

Faculty of Business Administration

Memorial University of Newfoundland

Academic Program Review
Self Study

April 2007

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1.0 Introduction

The Faculty of Business Administration's (FBA) programs have evolved over time to accommodate changes in the business environment. The Bachelor of Commerce (BC) was first offered as a degree program in 1954. Nearly twenty years later, in 1973, the Bachelor of Commerce Co-operative (Co-op) admitted its initial class as the very first business co-operative program in Canada, a leading edge program. Over time this program has grown from being just a partnership between the Faculty of Business and the business community of Newfoundland and Labrador, to one which partners with national and worldwide business interests. The Co-op degree, as it is known informally, was designed to allow students to first learn business theory and then apply it in the work setting.

Continuing to serve Newfoundland and Labrador, the Master of Business Administration (MBA) was introduced in 1978. An ever-increasing number of graduates from our undergraduate programs who are presently working in the local economy, created a ready demand for the MBA. The first MBA graduates received their degrees in the May 1980 Convocation. Recently our MBA program, while still serving the local community, has become more diverse in that it attracts significant numbers of both Canadian and international students. Our MBA graduates now number more than 900, and they form a very large part of the Newfoundland and Labrador business and government sector.

In the decades following 1980, the demand for business graduates increased substantially. The Bachelor of Business Administration (BBA) was introduced in 1997 to accommodate this demand. Our Co-op program, which is a five-year, full-time program including nine academic terms and three work-terms, has very strict sequencing restrictions which do not meet the needs of many students who want a business degree. The BBA gave flexibility and reduced the time needed to graduate. Currently the BBA allows only nine credit hours of business electives with its 120 credit hour course requirements. It is intended to be a general business degree, while the Co-op and BC programs allowed students to specialize in specific areas of business such as accounting, marketing, etc.

In 2002, the FBA became the first in Atlantic Canada to be accredited by AACSB International—the Association to Advance Collegiate Schools of Business. AACSB International is one of higher education's most prestigious and rigorous accrediting bodies, stressing academic excellence and dedication to continuous improvement. This accreditation is the highest distinction offered to business schools both nationally and internationally. Memorial's business programs were admitted on the first try and with no restrictions.

The Master of Employment Relations (MER), a multidisciplinary program combining the strengths of the Faculties of Arts and Business Administration, accepted its first class in September 2002. Newfoundland and Labrador has labour history unique to Canada which makes this program very useful to its students. Those seeking admission into this program are either in careers or seeking careers in human resource management, labour relations, or industrial relations. This is a small, but important, and growing program.

The FBA introduced another undergraduate program, the International Bachelor of Business Administration (iBBA), in September 2006. This program was created in direct response to the changing business environment arising out of the growing internationalization of markets. The fact is that even local businesses selling only in local markets must respond to international competition in order to survive. The iBBA explicitly incorporates cultural awareness and international exposure through exchange programs and international work terms. It also teaches theoretical awareness of the elements of additional risk found in operating in international markets through its academic component. We expect this program to have synergistic effects with our other programs by increasing awareness of the international market environment.

This coming September the FBA will admit its first entering class into the newly approved Doctor of Philosophy program. The doctoral program completes a natural progression in the growth of the FBA's academic programs. Over the years the FBA has grown in size and scope. With this growth our tenure-track has become increasingly research oriented. This evolution progressed in such a way that as a critical mass in research was achieved in our FBA, the next logical step was the creation and implementation of a doctoral program.

Our FBA has many things of which it can be proud. Our students boast one of the best records in various business competitions. Our undergraduate students have won numerous national and international championships including the Network of International Business Schools Competition (NIBS), the Intercollegiate Business Competition (ICBC), Advancing Canadian Entrepreneurship (ACE), and Students in Free Enterprise (SIFE). At the graduate level, our MBA students have won the John Molson International MBA Case Competition, the National Advanced Technology Management Competition, the MT&T-Dalhousie International Business Competition, and the Royal Bank of Canada-Treasury Management Association of Canada Competition, to name a few. Each year, our students are successful in earning regional, national and international awards and honours. Our faculty members are recognized nationally and internationally for both teaching and research. We have faculty members who have been recognized through the publication of their research in top-tier journals in their fields. Although we are quite proud of our accomplishments, we are hardly satisfied. This Self-Study will show what our expectations are for the future and how we are proceeding to achieve those expectations.

2.0 Introduction to Strategic Objectives

The FBA is responding to clarify its role in the University's new strategic plan. As will become clear, the FBA is eager to share the commitment of the University to internationalization and, in fact, has been in the lead with respect to its commitment to internationalization in many ways: a new program the iBBA, a large international exchange program, and a relatively large influx of international students into our programs. We point with pride to the fact that our strategic objectives have not really changed in that we have always had a commitment to internationalization through our programs, our outreach activities, and our recruitment of students. However, in the *Strategic Objectives* (this is the full document from which this section

is culled) in *Appendix A*, the commitment that the FBA makes to internationalization is now much more explicit.

Memorial's FBA is known for its contributions to the growth of the province's economy through our innovative and high-quality academic programs, our basic and applied research, and our responsive community outreach activities. The success we have achieved in each of these areas can be attributed to our pragmatic approach, and our fundamental philosophy of staying connected to the community and of working with our many internal and external partners. Our programs are internationally accredited. We have a highly- skilled and motivated faculty and staff that support these world-class programs and who help prepare students to think creatively and discover unique solutions to the most complex business challenges in all fields. Consequently, the FBA boasts more than 5,000 skilled and successful graduates who make positive contributions to their communities every day. The FBA's accomplishments and contribution to the economic and social well being of the province and the country are the result of our commitment to anticipating and addressing managerial and entrepreneurial needs with innovative, relevant programs and services of the highest quality.

Students, alumni, and others recognize the FBA as a relatively small faculty housed within a mid-size university that offers a high-quality, cost-effective, and personalized education, primarily for the people of the province. While these characteristics have been part of the FBA's competitive advantage, it is time to grow beyond this and become an agent of change for business and management in Newfoundland and Labrador, in Canada, and around the world, by finding ways to make the FBA's management education expertise more widely accessible.

By expanding the FBA's program offerings and facilities, the FBA will have more opportunities to make new discoveries, challenge established ways of thinking, build skilled workforces, and contribute to the social and economic well being of more people and places. By identifying strategic directions for growth, the FBA, its graduates, partners, and other key stakeholders will be poised to play a more significant role in shaping sustainable economic futures for themselves, their families, and communities.

To achieve this growth, the FBA plans to expand outside the province, to identify and build upon those characteristics that will make it attractive in selected national and international markets. The FBA will become a hub of business knowledge, and work with its partners, to build a culture of entrepreneurship and business creativity that transforms students, enterprise, and government. In doing so, we will explore new opportunities to expand our market, act as a conduit for businesses and graduates to develop national and international perspectives, and become an enabler for innovative programming, research, and business support.

2.1 MISSION, VISION, PURPOSE, AND VALUES

Since that first class of 1957, the FBA has graduated more than 5,000 alumni who are making contributions to countless communities across the province and around the world. The FBA is dedicated to educating students to become better entrepreneurs, business owners, managers, and leaders with a sense of community pride and the ability to excel and contribute

not only to Newfoundland and Labrador but also nationally and internationally. As we look to the future, the FBA aims to enhance our position as one of Canada's leading business schools and to raise our profile at the national and international levels.

Mission

To prepare students, business and community partners to become ethically and socially responsible leaders who are innovative thinkers and creative entrepreneurs, capable of competing and succeeding in a global business environment.

Vision

To become the FBA of choice for students looking for a business education characterized by creativity, adaptability, and experiential learning that is unsurpassed in Canada.

To continue to be recognized provincially, nationally and internationally for our leadership and excellence in basic and applied research, and in management and business support.

Purpose

To provide access to quality management education and training for all citizens of Newfoundland and Labrador;

To deliver high-quality, focused undergraduate and graduate education that will attract national and international students;

To undertake basic research and instructional development to support key academic programs;

To conduct relevant, applied research on issues of importance to Newfoundland and Labrador and the world; and

To provide high quality entrepreneurial and professional development services to the management community.

Values

We are committed to demonstrating leadership and to ensuring a professional educational environment; to being strategic in our thoughts and in our actions; and to developing and fostering an entrepreneurial culture that stretches our boundaries.

We will treat people fairly and in an equitable manner, encourage mutual support, and demonstrate respect for each other, for teaching and for research, embrace diverse cultures, new ideas and new approaches; and demonstrate respect for our environment.

We will set high standards and challenge people to reach their potential; promote critical and analytical thinking; and demonstrate competence and relevance through high quality faculty, staff, and students.

We are committed to our relationships and to our partnerships; to being a valued partner that is open to working with others to advance mutual interests; to recognizing the role of others; and to providing a meaningful contribution to any collaborative efforts.

We are committed to the highest level of integrity in the way we do things and in what we produce.

2.2 GROWTH OBJECTIVES

In September 2007, Memorial University's total enrolment (graduate and undergraduate) is projected to be 17,500 students. By 2012, Memorial projects to increase that enrolment by approximately 17% to a total of 20,500 students. This means the university must build upon the capabilities of those faculties and divisions that have the greatest potential for growth.

