

SIMON FRASER UNIVERSITY

Vice-President, Academic

MEMORANDUM

To: Senate From: J.M. Munro, Chair
Senate Committee on
Academic Planning

Subject: External Review Date: June 17, 1991

The External Review of the Faculty of Business Administration, and the response prepared by the Faculty were considered by the Senate Committee on Academic Planning at its meeting of June 12, 1991. Any interested member of Senate may obtain a copy of these reports by phoning the office of the Registrar at 4176.



copy to AW

SCAP 91-26

Simon Fraser University
FACULTY OF BUSINESS ADMINISTRATION MEMORANDUM

May 10, 1991

TO: Dr. J.M. Munro, Vice-President/Academic
FROM: Stanley J. Shapiro, Dean
SUBJECT: Faculty of Business Administration -
Response to External Review



Attached you will find this Faculty's response to the report of the External Review Committee which examined our activities last May. I would urge all of those reading both the External Review and our response to keep the following two factors in mind. First, we did not consider it appropriate to discuss at length those aspects of the External Review directed primarily to the central administration of SFU rather than to its Faculty of Business Administration. We are, however, prepared to comment on those dimensions of the report if you consider such action in order. Also, this FBA submission is only the first step in a process of review now underway. All three academic programs will be examined in great detail over the next year. To the extent that such action is necessary, new curriculum and course initiatives should go forward to the appropriate University-level review committees in the Fall of 1992.

SJS/mbo.

SJS

Encl:

May 10, 1991

To: Senate Committee on Academic Planning
From: Stanley J. Shapiro, Dean
Subject: External Review of the Faculty of Business Administration

An external review of the Faculty of Business Administration was conducted May 29 - 31, 1990. The External Review Committee consisted of Dean Roger Wolff, University of Toronto, Professor Peter Bell, University of Western Ontario, and Professor David Fowler, York University.

This report provides an account of the Faculty's response to the Conclusions and Recommendations presented in the External Review document received in October, 1990. The Reviewers examined all aspects of the Faculty's operations including the organizational structure of the FBA, the breadth of coverage of topics in the degree programs, and the scholarly activities and standards of faculty members. Recommendations were made in six areas: Goals, Objectives and Policies; Programs; Faculty Strengths and Weaknesses; Faculty Resources; University Relations; and External Relations.

OVERALL CONCLUSIONS

The Reviewers have concluded that the FBA "is a good Faculty with the potential to become much better....the individual faculty members are fine academics and are highly committed to their research and teaching....Dean Shapiro has provided excellent leadership and as a result the Faculty has progressed well during the past few years. We also have the view that the FBA has not fully arrived as a professional Faculty of Business Administration."

We agree with the Reviewers' comment that we have not reached professional maturity as a Faculty of Business Administration. This Faculty is still young and growing. While we take pride in our considerable achievements since attaining Faculty status in 1982, we acknowledge that there remain opportunities to further strengthen programs and areas of operation.

The FBA considers the External Review Report as providing an opportunity for careful reflection upon its various programs and activities, and as an impetus for planning for the 1990's. Many of the issues raised by the Reviewers are fundamental strategic ones, such as a redefinition of the Faculty's mission and

objectives, and a review and potential restructuring of programs. The process of strategic reevaluation proposed by the External Review will be lengthy and possibly contentious. Moreover, implementation of any of the recommendations will come about only after thorough review and debate among all members of this faculty.

The Faculty of Business Administration commits to comprehensively reviewing strategies, structure, and processes with a view to making positive changes that will place us in a position to meet the challenges of the next decade. The following sections describe our responses to the specific recommendations presented on pp. 16 - 18 of the External Review Report.

1. GOALS, OBJECTIVES, AND POLICIES

The Reviewers' recommend that "the FBA must develop a much clearer sense of direction or mission. This direction should help to define the unique role the FBA intends to play in management education and research in Canada and British Columbia."

We believe that the FBA has distinguished itself from other schools of Business, particularly U.B.C., through implementation of unique educational strategies. Some examples of these strategies are: a) a BBA degree with strong foundations in the Liberal Arts; b) a very successful and highly regarded Co-op program; c) a well-known Executive MBA program; and d) a research oriented MBA program. We do agree with the Reviewers' comments, however, that now is an appropriate time for the Faculty to develop and to articulate its vision about where the organization is headed over the next decade.

Clearly, major changes are occurring in the environments of Business Schools throughout the world. For example, one of the most notable is the trend towards globalization of industries. In response, North American and European schools of Business are being spurred to make their curricula more international in focus. The Faculty of Business Administration here at Simon Fraser is affected by these same trends. As we approach the start of our second decade as an independent Faculty, the time is right to review the organization's mission, objectives and strategies in the context of a changing environment.

To this end, the Faculty is committed to holding a number of working meetings and retreats wherein the members of the FBA will reflect on the primary strategic issues facing the organization and workable solutions to problems will be developed. These will include, but not be limited to "macro" issues such as writing a new mission statement, reevaluating the focus of degree programs and discussing the Faculty's stance toward improving relationships with the external business community; as well as "micro" issues such as curriculum review of existing programs and curriculum development. The first two of these meetings took place in January and April of 1991, and this process will continue over the next 12 to 18 months.

2. PROGRAMS

The Undergraduate Program (BBA)

i) The Reviewers note that "the Faculty should place a higher priority on the program related activities and perhaps less emphasis on individual courses. We believe that the program could be significantly improved if more effort was devoted to coordination and planning."

This recommendation is made specifically with respect to perceived Area autonomy that works to the detriment of overall Faculty or Program concerns. The Reviewers' perceptions of autonomy may be accurate on the surface. However, the extent of this behaviour, and the curriculum consequences of it (lack of integration) are exaggerated, and stem in part from the Reviewers' familiarity with more centralized decision-making and implementation processes than those that are part of this Faculty's culture. Faculty-wide and area-specific course requirements have a fairly high degree of internal consistency and programmatic analysis underlying them, both of which promote integration. Additionally, some 400 level courses in the curriculum are designed specifically as integrative or "capstone" courses. The seminar in Administrative Policy (BUS 478) is an example of such a course, which all Business majors are required to take.

The Review committee overemphasized the formal mechanisms and underemphasized (or were not aware of) the informal coordinating mechanisms for determining such matters as calendar entries, the role of specific courses in programs and frequency of offerings. A great deal of informal interaction, multiple iteration, feedback, etc. goes on between central FBA administration (Dean, program directors, and senior program administrators) and Area coordinators (and other concerned faculty members). The formal appearance of Area autonomy, for example, in the initiation of new calendar language and teaching schedules, does not reflect exclusive and unconstrained Area pursuit of local interests. A well-developed FBA culture, existing Faculty norms, and a high level of prior discussion are informal moderating and coordinating influences on Area activities. Undergraduate Curriculum Committee discussions and decisions also are an important formal coordinating mechanism.

