member from the Dalhousie Centre for Learning and Teaching (CLT also provides a confidential peer consultation program).

b) Attending workshops or participating in other training offered by CLT or other appropriate units or organizations.

c) Attending a conference related to teaching performance and strategies.

d) Observing another professor's class(es).

e) Other strategies, as appropriate.

Step 3: No improvement or no compliance:

If there is no observable improvement in SRI scores in the following year or if there is no follow-up with the recommended professional development strategies, the professor should be referred to the Dean for further discussion of teaching improvement strategies.

Approved by Faculty Council, July 22, 2009

Revised October 30, 2013 9 | Page

Appendices

Appendix 1: Excellent Communication Skills – A Checklist²

² Prepared by David Wheeler, Dean of Faculty of Management, 2006-2009

Observe the communications-related components of the Professor-Student Contract of the Faculty of Management (latest version posted at

http://management.dal.ca/academic_integrity/fom_policy/A_Professor-Student_.php)

Engage students through excellence in communicating ideas and enthusiasm for the subject, in line with course design.

Be able to present lecture-style, rich-content teaching when this is consistent with the learning outcomes of the class.

Be able to engage students in a range of learning strategies other than lecture where these modes of learning are consistent with the learning outcomes for the class.

Set a professional tone in all communications in and out of the classroom.

Respond promptly to emails from students and administrators (within 2-3 days of receipt).

Be available for office hours at least two hours per week.

Be able to use BLS competently and post grades correctly and electronically in Banner in a timely manner, and within University guidelines.

Be able to explain to students the expectations and grading criteria for assignments, quizzes and examinations.

Be able to explain clearly to students why they have received a given grade on any assignment or quiz. **10 |**

P a g e

Appendix 2: Sample Midterm Evaluations³

³ Prepared by Suzanne Le-May Sheffield, Director, Centre for Learning and Teaching

Summative vs Formative Evaluations

The Dalhousie Student Ratings of Instruction Program is a formal process in which student ratings of instruction data are used for administrative purposes in the summative evaluation of teaching performance. Summative evaluations are concerned with the overall quality of teaching and so the data collected focuses on those teacher behaviours that are correlated with the desirable outcomes for students. Formative evaluations of teaching are concerned with the on-going development of teaching and are conducted by individual instructors to explore how the learning process might be best facilitated. Formative evaluations are conducted while the course is still on-going. They usually focus on specific elements of teaching and learning rather than being concerned with the overall performance.

Why conduct mid-term evaluations?

Mid-term evaluations are formative evaluations and allow you to address problems and difficulties while the course is on-going. By asking detailed questions, you will receive specific feedback from students on specific items for improvement as well as communicating what you are doing well. Students will often give more extensive feedback in mid-term than end-of-term evaluations because the outcomes will directly affect them. Changes can be implemented and you will be able to compare and contrast the students' original response in the mid-term evaluations with the end-of-term evaluations.

How to design mid-term evaluations?

You can't address all aspects of the teaching and learning process in one questionnaire. Consider three or four aspects of your course that you would like students to comment upon. Your choices do not have to focus only on problem areas; ask questions about what is going well, too. Make sure your questions are clearly worded and open-ended. Avoid questions that result in a yes or no response.

Distributing your mid-term evaluations

Ask students to fill out your questionnaire at the beginning of class rather than at the end of class when they are in a hurry to get to their next class. You should leave the room while they respond to the questionnaire and emphasize that they should not sign the form. Make sure you explain the purpose of the questionnaire to your students, both orally and in a brief written synopsis at the start of the questionnaire. Express your interest in knowing their opinion about what is working and what is not working for them. Have a student collect the completed questionnaires and place them in an envelope. **11 | Page**

Responding to your mid-term evaluations

When you read your students' mid-term evaluations, consider the big picture. What are the general trends in the feedback? There may be some items that are impossible to change mid-way through the course, but you should respond to at least one major concern as the course is still on-going. If you conduct mid-term evaluations and then fail to respond to students' concerns, you will undermine your own credibility with your students.

Share the general results of the mid-term evaluations with your students. Indicate to them how you will address significant problems or concerns. Alternatively, you might ask the class to vote on how certain aspects of the course should be changed or enhanced. Students will usually be impressed with the fact that you have taken the time to consider their concerns and to address them immediately.

