

**Houston Peschl
Haskayne School of Business
Department of Entrepreneurship and Innovation**

Award for Full-Time Academic Staff Instructor Application Dossier



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Houston's Teaching Philosophy

To understand my leadership philosophy, I must first explain my unique journey to becoming an Instructor at the Haskayne School of Business in the department of Entrepreneurship and Innovation, where I teach Undergraduate, MBA, and Executive MBA students. I will explain the initiatives and resources I have developed, and demonstrate my instructional excellences and innovation both at the University of Calgary and globally.

In grade seven I had a grade three reading ability. I had a late diagnoses of dyslexia, and the school system placed me in the "Resource Room" away from my friends. My response to this isolation was anger, frustration, and severe disobedience for the next few years. I had one teacher tell me that it was "a good thing my father owned a restaurant, so I could always get a job as a dishwasher".

By the end of grade nine, I was failing almost every subject and had an abysmal attendance record. My parents cashed in their savings to send me to a boarding school. It was here that I met my first real educational mentor, an old grumpy British teacher named Mr. Anderson. He sat me down the first day, looked at my records and said, "So you're dyslexic, well ignore that rubbish! You just need to find how you learn best. Houston, you will always need to question the way things are done and find your own way." Three years later, I graduated and was accepted into university. Mr. Anderson's words continue to resonate with me, and have become a sort of motto for my own personal and professional journey. Question everything!

I think it only makes sense to seek out and identify structures of authority, hierarchy, and domination in every aspect of life, and to challenge them; unless a justification for them can be given, they are illegitimate, and should be dismantled, to increase the scope of human freedom.

-Noam Chomsky

The shift from thinking I was "dumb" to the understanding that I learn differently was a transformative and foundational experience in my life. **I believe that we should question authority, especially when it comes to teaching and learning.** This belief has framed my approach to teaching and learning. Now, as the "authority" at the front of the classroom, I continuously question how and what I am teaching, relentlessly evolving my approach based on collaboration with students, faculty, and the SoTL global community.

The second foundational experience of my life was growing up in the Rocky Mountains, and my 12 years as a professional mountain bike racer. I was able to see how truly awe-inspiring nature was by racing in remote areas of the world. At the same time, I also saw what the dark side of human progress was doing to our planet. Extreme poverty. Climate change. Consumerism. **I believe that individuals have the moral and social responsibility, and ability, to effect change and to motivate and empower others to do the same.** I have an opportunity to provide my students with personal and professional skills and strategies that will help them navigate the uncertain future that lies ahead, no matter what it brings. In seven years of teaching I have developed six new courses for Haskayne, all with the thematic undercurrent of adaptability to change and innovative response to critical global issues.

"Some risks of climate change are considerable at 1 or 2°C above preindustrial level. Global climate change risks are high to very high with global mean temperature increase of 4°C or more ... and include severe and widespread impacts on unique and threatened systems, substantial species extinction, large risks to global and regional food security"

-IPCC report 2018

The final foundational experience has been my journey as a serial entrepreneur. I realized at a young age that I did not work well within highly structured and bureaucratic environments. At the age of 13, I quit my first job as a dishwasher at the local greasy spoon, and decided to start my first company mowing lawns. All thirteen of the new ventures I have been a part of have had one thing in common: **I believe that business has to be used as a force for good and create meaningful societal change.** In my research, I have

proposed that our business school requires a *new signature pedagogy* (expanded upon later in dossier), and to teaching our students to solve wicked problems through the innovative business models.

Specific strategies to indicate of impact on student learning

Criteria 1 Motivate students' interest and learning, and establish relevance of subject matter

Since joining the University of Calgary in 2013, I have successfully developed six new courses in the departments of Business Strategy and Entrepreneurship and Innovation. I am particularly proud of my work in the course design and implementation of ENTI 317 Entrepreneurial Thinking, a new mandatory second year course for all business students (800/year). In the past six years, I have relentlessly iterated ENTI 317 by applying my teaching philosophy and experience as a successful entrepreneur. A successful entrepreneur will test their ideas as quickly as possible on their customers. They build low risk experiments, to measure the response of the customer, and learn how to improve the idea for better product/market fit. Even if it fails miserably, they can move forward, hence, “failing forward” being a major theme in my SoTL research. Rather than reflecting on my USRIs in private and creating curriculum changes based on my assumptions, I rely on empathy with my users and conduct weekly in-class formal and informal interviews with students, and ask them to help me build the most impactful course possible. I also have developed a pre and post survey that students take at the start and end of each term that informs changes as well. This research will be expanded upon later.