Three indicators suggest that there is a much greater synergy between Areas than the Review Committee perceived: 1) a large and increasing number of students completing two or more Areas of Concentration; 2) the substantial number of cross-area joint research projects; and 3) a high level of consultation between Areas whenever course or concentration changes in one Area are anticipated to affect another. Special note also should be made of our very successful Co-op Program, which enrolls approximately 25% of Business majors from all Areas of Concentration. The Co-op Program places a high

priority on program-related activities, including such things as career development skill seminars and practicum work reports.

The FBA could, of course, move to a more centralized decision-making and control system, one more similar to the Business faculties with which the Reviewers were familiar. There is no desire on the part of Faculty members to move in this direction. The Faculty currently is examining the macro issue of internal structure and organization of the FBA. As part of this discussion, we will review the mechanisms for coordinating Programs and Areas.

ii) The Reviewers recommend that **"more time should be spent developing a sense of community in the program. This can primarily be undertaken by students, however the faculty must show leadership."**

This recommendation has the support of the Faculty, although it is clearly understood that our ability to implement any major new initiatives is dependent on resource availability. Spaces for undergraduate activities are planned in the new West Mall Complex that will house the Faculty. These include a student lounge and student club rooms. Discussion also has been initiated with respect to appointing a part-time staff coordinator to facilitate student activities. These would include, for example, club activities, newsletters, social events, guest speakers, intercollegiate competitions, and overseeing the activities of the student consulting group. These activities would be in addition to those currently carried out by the Co-op Program. Co-op students already have a strong sense of group identity and community. Many Co-op activities such as social events, workshops, and skill building seminars are designed to foster this.

The Faculty agrees with the Reviewers comments that it would be most desirable if the Business Administration Student Society (BASS) were to receive a substantially larger share of the revenues that SFSS obtains from Business students. This would allow BASS the resources to initiate programs to help enhance the educational experience of Business majors. Activities such as initiation of a visiting executives program, and participation in competitive inter-university case competitions would be most useful for the student body. The Faculty recognizes, however, that the current system of student funding is a University issue, which affects all Faculties. To the extent that this system is changed, such changes must be made in a manner consistent with established patterns of student governance.

iii) The Reviewers recommend that **"since many of the students study on a part-time basis, the scheduling of classes and availability of services (library, computing, etc.) should consider the constraints on student time."**

The Faculty agrees completely with the recommendation on class scheduling. The FBA does do a very good job (within the constraints of prudent management of manpower resources and their opportunity costs) in ensuring

the availability of evening courses and the frequency of daytime offerings over the three semesters. In the 90-3 semester, for example, 42% of our undergraduate courses were offered as evening sections.

We acknowledge that sometimes 400 level courses in the Faculty are oversubscribed; this may hinder a student's ability to complete a desired concentration within a planned time span. The FBA, however, over the past four years has moved toward a system of demand driven course scheduling. While every attempt is made to accommodate students' genuine needs, it's hard to see that the FBA would ever have the resources to adopt a policy of guaranteeing that qualified students **always** gain entry into 400 level courses in the semester desired.

The availability of Library and central computing facilities for evening students is an issue beyond the control of this Faculty.

The MBA Program

i) The External Review recommends that **"the Faculty should review the objectives of this program carefully and commit to a specific direction. If the original objective is retained the Faculty should reconsider the desire for expansion."**

The FBA one year ago (January 1990) passed a resolution to modify the initial plan for the MBA that was developed in 1984. This modification was to add a series of 500 level courses that would make the MBA program accessible to students without a Bachelor's degree in Business or Commerce. In part, this change was made in response to market demand. The original focus of the program, however, that of a research oriented, specialist degree, was re-affirmed by the Faculty. The FBA is committed to this specific direction. We are committed to further expansion until an efficient scale of operations is reached that allows for a full curriculum. As the MBA program is a relatively new one, it is anticipated that incremental changes will be made as experience dictates.

ii) The Reviewers recommend that **"the virtues of the program should be broadcast more widely. We believe that a strong market could exist if the program was marketed more aggressively across the country."**

The FBA agrees completely with this comment. The increasing number of applicants to the MBA program suggests that it is gaining acceptance and recognition, certainly on an international basis. In part, this is the result of a wider scale and more aggressive marketing effort that was started last year; and in part, to the natural maturation process of any new program.

iii) The Report recommends that **"the Faculty should consider dropping the "500 course" option as an entry route. We do not**

believe that this option is consistent with the stated objective for the program."

The Faculty rejects the recommendation that the "500 course" option be dropped as an entry route. The 500 level courses are a new initiative (see item i above) and the FBA intends to go through at least two 500 level cohorts before assessing the success or failure of this innovation. This assessment will take place in the summer of 1992.

iv) The Reviewers recommend that "effort should be made to build a stronger sense of community for the MBA students. A separate lounge in the new building would help greatly."

The FBA agrees with this recommendation. Small steps have been taken in this direction. For example, a number of social events such as a welcoming reception and a semester end party is held for students. A separate MBA lounge has been included in the plans for the new West Mall Complex.

v) The Reviewers note that " [MBA] students should not have common courses with the EMBA students."

We agree with this recommendation in principle. For the most part, the Faculty has eliminated joint courses. However, the FBA is conscious also of the need to manage its resources prudently. It is necessary occasionally to combine students from the MBA and EMBA programs to achieve minimum levels of efficiency. This is particularly true for new course initiatives and for elective courses.

The Executive MBA Program

The Reviewers recommend that "the Faculty should undertake an in-depth review of this program and consider an expansion in the number of courses."

The External Review notes that the Executive MBA has been most successful in establishing and maintaining a niche in the Vancouver market, and that the program has been a remarkable success for SFU and the FBA. The FBA agrees, in principle, with the recommendation that it is time for a thorough program review of the EMBA to ensure that the curriculum reflects the changing nature of management education in the 90's.

The FBA will undertake such a comprehensive review of the program and the curriculum over the next 12 months. The last curriculum review was undertaken in 1980/81. Another review would be timely to consider modifying or reaffirming our present direction. For example, we will consider ways of incorporating the topics of internationalization and business ethics into the curriculum (topics currently not explicitly addressed). We also will look at the possibility of

including a short residential component in the program and of "fine tuning" some of the new courses (for example, the Strategic Analysis Seminar, International Marketing and Managing Technology) that have been introduced in the last three years.

The FBA disagrees most strongly with one of the Reviewers' comments: that the EMBA program is not really equivalent to other Executive MBA programs in North America. A recent study conducted by the Faculty (motivated, in part, by the External Review) shows that the EMBA Program at SFU most definitely is equivalent to other programs. The study of student contact hours required for an Executive MBA degree in North America shows that Simon Fraser ranks in the mid-range of schools. The University of Toronto had the lowest requirement and Syracuse University the highest requirement in terms of contact hours. SFU differed from other schools in that we do not have a residential requirement. Most Business Schools, but not all, require students to complete five to twenty days in a residential teaching session, spread over the length of the program.

