

Ted Rogers School of Management, Ryerson University

Academic Plan 2014-2019

Approved by TRSM Faculty Council November 26th 2014

Introduction

The Ted Rogers School of Management (TRSM) has grown into Canada's largest undergraduate business school. Our undergraduate enrollment has surpassed 9,000 students, in Schools of Business Management, Accounting & Finance, Hospitality and Tourism Management, Retail Management, Health Services Management, and Business Technology Management. In addition, our MBA programs have grown steadily with a current enrollment of approx. 170 FTE students.

With such high undergraduate numbers and pulling from students mainly in the Greater Toronto Area (GTA), it would be easy to characterize TRSM as a commuter undergraduate business school. However, such a characterization would completely miss the mark in defining what differentiates TRSM. TRSM is the future face of business in Canada with arguably the most diverse student body in Canada. And these students, aided by the Ryerson Commerce Society (RCS) are highly engaged and passionate about their school and community. One need only look to the number of clubs, societies and student case competitions to get an understanding of the co-curricular life of the School and the commitment of students to a well-rounded education. The business school has grown with Ryerson University, and is poised to take on a larger and distinctive role in the global business school landscape.

An external scan of the Canadian and global education markets reveals important challenges that lie ahead. All western universities are scrambling for students and the associated government grant funding (BIU or equivalent) that goes with them. In most parts of Canada, and around the world, international students are aggressively pursued to enhance declining domestic markets. In addition, technological change is forcing brick and mortar institutions to rethink their value propositions. Massive open on-line courses (MOOC's), e-universities, and the inaccessibility of traditional education in many parts of the developing world are creating a very different stasis for universities. Business schools are well positioned to lead innovation in design and delivery because of our close ties to industry and deep roots in understanding change, but to date, have only made isolated attempts to revamp and redefine content and delivery mechanisms. Due to our applied roots and the breadth of academic capacity in our School, TRSM can be a Canadian pioneer in not only adapting, but also thriving under new market forces and technological innovation.

Such optimism must also realistically assess the threat of degree granting colleges, especially as they relate to our 'sector' schools. Differentiating what type of education a university provides in relation to a community college in Canada will be key to maintaining a strategic edge. Assembling the resources to stay one step ahead of the colleges will be a challenge, particularly since their ability to generate knowledge is one of the key "known unknowns". However, with so many "unknown unknowns" we must channel our ability to be nimble, creative and innovative in order to stay one step ahead of both colleges and universities in linking our teaching to our practically focused research.

With a relatively secure domestic student base in the GTA to date, one could have argued that TRSM and Ryerson University had become somewhat complacent in efforts to attract students from outside the GTA, especially international students. While we readily admit that the sustainability of the academic status quo is untenable from a financial viability perspective, we have arguably not placed enough of a priority on expanded recruitment and the quality of our student intake. We need to reassess our value proposition in an environment where the days of traditional lectures are clearly numbered. Further, we need to chart a course that makes us relevant to our students and industry partners for years to come. In so doing, we need to differentiate ourselves on our ability to be nimble and be open to questioning the aspects of our culture that hold us back from embracing large-scale innovation. This must include reaching out and being better connected on the international stage. Universities with deep and meaningful international partnerships will not only be able to provide their students with unparalleled experiences, they will also thrive as we witness shifts away from legacy institutions.

While the future of higher education is going through turbulent times, they are also exciting times. Innovation calls us to question what we can do as an institution that cannot be readily copied or scaled in other environments. We can learn from our rich community of human interaction and innovation, and collectively chart a course for our future – it is "our time to lead" as the title of Ryerson's new academic plan suggests. Few institutions have the DNA to be as creative and innovative as Ryerson.

The future for TRSM should be guided by a firm understanding of the past, and the institution's culture. Through one-on-one meetings with all staff, faculty, many CUPE instructors, Distinguished Visiting Professors, students and a myriad of external stakeholders, the incoming Dean was provided with candid commentary on the strengths and issues facing TRSM. At the core of this dialogue was how stakeholders perceived themselves, and what they believed to be important to retain and innovate as the School grows. It is important to note that although all stakeholders spoke of values to retain, they also spoke of embracing a future of innovation. To do so, we must respect our past, and that includes maintaining our roots in the business community. Our programs must be job-relevant, and we must produce research that has an impact on practice. We also value enhanced opportunities to socialize, and share ideas across school and departmental silos.

TRSM was described as a caring environment where students, despite our large numbers, felt that they were more than just a student number. Some of this feeling may have grown out of building intentional learning communities starting in first-year through BUS 100, ITM 100, etc. In fact, many students relayed how TRSM feels like a 'family' and how this type of environment attracted and retained them, along with motivating them to take part in co-curricular activities that so obviously galvanize our community.

This strategic planning document is the direct result of one-on-one meetings with the Dean with all faculty, staff and many sessional instructors at TRSM. Further, a number of strategic discussions with faculty and staff about the challenges and opportunities facing TRSM took place in the Fall of 2014. The strategic planning process included open forums for discussion of this plan (e.g., Faculty Council), school and departmental meetings, staff meetings, and personalized feedback meetings with all stakeholders who wanted to meet individually (or as group) with the Dean to discuss the plan.

The future we build must be an inclusive one, where the strengths of the faculty and staff at TRSM are engaged for the highest benefit of all. We have a large and diverse team at TRSM and it will take efforts from all quarters to deal effectively with the challenges and opportunities that lie ahead.