I have been told by many students that ENTI 317 was either the worst course they have ever taken or a life changing course. ENTI 317 is a whirlwind experience that from the first day of class creates uncertainty and intense task conflict for the students. It requires significant facilitation and mentorship as an instructor of 80 students per lecture (12 lectures/year). Unlike many typical entrepreneurship courses, **the objective for this course is not to convince students to become entrepreneurs and start their own companies.** I designed the course to develop Entrepreneurial thinking skills through legitimate experiences that mimic a serial entrepreneur (Sarasvathy 2001). Students are rewarded for having ideas that are failures– a novel and uncomfortable concept for students who, typically, have been rewarded only for being correct. My objective is to allow them to experience **legitimate peripheral participation** (Lave & Wager 1991) through a real entrepreneurial journey. Success is not based on the idea the students come up with, which is the common success metric for many entrepreneurship courses. **Success is developing and applying the seven skills of entrepreneurial thinking that I have developed.**

Every year my goal is to teach 800 of our undergraduate students the following seven skills of entrepreneurial thinking (ET) (Peschl 2017), which are rooted in experience and SoTL research: 1) problem solving, 2) comfort with uncertainty, 3) failing forward 4) empathy (perspective taking), 5) creativity with limited resources, 6) responding to, and analyzing feedback, and 7) successful approach to teamwork and human resource growth. This teaching and learning pedagogy, later named the “Signature 21st Century Pedagogy,” was developed over six years with 3400 students, and the meaningful and authentic learning that results from this approach has proven to be successful through my SoTL research evidence (Peschl 2019).

It is very important to note that only 4% of our students identify as entrepreneurial. The majority of our students are accounting and finance majors. On the first day of class I have to explain to them the relevance of this course to their future careers as accountants. I show them reports from the major accounting firms and consulting groups that say to be successful in these industry the 7 ET are essential. I also show them emails from students who have graduated and are working that demonstrate from their peers how important these skills are to learn. The global economy has a staggering level of uncertainty, and my job is to prepare them to handle this turbulent future.

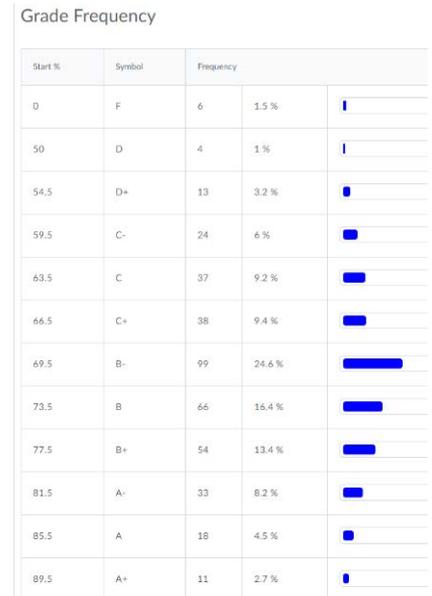
“ENTI 317 has been one of the most valuable classes I've had since coming to the University of Calgary. As a student who plans to pursue a degree in finance I've learned a lot in terms of the general business approach... The number of things I learned in this class will most definitely be life applicable in whatever profession I pursue.”

Comment from post-course survey in ENTI 317

Criteria 2 Set clear goals and expectations for learning in courses and individual learning activities.

Transparency is key to meeting student's goals and expectations. In the first class, I spend the entire class (3 hours) to setting up expectations. I have the students stand up and introduce themselves and what their goal is for this class. Some say "just survive" other say "A+". I then show them the grade distribution from the last term. I explain to them that this course requires a significant amount of out of the classroom time, and that they cannot last minute cram this class like many other mandatory classes. What I have realized is that what I say is not always listened to, so I have created dozens of videos from various performing students and asked them to give advice to the next cohort on how to do well. The student listen and see their peers talk about what was hard, and how to be successful. The students talk about the work load, and the dark and frustrating moments when they realized their idea was a failure, but to trust the process and the journey. It is very powerful in changing the culture of the class. I approach the students as my equal.

I also explain how to be successful in the flipped classroom model, something that many students struggle with. We have over 120 professional mentors, 12 TA's, and 50 ENTI 317 Alumni that support the students throughout the term. These are professionals and experienced peers that come into class to listen and give feedback to the students on their ideas. This allows for each student and team, to have access to a staggering level of support. Beyond that we have developed tutorials, online videos, and the guiding worksheets to ensure they have the support they need.



Criteria 3 Design learning experiences that actively engage students and encourage collaboration.

