

WHERE NEXT? Toward a University Academic Plan

Smith School of Business Submission

April 15, 2010

In January 2010 Queen's Principal Daniel Woolf released his vision document "*Where Next? Toward a University Academic Plan*" [<http://www.queensu.ca/principal/wherenext.html>] to initiate discussions across campus about Queen's future direction and priorities.

Each department and faculty was asked to develop their own plans for the future in response to this document following a prescribed template of questions. Through the summer a university committee is synthesizing these submissions into a draft university plan which will be discussed over the Fall Term among the university community.

The submission from Smith School of Business, below, was developed through consultation with faculty and staff across the School. It begins with background about Smith's current strategic and operational priorities, followed by responses to the questions posed by the Principal.

Background

George Fallis (2007) argues that there are 3 critical aspects of education in the modern university (*multiversity*, to use his term): undergraduate, professional, and graduate. Smith School of Business has outstanding programs at the undergraduate and professional levels, and emerging strength at the graduate level. A broad overview of Smith is needed to contextualize the responses to the questions below.

Queen's Commerce program is Canada's oldest undergraduate degree in business, dating from 1919. The first graduates were in 1921, and significantly, several women graduated from the program in the 1920's. The program has grown to Canada's most sought after business program, and the one with the highest entrance standards in the country. With more than 4400 applicants annually for a mere 300 spots, the program uses a blend of rigorous academic and leadership criteria to select its students. Queen's Commerce regularly leads the university in exit survey and NSSE results as the most engaging program in the university. Accounting students consistently lead the province and the country for pass rates on professional examinations.

Queen's MBA was privatized in 1996, the first privatized MBA program in the country. Faculty members at the time voted unanimously to forego government funding so that this program could be offered at market rates and compete globally. This program has been ranked the #1 MBA outside of the United States by *BusinessWeek* magazine for 6 years, ahead of London Business School, IMD, and INSEAD. Queen's Executive MBA is offered in 3 different formats: to executives across Canada, to participants with a business undergraduate degree and across Canada and the United States in partnership with Cornell University. All three formats are delivered by videoconference.

Queen's MSc and PhD programs are important components of Smith's research strategy and have been steadily improving in the last several years. The strategic change introduced in 2003 to focus primarily on preparing students for academic careers in strong institutions is part of a long-term strategy to position these programs among the best in Canada and competitive globally.

Queen's Executive Development programs are the largest in Canada and among the best in the world. These not-for-credit programs are consistently ranked in the top 25 worldwide by *BusinessWeek* magazine and the *Financial Times*, and are offered in open-enrolment and custom education formats, both across Canada and elsewhere.

More recently, Smith introduced the first Masters of Global Management (MGM) program in North America, and the first graduate diploma program at Queen's (Graduate Diploma in Accounting). The MGM attracts a very diverse student pool, with 46% on average from outside of Canada. This is the first year of the Graduate Diploma in Accounting, and more than 100 students applied.

It is important to recognize that the success of these programs and Smith is a direct result of the restructuring that was started in the early 1990's in the School of Business. This began with the explicit recognition that we would not be able to compete effectively in Canada, let alone globally, on government funding alone. The school consciously eschewed government funding and set out to compete with its programs at market rates. Twenty

years later the result of this transformation is a budget that is 90% privately funded. This funding is used to hire high quality faculty that are excellent researchers and teachers that allows us to compete with the best business schools in the world for faculty talent (with the exception of the most elite US business schools) and supports the quality necessary to continue to compete successfully with the best business schools in the world.

The role of professional education in modern universities in general is far reaching. Professional schools are not only critical to the creation of knowledge, they play a particularly crucial role in the translation of that knowledge to the broader community and have a symbiotic relationship with the professions that they serve. Strong business schools provide a unique and on-going link to the broader society in which the university operates, and both nurture and benefit from that linkage.

Smith uses a strategic framework and rolling operational plans as a guide for all strategic decisions. The current strategic framework was re-affirmed by faculty unanimously in August 2008 (see attached). The overarching operating plan for the school is the "4 in 5 Plan" which outlines the 4 things the school needed to do in 5 years in order to continue to thrive. This plan initially took effect in July 2006, and the 5 years expires in June 2011.