The FBA is prepared to be part of the projected growth. However, our current ability to contribute to the university's overall development is constrained by both our physical resources and our human capital resources. Our physical plant is being utilized at nearly 100% and our tenure-track faculty, who collectively teach less than 50% of our classes, are becoming badly stretched. The consequence is that we are in jeopardy of losing the ability to deliver the level of quality to which we have become accustomed (see *Table 12, page 28*).

Assuming we are able to expand our facilities and hire additional faculty, we will undertake an aggressive yet balanced growth agenda that can contribute to the university's overall development by absorbing approximately 25% of Memorial's targeted enrolment increase. At the same time, we recognize the need to preserve and enhance those characteristics that make the FBA attractive to students, faculty, staff and clients alike. Between 2007 and 2012, the FBA will work toward achieving specific growth targets throughout each unit of the FBA. We will direct our resources and activities in areas that have the greatest potential to achieve those targets while ensuring efforts are directed toward achieving our primary goals.

The FBA is already working to expand its capabilities. We received approval for the introduction of a doctoral program, we will be admitting our first class in September 2007, and we plan to expand enrolment in the program up to a total of approximately twenty students over a five-year period. Four to six students will be admitted each year with time to completion of degree estimated at five years. We are targeting an increase in our external research funding by \$900,000 over a period of five years. This represents an increase of approximately 80% in the current level of funding. Increases in the number of faculty members and doctoral students will enable this growth; hence increases are projected to occur evenly over the period commencing in 2007. Finally, we are planning to expand our outreach activities by increasing contract work through the outreach centres by \$900,000 over a period of five years. This represents a 50%

increase in current activity and is projected to occur evenly over the period commencing in 2007. The FBA is currently engaged in a process of integration and repositioning of outreach units and activities to support the achievement of this objective.

The FBA has a plan and is implementing that plan. However, much of our ability to successfully complete it is dependent upon additional resources being allocated to the FBA commensurate with what is being asked of the FBA.

2.3 STRATEGIC PRIORITIES TO SATISFY GROWTH OBJECTIVES

In order to achieve our growth objectives, the FBA is implementing a multi-faceted strategy to enable us to overcome some of the challenges that we face in the Newfoundland and Labrador market — a market where the traditional student population is declining. We intend to increase penetration into existing markets, expand into new markets, and introduce new programs. While growth is necessary for the ongoing development of the FBA, the positive qualities that have made the FBA an attractive business school with a reputation for producing quality students must not become victims of that growth.

Demographics confirm that the traditional student market within the province is in decline. Other sources of students are necessary. Significant potential exists for the FBA to grow our undergraduate and graduate student populations by attracting students from other parts of the country and internationally. Growing the applicant pool in this way enhances the diversity of the student mix and the overall educational experience for all students. One potential source of market expansion resides with graduates from three-year business diploma programs offered by community colleges across the country. Many of these diploma graduates are interested in upgrading to university degrees and currently do not appear well-served by universities, particularly in Ontario. For example, we are working closely with the College of the North Atlantic (CNA), our provincial college system, to increase their access of our business courses, including CAN's campus in Qatar, and to facilitate transfer of college credits to satisfy degree requirements in our programs.

The FBA is also working closely with Sir Wilfred Grenfell College (SWGFC), a campus of Memorial University located on the west coast of Newfoundland in Corner Brook, to improve their ability to offer business courses and to develop new programs. Many courses which are not offered in the classroom at Corner Brook are offered via distance education. The FBA is committed to supporting SWGFC in the development of business programming that enables them to meet their aspirations, complements their existing offerings, and for which there is demonstrated demand. In fact, a SWGFC undergraduate business degree program with a focus on entrepreneurship and regional economic development has been approved for a September 2007 start. The FBA will work with Grenfell to ensure programming meets accreditation standards and is competitive and responsive to market needs.

Potential for growth exists also in attracting students completing majors in other Faculties to complement their studies with business courses. Business skills are being taught through service course offerings to students enrolled in a wide variety of non-business programs,

including the Bachelor of Technology, and in areas such as pharmacy, nursing, recreation, and computer science. More formally, students completing majors in the Faculties of Arts, Science and the recreation degree program in the School of Human Kinetics and Recreation often choose to complete a business minor (comprising eight courses). Registrations from non-business students have grown to the point where they represent close to half of all course registrations in business. Demand is predicted to remain strong with potential for increased penetration in some areas.

We also are achieving growth by meeting market demand through the introduction of new, more specialized, and diverse programs which are not traditional business programs. The International Bachelor of Business Administration (iBBA) program introduced in the fall of 2006 is an example. While this program has a significant business component, no less significant is its series of internationally-focused courses in history, geography, and political science. The Master of Employment Relations (MER) is another example. This is a multidisciplinary graduate program in collaboration with the Faculty of Arts. There are more detailed descriptions of these programs later in *Section 3.1.4* (iBBA) and *Section 3.2.2* (MER). Such programs open the door to attracting an entirely new market segment both provincially and internationally. Discussions are currently underway with a number of academic units to develop collaborative postgraduate diplomas and degrees in areas such as engineering management, maritime management, petroleum management, health systems management, public sector management, regional economic development, and entrepreneurship education.

As previously mentioned, the FBA is currently implementing a doctoral program to begin in September 2007. A doctoral program is critical to attracting and retaining high quality faculty members and to increasing the FBA's research productivity and raising its profile. It will also increase the FBA's capacity to pursue basic and applied research, not only of national and international importance, but also of particular relevance to the economy of Newfoundland and Labrador.

Outreach to the business community, as well as the broader community, has always been an important part of our identity. For example, the P.J Gardiner Institute (PJG) offers business consultant services to small- and medium-sized firms engaging in entrepreneurial activities around the province. The Centre for Management Development (CMD) provides continuing education for middle management in both government and the private sector. The Centre for International Business Studies (CIBS) facilitates student and faculty exchanges with business schools throughout the world, works with local businesses to enhance their ability to compete on an international level, and provides faculty and students the opportunity to research international business and trade issues.

We will continue to review and enhance the current structure of the Outreach Centres to provide greater flexibility and autonomy without diminishing the value of their relationship with the FBA and the University. We want to further integrate the activities of the Centres with the research and educational programs of the FBA. This would allow us to utilize outreach capacity as a means to enhance and coordinate the FBA's relations with industry, government departments and agencies, and business resource agencies. As business practices evolve, the need for continual updating of the theory and practice of business is a necessity. The Centres

provide a vehicle for continuing business education to be brought to all corners of Newfoundland and Labrador. Continuing education has become increasingly important, so we must continue to develop and deliver high quality programs and services to the local market. This will enhance the FBA's commitment to entrepreneurial and economic development in the province.

All of these initiatives are ongoing growth strategies for the enhancement of business education, not only within the context of business, but within all segments of social activity in which business skills enable more efficient use of scarce resources.

2.4 TACTICAL PRIORITIES

Growth cannot be achieved without additional resources. If just our current programs grow in size, we will need additional facilities as our current facilities are being stretched, and we will need to hire more faculty and staff. Adding new programs, in which we partner with other faculties on campus, supplies business resources to those programs which also need additional facilities, faculty, and staff. For example, the doctoral program will require additional office space and doctoral level graduate courses utilize faculty resources intensively. To ensure that the FBA can provide for future growth in numbers and programs, the FBA must set tactical priorities to obtain the resources needed to feed that growth.

First, in order to allocate resources wisely, the FBA continually strives to reduce costs anywhere it is able. We are constantly reviewing management, administrative and operational systems to improve efficiency. Where appropriate, we have implemented financial planning, budgetary allocation, and control systems. We have consistently been a leader in distance education and can now deliver one entire degree program (BBA) by distance. We are always examining new approaches for program delivery to enable access to a wider audience. However, this Faculty, and, indeed, all of the University's Faculties, have had to do this continually over the last decade as budgets have not grown relative to the demand for them.

Second, the FBA has not only involved itself in the creation of new programs to satisfy demands in the market place, but we are also addressing changes in the business environment by reviewing our current programs and ensuring that they remain relevant to the marketplace. The Bachelor of Commerce Co-operative is our flagship program; the Bachelor of Business Administration is our biggest program; the Master of Business Administration is our oldest graduate program. All of these programs are in the process of revision to ensure that their curricula are consistent with best practices in Canada and relevant to the particular needs of the Newfoundland and Labrador business community. The FBA will continue to explore opportunities to leverage specialized graduate programming as a means to anchor growth and to attract new students.

Third, our FBA has always worked hard to attract additional revenue from external sources to supplement the FBA's allocation from the university and to provide a predictable source of operating funds. Many of our graduates have remained active in the FBA, and our Associate's Fund finances student travel to case competitions, exchanges, and scholarships. We have successfully applied to government funding agencies such as ACOA for funds to help the

FBA meet the administrative costs of the Centre for International Studies (CIBS). CIBS performs the support services necessary for student academic exchanges both to and from universities in Europe, Asia, and Mexico. Government funding has also been important to support the ongoing outreach activities of the P.J. Gardiner Institute. As the only university business faculty in a very large geographical area, the FBA historically has offered support to entrepreneurial activities in all the corners of the province. The local business community has also been very generous in helping the FBA to attract good faculty members, to help fund the acquisition of technology, etc. The FBA is always exploring new opportunities for funding and continues to leverage our external partners to support project financing.

