

TO: Mike Mahon
President and Vice Chancellor

DATE: December 20, 2013

FROM: Robert A. Boudreau
Chair, Academic Quality Assurance Committee

RE: Bachelor of Management – Marketing, Academic Quality Assurance Review

In accordance with the U of L *Academic Quality Assurance Policy and Process*, the Academic Quality Assurance Committee approved the review of the Bachelor of Management – Marketing at its December 6, 2013 meeting.

The Program Review Committee for this review was comprised of Roberto Bello (Program Review Coordinator), Sameer Deshpande, Walter Wymer, Tanya Drollinger, Michael Basil, Debra Basil, and Michael Madore. The review produced four documents:¹

1. *Quality Assurance Self-Study Report, Faculty of Management, Marketing Department* (received May 14, 2013) – Self Study Report, developed by the B.Mgt. Marketing Self Study Committee.
2. *External Review of Marketing Department, University of Lethbridge* (received July 30, 2013) – External Review Report by Peggy Cunningham (Dalhousie University) and Anne Lavack (Thompson Rivers University) based on their site visit of June 17-18, 2013.
3. *Marketing Area Quality Assurance Policy and Process Review: Response to External Reviewers* (received October 3, 2013) – response of the Self Study Committee to the external review.
4. *Quality Assurance, Faculty of Management, Marketing Major, Response of the Dean* (received November 29, 2013) – response to the review, written by Robert Ellis, Dean of the Faculty of Management.

¹ All documents are available upon request.

Self Study

In summary, the Self Study Report noted that Marketing offers a 40-course program delivered by five tenured faculty and two Academic Assistants in Lethbridge and sessional instructors on the Calgary and Edmonton campuses. The report stated that Marketing is a good program with many commendable features and a strong alumni base, but with several challenges.

The report listed the strengths of the Marketing area:

- Results from the Graduate Outcomes Survey show that Marketing majors have a strong relationship between their job and key elements of their university education.
- According to data from 2008 and 2010, 94% of Marketing alumni are employed two years after graduation.
- Faculty members are accomplished teachers and researchers.
- According to a survey, current students are happy with the knowledge and skills acquired in the program and perceive instructors to be passionate about the material. Over 90% of alumni said they would recommend the Marketing program to others. And 92% of alumni were satisfied or very satisfied with their education.
- Students appreciate the small class sizes.
- Alumni felt that the program taught skills in thinking, problem solving, communication, teamwork, and time management.
- Most students are satisfied with the quality of advising.
- Attrition rates are small.

The Self Study recorded several issues and challenges facing the Marketing area:

- Since 2007, enrolment has declined on the Lethbridge and Edmonton campuses, but has risen on the Calgary campus. Annual enrolment remains in the 622 to 742 student range.
- Full time co-op positions are scarcer for Marketing students, as many companies have small marketing departments. Part-time co-op positions or applied studies are more common in Marketing.
- Students and alumni said they would like more practical skills and more opportunities to put theory into practice.
- Students want to take more Marketing courses and some new courses like social media marketing and sports marketing. Alumni commented that they should have had more classes in graphic and web design, public relations, and entrepreneurship.

As a future direction, a course in sports marketing is being prepared, in response to students' request for this type of course.

External Review

The External Review Report identified the following strengths of the Marketing area:

- The M.Sc. (Management) is a singular program that is effective in preparing students for both doctoral studies and careers in marketing research.
- Markin Hall is a superb teaching and learning environment.
- The Centre for Socially Responsible Marketing, with its research focus on social marketing, sustainability and social responsibility, and nonprofit marketing, is unique in North America.

As an area of concern, the report noted that enrolments in the Marketing major are declining, partly due to fewer college transfer students. Marketing must do more to attract and retain students.

The report contained 11 key recommendations:

1. Track admission averages and retention rates so that program quality does not decline due to lower admission averages and weaker students.
2. Monitor the self-employment rates of graduates to ensure that they are market ready and are not being forced to found companies due to a lack of relevant skills.
3. Recruit more international students. Consider two or three international 2+2 arrangements and some international high school partnerships.
4. Ensure full-time, Ph.D.-qualified faculty members are involved in delivering courses on the Calgary and Edmonton campuses. This will address the needs of AACSB certification.²
5. Analyze the program delivered on the Edmonton campus, due to the decline in student numbers there.
6. Complete a curriculum review to ensure it meets the needs of local and provincial markets. Include feedback from employers, students, and alumni in the review. Think about an Area Advisory Board that includes a Human Resources manager, a senior manager from a marketing company, a senior officer from a non-profit organization, and a corporate social responsibility practitioner. (The external review noted potential curriculum gaps in: social media marketing; supply chain management and logistics; e-commerce; international marketing; and marketing strategy.)
7. Consider adding a second sales course, focused on managing sales forces.
8. Make some improvements to teaching: develop and map learning goals and track assessment of these goals; develop a consistent course syllabus format that includes learning goals, topics covered, and the academic integrity policy; and standardize course content.
9. Seek accreditation for the co-op program and secure more Marketing student placements for the co-op program.
10. Continue to pursue research grants with current and new collaborators.