Using a flipped classroom model, I have developed 13 guiding worksheets for the students to follow between classes, and then 18 in class experiential activities that enforce the next course concept. For example, week two we do a 90 min design thinking workshop that has all 80 students solving a problem and rapidly creating prototypes out of pipe cleaners and other craft materials. There is a ton of laughter in this class, and it brings the comfort level up to "fail". In week 5 I have a speed dating type event with business professionals to hear their idea and give rapid feedback to the student's ideas. After this event, one third of the students abandon their idea and see why it will not work. It is a very powerful class. In week seven I bring in the student group Engineers Without Borders to do a session on water filters that is a competition and enforces how to cheaply prototype solutions. The energy in the classes is fantastic, and I have a very high attendance rate for every class.

The students also complete the ITP group dynamics peer feedback survey that allows them to receive a report on how they are performing in the eyes of their team mates. We also spend a class on how to avoid relationship conflict and maximize task conflict. This is a significant moment in the students learning to show the power of collaboration.

Awards that demonstrate my connection with students through collaboration and engagement

The most proud day of my career was accepting the U of C Student Union Teaching Award. I think that when the students nominate you for this award, it is very meaningful. Below are the awards and honors I have had in the past four years. I feel these nominations and awards clearly demonstrate that my approach to teaching actively engage our students. It is only through collaborating with our students and peers that I was recognized as an outstanding instructor.

1. Awarded U of C Students Union teaching award 2019.
2. Awarded U of C Department of Sustainability teaching award 2019
3. Awarded a 3 year Haskayne Teaching Fellowship 2019

4. European Foundation for Management Development Nomination for best business case study nomination 2019
5. Nominated Students Union teaching award University of Calgary 2018
6. Haskayne Dean's Award for Ivey Case publication 2018 (Hop Case)
7. Haskayne Dean's Award for Ivey Case publication 2018 (CMGD Case)
8. Nominated Students Union teaching award University of Calgary 2017
9. Nominated Students Union teaching award University of Calgary 2016

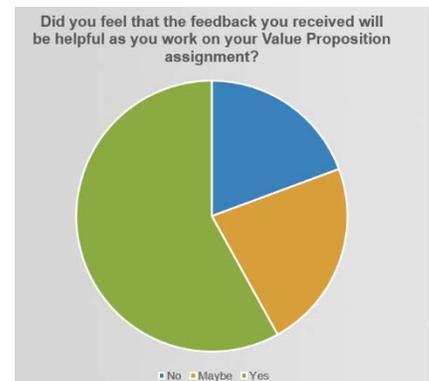
Criteria 4 Challenge learners to develop their critical thinking and independent learning abilities.

I learned after year three of teaching ENTI 317 that I needed to measure their skill development beyond the formal course requirements. For example, it was difficult to understand if a student was developing empathy or becoming comfortable with uncertainty through a term exam. While many of the experiential exercises and student reflection assignments allowed for some level of measurement, I saw a research opportunity to develop more formal methods of measuring the seven ET skills. With the help of Dr. Tom O'Neil and Nicole Larson from our Psychology faculty, I developed a pre and post survey to measure the seven ET skills in our students. Using established scales, we have conducted 3 years of surveys. The 2019 results are briefly outlined in the chart below (Peschl 2019). I feel this SoTL research **demonstrates that our learners are developing critical thinking skills and independent learning abilities.** What is fascinating is that their entrepreneurial intentions go down, as I suspect they realize how hard it really is! I also believe that tolerance for ambiguity requires more than a 12 week course to develop, so I am working on a senior elective to push this skill further in our students.

ET Competency	Pre-assessment mean (sd)	Post-assessment mean (sd)	t
1. Problem solving	3.94 (.58)	4.06 (.54)	3.33**
2. Tolerance for ambiguity	3.14 (.76)	3.07 (.86)	-1.62
3. Failing forward	4.02 (.51)	4.18 (.54)	3.98**
4. Perspective taking (Empathy)	4.14 (.55)	4.24 (.58)	2.36*
5. Creativity	3.54 (.78)	3.73 (.70)	3.60**
6. Responding to feedback	4.12 (.43)	4.28 (.44)	5.44**
7. Approach to teamwork			
Comfort with task conflict	3.98 (.66)	4.15 (.66)	3.81**
View of teamwork	3.70 (.58)	3.82 (.69)	2.85**
Entrepreneurial Intentions	3.36 (.95)	3.29 (.98)	-1.31

Criteria 5 Design student assessment strategies that enhance learning and are appropriately aligned with intended learning.