Fourth, the FBA has not always received an equitable share of the University budget. We must maintain a human resource complement that is consistent with the FBA's and University's growth plans. Our human capital is important to us and we try to recognize, encourage, and reward existing faculty who are superior researchers and teachers and to build capacity within the FBA to continually attract, develop, and retain highly qualified faculty. But, as you will see, later in this report, we are using tenure-track faculty to teach less than 50% of our course sections. Unfortunately, over the last decade 34.4% of our sections have been taught by sessionals (see *Table 12*, page 28). Relying to such a degree on sessionals to teach in our programs is inconsistent with ensuring that quality standards are met as a means for the FBA to remain competitive in the marketplace. It is imperative that the senior administration dedicate the necessary resources (facilities, equipment, etc.) to ensure the delivery of a quality educational experience. However, the FBA must do a much better job of making its case to the senior administration.

Fifth, research is becoming a much more important objective for the FBA. We are striving to create and promote a research agenda that will attract the interest of individual faculty members looking to work with the FBA, and that is aligned with the broader interests of Memorial University and the province. When we are able to hire faculty, we try to match areas of research opportunities to our hiring. We actively provide more time for faculty, particularly new faculty, to engage in scholarly activity, while encouraging all faculty members to participate in scholarly and creative activity. Our research expertise is widely known, disseminated, and communicated to key stakeholders by cultivating research partnerships with external agencies and encouraging and supporting more interdisciplinary research. To this end, we intend to develop new applied research partnerships with industry associations. Where possible we would enhance existing relationships and develop new national and international partnerships as a means to increase service and revenue opportunities.

Sixth, the *Enterprise and Entrepreneurship Gateway* was established in 2001 to provide aspiring entrepreneurs within the University community with counseling, direction, and navigational support towards their quest to business start-up. *Gateway without Borders* was established in fall 2005 with the purpose of connecting Canadian companies with world-class intellectual property and significant growth potential with strategic partners and investors in the UAE. Since that time, more than 40 companies have expressed an interest in participating in the project. With the FBA's Partners (see *Section 5.0, Community Outreach*) there are opportunities to leverage consultant roles into equity positions with positive revenue potential in the future. These partnerships have exciting potential.

Our tactical priorities are the means by which the FBA intends to satisfy our strategic priorities. We will continue to identify and pursue potential sources of additional resources that will allow us to fulfill our strategic objectives.

3.0 Programs

The FBA has always enjoyed high registrations in its course offerings (see *Table 1*). In the years before the introduction of the BBA program, student demand consisted of service classes to other majors and demand from business minors. The FBA had a large number of minors who were unable to gain acceptance into either the Bachelor of Commerce Co-operative (Co-op) or Bachelor of Commerce General (BC) programs; the Co-op program had to be capped in number due to the limitation of work-term placements, and the BC program was restricted to older students with five years full-time work experience. Consequently, once the Bachelor of Business Administration (BBA) program came into effect, it took the full impact of the demand for business classes. One of the benefits of offering the BBA was that many of those students who had taken minors in business were finally able to be admitted into and to complete a degree in business.

Table 1

Registrations by Academic Year

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Total</i>
2006/2007	5751	5714	n/a	11465
2005/2006	5970	5717	2095	13782
2004/2005	5874	5731	2125	13730
2003/2004	5631	5518	1983	13132
2002/2003	5487	5388	2005	12880
2001/2002	5238	5246	1780	12264
2000/2001	5638	5503	1850	12991
1999/2000	5778	5674	1966	13418
1998/1999	5973	5852	2056	13881
1997/1998	5488	5827	2264	13579
<i>Average</i>	5683	5617	1812	13112

The registration statistics represent the total number of students taking business classes whether undergraduate or graduate. The registration statistics are further broken down by term and graduate/undergraduate in *Appendix B*.

3.1 UNDERGRADUATE PROGRAMS

We have already identified the components and the history of the undergraduate academic programs currently offered by the FBA. The FBA has a slightly higher proportion of women to men in its programs. Co-op students must be full-time students while those completing a BBA are allowed to complete the program full-time or part-time. In this section, we will go into more detail to identify how these programs fit into the overall structure of the FBA.

3.1.1 *Bachelor of Commerce*

The BC was the first business degree offered at Memorial University, but the program changed in structure when the Co-op was introduced. The BC is designed to accommodate older students already in the work force with significant work experience who will be completing the degree on a part-time basis.

To be considered for admission, BC students must have completed two English courses, introductory microeconomics and macroeconomics, calculus, introduction to business, and 12 credit hours in electives (nine must be taken in either the Arts or Science Faculty). The minimum standard for acceptance is at least a 65 average and five years of full-time work experience. Once admitted, the student must complete 120 credit hours divided into two sections. One can apply for a Diploma of Business Administration (DBA) after successful completion of the first 60 credit hours and a written business case analysis. The reasoning behind granting the diploma was that part-time students take much longer to complete the requirements for a degree, so some certification of progress at the midpoint of their work would remind employers that their employees were moving forward. Second, after successfully completing the remaining 60 credit hours and a written comprehensive case analysis, the Bachelor of Commerce is awarded.

Core requirements for the BC, the Co-op, and BBA degrees are described in *Table 2*. The core curriculum adds up to 78 credit hours (27 courses) leaving 42 credit hours for electives (30 credit hours in business electives and 12 credit hours in non-business electives). Students can gain competence in specific business areas by completing concentrations in accounting, finance, human resources and labour relations, information systems, management science, marketing, and small business/entrepreneurship.

This is a very small program in which we graduate fewer than 20 students each year. There has always been a steady demand for this program and it has served as a very important niche market for our students. *Table 6, page 21* shows the number of graduates in the BC program over the last ten years. The average graduation rate is approximately 20 students per year combining both graduates with the DBA and BC, but the numbers have been declining; there were only nine BC graduates and eight DBA graduates last year. Currently, the BC program is significantly different in structure from the BBA and Co-op programs and has had no resource implications, so it has been retained to this point as a separate degree program.

In *Section 3.1.5* we describe the changes that the BBA degree will undergo as a result of the now concluding undergraduate program review. The program changes to the BBA will allow students to take up to seven business electives to obtain specialized knowledge in specific business areas. Consequently the BC and BBA degrees are becoming sufficiently alike that the FBA is discontinuing the BC by phasing it out. Whether to retain the DBA under certain circumstances is still under discussion.

Table 2

Program Core Requirements

Busi 1000	Introduction to Business in Society	Busi 2201	Marketing Applications
Engl 1xxx	English	Busi 2401	Quantitative Methods for Business
Engl 1xxx	English	Busi 2301	Organizational Behavior
Math			
1000	Calculus	Busi 3320	Labor Relations
Econ			
2010	Microeconomics	Busi 3401	Operations Management
Econ			
2020	Macroeconomics	Busi 3700	Information Systems
Busi 1101	Financial acct	Busi 4000	Business Law
Busi 1201	Principals of Marketing	Busi 4320	Human Resources Mgmt
Busi 1600	Entrepreneurship	Busi 4401	Management Science
Busi 2000	Business Communications	Busi 4500	Financial Management
Comp	Introduction to Computing for	Econ	
2801	Business	3150	Money and Banking
Stat 2500	Statistics I	Busi 5301	Organization Theory
Busi 2101	Managerial acct	Busi 7000	Organizational Strategy

3.1.2 Bachelor of Commerce Cooperative

The Bachelor of Commerce Co-operative (Co-op) program has been and will continue to be our flagship program. Students may apply for admission into the Co-op program directly from high school. In the first year students must complete two English courses, introductory microeconomics and macroeconomics, calculus, introduction to business, and 12 credit hours in electives (nine must be taken in either the Arts or Science Faculty) with a minimum qualification average of 65 on the ten courses described above for continuation in the program. In the second year, the Co-op program must be limited to approximately 185 students to accommodate them with work terms as they advance through the program. Approximately 185, ranked by their grade average, will be continued in the program.

Starting in the second year, Co-op students must complete nine academic terms, totaling 141 credit hours, and three work terms. The 141 credit hours are divided into the core program

which totals 26 courses for 78 credit hours (see *Table 2*) leaving 63 credit hours for electives (30 credit hours in business electives and 33 credit hours in non-business electives).

The program structure is shown in *Table 3*. The core components are numbered to coincide with the academic term in which they expected to be completed. For a more detailed sequencing of the Co-op curriculum see *Appendix C*. Students are promoted based on receiving an average grade of 60 or better on the courses taken during the term. In order to continue in the program students must pass promotion requirements each term. The current system of promotion, based on term grade average, result in students who are promoted and graduate having failed a course(s). Faculty council has approved in principle that although students will still be allowed promotion with a failed course(s), a failed course will no longer be counted to satisfy graduation requirements and must be replaced and any failed core course must be repeated.

