

MacEwan University School of Business

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We acknowledge that the land on which we gather in Treaty Six Territory is the traditional gathering place for many Indigenous people. We honour and respect the history, languages, ceremonies and culture of the First Nations, Métis and Inuit who call this territory home.

The First People's connection to the land teaches us about our inherent responsibility to protect and respect Mother Earth. With this acknowledgement, we honour the ancestors and children who have been buried here, missing and murdered Indigenous women and men, and the process of ongoing collective healing for all human beings. We are reminded that we are all treaty people and of the responsibility we have to one another.

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Academic excellence



Thought leadership



Global reach



Community engagement



Thriving alumni and students



Message from the dean

Dr. Craig Kuziemy

Welcome to MacEwan University's School of Business.

Our business school is a special place that is defined by our first-class undergraduate programming and our connection to the community. Today's business world is ever changing, and the COVID-19 pandemic has shown us that our leaders must have the right mix of skill, agility and compassion to be successful. The MacEwan 2030 Strategic Vision inspires us to strive for teaching greatness while also appreciating that today's world is in perpetual motion. As such, we have evolved significantly in our quest to be a premier undergraduate business school — from our Bachelor of Commerce program receiving accreditation from the European Foundation for Management Development (EFMD) to our newly created entrepreneur-in-residence position helping our faculty members and students engage meaningfully with industry.

The School of Business distinguishes us through the passion and teaching excellence of our faculty, the talent and diversity of our students and our engagement with local and global community partners. We inspire our faculty members, staff, students and alumni to be the business leaders of tomorrow, solving pressing global challenges while working collaboratively towards an equitable society for everyone.

Business is a universal language and the need for business-driven methods and tools permeates many aspects of modern society. This publication provides examples of how the School of Business excels at teaching, research, community engagement and delivering a high-quality student experience.

I invite you to read about our achievements and to please contact us if you have any questions. Whether you are a student looking for a business school education or a community partner searching for an opportunity to collaborate, MacEwan's School of Business has something for everyone.



Dr. Craig Kuziemy
Associate Vice-President, Research
Interim Dean, School of Business



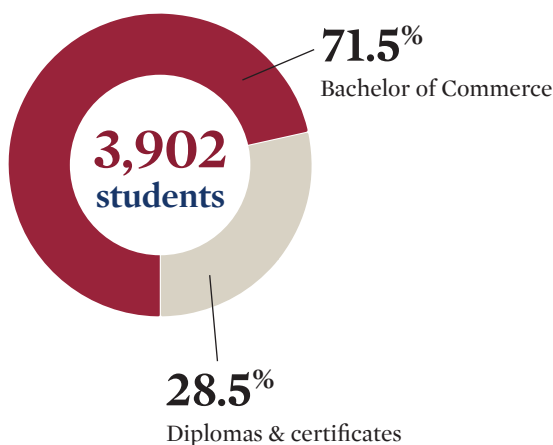
About the School of Business

In the School of Business, we are forward-thinkers, driven by an entrepreneurial spirit that transforms innovative ideas into action. We're determined to not just keep up with the times, but to set the pace – forging new ways of thinking about business.

We offer a wide variety of programs that vary in length – 10-month certificates, two-year diplomas and a four-year degree. Many of our diplomas ladder into the Bachelor of Commerce program, and some transfer into the Bachelor of Arts program. Within the Bachelor of Commerce, students in any major may choose the co-operative education stream, and honours programs are available in select majors.

Here, education extends beyond the classroom, providing students with opportunities to engage with business leaders, give back to the community and take advantage of real-world learning experiences.