The critical aspects of the 4-in-5 Plan include the following four integrated pieces:

1. **Faculty Growth** – increase the faculty size by 15 tenured and tenure-track members.
In order to remain competitive with other top business schools and competitors in Canada and abroad, the school needs to expand the number of tenured and tenure-track faculty. We have moved from 51 tenured and tenure-track faculty in July 2006 to 60 tenured and tenure-track faculty projected for June, 2010, an increase of 9 faculty. The recently approved expansion of Goodes Hall and the Commerce program will enable us to achieve the goal of increasing the faculty size by 15 tenure-track faculty.
2. **Innovative Program Creation** – create innovative new programs and initiatives.
In 2006 Smith launched a joint MBA-LLB degree with the School of Law, and in 2007 the first Master of Global Management in North America was introduced. We have subsequently created 5 double degree programs for Masters of Global Management students in partnership with a number of top European universities. Smith adopted the first Certificate in Corporate Social Responsibility in North America, Canada's first student-run new ventures fund, as well as centres that study knowledge management and responsible leadership.

We are launching a graduate diploma in Accounting in May 2010, one of the first graduate diplomas at Queen's. In July 2010, we are launching an innovative Masters of Management in Finance program that will be delivered in downtown Toronto.

3. **Strategic Program Growth** – build our global reputation through growth in key programs
The Commerce program is scheduled to grow from 300 to 450 new students per year, and Queen's full-time MBA program has grown from 60 students to 120 students per year. In addition, the Accelerated MBA for Business Graduates and Executive MBA Americas have grown steadily since being introduced.
4. **Physical Space Growth** – expand Goodes Hall
On March 5, 2010, Queen's Board of Trustees approved the expansion of Goodes Hall. This new wing of Goodes Hall will provide new classrooms, study space, and offices to enable planned growth in the School for the next decade.

The "4 in 5 Plan" has been instrumental in guiding operational decisions for the School. With 15 months to go for the plan we are on track to achieve most of the goals outlined in the plan.

1 How will your unit or programs contribute to Queen's mission of research, scholarship, teaching and service to the community, province, nation and broader world? What steps will you take, through the delivery of high quality programs, to attain these goals?^{1,2}

Speak specifically to:

a Program structures (areas or fields for emphasis; de-emphasis or discontinuation)

Queen's Commerce is scheduled to grow from 300 to 450 new students per year with the expansion of Goodes Hall. The one-year full-time Queen's MBA program expanded last year from 60 to 120 students per year, and there are no plans for further growth at this time. With the increase in faculty size over the last 4 years there is increased capacity to supervise doctoral students; Smith School of Business would like to grow the PhD program to leverage this capacity and increase our research focus.

Smith is also increasing focus on emerging fields of emphasis in business, including responsible leadership and sustainability (Centre for Responsible Leadership), as well as local and regional development (Monieson Centre).

We have closed our Executive MBA classroom in Ottawa and merged that program into our National Executive MBA delivered via videoconference. We have also transformed our summer accounting courses (QAAP) into a new graduate diploma in Accounting which had over 100 applicants in its first year. Our next project will be to look across our various Masters programs for points of consistency so that we can share resources across programs.

b Interdisciplinarity

The major research centres in Smith (Monieson, Centre for Responsible Leadership, New Ventures) are very interdisciplinary and involve faculty and students from across campus. Smith has a joint MBA-LLB degree with the School of Law, and double degrees with our Master of Global Management program and 5 major European business schools.

There is a tremendous opportunity for Smith to increase the role it plays in interdisciplinary research and programs at Queen's. The Monieson Centre is already conducting interdisciplinary research on health care, sustainability, and public policy. Canadian business schools can contribute to the resolution of many social problems and Smith is poised to join in interdisciplinary research on these and several other critical societal issues (e.g., social justice, governance, etc).

Smith has entered discussions with different units at Queen's to develop interdisciplinary programs. There are several different combinations possible, including creating a business minor for other faculties, joint undergraduate degrees, and pairing an undergraduate degree from elsewhere in the university with a one year Master of Management degree at Smith (e.g., Psychology, Computer Science, Applied Science).

c Curriculum reform and inclusivity

We have made important strides in increasing student diversity; for example:

i) Full-time Queen's MBA – broadening student intake

After over a decade of success as a niche program aimed at students with a background in science or technology, in 2006 the full-time MBA program was repositioned to target a broader range of students, and redesigned to add unique elements through which students can personalize the program to suit their needs and develop their strengths. By broadening the background of students, the percentage of women has grown from 17% for the class of 2007, to 31.5% for the class of 2010 (which equals the mean percentage of females in MBA programs in Canada). The academic background of students has also shifted, yielding a more diverse class. Of note is that 71% of the current students have science or engineering degrees, down from 96% in earlier years. The international make-up of the class has remained stable, with approximately half being Canadian, and half from approximately 13 other countries, many of whom already have graduate degrees. This far exceeds the average of 15% international students in Canadian MBA programs.

ii) Recruiting women students into MBA programs

Historically, Queen's Commerce program has had a 50/50 split of female to male students without any intervention in our recruiting or admission processes. The MBA programs have not been as balanced. We have conducted research to understand the barriers women face in taking an MBA. In addition to the repositioning of the full-time MBA described above, we have developed strategies to recruit more women into both the full-time and Executive MBA programs.