Table 3

The Structure of the Bachelor of Commerce Co-operative

	<i>Fall</i>	<i>Winter</i>	<i>Summer</i>
<i>Year One</i>	Academic Term A	Academic Term B	Free
<i>Year Two</i>	Academic Term 1	Academic Term 2	Free
<i>Year Three</i>	Academic Term 3	Work Term 1	Academic Term 4
<i>Year Four</i>	Work Term 2	Academic Term 5	Work Term 3
<i>Year Five</i>	Academic Term 6	Academic Term 7	

Commerce concentrations can be satisfied in the areas of accounting, finance, human resources and labour relations, information systems, management science, marketing, and small business/entrepreneurship. Roughly a third of our Co-op students choose an accounting concentration, the next largest is marketing, and the rest of the students split up among the other concentrations.

Our students, both Co-op and BBA, have a broad spectrum of opportunities to choose from if they wish to go on an academic exchange (our exchange partners can be found at <http://www.business.mun.ca/cibs/exchanges/partnerundergrad.html>). The FBA has exchange agreements with 23 universities variously located in Australia, New Zealand, Asia, Mexico, and Europe. Our students can also complete an academic term at Harlow, our satellite campus in England, or compete for work-terms in countries such as Great Britain, the Netherlands, Sweden, Ireland, the United States, and Germany. By combining all of the possible international opportunities available to our students we find nearly 35% to 40% of each Co-op class will have some level of international experience. The remaining students are able to experience different cultures by interacting with incoming exchange students coming here for an academic term.

The Co-op program is designed for students to obtain experiential learning. Our students offer a diverse array of skills and abilities to employers of all sizes and industries to perform a variety of management related tasks, including the development and implementation of marketing strategies, management of finances and accounts, human resource management, and the use and development of information systems. Our students compete for and receive jobs not only locally, but all over Canada and the United States as well as Europe and Latin America. Memorial's Bachelor of Commerce (Co-operative) program is fully accredited by the Accreditation Council of the Canadian Association for Co-operative Education (CAFCE).

One of the Co-op program's strengths is that it is a cohort program. The students enter the program together, take the same core courses together in the same general order, go on work-terms together, and at the end of five years, they graduate together. *Table 6, page 21* summarizes graduation statistics, but on average we admit approximately 185 students into the program each year and at the end of four years graduate approximately 150 students.

Because it is a cohort program it allows extensive personal friendships to be developed over the five years the students complete the program. Members of each cohort class cooperate in many activities while in the program to raise sufficient funds to finance their graduation week activities culminated by convocation and the graduation dinner dance. The class's primary fund raiser is Business Day where term-seven students put together a one-day business seminar for local business leaders. Students are able to attract top business and political leaders from around Canada and Newfoundland and Labrador to address the St. John's business community and the FBA on topical business issues of the day.

In 1999 the regulations were modified so that our Co-op students could more easily complete the requirements for a joint degree. By taking nine extra credit hours and through careful planning of their curriculum, students could complete the graduation requirements not only for the Co-op degree, but also the graduation requirements for either the Bachelor of Arts or the Bachelor of Science. This option has become relatively popular with the more focused students in the program. Arts majors in French, English, economics, and political science, and a science major in computer science are most frequently combined with the Co-op degree. On average, ten Co-op students each year graduate with two degrees, which gives them tremendous advantages when going to the market to compete for jobs.

3.1.3 Bachelor of Business Administration

The Bachelor of Business Administration (BBA) came into existence in 1997. By then the demand for business degrees had become extremely high, much higher than our co-op program was able to accommodate. Very quickly the BBA became our most popular program. This program has curricular flexibility not found in the Co-op program. A student can complete the requirements of the program by going full-time, part-time, and/or through distance education. It is a four-year degree program that has a common core with that of the Co-op program, a flexible course structure, and no work term component or work experience requirement.

Students may apply for direct admission from high school. In the first year, students must complete two English courses, introductory microeconomics and macroeconomics, calculus, introduction to business, and 12 credit hours in electives (nine must be taken in either the Arts or Science Faculty) with a minimum qualification average of 65 on the ten courses described above for continuation in the BBA. For graduation, BBA students must complete 120 credit hours. The common core of 78 credit hours (see *Table 2*) leaves 42 credit hours for electives (9 credit hours in business electives and 33 credit hours in non-business electives).

BBA students also have the opportunity to complete an academic exchange term with one of our foreign exchange partners or an academic term at Harlow. Many take advantage of this opportunity. On an annual basis, the BBA program graduates more students than the Co-op program (see *Table 6*, page 21). The primary disadvantage of the BBA is that, under the current program requirements, students can complete no more than nine credit hours of business electives. If a student wants to gain sufficient specialized knowledge to obtain a job in a particular area of business, they must complete courses beyond the degree requirements to get that knowledge. The undergraduate program review will change the regulations to allow BBA students the ability to complete concentrations if they wish to have them (see *Section 3.1.5*).

3.1.4 International Bachelor of Business Administration

Students in the new International Bachelor of Business Administration (iBBA) program will learn about many different types of international business activities, develop cross-cultural skills, and gain global perspectives in addition to obtaining traditional business skills. The aim is to produce business professionals with a global perspective who are capable of performing successfully across national borders and within quite different regulatory and cultural environments. The degree differs from traditional business programs in its requirement that graduates must complement the usual set of business skills with an understanding of the international environment as well as with cross-cultural skills and experience relevant to a particular global region (eg., Asia, Europe or Latin-America). Consequently the core program is different from those required by our other programs as shown in *Table 4*.

Students are not given direct entry into the iBBA. In the first year students must complete two English courses, introductory microeconomics and macroeconomics, calculus, introduction to business, a introductory political science course in international relations and nine credit hours in electives from the Faculty of Arts with a minimum qualification average of 65 on the ten courses described above. Since only approximately 30 students are accepted into this program, admission requirements are set very high.

The iBBA is designed to fulfill demand for graduates with a set of skills to work internationally. The iBBA core curriculum is 69 credit hours leaving 51 credit hours for electives which will be chosen from both the FBA the Faculty of Arts in such diverse areas as economics, geography, history, political science, religious studies, and social & cultural anthropology. An academic exchange term and/or work abroad during the summer hiatus are encouraged.

Table 4

iBBA Program Core Requirements

<i>Busi 1000</i>	Introduction to Business in Society	<i>Busi 2401</i>	Quantitative Methods for Business
<i>Engl 1xxx</i>	English	<i>Stat 2500</i>	Statistics I
<i>Engl 1xxx</i>	English	<i>Econ 3030</i>	International Economics
<i>Math 1000</i>	Calculus	<i>Busi 3401</i>	Operations Management
<i>Econ 2010</i>	Microeconomics	<i>Busi 3701</i>	Introduction to Global Information Systems
<i>Econ 2020</i>	Macroeconomics	<i>Busi 4000</i>	Business Law
<i>Pols 2200</i>	International Relations	<i>Busi 4320</i>	Human Resources Mgmt
<i>Busi 1101</i>	Financial acct	<i>Busi 4401</i>	Management Science
<i>Busi 1201</i>	Principals of Marketing	<i>Busi 4500</i>	Financial Management
<i>Busi 2000</i>	Business Communications	<i>Busi 7000</i>	Organizational Strategy
<i>Busi 2101</i>	Managerial acct	<i>Busi 7302</i>	International Business
<i>Busi 2301</i>	Organizational Behaviour		

As the program just admitted its first class last year, we have yet to graduate any students from the program, but its success is assured as there is considerable and growing demand for this program.

3.1.5 Undergraduate Program Review

The last undergraduate program review was completed and approved in May 1994. Programs must accommodate change in their fields or become stagnant, but no major effort was made to examine the structure of our principal programs until the spring of 2004. At that time, a Program Review Committee was struck to begin the process of reviewing our undergraduate programs. Unfortunately, that review has progressed in fits and starts with no consensus on direction until very recently. Only now are the final stages of the review being completed.

The FBA has always considered the Bachelor of Commerce Co-operative to be one of the top undergraduate programs in Canada. This feeling engenders an attitude in our faculty that can be characterized by the phrase, ‘if it ain’t broke, why fix it.’ Consequently, consensus to change it has been difficult to attain. On the other hand, the Bachelor of Business Administration (BBA) needed more than just a few tweaks. The needs for change in the two programs were different and we were having trouble reconciling those differences.

One of the primary complaints of BBA graduates has been that they are unable to specialize insofar as only nine credit hours of business electives were allowed as part of the

program requirements; BBA graduates could not satisfy their needs for any meaningful concentration. There was a reason the BBA was structured in this way. At the time we introduced the BBA, the FBA was in the midst of applying for accreditation with AACSB. Since allowing more business electives in the BBA program would have violated AACSB requirements for a fifty/ fifty split between business courses and non-business courses, the BBA program was introduced as it now is. However, AACSB has changed their requirements with respect to the business/non-business split and it became reasonable to contemplate changing the BBA so that students could take concentrations.

A reinvigorated program review began again in earnest last term. The FBA employed a bottom-up strategy to our review. Each of the areas was asked to justify their core requirements, electives, and sequencing of the area concentrations from the perspective of their area-group learning objectives for students. Consequently, the reconstituted business core is reduced from 78 credit hours to 69 credit hours and the core content has changed dramatically. Core courses in marketing, information systems, and operational research (formerly management science) have been completely restructured. *Introduction to Business in Society*, the first business course taken by our students, will include new content emphasizing corporate societal responsibilities, managerial morality, business ethics, technology, and international business and global corporations. *Business Research & Communications* will be greatly changed to emphasize business research writing and to introduce students to appropriate research, writing, and reporting processes in business. The business core which is common to all business graduates is shown in *Table 3 (new courses are shaded)*.