Connection with the University Academic Plan

Our academic plan was developed in parallel with the university academic planning process. Under the leadership of the Provost, four principal drivers will lead university strategy and planning over the next five years. Those four pillars are:

1. Creating student engagement and success through exceptional experiences
2. Increasing SRC excellence, intensity and impact
3. Fostering an innovation ecosystem
4. Expanding community engagement and city-building

With the university priorities now set, it is an opportune time to set our own goals and academic plans and leverage the Ryerson focus on innovation and entrepreneurship. Few management schools align more closely with university priorities, as TRSM and Ryerson. We must take advantage of our university's trajectory to further the objectives of the business Faculty.

Mission and Vision

In the Fall of 2013, the mission and vision statements of TRSM were reevaluated as part of the continuous improvement process to ensure they were aligned with the trajectory of the Faculty. The new mission and vision statements underwent

widespread consultation in the Fall of 2013 and the Winter of 2014. The result of this consultation is a mission and a vision that clearly articulates our distinctive brand and differentiates us from other business schools.

Mission and Vision

Vision:

Shaping diverse global leaders through experiential education that is practical, innovative and socially conscious.

Mission:

The Ted Rogers School of Management seeks to provide students with a unique and innovative learning experience in a vibrant urban environment, combining critical reflection and practical skills. We shape socially conscious leaders with an entrepreneurial orientation and we promote impactful research that has local, national and global relevance.

Our mission is guided by the following principles and values:

- **Relevance and innovation**
Offering rigorous academic programs in a variety of specializations, we prepare our students for successful careers in their chosen fields. The academic quality of our programming is strengthened by the relevance of our curricula and the experiential learning opportunities available to our students. Our innovative programs foster entrepreneurial thinking in the spirit of Ryerson University.
- **Commitment to community**
As a city-centred School, we are committed to enhancing the quality of the urban environment that surrounds us through teaching, research, and community engagement. We aim to shape business leaders who are conscientious, civic-minded citizens and who add value to their communities. We continue to expand our network of strategic partners, and include research and intellectual exchange on the pressing issues facing global organizations today as part of our mandate.
- **Diversity and inclusion**
Diversity in all its manifestations enriches our students' learning experience. We are dedicated to providing opportunities and support for students from diverse backgrounds and capabilities. We strive to make management education accessible, and ensure that every student is empowered to achieve his or her full potential.
- **Spirit of collaboration**
We foster a supportive environment that encourages open communication, cooperation, and teamwork among our students, faculty and staff. Through the

sharing of expertise and resources, working together raises the standards in teaching and research. The value of collaboration impacts the wider community and it is evidenced in the success of our alumni in their chosen careers and in the partnerships that we form with other schools, industry and community partners.

The TRSM Academic Plan

Building off our vision and mission, along with aligning with the university's identified priorities, our own academic plan has four strategic objectives and multiple goals and measures for each. We must be able to tangibly measure and monitor our progress as we take bold steps forward.

The academic plan for TRSM can be divided into four strategic objectives:

1. Redefining Experiential Learning for the 21st Century
2. Enhancing Graduate Programs and Research
3. Cultivating our Community Building Reputation
4. Improving our Internal Governance, Communications and Structures to Enable Lasting Innovation

The TRSM goals have been mapped onto the Ryerson University pillars in Appendix A.

1. Redefining Experiential Learning for the 21st Century

The changes, threats and opportunities facing universities as a result of disruptive technological innovation have never been greater. Today's student is technologically savvy, able to multitask and has never known a world without a internet. Today's TRSM student is also multicultural, and represents the present and future of global business. Given these realities and trends, TRSM is in a unique position as the largest undergraduate business school, in an entrepreneurially focused university.

Curriculum renewal is an area that requires our collective attention. While nearly all stakeholders mentioned this topic in meetings with the Dean, nearly all also agreed this would be a difficult task. Issues of scale and scope are obvious to all of our stakeholders. It is essential that we move past our siloed thinking around resources, and create curricula that best meets the needs of our students and the demands of the market.

Goal 1: To tackle curriculum reform across the Faculty and address the issue of core curricula, governance structures and their relationship to continuing education offerings by the end of 2017.

Tactic a: We will utilize curriculum subcommittees of Faculty Council to address context specific issues.

Tactic b: We will ensure financial and technological literacy, critical thinking, and ethical reasoning are imbedded across our curriculum.

Central to this goal is the notion that program level learning goals must be driven from our mission statement. Now is the time to revisit the common core for our B.Comm. degree, and the TRSM curriculum committee (reporting to Faculty Council) will begin this work in Fall 2014. We must clearly identify the cluster of subject areas that emerge from our mission statement and which must be imbedded in a common core, including but not limited to:

- Entrepreneurial thinking
- Sustainability and responsible management
- Social innovation and community engagement
- Experiential learning
- Career preparedness and 'soft skills' development
- Data analysis skills
- Financial and technological literacy
- Critical reasoning skills
- Moral reasoning skills

It is important to acknowledge the historic roots and sources of competitive advantage provided by our 'sector schools'. In no way does this goal attempt to limit the uniqueness of those programs. Rather, this goal is designed to foster healthy dialogue around what it means to obtain a Bachelor of Commerce degree from TRSM, and in what areas we could be serving our students more effectively.

We need to expand the number of real-world touch points that students can experience as part of their studies. This would include expanded co-operative education, internships, zone education, international exchanges and opportunities to start and develop a business. All of these initiatives will require resources and commitment in order to better serve our student population. This goal aligns with the university strategic priority of creating student engagement and success through exceptional experiences.

Goal 2: To expand co-operative education options to all undergraduate academic programs by the end of 2015.

Goal 3: To create and host at least two new 'zones' where students can explore complex problems while developing their own business.