We have been successful in running “Women and the MBA” events, where we invite potential women MBA candidates to a half-day session where they hear from a panel of women MBA graduates discussing the challenges they faced and how they were successful in earning their degree. At these sessions candidates can also meet female Smith faculty members and program leaders, and network with other prospective female MBA students. Since the first event in Toronto in November 2006, we have rolled out the program to include annual events in Toronto, Calgary, Ottawa and Vancouver. While it is difficult to attribute attending a Women and the MBA event as the deciding factor in enrolling in a Queen’s MBA program, these events are part of our multi-faceted strategy to appeal to prospective women students. We have a good understanding of the unique challenges women face, so that when we are advising women applicants we can anticipate and help them overcome these barriers. We are optimistic that we will continue to increase the participation in our full-time MBA program because of its new structure and team-based collaborative learning methodology

Other initiatives for increasing Smith's profile with women include: (1) sponsoring the “Women of Influence” and “Young Women of Influence” speaker series – these are premier events that attract thousands of career women to hear from high profile women leaders in cities across Canada; (2) joining the US-based Forte Foundation – a networking and educational group aimed at encouraging women in business through leadership forums, informal mentoring and online education. Smith is the only Canadian business school member. Two female Smith MBA students receive a Forte Foundation Fellowship annually to support their education; and (3) there is an informal mentorship program in the Executive MBA program where current female students or recent alumnae mentor women applicants. We match women with similar backgrounds to help them support and inspire each other.

As a result of these focused efforts, the percentage of women across Queen’s MBA programs has increased from about 18% to 29% in the last four years. With the growth of our MBA programs, the absolute number of women earning a Queen’s MBA degree has grown from 52 in the Class of 2007, to 108 women who will graduate with the Class of 2010. The trend has continued into 2010 – the Accelerated MBA for Business Graduates class that started in January 2010 has 43% women, the highest percentage ever.

iii) Recruiting women to the Smith Advisory Board

By actively recruiting women to our advisory board we have brought on four new members, bringing the total to six out of 35 (17%). One of the tasks that they agreed to accept is to continue the aggressive recruitment of female members. It will be especially valuable to increase the representation of women on the Board as we seek to recruit more female students to our graduate programs and ask alumni to support our major fundraising campaign.

We have also introduced many programs to increase cultural sensitivity and promote inclusivity:

i) Cultural Sensitivity and Inclusivity

A number of initiatives are underway in support of cultural sensitivity and these initiatives help educate students about cultural sensitivity and inclusivity:

- Cross-cultural communications – As part of the Communications and Professional Development requirement for the Commerce Program, there is a mandatory lab dedicated to cross-cultural communications. Faculty report that students bring issues covered in this lab into other classes such a governance and marketing.
- Equity Issues Committee – As part of the Commerce Society, the Equity Issues Committee has a mandate to ensure that the Commerce Program is as inclusive and welcoming as possible to all students. To achieve this, they have organized Positive Space training as well as run numerous campaigns about diversity throughout the year.
- Commerce student counselling – Smith has a counsellor for undergraduate students who is able to support students from different countries.

- Introduced Commerce elective course "Business Communications in North America" – The course was introduced in Fall 2009 aimed at exchange students, to enhance their exchange experience and promote greater inclusiveness with Queen's students.
- Frosh Week – The Commerce office has enhanced supervision of Frosh Week to ensure its appropriateness and inclusiveness with good success.
- Diversity among full-time MBA students – There is a tremendous amount of diversity in our MBA program. Each year a significant international recruiting effort results in 40-50% of the full-time class being international students. Issues of inclusion are addressed in the team building sessions at the start of each new program. Issues that may arise throughout the program are proactively addressed by a team facilitator who is assigned to each student team. The diversity of the program increases in the final stage with the inflow of exchange students from our partner schools around the world.

d Degree Structure (e.g., credit hours)

The credit hours of Commerce programs are quite consistent across business schools (120 "new credits"). We are among the most structured undergraduate business programs, however, because we require a broad business education, which is consistent with our vision of best practices in undergraduate business education. There is a little more variation in MBA programs (typically 60 "new credits") and considerable variation in Executive MBA programs. The Master of Management program is the first of its kind in North America, and is designed to integrate fully with the European Bologna process.

There is considerable opportunity to create innovative double degree programs with the Commerce and Master of Management programs, business minors with Commerce courses, and double degrees with the MBA or Executive MBA programs, both at Queen's and with international partners.

e Course format (length, weight, delivery mechanisms, location, etc.)

