Beedie School of Business

Five Year Academic Plan

2013 – 2018

October 9, 2012
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1. EXECUTIVE SUMMARY

The Beedie School of Business’ strategic focus builds upon four themes, chosen to reflect our research excellence, relevance to the 21st Century, and resonance in our local community. These themes are: globalization and emerging markets; knowledge, innovation and technology; society, environment and governance; and capital and risk management. Beedie’s four themes guide its strategic choices and are embedded in all aspects of what Beedie is presently doing, and what it plans to do in the future with respect to programs, research, community engagement and international activities.

Highlights of the past three years (2009 – 2011):

- Appointed permanent Dean
- Developed and adopted new Mission Statement and Core Values
- Became a named business school in February 2011 with a $22 million endowment
- Received more funding from the University’s new faculty allocation model
- Implemented assurance of learning goals and objectives for all degree programs
- Adopted broad-based admissions for incoming secondary school students
- Launched two new EMBA cohorts: the Americas EMBA, and the EMBA in Aboriginal Business and Leadership

As part of the School’s EQUIS maintenance of accreditation process, short, medium and long range strategic planning was completed in January 2012. Short and medium plans are presented as part of the Faculty Objectives section (p.19), of the Five Year Academic Plan. Over the next five years, the Beedie School intends to increase its presence in entrepreneurship through undergraduate and graduate student incubators, expand its commitment to social innovation, entrepreneurship, and experiential learning opportunities, and develop new professional cost-recovery graduate programming. The School offers programs at all three SFU campuses. Available space is at a premium and the School needs to improve access to space for faculty and students at each location in order to successfully pursue the intended objectives of the next five years.

Over the last two years, the Beedie School has received AACSB and EQUIS re-accreditation. The School has drafted learning goals and objectives for all degree programs and is actively engaged in an assurance of learning process, which maintains its AACSB accreditation. Over the next five years of EQUIS accreditation, the European Foundation of Management Development (EFMD) accepted the three proposed objectives for the School as recommended by the attending peer review team:

- Objective 1: Alumni Relations - develop and engage the Beedie School Alumni
- Objective 2: Internationalisation - increase the number of international participants in the School’s activities and governance
- Objective 3: Executive Education - define the Executive Education strategy and its alignment with the School’s overall strategy
The Beedie School of Business is a professional school that prepares students for the business world. This means we provide our students with specialized knowledge and skills that are required by the business community, professional accrediting associations (e.g., CA, CGA, CFA, CMA), and academic accrediting associations (EQUIS and AASCB). We meet this demand by emphasizing experiential and applied learning, maintaining a high level of theoretical emphasis, and by providing career management services to our students. The School competes against a number of business schools for the best students and resources, which requires a significant investment in recruitment and student services. To remain competitive, we have to provide new and different learning opportunities for current and prospective students, preserve our reputation and ranking, advertise our programs, provide career centre services, and undertake activities vital for competing in the business school world.

Core activities are grouped under three headings: research, education and teaching, and learning enhancement. All of these core activities are essential to the operation of a successful professional business school.

### 2.1 Research

#### 2.1.1 Research Activities

- Individual and group research projects
  - Over 220 articles in international refereed journals and over 182 papers presented at international refereed conferences from 2009 to 2011.
  - SFU ranked 242 out of 700 in terms of academic reputation in the QS World University rankings for 2011/12. The Social Sciences and Management area at SFU ranked 183.
  - The 2010/11 Academic Ranking of World Universities (ARWU) ranked SFU in the 200-300 range, and the Business and Economics category ranked in the top 75.
  - Shanghai Jiao Tong University’s 2011 Academic Ranking of the Top 500 World Universities place SFU among the Top 75 schools in the category of economics and business.
  - The Top 100 World Ranking of Business Schools published by the University of Texas at Dallas ranked the Beedie School 22nd in the world, based on publications in 24 elite business journals.

- Strategic research plan focuses on four key research areas:
  - Globalization and Emerging Markets
  - Knowledge, Innovation and Technology,
  - Society, Environment and Governance,
• Risk and Asset Management.

• Funded research centres support research areas
  • CIBC Centre for Corporate Governance and Risk Management
  • CMA Innovation Centre
  • Centre for Global Asset and Wealth Management
  • Centre for Global Workforce Strategy
  • Centre for Workplace Health and Safety
  • Jack Austin Centre for Asia-Pacific Business Studies

• Funded chairs and professorships in priority research areas
  • Canada Research Chairs
  • Ming and Stella Wong Professorship
  • RBC Technology and Innovation Professorship
  • Dennis Culver EMBA Professorship
  • William J.A. Rowe EMBA Alumni Professorship
  • Centre for North American Business Studies (CNABS) Professorship
  • Endowed University Professorship
  • W.J. VanDusen Professorship
  • Lohn Foundation Professorship

2.1.2 Faculty Development and Support
  • Associate Dean, Faculty Development and Research
  • Grants Facilitator
  • Research Committee
  • Teaching Effectiveness Chair and Committee
  • TD Canada Trust Teaching Awards

2.2 EDUCATION AND TEACHING

2.2.1 Undergraduate Business Education (Burnaby & Surrey)
  • Bachelor in Business Administration (BBA)
    • Core courses in Strategy (BUS 478), Commercial Law (BUS 393), Business Communication (BUS 360W), Ethics (BUS 303), and Data and Decision-making (BUS 336)
• Certificates available in: International Experiential Learning, Corporate Social Responsibility, and Business Technology Management

• Experiential and student development opportunities are supported through faculty and joint Beedie/ SFU-based student services
  • International exchanges
  • Summer programs
  • Business Co-op Education
  • Business Career Management Services
  • Business leadership and engagement opportunities through clubs and organizations, and business case competitions