Goal 4: To provide zone learning at Ryerson with foundational business modules offered by TRSM to ensure all budding entrepreneurs have access to crucial information delivered in a just-in-time fashion.

Goal 5: To enhance opportunities for students to spend a term abroad while completing their undergraduate program.

Tactic a: To make student exchanges more viable through an advancement outreach aimed at providing support for international exchanges.

Tactic b: To explore the possibility of international co-op placements

A large component of experiential learning at TRSM must focus on entrepreneurship, innovation and zone learning. That is, learning by doing – in the case of starting one’s own venture is an invaluable learning experience. This focus on innovation and entrepreneurship is being embraced across our campus and is a university differentiator. This goal is strongly linked to the university priority of fostering an innovation ecosystem. Zones can allow us to think outside of traditional academic silos. For example, a ‘consumer facing zone’ could encompass all business disciplines with specialized expertise in marketing, retail, and hospitality and tourism (for example). Such zones must reach across our school and departmental silos and bring together students from across the campus to share ideas in new ways.

Our entrepreneurship department is one of the largest in Canada, and can play a pivotal role in supporting all zones. This would include providing modular education in a just-in-time format for start-up ventures, as well as focusing on the commercialization of business or social ideas. While novel and exciting ideas are fundamental to innovation, students from across our campus require help in understanding how to commercialize their ideas and sustain their enterprises. TRSM can play a pivotal role in zone learning, and in allowing entrepreneurship to be one very important form of experiential learning.

As important as expanding real-world touch points is, it can also be considered incremental innovation in the university sector. We should all be doing more of the things that work well. For example, our HR/OB department effectively uses simulations with real actors to bring class concepts to life. Experiential education needs to continue to push boundaries – which include, but go well beyond the use of technology.

We must also consider entirely new modes of delivery and value-added – objectives that can be scaled and are not easily replicated on the internet. The single-greatest value added of TRSM is our students. The energy and vitality they bring to our campus and building is unparalleled. There are ample opportunities for students to develop leadership skills in TRSM through work-study, student clubs, events, and competitions and all are important markers of student engagement. As a management school, we must think about how we can deliver content in a way that best taps into this energy. For example, we have been experimenting with ‘flipped classrooms’ – where traditional lectures are provided on-line and class time is devoted to collective problem solving and experiential learning of the already digested material. This is an excellent example of moving away from the ‘sage on the stage’ to the professor as a facilitator (using a blended learning model). In this model, the expertise of the professor is tapped in a different fashion, and the

expertise of the students is given voice. The more students that can direct their own learning, while being supported with on-line tools, the better.

Goal 6: To enhance the learning environment with a deepened commitment to experiential learning and the effective use of hybrid and e-learning modules.

It is important to note that such initiatives are strongly tied to the university priority of creating student engagement and success through exceptional experiences, and we would expect continued funding from the central administration in order to be a university leader in hybrid learning.

As important as hybrid education has become, there are many other examples of experiential learning in TRSM, and we need to share our successes and build upon what we do well. One such example is The Law & Business Clinic, launched in September 2012, as a yearlong course for two academic credits. The Clinic offers Law & Business major students the opportunity to serve real clients (entrepreneurs and small-business owners) on a variety of legal matters, including drafting legal documents and agreements and providing information and assistance on forms of business organizations, intellectual property and tax law issues. Student work is supervised by both faculty and corporate lawyers from various Bay St. law firms. The Clinic facilitates an engaging and participatory learning experience. The students acquire practical legal knowledge and skills and apply legal theory to real client problems. Finally, the Clinic promotes economic development and entrepreneurship among the disempowered by providing access to free legal services to those who cannot afford to retain a lawyer. This is an excellent example of our values enacted through innovative experiential learning.

We will invest in cloud architectures to enable students to connect to any required materials or software from mobile devices. We will also support both faculty and students in challenges to create more dynamic, experiential learning spaces. Our students have many of the answers we seek and require an environment conducive to collaboration in order to mesh their ideas with learning paradigms.

Goal 7: To enable all courses and software, wherever practical, to be run on cloud architectures by 2018.

TRSM must become a pioneer and leader in innovation in teaching. While part of the foregoing discussion concentrated on technology, it is recognized that experiential, hands-on learning can happen in many ways. The salient point is that our management school needs to become a leader in experiential learning, in all aspects of business. We need to develop a technology-based architecture for sharing great ideas – so that innovation isn't isolated or happening only in pockets. There are great ideas being implemented every day, and these need a central repository so that these innovations move beyond the local level. Chairs and Directors, working with the Dean's office, must help to champion what 21st century

education should look like in their respective Schools and disciplines (with a full acknowledgement that local solutions may look very different from one another).

A second piece of enhancing and redefining the student experience, involves a fundamental shift away from quantity toward a focus on quality. With over 9,000 undergraduate students, and approximately 130 RFA faculty, by any measure, our classroom ratios leave much to be desired. Our reputation as a job-ready institution relies heavily upon the strength of our graduates. In order to enhance the quality of our students we need to pay particular attention to our bottom 30% of students and to our recruitment and admission efforts.

Goal 8: To shift toward student quality rather than quantity as the focus of our undergraduate intake.

Tactic a: Keep undergraduate enrollments flat over a five year period (using 2013 as a baseline)

Tactic b: Raise admission requirements for all programs in TRSM

Tactic c: Explore the feasibility of intake requirements in addition to GPA

Tactic d: Provide students who are struggling with every opportunity to succeed, while also firmly enforcing the quality standards we expect.