Sample mid-term evaluation tools can be found at:

Mid-Term Evaluation Questions

<http://www.princeton.edu/mcgraw/library/for-faculty/midcourseevals/Mid-term-Evaluation-Questions.pdf>

Feedback Forms

http://w4.stern.nyu.edu/citl/teaching/evaluations/hardcopy_survey.htm

Incorporating Mid-Term Course Evaluations

<http://teachingcenter.wustl.edu/midterm-evaluations> **12** | Page

Appendix 3: Teacher Self-Evaluation

All those who teach in the Faculty of Management should complete this self-evaluation annually, in advance of their annual review meeting with their school director or designate. The completed self-evaluation can form the basis for a discussion of teaching performance during the annual review meeting.

I would be interested in the following type of support in this area...

Examples/evidence of how I meet these criteria

Leadership...

I motivate students to learn;
I actively engage students in the learning process using participatory approaches;
I demonstrate enthusiasm for the class material and for teaching;
I demonstrate genuine concern for student learning;
I am approachable and respectful of students.

Good communication...

I set clear aims, goals and objectives for learning outcomes;
I facilitate student-professor communication both inside and outside of class;
I stimulate student interest in the course material;
I make appropriate and effective use of technology;
I communicate clearly in the event of a cancelled class;
I adapt teaching strategies to the needs of students.

Effective course design....

APPENDIX F: ADMISSION AND RETENTION STATISTICS

Admissions Statistics for Direct Entry	Criteria	Numbers
2014/15	GPA over 3.0 Management Experience Profile form Partial Prior Learning Assessment Full Prior Learning Assessment	21 7 11 9
Total Admissions 2014/2015		48
2013/14	GPA over 3.0 Management Experience Profile form Partial Prior Learning Assessment Full Prior Learning Assessment	26 6 9 3
Total Admissions 2013/2014		44
2012/13	GPA over 3.0 Management Experience Profile form Partial Prior Learning Assessment Full Prior Learning Assessment	25 3 11 3
Total Admissions 2012/2013		42
2011/12	GPA over 3.0 Management Experience Profile form Partial Prior Learning Assessment Full Prior Learning Assessment	13 3 6 1
Total Admissions 2011/2012		23

Affiliation for Current Students 2014/2015 School Year (taken from 201530 Stats – Jun 30/15)

CSI/ICB	63
INS	3
CFP	23
CEBS	12
Full program	50
CLU/CFP	2

Retention:

Withdrawals for 2011/2012	2
Withdrawals for 2012/2013	13
Withdrawals for 2013/2014	23
Withdrawals for 2014/2015	9

Faculty/Student Ratio:

Term	MBA (FS) Course	No of Students	No of Profs
2015.30	Management Skills Development	38	1
	Corporate Social Responsibility	37	1
	Strategic Leadership & Change	22	1
2015.20	Advanced Marketing	32	1
	Business Economics	29	1
	Managemnt Skills Development	13	1
	Advanced Corporate Finance	55	1
	Risk Management for Financial Institutions	25	1
2015.10	Business Accounting	53	1
	Quantitative Decision Making	27	1
	Management Information Systems	27	1
	International Business	18	1
	Investments and Money Management	20	1
2014.30	Advanced Marketing	54	1
	Strategic Leadership & Change	25	1
2014.20	Business Economics	29	1
	Managment Skills Development	35	1
	Advanced Corporate Finance	37	1
	Corporate Social Responsibility	45	1
2014.10	Business Accounting	44	1
	Quantitative Decision Making	39	1
	Management Information Systems	23	1
	International Business	16	1
	Global Markets & Institutions	9	1
2013.30	International Business	22	1
	Strategic Leadership & Change	29	1

Term	MBA (FS) Course	No of Students	No of Profs
2013.20	Advanced Marketing	33	1
	Accounting	31	1
	Management Skills Development	27	1
	Advanced Corporate Finance	31	1
	Legal Aspects of Risk Management	12	1
2013.10	Business Economics	32	1
	Quantitative Decision Making	31	1
	Management Information Systems	21	1
	International Business	21	1
	Risk Mgmt for Financial Institutions	11	1
2012.30	Information Systems in an Information Age	25	1
	Strategic Leadership & Change	30	1
2012.20	Advanced Marketing	40	1
	Accounting	29	1
	Advanced Corporate Finance	21	1
	Legal Aspects of Risk Management	12	1
2012.10	Business Economics	31	1
	Quantitative Decision Making	27	1
	Information Systems in an Information Age	19	1
	International Business	18	1
	Measurement & Methodological Approaches in RM	4	1
	Totals	1309	47
	Average Student to Professor Ratio = 27.85 to 1		