2.2.2 Graduate Business Education - Segal Graduate School of Business (Vancouver)

• PhD Program
• Executive MBA (EMBA), Americas MBA for Executives, Executive MBA in Aboriginal Business and Leadership
• Masters of Business Administration (MBA)
• Management of Technology MBA (MOT-MBA)
• Masters of Science in Financial Risk Management (MSCF)
• Graduate Diploma in Business Administration (GDBA) - online program

2.2.3 Executive Education (Credit and Non-Credit) - Learning Strategies Group

• Executive education open enrolment programs (non-credit): CIOCAN Leadership Development Program, Directors’ Education Program
• Custom corporate executive education programs (non-credit): GPSC Leadership and Management Development Program, PMC-Sierra Management Series, CGA Canada Leadership Development Program, Nigeria Leaders Executive Development Program, BCTC Management Development Program
• Custom corporate Graduate Diploma in Business Administration and Executive MBA cohorts: Teck

2.2.4 Recruitment - Marketing and Communications

• Brand development, social media, and news releases
• Integrated marketing plans, brochures and promotional material
• Advertising, and information sessions for student recruitment
• Web site development and maintenance

2.2.5 Technology Support - Burnaby and Segal

• IT technicians support faculty teaching, research and student labs.
2.3 **Learning Enhancement**

2.3.1 Undergraduate Student Services
- Student Engagement Office
- Student Clubs
- Case and Business Plan competitions
- Community projects
- Student Exchange/ International Student Support Coordinator
- International Affairs committee

2.3.2 Career Management Centre (Undergraduate and Graduate)
- Advising and coaching
- Career/ professional development seminars
- Career opportunity listings
- Employer development, student engagement, and feedback
- Operations (technology; communications, data bases)
- Event management and support
- Alumni services

2.3.3 Advancement & Alumni Affairs
- Assistant Dean, External Relations
- Director of Advancement
- Dean’s Circle
- Alumni Engagement
- Tune-Up lectures and events for graduate alumni
The key assumptions in developing this plan are that:

- Demand for undergraduate business education will continue to grow.
- The Business Minor Program Fall 2012 re-launch will provide another area of potential growth for the School.
- Demand for business programs at the Masters level will continue to increase with proper marketing efforts, but not equally in all programs.
- The reorganization and repositioning of the Learning Strategies Group (Beedie School Executive Education) will generate additional community engagement opportunities while maintaining a neutral or slightly positive revenue position.
- Recruitment plans to maintain the necessary complement of academically qualified (AQ) faculty positions will continue.
- The faculty classification of Professors of Management Practice will be approved and adopted.
- Meeting teaching and administrative requirements will require an increased use of Professors of Management Practice and Adjunct Professors.
- The Beedie endowment and the Faculty Allocation Model adopted for the 2011/12 budget year will remain in place.
- The University will continue to follow the enrolment driven budget allocation model, which would allow the Beedie School to fully support its present and future activities.
4. STRATEGIC INFLUENCES

4.1 OPPORTUNITIES:

As part of the Strategic Planning undertaken by the Beedie School, several short-range plans or opportunities have been identified. Some opportunities outlined below are being explored.

4.1.1 Research

- Consider new and/or reoriented Research Centres in alignment with the School’s four strategic themes.
- Encourage faculty to participate in large-scale grants, particularly in the areas of Science, Technology, Engineering, and Mathematics (STEM).
- Implement recruitment strategy in accordance with strategic themes and disciplinary area requirements to maintain the faculty complement.
- Begin an exploration of academic and intellectual contribution ranking systems and consider a specific strategy in approaching ranking systems.
- Develop and establish a set of international strategic partners, with a focus on Asia Pacific and Latin America, for faculty exchanges and joint research projects.

4.1.2 Education and Teaching

- Develop the Surrey campus strategy for undergraduate and graduate programs with a focus on social innovation, entrepreneurship and technology.
- Leverage the strong demand for graduate business education with programs that will appeal to demographics and student needs that are not addressed by the degrees in the current program portfolio.
- Investigate the opportunity for upper level manager and senior executive business education beyond the Executive MBA, with the possibility of launching a Doctorate of Business Administration (DBA).
- Improve international and experiential learning opportunities for undergraduate students.

4.1.3 Learning Enhancement

- Expand new and innovative international opportunities for our students.
- Increase community and corporate engagement through Executive Education custom and open enrolment programs.
- Increase social innovation and entrepreneurship opportunities through undergraduate and graduate student incubators.
- Adopting the faculty classification of Professor of Management Practice will enhance the faculty complement and the student learning experience by increasing the number of professionally qualified (PQ) instructors.
4.2 **Threats:**

4.2.1 Internal challenges and constraints coming from within the University

- Space limitations across all three campuses compromise the effective delivery of undergraduate and graduate business programs, and future program opportunities.
- The Business School operates programs across all three campuses, which poses a challenge towards building a cohesive School culture and the effective use of limited teaching resources.
- Potential changes to the current budget and faculty allocation model can lead to serious faculty workload issues that could undermine morale resulting in faculty attrition and an inability to replace faculty who resign or retire.
- Larger than University average class sizes and high proportions of international students and students with difficulty working in English is harming morale and may make it difficult to retain and recruit faculty.
- The inability to meet student demand for more courses especially at the undergraduate level means that some undergraduate BBA upper division class sizes are too large.

