Beedie School of Business
Five Year Academic Plan
2018 – 2023
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1. Performance Review

1.1. Our Mission

The VPA External Review in 2014, along with our AACSB and EQUIS accreditation reviews in 2015 and 2017 respectively, resulted in several action plan recommendations for the School. Much of this work has either been completed or is in progress (see Section 5.1 AACSB 2015 Peer Review Team Recommendations and Section 5.2 EQUIS 2017 Development Objectives). The current five-year 2018-2023 Academic Plan reflects not only the work that needs to continue from each of these reviews but also the goals identified through the B3 (Build a Better Beedie) process and the Beedie Vision 2022 project.

As part of Beedie 2022, our roadmap includes a revised mission/calling to “develop innovative and socially responsible business leaders with a global perspective through education, inspired by research and grounded in practice” with three key Vision to Action areas of emphasis that address Culture, Learning and Research, and Engagement within our geographic context. These are linked to ten detailed strategic goals for the School and to our updated 2018-2023 Academic Plan Goals.

<table>
<thead>
<tr>
<th>Beedie 2022 Vision to Action</th>
<th>Beedie 2022 10 Strategic Goals</th>
<th>Beedie 2018-2023 Academic Plan Goals</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture: Developing commitment to our vision and shared values</td>
<td>Revise constitution to align with vision</td>
<td>Continue with organization structure and recognition/collaboration mechanism changes</td>
<td>Increase from 15% to 25% in endowed professorships, chairs, fellowships and CRCS</td>
</tr>
<tr>
<td></td>
<td>Revise organization structure to align with vision</td>
<td>Faculty onboarding, support and development process development</td>
<td>Increase percentage of faculty who do research on social responsibility, innovation and global business</td>
</tr>
<tr>
<td></td>
<td>Create recognition and collaboration mechanisms to align with vision</td>
<td></td>
<td>Awards to recognize service, teaching and research launched</td>
</tr>
<tr>
<td>Learning and Research: Experiential, innovative learning and world-class research on</td>
<td>Create recruiting strategy to align with vision</td>
<td>Beedie 2022 faculty renewal plan</td>
<td>105 faculty by 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25% continuing teaching faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>35:1 FTEs student/faculty ratio</td>
</tr>
<tr>
<td>Social responsibility, innovation and global perspectives</td>
<td>Review degree programs to align with vision</td>
<td>Curriculum and program review (engagement and experiential; PhD redesign; expanding online courses; Indigenous curriculum; MSc in Digital Accounting; consider Master in Management; new interdisciplinary offerings)</td>
<td>1.25:1 staff/faculty ratio</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Create executive education strategy to align with vision</td>
<td>Create executive education strategy to align with vision</td>
<td>Many metrics identified (e.g. number of CSR and sustainability courses in programs and their enrollments)</td>
<td>$1M in annual revenue to the School to support the PhD program and research</td>
</tr>
<tr>
<td>Create international strategy to align with vision</td>
<td>Create international / interdisciplinary strategy to align with vision</td>
<td>Many metrics identified (e.g. percentage of courses that include international content; a before/after measure of the ability of students to work with diverse groups; mandatory international experience in every program)</td>
<td></td>
</tr>
<tr>
<td>Engagement: Celebrating diversity and active engagement with local, global and Indigenous communities</td>
<td>Revise advisory board to align with vision</td>
<td>Complete advisory board redesign</td>
<td>Recruit up to 30 new board members</td>
</tr>
<tr>
<td>Create branding, promotion and media strategy to align with vision</td>
<td>Complete rebranding and new media strategy (aligned with SFU’s branding)</td>
<td>New brand launched</td>
<td></td>
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</tbody>
</table>

Our vision and priorities are aligned with SFU's three core themes of being Canada's engaged university - Engaging Students, Engaging Research and Engaging Communities - and the five Key Challenges identified. With support from the University administration, the VP Academic office,
and other faculties and academic departments we endeavor to collaborate, help lead, and foster initiatives that contribute to the areas of innovation, social responsibility, and global perspectives.

<table>
<thead>
<tr>
<th>SFU: Five Key Challenges</th>
<th>Beedie 2018-2023 Academic Plan Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Life, Learning &amp; Success</td>
<td>Curriculum and program review (engagement and experiential; PhD redesign; expanding online courses; Indigenous curriculum; consider Master in Management; new interdisciplinary offerings)</td>
</tr>
<tr>
<td>Academic Quality/Curriculum</td>
<td>Create executive education strategy to align with vision</td>
</tr>
<tr>
<td>Working Across Boundaries/Interdisciplinarity</td>
<td>Create international / interdisciplinary strategy to align with vision</td>
</tr>
<tr>
<td>Engagement</td>
<td>Complete advisory board redesign</td>
</tr>
<tr>
<td></td>
<td>Revise engagement strategy</td>
</tr>
<tr>
<td>Faculty Renewal</td>
<td>Beedie 2022 faculty renewal plan</td>
</tr>
</tbody>
</table>