I have spent many sleepless nights trying to wrap my head around assessments for my courses. Being dyslexic I really struggled in large classes that used multiple choice exams and the standard memorize and dump approach to testing content knowledge. I vowed to take a different approach, even it was WAY more work to mark and give meaningful feedback. The course has 5 assignments. Two self-reflection assignments (30% of their final grade) that have the students comment on what they learned about their ideas, and their failures. They need to apply course concepts to support their positions and demonstrate application of the concepts. These are marked by a very detailed rubric that was created over 3 years. The feedback that we were typing repeatedly was turned into a rubric on D2L that allows TA's to click the feedback bubble that is applicable. This gives immediate feedback to the student on how to improve, and also allows a one week turn around for the 400 assignments per semester. We then have set up 10 min coffee chats using the Calendly App with the TA's who marked it or the instructor if the student wants more support. I also conduct a short survey after each assignment asking about their experience, which informs instructions, and feedback.



The second major individual assignment is the term exam (30% of final grade). This is something I am very proud of! We have 3 lecture halls filled with 400 hundred students. They sit down, and we play a 4 minute video of a former ENTI 317 business pitch, they then have to detail out the entire business model and identify all the “gaps” in the model. This allows for a very clear demonstration that they understand the content, but also that they can apply it. There are a few short answer content questions, then a short case study of a catastrophic failure of a new venture. They are then asked how they would have prevented the failure, applying course concepts. Finally, we have 2 group presentations (40% of final grade), that they pitch their idea to a panel of experts in 3 minutes. The experts give them very candid and often times conflicting feedback. They then have to navigate their next steps. I mark these pitches using a rubric that they have prior to the pitch. In the final class pitch we have the panel of judges select the best business idea, and the team moves on to compete for the RBC Fast pitch (\$100k in prize money). The photo is of the RBC fast pitch winning team Horse Bit in 2018, the founder has now started her company and partnered with the U of C Veterinarian School, and is raising \$1 million in capital. .



At the end of each term, I receive a dozen or so unsolicited emails from students about their experience of the course. Below are three recent ones from Fall 2019.

*“I’d just like to thank you for the experience of ENTI 317. I came into the class without high expectations as I felt the experience of starting a business had already left me with most of what I need to know. I’m happy to say that I was wrong. The class helped me form an idea that really means a lot to me and I’m incredibly proud of the work that the class helped me and my group create. While I was a bit salty about having won second place in the pitch yesterday, **I realized that failure is the best path to growth. If there is one thing I’ve learned throughout my journey, winners get back up after falling, and losers stay down.**”*
 Cheers, Justin Tijnelis (ENTI 317 Fall 2019 student)

*“I did not get a chance after class yesterday, but I wanted to express how ENTI 317 has been **my favorite class in my 2.5 years at Haskayne**. I especially loved how we had many opportunities to take the in-class learnings and apply them quickly and directly to our team projects. I help my mom with her Etsy store and next semester, I am going on co-op at Deloitte. In both cases, **I am very excited to apply class concepts like the lean startup method and primary research**”. Best, Osereme (ENTI 317 Fall 2019 student)*

*“It’s Kai Bolton here from ENTI 317. I was the guy answering questions on team BEAM during the presentations. I just wanted to say thank you for teaching such an amazing and impactful class. The course concepts taught in this class will, without a doubt, be practiced in my life on a day to day basis and for that I am truly grateful. **Also I wanted to thank you for sharing your life story in class the other day. I really resonated with what you were saying about doing something in life that makes you happy instead of chasing money, as I feel that it can be easy to lose sight of what really matters most.** Again, thank you for all your great efforts in teaching ENTI 317. Sincerely, Kai Bolton”. (ENTI 317 Fall 2019 student)*

Criteria 6 Design strategies to facilitate feedback (e.g. instructor, self, and/or peer) on students’ learning to motivate and support progressive learning and growth.

The tables below collected from post class surveys and in class feedback sessions outline the first four years high level curriculum changes I made, based on student feedback through in-person interviews and in-class discussions. For example, I ask at the end of each of the 12 classes through online survey’s and in class open discussions, “*What was one thing that worked for you, and 2 areas I can improve upon?*” These course improvements were also informed by a workshop I host with 50 students every summer. I require 12 TA’s for ENTI 317, and in Haskayne we use undergraduates as TA’s. This allows me to use a student who just completed the course, and then provide me with a “student experience” of how to improve the course. Out of the 50 students in the workshop, I hire 12 for TA’s. This has proven to be a fantastic touch

point for course improvement. It also is based on the design thinking methodology that I adhere to and teach in my class, so what I teach to the students I also practice professionally with course design. It adds a level of legitimacy to the course.