Smith School of Business is a world leader in the delivery of outstanding business education to distant locations in a synchronous format. We have been delivering our Executive MBA program across Canada via videoconference for 16 years, and are widely recognized for our expertise in this format. Smith has 2 broadcast studios on site from which we deliver our Executive MBA, Accelerated MBA, and Executive MBA Americas programs.

Recent technological changes have led to the delivery of this material over the internet (versus ISDN telephone lines) at no loss of broadcast quality. Smith is currently testing further technological advances that will allow us to use our innovative pedagogy and extend our reach even further.

Smith is poised to provide significant leadership for Queen's on the delivery of distance education. We have initiated discussions with the Faculty of Education to share insights and best practices on the use of course management software, and are pleased to work with them and the Centre for Teaching & Learning to lead in this area.

Smith is also looking into the structure of the courses in the MBA and Executive MBA programs with an eye to modularization. This means that learning goals will drive course content, which in turn will drive the length of courses that could vary considerably. In addition, we are looking across all of our Masters programs for points of similarity so that we may share resources more efficiently.

f Innovative teaching and learning techniques (i.e. e-learning, field study, exchange, capstone experiences, co-curricular activities, etc.)

There are numerous innovative teaching and learning techniques used in the School of Business, both at the Commerce and MBA levels:

i) Commerce:

Over 70% of Commerce students participate in an international exchange in their 3rd year, with about 240 students going abroad and another 240 visiting Smith. This has an enormously positive benefit for the diversity of the class, and plays a significant role in increasing the overall exceptional experience of the program for those on exchange as well as those in Kingston.

The Certificate in Corporate Social Responsibility is offered as an option layered on top of the Commerce program. Students who wish to earn this certificate must select elective courses from a list of qualified courses, participate in CSR Weekends in each of their years in the Commerce program, as well as volunteer for community service.

There is a required capstone course for all Commerce students (Comm 401) that brings together lessons from across the complete Commerce curriculum. In addition, there are live interactive cases, simulations, and visits to local prisons as part of the Commerce ethics class.

The Commerce Society runs extensive extracurricular activities, with 10 external conferences and 4 four external case competitions annually. These activities include Canada's oldest undergraduate conference (QBET, 34 years old) and case competition (ICBC, 32 years old). The Commerce Society Outreach Commission runs 5 five outreach initiatives that provide volunteer work in Kingston as well as internationally.

Conferences (10):

QACE – Queen's Advancing Canadian Entrepreneurship

QBET – Queen's Conference on the Business Environment Today

QBFFI – Queen's Business Forum on the Fashion Industry

QCIB – Queen's Conference on International Business

QFAC – Queen's Finance Association Conference

QLEAD – Queen's Leadership Excellence and Development Conference

QMAC – Queen's Marketing Association Conference

QSIC – Queen's Sports Industry Conference

QWIL – Queen's Women in Leadership Conference

CEEC – Commerce and Engineering Environmental Conference

Competitions (4):

ICBC – Inter-Collegiate Business Competition

Q3C – Queen's Commerce Corporate Challenge

QEC – Queen's Entrepreneurs' Competition

DECA Queen's – Developing Excellence Developing Achievement

Outreach Commissions (5):

Commerce Kids

Queen's Commerce Outreach

Commerce Charity Cup

Queen's Commerce Initiative Abroad

Students in Free Enterprise

Along with hosting conferences and case competitions, Commerce students also participate in several national and international case competitions.

ii) MBA

Queen's MBA programs are well known for their innovations in teaching and pedagogy. The philosophy of the MBA program is to educate the "whole student". There are both team and individual coaches for all participants in the programs, as well as a Fit-to-Lead program that helps people learn to live a balanced lifestyle. In addition, there are international exchanges (Queen's MBA), an Innovation Summit (Queen's MBA), field trips (to Shanghai for the Executive MBA and Executive MBA Americas), a team Global Business Project (Executive MBA Americas), Corporate Social Responsibility Certificate (Queen's MBA, Accelerated MBA), a capstone simulation (Executive MBA Americas), individual projects in new ventures, Management Consulting Project (Executive MBA, Queen's MBA, Executive MBA Americas), and a capstone experience (Queen's MBA, Accelerated MBA). MBA students also participate in several national and international case competitions.

g TA support and adjunct teaching

i) TA Support

All faculty have access to TAs for their courses, and those teaching larger sections receive enhanced support. When Queen's University introduced the TA Policy in 2005, Smith assigned the administration of this policy to the Smith Human Resources department. Over the years, the TA process has evolved from paper-based to a web-based process, using what we call the "TA Portal". The TA portal allows faculty members to post TA job vacancies to a web site and allows students to review all the positions available and register for TA positions by posting their resumes to the portal. The TA portal is a unique tool used by Smith, and has captured the interest of other faculties around campus. The information sharing that occurs on the portal not only improves our administrative efficiency, but more importantly, provides students with equal access to all Smith TA job opportunities. Smith faculty also have equal access to the School's TA applicant pool.