Enrolment (2020/21)



Students in co-op (2020/21) **436**

Faculty Research (2019/20)

- 3** Books authored or co-authored
- 34** Articles in refereed journals/ book chapters
- 24** Other peer-reviewed scholarly activity
- 35** Conference presentations
- 31** Grants

Full-time continuing faculty (2019/20) **55**



Bachelor of Commerce	Majors (Co-op opportunities available)	Minors (BCom students)	Minors (offered to Faculty of Arts and Science students)
Accounting	•	•	•
Business Intelligence		•	
Business Law			•
Business Studies			•
Finance		•	•
Human Resources Management	•	•	•
Innovation and Entrepreneurship		•	
International Business	•	•	
Legal Studies in Business	•	•	
Management	•	•	•
Marketing	•	•	
Property Management		•	
Supply Chain Management	•	•	

Out-of-Faculty Minors	Faculty of Arts and Science	Faculty of Fine Arts and Communications
Anthropology	•	
Digital Experience Design		•
Economics	•	
French	•	
History	•	
Journalism		•
Political Science	•	
Psychology	•	
Sociology	•	
Spanish	•	
Statistics	•	



Strengthening supply chains

Since the scramble for toilet paper in the pandemic's early days, talk of supply chains has worked its way into news stories and everyday conversations like never before.

Although supply chain issues may have only recently entered most people's everyday lexicon, the School of Business faculty have spent more than two decades studying and teaching about the intricacies of how goods ultimately arrive at the right place and the right time.

"The pandemic has brought much greater awareness of supply chain management itself and the way it impacts and intersects with all areas of business," says Dr. Rickard Enstroem, associate professor and chair of the Department of Decision Sciences.

But COVID-19 is not the only issue that can create tangles in the huge web of suppliers, manufacturers, distributors, importers, exporters, wholesalers, and more, that work to get products into the hands of consumers.

Climate change, natural disasters, raw material shortages and political unrest are just a few examples of disruptions that can have big implications. Studying how to help supply chains deal with these disruptions in ways that make them more resilient and robust is at the heart of a wide range of research from faculty members in the School of Business – research that also works its way into their classrooms, informing and preparing the next generation of business leaders for the future.

The following are just a few examples of how School of Business faculty members are studying supply chains.

"The pandemic has brought much greater awareness of supply chain management itself and the way it impacts and intersects with all areas of business."



To centralize or not to centralize?

With increased flexibility, potential for lower transportation costs and better customer service, decentralized supply chains (where operations are spread out in smaller offices and warehouses rather than in a central facility) have been gaining momentum. One ingredient for success are incentive-aligned contracts, which help fairly distribute risks, costs and rewards. Using simulations, Dr. Joong Son has done a series of research projects to see whether the outcomes of those contracts match expectations.

Sharing risk

Could return policies (agreements where suppliers will buy back unsold items from retailers for partial credit) be an effective strategy to help mediate risk caused by disruptions in the supply chain?

A study by Dr. Enstroem and Dr. Son found that coordinating parts of the supply chain in a way that provided incentive for retailers to stock up reduced total lost sales and improved fill rates at both the local retail level and system-wide.

Avoiding overpromising

When production managers plan exactly how much of something they're going to make and when, they run the risk of overpromising – especially during times of uncertainty. When that happens, the effects are felt throughout the supply chain. That's why Dr. Xiaojia (Sunny) Wang and Dr. Son are researching ways production managers could refine their production planning and scheduling processes. Together they are looking at elements of production plans, including how best to model uncertainty and the optimal frequency of updates, to help production managers strike the right balance between stability and flexibility.

Enhancing supply chain resilience to extreme weather events

Increasing numbers of extreme weather events – floods, fires, hurricanes and ice storms – resulting from human-induced harms to the natural environment have wreaked havoc on supply chains. In a study funded by the Social Sciences and Humanities Research Council (SSHRC), Dr. Hadi Chapardar and his colleagues apply the ecological and systems theory concept of resilience – responding, recovering, adapting and transforming – to supply chains. Using this lens, they hope to help businesses find ways to enhance the resilience of supply chains so that when catastrophes happen, they face fewer challenges in meeting citizens' basic needs.



Students get European experience without crossing the Atlantic

When international travel came to a screeching halt in March 2020, so too did opportunities for School of Business students to study abroad. While no substitute for the real thing, an online international collaborative learning opportunity connected students and faculty in new ways – and opened some interesting possibilities for the future.