The PhD Program

The Reviewers recommended that "the Faculty should delay consideration of a PhD program until the existing programs are improved and sufficient resources are made available". The FBA agrees with this recommendation; given the current size of the Faculty and limited resources, establishing a PhD program would be premature. However, we anticipate occasional use being made of the "ad hoc" option over the next few years.

The Executive Programs

The Reviewers recommend that "the Faculty should have far more autonomy and responsibility for design and operation of Executive Programs."

While from some perspectives it may be desirable to have a separate Executive Programs division, such as that run by our sister school, Faculty of Commerce, UBC, this simply is not an option for us at this time. SFU policy mandates our sharing responsibility for such programs with Continuing Education. We do agree with the Reviewers, however, that Harbour Centre is the perfect venue from which to develop a stronger focus in Executive Education.

The Faculty is very aware of the growing demand for short term management and executive programs. Many schools throughout North America and Europe are expanding activities in this area. With finite resources, however, trade-offs may have to be made between expansion of degree and non-degree programs. The Faculty believes its first responsibility is to deliver degree programs of high academic standard. The FBA, however, currently is discussing increased

participation in Executive programs as part of a larger, overall issue: the development of stronger external relationships with various constituencies in the environment.

3. FACULTY STRENGTHS AND WEAKNESSES

a) The Reviewers state that "overall the FBA must develop a clearer statement of mission and purpose. Following this effort each area or subgroup in the Faculty should develop their own mission in order to create a stronger sense of overall direction."

This recommendation was prompted, in part, by the Reviewers' perceptions of a number of dysfunctions in the Areas, including such things as understaffing, lack of focus, too much cohesion in some instances, and too little cohesion in other instances. The implication is that actions undertaken by the respective Areas are not necessarily in accordance with the overall direction of the Faculty. As mentioned elsewhere in this report, and consistent with the Reviewers' recommendations, the FBA has committed to a full review of its overall mission and purpose over the next 18 months. This will include all current disciplines within the Faculty (Areas) and emerging fields not as yet developed (International Business, for example). Areas will be encouraged to develop their own missions to build a stronger sense of overall direction to create synergies with the Faculty as a whole.

b) The Report recommends that "within the context of the overall mission, the Faculty must decide the priority to be placed on each Area".

In general, the FBA agrees that we need to establish clear priorities to guide our growth over the next decade. In response to this recommendation and to an internal assessment of the Faculty structure prompted by the Review, the FBA is discussing structural mechanisms that would provide for a first level review of Faculty-wide activities and issues. We are very much aware of a need to maintain and promote the focus of Faculty-wide interests and to set priorities for our various activities.

The FBA definitely does not support the view of the External Reviewers that Areas either ought to be abolished altogether or combined into a few larger groupings. Areas perform several valuable functions that could not be replaced in a different arrangement. Most obvious is the fostering of common disciplinary roots and interests of faculty members within each area, and the offering of mutual support that comes from developing a shared knowledge within the discipline. This latter feature is especially crucial in the process of integrating new faculty members into the academic lifestyle.

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As a Faculty we are going through a period of tremendous growth. As a young Faculty, some of the dysfunctions and lack of cohesion that the External Review Committee perceived are those typical of adolescence and these problems will be overcome as the FBA matures. The FBA recognizes the need to explicitly develop a strategy to guide our growth and promote the integration of all disciplines within the organization as a whole. We are committed to achieving this objective.

4. FACULTY RESOURCES

The External Review document notes that the "proposed new building should be so constructed that the FBA and its students have a separate and distinct identity. This does not mean a separate building, however, a sense of separate identity is essential."

The FBA concurs wholeheartedly with this recommendation. We await most eagerly the start of construction on the West Mall Complex, which is planned to be the new home of the FBA. As a young, growing professional Faculty we are in critical need of adequate office, classroom, and laboratory space, which is specially designed to meet our needs. The FBA is most optimistic that the new building will provide us with badly needed physical facilities that are designed to present an appropriate and well defined image to the community, and allow us to meet our teaching and research objectives.

5. UNIVERSITY RELATIONS

It is the opinion of the Review Committee that constraints imposed on the FBA by the application of centralized, uniform university policies "places it at a competitive disadvantage vis-a-vis other business faculties in Canada." Specifically, the Committee notes that the FBA is noncompetitive to other Business Schools with respect to salaries, and that hiring procedures appear to be extremely bureaucratic and inflexible.

It is clear that our ability to hire new faculty members is hampered by our inability to offer salaries on a par with many other Canadian Business Schools. It has become evident that we cannot even compete financially with our sister university, U.B.C. in those instances where we are trying to hire the same individual. Our success in hiring new faculty, to a large extent, depends upon candidates having very strong locational preferences, on the attractiveness of the intellectual climate we have established, or on the temporary existence of adverse hiring conditions in other markets, particularly the U.S.

While the FBA shares the Reviewer's concerns about salary policy and hiring procedures, we acknowledge that our situation is shared with the other professional Faculties and Departments at SFU. The Reviewers raised some

important issues and problems. Constructive action to address these issues is a University-wide matter.

6. EXTERNAL RELATIONS

The Reviewers recommend that the **"Faculty must make a much stronger commitment to the development of positive external relations."**

The Report notes that, except for the EMBA Program, the Faculty is not well known in the local community, and compared with the Faculty of Commerce at UBC, the FBA has a very low profile. The Faculty agrees that both we and the University must place a higher priority on building closer ties with the business community.

Already, we are taking steps to implement one of the Reviewers' primary recommendation - to define the proper role for the External Advisory Board of the FBA. The Dean has been actively seeking out potential new members and searching for ways to mobilize the energies of the business people serving on this board. In addition, the Faculty is actively discussing how we can build better alliances with the business community to the mutual advantage of both.

May 10, 1991

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Simon Fraser University

REVIEW OF
THE FACULTY OF
BUSINESS ADMINISTRATION

September 1990

I INTRODUCTION

1. Purpose and Terms of Reference

The Committee review was guided by the University's recently (May 14, 1990) approved Guidelines for External Reviews. Although it was clearly understood that this review did not fall under the new guidelines, the Committee structured the review and this report to address the questions raised in the guidelines.

In particular, the Committee was asked by the Academic Vice-President to comment on the following points:

- a) organizational structure of FBA;
- b) breadth of coverage of topics relevant to the study of business;
- c) what are the specific strengths of the Faculty and how do the scholarly activities and standards of the faculty compare to other institutions;
- d) the relationship of the FBA with other university divisions, especially the Department of Economics.

2. Review Procedures

The Committee visited the SFU campus on May 29, 30 and 31, 1990. Prior to arrival, we received an extensive package of background material which included the following material:

- a) outlines of FBA programs;
- b) current CV's of all faculty;
- c) FBA overview, including development plan;
- d) course descriptions for a selection of FBA offerings;
- e) SFU Fact Book outlining statistical information for the University;
- f) proposal for the Business and Management Sciences Building;
- g) submissions from a number of discipline groups with the FBA.