Table 5

New Program Core Requirements

Busi 1000	Introduction to Business in Society	Busi 2400	Decision Modeling
Engl 1xxx	English	Busi 2710	Modeling and Implementing Business Processes
Busi 1010	Business Research & Communications	Busi 2301	Organizational Behaviour
Math 1000	Calculus	Busi 3320	Labour Relations
Econ 2010	Microeconomics	Busi 3401	Operations Management
Econ 2020	Macroeconomics	Busi 3700	Information Systems
Busi 1101	Financial acct	Busi 4000	Business Law
Busi 1210	Introduction to Marketing Strategy	Busi 4320	Human Resources Mgmt
Busi 1600	Entrepreneurship	Busi 4500	Financial Management
Stat 2500	Statistics I	Busi 5301	Organization Theory
Busi 2101	Managerial acct	Busi 7000	Organizational Strategy
Busi 2210	Introduction to Marketing Tactics		

The new allocation of electives for BBA students finally will allow them to satisfy the requirements for concentrations. BBA students will be allowed to complete up to 21 hours of business electives. A certain number of arts/science electives are currently mandated to be completed in order to qualify for graduation, but the FBA has changed that requirement and BBA students will be able to complete or import up to 51 credit hours of non-business electives from any School or Faculty on campus. This change will enable students who want to transfer into business from engineering or education, after finishing a year or two in these programs, to import most if not all of their electives. One consequence of changing the BBA program to allow concentrations is that the BC program will become redundant and will be phased out. Students already in the BC program will be allowed to choose to graduate either under the regulations applying to the BC program or the new BBA program. The fate of the DBA is still under discussion.

The Co-op program has not changed nearly as much. It will be six credit hours shorter; Term 1 & 2 students no longer must take 18 credit hours, as all academic terms will be 15 credit hour terms. Students must complete at least 21 credit hours, but no more than 36 credit hours, of business electives. The difference in credit hours from those taken in business and the 66 total elective credit hours can be completed in any school or faculty in the University.

The undergraduate program review is to be completed by September 2007. At that point we will begin the consultation process to ratify the new program through the various University committees. If all goes well, the Calendar changes should be approved and implemented by September 2008. The FBA has expended considerable effort on this process, and the revisions ensure that our undergraduate programs conform to both best practices of business schools across Canada as well as local demands.

The culmination of the program review meets most of our strategic priorities with respect to our undergraduate programs. However, the FBA feels that the process by which we got there was flawed. We took too long (ten years) to undertake a significant revision of our undergraduate programs. Once we began the process, we took too long (five years) to complete it. As a Faculty we are in the process of examining the issue of formalizing area groups. Once we complete this, we would like to also formalize the process of curricular review to be continuous rather than episodic. AACSB mandates that accredited faculties create a Standing Committee on Continuous Curricular Improvement (SCCCI). The FBA will discuss creating a permanent committee with members representing each of the area groups as a vehicle to support curricular review and to ensure that we meet AACSB assurance of learning standards.

3.1.6 Undergraduate Outcomes

The demographics of the FBA have changed considerably over the last decade. There are in excess of 1500 students who are working toward undergraduate business degrees, minors, or taking business courses as part of another major's requirements. Now females are the largest proportion of the student undergraduate population. Whereas our undergraduates were nearly 100% from Newfoundland and Labrador in 1997, today we have significant proportions of both out-of-province and international students, a sign of the University's and FBA's marketing

beyond the borders of Newfoundland and Labrador. Since 1997, Memorial University has conferred nearly 3000 business Bachelor's degrees. *Table 6* shows the breakdown by degree. In 1997 the FBA graduated 219; in 2006 we graduated 314. Given these numbers, our undergraduate programs have increased in size by nearly 50% and the BBA is now our largest program. Considering that our Faculty has not increased proportionally and our facilities are the same, we have managed the growth reasonably well.

The Co-op program is well respected and has attracted many of the top students on campus. Over the last decade 21.5% of our Co-op students have graduated with Honours. *Appendix D* breaks down the numbers by year. Roughly a third of our Co-op students choose to complete an accounting specialization. They complete all three work terms with established accounting firms for the purpose of obtaining the designation of Chartered Accountant (CA). Our graduates frequently have the highest first-time pass rate in Canada on their CA exams.

Table 6

Graduation by Degree and Year

	Bachelor of Commerce Co- operative	Bachelor of Business Administration	Bachelor of Commerce	Total by Year
2006	129	176	9	314
2005	141	164	11	316
2004	132	113	5	250
2003	148	139	10	297
2002	155	135	13	303
2001	157	143	17	317
2000	159	107	20	286
1999	173	112	21	306
1998	178	50	26	254
1997	162	n/a	57	219
Total by Degree	1534	1139	189	2862

Only 3.9% of our BBA students and 9.0% of our BC students have graduated with honours. Obviously there is difference between the programs. With the program changes the BC will be discontinued and absorbed into the BBA. Furthermore BBAs will be able to specialize, and we hope, one consequence of the changes is that the BBA program will attract stronger students and will enjoy a higher honours graduation rate in the future.

Memorial's undergraduate business students are extremely strong with respect to business competitions of all sorts. In *Appendix E* one can see not only the number of competitions, but the type of competitions, and how well Memorial business students have competed in those arenas. We have a particularly good record at the Intercollegiate Business Competition (ICBC) held at Queen's University. Memorial has qualified teams every year going back to its inception. This is the premier undergraduate case competition held in Canada. We have also competed every year at the Network of International Business Schools (NIBS) Case Competition. This competition site rotates among its participant universities. We have won this competition several times and hosted the competition twice.

Given the overall growth plans of the University, the FBA is committed to increasing the size of its undergraduate programs by approximately another 500 students. We will need to adjust not only to an increase in the student body, but also additional demographic changes. However, increased student registrations require a commitment by the University to give the FBA additional resources in the form of offices, classrooms, computer facilities, faculty, and staff. More resources are essential to maintain the high quality we have grown to expect of our undergraduate programs in the face of expected growth.

3.2 GRADUATE PROGRAMS

We have already identified the components and the history of the graduate academic programs currently offered by the FBA. The Master of Business Administration (MBA) is not a particularly large program when compared to other programs across the country. The Master of Employment Relations (MER) is jointly offered with the Faculty of Arts. It is a niche program that is designed for a particular need in our province. The Doctor of Philosophy program will accept its initial class this coming September and we anticipate strong demand for it in the future.

3.2.1 *Master of Business Administration*

The current profile of our MBA program is typical. Applications normally number around 130 from which we accept 80. The typical student accepted into the MBA program scores 580 on the GMAT, is 30 years old, and has worked full-time for approximately 7 years. In contrast to our undergraduate programs, there are more males in the program (52%) than females (48%). To date, this program has graduated more than 900 people most of whom have found work in both the private and public sectors in Newfoundland and Labrador.

The program is a 60 credit hour program. *Table 7* shows the structure of the program. 8000 level courses represent the core program for the MBA. Students who have recently completed a business degree can apply for advanced standing. Based on what courses they have already completed for their undergraduate business degree and the grades in those courses, students can be excused from taking certain 8000 level courses.

Table 7

MBA Program Requirements

<i>Busi</i> 8103	Statistical Applications Organizations: Behaviour & Structure	<i>Busi</i> 8205	Information Systems
<i>Busi</i> 8104		<i>Busi</i> 8206	
<i>Busi</i> 8106	Marketing Managing in the Canadian Environment	<i>Busi</i> 8207	Operations Management
<i>Busi</i> 8107		<i>Busi</i> 8208	Strategic Management
<i>Busi</i> 8108	Economics for Business	<i>Busi</i> 8209	Management Skills
<i>Busi</i> 8109	Accounting for Management	27 credit hours of electives	

Table 8

MBA Enrolment History

	Full-time	Part-time	Female	Male	Total
2006	45	78	61	62	123
2005	59	95	69	85	154
2004	64	88	66	86	152
2003	78	100	75	103	178
2002	57	111	71	97	168
2001	61	117	74	104	178
2000	73	118	90	101	191
1999	79	124	95	108	203
1998	91	143	105	129	234
1997	68	135	91	112	203
Averages	67.5	110.9	79.7	98.7	178.4

Our MBA program focuses on developing decision-makers who are competent in all areas of management. We promote key learning outcomes such as the ability to solve problems and an operating knowledge of management practices. Our students can focus their studies in several areas such as marketing, finance, strategic management, international studies, or human resource management and labour relations. They can choose either an all-course program or take

the thesis option. Both international academic exchange terms and international internships are available to our students. We apply progressive course structures and high academic standards to produce highly skilled graduates capable of competing in the global marketplace. *Table 8* summarizes MBA enrolment statistics for the last ten years.

MBA courses are taught using a variety of teaching styles to engage students and encourage their participation. The small classes allow for enhanced student-faculty interaction and greater personal instruction. A mix of part-time and full-time students enhances classroom discussion. This combination strengthens students' communication skills and develops a broad knowledge base in our graduates. Teaching approaches are various and include case studies, role playing, lectures, research projects and interactive simulations.