Dr. Mike Annett and Dr. Sergey Sukhankin partnered with MacEwan International and Bielefeld University in Germany to provide a series of cross-cultural business experiences for human resources students.

Working with faculty at Bielefeld and the German university's students from around Europe and Asia – Italy, Croatia, Germany, Turkey and Japan – Dr. Annett and Dr. Sukhankin's students participated in group discussions, an assignment and opportunities to explore differences between their business environments.

Griffin Jones, a second-year Bachelor of Commerce student, appreciated the chance to see his discipline – and the world – from a different perspective.

"I've always been interested in visiting other countries, and this was the next best thing," he says. "We discussed culture and life in our different countries, but also the different approaches to higher education, employee relations, compensation and recruitment."

Dr. Annett says that while it's tempting, as a professor, to focus on content learning objectives, the cross-cultural aspects of these experiences is where the true value lies.

"We are seeing in our students the impact of engaging with others, focusing on interpersonal awareness and building connections," he says. "And as we develop future sessions we are focusing on those things with the goal of helping our students create ties across the ocean that they can strengthen and develop throughout their educational and career journey."

The School of Business plans for the virtual learning exchanges to continue, and is looking at opportunities to further engage with Bielefeld and several other international partners.



New Entrepreneur in Residence program provides students unique, hands-on guidance

Becoming an entrepreneur isn't a straight and narrow path – it often involves ups and downs, trial and error, and inventing your own way of doing things. Entrepreneurship isn't something that can be easily learned from a textbook.

To better fill that gap and provide guidance to future entrepreneurs and employers, MacEwan University's School of Business introduced an Entrepreneur in Residence program. The program aims to foster an innovative and entrepreneurial mindset in students and alumni, and to mobilize entrepreneurs to avoid needless failure, build investable businesses and help their brilliant innovations change the world.

The university's first Entrepreneur in Residence, Colin Christensen, has been involved in a number of business ventures, including founding THNQ, an entrepreneurship consultancy. Christensen works with MacEwan students in a number of ways: by providing one-on-one consultation during office hours, visiting classrooms for lectures and workshops, guiding students through the cohort-based MacEwan Venture Lab, and providing access to his entrepreneurship app, ROOT: Entrepreneur Roadmap.

"I have been around entrepreneurship most of my life and have built several businesses – some good, some disastrous," says Christensen. "After consulting for companies with \$20 million in revenue, I found much more passion in taking the wisdom needed for successful small to medium enterprises and passing it along to the early-stage entrepreneurs so they can get off on the right foot."



Colin Christensen.
Photo supplied by Colin Christensen.





Professors bring challenging concepts to life through gamification

Gamification is an approach to teaching that uses elements of gameplay: incentives and reward systems, rules and competition to increase engagement and improve learning outcomes.

“When we’re very young, we learn naturally through gameplay,” says Dr. Sharon Bratt, associate dean of the Centre for Teaching and Learning. “We’re almost hardwired to want to learn by exploring, by achieving and by progressing.”

An assignment, a term-long project or even an entire course can be gamified, giving students a sense of taking control of their learning path and allowing professors to create more meaningful interactions with students that drive home the concepts they’re teaching.

“Games can individualize the experience for each person, which supports a diverse range of learning styles,” says Dr. Hadi Chapardar, assistant professor in the Department of International Business, Marketing, Strategy and Law.

While it’s normal for students to forget some of the theoretical lessons discussed in class, Dr. Chapardar says it’s less likely they will forget about the hands-on experiences of participating in a game that gives them a scenario that connects their experience to theory and knowledge.

Gamification worked for Bachelor of Commerce alum Jesse Sallis in Dr. Ali Taleb’s strategic management class.

“We saw core business fundamentals come to life from the simulation,” recalls Sallis, who also learned about what it means to be a leader. “It’s people who deliver the results and that without prioritizing people, nothing else follows — the means are more important than the end.”

