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Regarding: President's Teaching Award

I must admit that I was narrow-minded when it came to “teaching”. Specifically, I held a narrow view that teaching was limited to the activities within my control in the confines of a lecture hall. For me, as long as I was meeting the needs of the students, that alone was enough to become a ‘top teacher’. As my career progressed, I realized that teaching involved more than the three hours I spend with the students each week. My understanding of teaching evolved into a holistic view of pedagogy; this includes fostering a culture that seeks inclusivity and excellence, developing a dynamic plan that inspires and motivates students/faculty/staff, allocating and optimizing resources to foster continuous improvements in advancing the future of business education, oversee budgetary matters and initiate efforts to advance partnerships with internal and external groups, support the growth of an academic curriculum, and advance equity, diversity, and inclusion initiatives. In this lens of pedagogy, teaching is not just about meeting the collective needs of the students (*delivery/flagship*), but it also involves meeting the needs of the academic community (*scholarship*), the individual needs of students (*mentorship*), the needs of the external community (*partnership*), and the needs of your department (*leadership*)

Flagship-Scholarship-Mentorship-Partnership-Leadership

Flagship: I strive for excellence in the classroom and pride myself on being an effective instructor. To date, I have been fortunate to be selected by students and alumni for university-wide awards at two different institutions (Western University, Colorado State University). Further, in 2019, I was recently honored by Society of Marketing Advances for distinguished teaching, reflecting a significant contribution to pedagogical advancement in the field of marketing. Much of my success stems from catering to students’ needs and constantly challenging them to understand core retailing concepts, while strengthening these linkages to the business world. A major component of my teaching delivery involves active learning projects. I adhere to a 50/50 rule which translates to 50% lecture and 50% non-lecture activities. I utilize diverse testing methods. It has been my experience that some students are great test takers while some are better at application. As such, it is very common to see my testing methods include both closed-book and open-book components to allow students flourish in diverse ways. It encourages students to leverage their strengths and work on their weaknesses to maximize the grade that they achieve in the class. In the early parts of my career, much of my focus was to work on my craft that would allow me to prosper inside the classroom. After all, this is the flagship to our teaching portfolio. Although, the more I began to see the bigger picture, I knew this was not enough...

Scholarship: As I continued to learn, I felt the desire to share my best practice ideas with the wider academic community. Indeed, there are great higher education journal outlets such as *Marketing Education Review*, *Journal for Advancement of Marketing Education*, *Journal of Marketing Education*, *Journal for Education for Business*, etc. where one can draw inspirations for their teaching ideas. Moreover, these are also the outlets where one can share their best practices (i.e., teaching innovations). I once never considered writing a manuscript to be a hallmark to my teaching journey, but now it has become a foundation. Rather than hoarding the best ideas for my own portfolio, I began to freely share my ideas with others in hopes that others can generate the same amount of success. Hence, I believe scholarship is a backbone of pedagogy that one cannot ignore. This continued pursuit has led to becoming an Editor for the *Marketing Education Review*.



Mentorship: Many view teaching in a one-to-many context (one teacher–many students). Indeed, a review of the popular education journals reveal very few publications relating to one-to-one mentorship. Some professors are reluctant to take on one-to-one mentorship opportunities because most universities do not incentivize faculty to take on students (especially, undergraduate students). However, it has been my experience that the most rewarding outcome arises from such mentorship opportunities. When a student is able to publish a business case or a research manuscript, these results elevate their vitae for employment and graduate program opportunities. Mentorship is necessary to developing a culture of pedagogical excellence.

Partnership: We in academia often talk about securing funding for research grants, but much can be done in the area of teaching as well. Thus, identifying and developing key partnerships is essential in providing unique experiences to the wider student body. For example, I, along with other faculty members and staff, secured funding to integrate aboriginal retail content in our curriculum (e.g., Indigenous content library). We also secured a large in-kind gift to use retail-specific software in our curriculum. Much of these success stems from building a strong network of industry partners. I currently co-chair our program advisory council whose membership includes executive leaders from prominent retail companies (Wal-Mart, Microsoft, Costco, etc.). These connections have not only enriched our curriculum, but also created opportunities for annual international experiential trips (Milan, Amsterdam, London, Montreal, NYC, etc.). Such partnerships have also led to talent acquisition opportunities (internships, co-op, post-grad entry-level positions) which further extends to the area of students' personal and professional development.