In addition after arrival the Committee requested and received:

- a) detailed financial data on the FBA;
- b) procedures for hiring new faculty;
- c) tenure and promotion review procedures and standards;
- d) data on levels of external funding available to the FBA.

We are most grateful to all of the staff who supplied us with material or who met with us during the visit. In particular we want to thank Professor Carolynne Smart who organized much of the material made available to the Committee; Dean Shapiro for his fine hospitality and Helene Michaels who organized our time and shepherded us between meetings. Everyone was most cooperative and candid in their comments and as a result we were able to form a good overall impression of the present state of the FBA.

The Committee generally followed the schedule outlined in Appendix I. In addition to those individuals listed in the schedule, the Committee met with the Chairman of the External Advisory Board, Mr. T. Enemark and the Acting Director of Development, Ms. Madeleine Nelson.

3. Overall Conclusions

It may be useful if at the outset we state our overall conclusions. The Faculty of Business Administration is a good Faculty with the potential to become much better. Generally speaking, the individual faculty members are fine academics and are highly committed to their research and teaching. We got the sense that Dean Shapiro has provided excellent leadership and as a result the Faculty has progressed well during the past few years.

We also have the view that the FBA has not fully arrived as a professional Faculty of Business Administration, either in the minds of the University administration or in the minds of individual faculty members. The University administration must come to grips with the cost of having an excellent Faculty of Business. These costs come both in terms of financial resources, especially for higher base salaries, and autonomy for the Dean and faculty.

The salary issue dominated our discussions with individual faculty members and with most area groups. To us, the choice facing the University is quite simple: either provide resources to the FBA that are more appropriate for a traditional department in Arts and Science and you receive a low level of commitment to the institution and its teaching programs, or provide a higher level of resources more in line with other business schools and expect greater faculty commitment to professional programs and the external business community. While we have not undertaken a detailed assessment of the entire salary structure, we believe that base salary adjustments in the FBA of up to 20 percent are warranted.

This general conclusion led us to the view that the FBA suffered from an orientation in which the whole is less than the sum of its parts.

In the final section of this report we present more specific recommendations. However, in our view, the University must decide what is expected from the FBA before any action should be taken on the specific recommendations.

II GOALS, OBJECTIVES AND POLICIES

In a document entitled "A Development Plan for the Faculty of Business Administration 1990-1995", the Faculty states its overall mission as:

"The Faculty of Business Administration is a professional school of management and administrative studies dedicated to the pursuit of academic excellence in research and teaching. The Faculty's primary role is to create new knowledge in the fields of applied social science, business, and management and to disseminate knowledge, through programs of instruction, integral to the practice of management".

In our opinion, this is a reasonable statement of mission to distinguish the FBA from other divisions of SFU. However, it does not attempt to position the FBA as a business school in the Canadian or North American scene. The FBA should reconsider its mission in light of expected developments in the next two decades and attempt to position the Faculty within British Columbia and the lower mainland as a clear and distinct alternative to UBC. In some ways, specifically the actual implementation of the mission through research activities and educational programs, the FBA has articulated a unique mission. We do believe however that the time is right for the

FBA to reconsider its overall mission and develop a stronger commitment from areas within the Faculty.

As a final point, we note in the following material that each functional area appears to have defined their own mission. Sometimes the area directions are contradictory to the FBA mission. This leads us to the conclusion that a potential major weakness in the FBA is that the whole is less than the sum of its parts. The challenge for the Faculty and the Dean is to focus efforts more clearly in order to reap the benefits as a Faculty instead of as individuals.

III PROGRAMS

The Faculty has three basic degree programs: an undergraduate program (BBA), an academic MBA program (MBA) and an executive MBA program (EMBA). In addition, PhD studies in Business and Economics can be accommodated through a program administered by the Department of Economics. The Faculty also operated non-degree executive programs through the Continuing Studies Division of the University.

In this report we will deal primarily with the degree programs. We deal with each separately even though this may result in some repetition of material.

1. Undergraduate Program (BBA)

The undergraduate program is the FBA's flagship program, being the largest program and the principal consumer of FBA resources.

The purpose of the program is "to provide an educational package that equips students with management decision making skills and provides them with some insight into the role and function of management in the modern organization". The courses appear to be directed towards providing "content" rather than skills training, thus the emphasis of the program is on analytical tool development rather than decision-making training: the program is theoretically oriented rather than action oriented.

The program has healthy enrolments, good admission standards, and appears capable of ongoing expansion. The program is currently in an expansion phase along with SFU, but is being limited to about 10% of SFU's total undergraduate enrolment by raising GPA admission requirements. This policy does raise the issue for the University of what program(s) can be offered to undergraduates interested in business administration who do not have a high enough GPA to be admitted to the FBA.

The obvious success of the program in competition with UBC's undergraduate business program appears to be partly the result of the program's flexibility and consequently its ability to attract part-time and co-op students. As a result, FBA undergraduate students are older and more mature than is usual for an undergraduate program, and take longer to complete their degrees. While this positioning of the program has worked well for the FBA, there are some costs in terms of a lack of continuity, little sense of cohort, only a weak sense of community and program, and low loyalty to the Faculty. We would like to see some active steps taken to address these weaknesses: for example, the new building should include a comfortable lounge where students can interact

informally with each other and with faculty, whenever possible. The business students' association should be encouraged to play a much more active role in the activities of the FBA (see below).

The basic pedagogy of the early years of the program is the lecture mode with (typically) tenure track faculty lecturing to large classes supported by teaching assistants instructing smaller groups. During the fourth year a large proportion of the courses are taught by faculty and sessional instructors in smaller classes. The strength of this approach is the exposure provided for students to qualified faculty, although this may be diluted if extensive use is made of sessional instructors.

The 'program' is best understood as a collection of courses rather than an integrated learning experience. There are few attempts at, or opportunities for, integration across courses. We are concerned about the coverage of several important topics which either cross functional areas or which, while important, would not generally be given a whole course: for example, business ethics, globalization, microcomputer use, communications/presentations skills development, the environment.

We are also concerned about the processes in place for decision-making on issues that affect several courses. For example, a change of software in BUS 237 could have a broad impact throughout the program, but there does not appear to be an adequate planning/review process in place to provide broad input to these types of decisions (which appear to be up to individual instructors).

The course designs themselves are traditional rather than topical, and academic rather than managerial. The content of the course outlines provided to us were highly variable: some had no course objectives, some no topics list, some no grading scheme. We think it important that more care go into the preparation of course descriptions including, perhaps, the adoption of a standard outline that provides a more consistent level of information for the students.

We heard a variety of comments with respect to teaching assistants (TAs). There appears to be many excellent TAs, but it also appears that others need more support and supervision. We would like to see a process in place to help new TAs adjust to FBA and to teaching: perhaps experienced (highly rated) TAs should be assigned to "mentor" new TAs, including providing planning help, sitting in on some early tutorials, and rating performance. There should be a process to identify poor TAs and to help and/or motivate them to improve.