Starting with recruitment and admission, we will aim to keep undergraduate enrollments flat over a five-year period (2013-2018). This contrasts sharply to the exponential growth experienced by TRSM in more recent years. We will also focus on raising admission averages, including important high school mathematics grades (and courses). Indeed, graduation, retention and GPA entry goals must all be monitored attentively, and it will take creative thinking and action to attract and retain quality students. We need to better track this connection to academic success and follow students over several years to get a better understanding of the actual link between high school entrance averages and student retention.

A management school can only continue to sustainably provide revenues to central administration if its growth rate is sustainable. Given our faculty resource and space constraints we cannot grow our undergraduate programs. It is time to invest in TRSM and in our graduate, SRC, community building and international aspirations. As is the case in any university, in order to move a management school to the next level in reputation and quality, investments will be required from central administration.

We will also examine the cost/benefit of requiring students to submit a portfolio (electronic or other) with their application to major in a given area of study that could be assessed by 3rd and 4th year TRSM students. This program could have the enormous benefit of creating an important quality cycle. That is, by having a stake in shaping the future of TRSM, and thereby in the value of their degree, TRSM students would directly influence what kinds of students were admitted to each major. Such an initiative would examine the fit of incoming students to the values

and aspirations of TRSM (e.g., creativity, critical thinking and problem solving skills).

Once students are admitted, they need to be supported. TRSM invests high level of support through the staff members in the six academic program offices, through TRSM Student Services, Ryerson Commerce Society clubs and groups, as well as, the Career and Employer Partnership Centre. In addition, all TRSM staff work to increase student awareness of the many opportunities for engagement and support across the Ryerson campus. Although we have excellent staff support, there is no denying that our undergraduate numbers make it difficult to reach all students in need. By raising standards and tracking the results over time, we would be taking tangible steps to provide our students with enhanced levels of support.

Goal 9: To improve student retention and success and determine which student supports are most impactful.

Tactic a: Continue and enhance the efforts in creating baseline data to understand our student populations as a whole and by school/program.

Tactic b: Through the newly formed Faculty Council, create the Student Success Committee and bring together student representatives and staff from each of the co-curricular support areas.

Tactic c: Find a central method of tracking student contact with each touch point within TRSM.

Tactic d: Create metrics (including attendance, student satisfaction, and outcomes) for evaluating each unit's ability to support student transition, awareness of faculty and campus-wide programs and support, as well as, student success and engagement.

Simply put, we need to expect more of our undergraduate students, hold them to higher standards, and provide them with the resources to reasonably work through difficult times and issues. All undergraduate activities and initiatives must be viewed in light of the desire to enhance quality standards.

With the many opportunities available to students within TRSM, we need to not only track retention but systematically identify which supports have the greatest impact on student retention levels. In addition, the vibrant co-curricular activities taking place in our school on a daily basis could benefit from a strategic assessment of synergies with other events and activities. In all cases, we need to be clear about the intended audience, outcomes, and impact of events.

Goal 10: To align co-curricular activities with the academic mission of the School

One of the ways to differentiate our undergraduate degree students is through exposure to our research. Many faculty members employ undergraduate research assistants, to the great benefit of the faculty member's research program and the student's learning experience. We must find more ways to bring our research into

the classroom and to provide opportunities for our undergraduates to work with us on our research projects.

Goal 11: To more deeply engage undergraduate students in research experiences both in and outside of the classroom.

This goal is consistent with the move toward more experiential learning. In order to move students beyond basic skills and competencies, engaging them in our research gives them the practical experience of using data, analyzing problems, and identifying trends and solutions. These are all examples of skills that will be in increasingly high demand in the global labour market.

2. *Enhancing Graduate Programs and SRC*

With our MBA programs showing remarkable strength in a competitive landscape¹, TRSM can no longer afford to be known as a primarily undergraduate teaching institution. This is not to suggest that undergraduate education is not our core business, rather it is to signal that we can and must do more in our areas of strength in order to make our academic reputation more robust. Our MBA case teams consistently achieve podium placements, despite the programs' short life and one-year structure. We must continue to grow this program while carefully watching our intake quality and our student industry placements. Our MBA graduates must continue to be great ambassadors of TRSM, enabled by the high-touch service we provide around internships and co-curricular opportunities.

Goal 12: To become a globally recognized MBA program by 2018.

Tactic a: Grow our MBA into a steady state of 60 students/year in each entering cohort without sacrificing quality intake standards.

Tactic b: Increase program and MBA brand awareness

Tactic c: Prioritize MBA student placement, and marketing efforts

Tactic d: Grow international student population and differentiate on services provided.

Having grown into the largest undergraduate business school, and gained AACSB accreditation, the next step in the evolution of the Ted Rogers School of Management must be to further develop our graduate programs and enhance our research culture. This goal aligns with the university priorities of increasing SRC excellence, intensity and impact, as well as creating student engagement and success through exceptional experiences. We look to central administration for continued and sustainable support to market the MBA effectively, in a hyper-competitive market.

¹ The MBA program was ranked in the top 10 by Canadian Business in 2013 and 2014, underscoring our ability to compete successfully with the top business schools in Canada.

Goal 13: Develop Professional Masters Diplomas (PMD) to supplement and enhance MBA offerings

In order to enhance revenues and offer portions of our MBA offerings to a wider audience, TRSM will undertake to deliver professional masters diplomas. These programs could include offerings in accounting, entrepreneurship and data analytics (offered by TRSM and/or in cooperation with our international partners). Such professional masters diplomas will allow us to be nimble enough to be responsive to market needs while growing our reach into industry and building greater MBA brand awareness.