² "The Association to Advance Collegiate Schools of Business is a global, nonprofit membership organization of educational institutions, businesses, and other entities devoted to the advancement of management education." (<http://www.aacsb.edu/about/default.asp>)

11. Develop a communications plan that emphasizes the unique expertise in socially responsible marketing. This can include workshops and seminars for industry, which could be a revenue opportunity.

Program Response

The Program Response first addressed the curriculum gaps that the External Reviewers noted:

- Social media - By 2016, Marketing will revise the Integrated Marketing Communications course and develop a new course in advertising and promotions.
- Supply chain management and logistics - By 2016, Marketing will revise the existing Retailing course so it is a course in Retailing and Channels.
- E-commerce - Marketing will run the existing course in e-commerce that was offered in the Information Systems area (which is now under suspension).
- International marketing - The current course in Cross-cultural Marketing covers international marketing adequately.
- Marketing strategy - The current course in Marketing Management covers this area well.

The Self Study Committee went on to address the 11 key recommendations from the External Review Report:

Recommendation:	Response:
1. Track admission averages and retention rates so that program quality does not decline due to lower admission averages and weaker students.	The Advising Office will address this.
2. Monitor the self-employment rates of graduates to ensure that they are market ready and are not being forced to found their own companies due to a lack of relevant skills.	Marketing will repeat its survey of students and alumni every three years, and will add questions on the motivation for choosing self-employment.
3. Recruit more international students. Consider two or three international 2+2 arrangements and some international high school partnerships.	This has to be addressed at the Faculty and university levels.
4. Ensure full-time, Ph.D.-qualified faculty members are involved in delivering courses on the Calgary and Edmonton campuses. This will address the needs of AACSB certification.	This is not an issue on the Edmonton campus, as the Marketing major is no longer offered there. For the Calgary campus, a short term solution will be to use blended learning. Marketing will seek approval to hire a tenure-track Marketing faculty member in Calgary within three years.
5. Analyze the program delivered on the Edmonton campus, due to the decline in student numbers there.	Agreed. If enrolments do not recover, the Faculty of Management should consider the viability of the Edmonton campus.

Recommendation:	Response:
6. Complete a curriculum review to ensure it meets the needs of local and provincial markets. Include feedback from employers, students, and alumni in the review. Think about an Area Advisory Board.	<p>Marketing will:</p> <ul style="list-style-type: none"> • Work with Career Services to help students find employment in the non-profit and corporate social responsibility areas. • Every three years, meet with major employers in the region to discuss their hiring needs and then assess how the curriculum can address them. • Use the existing Faculty of Management Advisory Board to research the content and skills that employers need in graduates.
7. Consider adding a second sales course, focused on managing sales forces.	The current sales course seems to prepare graduates well for sales roles. Nevertheless, Marketing will include a question related to this in the next graduate survey.
8. Make some improvements to teaching: develop and map learning goals and track assessment of these goals; develop a consistent course syllabus format that includes learning goals, topics covered, and the academic integrity policy; and standardize course content.	<p>Marketing has developed learning goals for the area and will follow Faculty of Management procedures for assessing learning outcomes. These procedures are currently under development.</p> <p>Marketing will work with the Associate Dean to develop a semi-standardized course outline template.</p> <p>Marketing will revisit the learning outcomes developed for each course to ensure that key content is covered in all course sections. For each course, Marketing will assign course coordinators to allow for improved communication and coordination.</p>
9. Seek accreditation for the co-op program and secure more Marketing placements for the co-op program.	The Marketing area will pass this suggestion on to the Associate Dean and the Co-op Director, where the responsibility for seeking accreditation lies.
10. Continue to pursue research grants with current and new collaborators.	Marketing will continue to seek research grants, but this is challenging because the students have to progress through their programs faster than the grant cycle time allows.
11. Develop a communications plan that emphasizes the unique expertise in socially responsible marketing. This can include workshops and seminars for industry, which could be a revenue opportunity.	The Marketing area will do annual updates of the webpage for the Centre for Socially Responsible Marketing. When a faculty member publishes an article that may have a broad interest, the Marketing area will inform University Advancement.