4.2.2 External Threats coming from outside the University

- Provincial budget allocations to the University affect the School’s budget. Budget cuts can lead to a decrease in services to students, resulting in lower satisfaction, and ultimately loss of reputation of the School at all levels.
- Tuition freezes or capped 2% increases set by the provincial government do not allow the University or the School to offset the provincial funding shortfall.
- Provincial control over tuition limits the School’s ability to introduce new programs and adapt existing programs.
- Competition from mature competitors (e.g. UBC) who have greater levels of funding and support for programs, faculty, and students inside and outside the classroom is high.
- Competition from new universities (e.g. Kwantlen, Douglas, Capilano) who have implemented full undergraduate degree programs in Business is growing.
5. SELF ASSESSMENT

5.1 STRENGTHS:

The Beedie School’s strategic focus is built upon four themes chosen to reflect our research excellence, relevance to the 21st century, and resonance in our local community. The School has established four research themes: Knowledge, Innovation and Technology; Globalization and Emerging Markets; Society, Environment and Governance; Capital and Risk Management. These four themes drive the strategic direction of the School and serve as key elements in aligning all aspects of the School. These themes form the major research and teaching foci for the School. The connection between our research themes and teaching program elements are highlighted in the table below. The complete table is presented in Appendix 2: Current Strategic Positioning, p.29.

<table>
<thead>
<tr>
<th>Research Themes</th>
<th>Knowledge, Innovation and Technology</th>
<th>Globalization and Emerging Markets</th>
<th>Society, Environment and Governance</th>
<th>Capital and Risk Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Program</strong></td>
<td>Student Business Incubator</td>
<td>Field Schools</td>
<td>Certificate in Corporate Social Responsibility</td>
<td>Beedie Endowment Asset Management (BEAM) Fund</td>
</tr>
<tr>
<td></td>
<td>Venture Connections</td>
<td>International Experiential Learning Certificate</td>
<td>Social Innovation Incubator</td>
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<tr>
<td></td>
<td>Certificate in Business Technology Management</td>
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</tr>
<tr>
<td><strong>Graduate Programs</strong></td>
<td>MBA in Management of Technology (MOT-MBA)</td>
<td>Americas EMBA</td>
<td>MBA</td>
<td>MSC F Student Investment Advisory Service (SIAS) Fund</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>EMBA for Aboriginal Leaders</td>
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<tr>
<td><strong>Doctoral Program</strong></td>
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<tr>
<td></td>
<td>The four themes are integrated across the PhD program through cross-disciplinary courses.</td>
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</tbody>
</table>

Research productivity by Beedie School faculty continues to generate improved rankings in the areas of Business and Management (see 2.1.1. Research Activities, p. 7). The School is currently in the process of hiring to fill tenure-track and instructor positions to renew its faculty complement. One criterion in the selection process is demonstrated experience in any of the established research themes and teaching ability in one of eight disciplinary areas (Accounting, Finance, International Business, Marketing, Management Information Systems, Management and Organization Studies, Strategy, and Technology and Operations Management). Student demand for undergraduate and graduate business education remains strong and continues to attract high quality applicants.
5.2 **Weaknesses:**

The Beedie School reviews its programs and activities on an on-going basis to ensure viability and impact. Weaknesses identified in the recent past have included the Global Asset and Wealth Management (GAWM) MBA program and the Specialist MBA (SMBA). The GAWM program was discontinued in 2009 and the SMBA was discontinued three years prior to that. Presently, demand for business education at all levels, and business research in all areas remains strong. There are no areas where we foresee any reduction in current activities.
The School is not currently seeking any further efficiencies in the areas of research and teaching.

The School functions as a single unit across three campuses. To increase effectiveness in the coordination of teaching, the School uses technology to develop online information systems that facilitate the administration of programs and scheduling. This system includes online support for the broad based undergraduate application system launched in Fall 2011, for processing and approving graduate student applications, and managing course scheduling each semester. Faculty members regularly collaborate on research projects and grants. A grants facilitator and research secretary provide support to Beedie School faculty members in the development and submission of grant applications.
In structuring the Beedie School Five Year Academic Plan objectives for 2013 - 2018, the School has incorporated recommendations from both its accrediting bodies as well as those from the past External Review (see Appendix 4: Performance Reviews, p.33). The School’s strategic focus aligns with the University’s goals and informs the School’s goals and objectives for the next five years. These goals and objectives are outlined in short, medium and long-range plans.

The Beedie School adopted its mission and core values in 2009/10. The School’s mission articulates the engagement with students, research and communities as a central purpose of the School. The mission and the core values adopted at the same time align with and support the core SFU Vision/ Mission and underlying principles.

### SFU Vision Underlying Principles

- **Academic and Intellectual Freedom**: SFU will be an open and inclusive university whose foundation is intellectual and academic freedom.

- **Diversity**: SFU will foster a culture of inclusion and mutual respect, celebrating the diversity and multi-ethnic character reflected amongst its students, staff, faculty and our society.

- **Internationalization**: SFU will value international knowledge, understanding and engagement, and will seek to engender an active global citizenship among its students, faculty and staff, and to ensure that SFU is an engaged partner and contributor on the international stage.

- **Respect for Aboriginal Peoples and Cultures**: SFU will honour the history, culture and presence of Aboriginal peoples. The university will welcome and nurture Aboriginal students and seek opportunities for greater representation of Aboriginal peoples amongst its faculty and staff.

- **Supportive and Healthy Work Environment**: SFU will recognize, respect and value the essential contribution made by staff and faculty, and will seek to build and sustain a work environment that is equitable, supportive, rewarding and enjoyable.

- **Sustainability**: SFU will pursue ecological, social and economic sustainability through its programs and operations. Through teaching and learning, research and community engagement, SFU will seek and share solutions. In its own operations, it will develop and model best practices, from minimizing its ecological footprint, to maximizing its social health and economic strength.

### Beedie School of Business - Mission & Core Values

By creating and communicating powerful ideas, we educate and inspire the founders, leaders, and managers of organizations that are internationally competitive, locally responsive, and sustainable.