Our thesis based Masters of Management Science program has not seen the same level of success as our MBA. In fact, the program has floundered as it was not clearly positioned in the marketplace, or differentiated from our MBA. Our Master of Management Science degree has the opportunity to bring thesis-based students to all of TRSM. This need was widely expressed in the Dean's consultations with faculty, who spoke of the need to have thesis-based students of their own, and not to be relying so heavily on graduate students from other Faculties and universities for aiding in our research agendas. Our research must remain applied and have industry value. In fact, the revamped Master of Science degree should be positioned to provide students with the research skills to allow organizations to develop intelligence-based decision-making. We will work with graduates and industry partners to place our MSc students in jobs requiring their skill sets (e.g., analytics, research arms of corporations, research institutes, etc.).

Goal 14: To relaunch the MMSc, including a name change, and provide faculty from all schools and departments, who are members of the Yeates School of Graduate Studies (YSGS), the opportunity to supervise their our own thesis-based graduate students.

Tactic a: Rework the funding formula for the new thesis-based masters students to maximize the buy-in of all school and departments

We also need to examine the feasibility of further graduate program offerings, and seize opportunities that build on our strengths. Examples could include, but are not limited to, a Masters of Technology Commercialization (co-delivered with FEAS), a Masters of Accounting & Finance, a Masters in Health Services Management, and a Masters in Data Analytics. In each case, we must ask what distinctive advantage we bring to each opportunity, how to leverage resources from across our campus, and whether such a program is best offered as a new Masters program or as a stream in our MBA program. New Masters programs must be strongly tied to industry and developed to meet a current or foreseen need in the marketplace.

Goal 15: To develop, initiate and launch at least two new Masters programs by 2018.

Tactic a: Develop a detailed feasibility/needs assessment to determine what programs to pursue.

Irrespective of any particular Masters program, the current practice of teaching graduate courses outside of 'load' is not sustainable. Such a policy reinforces the notion that undergraduate education comes first, with graduate education being an afterthought at TRSM. This policy/current practice also means that some faculty members have to choose between graduate education and their research agendas (as their teaching plates are already full). Such false dichotomies do not serve us, or our students well and we must incorporate the workload of all Masters programs in the loading plans of each School and Department.

Goal 16: To have all graduate teaching be on load by 2015, with this becoming policy for all newly developed graduate programs.

Tactic a: To develop a transparent funding formula for masters programs by 2015-2016 to help offset graduate loading costs.

Masters allocations are tightly controlled by the Province of Ontario. That said, we will need the support of university administration for graduate student spaces, as part of accepting the evolution of TRSM. A management school with vibrant graduate programs and revitalized SRC will serve the mission of Ryerson far better than a primarily undergraduate focused Faculty. Chairs and Directors will need to play a crucial leadership role in ensuring that teaching on load in our graduate programs does not detract from our undergraduate offerings.

It should also be noted that strong doctoral level aspirations exist within TRSM. Stakeholders were realistic that a deep research culture and doctoral education will take time to develop, but that we should start openly discussing doctoral education now. Whether this education takes the form of a D.B.A. or a Ph.D., it should likely have a very applied focus. In order to differentiate ourselves from other doctoral programs in Toronto (as the Province will require) we must be clear on the value proposition of such a degree. Staying close to our roots and cultural history will likely be a wise choice, with doctoral education closely tied to developing highly qualified professionals primarily to tackle the complexities of industry and society. While doctoral level programs fall outside of the five-year planning horizon of this academic plan, the groundwork for such a program will include the revitalization of our thesis based Masters programs, and our research culture.

Goal 17: To initiate a Faculty Council committee to investigate doctoral degree options and report back to Faculty for widespread consultations by 2017-2018.

The research culture of TRSM is evolving quickly. We are a unique School based on polytechnic roots, and where research was introduced and added to job responsibilities in a fairly rapid fashion. In addition, we continue to hire newly minted PhD's from strong research institutions that bring both practical and academic knowledge to our milieu. In order to foster the research culture at TRSM, we must first accept that the strengths of our faculty play out in different ways and that having a single-minded view on what SRC is, or is not, is not likely to galvanize

support or contribute to open and honest dialogue and action. Rather, we need to create a research culture where mentoring takes in both formal and informal ways, and where faculty are coached in how to produce the very best output that reflects their core strengths. In addition, we must better integrate our research into our teaching to enhance the student learning experience at all levels.

Our research must also be connected to industry. In fact, fostering a research culture that is more practically focused than any other comprehensive business school in Canada plays into our strengths. We must develop our own research narrative, around metrics that we define, that will bring together the research plans of each school and department together into a cohesive vision. This vision must utilize the skills and efforts of our research institutes and centres and strategically position them to reap maximum benefit. Our research has to be accessible to leaders in industry, government and not for profit sectors, while its relevance must continue to enhance our community building reputation.

Goal 18: To develop a comprehensive Faculty Research Plan that pulls together all School, Departmental, and Centre (Institute) research plans by July of 2015.

TRSM is home to eleven research centres and institutes. We need to better assess and engage these centres in the fibre of TRSM. That is, while the centres may be doing excellent work, they remain largely isolated from both the student experience and from mainstream faculty involvement. We need to celebrate the rich nature of the work being done in Faculty research centres, and try to better align these efforts with the strategic direction of the School.

International Relations

International relations can often be found in many parts of an academic plan. For instance, we need to continue to grow and nurture our undergraduate student exchange partners. However, as a signal of shifting priorities, our international relations must be broadened and deepened to include comprehensive research and graduate education partnerships with select academic institutions.