ii) Adjunct Teaching

The School of Business has 10 continuing adjuncts who play an important role in teaching and service in the school. Continuing adjuncts in Smith are typically teaching specialists who have a strong professional background and a passion for teaching. They bring a practical perspective to the classroom, as well as provide excellent support for broader student activities such as case competitions, coaching, career preparation, etc. We also employ select term adjuncts with specialized backgrounds to deliver specific courses highly tailored to student educational needs.

h Infrastructure (physical)

Smith is currently undertaking a 75,000 square foot expansion of Goodes Hall, adding more classroom, student study, and office space to enable the expansion of the Commerce program from 300 to 450 new students per year, as well as some expansion of our Masters and PhD programs.

2 What are your areas of demonstrated excellence in research and graduate teaching?

Identify no more than three.

All of the research emanating from Smith is united by a single theme: its relevance to and origin from within the world of organizations. To date, most of our focus has been studying for-profit organizations, but there is increasing focus on the not-for-profit sector in the school (e.g., establishing the Voluntary Sector Reporting Awards for transparency in reporting). Within this overall focus there are 3 major trends that transcend the disciplines of inquiry that often structure a business school:

Areas of Research and Graduate Teaching Excellence	Underlying Disciplines
How people perform effectively and responsibly in organizational settings including in the broader societal context	Accounting, Finance, HR Management, International Business, Management Information Systems, Managerial Economics, Marketing, Operations Management/ Management Science, Organizational Behaviour, Strategy
How organizations are created, thrive in competitive environments, and interact with individuals, other organizations, and society as a whole	
How high quality information is generated, managed, and applied by organizations	

Business schools are by their very nature interdisciplinary. The 3 areas above receive attention from different underlying disciplines within Smith, and clearly there are numerous possible links to the rest of the university (e.g. Policy Studies, Psychology, Sociology, Health Sciences, Development Studies, Applied Science, Economics).

The focus of Smith on the interdisciplinary study of organizations positions the business school well for collaborative work on any university priority that involves organizations. Here are 3 examples:

- i) **Sustainability**
Many issues of sustainability are organizational issues. For instance, how can an organization be sustainable and competitive; how is sustainability measured and reported; how does one distinguish true sustainability from green washing.
- ii) **Health Care Reform**
There are numerous financial, economic, governance, leadership and change management issues related to health care organizations that have fundamental underlying organizational issues.
- iii) **International Development**
Many of the issues in international development are fundamentally organizational in nature. These include the ethics, economics, and financing of development; finance and accounting issues for organizations working in such environments; and the motivation and effective management of people.

a What metrics do you use to establish “excellence”?³

Primary criteria

- Publications in top tier journals
- Scholarly books and scholarly book chapters
- External grants
- Major awards and honours
- Knowledge mobilization (impact through media)

Additional criteria

- Graduate student placement
- Editorial roles in leading journals
- Citation/impact factors for publications and researchers

- Business cases and popular books
- Significant conference roles
- Student involvement in research

b Are there parallel areas of strength in other units in your Faculty or elsewhere at Queen's that might merit this being a University area of emphasis?

There are numerous areas in the University of potential overlap of interest in teaching and research. Several of them were mentioned above, but some of the most natural fits are with Applied Science, Health Sciences, Policy Studies, Economics, Psychology, Sociology, and Development Studies.

3 Outline the current and future relationship between research and teaching in your unit and programs. Speak specifically to:

a Undergraduate participation in research (current and future)

Every undergraduate at Smith participates in applied research that prepares them for the types of discovery required in professional practice. In first year, all Commerce students conduct research to prepare a report recommending action for a fictional business. In their second compulsory marketing course, students conduct marketing research for a challenge facing a real business. In fourth year all students work on a team consulting project where they develop a report to respond to a current situation challenging a real business or organization in southeastern Ontario. Students conduct research as part of the deliverable to their clients, which are recruited by The Monieson Centre. Examples of the mandate of these reports include: Developing a marketing strategy for a new business; conducting an operational review focused on cost reduction or cost efficiencies; and developing a strategy to reposition an organization. In addition, a number of elective courses have a research component.