- **Responsible Leadership**: We value a learning environment that engages, inspires and challenges our students to become thoughtful, principled and responsible leaders.

- **The Power of Ideas**: We value the development of creative and innovative ideas. We support a collaborative research culture that sustains excellence and promotes external relevance.

- **Global Perspective**: We value the multicultural nature of our location. It inspires our participation in the global exchange of ideas that connect our community to the world.

- **Responsive Engagement**: We value relationships with our stakeholders that help them achieve their goals. We strive to contribute to the emergence of metropolitan Vancouver as a centre for knowledge creation and innovation.

- **Diversity**: We value an environment that respects and embraces diversity in all its forms and believe that diversity is a source of innovation.

- **Collegiality**: We value an academic and work environment in which people treat each other honestly, courteously and with each other’s best interests in mind. We value pluralistic, inclusive decision-making. We educate responsible leaders. We are committed to providing a quality, learning environment that engages, inspires and challenges our students to become thoughtful and responsible leaders.

Similarly, the School’s Strategic Positioning statement (p.27) supports and aligns the School’s own strategies with those of the University’s Academic Plan Goals and Objectives. Both the School’s
Strategic Positioning and Short, Mid, and Long-range plans (p.31) all support the enhancement of a quality education and student satisfaction (objective 1.1), support for students (objective 1.2), research excellence (objective 2.1), and increased community engagement (objective 3.1).

**Beedie School Strategic Planning and Objectives**

<table>
<thead>
<tr>
<th>Strategic Planning</th>
<th>Short-range Plans (some plans are in process or have been implemented)</th>
<th>Medium-range Plans (some plans are in process or have been implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Direction</strong></td>
<td>Consolidate strategy Hire New Faculty</td>
<td>Extend Scope and Reach of Graduate and Executive Programs Extend Undergraduate Learning Opportunities Create New Research Opportunities</td>
</tr>
<tr>
<td>Aligns particularly with Engaging Research and Engaging Students</td>
<td>Complete Canada Research Chair (Oct 2012) Begin to implement recruitment strategy (recruiting is in process) Complete implementation of recruitment, including Beedie Chair's Fund raise to leverage Beedie funds into Professorships Create visiting Beedie Fellows program</td>
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<tr>
<td><strong>Faculty Development</strong></td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Aligns with Engaging Research</td>
<td>Consider new/reoriented Research Centres Encourage faculty to participate in large-scale grants, particularly in STEM* areas with transnational components Create Research Centres in Innovation and Entrepreneurship Develop signature research projects with international partners, beginning with the Jack Austin Centre</td>
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</tr>
<tr>
<td><strong>Graduate Programs</strong></td>
<td>Undergraduate Programs</td>
<td></td>
</tr>
<tr>
<td>Aligns with Engaging Students</td>
<td>Implement the Americas MBA and the EMBA for Aboriginal Leaders (Completed) Consider a DBA, perhaps with international partners (In process) Change the MFRM to an MSc in Finance (Completed) Extend the scope of the MSc Finance program. Create new programs focused on technology and entrepreneurship in cross cultural and cross national settings (partner with other faculties at SFU and international partners) Consider an MBA/PhD for scientists and engineers in partnership with faculties of science and applied science. Consider a part-time EMBA cohort in Surrey focused on innovation and entrepreneurial thinking</td>
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<tr>
<td><strong>Undergraduate Programs</strong></td>
<td>Create a business minor for non-business students (Re-launch Fall 2012) Consolidate BTM** program Develop Surrey campus strategy Monitor success of UG minor in business Implement Surrey campus strategy</td>
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</tr>
<tr>
<td>Aligns with Engaging Students</td>
<td>Launch student incubator in Surrey Create an international field school Create and implement UG student investment fund Extend the incubator model, including social innovation incubator Extend the field school model</td>
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<tr>
<td><strong>Teaching and Learning</strong></td>
<td>Executive Education – Learning Strategies Group (LSG)</td>
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</tr>
<tr>
<td>Aligns with Engaging Students Aligns with Engaging Communities</td>
<td>Re-orient LSG to be more consistent with Faculty objectives and with the overall goals of increasing community and corporate engagement at national and international levels Create new Exec Ed programs on managing technology, innovation, and sustainability in cross national and cross cultural settings Link LSG more closely to Research Centres Link LSG more closely to degree and diploma programs</td>
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<tr>
<td><strong>Executive Education – Learning Strategies Group (LSG)</strong></td>
<td>Community and Corporate Engagement</td>
<td></td>
</tr>
<tr>
<td>Aligns with Engaging Communities</td>
<td>Enter the Globally Responsible Leadership Initiative (GRLI) (Completed) Expand public presence of Research Centres</td>
<td></td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>Short-range Plans (some plans are in process or have been implemented)</td>
<td>Medium-range Plans (some plans are in process or have been implemented)</td>
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<tr>
<td><strong>International</strong></td>
<td>Establish international strategic partners, with focus on Asia Pacific/Latin America</td>
<td>Internationalize our programs with focus on MOT-MBA/PhD Create strategic research partnerships Focus executive education on international markets in China, India and South America</td>
</tr>
<tr>
<td>Aligns with Engaging Communities</td>
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<tr>
<td><strong>Finances/Funding</strong></td>
<td>Develop funding strategy around Professorships, Research Centres, and scholarships</td>
<td>Implement funding strategy consistent with university priorities</td>
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<tr>
<td>Aligns with Engaging Research</td>
<td></td>
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<tr>
<td><strong>Rankings</strong></td>
<td>Begin to explore academic and intellectual contribution rankings</td>
<td>Continue to explore academic and intellectual contribution rankings</td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td>Support launch of new programs (e.g., EMBA Americas and Aboriginal EMBA) Enhance profile of existing programs graduate and undergraduate programs Support Beedie's mission and the Dean's efforts Engage alumni; Position Beedie as a leader for innovative and engaged research and management education especially in Metro Vancouver and Western Canada.</td>
<td>Continue to raise recognition of the Beedie School name through public relations and marketing efforts Ensure the Beedie School' reputation continues to grow across Canada Strengthen engagement with industry, employers, alumni, students, business academics and other relevant constituencies by highlighting School's research output and external, industry-focused activities</td>
</tr>
<tr>
<td>Aligns with Engaging Communities</td>
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</table>