APPENDIX G: MBA COMPETENCIES FRAMEWORK

MBA Competency Framework

Introduction

The literature has brought to light the range of skills which leaders need for strategic management. A three-skill taxonomy developed by Yuki (1994) summarizes these as **Technical Skills, Interpersonal Skills and Conceptual Skills**

These are described as follows:

Technical Skills – Knowledge about methods, processes, procedures and techniques for conducting a specialized activity, and the ability to use tools and operate equipment related to that activity.

Interpersonal skills – Knowledge about human behavior and interpersonal processes, ability to understand the feelings, attitudes and motives of others from what they say and do (sympathy, social sensitivity), ability to communicate clearly and effectively (speech fluency, persuasiveness) and ability to establish effective and cooperative relationships (tact, diplomacy, knowledge about acceptable social behavior)

Conceptual Skills. General analytical ability, logical thinking, proficiency in concept formation and conceptualization of complex and ambiguous relationships, creativity in idea generation and problem solving, ability to analyze events and perceive trends, anticipate changes, and recognize opportunities and potential problems (inductive and deductive reasoning) (*Journal of Leadership and Organizational Studies*,1996;3;143)

This range of skills, knowledge and competencies can also be described as the training domain of the MBA. To this list, RBS of Dalhousie University would add its foundational component of Ethical or Values Based Management.

The competencies proposed below can be seen to address these three skills as follows:

Technical	Interpersonal	Conceptual	Values-Based
Outcome1		1	
2			
	3	3	3
	4		4
5	5	5	5
6		6	
7		7	
8		8	

The Learning outcomes described below reflect these required attributes of future Strategic Leaders, as they progress through the MBA programme.

Student/Learning Outcomes (proposed modified program)	Courses which encompass these Learning Outcomes Mechanisms through which the achievement of student learning outcomes will be measured
Degree-level - Advanced Management (AM) MBA	
<p>Outcome #1: All (AM) MBA students are expected to demonstrate competence in strategic thinking, problem-framing/decision making and managing in complex business environments</p>	<p><i>Quantitative Decision Making</i> [decision-making through case and statistical analysis] <i>Corporate Social Responsibility</i> [analyzing and understanding the ethical element in business decisions, especially the HR functions] <i>Strategic Leadership and Change</i> [focus on competitive leadership and the management of change in dynamic global environments as both a managerial responsibility and an orientation for the entire organization; decision making from the perspective of managers at a strategic business unit (SBU) level; skills for exercising leadership and making strategic choices at the business unit level to achieve competitive advantage in dynamic environments; conceptual building blocks (or tool kit) of strategic analysis and strategic management; selection of appropriate tools and concepts that are relevant to a strategic problem area or opportunity.] <i>Accounting</i> [determine appropriate quantitative analysis framework] <i>Management Information Systems</i> [leverage of IT for business process automation and innovation; management of change from disruptive technologies] <i>Advanced Corporate Finance</i> [financial decision-making using open ended assignments and real time cases] <i>Risk Management</i>[[dealing with complex enterprise risk management situations through case studies and major real time projects]</p>
<p>Outcome #2: All (AM) students will demonstrate skills and competencies in business operational management</p>	<p>All courses in the AM MBA program focus on business operation management. Effective business operation management key concepts, theories and applied techniques are taught in each course of the program. <i>Quantitative Decision Making</i> [extracting and analyzing information from data sets; understanding statistical process of control] <i>Accounting</i> [determine operational management metrics for decision making] <i>MIS</i> [operational issues in enterprise IT delivery] <i>Advanced Corporate Finance</i>[learn and understand the interplay of financial decisions with operational outcomes]</p>