Dean's Response

In his response to the review documents, Dean of Management Robert Ellis began by summarizing Marketing's strengths, weaknesses, opportunities, and threats:

Strengths:	<ol style="list-style-type: none">1. The focus on social marketing, non-profit, and social responsibility makes the Marketing area unique in North America and has gained it an international reputation.2. According to surveys, Marketing graduates have high levels of satisfaction with their program.3. Additional surveys reveal that over 92% of Marketing graduates were satisfied or very satisfied with their U of L education.4. Community service learning allows students to work with a variety of organizations on real world projects.5. The co-op program allows students to combine knowledge with experience.6. Markin Hall provides an excellent learning environment.
Weaknesses:	<ol style="list-style-type: none">1. The number of graduates from the Post-Diploma program has declined.2. Marketing needs stronger relationships with the business community.3. Lack of full-time faculty at the Calgary and Edmonton campuses will affect Management's bid for AACSB accreditation.
Opportunities:	<ol style="list-style-type: none">1. Online surveys indicated that students want less theory and more practical skills, plus more social media marketing and sports marketing.2. Alumni are interested in: more practical experience; communication through graphic design, web design, and public relations; and entrepreneurship.3. Marketing should make a greater effort to attract students and to prepare them for careers with Alberta industries.
Threats:	<ol style="list-style-type: none">1. Increasing competition from new degree-granting institutions.

The Dean's Response went on to address the recommendations from the External Review Report:

Recommendation:	Response:
1. Track admission averages and retention rates so that program quality does not decline due to lower admission averages and weaker students.	The Faculty of Management monitors and interprets admission and retention data.
2. Monitor the self-employment rates of graduates to ensure that they are market ready and are not being forced to found their own companies due to a lack of relevant skills.	This trend likely reflects Alberta's entrepreneurial culture, and not students struggling to find jobs.

Recommendation:	Response:
3. Recruit more international students. Consider two or three international 2+2 arrangements and some international high school partnerships.	Agreed. The Faculty of Management is working with the Associate VP (Students) to establish the International Coordinating Committee. This body will foster cross-institutional collaboration on international student recruitment. Management is also working on international partnerships with the Munich University of Applied Sciences and Zhejiang University in Hangzhou, China.
4. Ensure full-time, Ph.D.-qualified faculty members are involved in delivering courses on the Calgary and Edmonton campuses. This will address the needs of AACSB certification.	Management has developed a Strategic Alignment Plan to ensure students are taught by full-time faculty. As a short-term solution, for the next three years Marketing will use blended learning for the Calgary campus. Longer term, the Faculty of Management will implement a marketing strategy to boost enrolments in Marketing. Rising enrolments could allow Management to hire Marketing faculty for the Calgary campus.
5. Analyze the program delivered on the Edmonton campus, due to the decline in student numbers there.	The Marketing program is not offered in Edmonton. However, Management supports developing a strategy for the Edmonton campus.
6. Complete a curriculum review to ensure it meets the needs of local and provincial markets. Include feedback from employers, students, and alumni in the review. Think about an Area Advisory Board.	Marketing will meet with Career Services to ways of increasing employment opportunities for graduates. Every three years, Marketing will meet with major regional employers to discuss their needs regarding the knowledge and skills of graduates, and will complete a related survey of alumni and students. Management will consult with its existing Advisory Boards in Calgary and Lethbridge on the Marketing area curriculum.
7. Consider adding a second sales course, focused on managing sales forces.	The existing sales course prepares students adequately for managing sales forces.
8. Make some improvements to teaching: develop and map learning goals and track assessment of these goals; develop a consistent course syllabus format that includes learning goals, topics covered, and the academic integrity policy; and standardize course content.	Learning goals have been developed for the Marketing program. Marketing will develop a consistent course syllabus format and implement it for 2014-15. Learning outcomes have been developed for Marketing courses. Course coordinators have been appointed to ensure consistent content.

Recommendation:	Response:
9. Seek accreditation for the co-op program and secure more Marketing placements for the co-op program.	Management will seek accreditation for the co-op program in 2014-15. Marketing faculty will meet with the director of Management co-op programs to discuss more placements for Marketing students.
10. Continue to pursue research grants with current and new collaborators.	Marketing faculty have been successful in obtaining research grants and will continue to pursue these grants.
11. Develop a communications plan that emphasizes the unique expertise in socially responsible marketing. This can include workshops and seminars for industry, which could be a revenue opportunity.	The Marketing area will develop a communications plan to showcase its teaching and research accomplishments. The web page of the Centre for Socially Responsible Marketing will be updated more frequently.

In addition, the Marketing area is working on curriculum revisions, including the following:

- Revise the Integrated Marketing Communications course.
- Consider developing another course on social media and public relations.
- Consider developing another course on advertising and promotions.
- Consider revising the retailing course so it includes retailing channels.
- Move the existing E-Commerce course to the Marketing area for 2014-15.

The Academic Quality Assurance Committee is satisfied that the B.Mgt. – Marketing academic quality assurance review has followed the U of L's academic quality assurance process appropriately, and acknowledges the successful completion of the review.

Sincerely,

ORIGINAL SIGNED BY:

Robert A. Boudreau

Chair, Academic Quality Assurance Committee

Cc: Andrew Hakin, Provost and Vice President (Academic)