A few examples of gamification in the classroom

Managerial Information and Control Systems (ACCT 322)

For this core accounting course, Dr. Sherif Elbarrad, professor and associate dean of Operations and Programs, and Frank Saccucci, associate professor, created a paper-based, cost accounting game that tasks students with building a house. Students must construct the house while keeping track of the time it takes to build and the amount of additional resources used (adhesive tape to hold the construction together). They have to also calculate overheads, comparing the actual costs to the “standard build” and analyze any variance. The game gives students a better understanding of the basic cost concepts (direct material, labour and overhead) and variance analysis. The game covers about 50 to 60 per cent of what is taught in the course.

“We noticed that after students played this game, it was like a light bulb flashed and everything added up for them,” says Dr. Elbarrad.

International Business and Sustainability (INTB 310)

Dr. Hadi Chapardar, assistant professor in the Department of International Business, Marketing, Strategy and Law, uses a diverse approach to gamification in his course by including a combination of short online simulations, modelling environments and other in-class games.

For instance, when working on a business case, students may play out the roles of different stakeholders (from international business managers and local government representatives to farmers and consumers). Being engaged in dynamic debate and policy-setting processes helps students to understand the complexity of real-world challenges and find innovative solutions for sustainability problems.

Strategic Management (BUSN 450)

In this capstone course, Dr. Chapardar and Dr. Ali Taleb, associate professor and course leader, use an online simulation platform that tasks groups of students with managing a tablet manufacturing and commercialization company. Throughout the term, the groups compete against each other, using everything they have learned throughout their degree.

“If they manage a company through playing with this simulation, the students will likely understand 90 per cent of the way businesses work,” says Dr. Taleb. “It’s like they’re managing a real business in a risk-free environment.”





International accreditation represents a new strategic advantage for the School of Business

Further cementing its reputation for delivering exceptional undergraduate learning, in 2021 MacEwan University's School of Business received international accreditation from the European Foundation for Management Development (EFMD).

This recognition from a global accreditation body for business schools creates a strategic advantage for the School of Business and further validates the quality of its programs.

The rigorous standards established by well-respected peers from already accredited institutions made for a challenging review process — but one that the School of Business welcomed in order to showcase the global validity of its programs and other offerings, as well as how relevant and impactful the school is in comparison with international business schools.

“Accreditation means that our students are not only getting the core discipline knowledge, but also the durable skills required to be successful in today’s complex business world.”

“EFMD accreditation puts the MacEwan School of Business in an elite category of business schools,” says Dr. Craig Monk, provost & vice-president, Academic. “I look forward to seeing how the School of Business uses EFMD accreditation to move forward in its innovative delivery of a first-class undergraduate business school education.”

The accreditation is vital to the School of Business’s internationalization efforts, which enhance the school’s profile and visibility. Meeting the standards of accreditation attests to the quality of what the School of Business does and how it does it, creating awareness and building trust for potential students and partners.

“Internationalization is not only a great lever of growth,” says Dr. Ali Taleb, associate professor and interim associate dean, Research, International and Outreach. “Interacting with international students helps enrich the overall learning experience of our students by bringing new ways of thinking and opportunities for engagement to the classroom. This also fosters the development of a global mindset that is critical to functioning in today’s business world.”

As part of the EFMD Accredited Business Schools, the School of Business has even greater access to a pool of high-quality and like-minded institutions, paving the way for future partnerships.

Students in the School of Business will benefit from world-class training and learning experiences that align with global best practices from international education leaders. The accreditation is also evidence of the value and quality of education that students receive from MacEwan.

“Accreditation means that our students are not only getting the core discipline knowledge, but also the durable skills required to be successful in today’s complex business world,” says Dr. Taleb.

The accreditation marks a great milestone for everyone in the School of Business and at MacEwan, adds Dr. Craig Kuziemsky, who credits staff and faculty members for their dedication and hard work in helping to make this possible.

“Achieving EFMD accreditation took many years of hard work, and I am grateful for the current and past faculty, staff and leaders who persistently kept up the momentum for pursuing accreditation,” says Dr. Kuziemsky, interim dean of the School of Business. “It’s important for us to celebrate this achievement but also to remember that the pursuit of excellence is a journey and not a destination. We have a lot of work ahead of us, and I know we’re up to the task.”