3.2.1.1 MBA Program Review

The MBA program is currently undergoing a program review. The MBA Program Review Committee has representatives from faculty, alumni, students and the private and public sector. Two reports have been prepared for the Committee, which analyzed comparative MBA programs across North America and the United Kingdom. Input was also specifically sought from MBA alumni and students.

It is anticipated that the Committee will recommend that the MBA program be made shorter than its current 20-course structure. It is also expected that there will be a distinct program of studies for those entering the MBA with a business undergraduate degree as compared to those who do not have a business degree. The MBA Program Review Committee is expected to make a recommendation to the FBA's Committee on Graduate Studies this summer, which will then make a recommendation to Faculty Council and implement the new program in September 2008.

3.2.1.2 MBA Outcomes

Table 9 summarizes the MBA graduation statistics over the last ten years. Our MBA program is small, averaging 47.7 graduates annually in the last decade. However, we have over 900 graduates, many of whom are currently working in the local economy. We have a number of our graduates currently enrolled in Canadian PhD programs (for example Western, York, and Calgary), who may want to return as faculty members upon completion of their studies. The MBA program is where we can easily expand our registrations without substantial resource implications and we are actively recruiting to do so.

Although the MBA program is small, our students over all are excellent. In *Appendix E* are listed the number of venues and the success of our MBA students participating in case competitions against MBA students from around the world. For example, our students compete every January in the John Molson International MBA Case Competition hosted by Concordia University in Montreal, which is the biggest, if not the best, MBA case competition in the world. This year 36 universities from around the world participated in that week long competition. Memorial's MBA students, much as the undergraduate students, have a rich history of success in

this as well as other competitions. We are proud of our successes because success in these competitions point to the fact that our students have obtained the skills needed to not only to be competitive with students from much larger and more renowned Business Schools, but to beat them in a fair competition.

We also excel within the Graduate School of the University. Since the University Medal for Excellence in All-course Master programs was established in 1996, our MBA graduates earned it five times.

Table 9

*Master of Business
 Administration Graduates*

	May	October	Total
2006	32	12	44
2005	33	9	42
2004	49	11	60
2003	34	4	38
2002	38	13	51
2001	48	11	59
2000	53	10	63
1999	35	9	44
1998	26	17	43
1997	23	10	33
Totals	371	106	477

3.2.2 The Master of Employment Relations Program

The Master of Employment Relations program is a multidisciplinary program offered through the School of Graduate Studies at Memorial University of Newfoundland. This innovative program is designed for those interested in the broad field of employment relations which includes human resource management, industrial relations, and labour relations. The program has relevance to a variety of careers, including such diverse areas as career counseling and contract negotiations. The program combines the strengths of the Faculties of Arts and Business Administration to offer a truly multidisciplinary course of study. The MER offers a strong theoretical base, relevant practical application, and a thorough grounding in research methodologies.

The MER program consists of 33 credit hours of course work, including 18 hours of compulsory courses, a nine credit hour research seminar and six hours of elective courses. The core courses introduce students to the three main areas of study in the program: *labour-management relations*; *human resources management*; and *labour market and social policy analysis*. The Research Seminar in Employment Relations provides students with both quantitative and qualitative research skills, and requires the identification of a research problem, the development and execution of a methodology appropriate to addressing the problem, analysis of results, and completion of a final report. Elective courses allow students to specialize in one or more of the three main areas of study mentioned above.

Table 10

Master of Employment Relations Data

	2002-03	2003-04	2004-05	2005-06	2006-07
Admissions	9	27	23	15	21
Enrolment	9	27	46	54	57
Graduates	9	3	8	14	20*
Continuing	0	0	23	39	36*

* estimates

Anomalies in the number of continuing students are due to leaves of absence and deferrals of admittance.

From *Table 10* we see that the program has a very steady clientele. This program is unlikely to expand in any significant way. However, given the labour history of the Province, this is a very important program to its stakeholders. Furthermore, the MER program will serve as a model for other interdisciplinary collaborative postgraduate diplomas and degrees in other areas such as engineering management, maritime management, oil and gas, health systems management, public sector management, regional economic development, and entrepreneurship education. The FBA is currently in discussion with other academic units to determine whether there is demand for the creation of other such multi-disciplinary collaborative programs.

4.0 Faculty Resources

4.1 ADMINISTRATION

The management structure of the FBA is a typical academic structure (*Appendix F*). At the head of the structure is the Dean. Next are the two Associate Deans. The Associate Dean of Academic Programs directs all the administrative duties associated with keeping our academic programs running. From the point of view of work load, this is an enormous task involving the admission, continuation, course planning, exchange programs, and the co-operative work term administration. The Manager of programs and two program assistants, one for undergraduate programs and one for graduate programs, work directly with the Associate Dean. Neither the Program Manager, Co-operative Education, nor the Director, Centre for International Business Studies, report directly to the Associate Dean, but they both work very closely with her in support of the work-term component of the Co-op education and academic exchange programs with which our students are involved.

The Associate Dean, Research is involved with all aspects of research support to our faculty. He is involved in getting faculty to apply for research grants, advertise. He arranges seminars, workshops, and presentations. In the last two years he has been particularly busy with all aspects of moving the new doctoral program through all the bureaucratic hoops necessary to get it approved. Now with approval in hand, he supervising the final stages of the admission of the initial doctoral class and setting up its program elements for the next year.

The Manager of Finance and Administration keeps the financial books, however she is also the building manager, so she makes class schedules. Although Information Technology and Media Production do report to her, she works very closely with them in providing information systems and media support to students, faculty, and the administration.

4.2 FACULTY

Most of the faculty in ranks above lecturer are tenure-track faculty with few exceptions, and of these, 75.6% hold doctoral qualifications (see *Appendix G* for a complete listing of our full-time faculty & their CVs). Two of our lecturers are tenured and the other lecturers are contractual employees. *Table 11* illustrates our Faculty as relatively evenly distributed by rank.

However, the distribution by rank and sex is skewed. A skewed distribution by sex is typical of most universities, much like society in general, as women until recently did not populate doctoral programs in large numbers. Three of our female associate professors and six of our female assistant professors have doctoral qualifications. This is a consequence of being able to attract highly qualified women to our Faculty in our more recent hiring. Over time the distribution of women at all ranks will equalize with that of men as women at assistant and associate levels are promoted up to replace retirements and we continue to attract highly qualified women to our Faculty.

Table 11

Faculty Statistics

	Academic Qualification			Gender		Totals
	Doctoral	Masters	Other	Female	Male	
Professor	11	1	0	0	12	12
Associate Professor	10	5	2	5	12	17
Assistant Professor	10	5		7	8	15
Lecturer	0	3	2	5	0	5
Totals	31	14	4	16	32	49

We have a strong faculty holding doctoral qualifications, however, there are not nearly enough for coverage of our courses. Currently, too many of our class sections are covered by sessionals who are hired on a per-course basis. The raw data regarding teaching loads as taught by tenure-track faculty, contractual, and sessionals are found in *Appendix G. Table 12* below summarizes data from *Appendix G* by academic year. On average over the last nine years, tenure-track faculty have covered more than 50% of the sections, but that proportion is decreasing and for the last three years has been below 50%. It is difficult for the FBA to maintain the rigor of instruction and its quality when so much of its teaching coverage is left to contractuales and sessionals. As the FBA is expected to absorb roughly 500 additional students over its five-year plan for the University, the FBA will need a commitment by the administration to fund additional tenure-track faculty.

Table 12

Teaching Coverage Statistics

	Tenure Track	Contractual	Sessional
2006/2007	47.8%	16.5%	35.7%
2005/2006	45.6%	14.4%	40.0%
2004/2005	49.2%	10.5%	40.3%
2003/2004	45.7%	15.6%	38.6%
2002/2001	52.7%	14.5%	32.8%
2001/2002	51.3%	13.1%	35.6%
2000/2001	62.4%	8.6%	29.0%
1999/2000	60.7%	10.7%	28.5%
1998/1999	56.1%	15.3%	28.6%
Average Coverage	52.4%	13.2%	34.4%

The FBA is also facing a space problem with the current enrolment and any increase will only exacerbate the problem. Although we have been able to find offices for our full-time faculty, our part-time faculty are often four or five to an office, which makes holding office hours very difficult. In the business building we have nine classrooms, six of which are tiered, and one computer class room. During the last five years we have offered an average of 150 class sections each term, but 135 available slots during which to teach them. Obviously, we must teach some classes outside of the business building. This is not much of hardship now, but if we increase our student population by 33%, space demands will become a much more difficult problem to address.

4.2.1 Research

The research environment in the FBA has changed dramatically in recent years. *Table 13* summarizes faculty publications over the last five years. Recognizing the importance of research, four years ago the Faculty administration was reorganized so that academic programs and research had their own Associate Dean. At the same time, more emphasis was put on the research potential of our new hires. As a result, the level of research output, the quality of research output, and the amount of outside funding for research have increased substantially.