Leadership: My experience with developing visionary strategic plans is three-fold. At the department level (with the support of a highly dedicated team), I led our periodic program review (PPR) that assesses our curriculum and quality assurance, as well as, propose meaningful pedagogical changes for the future. Given my success in mobilizing people toward a common goal, at the faculty level, I have been selected by our Dean to take on the role as the AACSB Faculty lead (as part of the AACSB accreditation renewal). At the university level, I have served on the Academic Plan Advisory Board for the university's 5-year strategic plan. Together, these experiences have shaped my multi-tiered perspective of the different pedagogical functions and priorities within various academic units. Serving and leading in academic leadership (Director) have broadened my knowledge and understanding of Ryerson and the Canadian post-secondary market.

Future of Higher Education (Business Education)

The future of business education must revolve around the 'community'. Businesses must not be viewed simply as corporations, but rather as community stewards. For instance, in 2020, I was selected to sit on one of the Toronto Board of Trade Task Force sub-committees, working with C-suite retail executives (e.g., Shopify, Indigo, Starbucks, etc.) on how businesses can support the Toronto community during the early stages of the COVID-19 pandemic. This paradigm shift from "*business as advancing commerce*" to "*business as advancing community*" must be the foundation for pedagogical innovation.

The future of business education must be rooted in the tenets of EDI. We must equip students with knowledge and tools to empower them to use their learning for community stewardship. This may involve teaching students about history, culture, governance, community relationships, consultation protocols, as well as the role of businesses. Over the years, I have been fortunate to be part of the Provost's Academic Leadership program that have afforded me learning opportunities and tools to develop partnerships for change.

The future of business education must be personalized. More and more, universities have gravitated towards a standardized model of quality assurance. While this remains vital for accreditation purposes, we must allow room for flexibility and creativity for our students to evolve. This is imperative for providing value. Finally, the future of business education must provide value. Technology (e.g., Zoom) has allowed us (faculty) to facilitate learning online. However, for business schools to be relevant, we must generate and give reasons for students to be available. For example, a written case can be discussed online, but a "live case" provides value for in-person learning. Finding the right balance will be of paramount importance.

PEDAGOGICAL PORTFOLIO SUMMARY

- > Axxess-Capon Distinguished Teacher Award (Society of Marketing Advances).
- > 2 University-Wide Awards for Best Teaching (Colorado State University, University of Western Ontario).
- > Attract prominent leaders and influencers (e.g. The “Kenneth Cole”) as guests to broaden the minds of students.
- > Employ accommodating, adaptive, and inclusive learning strategies (e.g., diverse testing methods, active learning).

FLAGSHIP

- > Published in 16 pedagogy-related journal articles in notable peer reviewed outlets in the field.
- > Article of the year at Marketing Education Review (2014).
- > Article of the year at J. Advancement for Marketing Education (2016).
- > Published 13 business cases with 30,000+ copies sold combined. Ivey Publishing Best Seller Award (2020)

SCHOLARSHIP

- > Director of Retail, TRSM (since 2017)
- > Co-Coordinated a Periodic Program Review to assess the curriculum and quality assurance. Propose meaningful pedagogical changes and vision for future
- > Faculty Lead – AACSB accreditation renewal
- > Faculty Council Chair
- > University Academic Plan Advisory Board
- > Editor of Marketing Education Review

LEADERSHIP

- > Directly supervised and mentored over 28 students spanning from undergraduate, master, and Ph.D level students. Produced over 60+ academic contributions (peer reviewed articles, conference presentation/proceedings, business cases)
- > Secured grants (combined \$300K+), providing research opportunities for students.
- > Mentor faculty (e.g., part-time faculty) on teaching in both informal and formal capacities

MENTORSHIP

- > Co-Chair of the Program Advisory Council. Members include C-suite executives from prominent retail companies (e.g., J&J, Costco)
- > Secured the renewal of \$7+ Million Dollars + Addition \$3+ in-kind gift for the JDA planogram software to integrate into our curriculum
- > Secured funding to integrate Aboriginal retail content into our curriculum initiative.
- > Facilitate experiential Learning Opportunities in International countries (Italy, NYC, etc.)

PARTNERSHIP