Undergraduate students at Smith have the opportunity to apply for Research Assistant positions, and many do so both in the Fall/Winter and the Spring/Summer semesters. It is not unusual for students who have served as RA's to gain an interest in attending graduate school. In addition, undergraduate students have the option of volunteering to serve as participants in the research being conducted by Smith faculty and graduate students, and an overwhelming majority of students have participated in at least one study. At the end of each study, undergraduate students receive a summary of the particular study, providing important exposure to an integral part of Smith's activities.

b Graduate student role in the relationship between research and teaching (current and future)

We affirm the essential role of graduate students in the life of the University through their contributions to the University's core mission of discovery – discovery through outstanding research, discovery through scholarship, and shared discovery through teaching. All Smith graduate students receive formal training before teaching and extensive mentoring while in the classroom. We have established “Teaching Fellows” as a position of honour for our graduate students and selection is based on competency not seniority.

c Role of postdoctoral fellows and research associates if applicable

Postdoctoral fellows are not typical in business schools because of the strong demand for business faculty members worldwide. The Monieson Centre has had postdoctoral fellows in the past, and Smith would welcome postdoctoral fellows in the future and integrate them into on-going research programs and centres with faculty and students.

4 What international activities is your unit engaged in and what additional activities would it wish to engage in, given resources?

a Teaching

i) Visiting Professors

Since 2008, five faculty members have held or continue to hold Visiting Professor appointments at international schools: University of Auckland (New Zealand), University of Cambridge (England), Moscow School of Management (Russia), University of Mannheim (Germany), Katholieke Universiteit Leuven (Belgium), University of the Witwatersrand (South Africa).

ii) Gulf Region

Smith began offering executive development courses in Dubai in 2007, and has expanded to include three sites in the Gulf Region. Smith faculty have taught programs in leadership, strategy, finance, marketing, human resources and governance to public and private sector senior managers in the region.

b Research

Smith faculty members have a strong international presence with their research. Smith faculty in all areas of study regularly publish in the top-tier international journals in their field. In addition, they collaborate on this research with colleagues from countries around the world, including the US, Great Britain, Singapore, China, France and New Zealand. Our faculty members have also been recognized by being accorded Fellowships in international organizations such as the Association for Psychological Science, Society for Industrial and Organizational Psychology, the European Academy of Occupational Health Psychology, and the Royal Society of Canada. Three accounting faculty have been awarded the “distinguished contribution to accounting thought award” by the Canadian Academic Accounting Association, a record that no other school has exceeded.

c Service

i) Academic journals and associations

Many Smith faculty members serve their profession through leadership roles in their international academic associations and by taking on editing roles at international journals. Seventeen Smith faculty members currently hold editorial positions with at least one international journal, and six faculty hold executive positions with academic associations. *Contemporary Accounting Research*, one of the top five international accounting journals will be situated at the Smith for the next three years.

ii) UN Global Compact’s Globally Responsible Leadership Initiative

In 2004 Smith was chosen to join a pioneering group of 21 leading global business schools and corporations along with the United Nations Global Compact and the European Foundation for Management Development to form the Globally Responsible Leadership Initiative (GRLI). The GRLI’s mandate is to work on a range of pressing issues related to globally responsible leadership. In 2007 Dean Saunders was part of the team of business school leaders that developed the “Principles for Responsible Management Education,” which was endorsed by UN Secretary-General Ban Ki-moon.

iii) Business school accreditation bodies

Dean Saunders is a member of the Board of Trustees of the European Foundation for Management Development (EFMD). From 2005-09, he served on the Board of Directors and was Secretary-Treasurer of US-based the Association to Advance Collegiate Schools of Business (AACSB International), and was Chair of the Canadian Federation of Business School Deans from 2004 to 2006. Several Smith faculty members serve on international peer review teams for AACSB and EFMD.

d International institutions with which you have faculty-level partnerships (list enclosed)

i) International Exchange partners

Smith has over 70 international exchange partners (list attached). Students from the Commerce and full-time MBA programs can participate in an optional exchange. About 70% of third year Commerce students and 20% of full-time MBA students currently participate. Master of Global Management students participate in a mandatory exchange.

ii) Double Degree programs

The Master of Global Management program currently has 5 double degree programs: HEC Paris (France), Mannheim (Germany), Maastricht (Netherlands), Copenhagen Business School (Denmark), and Bocconi (Italy). Discussions are underway with additional partners in Europe, South America, and Asia.

iii) Executive MBA Americas

This dual degree MBA program is offered with partner Cornell University's Johnson Graduate School of Management to students across Canada and the U.S. through live interactive videoconferencing and residential sessions held at Queen's and Cornell. Each school contributes half the teaching.

iv) CEIBS course for Executive MBA students

Students in Queen's Executive MBA and Executive MBA Americas programs can participate in an optional one-week course in International Business Management at CEIBS (China Europe International Business School) in Shanghai. In addition to academic content delivered by CEIBS professors, the course includes field visits to local companies.

e International institutions with whom you would like to have faculty-level partnerships and why

As we expand the Commerce program we will continue to add international partners. We create exchange agreements with the best business schools in every region of the world, and are interested in creating more exchange relationships in various developing countries.