The business students' association (BASS) seems to be barely alive, which is a pity. The FBA students are a major resource of the school, and they should be encouraged to participate fully in their educational experience. The FBA students make up approximately 10% of the SFU student body, and efforts should be made to secure a similar portion of the SFU student activities budget. BASS should be provided with an office in the new building which should be staffed full-time with a BASS officer. With this level of resources and some FBA student entrepreneurship and initiative (with some FBA control), BASS can do much to enhance the FBA programs. This might include management of the student areas of the building, a visiting executives program, orientation and placement activities of various kinds, an FBA student resume book distributed to prospective employers, a resume writing program, student/faculty formal and

informal gatherings, and intra- and inter-university activities (such as case competitions etc.).

The nature of the FBA undergraduate students places some extra demands on the FBA and the University. In particular for working students, it is very important that libraries and computer facilities be available outside of working hours. There seemed to be a fairly strong sense that the present hours of operation for these facilities were inadequate.

2. The MBA Program

We tend to position Canadian MBA programs in a spectrum ranging from the strongly managerial emphasis at Western to the strong theoretical program at UBC. We were therefore quite surprised to hear a view from several FBA faculty that UBC's MBA program was 'applied', and to find SFU's MBA to be positioned more theoretical than UBC's. However, we found the concept of the one year SFU MBA for undergraduate business majors to be interesting although we feel it is more of an "MSc" degree than an "MBA".

The motivation for this program appears to be related more to the interests of the faculty than the needs of the marketplace: the MBA program provides TAs for the undergraduate program and provides FBA faculty with opportunities to teach higher level materials. In fact the Faculty has directly stated that the program was viewed as a "means for attracting and retaining high quality faculty by offering greater opportunity to teach material closely related to their research interest".

There appears to be no student oriented program objective: students that we talked to saw the program as one of the few that provided funding (by being a TA) for an MBA degree. We are very concerned about the lack of applied work and the very strong research emphasis of this program which appear to be contrary to the general intent of the MBA degree.

The objectives of this program, although originally clear, now run the risk of becoming clouded. In an effort to enhance enrolment, the FBA has recently initiated some "500 level" courses which provide access to the MBA for individuals with nonbusiness undergraduate majors. We have several concerns about these courses:

Who is expected to teach these courses? Originally, the program was designed to provide faculty the opportunity to teach higher level materials, but now, apparently, additional faculty resources are to be devoted to teaching more basic materials.

What will the policy be towards SFU undergraduates who do not qualify for admission to the undergraduate business program? Will they be allowed to take a two year MBA through the "500 course" MBA program? How will these students compare to BBA-MBA stream students? We recognize that strict enrolment limits have been placed on the 500 level courses but the school could be under pressure to ease the restrictions.

How will the program compete with, and be compared to, the well established UBC MBA?

We suggest that the FBA focus on the original objectives of the one year MBA and consider other steps to increase enrolment in the MBA program. In particular, this program is not well known but looks like an attractive opportunity for many MBA candidates holding an undergraduate degree in business or commerce (a West Coast MBA with good funding possibilities). Also, the idea of a one year research oriented MBA appears to be an attractive option for some students, especially those considering a PhD program. It may well be that additional efforts to market the program to a broader geographical area will significantly increase enrolment.

While the course list for the MBA program looks extensive, we are concerned that a significant number of the courses listed are offered infrequently (or have never been offered). We are also concerned that students in the program often have minimum flexibility in course selections as a result of major and minor selection constraints and limited course offerings.

While the MBA students appear to have a greater sense of community and cohort than the undergraduate students, there are clearly opportunities for greater student involvement and interaction. An MBA students' lounge in the new building would be an important addition, along with more attention to placement, orientation, and academic counselling activities.

Finally, while there may be some administrative efficiencies gained in integrating MBA and Executive MBA students in the same courses, we suggest that the different backgrounds of the students, and the distinctly different emphases of the two programs make this quite undesirable.

3. Executive MBA Program

The Executive MBA program has been most successful in establishing and maintaining a niche in the Vancouver market. Clearly, this program has been a remarkable success over a considerable period of time for both FBA and SFU.

We raise the following issues for consideration:

Is a 12 course program (even '5 unit' courses) sufficient for an MBA?

Do faculty teaching in this program really treat the courses as the equivalent of 1 2/3 MBA courses? Do the course descriptions reflect this higher level of intensity?

Are the quantitative prerequisites really essential for this MBA program? If so, is the program itself too quantitative for this executive audience?

Are the 'integrated' topics (ethics, international, operations management) adequately covered during the program?

These specific questions do motivate the general concern that the SFU Executive MBA (EMBA) is not really equivalent in content to other Executive MBA programs in North America nor is it equivalent to existing twenty course (60 credit hours) MBA programs. While the program is said to be designed to offer broad-based management education to practitioners employed at middle management to senior management levels, we note that the data does not support this as the target market. In a study undertaken in 1986 (by Eva Chiu), the average work

experience (of the 278 students in the sample) was 11.1 years but the average management experience as measured by the Executive Position Description was 2.7 years. Our objective here is not to criticize the academic credibility of the program but to raise questions about the actual versus perceived target market. We recognize that the program has been an unqualified success but we would suggest that this might be the consequence of the fact that both the UBC and SFU campus MBA programs are extremely academic rather than the result of the EMBA meetings its stated objectives. If UBC were to introduce a more managerially oriented MBA program, the future of the EMBA could be seriously jeopardized. On the other hand, the perceived and actual EMBA markets may be segmentable providing an opportunity for a "senior MBA" that SFU could exploit. We, therefore, believe that the FBA should carefully review the objectives and structure of the EMBA and consider expanding the length of the program to make it equivalent to other MBA programs.

4. PhD Program

The FBA currently has the opportunity to offer PhD studies - through the Department of Economics. While this does limit the number of optional areas of study, we believe that the FBA should continue to work with Economics in this venture. Given the small size of the FBA, the current difficulty in recruiting, and the reluctance of several areas to take on more activities, we believe that establishment of a separate PhD program at this time is premature.

5. Executive Programs

The FBA has been presented with a golden opportunity to develop a strong focus in Executive Education through the Harbour Centre facility. We are impressed with the effort that the Dean has made to develop this potential. However, we do not believe that the potential can be fully realized without changes in University policy and attitudes on behalf of individual faculty members.

The University "appears" to have overly centralized the delivery of Continuing Education. We use the word, appears, to indicate that in our discussions with the Dean of FBA and the Dean of Continuing Studies we don't see any constraints on the FBA's ability to deliver programs. In our meetings with individual faculty members however, they clearly perceived control and centralization of Continuing Education to be a problem. For the long term development of the FBA and continuing education in business, it is extremely important to get a solid commitment from individual faculty. They must be allowed to participate in the risk and benefits of executive programs. We therefore believe that the University should give the FBA more autonomy and control in the development of executive programs. The Faculty should also reap the benefits (profits ?) from successful programs.