<p>Year 1 - Fall 2013 and Winter 2014</p> <p>Class Structure:</p> <ul style="list-style-type: none"> • Taught 8 sections of 75 students • 8 TAs • Assignments focused on reflection on their personal and team ideas ended with a 7 min video pitch. • Online Textbook and Platform for team project Venture Highway (\$100) • 80% lecture 20% experiential exercises 	
<p>Student Feedback: survey and in person interviews</p> <ul style="list-style-type: none"> • Teaching assistants had significant issues grading assignments and being consistent with each other. Students were very frustrated. • Venture Highway (online textbook) was confusing and difficult to use for the students. • Team dynamics were impeding teams' ability to complete the group project successfully. • Unsure if students were learning essential entrepreneurial skills. • RBC Fast Pitch competition was seen as a burden as opposed to an opportunity. • Students were disengaged. 	<p>Response to feedback for next year:</p> <ul style="list-style-type: none"> • Grading rubrics were developed for Year 2. • Created videos to explain how best to use it and provided a sample from the previous year for the students to review. • Added ITP for Team Dynamic Support. • Hired a PhD student to design a method to code for indicators of this learning. • Reframed the competition as an opportunity to practice key career skills. • Experimented with flipped lessons and added more experiential exercises.

<p>Year 2 - Fall 2014 and Winter 2015</p> <p>Class Structure:</p> <ul style="list-style-type: none"> • 8 lectures of 75 students • Taught all sections • 8 TAs • Assignments had the rubrics and samples which helped with transparent marking. A term exam was created with multiple choice and short answer questions. • Online Textbook and Platform for team project Venture Highway (\$100) – videos helped navigate the online platform • 70% lecture 30% experiential exercises 	
<p>Student Feedback: survey and in person interviews</p> <ul style="list-style-type: none"> • The ITP team work platform was instrumental in helping with team dynamics and peer to peer feedback. • Venture Highway was a failure and I needed to change it. • Students spent too much time on video editing and software use, although not aligned with learning objectives. • Learning objectives were a bit vague. • Students were scared of “failing,” even as part of the process. 	<p>Targeted Response to Feedback for Year 3:</p> <ul style="list-style-type: none"> • Continued using ITP for the next version. • Researched a new platform called FOCUS. • Eliminated the 7 min video pitch • Developed my first SoTL research paper and presentation addressing the learning objectives. • Developed the ability to grade failures and encourage this failure in our students.

<p>Year 3 - Fall 2015 and Winter 2016</p> <p>Class Structure:</p> <ul style="list-style-type: none"> • 10 Lectures of 75 students • 10 TAs • The new assignment had a scaffolding structured. Building on each previous one. Each assignment was clearly linked to multiple ET skills. Developed an AOL rubric to test students. • FOCUS Framework (\$100) • 50% lectures and 50% experiential exercises 	
<p>Student Feedback: survey and in person interviews</p> <ul style="list-style-type: none"> • FOCUS (textbook) was a disaster. • Concern over how learning objectives were being measured, and at what level of Blooms taxonomy. 	<p>Targeted Response to Feedback for Year 4:</p> <ul style="list-style-type: none"> • Began the creation of the OER Failing forward. Free to students. Began SoTL research on OER and seven ET skills. 2-year \$20k Taylor Institute teaching and learning grant received. • Created a Term exam with a video component and developed case studies rather than MC questions that were not testing skills, they were testing knowledge.

<p>Year 4 - Fall 2016 and Winter 2017</p> <p>Class Structure:</p> <ul style="list-style-type: none"> • 10 Lectures of 75 students • Taught 6/10 sections • OER was soft launched using D2L as a platform to test the modules on the students. • 70% experiential exercises and facilitated group exercises. 30% lectures. 	
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- New instructor taught 4
- SoTL Qualtrics survey launched as a pre and post survey testing the ET skills in students.

- 10 TAs

Student Feedback: survey and in person interviews

- Students struggled with primary research.
- Students appreciated the formalized 18 experiential exercises that were created for the seven ET skills. 13 worksheets created to guide the students through the journey.

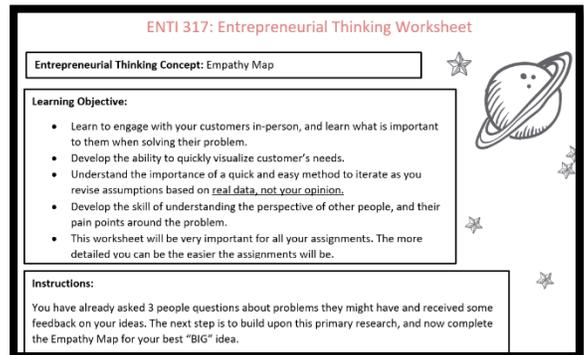
Targeted Response to Feedback for Year 5:

- Engaged the Haskayne business library, and they created a video resource on how to do this for students and TA's.
- SoTL research was incorporated into the course to ensure strong evidence that the pedagogy was successful. This would allow global institutions to be confident in using it.