	<i>Risk Management</i> [integrating and demonstrate the importance of risk management for operational success]
Outcome #3: All (AM) MBA students are expected to demonstrate competence in leading, influencing and managing people	<p>Most courses involve team and group work, as a way of developing interpersonal skills, self-management, and integrating multiple perspectives.</p> <p><i>Management Skills Development</i> [focus on the knowledge, skills and attitudes (KSAs) considered critical to managerial success; provide the student with the behaviors to help ensure that when managing human resources, staff will perform at and near peak effectiveness. The course requires direct involvement in skill building activities.]</p> <p><i>Risk Management</i> [learning that people issues create the complex risk issues in organisations and risk issued can only be managed through managing people]</p>
Outcome #4: All (AM) MBA students are expected to demonstrate competence in managing relationships with external stakeholders	<p>All courses in the AM MBA program encompass elements of managing relationships with external stakeholders;</p> <p><i>Corporate Social Responsibility</i> [managing various stakeholders, e.g. shareholders, community, workers]</p> <p><i>Corporate Finance</i> [how to maximize shareholder value; understanding the difference between shareholder and stakeholder]</p> <p><i>Finance</i> [learn interplay between financial decisions and investors, suppliers, and clients]</p> <p><i>Global Markets</i> – [understanding the role of the international financial institutions and government]</p> <p><i>RM</i> [learn about managing the interplay between the internal system of an organization and the wider externalities in which the organization functions]</p> <p><i>MIS</i> [relationship with technology partners; vendor management]</p> <p><i>Legal Aspects</i> [focus on business operation management.</p>
Outcome #5: All (AM) MBA students are expected to demonstrate competence in marketing management	<p><i>Advanced Marketing</i> course. [marketing strategy where a number of current and relevant strategic issues in marketing are covered from the viewpoint of a marketing manager; understand the strategic importance that marketing plays for successful organizations].</p> <p><i>RM</i> [learn the role that RM plays in reputational risk ,as well as new product introduction and how it relates to marketing and sales effort of an organization]</p>
Outcome #6: All (AM) MBA students are expected to demonstrate competence in financial management; performance measurement; risk	<p><i>Accounting</i> [select and analyse performance measurements in financial reporting; select and analyse performance measurement metrics]</p> <p><i>Finance</i> [learn decision-making under risk, examining the</p>

<p>management and decision-making</p>	<p>variability of cash flow] <i>RM</i> [looking at variability of outcomes, reputational, legal, financial] <i>Business Economics</i> <i>MIS</i> [use of IT to synthesize data and provide information for timely decisions] <i>Global Markets</i> [general understanding of risk management for financial institutions; risk measurement for for financial and non-financial companies] <i>Corporate Social Responsibility</i> [consider reputational risk in decision-making] <i>Quantitative Decision Making</i> [risk analysis; emphasis on value at risk; decision analysis hypothesis-testing; modeling of relationships] The above listed courses will provide students with the core fundamentals for financial, risk management and effective decision making.</p>
<p>Outcome #7: All (AM) MBA graduates will have a thorough understanding of global business.</p>	<p><i>MIS</i> [technology as enabler of global collaboration] <i>Corporate Finance</i> [understanding international implication on financial decisions; international financial management] <i>RM</i> [dealing with global issues, i.e. cybersecurity; global demographics] <i>Global Markets</i> [general understanding of global financial markets and institutions; regulations in Canada; role of regulations; impacts of financial institutions on world economy] <i>Corporate Social Responsibility</i> [consider ethical ramifications of ethics in business] <i>Quantitative Decision Making</i> [techniques appropriate for business analysis in global situations] <i>Business Economics</i> –[understanding global business] <i>International Business</i> [concepts of international business and competition from a manager's perspective; examine issues and problems which arise when business operations or institutions extend across national boundaries and become international in scope or character; characteristics and contemporary dynamics of the world economy and analysis of the emergence and development of the multinational firm and of the adaptations of the basic managerial functions due to internationalization; new concepts of global management, around three fundamental building blocks: a) New organizational disciplines such as TQM, customer service, cycle planning and environmentalism; b) Value added competencies; c) Corporate organization and infrastructure.]</p>