1.2. Planning Assumptions

The challenges we face as we work towards the activities, projects, and goals described in this five-year plan will relate to resources (faculty, staff, funding, space, and technology) and the socio-demographic mix of our students. All recent reviews of our Faculty (SFU External Review, AACSB and EQUIS accreditation) have highlighted faculty resources and development as a critical hurdle for the School to overcome in order to meet current needs and support future programmatic offerings. In order to meet our goals, we need to increase our faculty complement and create a systematic developmental approach for the coaching, support, and appraisal of faculty members. The National Survey of Student Engagement (NSSE) has indicated that student satisfaction is driven by a supportive environment and quality interactions and therefore these two areas will retain our on-going attention.

Additional challenges that need to be considered as part of the planning process include financial resources to fund future operations for faculty, students and staff; space issues for operations; and the socio-demographic mix of students enrolled in undergraduate and graduate business programs. Overcoming these challenges will require consideration of changes to the Faculty Allocation Model (FAM), incentives for interdisciplinary co-operation, and supporting the learning needs of a multi-lingual student body as we work towards 2023.
2. Program Overview

2.1. Undergraduate Program Summary

Consistent with the University Strategic Enrollment Management (SEM) plan, the undergraduate program has maintained, rather than grown, the size of the Bachelor of Business Administration (BBA) program. Recent growth in AFTEs are the result of repatriating core courses from Fraser International College (FIC) in order to maintain quality rather than sustainable growth although there have been modest improvements in AFTEs as a result of elective displacement. The current proportion of international students (29% by headcount) saturate our ability and curtail future growth. Given that the February 2018 university SEM plan targets 23% international students by 2023 and that Beedie has traditionally admitted twice the number of international students as the University average, significant increases in communications and curriculum support will be required. Overall the undergraduate program expects to see growth in the non-core minor and multi-disciplinary certificates with a particular focus on Surrey although space issues and demand uncertainty make planning difficult.

2.2. Graduate Programs Summary

The School has worked since 2014 to hold constant the number of specialty graduate degree programs as part of the External Review recommendations while investing in recruitment to increase the average number of students per program. According to the five-year graduate enrollment growth document provided in the February SCEMP meeting, the investment in continuing student recruitment in 2014/15 has resulted in a 60% increase in the number of specialty graduate students from 356 in 2013/14 to 572 in 2017/18, resulting in increased graduate tuition revenues of approximately 80% from $7M to $12.5M. This rate of growth is not sustainable as room capacity limits are reached and we lack adequate resources for program instruction and administration.

2.3. Program retention and student success

The Beedie School has worked to provide a supportive curricular and co-curricular learning environment for student success in both the graduate and undergraduate programs. The tables below document the current performance of our programs in terms of retention and employment.

<table>
<thead>
<tr>
<th>Undergraduate Program Summary Stats</th>
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<tbody>
<tr>
<td>1-year retention</td>
<td>93%</td>
</tr>
<tr>
<td>3-year retention</td>
<td>88%</td>
</tr>
<tr>
<td>Average time to complete (in semesters)</td>
<td>13.2</td>
</tr>
<tr>
<td>Employment 2 years post graduate</td>
<td>90%</td>
</tr>
<tr>
<td>Enrollment in further education</td>
<td>5%</td>
</tr>
</tbody>
</table>
### Graduate Program Summary Stats

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>88%</td>
</tr>
<tr>
<td>Average time to complete (in semesters)</td>
<td>5.6</td>
</tr>
<tr>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>PhD</td>
<td>15.3</td>
</tr>
<tr>
<td>Employment 90 days post convocation</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Finance (MScF)</td>
<td>79%</td>
</tr>
<tr>
<td>Full-time MBA (FT-MBA)</td>
<td>98%</td>
</tr>
<tr>
<td>Changes in role within one year of convocation for individuals already employed</td>
<td></td>
</tr>
<tr>
<td>Executive MBA (EMBA)</td>
<td>65%</td>
</tr>
<tr>
<td>Management of Technology-MBA (MOT-MBA)</td>
<td>50%</td>
</tr>
<tr>
<td>Part-time MBA (PT MBA)</td>
<td>48%</td>
</tr>
<tr>
<td>Salary changes</td>
<td>30-39%</td>
</tr>
</tbody>
</table>

### 2.4. Interdisciplinary Activities

Interdisciplinary activities occur at both the undergraduate and graduate levels. The undergraduate program offers eight joint major programs with Faculties including FASS (Economic, Psychology), FCAT (Communications, Interactive Arts and Design), Applied Science (Computing), Science (Molecular Biology and Biochemistry), and Environment (Geography, Environment). The joint major in Sustainable Business, which began in Fall 2016, was the first joint major between Environment and Business offered in Canada. Graduate level interdisciplinary opportunities include the Graduate Certificate in Science and Technology Commercialization (GCSTC) – also known as Invention to Innovation - and the Financial Engineering stream of the Master of Science in Finance (MScF) degree.