The growth of our graduate programs and research culture will shift the reputation of TRSM. This shift must be managed carefully as we are not attempting to mirror other business schools, but to differentiate ourselves on our applied strengths. There is considerable strategic space for a Canadian management school that focuses on applied graduate programs and research: a school whose research is actually read and disseminated by practitioners. Such a reputation needs to be built in the GTA, nationally and internationally.

In building our international reputation, TRSM must seek out and create strategic partnerships in order to leverage opportunities to build our graduate research student capacity and research culture. The criteria used to select potential partners must be strategic and transparent. We must identify the geographic regions of the

world that we not only believe are of increasing relevance today, but also tomorrow. With geographic priorities in place, partnerships should be evaluated using the following criteria:

1. Is the fit between the partner institution and TRSM obvious? Stated more directly, does the university have polytechnic, technological or entrepreneurial roots? Is the history of the institution similar to Ryerson, along with its mandate?
2. Does the partner institution have a strong record of graduate programs and research?
3. Does affiliating with the partner have the potential to pull-up the reputation of TRSM internationally and domestically?
4. Will the partnership be cash-flow positive for TRSM? That is, can the net contribution be invested back into our operations?

With these criteria as guide-posts, TRSM must develop rich offshore partnerships that are built on the foundation of the School and Ryerson University, and embrace the movement toward a practice-oriented research culture.

Goal 19: To develop at least two comprehensive international partner agreements that include research and graduate education components by 2018.

Given our international ambitions, we should also likely examine the possibility of EQUIS accreditation after significant partnerships have had time to take root and flourish. Like AACSB accreditation, which provides enormous opportunities for international partnerships and reputation building, EQUIS is also a signal to the marketplace: one of an international presence and reputation. A committee will be struck to examine the desirability and feasibility of obtaining a second accreditation.

Goal 20: To examine the feasibility and desirability of EQUIS accreditation by 2018.

3. Cultivating our Community Building Reputation

Ryerson University and TRSM have strong roots in our community. Community engagement can come about in a variety of ways. One important step is reaching out to the communities we serve in an enhanced fashion in a manner consistent with our values. This goal is at the heart of the School's mission statement and it is directly linked to the university strategic priority of expanding community engagement and city-building.

With an enviable diversity in our student population, based primarily in the GTA, we must reach deeper and farther into bringing Toronto diasporas into our School. Having diverse students is a wonderful starting point, however, leaders in all of Toronto's communities should view TRSM as the place for discussions and debates on business and the future of our city and country. There is well-established

research on the link between immigration and innovation, especially in the form of new business creation. TRSM must become much more widely known in the communities we serve. Of course this isn't limited to diaspora populations, however, that is an obvious area where we could claim legitimate space as a thought leader and community builder.

Goal 21: To become a hub for diaspora discussions on business and society.

Tactic a: To host an annual diaspora conference to establish two-way dialogue.

Tactic b: To ensure the communities we serve are invited in to participate in student conferences, galas, case competitions, etc.

Another important aspect of community building involves cultivating the relationships we have with business in Toronto's downtown core. While these relationships are deepening and growing, Ryerson, and certainly TRSM, are not yet fully understood or appreciated by the business community of Toronto. We need to reach out and aggressively pull business into every piece of our daily operations. From guest speakers, to rejuvenated Advisory Councils, to prospective employers, we must gain enhanced profile with business.

Goal 22: To more fully integrate Toronto business into the daily operations of TRSM.

Tactic 1: Leverage distinguished visiting professors (DVPs) and faculty/staff contacts to bring business to TRSM and place students in leading firms.

Tactic 2: To create a TRSM wide structure, in combination with Chairs and Directors to more effectively integrate executives and DVPs into academic units.

One example of integrating the experience of business more fully into our everyday operations could involve a greater focus on developing and using business cases. We have many exciting opportunities to translate our engagement with business into real-world knowledge for our students. This would require TRSM support, encouragement and a framework or model for engagement. An important by-product of this effort would be publishable case studies that would enhance our SRC output and that could involve both undergraduate and graduate research assistants from TRSM.

Goal 23: To develop strong Advisory Councils for all TRSM Schools and the Dean's Council by 2016.

We must also leverage our industry contacts to create a successful boutique executive education program. In-house, custom programs have a much higher ROI, so we must develop specific programs around our core areas of strength to build the TRSM brand, and also supplement our budget.

Goal 24: To build a sustainable executive education program that is cash-flow positive by 2017.

The greater the involvement of industry in TRSM, the more ambassadors we have moving forward to promote the School. Industry guests are consistently amazed at what our students are accomplishing, both academically and through co-curricular events. In order to translate that amazement into shaping Toronto, we need to develop deeper and more appropriate channels for organizations and individuals to become involved in the daily operations of the School, and for our students to become more involved in the life of local organizations. The future face of business resides in TRSM and that face must become more familiar in the hearts and minds of executives running major organizations in our city.

Of course, community building also happens through how our graduates shape the city we live in. Both Ryerson and TRSM have room to improve both the extent and type of contact we have with our alumni base. We have passionate alumni who have do not feel connected with TRSM. We need to have a local (TRSM) alumni strategy and deploy resources to engage our alumni.

Goal 25: To establish and implement a systematic alumni engagement strategy by 2016.

Tactic a: Hire the first decentralized alumni relations officer to work solely on engaging TRSM alumni.