We are not sure if the lack of interest in executive education on the part of individual faculty and areas is a result of the "perceived" University policy or a lack of interest or commitment to such activities. The FBA must come to grips with this issue and in our view make a much stronger commitment to this important area of endeavor. If this is not done the FBA will lose a golden opportunity to position itself as a strong alternative to the UBC Faculty of Commerce.

IV FACULTY STRENGTHS AND WEAKNESSES

During our discussions with the areas and in reviewing the supporting documents, we are struck with the general high level of competence of the faculty and of their dedication to research and scholarship. We are also very sympathetic to the concerns expressed about the difficulties of maintaining standards and reasonable workloads when hiring new faculty, and to the difficulty of retaining experienced faculty.

The high demands on faculty time make it important that every effort be made to improve the level of administrative support provided to faculty. General secretarial support for most faculty appears to be almost nonexistent (although typing can be done) and research assistants are scarce. Both these issues could be eased if faculty were more active in seeking research grants from external agencies (NSERC, SSHRC, etc.).

Many areas share our concerns about the extensive use of sessional instructors. These part time instructors are generally poor substitutes for qualified faculty, and their supervision adds to the burden on the tenure track faculty. Sessional instructors should be used on a temporary basis only, and should not be used as a long term substitute for full-time faculty.

We also have some concerns about the narrowness of the training of some of the newer faculty. Ideally, business school faculty should be able to demonstrate a breadth of knowledge about all the functional areas of business that would normally be obtained through a good MBA program, coupled with advanced knowledge in a business area and research training obtained through a doctorate from a good business school. Promising faculty who match this profile are expensive, and are keenly recruited internationally. The FBA has had some recent success recruiting in this pool, but has also hired several individuals who lack the MBA or whose PhD is not in a business function or not from a business school. It is very important to the long term future of the FBA that it be able to fill vacant positions with well qualified faculty.

Over the last several years, starting salaries for new business faculty (as determined by the marketplace) have increased much faster than the rate of inflation. The consequence has been the perception of a salary inversion where senior (often very capable) faculty see themselves being paid lower salaries than new recruits. It is very important that SFU make every effort to maintain a salary scale that reflects actual seniority within the faculty: as starting salaries increase, existing faculty salaries must be increased to maintain some seniority differentials even though these might be small.

1. Accounting

The Accounting area group was subject to an external review in 1984. The first two recommendations of this review were: to hire a new senior faculty member and to seek other tenure track appointments to increase the proportion of courses taught by tenure track faculty. Neither of these recommendations have been acted upon, but we believe that a new senior appointment is now of critical importance to the area.

The group appears to be demoralized and lacking focus (again no change from 1984). They feel that they have worked very hard to try to meet the needs of the FBA and the professional community, but their efforts have gone largely

unrewarded. They feel that they are stuck with large classes, low salaries, and little support.

While many of the area's difficulties are the result of external factors, we have some concerns about the area's internal management. Improved self-management including acceptance of more realistic goals, some realignment of activities, and more attention given to the constraints under which the area will most likely have to operate for the foreseeable future, would all contribute to the well being of the accounting faculty.

2. Finance

The finance area appears to be well managed, cohesive, and very competent. They have clear shared group objectives, and a firm dedication to excellence in teaching and research.

We are somewhat concerned that they have taken a number of steps towards their vision of excellence that may not be particularly helpful to the FBA. These include identifying themselves closely with the economics department, restricting their course offerings so as to minimize the use of sessional instructors, and being very selective about hiring new faculty.

3. Marketing

We were impressed with the marketing group's commitment to scholarship and their cohesiveness. We are concerned however, that this group has become quite insular, and does not appear to have any interest in helping the FBA forge links with the local business community. A short 'executive' marketing course at Harbour Centre would be a logical first step into the short management course market (where SFU and the FBA could reap some major benefits), but it appears that this group has little interest in these kinds of initiative.

4. Management Science and Information Systems

The management science and information systems area group is split between those with traditional management science interests and those who have an expertise at the micro end of the MIS spectrum. To round out this area, the FBA badly needs to hire someone with an interest at the macro end of MIS (including the strategic use of IS and computer resources management).

The management scientists have varied interests from traditional mathematical and statistical modelling to some more modern topics (AHP, Expert Systems, DSS etc.) and the courses offered reflect this diversity.

We have some concerns about the design of the core (336) Management Science course. The course outline provided to us includes no course objectives and so it is difficult to judge the instructor's intent, but in the outline the majority of this course is devoted to topics in mathematical programming. As such, the course appears dated and does not appear to provide a very good overview of Management Science in 1990. Particularly absent from the outline is any reference to application of the theory; surely an important feature of teaching management science in a business faculty?

The tenure track MIS faculty (including Jones) have very similar interests; there is a critical mass here that the FBA might be able to exploit to its advantage. However, the workload on this group appears to be very high, and includes responsibility for a very large pre-business course (BUS 237), as well as administrative responsibilities for developing and maintaining computing within the FBA.

The MIS area would like to offer a new MIS concentration at both BA and MBA levels; while business realities make this a desirable step for the FBA, we are concerned that the existing load on the (mostly very junior) MIS faculty may prevent this. We suggest one important step should be taken to make better use of the existing MIS faculty. This should involve the delegation of responsibilities for day to day FBA computer operations to a staff person (probably reporting to the Dean through an MIS faculty member) - this should free up considerable MIS faculty time (and, perhaps, avoid some future problems at the P&T stage).

5. Organizational Behaviour

This area includes some individuals with very impressive academic records who seem to be doing everything very well. The area appears to be very well managed, and several of its members are active consultants with local businesses. There are individuals with organizational skills within this group who could be useful resources in helping some of the other areas with their own self-management.

6. Policy Analysis

The policy analysis group is quite diverse and the group appears to be a location for individuals who do not fit into another area. As a result, the group lacks a common sense of direction. For example, the two outlines for BUS 478 - Administrative Policy (Spring, 1990) provided to us were quite different. One appears to be essentially a case course with readings from Hill & Jones, while the other appears to be a course on Porter's Competitive Strategy (no course objective is provided on the 478-3 outline). The marking schemes for the two courses are very different, although both involve written case assignments. We understand that the differences in the courses may have been intentional. We suggest a better effort at coordinating the teaching of policy is required; aside from the obvious inconsistency in the materials, there are some very obvious difficulties if students are handing in written assignments on the same or similar materials at different times in the term.

Overall we were generally impressed with the quality of individual faculty members and their commitment to research and teaching. However, we do believe that the FBA is a classic case of the sum of the parts being greater than the whole. This may be partly caused by the lack of a clearly, stated and accepted, statement of mission and goals and objectives for the Faculty. Each area appeared to have a sense of direction or mission that was quite independent of (and sometimes contrary to) the stated mission of the FBA. The rigid area definitions tend to contribute to this phenomenon. In our opinion, the FBA is far too small an entity (47 faculty) to have such rigidly defined areas. The Faculty should seriously consider the elimination of areas entirely or at least a reduction to two or three broadly defined areas. This could lead to more cross fertilization in both teaching and research programs.