Other existing interdisciplinary activities in academic programming which are open to students in all faculties at SFU include the Business Minor program (undergraduate), and the Certificate in Entrepreneurship and Innovation (undergraduate).

### 2.5. Lifelong Learning / Work Integrated Learning

**Lifelong Learning and Executive Education**

Currently, SFU Continuing Studies/Lifelong Learning offers business/management courses and programming separately from the Beedie School. There is no current cross-over or relationship between these programmatic offerings or program feedback provided by the Beedie School.

The recent EQUIS and AACSB accreditation peer review teams have recommended that the Beedie School fully develop its Executive Education strategy beyond its current slate of open enrollment and custom programming and we have hired a new Executive Director for Executive Education to develop the new Executive Education strategy for a September 2018 launch. The growth of Executive Education is a prerequisite for future accreditation and one of the highest priorities for the School where net proceeds will be used to support our PhD program and our research activities.
It will be important to the success of Executive Education that the Beedie School is seen as the leader in Business, Management, and Leadership programming. This has not yet been established - despite prior discussion and agreement with the previous leadership teams of both units. The launch of the Executive Leadership Program from Lifelong Learning in 2018 has contributed to on-going market confusion on who is delivering content associated with the business discipline under the SFU brand. Lines of responsibility and curricular oversight will need clarification going forward.

Work Integrated Learning and Co-op

Undergraduate Co-op

Co-op is a highly desired aspect of the Beedie undergraduate student experience and student participation has continued to increase since the last five-year plan from 538 in the 2012/13 FY to 690 in the 2016/17 FY. Although organizationally separated from Beedie, Co-op operates as an integrated unit with a high level of co-operation and communication.

Despite its attractiveness and clearly articulated value proposition that has sustained student participation numbers thus far, there are three distinct challenges identified that face the prospects of future graduates:

1. The ability to remain relevant in the developing gig economy of individual and transient contributors in short term employment (CRA and SFU are the largest employers of co-op students).
2. The ability to place the growing number of international students whose communications skills may not be at the level demanded by the marketplace.
3. Ensure that the cost structure reflects appropriate efficiencies and market dynamics.

MBA Work terms

The graduate programs within Beedie do not utilize Work Integrated Learning co-ops since programs are either full-time or students enrolled are already working. Full-time MBA (FT MBA) students must complete a four-month, full-time work term as a credit-bearing academic requirement for graduation. The mandatory work term is supported by the Graduate Career Management Centre (CMC) staff where approximately 65% of work term jobs come directly from CMC staff and the remaining opportunities are self-sourced. All students are supported through the job application, interview, and offer negotiation process by CMC staff.

3. Objectives, Activities, and Performance Metrics

3.1. Culture

A key component of the change processes underway in Beedie involves a shift in our culture toward greater commitment to our new calling, vision, and core values. We have identified several changes that will further this objective:

1. We have ratified a revised constitution that encourages inclusive participation in School decision making by faculty and staff.
(2) A taskforce is developing recommendations for changes to our governance structures to better align with our strategic priorities.

(3) We are planning to add new internal awards (including professorships and other honours) to celebrate and reinforce collaboration and service and research accomplishments, adding to our existing teaching awards.

(4) We plan to address a recommendation from our EQUIS peer review team to "build a systematic developmental approach to appraisal and promotion in which individual coaching and advice is provided as a matter of course."

(5) We are taking steps to develop a core culture among the undergraduate students of pride in the School, presence through deeper participation and engagement in sponsored activities, and responsibility by owning their actions and showing commitment to our values.

(6) We have also worked on our hiring practices and processes for both faculty and staff in order to align our recruitment with our values and our calling (see Sections 4.1 and 4.2).

As part of this new developmental processes, we are also hoping to improve and align our orientation and training materials for instructors across the School. These initiatives will be supplemented with research and teaching development activities such as seminars that will encourage collaboration and provide support for faculty to engage around our key themes of innovation, social responsibility, and global perspective.

3.2. Student Life, Learning and Success

Innovative Tools for Experiential Learning

To support innovative teaching, we plan to continue expanding the experiential learning opportunities in our courses. Examples of our current activities include:

(1) Increased industry and organizational projects and activities such as ‘Marketing Me’ which brings outside professionals on campus to conduct mock interviews and increase the verisimilitude of career and Career Management Centre (CMC) development.