Community building needs to be about more than stakeholder engagement. TRSM is the country's most urban business school, and with the vibrancy of the city's inner core also comes social issues that surround us. We have problems of homelessness, mental health, youth unemployment and gangs on our doorstep. As a management school, we must also build the city through social justice and by applying entrepreneurial principles to the social ills around us. Ryerson recently became Canada's first Ashoka Changemaker Campus with deep roots in both social innovation and social justice. We are more than a for-profit management school as evidenced by the social conscious of our students, staff and faculty. Our curriculum must provide the foundation to reinforce the social conscious of our students, and reinforce our social expectations of students.

Goal 26: To identify and alleviate targeted social problems in the community in which we operate.

Tactic a: To encourage social innovation across the Faculty (optimally with faculty and students working together) to examine local problems and local solutions

Tactic b: To become more highly involved in community meetings where entrepreneurship is identified in the community and channeled to move a social negative (e.g., selling drugs) to a social positive (by empowering youth with the mentoring required to move towards establishing their own business).

TRSM must play a more active role as a community member that cares about the least privileged of our neighbours. Our actions will speak louder than words. We can distinguish ourselves as a management school that is not afraid of the word profit, by being equally conscious of our obligations to society. Ryerson has always

reached out to students with non-traditional backgrounds, so reaching out to the most disadvantaged of our neighbours is a natural extension of our DNA, and what it means to be a socially conscious community builder.

We must also be aggressive in our philanthropic targets, to ensure we have a sustainable operation. In order to fund the investments we will require in digital infrastructure, co-curricular student learning, and capital projects, we need to develop compelling cases for support. The TRSM and Ryerson narratives are strong and the 'underdog' status of the institution is well received on Bay St. We must ensure that we are aggressive in our advancement targets over the course of this plan.

Goal 27: To raise three million dollars per year over the course of the plan

Goal 28: To restructure our Advancement, Development and Alumni operations to better reflect business school goals and norms across higher education

4. Improving our Internal Governance, Communications and Structures to Enable Lasting Innovation

In order to enact lasting innovation, TRSM must create the governance structures and communication norms to better reflect the collegium. We need enhanced dialogue and engagement to create buy-in and set aggressive goals for TRSM. This is an enabling strategic objective that will allow TRSM to better meet the priorities of the Faculty while supporting the strategic pillars of the university. TRSM continues to evolve and our governance structures and norms must keep pace. In late March of this year (2014), the faculty strongly supported the creation of a Faculty Council (FC). While this is a substantial milestone for TRSM, the hard work has only begun. In order for FC to function most effectively, the collegium needs to buy-into the importance of their attendance and participation. The FC has the potential to be a forum for open and transparent discussion: a place where we can all discuss what curriculum is in the best interests of our students, or what programs or partnerships are deserving of our attention. There will inevitably be growing pains as the culture shifts to one of academic decision-making, debate and collegial trust. It is essential that this Council deal with substantive matters to engage faculty and ensure the participation and voices of all are heard. We can chart a near limitless future together for TRSM, and with voting rights come responsibility. From the leadership of the Council Secretary to the mandate of the sub-committees, each part of the FC will require careful planning and thoughtful mechanisms for reflection and continuous improvement. Through dialogue and consensus building, the Faculty Council has the potential to improve the engagement of faculty and staff. The Council is a dynamic body and will morph and change over time. In addition to providing a much-needed forum for discussion and debate, the Council also serves an important social function around group cohesion. As a large school we need to

be honest about levels of disengagement, and work towards the kind of culture and work environment we would all like to work in.

Goal 29: To establish a Faculty Council, elect a Chair and form the By-Law mandated subcommittees by the end of 2014.

While a Faculty Council will provide a necessary forum to make difficult decisions collectively, it alone will not solve the governance issues in our Faculty. Our School of Business Management, for example, is in need of governance structures and processes to address leadership issues, the current SBM council, and how to most effectively support the majority of our students who do not have an “academic home” until declaring a major.

Goal 30: To address the governance, structural and leadership issues in TRSM
Tactic a: Develop relevant Faculty Council subcommittees tasked to examine issues facing specific programs and relevant to the entire Faculty.

Enhanced communication was another aspect of our culture stressed in meetings with the Dean. All stakeholders stressed the importance of two-way communication. We have established monthly social gatherings, developed a Dean’s newsletter, created a Research Matters on-line update of our SRC, and formed a marketing and communications team to effectively enhance our web, print and social media presence. All of these efforts require coordination across our large school in order to be most effective.

Goal 31: We will develop a strategic marketing and communications plan for TRSM brand development by 2015-2016.

While communication is a role where we must all play our part, a strategic marketing and communications plan will help to ensure that our limited resources are being utilized for maximum exposure. We have many events and milestones each academic year at TRSM and it is unclear if we are always being as strategic around planning, coordinating and executing around our intended audiences. Our students, for example, have unparalleled enthusiasm and drive, and with the right coaching should make external audiences an even more important ingredient in any planned activity. However, the issue extends beyond our students and we need to think about how a TRSM event might be bolstered through collaboration with other events, and the up-front involvement of the marketing and communications team. We need to identify our intended audiences and our desired messages, and consistently deliver on those objectives.

Accreditation

As a management school, we have the responsibility of examining all of our processes toward continuous improvement. This cannot be solely taught to our students, but by more actively engaging with accreditation we can see continuous learning for the opportunity it provides. Now more than ever, AACSB wants

accredited schools to 'say what we do, and do what we say.' From our mission and vision to our research narrative, we are in the position to define and refine what TRSM values and measures.

In order to reap the full benefits of a quality management system, we require deeper buy-in from all stakeholders. If accreditation is run out of one office, the business school is not reaping the benefits or driving the innovation that accreditation can stimulate. We need more than Chair and Director buy-in, as each member of our community should understand how their role fits into the mission of the school and what systematic processes could be undertaken to improve how we function.