Criteria 7 Exhibit respect for students, which includes showing interest in students' inquiries and ideas. After failing at finding a textbook for the course, and being horrified at the cost of textbooks, I decided to dive into creating an Open Educational Resource (OER) called failing forward. I secured a 2 year grant from the Taylor Institute for the development of this OER. *The vision of the OER is to provide an academically rigorously tested (SoTL) pedagogy to allow students and instructors the ability to teach at scale the 7 skills of entrepreneurial thinking. Students who develop these skills will be more adaptable to the challenges they face personally and professionally, no matter what career they chose. Most importantly it must be FREE to all.* Students have so much pressure, and the cost of tuition is staggering and only going up with the recent provincial cuts. Currently Our OER has saved our students \$175,000 (\$100 textbook x 1750 students) in textbook fees. This is one way I show my respect to the students, for the challenges they face in completing their degree.



The OER contains 18 guiding worksheets that allow for a flipped classroom approach. When the students are inquiring into solving a problem in society, they are supported with these worksheets. For example, it can be very intimidating to interview strangers about a problem they face. We have developed a worksheet to allow them to develop an interview script, so they are prepared and can report back to the class and capture what they learned. Another worksheet is an Empathy Map that allows them to dive into the pain points of the consumer group with the problem. These worksheets, are then tied to reflective assignments throughout the course. The OER also contains all the class material, readings, rubrics, assignment instructions, and the ability to track the students' progress throughout the course.



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I have always hired former students with programming experience to build the OER user interface, so it works for our students. This has been very helpful in ensuring it is not difficult to navigate. They also provide me with great insight into ways to improve the content.

I have conducted 18 self-directed studies in the past four years to help students who show interest in diving deeper into a subject area like design thinking, sustainability, or social enterprise. These courses, while not considered for merit or pay, are very rewarding for me as I can spend time with a student on a subject that I am passionate about.

“Houston created an extremely supportive peer-based environment where we were able to exchange feedback and ideas to help each other grow. Houston not only provided us with one-on-one mentorship, but also helped us discover the world of peer-mentorship and how helpful that can be for young student entrepreneurs.” – **Sanya Chaudhry, Haskayne**

Student reference letter attached in appendix

Finally, after engaging with students at Haskayne their largest stress is getting an intern position in the area of focus

they have. These are highly competitive. For example, a student told me in tears in my office that she had applied to 68 intern positions and did not hear back from one. She had a 3.7GPA and a staggering amount of extra curriculum activities on her CV. After confirming that this is quite common, last term I helped establish a relationship with Venture for Canada and ATB to help 26 Haskayne undergraduate students receive paid internships working for Calgary startups. This was a huge win for these students, and will now allow them industry experience on their CV for when they graduate. I plan to expand this to 100 internships by next year.

Criteria 8 Collect feedback, engage in professional learning activities, and reflect on teaching, in order to strengthen their teaching practices and improve student learning.

1. I have been asked by Royal Roads University to be one of three external advisors to redesign their BComm degree to center on sustainability and entrepreneurial thinking. They are looking to completely embed entrepreneurial thinking and sustainability into their degree. **Personal Reflection: I am very passionate about helping all students develop the skills to tackle wicked problems, and this opportunity will expand my understanding of what other institutions are doing.**
2. I am currently a committee members of the Haskayne's Assurance of Learning Committee. This committee ensures our students graduate with the skills and knowledge to be prepared for their careers. Haskayne is an accredited member of the The Association to Advance Collegiate Schools of Business (AACSB). I was required to complete two 5 day courses from the AACSB on best practices for the Assurance of Learning. **Personal Reflection: I am now much more confident on ensuring that my courses align with the highest level of post-secondary academics. As well, I have the skills to map out other courses in our faculty to mentor and aid others developing courses.**
3. I am currently a committee member for the Undergraduate Review Committee that engages with student representatives and U of C administration on curriculum development. **Personal Reflection: this allows me to able to be a voice for the undergraduates to ensure their student experience can become better aligned with their personal and career goals.**
4. As a Haskayne Teaching Fellow, I have conducted two workshops for my faculty members in 2019 to help our faculty to develop their skills as an instructor. The first workshop was demonstrating how I use Design thinking methodology to improve my courses and develop empathy for my students. This was the highest attended workshop in Haskayne (43 people). The second workshop was providing best practices on developing and Open Educational Resource (26 people). In these workshops, there were significant opportunities to here from my colleagues on my teaching methods. **Personal Reflection: I am fortunate to be surrounded by another staggeringly accomplished instructors who envision a more inclusive and progressive business school. This also allows me to have a "sandbox" to experiment with other ideas I have around teaching and learning.**
5. As a Teaching Fellow, I have also hosted an "unconference" for the Haskayne faculty to help have a casual and informal gathering to develop skills in teaching and learning. This is hosted in the fall and has been very successful. **Personal Reflection: mentoring the faculty members and providing an environment to have open and host conversations about the challenges we all face is very valuable as it creates a community of practice rather than feeling isolated.**
6. I have presented my research and hosted multiple workshops at the Taylor Institutes Teaching and Learning Conference. Last year I hosted a coffee chat titled "are we preparing our students for the uncertain future ahead", and there were so many people attending they had to turn it into two sessions!