(2) Simulation software (CAPSIM, Marketplace, Harvard) which are used in capstone courses to create active scenarios requiring decision making and collaboration.

(3) Activator courses in Entrepreneurship/innovation that require students to develop ideas, identify minimum viable products, pivot and pitch to external judges.

Graduate Co-curricular Experiences

The graduate programs are expanding co-curricular opportunities to support student leadership initiatives that demonstrate innovation; that create positive impact; and, that bridge connections between students, alumni, and industry. While recognizing the need to consider the resource demands and sustainability of our offerings, plans are in place to launch two more online workshops in 2018.

The graduate programs are also investing in applied projects that require students to take their learning out of the traditional classroom. An example of this is the mandatory MBA Applied International Project to be offered in Spring 2019. Beedie has partnered with Chinese University in Hong Kong (CUHK) and students will work over 10 days with a corporate partner in Hong Kong
on an applied project and present their findings to the company. Student pay an additional fee for this project.

3.3. Academic Quality/Curriculum

Aligning Curriculum with School Mission

A project to align curriculum and pedagogy with the strategic priorities, values, and themes identified (innovation, social responsibility, global perspective) was started in Fall 2017. This is a major undertaking that includes a redesign of undergraduate and graduate program-level learning goals and a review of current assessment practices. These respond to AACSB recommendations in 2015 for a closer alignment between the School mission and defined educational/program learning goals.

Given the relative size and complexity of the undergraduate program, the choice was made to start with curriculum alignment in the graduate programs. Working closely with the Chair, Graduate Assurance of Learning Committee and Associate Dean, Graduate Programs, the goal is to develop graduate program learning goals aligned with our calling with the intention that curriculum mapping, rubric development, and assessment plans be completed for piloting with the incoming 2018-19 cohorts in graduate programs. New processes to support the collection and analysis of data for a quality improvement process are being developed. The project will require significant resources and some change management may be necessary as processes and assessment practices change.

Redesigning the PhD Program

The PhD program remains small, with 17 students. A PhD taskforce was created in 2017 to redesign the PhD program to enhance support for students, review program outcomes, and consider how to provide guaranteed funding for PhD students. Program changes are likely through the 2018/19 academic year. It is our hope to grow the size and impact of this program in the coming years to support the School's research mission.

Expanding On-line Offering in Graduate Programs

The Graduate Diploma in Business Administration (GDBA) has been offered on-line for two decades and over the next five years, we expect to leverage this experience to increase online course offerings in the graduate programs. On-line courses increase access to graduate programming and respond to student needs for flexible program options.

New Special Cohort MSc Program in Digital Accounting

We are in the early stages of developing a Special Cohort MSc Program in Digital Accounting to be offered from mid to late 2019 - discussions with Grad Studies and other processes are still pending/ongoing. This will be in collaboration with one of our partners in the accounting industry at the national level. We have been successful in our proposal submission and reached an initial agreement that the cohorts will be provided by one of our partner national firms. The program is expected to have over 100 enrollments per year, be offered on a blended basis, and will be offered through the administrative support of our Executive Education office.
Considering a New Master in Management (MiM) Program

In developing a graduate program strategy, the Beedie School is exploring the development of new options within existing graduate program offerings. One of the potential offerings is a Master in Management (MiM) degree for non-business undergraduate students and recent graduates at SFU. This recognizes the success of MiM programs worldwide and would provide further access to business programming for students from all faculties.

Indigenous curriculum development

In 2019, the Executive MBA (EMBA), Full-time MBA (FT MBA), Part-time MBA (PT MBA) and Management of Technology MBA (MoT-MBA) programs will include a mandatory Indigenous course (Business and Indigenous Peoples) combined with an applied project (Encountering Indigenous Business and Communities) where students visit Indigenous communities in BC. Beedie continues to develop Indigenous instructors for the Executive MBA in Indigenous Business Leadership (EMBA-IBL). As the work in graduate programs progresses, the undergraduate program will undertake a similar process to examine curriculum and identify opportunities to embed indigenous perspectives in core course content and consider the option of an elective.

3.4. Engagement

Beedie's new Vision is in close alignment with the University's goal of engagement and we have heavily invested and supported the ‘Engaged University’ through initiatives that involve internal and external stakeholders. The recent hiring of the Director of Indigenous Programs will provide leadership on addressing Indigenous interests in the undergraduate and graduate curriculum (see Section 3.3). Over the next five years we intend to continue meeting our goals through the revitalization of advisory board membership and roles as well as furthering the work currently underway in alumni engagement. The marketing and communications group is also working on re-examining the Brand DNA of the School and the way we communicate with external stakeholders.