V. FACULTY RESOURCES

As a general point we note that the Dean does not appear to have full autonomy over the deployment of the resources available to support FBA programs. As in other sections of this report, we strongly recommend that the University consider decentralizing full responsibility to the Faculty.

1. Facilities

The most glaring weakness in the FBA's resource base is the lack of well defined and self contained teaching, research and administrative facilities. The proposal for the Business and Management Sciences Building appears to be well conceived. We recognize that it is important for the FBA to be located in close proximity to Departments and Divisions which share a common interest and program orientation. However, we strongly believe that it is essential for the FBA to have its "own space" which is designed to present an appropriate image to the community. We would therefore strongly recommend that the new building be designed to provide the FBA with this separate identity.

2. Administrative Support

The administrative staff appear to be competent and highly committed to the FBA. They did raise serious concerns about the distribution of work load among administrative units. We therefore recommend that the Dean undertake a review of the organization and deployment of the administrative resources to ensure that the workload is equitable. It also appears that the FBA is in need of additional secretarial support.

3. Computing Resources

a) Teaching Support

We were impressed with the significant strides the FBA has taken towards creating a supportive computing environment for faculty, staff, and students in quite a short time. We suggest that now might be the time for a little "fine tuning" concerning management of the FBA computing resources. We would like to see an active dialogue amongst the faculty to resolve some important issues surrounding the use of computers in teaching:

- i) How can the FBA encourage faculty to develop the new materials required to integrate computing into their courses? Updating course materials to reflect the "information" age (both PC and mainframe) should be a major part of ongoing course development for all programs; note that this involves not just having students use computers, but also introducing issues about computing whenever possible and appropriate (strategic issues, marketing issues, human resource issues, etc.).
- ii) What administrative structure is appropriate to support teaching computing in the FBA? Should there be a "computing director"? If so, should he or she be a tenured faculty member or a staff person? What role should the MIS faculty be expected to play in administering the FBA's computing services? How can faculty be rewarded for such service?

- iii) Should the FBA move towards a standardized hardware and software package for teaching purposes? The present use of several different spreadsheets as well as Macs and IBM compatibles has some advantages but also several major disadvantages (including an appearance of chaos, significant additional support requirements, and significant student and faculty overhead spent adjusting to different systems).
- iv) What process should be used to make decisions about software used in the programs? Should/can software decisions for BUS 237 be left to the instructors teaching the course when this decision will have an impact throughout the program?

b) Administrative Staff Computing

It appears to us that the administrative staff are being provided with a minimum level of computer support. Further training opportunities, "hand holding" support, and technical support would all create a more supportive computing environment for the administrative staff.

VI UNIVERSITY RELATIONS

The relationship between the University administration and the constituent Faculties at Simon Fraser University appears to be rather different from that at other universities with which we are familiar. The Faculties at SFU appear to have substantially less autonomy over matters such as hiring, salaries and promotion and tenure standards. It is our opinion that the constraints imposed on the FBA by the application of uniform university policies places it at a competitive disadvantage vis-a-vis other business faculties in Canada. These policies can be seen to have the following effects on the FBA:

1. Salary Policy

The imposition of a uniform salary scale (with minor adjustments) across the university makes it difficult for FBA to hire new faculty and can be expected to increase the problems associated with the retention of existing faculty as the market becomes more competitive. The addition of a market differential attempts to address this problem but the method of application is such that it is only partially effective. The current size of each step in the market differential is six percent over the "normal" salary. Even if faculty receive a number of step adjustments the resulting salary hardly seems adequate to attract junior faculty in several business disciplines particularly Accounting, Finance and Marketing. We have been informed that the maximum starting salary, including market differential, that can currently be offered at SFU is \$55,000 with the possibility that this could rise to \$58,000 under exceptional circumstances. New graduates in Accounting and Finance are currently being offered \$65,000 plus "summer" money of about \$10,000 for the first three to five years at many Canadian universities including UBC. The market differential being applied, therefore, only partially reflects existing market conditions in these fields. Furthermore, the market differential is phased out either when the faculty member's total salary reaches the Associate Professor's ceiling or when the Associate Professor's breakpoint is reached.

This policy suggests that the market differential can be viewed as a temporary aberration that disappears after some period of time. This perception is far from reality in that the competition for full professors is as intense as for other ranks. The ceiling that is placed on salaries for both Associate and Full professors means that such faculty members who perform well will only remain at SFU if they either have strong geographical preferences or private means (or both).

A more flexible application of a market differential that recognizes the competitive environment is necessary if FBA is to compete successfully for new faculty.

2. Hiring Procedures

The hiring procedures appear to be extremely bureaucratic and inflexible and result in the production of considerable documentation and delays in confirming "unofficial" offers extended by FBA. When non-Canadians are being considered Canada Employment and Immigration regulations and the concomitant documentation must obviously be complied with. In other cases however, simpler procedures could be considered.

We find it surprising that control of the overall academic faculty salary budget for the University as a whole is centralized in the Office of the Vice-President, Academic, a practice that substantially reduces the Dean's flexibility in matters related to hiring and the distribution of salaries between different members of the Faculty. For example, when a senior faculty member retires the Dean is expected to hire a single replacement at a more junior level (and a lower salary) unless he can make a strong case for a senior appointment. A more flexible system in place at some other universities allows the Dean to retain the salary released by the retirement so that he can either hire a senior member at the same salary or two juniors for the same total dollar amount depending on the needs of the Faculty. The practice of allocating a given number of new positions to be filled at a particular average salary rather than specifying an increase in the salary budget also reduces the Dean's ability to service the Faculty's requirements in an optimal manner.

3. Promotion and Tenure Procedures

The SFU procedures appear to be similar to and consistent with those of other institutions in Canada in all respects except that there is no recognition of creative professional activity as a legitimate input to promotion and tenure decisions. Examples of creative professional activity include for example, the preparation of a research report for a Royal Commission or other governmental body or the execution of a study for a professional body such as the Canadian Institute of Chartered Accountants. Such activities will not generally result in publications in refereed academic journals but can be expected to have a significant impact on public policy or the practice of management or the application of professional standards as a result of the development and implementation of scholarly knowledge. It should be unusual for an individual to obtain tenure as a result of only such professional activities but a judicious mixture of academic publications and significant professional accomplishments should be acceptable. Junior faculty members expressed some concerns about the following aspects of the tenure and promotion process all of which should be addressed:

- a) The Faculty Tenure Committee may not include a member of the candidate's subject area. In a multidisciplinary Faculty such as FBA this may mean that there is no one on the Committee who can either judge the quality of the work under review or who may recognize the external referee's assessment. In such a case the Committee may then be reduced to judging solely on the basis of the number of publications.
- b) Significant institution building or support activity is not recognized. For example, a junior faculty member hired for his statistical expertise may provide extensive programming and/or technical support to his colleagues and may be disadvantaged if his publication record does not reach the required level despite the fact that he has assisted his colleagues' research efforts through unrecognized creative activity. A similar point can be made with regard to junior faculty who take on responsibility for the planning, development, and administration of computing facilities. It is difficult, therefore, to find individuals willing to undertake support or administrative activities with the Faculty.
- c) Course or programme development activity receives little or no credit. One of the recommendations of this report is a reassessment and possible restructuring of the Executive MBA programme. We anticipate that it will be difficult to find faculty members willing to volunteer for this task.