Table 13

Summary of Publications

Activity	2002	2003	2004	2005	2006	Total
Refereed Journal Articles	14	15	14	27	15	85
Book Chapters	1	5	4	6	3	19
Conference Proceedings	10	15	22	14	13	74
Conference Presentations	27	55	54	48	52	236
Edited Books	0	1	0	0	2	3
Patents	0	0	2	0	0	2
Business Case Studies	1	0	1	3	0	5
Research Grants	5	5	12	14	12	48
Total	58	96	109	112	97	472

Starting in 2003, one can see a large increase (nearly double) in research output as defined by refereed articles, book chapters, conference proceedings, conference presentations, etc. However, the most telling indicator is the number of articles in “elite” publications (our lists of elite journals in various fields at http://www.business.mun.ca/research/journal_lists.php) during the past five years has been: 0 elite publications in 2002; two in 2003; three in 2004; four

in 2005; and four in 2006). Our Faculty is not only doing research, but they are doing important research. Another important indicator of the increased importance of research in the FBA has been tremendous growth in the level of research grant support. *Table 14* summarizes our success in obtaining grants from SSHRC and NSERC over the past three years (data are not available for previous years). In terms of publications, elite publications, and research funding, numbers are now much higher than they have been in the past. This is primarily attributable to hiring for research potential and creating a research culture in the FBA.

The FBA has received two notable University-wide awards for research in recent years. First, Dr. Wieslaw Kubiak, Professor of Operations Management, was awarded the designation of University Research Professor in 2006. This award is the most prestigious research award available at Memorial, and is given only to a faculty of truly international stature, whose research has made important, lasting contributions. Dr. Kubiak is the first faculty recipient of this award.

Second, Dr. Jeffrey Pittman, Associate Professor of Accounting, received the 2005-2006 Petro-Canada Young Innovator Award for his project entitled *Empirical evidence on the role of environmental reporting in debt pricing*. This award is presented annually to a faculty member at Memorial University with less than eight years of post-doctorate experience to recognize innovative research that has the potential to positively impact his/her field of study.

The FBA rewards research with the Dean's Research Award. Recipients of this award for the past five years are: Kathryne Dupré (2005), Omrane Guedhami (2004), Trevor Brown (2003), Jeffrey Pittman (2002), and Sue Hart (2001)

Table 14

		Research Funding			
		2004-05	2005-06	2006-07	
<i>Number of Applications</i>					
SSHRC	7	5	3		15
NSERC	2	1	2		5
<i>Number of Grants Awarded (PI)</i>					
SSHRC	3	1	n/a		4
NSERC	2	1	n/a		2
<i>Number of Grants Awarded (Co-I)</i>					
SSHRC	2	2	n/		4
<i>Total Dollar Value</i>					
	\$554,482	\$337,286		\$891,768	

Our faculty members are active and committed to a quality product whether in teaching or research. However, our faculty has been asked to do more with less which strains our ability to continue to deliver a quality product.

4.2.2 Teaching

Good teaching has always been important to our faculty. Consequently, we have not highlighted our teaching strength. Good teaching starts with preparation for the classroom. The classes taught in the FBA are up-to-date and inclusive of the latest theory. Good research leads to good teaching. Part of the process of research is keeping current which leads to constantly updating our syllabi to reflect current best practices in business education. Our best researchers are frequently our best teachers as well.

To promote good teaching, the FBA rewards good teaching annually with the Dean's Teaching Award. Recipients of this award for the past five years are: Kathyne Dupre (2006) Larry Bauer (2005), Judy Cumby (2004), David Stewart (2003) and Lynn Morrissey (2002). Our faculty members have also received a number of national and international awards over the last few years. The *National Post* annually awards the *Leader in Management Education Award*. The Memorial University FBA is the only Faculty to have three recipients of the award: Dr. James Barnes, Dr. Alex Faseruk, and Dr. Robert Sexty. This is an award that considers all of the individuals contributions including teaching, research, and service. Dr. Faseruk has also received the *Academy of Finance Award for Teaching Excellence* and the *3M Teaching Fellowship*.

4.3 STAFF

Appendix H lists all of the staff in the various departments in the building. The Dean's Office supports the academic structure of the FBA. The Dean's activities, all program support, and research support are coordinated through this office. The General Office supports both student activities and faculty needs. The Computer Lab's staff maintains all the computers in the building; those of faculty, the outreach institutes, as well as the undergraduate and graduate computer labs. Specialists in web design are used to maintain faculty web pages, We believe that we are lucky to have such an excellent staff. Their support activities make our product a very professional and complete product. Communications specialists maintain our links to our partners and the outside community.

The Centre for International Business Studies arranges all incoming and outgoing exchanges and internships. The numbers of people who are participating in these activities is well over 60 per year. The Office of Co-operative Education facilitates students to find in excess of 150 work-term jobs each term. They then maintain communication between the students on work term, their employers, and the faculty. They also supervise the work-term report, the academic component of the work term, to ensure that the report is done on time and sent to the appropriate marker.

Finally the PJ Gardiner Institute and the Centre for Management Development are working to reach as wide an audience as possible to dispense management expertise and education to those in the province who need help to achieve managerial competence.

The staff of the FBA is a tremendous resource to the management, faculty, and students in the FBA. However, in order to reach our growth objectives it is necessary to expand our staff to satisfy the demand that will be put on them by the additional 500 students that we are proposing to add into our programs by 2012.

5.0 Community Outreach

The primary vehicles for community outreach within the FBA are the P.J. Gardiner Institute (PJG), the Centre for Management Development (CMD), and the Centre for International Business Studies (CIBS).

The Centres enhance the FBA's ability to make a direct contribution to entrepreneurship, management and economic development in the Province of Newfoundland and Labrador. They provide opportunities for external clients to avail of the knowledge and experience resident in the FBA and enhance our ability to contribute to the growth of the province's public and private sectors. Students enhance their educational experience through the practical application of business knowledge, and open doors to greater opportunities through international linkages and exchanges. Outreach also provides the FBA with an opportunity to generate revenue.

The capacity developed by the FBA through the PJG, the CMD and the CIBS appears to be relatively unique among business schools throughout Canada. While the individual centres have existed for some time, it is only in recent years that they have become recognized by government, and certain industry segments, as an asset and potential tool to support business and economic growth in the province. They can be utilized as a vital bridge to the business community locally as well as nationally and internationally. They help to build credibility, particularly with respect to encouraging and demonstrating entrepreneurial leadership. The management development expertise of the CMD is viewed as a real asset to the province as the demand for trained and experienced management personnel increases. The CIBS in collaboration with the Fellow in International Business is critical to the FBA's efforts to internationalize.

5.1 P. J. GARDINER INSTITUTE

The FBA established the P.J. Gardiner Institute in 1978 as the first small business centre connected to a Canadian university. The PJG started with a mandate to provide low cost consulting services to small and medium-sized enterprises that could not afford the cost of existing services. In the first 20 years, the PJG developed support mechanisms for small business and was a leading participant in the evolution of a national network of small business

institutes at other universities, based largely on the P. J. Gardiner model. The mandate of the PGJ has evolved considerably in the last 10 years, as have the programs and services they offer.

The Gardiner Institute now plays a critical role in supporting innovation and provincial economic development through research and consultative work undertaken for both government and industry. The Institute collaborates with other University units, including the FBA of Engineering, the Genesis Center, and the Harris Centre to name a few. The Institute also recently expanded its activities to the international marketplace through the establishment of the Gateway Without Borders (GWB) initiative. GWB is a joint venture (funded in part by the Atlantic Canada Opportunity Agency - ACOA) between the PJG and the Centre of Excellence for Applied Research and Training (CERT) at the Higher Colleges of Technology in the United Arab Emirates. Some of the highlights of current PJG programs follow in the next few paragraphs.

The Enterprise and Entrepreneurship Gateway (<http://www.business.mun.ca/gateway/>) was established in 2001 to provide aspiring entrepreneurs within the University community with counseling advice, direction, and navigational support towards their quest to business start-up. The Gateway is part of a broader university-wide "Campus Incubation Consortium" that includes the incubation entities of the Faculty of Engineering, The Institute for Ocean Technology, The National Research Council's IRAP program, and Memorial University's Genesis Center and the INCO Innovation Center. The Gateway has helped students, staff, faculty and alumni explore new business opportunities through the establishment of 25 companies. The PJG also worked closely with SWGC to establish Gateway West at the Corner Brook campus of Memorial University.

The Gateway Without Borders (<http://www.busi.mun.ca/gwb/index.htm>) partnership was established in fall 2005 with the purpose of connecting Canadian companies with world-class intellectual property and significant growth potential with strategic partners and investors in the UAE. Since that time more than 40 companies have expressed an interest in participating in the project. Of these enquiries, five have been selected to participate in the first-round and have received specific and focused guidance in preparation for investment attraction. The first company to receive direct financial support was Cathexis Innovations, a \$3 million equity investment by CERT.

The Business Families Centre was created to undertake research and training, and to provide services focused on the unique issues of family-owned business operations, for example issues of succession (<http://www.business.mun.ca/pjg/ourcentres/families/families.html>). The Enterprise and Entrepreneurship Outreach Centre was established to deliver services to the province's economic development and business resource agencies, government departments, and other organizations by accessing relevant expertise both within and outside the University (<http://www.business.mun.ca/pjg/ourcentres/outreach/outreach.html>). Finally, for the past three years the Gardiner Institute has delivered an intensive 4-week program (Shad Valley) to nearly 150 high-achieving high school students from across the country. This program had an added bonus of creating employment over 25 full-time, temporary staff from the Memorial University community each summer and is now offered primarily out of the Faculty of Engineering (http://www.business.mun.ca/pjg/newsevents/2006/Shad_best_overall.html).