5 What factors distinguish your unit from similar ones in other universities?

There are several key factors that distinguish Smith from other business schools. The top 3 factors are:

a Innovation in teaching and research

Smith has an enviable record of innovation. One clear sign of innovation is the frequency with which competitors adopt your ideas. We will provide a few examples of recent innovations by the school, most of which were copied immediately by competing business schools. Smith was the first Canadian MBA program to compete internationally by raising its tuition to market rates. This not only led to our high ranking, it also immediately yielded numerous competitors in Canada who conducted the same tuition and curriculum reform to compete internationally. More recently, we were the first school in North America to offer a Master of Management that was integrated with the European Bologna process. We are now aware of 3 other programs in North America, two of which are in Canada and were clearly influenced by our program. Our approach to accounting education, supplementing undergraduate coursework with more specialized summer courses, has been copied by other schools. Finally, our idea to videoconference the Executive MBA across Canada was tried by others but we were the only school to sustain this approach. A unique and inimitable characteristic of Smith is our understanding of connecting faculty, students, and technology through a network of small conference rooms. This approach has proven difficult to copy.

As far as research is concerned, researchers at Smith have a long tradition of collaborating across business disciplines, as well as with faculty members in numerous areas of the university. Recent examples of this is work spearheaded by the Monieson Centre on economic development, health care, sustainability, and public policy,

b Programs

As a professional school, Smith takes great pride in the quality of its academic programs and creating an exceptional student experience. The Commerce program has the most rigorous entrance requirements in the country and is one of the strongest programs in the world. The MBA program competes with the best in the world and is consistently ranked higher than major competitors. Smith's focus on programs is quite different from other business schools that focus on pedagogical approaches (e.g., Ivey (UWO) is the "case school") or topics (e.g., Rotman (Toronto) is the "finance school").

One of the benefits of our approach is significant buy-in from faculty and staff to make the programs as strong as they can be, and a willingness to embrace change that is often not seen at other schools. A recent example of this was the complete redesign of the Queen's MBA program *while* it was ranked #1 by *BusinessWeek*. Many organizations are tempted to rest on their laurels when successful, but Smith saw a great opportunity to use the ranking to leverage change in the program and make it even stronger.

Finally, it is important to note that the level of service provided in our teaching and research programs is vastly superior to that of other business schools. While we do not have more staff than other leading business schools, we have a service culture focuses on the complete experience of our students both inside and outside the classroom. We distinguish ourselves by exceeding expectations in everything we do, and our stakeholders recognize and appreciate this.

c Structure & Budget

Smith has discipline-based area groups but no formal academic departments. This flat structure facilitates the cross pollination of research ideas and working across traditional academic boundaries. This yields a very collegial culture that allows faculty and staff to focus on topics of interest rather than defend institutional boundaries. While many other business schools embrace formal departments, Smith has a strong value of mutual respect for outstanding work regardless of its discipline or source, and that is a critical piece to our success. Smith's budget is also unique among our Canadian competitors, with only 10% of the overall budget of the School coming from government funding. This provides a different mindset for the School, which is both a cause and result of our constant innovation.

- 6 *The Ministry of Training, Colleges and Universities (MTCU) is interested in multilateral partnerships between universities and between colleges and universities as mechanisms to improve student access to and mobility in the post-secondary sector (i.e. university transfer credits, college credit transfer toward baccalaureate degrees, college offerings of baccalaureate degrees)⁴. Are there opportunities within the evolution of your academic programs to consider these types of partnerships?***

With more than 4400 applications for admission, and numerous internal requests for transfer into Commerce by students in other faculties at Queen's, there is a real challenge in participating in multilateral partnerships with other institutions for the Commerce program. We would welcome, however, creative partnership discussions with high quality colleges and universities.

- 7 *Some funds will be centrally allocated beginning in the 2011/12 budget year for new initiatives and established or emerging areas of excellence. State how you would allocate any net new resources awarded to your unit.***

Smith continues to have fewer faculty than our competitors for the number of students enrolled and the level of research excellence expected. While the upcoming expansion will help with this, we would allocate any net new resources to hiring new faculty, with an eye to align them with emerging areas of research at the university and school.

- 8 *Provide a brief response on behalf of your unit to the general content of Where Next?, paying particular attention to areas in which you see the potential for your unit to move forward using existing resources.***

Where Next? was the focus of discussion at 4 faculty meetings, several committee meetings, and the School of Business Advisory Board. The School's submission was endorsed by the Smith Faculty Board. Overall the document was greeted with enthusiasm and was perceived as an excellent foundation for discussion of the future of the University. It is clear that the University needs to make choices, and that these choices should build on traditional strengths while embracing the future. The faculty welcomes the opportunity to join in the conversation about where the University is heading and how they can support change.