"At Innovate Calgary...we have strong anecdotal evidence that demonstrates the Social Enterprise Internships are an extremely valuable learning tool for participants; however, we are interested in deploying better measurement capabilities to evaluate the student's skills-development. Houston has developed novel tools to measure Entrepreneurial Thinking Competencies, which he is making accessible and we plan to use to improve our evaluation process. This is another example of how Houston's research and academic contributions are also incredibly valuable to improving the student learning journey outside of the classroom."

– Jordana Armstrong,
Innovation Manager, Innovate Calgary

Personal Reflection: I love having “charged” conversation and facilitating these conversations to flush out opportunities to improve our student’s experience!

Conferences and Publications:

1. 2014-2015 Canadian Advanced Leadership Grant: researched team dynamics as a skill for ENTI 317 Entrepreneurial Thinking. Resulted in three international conference presentations and two research papers.
2. 2015-2016 Canadian Advanced Leadership Grant: researched effective experiential exercises to allow for adaptive anxiety to be used in a flipped classroom setting. Resulted in 2 conference presentations (SOTL) and one paper.
3. 2018-current Taylor Institute for Teaching and Learning: a two year grant for SOTL research to develop an Open Educational Research platform called “failing forward”. Presented research at the International Society of the Scholarship for Teaching and Learning Conference in Norway 2018 and USA 2019.
4. Hoffart, G., Gibbard, K., Larson, N., Peschl, H., O’Neill, T. A. (2017, May). Exploring innovation: How entrepreneurs can capitalize on exploratory learning behaviors. Paper accepted to the annual meeting of the European Association of Work and Organizational Psychology, Dublin, Ireland.
5. Larson, N., Hoffart, G., Peschl, H., O’Neill, T. A. (2017, May). The dynamic nature of trust: A longitudinal study of intrateam trust, innovation, and team member wellbeing. Paper accepted to the annual meeting of the European Association of Work and Organizational Psychology, Dublin, Ireland.
6. Peschl, H., Hoffart, G., Larson, N., Grocott, K., O’Neill, T. A. (2017, May). Entrepreneurial thinking: Creating a unique experiential learning experience for undergraduate business students. Paper accepted to symposium and doctoral workshop on entrepreneurship research: Past, present & future. Paris School of Business, France.
7. Turning up the Volume: Developing a Mandatory Course in Entrepreneurial Thinking Skills Development Paper accepted to the International Conference for the Society of the Scholarship of Teaching and Learning Bergen Norway 2018
8. Developing a teaching and learning model to ensure entrepreneurial thinking skills are learning outcomes in all undergraduate business students. Houston Peschl, Connie Deng, Thomas O’Neil, Nicole Larson Paper accepted at the Canadian Center for Small Business and Entrepreneurship Halifax Canada 2018
9. Failing Forward (OER) currently there are 18 global institutions using my Open Educational Resource (failingforward.ca) for teaching entrepreneurial thinking to students. The OER has a feature that instructors and students can leave feedback on how to improve the content, activities, or assessments.
10. I also wrote 4 articles for the Globe and Mail on mini case studies that were focused on the seven Entrepreneurial Thinking skills (example: Suzanne West), and have been featured in 7 UToday articles, webinars, and popular press.

Personal Reflection: by attending these conferences, I have realized that the work I am doing in my class is of interest to many other teaching and learning professionals. It gave me the motivation to apply for the TI grant and pursue SoTL publications. Every time I go to a conference and present I get pumped up to come back to U of C and continue pushing the boundaries!!