5.2 CENTRE FOR MANAGEMENT DEVELOPMENT

The FBA established the Centre for Management Development (CMD) in 1980. The CMD develops and delivers continuing management education programs for both public and private sector clients. The Centre has grown from two staff and \$70,000 in revenue in 1987 to a staff of five and over \$800,000 annually in revenue today. Although the CMD experienced losses in each of the past three years, today the CMD is operating above financial and programming projections and will turn a profit for the fiscal year ending March 31, 2007.

In 2001, the CMD launched the Public Sector Leadership and Management Development Program, the first organizational development program of its kind targeted at both federal and provincial government employees. Over 300 participants have completed components of this program to date. In addition to the Public Sector and Management Development Program, the CMD has offered several other programs targeted at the public and private sector including an Executive Development Program, a Professional Facilitator Certification Program and a Masters Certificate in Project Management. The CMD also offers customized management training programs and other professional development programs. While the primary mandate of the Centre is development within the province, the CMD also supports a number of the FBA's international program activities.

Internal reviews completed in 2006 suggest the current operational model of both the CMD and the PJG may be inhibiting the ability of the centers to function in an efficient and businesslike manner. As a result, the FBA is currently reviewing the existing structure with a view to potential integration of the two centres, among other changes. Integration with the PJG, especially through the Business Families Centre, the Gateway, and Gateway Without Borders, will enable the FBA to better serve the needs of SMEs. In the meantime, the CMD continues to focus on self-sufficiency and sustainability through a strategy of enhanced program offerings, improved efficiencies and a focus on new target markets.

A summary of current CMD activities can be found online at <http://www.busi.mun.ca/cmd/>:

5.3 CENTRE FOR INTERNATIONAL BUSINESS STUDIES

The Centre for International Business Studies was established at Memorial University of Newfoundland in June 1994. The Centre's mission is to internationalize the FBA (and by extension, the University) and to help local businesses in their internationalisation efforts. The Centre's mandate is threefold: to facilitate student and faculty exchanges with business schools throughout the world, to work with local businesses to enhance their ability to compete on an international level, and to provide faculty and students the opportunity to research international business and trade issues (<http://www.business.mun.ca/cibs/>).

The main source of funding for the CIBS is the Atlantic Canada Opportunities Agency (ACOA). CIBS received approval from ACOA in October 2005 for an additional three years of

funding. The Centre also receives an in-kind contribution from the FBA in the form of office space and both physical and human resources. In 2005, the FBA also committed to a financial contribution of \$75,000 over three years. The Centre also receives additional funding for special projects from ACOA.

The ongoing challenge for CIBS is accessing additional funding for the Centre. In order to meet its current three-year objectives and commitments, the Centre requires a minimum additional contribution of \$125,000. In the longer term, the challenge will be to obtain continued funding for the Centre, either through external or internal means. Given the involvement of students and faculty in the Centre's activities and the resulting positive impact on the University's reputation domestically and abroad, it is hoped that the University will consider taking responsibility for the administrative positions of the Centre: the Director, International Program Officer, and International Internship Officer. It is believed that such a clear commitment by Memorial to the internationalization of its students and, by extension to the local business community would strengthen the Centre's ability to leverage external funds for continued and new programming.

Depending on the direction taken by the University under the new Strategic Plan, there may be opportunities for the Centre to work more closely with other internationally oriented units on campus. During the past several years, the Centre has worked with the Associate VP (Academic) and others to further the internationalization of Memorial. Given how University and CIBS' activities impact each other, closer collaboration would be of strategic importance for both.

5.4 BUSINESS COMMUNITY COMMUNICATIONS

The FBA utilizes a number of means to facilitate relations and communicate with key stakeholders both within and outside the FBA and the University. Following is a brief summary of mechanisms employed at the FBA level (this list does not include university-wide communications vehicles such as the Gazette, Studio 1024, today.mun.ca, and media releases).

The *Advisory Board* (http://www.business.mun.ca/home/advisory_board.php) provides high-level strategic advice to the dean and his colleagues, as well as to the president and the senior executive of the University regarding business developments and FBA activities. The objective is to assist the FBA to become a leading Faculty in the areas of education, research and outreach for the benefit of its members (students, faculty, staff and alumni) and businesses in the Province, Canada and the world.

The FBA also has an *International Advisory Board* to provide similar guidance and direction on our international activities, including the Centre for International Business Studies, the Chair in Irish Business Studies, and the Fellow in International Business. Again, further details on this Board are included in a separate document.

Partners is the annual report of the FBA. It is meant to keep alumni, associates program members, the advisory board, partners in management education and the university community

informed about news and successes within the FBA. Partners (<http://www.business.mun.ca/home/partners/>) typically includes information on faculty, alumni and student success, a feature on the highlights of the past year, and news from the FBA on program offerings. The Partners Dinner is an annual event held by the FBA of Business to recognize our community partners. The event provides an opportunity to recognize three outstanding individuals and or groups as follows: Alumni Honour Award, the P. J. Gardiner Entrepreneur of the Year Award, and co-op employers who have reached significant milestones.

The FBA knows the importance of keeping the FBA, the University community and the business community informed. We utilize a number of publications to supply information about different facets of the FBA to the Business Community. *Briefs* is a four-page newsletter offering news about the FBA on new scholarships created and awarded, new program offerings and student, faculty and staff success. *Briefs* keeps both internal and external stakeholders up-to-date on faculty news on a more frequent basis than the annual Partners report. *Dividends* is a publication which (<http://www.business.mun.ca/research/dividends.php>) highlights business research at the FBA such as articles published, research grants awarded, and conference papers and presentations for each different functional area within the FBA. The *Associates Program Report* (http://www.business.mun.ca/home/FBA_AssociatesReport06.pdf) is an annual publication detailing how funds provided through the Associates Program have been used. In addition to detailing the use of associates funding, the brochure also serves to raise awareness among current and prospective members of the Associates Program of how their support enriches the student experience.

The FBA website offers information to a host of stakeholders. It contains program information for students and prospective students, information for members of the Associates Program, a portal for alumni to connect with other alumni, information on programs offered by the outreach centres, and information on news and events happening within the FBA (<http://www.business.mun.ca/home/>). The FBA also produces a number of brochures that serve to promote programs at both the undergraduate and graduate level. These are directed primarily to prospective students.

Funding from the **Associates** Program, established in 1984, provides undergraduate and graduate scholarships, support for student participation in competitions and conferences, support for student participation in international activities, and funding to publish the Partners Annual Report (http://www.business.mun.ca/home/associates_prog.php).

Associates Roundtable (<http://www.business.mun.ca/home/roundtable/>) is an opportunity for members of the **Associates** Program to meet in an open discussion forum with distinguished individuals from the local, national and international communities. Topics are wide ranging (a complete list of speakers and topics is available). Attendance at the Roundtable is by invitation and represents one way of providing benefit to members of the Associates Program for their financial contributions.

During the year there are several annual functions that are primarily to recognize students, faculty, and staff for their successes to which a number of our Partners are also invited:

the *Scholarships & Awards Ceremony*, the *Dean's List Luncheon*, and the *Beta Gamma Sigma* ceremony.

5.5 THE IMPORTANCE OF OUTREACH

The FBA is the only business faculty in a geographically large area. We are very cognizant of our role as a Faculty, in the University, in St. John's, in Newfoundland and Labrador, Canada, and internationally. We serve as a conduit for business expertise and provide a means for members of the business community to talk to us and to each other. To a large degree, this process is facilitated by the fact that so many of the business leaders in Newfoundland and Labrador are graduates of our programs. We are a vibrant part of the business community and we do whatever we can to strengthen our ties to the business community. The means of strengthening our ties have been illustrated in this section.

6.0 Conclusion

The University has indicated its plans for growth. These plans are congruent with everything that the FBA has been doing over the last decade. We welcome growth, but only if the resources to do so are available so that our product remains undiluted. Our students, with their success in various competitive venues, have shown that the product we produce is a high quality product that compares favourably with best practices in Canada. We were the first Atlantic School who sought accreditation and achieved it with AACSB. Our Co-op program, also accredited by CAFCE, was the first in Canada and is, we think, the finest in Canada.

The FBA is currently concluding major program reviews of our undergraduate and graduate programs to make certain that these programs remain relevant in a rapidly changing world. We are introducing new programs as we see demand for these programs. Our newest program is a doctoral program. We expect that all of our programs comply with best practices in Canada and internationally.

Due to budgetary constraints the FBA has not been able to hire enough new people to replace those that have left either through finding new jobs or through retirement. However, the faculty that we have been able to attract and retain are providing new direction and new energy to an emerging research culture. This is illustrated not only by an increase in the quantity of publications, but also by the quality of publications.

Many things are going right for the FBA. Our students, faculty, and staff are responsible through their collective effort in pushing the boundaries of what we can do. We have a strategic road map and tactical priorities which we think will continue to push us forward.