Goal 32: To imbed accreditation more deeply into the culture of TRSM by 2016.

Finance and Administration

Looking forward, even though the fiscal strength of the university is sound, the reality is that in each year of this plan we need to be prepared for cutting base funding even further. As we make these tough choices, we must be guided by academic principles. We must examine how we are standing by our students. This goal will play a support function in the university priority of fostering student engagement and success through exceptional experiences. For perhaps too long, size has dictated pedagogical practices, including but not limited to, student assessment. With our graduates being our strongest ambassadors, we must ensure that we are graduating the best possible students in order to build the quality aspect of the TRSM brand. That will require a reorientation around how decisions are made, and how we even structure our discussions. It simply too easy for budget cuts to translate into reductions across the board – reductions that can hurt the student experience. We must be vigilant to ensure that quality is not something that is provided lip-service, but that it is resourced to the best of our abilities.

Managers (academic and non-academic) must be provided with a budget and the appropriate incentives to cut costs while prioritizing the quality of the student experience. With responsibility comes accountability, and budget discussions will be made more transparent with best practices shared across academic silos. With the support of our financial and administrative teams we need to move toward a more strategic allocation of our resources including long-term planning and value-added reporting. We need to trust in our managers, and hold people accountable, while encouraging the creative use of scarce resources.

Goal 33: We will improve the clarity, transparency and timeliness of financial and administrative information by 2016.

Tactic a: We will streamline financial and administrative processes to enhance stakeholder satisfaction.

Tactic b: We will improve communication related to finance and administration

Goal 34: We will decentralize financial and administrative systems and processes by 2016.

Appendix A

Alignment of TRSM Academic Plan with “Our Time to Lead”, Ryerson Academic Plan

TRSM Strategic Objective / Goal:	Ryerson Pillars ⁱ			
	1	2	3	4
Redefining Experiential Learning for the 21st Century:				
1. To tackle curriculum reform across the Faculty and address the issue of core curricula, governance structures and our relationship to continuing education offerings by the end of 2017	X			
2. To expand co-operative education options to all undergraduate academic programs by the end of 2015	X		X	
3. To create and host at least two new ‘zones’ where students can explore complex problems while developing their own business	X		X	
4. To provide zone learning at Ryerson with foundational business modules offered by TRSM to ensure all budding entrepreneurs have access to crucial information delivered in a just-in-time fashion	X		X	
5. To enhance opportunities for students to spend a term abroad while completing their undergraduate program	X		X	
6. To enhance the learning environment with a commitment to the effective use of hybrid and e-learning modules	X			
7. To enable all courses and software to be run on cloud architectures by 2018	X			
8. To shift toward student quality rather than quantity as the focus of our undergraduate intake	X			
9. To improve student retention and success and determine which student supports are most impactful	X			
10. To align co-curricular activities with the academic mission of the School	X			
11. To more deeply engage undergraduate students in research experiences both in and outside of the classroom	X	X		
Enhancing Graduate Programs and Research:				
12. To become a top-100 ranked MBA program by 2018	X			
13. Develop Professional Masters Diplomas (PMD) to supplement and enhance MBA offerings	X		X	
14. To relaunch the MMSc, including a name change, and provide faculty from all schools and departments, who are members of the Yeates School of Graduate Studies (YSGS), the opportunity to supervise their our own thesis-based graduate students	X	X		
15. To develop, initiate and launch at least two new Masters programs by 2018	X	X		
16. To have all graduate teaching be on load by 2015, with this becoming policy for all newly developed graduate programs		X		

17. To initiate a Faculty Council committee to investigate doctoral degree options and report back to Faculty for widespread consultations by 2017-2018	X	X		
18. To develop a comprehensive Faculty Research Plan that pulls together all School, Departmental, and Centre (Institute) research plans by July of 2015		X		
19. To develop at least two comprehensive international partner agreements that include research and graduate education components by 2018	X	X	X	
20. To examine the feasibility and desirability of EQUIS accreditation by 2018	X			
Cultivating our Community Building Reputation:				
21. To become a hub for diaspora based discussions on business and society		X	X	X
22. To more fully integrate Toronto business into the daily operations of TRSM			X	X
23. To develop strong Advisory Councils for all TRSM Schools and the Dean's Council by 2016				X
24. To build a sustainable executive education program that is cash-flow positive by 2017	X			X
25. To establish and implement a systematic alumni engagement strategy by 2016	X			X
26. To identify and alleviate targeted social problems in the community in which we operate				X
27. To raise three million dollars per year over the course of the plan	X	X	X	X
28. To restructure our Advancement, Development and Alumni operations to better reflect business school goals and norms across higher education	X			X
Improving our Internal Governance, Communications and Structures to Enable Lasting Innovation:				
29. To establish a Faculty Council, elect a Chair and form the By-Law mandated subcommittees by the end of 2014	X			
30. To address the governance, structural and leadership issues in TRSM	X			
31. We will develop a strategic marketing and communications plan for TRSM brand development by 2015-2016				X
32. To imbed accreditation more deeply into the culture of TRSM by 2016	X	X		
33. We will improve the clarity, transparency and timeliness of financial and administrative information by 2016	X			
34. We will decentralize financial and administrative systems and processes by 2016	X			

ⁱ Four pillars of the Ryerson University Academic plan:

1. Creating student engagement and success through exceptional experiences
2. Increasing SRC excellence, intensity and impact

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3. Fostering an innovation ecosystem
 4. Expanding community engagement and city-building