<p>Outcome #8: All (AM) MBA students are expected to demonstrate competence in managing information management</p>	<p><i>MIS</i> [provide non IS majors with a fundamental understanding of key Information Technology issues with the perspective of the student as decision-maker on major IT initiatives and investments; understand how strategy goals of IT can drive business value and opportunity creation along with the common constraints in Enterprise IT systems]Management Information Systems course. This course is designed to provide non-IS majors with a fundamental understanding of key Information Technology issues with the belief that these individuals will be the primary decision makers in major information technology initiatives and investments. Therefore, it is necessary to provide future managers with the basic knowledge required for effective IT-related decision-making. <i>Quantitative Decision-Making</i> [data analysis, using standard software; managing data/organization using software]</p>
<p>Outcome #9: All (AM) MBA graduates will be able to effectively apply values-based management thinking and understand the importance of ethical, socio-economic and environmental values in decision-making and action; corporate social responsibility.</p>	<p>Triple-bottom-line core teachings are covered in all courses in the AM MBA program and is the main focus of the <i>Corporate Social Responsibility (CSR)</i> course. [understanding and effectively applying VBM and ethical principles to the economic social and environmental challenges faced in taking and implementing business decisions; role of business in addressing social and environmental problems; analytical and practical foundations to appreciate the business/stakeholder relationship and contribute to their communities as responsible business leaders skills, knowledge and competencies to effectively apply triple-bottom-line thinking in decision making.] <i>Global Markets</i> [understanding ethics in financial industry] <i>Corporate Finance</i> [ethical implications of financial decisions; examining various financial objectives and decision-criteria in the context of values-based management]</p>
<p>NOTE:</p>	
<p>Skills, knowledge and competencies are demonstrated using various evaluations methods; term papers, presentations; group work; discussions, case study assignments, application, practice and exams. Students must receive a minimum grade of 70% (B-) in all courses.</p>	

APPENDIX H: CREDENTIAL RECOGNITION

Employer recognition

It should be noted that when the MBA FS was first established, BMO entered into an agreement with Dalhousie University to register 480 of its high-potential employees in the program. Thus several cohorts of BMO managers and executives completed the MBA FS over a 15+ year period. BMO continues to be a strong sponsor of the MBA FS, as are all of the other major Canadian banks.

A large number of organisations sponsor their high-potential employees through the MBA FS (this may be full or partial sponsorship in areas such as tuition, time off for intensives, time off for study). This is in recognition of the value of the program to their organizational performance. As an experiential learning program, with a strong focus on action-based learning, students bring issues, challenges and problems from their workplace as assignments for projects, and these benefit from peer insight/input and on-going coaching from faculty members. These may include strategic or business plans, marketing or financial strategies, advertising ideas, and others. Organizations have frequently commented on the valued-added to their organizations of their employees taking the MBA FS.

Recognition for further study

The MBA FS is a fully accredited (AACSB) graduate masters level program, issued by Dalhousie University's Faculty of Graduate Studies. As such, students who wish to pursue their doctorates may do so in any institution of higher learning. MBAFS graduates have gone on to pursue their PhDs, or LLDs (as some four graduates have done). As a graduate program, students receive a sound foundation in research and quantitative methods, and are taught by PhD prepared faculty members (or instructors with comparable industry association designations).

APPENDIX I: PROGRAM RESOURCES

Administrative and Technical Supports to Program Delivery

In addition to the multitude of services Dalhousie has available to faculty and students (such as the Centre for Learning and Teaching, Student Help Desk, Library Services, and the Writing Centre), the Faculty of Management's Centre for Advanced Management Education (CFAME) provides a full range of support and services to faculty, external instructors, teaching assistants and, of course, to students.

The CFAME team provides academic, technical and instructional design support to all instructors who deliver courses for the Faculty of Management. This involves briefings, course design and preparation, on line course management, production of learning resources (videos, blogs, and other media), and research on emerging technologies and devices, including briefings and demonstrations. The CFAME team also provides a full range of support to students registered in the program, including advising, coaching, technical and administrative support.

As noted above, quarterly professional development sessions are offered to all faculty who teach online/blended courses. These sessions are designed to provide key research findings related to teaching in a blended delivery environment; to provide an overview of new technologies available to enhance the teaching and learning experience and an opportunity for faculty members to exchange experiences, challenges and successful practices in their teaching.