*STEM: Science, Technology, Engineering and Mathematics.*

**BTM: Business Technology Management.**
APPENDIX B: UNIT CONTRIBUTIONS TO THE SFU ACADEMIC PLAN (2013-2018)

How the Beedie School objectives and actions contribute to objectives and associated activities included in the Academic Plan is outlined below. Listed items are coded with an S, M or L to indicate a short, medium or long-range plan School objective.

Goal 1: To equip students with the knowledge, skills, and experiences that prepares them for life in an ever-changing and challenging world.

- Create new programs focused on technology and entrepreneurship in cross cultural and cross-national settings (M)
- Develop a Doctorate of Business Administration (DBA) and an MBA/PhD for scientists and engineers (S, M)
- Develop new graduate business programs (part-time MBA, Masters in Accounting, Master in International Management, Diploma in Management of Technology, Business Analytics Certificate) (S, M)
- Develop and implement the Surrey campus strategy (S, M)
- Monitor the re-launched undergraduate minor in Business open to all SFU students (M)
- Launch undergraduate and graduate student incubators with a focus on social innovation and entrepreneurship (S, M)
- Create an international field school opportunity for Business undergraduates (S, M)
- Extend the scope and reach of graduate and executive education programs (M)

Goal 2: To be a world leader in knowledge mobilization, building on a strong foundation of fundamental research.

- Complete Canada Research Chair - Oct 2012 (S)
- Implement and complete recruitment strategy including Beedie Chairs (S, M)
- Create visiting Beedie Fellows program (M)
- Consider/reorient Research Centres with focus on Innovation and Entrepreneurship (S, M)
- Encourage faculty participation in large-scale grants with emphasis on STEM areas (S)
- Develop signature research projects with international partners (M)

Goal 3: To be Canada’s most community-engaged research university.

- Reposition executive education for better mission alignment and community engagement (S)
- Create new executive education programs in technology and sustainability in cross national and cross-cultural settings (M)
- Develop clearer connections between executive education and Research Centres (M)
- Expand the public presence and reach of the Research Centres (M)
- Provide greater opportunities for community-based experiential learning (S, M)
8. POSSIBLE LONG TERM GROWTH SCENARIOS

The priorities for growth under the circumstances of professional masters programs with no tuition cap and no per FTE provincial base grant include:

- A Masters in Accounting
- A Masters in International Management
- A Diploma in Management of Technology
- A Business Analytics Certificate
- A joint MBA in Management of Technology/PhD in Science
- Launch a Doctorate of Business Administration (DBA) for upper level managers and senior executives

The priorities for growth for an expanded Surrey campus with funded graduate and undergraduate FTEs include:

- Launch a part-time MBA program
- Increase social innovation and entrepreneurship opportunities through undergraduate and graduate student incubators
9. COMMUNICATION

To ensure that both faculty and staff are informed of the objectives and content of the Five Year Academic Plan, the Beedie School has and will communicate through the following activities outlined below:

- The Beedie School Dean presented the Strategic Positioning Statement and Plan to faculty and staff at two meetings (March 1 and 2, 2012) using video conferencing between the Burnaby and Segal campuses.
- The Five Year Academic Plan and objectives were circulated for discussion at the September 27, 2012 Planning & Priorities Committee meeting.
- The completed Five Year Academic Plan will be posted to the Beedie School Faculty/Staff Portal.

10. SUPPORTING FINANCIAL DATA FOR NEW/GROWTH INITIATIVES

Since becoming a named business school in 2011 through an endowment from the Beedie Foundation, along with the new University budget allocation model, the Beedie School does not foresee any financial barriers to pursuing short and mid-range strategic goals as outlined in the Faculty Objectives on page 19 as long as these sources of funding remain as they are currently structured.
APPENDIX 1: STRATEGIC POSITIONING STATEMENT

Our strategic focus is built upon four themes, chosen to reflect our research excellence, relevance to the 21st Century, and resonance in our local community: globalization and emerging markets; innovation and technology; society, environment and governance; and capital and risk management. These themes address the challenges of a complex and rapidly changing world.

We build on strong links to both our local business community and the international academic community to support the growth in metro Vancouver of a competitive and sustainable knowledge-based economy. In particular, we serve as an intellectual gateway to the Asia Pacific region.

Our strategic choices are guided by these themes, which are imbedded in our programs and community engagement activities. In collaboration with our stakeholders and partners, we design and deliver distinctive, relevant, and responsive programs that reflect the themes.

Our graduate programs target the needs of specific demographic and industry groups. Our undergraduate program combines business foundations with opportunities for engaged and challenging learning outside the classroom.

In every program we bring cutting edge knowledge and global best practices into a teaching environment that provides every student with a unique learning experience based on our themes. Our focus on these themes supports our mission to educate, engage and inspire the responsible, informed and engaged leaders of tomorrow. Our programs are primarily located in the metro Vancouver area, but attract students globally.