The faculty perceived several specific areas where Smith could play a significant leadership role for the University (from the "10 Proposals for Consideration"):

a Interdisciplinarity

Smith faculty conduct a great deal of their research with colleagues in different areas of business (i.e. strategy and international business; human resources and technology; accounting and ethics, etc), and are therefore experienced in collaborating across disciplines. There is also collaboration within the University, such as with Monieson Centre projects, the joint LLB-MBA program and discussions about business minors. Smith faculty draw extensively on social science disciplines such as economics, psychology and sociology leading for the potential for more integration at the PhD level and rationalization of course offerings. As noted above, there is significant opportunity to collaborate with research and programs in Health Sciences, Applied Science, and several departments in Arts and Science.

b Virtualization

Smith is doing interesting, innovative work in this area, building on our extensive expertise in videoconferencing, team facilitation and technology-assisted communications through portals and social media. We can build on our expertise and help Queen's be a true leader in this domain.

c Field Studies

Smith is very active in experiential learning. Examples include case studies, research, engagements with the business world, and Commerce Society conferences and competitions. The extensive international exchange opportunities from which more than 75% of Commerce students choose to participate is experiential learning at its best.

d Connecting Teaching and Research

Smith is a leader through case writing and teaching, faculty doing consulting engagements, and the activities of the Centres. As discussed above, every undergraduate at Smith participates in applied research in their courses. In first year all Commerce students conduct research to prepare a report recommending action for a fictional business. In their second compulsory marketing course, students conduct marketing research for a challenge facing a real business. In fourth year all students work on a team consulting project where they develop a report to respond to a current situation challenging a real business or organization in southeastern Ontario. Students conduct research as part of the deliverable to their clients, which are recruited by The Monieson Centre. Examples of the mandate of these reports include: Developing a marketing strategy for a new business; conducting an operational review focused on cost reduction or cost efficiencies; and developing a strategy to reposition an organization. In addition, a number of elective courses have a research component.

e Reaching beyond Kingston

Smith already has a global focus: almost half of our faculty are from outside of Canada; faculty are conducting research with colleagues from around the world and publishing in international journals; about half of the full-time Queen's MBA students are from outside Canada; and over 70% of Commerce students participate in an international exchange. We have the relationships and reputation to help the University further extend its reach internationally.

The Executive MBA program is taught in team rooms across Canada, and the Executive MBA Americas program is taught in team rooms across North America. We are exploring new pedagogical and technological advances that will enable these programs and others to extend our reach even farther.

Smith is also committed to enhancing its location in Toronto and to expanding the programs that are offered there. Tangible benefits of this include being able to provide our excellent programs to students who are unable to attend class in Kingston. The intangible benefits are numerous, including increased brand awareness in Toronto and increased perception of Queen's as a world class provider. Currently all Executive MBA and Executive Development programs operate from the Toronto office. The Masters in Finance program will be offered in Toronto from July 2010, our first degree program offered exclusively in a location outside of Kingston.

There were also some cautions offered by the faculty. Perhaps the most important was with respect to the 4 Institutional Priorities. The concern here is that these priorities need to be viable differentiators for the University in the long run, but also must build and bridge internal communities in order to be effective. The breadth versus depth of the chosen areas will be critical to the success of the plan.

Some faculty also expressed concern that "Where Next?" did not highlight service to Kingston. There is a great opportunity to become better integrated into the Kingston community at little cost. For instance, Smith has been presenting an annual business forecast lunch for the local business community for more than 25 years; this event "sells out" every year and is attended by numerous local business people.

Finally, there was also a suggestion to include a statement about ethics and integrity in the statement of values, such as "our faculty, staff, and students act, and are seen to act, in accordance with the highest possible ethical standards".

¹ If applicable address program accreditation in the context of the itemized list provided.

² Please project your tenure-track and continuing adjunct staff complement ahead five years and calculate the total number of courses that can be offered given planned budgetary reductions.

³ Empirical data from OCGS and IAR reviews as well as other assessments are appropriate.

⁴ Recent documents presented to MTCU from the Council of Ontario Universities (COU): *Reaching Even Higher: The next multi-year funding plan for post-secondary education* (not yet posted to the COU site); and Colleges Ontario (CO) www.collegesontario.org/policy-positions/position-papers/new-vision-for-higher-education.pdf provide greater detail on this initiative. A further reference on this topic is the recent McGill-Queen's publication: *Academic Transformation: The forces shaping higher education in Ontario*. Ian Clark et al. 2009. <http://mqup.mcgill.ca/book.php?bookid=2363>.