4. Other Factors

a) Relationship with Continuing Education and University Fund Raising

Faculty members' perceptions are that any funds generated by the Faculty through Continuing Education will generate no benefits for the Faculty. As a result we noted a definite lack of enthusiasm for undertaking the development of professional courses for managers through Continuing Education. Following discussions with the Deans of FBA and Continuing Education we are satisfied that these perceptions are incorrect and steps should be taken to rectify the situation.

There is also a widespread belief within the Faculty that all funds raised by the Faculty from outside sources will be directed to general university revenues and not benefit the Faculty. This too appears to be a misconception that should be corrected.

b) Reporting of Consulting Income

We have been informed that there are university guidelines that require faculty members to report both consulting time and income with an upper limit on the latter set at approximately \$18,000. This seems unreasonable in a business faculty facing noncompetitive salaries especially since consulting activity can result in research ideas and generate useful examples for teaching.

c) Relationship between Revenues and Expenses

One of our suggestions is that the fees for the Executive MBA and the proposed "weekend" version should be raised to provide additional revenue and to make the programme self-supporting. We were told that an increase

in fees could result in a reduction in the funds the FBA receives from the University and, therefore may not be worth considering. A judiciously established fee increase could be of value to both University and Faculty and should be considered.

d) Relationship with other University Units

After a period of what appears to be isolation the Faculty's relationship with other Department's appears to be improving with the establishment of three or four new joint programmes. The current dispute between FBA and the Economics Department over the BUEC courses was not examined by us but we believe efforts should be made to settle this issue in an equitable manner. In general, we find the relationships between the FBA and the Department of Economics to be quite amicable and do not see any major concerns in this area. It was widely felt that Dean Shapiro has made significant progress in developing positive relationships between FBA and other University divisions.

VII External Relations

In assessing the overall impact the FBA has had in the external community we must recognize where the Faculty and the University have come from. First, until recently SFU has had little institutional contact with the external community, especially with the business community. However, with the recent fund raising effort and development of the Harbour Centre facility the University appears to be making great strides in developing a strong external image. The Faculty has been in a similar position. Until recently FBA was a department within the Faculty of Arts and as such had no real mandate for working with the business community. We were impressed with the accomplishments already achieved by the Dean in this area. From discussion during the review process and elsewhere we received very positive comments about the Dean. We must emphasize that these comments were directed at the Dean and not the FBA. It is our impression that except for the work on the Executive MBA, the Faculty is not well known in the local community. Certainly when compared with the Faculty of Commerce at UBC the FBA has a very low profile.

We believe that both the University and the Faculty must place a much higher priority on building relations with the business community. If possible the University should allocate resources to the FBA to support such an initiative. As an example of such effort, more attention must be placed on defining the proper role for the External Advisory Board. In our view there is a great deal of goodwill and interest in the FBA and an active Advisory Board could help to mobilize this energy. However, the University administration must recognize that an active advisory board takes time from the Dean's schedule and usually requires financial resources. The administration should provide the Dean with adequate support to staff and operate an active board. The same points can be made about alumni relations and executive education. Successful programs in these areas take seed funding as well. In the longer term the FBA should reap financial rewards for such efforts but the payoff may take three to five years.

VIII Conclusions and Recommendations

We have presented our recommendations in a format that is intended to build on and extend the general conclusion reached in Section I. To repeat our point, the FBA has good leadership, has a solid, committed faculty and student body and has the opportunity to become an excellent Faculty that is positioned well against UBC. However, the University must decide if it is willing to give the Dean and the Faculty the autonomy and the resources necessary to be competitive.

The Faculty, particularly the individual faculty members, must decide if they want to develop a clearer sense of mission and make the necessary commitment to carry it out.

Assuming the answer is positive to both questions, we make the following recommendations:

1. Goals, Objectives and Policies

The FBA must develop a much clearer sense of direction or mission. This direction should help to define the unique role the FBA intends to play in management education and research in Canada and British Columbia.

2. Programs

a) The Undergraduate Program (BBA)

- i) The Faculty should place a higher priority on the program related activities and perhaps less emphasis on individual courses. We believe that the program could be significantly improved if more effort was devoted to coordination and planning.
- ii) More time should be spent developing a sense of community in the program. This can primarily be undertaken by students, however the faculty must show leadership.
- iii) Since many of the students study on a part-time basis, the scheduling of classes and availability of services (library, computing, etc.) should consider the constraints on student time.

b) The MBA Program

- i) The Faculty should review the objectives of this program carefully and commit to a specific direction. If the original objective is retained the Faculty should reconsider the desire for expansion.
- ii) The virtues of the program should be broadcast more widely. We believe that a strong market could exist if the program was marketed more aggressively across the country.
- iii) In conjunction with point i) above, the Faculty should consider dropping the "500 course" option as an entry route. We do not believe that this option is consistent with the stated objective for the program.

- iv) Effort should be made to build a stronger sense of community for the MBA students. A separate lounge in the new building would help greatly.
- v) Again, given the stated objectives for the program, students should not have common courses with the EMBA students.

c) The EMBA Program

The Faculty should undertake an in-depth review of this program and consider an expansion in the number of courses.

d) The PhD Program

The Faculty should delay consideration of a PhD program until the existing programs are improved and sufficient resources are made available.

e) The Executive Programs

The Faculty should have far more autonomy and responsibility for the design and operation of Executive Programs. This function could be set up as a separate unit, reporting simultaneously to the Dean of FBA and the Dean of Continuing Education. It is also clear that the individual faculty members must make a greater commitment to this endeavour.

3. Faculty Strengths and Weaknesses

- a) Overall the FBA must develop a clearer statement of mission and purpose. Following this effort each area of subgroup in the Faculty should develop their own mission in order to create a stronger sense of overall direction.
- b) Within the context of the overall mission, the Faculty must decide the priority to be placed on each area. For example, if accounting is a priority then new resources must be made available immediately. The same general point can be made about each area but we found the accounting group to be the most demoralized.

4. Faculty Resources

The proposed new building should be so constructed that the FBA and its students have a separate and distinct identity. This does not mean a separate building, however, a sense of separate identity is essential.

5. University Relations

To repeat a statement made in the body of the report, we find SFU to be one of the most centralized operations in Canada. While this may be appropriate for many of the units in SFU, it is highly undesirable for the business school.

The University must take urgent action to restructure the salary system. We find that the FBA is totally noncompetitive in the business school marketplace.

6. External Relations

The Faculty must make a much stronger commitment to the development of positive external relations. In the long-term this effort will result in significant increases in financial support and relevancy of programming. In the short-term the University should provide new resources to support this initiative.

Respectfully submitted by:

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