Our commitment to research gives us a competitive advantage. We recruit faculty with demonstrated expertise in these our theme areas, and thereby conduct future-focused research of international significance that is relevant to both the academic and business communities. We seek to be global thought leaders in our theme areas, and to use this knowledge to the benefit of our communities.
APPENDIX 2: CURRENT STRATEGIC POSITIONING

Beedie School’s strategic focus is built upon four themes, chosen to reflect our research excellence, relevance to the 21st Century, and resonance in our local community.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Knowledge, Innovation and Technology</th>
<th>Globalization and Emerging Markets</th>
<th>Society, Environment and Governance</th>
<th>Capital and Risk Management</th>
</tr>
</thead>
</table>

These themes drive the strategic direction of the School.

Programs

<table>
<thead>
<tr>
<th>Programs</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Business Incubator</td>
<td>Student Business Incubator</td>
<td>Americas EMBA</td>
<td>Four themes are integrated across the PhD program through cross-disciplinary courses.</td>
</tr>
<tr>
<td>Venture Connections</td>
<td>Field Schools</td>
<td>MFRM/ SIAS Fund</td>
<td>Four themes are integrated across the PhD program through cross-disciplinary courses.</td>
</tr>
<tr>
<td>Certificate in Business Technology Management</td>
<td>International Experiential Learning Certificate</td>
<td>Certificate in Corporate Social Responsibility Social Innovation Incubator</td>
<td>Four themes are integrated across the PhD program through cross-disciplinary courses.</td>
</tr>
<tr>
<td>Certificate in Business Technology Management</td>
<td>Certificate in Business Technology Management</td>
<td>Certificate in Business Technology Management</td>
<td>Four themes are integrated across the PhD program through cross-disciplinary courses.</td>
</tr>
</tbody>
</table>

Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Recruitment</th>
<th>Chairs/Professorships</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 new faculty</td>
<td>Canada Research Chair</td>
<td>CMA Centre for Strategic Change and Performance Measurement</td>
<td></td>
</tr>
<tr>
<td>1-2 new faculty</td>
<td>Beedie Chair</td>
<td>Jack Austin Centre for Asia Pacific Business Studies Centre for Global Workforce Strategy</td>
<td></td>
</tr>
<tr>
<td>2 new faculty</td>
<td>RBC Financial Group Chair Professor of Technology and Innovation</td>
<td>CMA Centre for Strategic Change and Performance Measurement</td>
<td></td>
</tr>
<tr>
<td>1-2 new faculty</td>
<td>Dennis Culver EMBA Alumni Professorship</td>
<td>CIBC Centre for Corporate Governance and Risk Management Centre for Studies in Global Asset and Wealth Management</td>
<td></td>
</tr>
</tbody>
</table>

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|------------|------------------------------------------|-------------------------|--------------------------------------------------|-----------------------------------------------------------------|---------------------------------|-------------------------------------|-----------|-------------------------------------------------|-------------------------------------|

Centre for Workplace Health and Safety
## APPENDIX 3: SHORT, MEDIUM AND LONG RANGE STRATEGIC PLANS

<table>
<thead>
<tr>
<th>Strategic Planning</th>
<th>Short Range</th>
<th>Medium Range</th>
<th>Long Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Direction</td>
<td>Consolidate strategy</td>
<td>Extend Scope and Reach of Graduate and Executive Programs</td>
<td>Successfully Implement Medium Range Goals</td>
</tr>
<tr>
<td></td>
<td>Hire New Faculty</td>
<td>Extend Undergraduate Learning Opportunities</td>
<td>Signature International Projects</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>Complete Canada Research Chair Begin to implement recruitment strategy</td>
<td>Complete implementation of recruitment, including Beedie Chairs Fund raise to leverage Beedie funds into Professorships Create visiting Beedie Fellows program</td>
<td>Recruit two Beedie Chairs and appoint 4 new Professorships Have in place a regular set of Visiting Fellows who are consistent with our research themes</td>
</tr>
<tr>
<td>Research</td>
<td>Consider new/reoriented Research Centres Encourage faculty to participate in large-scale grants, particularly in STEM* areas with transnational components</td>
<td>Create Research Centres in Innovation and Entrepreneurship Develop signature research projects with international partners, beginning with the Jack Austin Centre</td>
<td>Have at least one signature research project operating with an international partner Be research participants in several large-scale grants in the STEM areas</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>Implement the Americas MBA and the EMBA for Aboriginal Leaders Consider a DBA, perhaps with international partners Change the MFRM to an MSc in Finance and extend the scope of the program.</td>
<td>Create new programs focused on technology and entrepreneurship in cross cultural and cross national settings (partner with other faculties at SFU and international partners) Consider an MBA/PhD for scientists and engineers in partnership with faculties of science and applied science. Consider an EMBA cohort in Surrey focused on innovation in the public sector.</td>
<td>Have at least one other new technology-based program in operation</td>
</tr>
<tr>
<td>Undergraduate Programs</td>
<td>Create a business minor for non-business students Consolidate BTM** program Develop Surrey campus strategy</td>
<td>Successfully launch UG minor in business Implement Surrey campus strategy.</td>
<td></td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>Short Range</td>
<td>Medium Range</td>
<td>Long Range</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Teaching and Learning | Launch student incubator in Surrey  
Create an international field school  
Create and implement UG student investment fund | Extend the incubator model, including social innovation incubator  
Extend the field school model | Create a successful system of student incubators at both graduate and undergraduate levels, linked to international partners |
| Executive Education | Re-orient LSG to be more consistent with Faculty objectives and with over-all goals of increasing community and corporate engagement at the national and international levels | Create new Exec Ed programs on managing technology and sustainability in cross national and cross cultural settings  
Link LSG more closely to Research Centres  
Link LSG more closely to degree and diploma programs | |
| Community and Corporate Engagement | Enter GRLI | Expand public presence of Research Centres | |
| International       | Establish international strategic partners, with focus on Asia Pacific/Latin America | Internationalize our programs with focus on MOT-MBA/PhD  
Create strategic research partnerships  
Focus executive education on international markets in China, India and Vietnam | International offering of Exec Ed, and international component to MOT-MBA, and PhD  
Launch cross-border signature projects with selected partners. |
| Rankings            | Begin to explore rankings systems | Choose rankings on which to focus | Become ranked as a business school |