Celebrating and supporting Indigenous entrepreneurship

MacEwan University takes pride in its identity as a place-based institution. Its location in the heart of Edmonton's central ward, O-day'min, not only opens up opportunities for the university's students and faculty, but also creates a sense of responsibility to the community. For the School of Business, that means supporting diverse and equitable business practices, including fostering Indigenous entrepreneurship.

"Indigenous businesses contributed more than \$30 billion to the Canadian economy in 2020, and this number is expected to soar to \$100 billion by 2025," says Dr. Ali Taleb, interim associate dean, Research, International and Outreach. "As a School of Business, we are keen to support this tremendous growth through adapted programs and activities that foster entrepreneurship and innovation within Indigenous communities."

Creating understanding through scholarship

As current Board of Governors Research Chair, Dr. Fernando Angulo-Ruiz is conducting research into hybrid organizations – organizations that have both financial and social goals. One of his findings is that Indigenous businesses have a greater tendency to focus on balancing profit with social objectives. "These organizations not only aim for growth and profit but also to impact their communities," he says. "They create employment; deal with social problems, including poverty, homelessness and drug use; participate in local charities and non-profit associations as volunteers and board members; and address environmental issues. It is important work that makes a better world and helps improve lives."



Alumni breaking new ground

Shani Gwin is one alum whose business is making a positive impact on her community. Since graduating from the Public Relations program in 2010, Gwin has since founded pipikwan pêhtâkwan, a groundbreaking communications and public relations firm. “Our agency works primarily with Indigenous communities to ensure they have ownership of their information and stories, while also advising them of best practices and strategies to reach their intended audiences effectively,” she says.

“These organizations not only aim for growth and profit but also to impact their communities.”

Honoring community builders

Providing students with the tools to build future businesses is a priority at MacEwan, but celebrating established Indigenous entrepreneurs is just as important. In November 2021, one of the university’s first honorary doctorates went to Dr. Dave Tuccaro, a member of the Mikisew Cree First Nation in Fort Chipewyan and founder of the Tuccaro group of companies. The award – the highest honour given by the university – recognizes the impact he has had by building six successful companies on a foundation of creating opportunities for Indigenous people and communities.

According to Dr. Taleb, these steps toward supporting Indigenous entrepreneurship are just the beginning for the School of Business. “We anticipate that our research, teaching and outreach efforts will inspire and empower Indigenous students and peoples, and contribute to a prosperous economy and inclusive society in Canada,” he says.



35 years of excellence in business

Now in its 35th year, the Allard Chair in Business was established through a partnership with the Allard Foundation and named after Dr. Charles Allard, whose family and foundation have supported MacEwan for over 30 years. The Allard Chair is a prime example of MacEwan's teaching greatness, a commitment to exceptional undergraduate learning.

The honorary teaching position recognizes a distinguished business and community leader. Students and faculty members have the opportunity to meet with and learn from these inspiring role models through classroom visits, lectures and special events. Individuals selected for the Allard Chair possess exemplary business acumen, demonstrate remarkable leadership skills and have made significant contributions to the community.

Past luminaries include Nicole Bourque-Bouchier, Simon O'Byrne, Teresa Spinelli, Irv Kipnes and Naseem Bashir. Each has brought something unique and personal to their experiences as Allard Chair, and taking on the role in 2022 is Cameron Naqvi, president of Cameron Corporation, a commercial real estate company based in Edmonton.

The Allard Chair's engagement with students inspires and ignites passion for careers in business across a wide range of sectors – from banking and construction to technology and engineering – and is an opportunity for the chair to disseminate their knowledge to the next generation of business leaders.



Cameron Naqvi. Photo supplied by Cameron Corporation.