Beedie will continue to develop and manage RADIUS to ensure engagement with students and faculty at SFU to further its community development and social initiatives, explore the social innovation opportunities in SFU’s designation as an Ashoka U Changemaker campus, and work towards an annual target of 1,000 students participating in innovation and entrepreneurship activities at the Charles Chang Institute for Entrepreneurship.

Revitalize Advisory Board membership and engagement

The Dean’s External Advisory Board (DEAB) has been re-envisioned as the Beedie Advisory Board (BAB) with the purpose of helping to further the mission and calling of the School through dedicated subcommittees tasked with work related to specific aspects of the School. Members will advise the School; communicate, endorse and advocate for the School, support and connect the School; assist in meeting our financial objectives; and serve as a confidential sounding board for the Dean. Terms of Reference have been revised and we aim to recruit up to 30 members.
who support our mission and ensure members’ expertise and resources are effectively leveraged. We will also undertake similar work with the existing Business Technology Management (BTM) and Business Analytics and Decision Making (BADM) Advisory Boards.

Revised branding and communication strategy

As part of the B3 process, a Branding and Communications Working Group was established to examine a new Beedie brand and communications strategy that aligns with our Calling and to improve our ability to communicate, promote, and celebrate our faculty’s research accomplishments and teaching success. The review of brand positioning and current communications are underway with a three-year content strategy plan deliverable to the Faculty in August 2018.

Alumni Relations

With over 25,000 Beedie Alumni, an integrated alumni plan was developed in 2013 with three key priorities:

1. Connecting: Enable alumni to effectively connect with each other and the school.
2. Opportunities to Give Back: Create and promote opportunities for alumni to engage with and give back to the current students and School
3. Professional and Career Development: Provide Alumni with Executive Education and Career Development Opportunities

In 2016, we created an Alumni Engagement Manager role to help manage the growth in events and activities with over 1,500 alumni volunteers participating and a desire to better track and measure impact. In late 2017, it was agreed to pilot a more integrated approach with SFU Advancement and Alumni Relations and we recently hired an Associate Director, Alumni Engagement, directly reporting to the Director of Beedie Advancement and Alumni and in coordination with the Assistant Dean, External Relations. Our intention is share the lessons learned with other Faculties and better leverage the resources of the University and vice versa.

3.5. Working Across Boundaries/Interdisciplinarity

The Beedie School’s history of success in interdisciplinary programs suggests we could be a primary facilitator in accelerating related programming and activities at SFU. The Charles Chang Certificate in Entrepreneurship and Innovation is an example of the type of interdisciplinary programming that could emerge from this exploration. The School is also working on a vision-aligned Internationalization strategy on partnerships, programs and experiences, and people.

Interdisciplinary Program Opportunities

Undergraduate programming

In regard to undergraduate programming, the Beedie School feels there are opportunities to develop additional programming with several Faculties including Health Sciences, Applied Sciences, FASS and FCAT. A new minor degree offering with Health Sciences is currently being explored and a joint/double degree with Business/Computing Science has also been discussed.
Perhaps the largest opportunity is for Beedie to work with FASS on providing a business-oriented certificate for FASS majors focused on 100-200 level courses for students interested in business. This could also provide a pathway for students to the Business Minor. We believe that FASS could retain a higher number of their students with a program designed to meet the needs of students who are looking for some business training but not considering a Business major.

Graduate programming

Several graduate opportunities are also under discussion with other Faculties. The Beedie School and the School of Mechatronics is considering a joint/double degree program to meet market demand for business-trained MEng students. We are in preliminary discussions with the Faculty of Health Science about an expanded relationship including Health ChangeLab as well as a joint/double degree MBA/MHS program. The Faculty of Science, along with the Beedie School of Business, are both interested in developing a new concentration in Financial Engineering as a third stream in the Master of Science in Finance (MScF) program with the expertise available in Actuarial Science and Statistics which would strengthen the MScF program and differentiate it from other programs offered in Canada. If successful, this stream should enrol about 20 students each year.

The Beedie School is interested in expanding the 12-month part-time program *Invention to Innovation* (also known as the Graduate Certificate in Science and Technology Commercialization) to provide research scientists and engineers with the theory, frameworks and skills to commercialize their inventions and contribute to new product development and commercialization in industry. The interdisciplinary program is open to graduate students, post-doctoral students, faculty and recent alumni of SFU and UBC graduate programs in science, engineering, health and environmental sciences.

Interdisciplinary Research Opportunities

Beedie Research Institutes

The B3 process highlighted the growing importance of Research Centres in supporting community outreach and interdisciplinary research and programing opportunities. Beedie will work to strengthen our Research Centres by focusing attention on supporting internal and external connections between students, scholars, and practitioners.

Internationalization of Programs and Activities

An international strategy is in development that examines three key areas: our partnerships, programs and experiences, and people. All of which will have an individual internationalization goal that will help form the overall strategy for the school.