*STEM: Science, Technology, Engineering and Mathematics.*

**BTM: Business Technology Management.**
APPENDIX 4: PERFORMANCE REVIEWS

The most recent External Review Report was conducted in March 2006, three years prior to the last Academic Plan, which was submitted in October 2009. In the six years since the last External Review, the Beedie School has made progress on a number of recommendations despite some initial delays. The School has also realized several objectives outlined in the Three Year Academic Plan for 2010-2013. The School holds AACSB and EQUIS accreditation and has hosted peer review teams from both of those accrediting bodies in 2009 (EQUIS), 2010 (AACSB) and 2012 (EQUIS). These peer review teams have made recommendations, which the School has made significant progress in addressing.

External Review (March 2006)

Senate passed the following recommendations on January 8, 2007 based on the last External Review Committee site visit in March 2006. Between January 2007 and early 2009, the Beedie School of Business had two deans pro tem, which delayed work on some elements of the recommendations. The University budget cuts for the 2008/2009-budget year also contributed to this delay. However, progress has been made since. The 2006 External Review recommendations are reported in the following table along with notations regarding the School’s progress.

<table>
<thead>
<tr>
<th>1. Research: Develop a Faculty Research Strategy that:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Has both qualitative and quantitative goals that are in direct relationship with the level of resources available to the Faculty.</td>
<td>Ongoing. Faculty publications in top research outlets are rewarded through the Tenure and Promotions Committee.</td>
</tr>
<tr>
<td>b. Reviews the long-term financial commitments to the new and proposed Research Centres.</td>
<td>Ongoing. The Administration Officer and the Associate Dean, Faculty Development, monitor financial commitments to Research Centres.</td>
</tr>
<tr>
<td>c. Considers the appointment of an Associate Dean for Research.</td>
<td>Completed. An Associate Dean, Faculty Development (whose portfolio includes both Research and Teaching) was appointed in September 2008.</td>
</tr>
<tr>
<td>d. Continue to incorporate the research potential of all new hires to long-term research goals.</td>
<td>Ongoing. The research potential of all new hires is aligned with the four research themes that have been defined for the School. These themes! (Globalization and Emerging Markets; Knowledge, Innovation and Technology; Society, Environment and Governance; and Capital and Risk Management) showcase the research strengths of the School, inform the selection process in recruiting efforts, and inform short, mid and long-strategies for the School. This framework has been communicated to the School.</td>
</tr>
<tr>
<td>e. Ensures that the entire strategy development process is transparent and that the agreed strategy is communicated to all concerned.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Faculty Strategy: Review the following issues related to the overall strategic planning for the Faculty, including:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The determination of the appropriate balance and global focus of the Faculty’s target market.</td>
<td>Ongoing. The School’s Mission, Core Values, and research themes that inform our strategic planning reflect our target market and our commitment to local and international communities.</td>
</tr>
<tr>
<td>b. A review of its competitive advantages with regard to other Canadian business schools and the broader impacts of being a</td>
<td>The School continuously monitors other ranked business schools in Canada. As a dual accredited School, the impact of</td>
</tr>
<tr>
<td>'ranked' business school.</td>
<td>being 'ranked' is reflected in the continuous assessment of programs, faculty and resources against the complementary priories of each accrediting body.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>c. Possible benchmarking against other Canadian business schools and be continuously vigilant regarding the broader impacts of being a 'ranked' business school.</td>
<td>We are continuously monitoring other 'ranked' business schools by reviewing available benchmark survey information and the implications said data has for the School.</td>
</tr>
</tbody>
</table>

### 3. Teaching:

Consider the broader collateral impacts on teaching resources when expanding teaching programs.

The School is looking to expand premium fee graduate programs over the next three years. We continue to monitor how new or expanded programs affect established programs (e.g., undergraduate program).

### 4. Outreach:

Continue to identify and develop opportunities for greater visibility and community relations in the areas of the three campuses.

The ongoing development of community connections involves students, faculty, and programs, and occurs across all three campuses through coursework and extra-curricular activities.

### 5. Student Services:

Continue to improve the services of students across all programs.

Services to both undergraduate and graduate students over the 2007 to 2009 period have improved by streamlining administrative processes in the undergraduate and graduate program areas as well as in our Career Management Centre.

### 6. Communication:

Continue to seek ways of increasing communication between faculty and staff members at the three campuses including the use of technology, a web portal and the consideration of the introduction of annual retreat.

Ongoing. Two rooms in Burnaby, two rooms at Segal, and one room in Surrey are equipped for video conferencing. These links facilitate one form of cross-campus communication. The updated Faculty/Staff web portal and the introduction of the Beedie wiki for staff to document duties and process methodologies also contribute to cross-campus communication. The introduction of an annual retreat has not been considered at this time.

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**EQUIS Peer Review (February 2009)**

In 2009, the Beedie School of Business received EQUIS accreditation for a period of three years from the European Foundation for Management Development (EFMD). A peer review team conducted a site visit as part of the accreditation process and based on the self-assessment report submitted and their on-site meetings, made recommendations to the School regarding several items of concern.