The University's Centre for Learning and Teaching (CLT) works in partnership with academic units, faculty members, and graduate students to enhance the practice and scholarship of learning and teaching at Dalhousie University. CLT takes an evidence-based approach to advocating for effective learning and teaching practices, curriculum planning, services to support the use of technology in education, and institutional policies and infrastructure to enhance the Dalhousie learning environment.

In addition to the individualized support to students, the following student support services are offered:

- **Faculty of Graduate Studies:** New student Orientation
- **Help Desk:** The Help Desk provides Dalhousie students, faculty and staff with information and assistance with computing questions and problems, including: e-mail, password/PIN resets, wireless access, and usage of the university's IT resources.
- **Library:** The Dalhousie Library provides vast menu of services for both on campus and off campus students, students in the Advanced Management MBA may take advantage of all the services the library has to offer. The list below covers only a sample of the services available via the Dalhousie Library.
- Business Research Guide <http://dal.ca.libguides.com/business?hs=a>
- Distant Student Services: The Dalhousie libraries provide many ways for distance students to do online research or get assistance from our librarians. http://libraries.dal.ca/locations_services/services/distance_services.html
- Writing and Style Guide: Dalhousie librarians have assembled writing guides and citation style guides to help you present better papers. http://libraries.dal.ca/writing_and_styleguides.html
- Online Tutorials: including tips and tools for how to utilize the library services and research tools. http://libraries.dal.ca/using_the_library/online_tutorials.html

Space (classroom, office, laboratory)

Given the nature of this program, i.e. a blended delivery format, students come together with their professors for 'intensive' sessions only at the end of each course/term which means that on-site resources are required only 3 times each year, in Halifax and other city centres.

The Kenneth C. Rowe Management Building on the Dalhousie campus has a designated Executive Training Suite which is used for Intensive sessions, as well as dedicated computer labs in the building. No additional space needs are anticipated for the Halifax Intensives. Summer intensives in Halifax are held during the month of August when on-campus courses are limited and space is readily available.

Classroom space will be sought in cities where it is deemed appropriate to hold intensives, in locations convenient to the majority of students. Educational facilities or conference centres with spaces appropriate for classroom-type use are contracted for the dates specifically needed. An example of space that has been contracted to use for our intensive sessions is the Learning Tree on Dundas Street in downtown Toronto (see <http://www2.learningtree.ca/htfu/cnto10/toronto/it-and-management-training/>).

Equipment (computer, audio-visual, laboratory/simulated clinical laboratory equipment)

Our students must have a computer they can use and an internet connection for the online/distance portion of their course. Students are provided with guidelines regarding minimum requirements and specific software, but these items are the students' responsibility; they are not provided by Dalhousie University.

For on-site sessions, current equipment at the Kenneth C. Rowe Management Building is sufficient for all of the course requirements. No additional equipment needs are anticipated, beyond the regular upgrading of software by Information Technology Services and related units, and new hardware on a cyclical basis within the Faculty. Two current examples of such regular upgrades is the replacement of all computers in the labs in the Rowe Building in the summer of 2015, and a move from the BlackBoard online learning platform to the D2L/Brightspace platform to be effective in all MBA programs effective September 2015.

Library

Dalhousie Libraries already have extensive licensing arrangements with the major vendors for digital business administration resources. This access is essential as the majority of peer-reviewed publications in the field are available in digital format, and a proportion of them digital only. CFAME students benefit from such access. Complementing these resources are hardcopy and journal resources available to the MBA students in the Killam Library on campus

Innovation in management

Dalhousie University is experiencing a practical revolution. *Colin Craig* reports on the pioneering blueprints behind their plans for success.

Can innovation be altruistic? The innovative process is traditionally driven by a desire to transform new ideas into a competitive advantage in order to achieve increased profits and ultimately a monopoly. At Dalhousie University's School of Business Administration, it is driven in part by a need to differentiate its academic offerings from those of the competition, but innovation is rooted in a mission shared by its three sister schools of the Faculty of Management.

The mission of the faculty is 'to become the acknowledged centre of values-based management in Canada, with an international reputation for developing private sector, public sector and civil society leaders who manage with integrity, focus on sustainability and make things happen.' Realising this goal will result in more than new theoretical models for management; it will create new management practices and practitioners that will be the drivers of successful, sustainable economies. This goal is the antithesis of creating a monopoly; it is an altruistic goal to instigate a practical revolution in management practices.