(1) To better provide international knowledge and experiences for our staff and faculty internally
(2) Creating criteria to evaluate partnership requests and making sure that our partnerships have multiple connection points – exchange, research, teaching, and strategic priorities in the areas of innovation, social responsibility, and global perspective.
(3) To create a mandatory international experience in every program, which could vary depending on program demographics, academic level, and educational focus.
(4) Seek ways to leverage and integrate the diverse international worldview of our student base into the classroom experience by shifting towards a more international orientation and perspective.

3.6. Faculty Renewal

In Beedie, with a third of our continuing faculty members in their 60's, and with ongoing pressure from competitor business schools that seek to hire our faculty members, faculty renewal will be a key priority for the School in the next five years. In addition to replacing the three to four faculty members per year that we typically lose, we also need to grow to improve our student to faculty ratio, which currently measures 37:1, while a ratio of 30:1 is considered the "gold standard" in business schools. Exceptional schools have even lower ratios: Harvard, for example, has a student to faculty ratio of 7:1, with 74% of courses being taught with fewer than 20 students. Student to faculty ratios that are too high not only mean that student experience in the classroom suffers, it also indicates that faculty members face workloads that will likely interfere with research focus and accomplishments.

Based on these considerations, we have a goal of increasing our core faculty numbers to 105 by 2022/23. Another part of our faculty renewal planning includes consideration of the appropriate mix of rank/position for our continuing faculty members. Based on internal financial modelling, balanced with consideration of research output, we have determined that 25% of our continuing faculty should be teaching faculty (lecturers, senior lecturers and university lecturers). We also expect to continue in our use of practitioner faculty. In a professional school such as ours, and particularly in areas such as law, entrepreneurship and innovation, and in executive education, Professors of Practice can enrich our students' learning.

A further element of our faculty renewal planning concerns managing risks of faculty turnover and improving retention. We plan to increase fundraising to allow us to offer more fellowships, professorships, and chairs in order to better equalize our faculty salaries with those of competitor institutions. We have a goal of raising funds to support 25% of our faculty members having a fellowship, professorship, or chair. More broadly, we plan to expand our faculty support, mentoring and development processes, as suggested by our EQUIS accreditation review team and noted above.

Culture, Learning and Research

As we recruit to achieve these goals, we are taking steps to ensure that our hiring processes are transparent, equitable, and support our strategic vision and commitment to diversity. For example, in developing our faculty renewal plan for the 2018/19 hiring cycle we are requesting a position focused on issues of sustainability, which would allow us to build on current research strengths and a related SSHRC Partnership Grant held in Beedie, which is one of only a handful

of Partnership Grants at SFU. It also would allow us to support growing course programming at the graduate level on sustainability, as well as an undergraduate certificate in corporate environmental and social sustainability. Our research and teaching on sustainability is part of the commitment to Social Responsibility in our Beedie 2022 Vision. Consistent with this we have hired a faculty member whose research focus is Indigenous Business Leadership and who will support the growing indigenization of our curriculum. We have also submitted a joint proposal with the Faculty of Health Sciences for a CRC Chair in Social Innovation and are exploring other opportunities for shared positions with other Faculties.

In addition to designing positions to support our vision, we seek to hire individuals who share our commitment to diversity and who have an affinity with our vision. We highlight our values around diversity and our strategic vision in our position advertisements, and use fit with these factors as an explicit criterion in the hiring decisions on our selection committees. We also are moving toward longer candidate visits, to allow us to have both a traditional research seminar, as well as time for engagement with students and with a teaching seminar to ensure new faculty have the capacity to enhance the learning environment of our School.

4. Resources

4.1. Faculty complement – including renewal

We hired four continuing tenure-track faculty members in the 2017/18 recruitment cycle (Assistant Professors in MIS, Accounting, Strategy and Indigenous Business Leadership). We lost a smaller number of faculty than is typical this year, as only one senior faculty member retired, for a net gain of three and current core faculty total of 94. As outlined above, our goal by 2022/23 is to reach 105 core faculty members, and we will be actively recruiting to address the strains that exist on the Faculty’s teaching resources.

Our 2015 AACSB and 2017 EQUIS Peer Review Team visits indicated that our use of non-continuing instructors is within acceptable ranges, however it was noted that greater faculty resources were needed. The goal and need for expanded experiential learning activities at the curricular and co-curricular levels requires a re-examination of instructional resources to support these areas of student learning experience.

4.2. Support staff

As part of the Beedie Vision 2022 strategic goal to revise the organizational structure to align with our vision and based on a comparison with other Canadian business schools, we have identified a 1.25:1 FTE staff to faculty ratio as appropriate for our operations.

