

PACDSB

President's Advisory Committee on the DeGroot School of Business

REPORT TO THE PRESIDENT

December 15, 2010

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Introduction

For a Faculty to function effectively, the University Administration, the Faculty Administration and the faculty members themselves should share a common vision and sense of purpose that leads naturally to an alignment of their strategic directions. If this does not happen, and if strong-willed personalities and egos are also involved, then a tone of discord can develop leading to a highly tense atmosphere or, at worst, a state of dysfunction within the Faculty. This describes the current situation in the DeGroot School of Business (DSB). This is certainly unhealthy for the School itself and threatens its long-term viability.

The President's Advisory Committee on the DeGroot School of Business (PACDSB) was established as a result of one of the recommendations made in the report "Preliminary Audit on Allegations of Discrimination and Harassment at the School of Business McMaster University" by the office of Human Rights and Equity Services (HRES). (This report was authored by the Director of HRES, Milé Komlen, and is referred to hereafter as the Komlen report). That document reported possible issues of harassment, bullying, abusive and disrespectful behaviour and deemed the School to be in a state of dysfunction. The President at that time, based upon the findings and recommendations of the Komlen report, invoked the University's Group Conflict Policy and struck the President's Advisory Committee on the DeGroot School of Business (PACDSB).

The mandate of PACDSB is threefold:

1. to advise in the management of the School of Business;
2. to determine the causes and effects of the current situation in the School of Business; and
3. to recommend a set of actions to establish a productive and collegial work environment at the School of Business.

This report briefly delineates the activities undertaken with respect to the first part of the mandate, provides extensive information that pertains to the second, and offers recommendations to fulfill the third. It should be noted that while PACDSB arose out of a recommendation in Mr. Komlen's audit report, any formal actions undertaken by his office with respect to allegations of harassment and intimidation in School of Business are independent of the activities of PACDSB. The latter's recommendations address some of the same "climate" issues, but from an academic, governance and collegiality perspective. Both Mr. Komlen and more recently PACDSB have interviewed many of the members of the School. PACDSB has in fact met with all members of the community who wished to speak with us. We made it clear to all that their comments would be held in confidence and reported only anonymously. We are therefore of the opinion that the School has been subjected to more than sufficient open-ended, fact-finding, and that further investigations related to harassment and bullying should be focused on those cases where individuals and/or groups are prepared to come forward and work with HRES to move towards formal action. For cases in which mediation and dispute resolution can be used to address relationships and enable individuals in the School to better work together, an ombuds person has been appointed to facilitate the process. Again, this functions under the auspices of HRES and is not part of the work of PACDSB.

It is our opinion that McMaster has a strong cohort of faculty and staff within the School of Business that has the potential to be much more effective than it is at present. Given the right

conditions, we are of the view that the School could certainly be ranked among the top six business schools in Canada, with the opportunity to rise even higher over time. While the strategic plan on record for the Faculty specifies being in the “top three”, this goal is not perceived as realistic in the short term. However, it is safe to say that the School aspires to be in the upper tier of business schools and that the Senior Administration has indicated that this should be an aspiration for the School. Therefore, our recommendations will be guided by this objective.

This report reflects our thoughts based on a wide variety of consultation with stakeholders and knowledgeable parties. These included two open meetings (one with faculty, one with staff) along with interviews with more than sixty faculty and staff including all who hold academic administrative positions, two former Deans of the School, former faculty members, students from the undergraduate, Master of Business Administration (MBA) and doctoral cohorts, all of McMaster’s Vice-Presidents (excepting the Vice-President, University Advancement), the Dean and Associate Vice-President, Graduate Studies, some members of the School’s Business Advisory Committee and University Board of Governors, past and present McMaster University Faculty Association (MUFA) officials, select McMaster faculty members outside the School who have relevant links to and knowledge about the School, and Deans or Associate Deans of business schools from five¹ other universities. In addition, we have accessed three previous reports (5, 6, 7) written on the School, have spoken with Mr. Komlen, and have reviewed documents pertaining to relevant events noted in this report. We have also reviewed correspondence on issues relevant to our enquiries as well as University and Faculty By-Laws and Procedures. It was sometimes difficult to authenticate the veracity of the statements made to us. We have however, as faithfully as possible, reflected the state of affairs in the School of Business as we see it, but have needed at times to incorporate our conjectures in the absence of hard facts.