"Being named the Most Innovative Business School in Canada by *European CEO* magazine is an affirmation of the advances we have made in creating new models for

delivering management education and the potential they hold for producing a new generation of managers schooled in values-based management. While Canada's businesses and, particularly, its financial institutions did demonstrate that the Canadian business environment is one of the most stable in the world, it does need to embrace new models and practices if it is to be sustainable. Our faculty has engaged the public and private sectors, its faculty and its students in a collaborative process to create innovative approaches to management education that have already begun to bear fruit. Receiving recognition from the European business community in the form of this award adds to the momentum we have created," said Peggy Cunningham, Dean, Dalhousie Faculty of Management.

Innovation at Dalhousie's Faculty of Management is fueled by its diverse faculty and student body and by the synergies made possible by its unique structure. It comprises the Schools of Business Administration, Public Administration, Information Management and Resource and Environmental Studies plus two integrative programs, the Marine Affairs Program and the Bachelor of Management program. Together, they serve over 2,000 resident students registered in two undergraduate

programs, ten graduate programs, five combined graduate programs, and a multidisciplinary PhD. Students and academics benefit from the resources and research opportunities provided by the Centre for Family Business and Regional Prosperity, the Centre for International Trade and Transportation, the Eco-Efficiency Centre and the Norman Newman Centre for Entrepreneurship.

More than a new model

All first-year graduate students are required to take Management Without Borders. This multidisciplinary foundation course places management in its broadest context and helps students from diverse disciplines understand the complex social, economic, ecological, political and technological forces that affect individuals and organisations. Key themes and skills explored include systems thinking, collaboration across sectoral boundaries, sustainable economic development and personal/professional development.

At the undergraduate level, the four schools of the faculty participate in delivering the Bachelor of Management Program. This program creates a new generation of managers through a holistic approach tailored for exciting management careers in the environment,





"Not only have we been impressed with the calibre and quality of the individuals, we've been impressed with what we have been able to accomplish as an organisation... There is a balance in their attitude and approach that we get a lot of value from."

Chuck Wilson, Executive VP, Aon Reed Stenhouse Inc., Corporate Residency MBA Employer Partner.

information, public sector and entrepreneurship fields. Students may elect to declare one of seven possible majors that draw upon the offerings of all four schools to focus on their personal interests, better preparing them for management roles in their chosen field.

The Centre for Advanced Management Education serves over 350 mid-career professionals by delivering the MBA (Financial Services), MPA (Management) and Master of Information Management. Using a combination of online learning and end-of-term classroom instruction, these programs provide participants the opportunity to realise advanced educational objectives while pur-

suage a career in the financial, information management or public service sector. These programs have been developed in collaboration with employers.

Launched in July 2009, the Corporate Residency MBA program is unique in Canada. This 22-month program was designed for students with little or no work experience who typically enroll directly from their undergraduate degree or within a few years of graduation. Midway through the program, students embark on an eight-month corporate residency with one of the program's Employer Partners. This is an exceptional, paid work experience with a top employer in the private, public or non-profit sector anywhere in Canada or around the world. Its innovative design was informed by close consultation with employers to ensure that students receive an experiential education relevant to the current needs of the marketplace. Employers see the program as a cost-effective recruitment tool that enables them to participate in shaping the next generation of management leaders. Through an advisory council, employers continue to inform the evolution of the program.

A balance between theory and practice

Striking a balance between theory and practice in order to create innovative approaches to management education is achieved with input from faculty, staff, students and employers.

Whenever programs are developed or revised, the business community is consulted to determine its needs. Ranked as one of the top service units of its kind in Canada, our Management Career Services Centre maintains a collaborative relationship with thousands of employers across Canada. These relationships ensure the success of students looking to fast-track their careers through cooperative work terms, corporate residencies, internships and career employment.

Innovative approaches developed through collaborative processes, anchored in values-based management theories and delivered by world-class faculty and staff are producing graduates equipped to manage with integrity and make things happen. Their success will contribute to a practical revolution of management practices that are sustainable and enriching for individuals, businesses and communities. #

For more information write to: Dalhousie Faculty of Management, 6100 University Avenue, Halifax, Nova Scotia, Canada, B3H 3J5 or visit www.management.dal.ca