The task force that is currently redesigning our organization structure has identified several specific staff needs within our School, including on-going TRACS and other operational support systems development, an internal staff HR representative, a high-level internal operations position to coordinate all internal resources of the School (IT, finance, staff HR, and building
operations) and a position to coordinate space across our various locations (building/infrastructure).

4.3. Equipment

Effective Videoconferencing

With the further fractionation of the faculty planned with the 23rd floor at Harbour Centre and the increased integration necessary with the Charles Chang Innovation Centre, the importance of adequate videoconferencing has become a critical issue for Beedie. We need to collaborate and communicate more across five locations.

Improving Classroom Technology

The Beedie School will continue to request increased support from SFU facilities to improve the technology in our Segal classrooms to bring them up to standards set by comparable Canadian graduate business programs. We are currently working with the Executive Director of SFU Vancouver on a three-year capital plan project charter to apply for funds to pay for refurbishment and upgrade of all teaching and public spaces at Segal. This investment is necessary in order to maintain our brand reputation with our premium graduate programs. This includes updating our AV and classroom technology which are in need of immediate attention.

4.4. Operating budgets

Reconsidering the Faculty Allocation Model

The Faculty Allocation Model (FAM) inhibits program innovation, interdisciplinary collaboration, and provides limited rewards for faculties that generate tuition revenue. As one specific example, the graduate programs summary in Section 2.2 of this plan documents a 60% increase in the number of graduate students over a four-year period and an 80% increase in revenue from specialty programs. Over the same period the provincial grant allocated to the Beedie School through FAM has increased only 15%. The reality is that all of the student/tuition growth in the Beedie School graduate programs over the past four years has been almost completely unfunded by provincial grant. This is a significant disincentive for Faculties that have demonstrated the ability to grow.

This lack of equity in funding allocation has created the situation where Beedie now must generate $2.20 in tuition revenue for every $1 it receives in provincial grant from the FAM. Only three Faculties have a ratio above 1:1 (see table 1 – Line L). One potential resolution of this issue that would not affect current budgetary allocations of other faculties would be to develop a new revenue sharing model for new, and particularly innovative or interdisciplinary programs. Alternatively, graduate grant allocations across Faculties could be equalized.
Students pay tuition fees, faculty-based premium fees and a variety of student fees. The annual tuition and fees suggest domestic student pay $5,428 in tuition, $1,809 in Beedie premium fees and $1,145 in student fees for a total of $8,383. Student fees are not directly represented in the FAM. We assume that these student fees flow naturally to the units incurring the costs.

In order to stave off the erosion of our programs we believe that administration needs to consider why faculty premium tuition fees, which can be directly attributed to the increased costs within a Faculty, are treated differently than the student activity fees generated within departments. For example, Athletics is funded by flow through fees that are not subject to FAM.

Establish a limit on service unit cost expansion

The provincial government has established a 2% limit on tuition. Provincial government grants are stable or declining and tuition has become the primary source of revenue for SFU. Generating tuition, as opposed to receiving grants, requires more resources. As SFU becomes more reliant on generating tuition revenue, the growth in costs of supporting units (like those included in part C in the FAM) must be carefully managed.
Faculties are limited in revenue expansion by 2%. For many, this annual tuition increase represents the only significant growth in revenue that a Faculty can generate. This revenue generation can easily be eroded by increased costs of faculty, programming and staff within faculties. Item C in the FAM includes an expense sharing section detailing cost attributions for centralized services across Faculties.

As Faculties are limited to 2% increases, it seems natural to manage these centralized services by working to limit their annual increases by a number equal to or less than 2%. If it is a number greater than or equal to 2%, then each of these units will take an increasing share of faculty budgets. In 2018-19, Student Services grew at 6.7%, VPA, OAL, LL grew at 14.2% and the average across all service units was 6.8%. Given that growth in excess of the 2% fee cap must be offset elsewhere we believe that the Dean’s Council should be included in the oversight of these service area budgets to improve transparency and ensure that the service unit budgets are aligned with the Faculty and University mission and goals. We are aware that Queen’s University has successfully implemented this approach in recent years.

4.5. Space

In a 2017 detailed space analysis across the University, Beedie was identified as the lowest allocated faculty in terms of office space – evidenced in practical terms in the extensive use of shared spaces for faculty and staff at each campus. SFU has been supportive of Beedie’s space needs with the Charles Chang Innovation and Graduate Residence, and in agreeing to a 10-year lease on office space on the 23rd floor at Harbour Centre to alleviate the shortage of office space at Segal. But while the Harbour Centre space will alleviate some of our office space needs, it offers only a partial solution and will be insufficient as we grow.