Meet the 35th Allard Chair

Cameron Naqvi graduated with a bachelor of science degree in construction engineering from Arizona State University and a construction engineering diploma from the Northern Alberta Institute of Technology (NAIT). He began his career in the U.S. as a real estate representative for Safeway. Upon his return to Canada in 1999, he joined Cameron Corporation and has held various leadership roles until becoming president in the summer of 2018.

Naqvi plays an integral part in setting the strategic direction of the privately held family company, which has grown and expanded into residential land, mixed-use, multi-family residential, home building and industrial development. Cameron Corporation is one of the most active real estate developers in western Canada and is responsible for over eight million square feet of commercial development, over 2,100 lots of residential development, over 500 multi-family residential units and more than 600 homes.

Naqvi has and continues to be involved in several industry-related boards and committees, and holds the Institute of Corporate Directors, Director (ICD. D) designation. He is an active member of the Urban Development Institute, the International Council of Shopping Centres, Entrepreneurs Organization and YPO (Young Presidents' Organization). He currently serves on the Board of Building Owners and Managers Association (BOMA) Edmonton, the Yellowstone to Yukon Conservation Initiative (Y2Y), Al-Baqir Academy School and the Canadian Mental Health Association Housing Committee.

In 2005, Naqvi received the Spirit of NAIT Award in recognition of success early in his career. He was also honoured with the Business in Edmonton 2015 Leaders Award recognizing people in the business community who contributed to making Edmonton a great city. In 2018, Naqvi and his family won the EY Entrepreneur of the Year Award.

Naqvi has been married for over 20 years and has four sons who keep him active.



Working (and learning) together

While there's no question that students have a lot to gain from co-operative education experiences, they're not the only ones benefiting.

Since 2008, Heather Stewart, president of BBE Expediting, has hired 15 students from the School of Business's Co-operative Education program (half of whom eventually joined the company full time). Not only have they helped coordinate shipments, procurement and warehouse projects, Stewart says those same students have helped her company raise the bar.

"Students bring a different perspective and add value," says Stewart, who recently began teaching in the Bachelor of Commerce program. "They also helped us rise to another level in terms of how we look at quality and professionalism in our business by inspiring people in our organization to pursue professional designations that allow us to be recognized in our industry."

Yasushi Ohki, founder of the sustainable community development company Green Violin, also sees co-operative education as a way to tap into the brain power of post-secondary institutions.

Working as analysts, School of Business co-op students support Green Violin's work with high-quality research that Ohki plans to use to build an online resource for affordable housing providers.

"The co-op students have shown a great understanding of the work they're doing," says Ohki. "And I feel like I'm helping them on their educational and career paths as they gain experience into what work is like outside the walls of the university."

What students had to say

Co-operative education gives students a sneak peek into the career of their choice while applying their knowledge in a real-world experience. Here’s what three students had to say:

Komalpreet Goraya, Bachelor of Commerce, Legal Studies major

The beauty of doing a co-op is that I’m able to explore other fields besides my own major. I enjoyed my time at both of my placements and those experiences helped me figure out what career I want for myself.

Wyatt Inkster, Bachelor of Commerce, Supply Chain Management major

Over the course of my co-op experience, it became evident just how important, rewarding and enjoyable networking with individuals can be. I had several opportunities come forth outside of the co-op and was able to significantly expand my professional network.

Natalie Luo, Bachelor of Commerce, Management major

One of my personal career goals has been to work for a non-profit organization, and the co-op program helped me achieve that. The rewarding experience I had working with Green Violin further sparked my interest in working in the non-profit sector.



Local and Global Accreditations and Affiliations

We work hard to ensure that what we teach is in tune with what's happening in the business world, and that our approach to education aligns with industry best practices and global standards.

Many of our programs offer certification by national and international organizations, providing a quicker route for our graduates to earn professional certifications. Other programs are connected to professional organizations to stay on top of industry trends and knowledge.



**European Foundation for
Management Development**



**Association of Canadian
Travel Agencies**



Insurance Institute

Insurance Institute of Canada



**Certified Professional in
Human Resources**



**Certified Professional
Accountants**



Supply Chain Canada



Chartered Managers Canada

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