<table>
<thead>
<tr>
<th>1. Resolve the leadership issue at the level of the Dean.</th>
<th>Leadership resolved with the appointment of Dr. Daniel S. Shapiro as Dean on May 1, 2009 for a term of five years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Articulate an explicit, integrated vision to be realized through a detailed strategic plan.</td>
<td>Short, medium and long term strategic plans were reported in the EQUIS Self-Assessment Report submitted in January 2012.</td>
</tr>
<tr>
<td>3. Formalize the currently informal management and quality assurance processes.</td>
<td>Management and quality assurance processes documented and articulated alongside the implementation of Assurance of</td>
</tr>
</tbody>
</table>
Learning measures of the undergraduate and graduate programs for AACSB and EQUIS reporting requirements.

4. Overhaul its internal management information systems.

Information systems in process of implementation and building are the Beedie Community (a central hub to facilitate student, alumni, faculty, staff and corporate community engagement), the Beedie Information System (database and information system to support personnel data, course management, intellectual contributions, assurance of learning, graduate applications, and undergraduate broad based admissions), and the Beedie Administrative Wiki ( empresa processes portal for staff).

5. The degree of autonomy and support by the University.

The updated faculty allocation model and the Beedie gift have improved the financial autonomy of the School. The relationship between the School and University is collegial and supportive.

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Three Year Academic Plan 2010-2013 (October 2009)

The last Three Year Academic Plan was drafted in October 2009. The following table documents with twelve objectives outlined in that document and where the School currently stands in achieving them.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain and encourage excellent research by our faculty members under our four research themes. These research themes are all linked to the community through research centres and academic programs.</td>
<td>Ongoing. In the Top 100 World Rankings of Business Schools published by University of Texas at Dallas, the Beedie School placed 22nd in the world. The Research Centres established by the School also reflect strategic priorities and the School’s relationship with the corporate community.</td>
</tr>
<tr>
<td>2. Grow our graduate programs in areas where there is demand while continuing to adapt and update these programs to meet our communities’ needs. In particular, add a second cohort to the MBA and re-design the MFRM.</td>
<td>A second cohort for the MBA program was run for the 2010-11 MBA cohort. Future plans are subject to demand and resources. The Master of Financial Risk Management was redesigned over two years and re-launched as an MSc in Finance in 2012.</td>
</tr>
<tr>
<td>3. Expand our activities in executive and custom education. Launch an EMBA for first nations.</td>
<td>A review of Executive Education was conducted in 2011. The Executive MBA in Aboriginal Business and Leadership was launched in 2011 with the first cohort starting Fall 2012.</td>
</tr>
<tr>
<td>4. Recruit faculty to meet new programs needs and to augment our research in focus areas, with external funding where possible.</td>
<td>In process. Faculty recruiting resumed in the 2011/12 academic year. Over the 2011/12 and 2012/13 academic years, the Beedie School will hire up to 9 tenure track and 4 lecturers) to ensure sufficient teaching resources.</td>
</tr>
<tr>
<td>5. Move to develop a new category of participating FBA members, Professors of Management Practice.</td>
<td>In process.</td>
</tr>
<tr>
<td>6. Move to a learning objectives based model of assessment for our undergraduate and graduate programs while enhancing students’ learning experience (meets AACSB and EQUIS accreditation requirements).</td>
<td>Learning goals and objectives for undergraduate and graduate programs established in 2010 with on-going assessment of learning outcomes using direct embedded measures.</td>
</tr>
<tr>
<td>7. Move to limit undergraduate enrollment to match the University’s targets for FBA.</td>
<td>Introduced broad based admissions for the undergraduate program in Fall 2010, which incorporated extra-curricular activities and achievement as part of the admission criteria. Full implementation of broad based admissions was in Fall 2011.</td>
</tr>
<tr>
<td>8. Work with the Faculties of the Environment, Applied Science</td>
<td>In progress.</td>
</tr>
</tbody>
</table>
and Health Sciences to hire joint faculty to increase our multidisciplinary research in our four research themes and to offer new programs.

9. Create and fund new research centres in innovation and technology, and global mining.
   
   In June 2012, the CMA Centre for Strategic Change and Performance Measurement became the CMA Innovation Centre. The Responsible Mineral Sector Initiative was launched in 2011 with seed funding, dialogue events and advisory board in place.

10. Be among the first North American schools to create an undergraduate/graduate program that is compliant with the Bologna Accord and use this to expand the international options available to our students.
   
   On hold.

11. Introduce a revised undergraduate minor in business that would be more accessible to all SFU students.
   
   The undergraduate minor in business was re-launched for the Fall 2012 semester with revised admission and upper division course requirements.

12. Introduce an undergraduate Certificate in Corporate Social Responsibility and Sustainability.
   
   The undergraduate Certificate in Corporate Social Responsibility was launched in 2011.

AACSB Peer Review (December 2010)

As part of the Maintenance of Accreditation process, the peer review team for AACSB visited the School in December 2010. Having established the School’s mission and core values, the recommendations that resulted from this visit focused primarily on the School’s progress on Assurance of Learning measures in all programs. In response to the recommendations made by the peer review team, the School transitioned from Assurance of Learning Task Forces to formal Assurance of Learning Committees for the undergraduate and graduate programs. Learning goals and objectives were established for all degree programs and concentrations within the School and work continued in the gathering of AOL data using direct embedded measures. The follow up report requested for submission in January 2012 outlined the progress made by the School in establishing learning goals, efforts at continuous improvement, and the use of AOL data in making program-level improvements and recommendations to the relevant curriculum committees.

EQUIS Peer Review (March 2012)

On July 31, 2012, EFMD accepted the three proposed objectives for the School to make progress on over the next five years. They are:

Objective 1: Alumni Relations - develop and engage the Beedie School Alumni

Objective 2: Internationalisation - increase the number of international participants in the School’s activities and governance

Objective 3: Executive Education - define the Executive Education strategy and its alignment with the School’s overall strategy