Undergraduate program space

Space continues to be a limiting factor both in Burnaby and Surrey for faculty and students. In Burnaby we have been forced to relocate co-op (which has and continues to be a key element of our program) to a non-contiguous part of the building, a situation that is far from ideal. We have also run into difficulty scheduling our courses into rooms and times that are favorable to our students. The number and types of offices (a number of our offices are converted storage rooms with no external or internal window) coupled with the overall shortage has resulted in the need to have faculty share offices and increased administration to ensure that there is no overlap during teaching and student schedules. Certain disciplines, such as marketing and organizational behaviour, have specific requirements for laboratory space and the current space allocation and configuration does not lend itself to support these needs.

Deficiencies with offices and rooms at Surrey are well known and while they do not need to be described in detail the lack of large rooms impairs our ability to offer lower level courses and the physical layout on the 5th floor with its discontinuous offices limits high-quality student and faculty interaction. We are considering relocating and focussing the Business Minor at Surrey although this may exacerbate the aforementioned concerns.
Graduate program space

Space is a major focus for the graduate programs. We responded to critical requests for office space at the Segal building in Summer 2017 with an office partition project that removed Segal's lunch room, converted a meeting room to multiple offices, and further divided existing offices. The University has begun to address this space crisis with the temporary addition of 4,800 sq. ft. on the 23rd floor of Harbour Centre. We remain concerned about the effects of further fractioning of the school across different locations but have little choice in the near term as space needs are critical. The University Capital Committee has also provided $1M beginning in 2018 for Segal building renovations. The initial investment will focus on providing student spaces at Segal with the addition of over 80 new study spaces in a complete revamp of student study spaces across all floors by September 2018. We have also negotiated with Meetings and Events to take more control over the Segal lobby and first floor classrooms to provide potential instruction space for larger programs also beginning September 2018.

If we were to significantly grow our graduate programs and executive educational offerings over the next five years, we would seek a more comprehensive and long-term solution for the downtown campus. We would also like to consolidate our space in one location to ensure a better research and working culture and to better serve our students. In the next year, we intend to clarify our growth plans, define our vision for expansion of our downtown presence and with the University, explore options to accommodate this growth.

5. Additional Documentation

5.1. AACSB 2015 Peer Review Team Recommendations

** Prior to next Continuous Improvement Review (CIR), specific recommendations relative to AACSB standards that should be addressed and reported in the next CIR application and at the time of the next Continuous Improvement Review.

1. There were three issues that the Peer Review Team (PRT) felt need attention and will require response prior to the next CIR. These are a refinement and clarification of the school’s strategy and a focusing of the Assurance of Learning (AOL) efforts. With regard to the strategy, we spoke with a number of groups during the review and there wasn’t a consistent sense of how the school’s mission and strategy differentiated it from its competition and how it served as a mechanism to integrate programs and drive decision making. In terms of core capabilities and points of distinction, individuals emphasized engagement, global focus, experiential learning but there wasn’t a consistent sense of what these might mean or how they fit together to facilitate a strategic advantage for the school in its competitive niche.

2. The second point in need of attention was the AOL focus. While the school has done a commendable job (see commendations below) of responding to the previous CIR by creating a comprehensive AOL review system and database, it was felt by the PRT that the focus of the AOL was in need of sharpening (e.g., deciding upon 2-3 key features of learning outcomes related to the school’s strategic objectives rather than having 5-7 features that are only loosely coupled). The AOL outcomes should be adapted to the
strategic objectives of experiential learning outside of the traditional classroom as well to help reinforce the school’s achievement of general strategy.

3. The third area needing attention is faculty coverage in core programs -- in particular, the MSc (Finance), and the Management of Technology programs.

5.2. EQUIS 2017 Development Objectives

In accordance with the EQUIS Process Manual guidelines, I am formally presenting the three major development objectives that the School will address over the five-year period. These three objectives, as identified by the peer review team recommendations in their report (p.7), are:

- Implementation of strategic initiatives generated by the processes in 2016-7 (B3)
- Development of the School’s Executive Education portfolio
- Building a more systematic developmental approach for faculty appraisal and promotion

We look forward to reporting on our progress on these objectives in December 2019.

5.3. Beedie 2022

Calling

We develop innovative and socially responsible business leaders with a global perspective through education, inspired by research and grounded in practice.

Vision 2022 Strategic Priorities

The ten strategic priorities that are part of Vision 2022 are:

1. Revise Constitution to align with Vision
2. Revise organization structure to align with Vision
3. Revise Advisory Board to align with Vision
4. Create recruiting strategy to align with Vision
5. Create recognition and collaboration mechanism to align with Vision
6. Create branding, promotion and media strategy to align with Vision
7. Revise engagement strategy to align with Vision
8. Review degree programs to align with Vision
9. Create executive education strategy to align with Vision
10. Create international strategy to align with Vision