Email from Doug Hunter – whose family has donated \$45 million to U of C for Entrepreneurial Thinking

*Yesterday we had a meeting of the Exterior Advisory Group and we invited three graduates of the 317 course. **They all expressed how 317 had changed their lives for the better.** Sanya was not very interested in business until she took the course and now she is very enthusiastic and is even mentoring about entrepreneurship at a local high school. Roger commented that when he interviewed for an intern position, he wasn’t asked about his grades, he was asked about his 317 experience. All of them said that 317 made them think outside the box and made them think differently. **To me, this was as a huge validation and endorsement of the program that you and Roslyn have created and I am so pleased that it is part of the Hunter Centre. So thank you for making this such a successful program.***

Summary of data from student feedback

Teaching Responsibilities & USRI Evaluations. Please note that all the courses in this list are courses I have created and are new offerings for Haskayne. I feel the USRI's are a valuable check point on the overall success of the course and allow me to zoom into an area to try and improve. To do this improvement I use other tools like surveys, one on one interviews with students, or in class discussions. Every term I pick two areas and try and refine using design thinking methodology – **always starting with empathy for my user the students!**

Reflective summary statement highlighting connections to my teaching philosophy and practices, and identify future areas for growth

It has been a distinct pleasure to develop curriculum and promote the 21st Century Signature Pedagogy that has led to such widespread adoption here at the University of Calgary and beyond. The journey, has been humbling, but it has been primarily challenging, energizing, rewarding, and personally transformational.

It is my hope that the 21st Century Signature Pedagogy continues to grow and impact the teaching and learning environment at Haskayne and beyond. **My dream is that every first-year student at the University of Calgary takes ENTI 317 (or a similar class based on the same skills) as a prerequisite course in their first year. This is my next challenge!**

Since my foray into the world of teaching, I have also become a father. My son reinforces, on a daily basis, one of the pillars of my educational leadership philosophy, which is that our world is at an impasse, and I feel that we have a social imperative to facilitate the development of skills that will allow our graduates to be change-makers on a global scale. We cannot do this with rote memorization of information or training students in the use of a particular technology; the foundation of their capacity to effect change is their ability to be empathetic, the courage to be creative, and the resilience to keep trying when they face failure or adversity.

Thank you for taking the time to read my dossier.

Entrepreneurship (ENTI) 317: Entrepreneurial Thinking

A required Undergraduate introductory course. I have been Course Coordinator since XXXX.

Semester	Enrolment	USRI	Semester	Enrolment	USRI	Semester	Enrolment	USRI
SP14 L01			W16 L03	73	5.62	W18 L01	78	6.16
F14 L01	78	5.58	W16 L04	68	6.05	W18 L02	77	5.91
F14 L02	69	5.41	F16 L01	77	6.2	W18 L03	73	6.61
F14 L03	90	5.31	F16 L02	64	5.66	W18 L04	80	6.17
W15 L01	65	4.58	F16 L03	81	6.43	W18 L05	77	6.38
W15 L02	72	4.74	F16 L05	48	6.34	F18 L01	63	6.28
W15 L03	70	5.33	W17 L01	38	6.08	F18 L02	54	6.24
F15 L01	60	6.05	W17 L02	63	5.76	F18 L03	62	6.6
F15 L02	75	6.11	W17 L03	61	6.34	W19 L01	70	6.2
F15 L03	70	5.9	W17 L04	70	6.38	W19 L02	65	6.24
F15 L04	45	6.69	W17 L05	37	6.4	W19 L03	69	6.34
W16 L01	51	6.24	F17 L01	42	6.28			
W16 L02	52	6.52	F17 L05	59	6			

Business Environment (BSEN) 559 & 751: Strategies for Sustainable Development

Optional Undergraduate and Graduate courses on sustainability.

BSEN 559			BSEN 751		
Semester	Enrolment	USRI	Semester	Enrolment	USRI
W17 L01	39	6.92	W13 L01	29	6.43
W18 L01	15	6.85	F13 L01	37	6.1
W19 L01	26	6.96	W15 L01	47	6.18
			F15 L01	39	6.39
			F16 L01	43	6.82
			W17 L01	30	6.37
			F17 L01	39	6.75
			W18 L01	32	6.46
			F18 L01	41	6.55

Management Studies (MGST) 217: Introduction to Business Analytics

Semester	Enrolment	USRI
W14 L06	28	6.47

Entrepreneurship (ENTI) 201: Introduction to Business Venturing

Semester	Enrolment	USRI
SP14 L01	23	7
SP15 L01	22	6.95
SP16 L01	17	6.44

Entrepreneurship (ENTI) 381: Principles of Entrepreneurship

Semester	Enrolment	USRI
SP14 L01	25	6.61

Entrepreneurship (ENTI) 559: Strategies Social Enterprise

Semester	Enrolment	USRI
F17 L01	17	6.87