Background and Context

1. Historical Perspective on Business Education in Canada

Two seminal reports, both published in 1959, have profoundly influenced modern business education – those by Gordon and Howell and by Pierson (10,11). (These reports were funded by the Ford Foundation and the Carnegie Foundation respectively.) The reports addressed the issue of why business schools were anomalies within universities. Both reports came to the same fundamental conclusion, i.e. that business schools were perceived as ‘trade schools’, as evidenced by a lacuna with respect to generally accepted rigorous scientific approaches and sound research methodologies applied to business issues. These reports led to a significant change in the hiring policies of business schools and the curricula of management programs. The quality of research became a focal measure of evaluating and ranking business schools. With this change in direction, doctoral programs flourished and mirrored the standards used in established disciplines. This necessitated hiring faculty members whose skill sets included knowledge of sophisticated research methodologies. The traditional business faculty, comprising essentially practitioners, was no longer the standard.

¹ Carleton University – Sprott School of Business, École des Hautes Études Commerciales de Montréal – HEC, Queen’s University – School of Business, University of Ottawa – Telfer School of Management, University of Western Ontario – Richard Ivey School of Business.

The 1960s and 1970s saw management science leading the vanguard because of its close affinity to industrial engineering and applied mathematics where the research methodology was well established. Other functional areas adapted research methodologies of cognately related areas to further their research aspirations. McMaster was one of the first Canadian universities to embrace the new business research agenda, as this was in keeping with the University's research-intensive tradition. Initially, McMaster developed an excellent management science core. In fact, three of the first Deans were from the management science area. The hiring of faculty over the years at the School has tended to emphasize the research enterprise. This approach has been the pattern at a number of Canada's long established universities where there was a genuine desire to bring business faculties up to a standard that is the norm for the University as a whole.

The late 1950s and early 1960s was a period of enormous growth in the Canadian university system, with the rapid expansion of existing universities and the development of many new institutions. Many of these new universities were located in large metropolitan areas (York University being the most prominent example). These universities in their nascent years had neither a tradition nor ethos of research. Moreover, a principal role of these new universities was to accommodate the swelling ranks of students attending universities. These new universities had to go through a phase of developing their intellectual and research capacities as well as establishing their graduate education capacities. The business faculties in these new universities were not able to attract the same level of research faculty that the established universities could. They did however develop a more entrepreneurial orientation and established a closer affinity to the business community than did the business faculties in the more established universities.

As the landscape of business education evolved, these newer universities were in a better position to tap into the growing market in executive education with such programs as the executive MBA, weekend MBA, short courses focused on professional development and the like. (Amongst the established universities there were a couple of notable exceptions in the University of Western Ontario and Queen's University). This comparative advantage of the new schools seems to have been more of a Canadian phenomenon. The American experience was that their outstanding business schools were the leaders in developing executive education and the various types of MBA programs. As the proportion of university operating budgets funded by provincial governments began decreasing in the 1980s, this enhanced the value of executive programs as a potential source of revenue with which to supplement the operating budgets, thereby enabling Business Faculties to better compete for faculty talent, good students, and to provide a research environment consistent with the School's aspirations. These circumstances had the effect of encouraging many of the business schools in the more established universities to engage the business community more vigorously. Not all Faculties were successful in adapting to the new model.

2. Environmental Scan of Business School Governance

In order to further its analysis and deliberations, PACDSB surveyed administrative arrangements at a number of business schools across the country and interviewed the Deans and/or Associate Deans of five prominent Canadian business schools. Three significant themes emerged in these conversation; first, the relative merits of academic vs non-academic leadership and the importance of the associated administrative infrastructure; second, the relationship between discipline-based areas and pan-Faculty programs; and third, the importance of collegiality and shared purpose. We will discuss these in turn, citing background

literature as relevant and applying the experiences from other schools to McMaster as appropriate. (Further discussion of these issues, together with recommendations, will be presented later in the report).

a. Academic vs Non-Academic Dean and Associated Decanal Infrastructure

There is a substantial body of literature dealing with the effectiveness of academic leadership (2, 3). The research indicates that scholar-leaders elevate research performance, rankings and output significantly more than either practitioner leaders or less accomplished scholars. Goodall (3) used longitudinal data to observe the performance of fifty-five major US and UK universities. Her findings indicated that there was a significantly superior performance by those institutions headed by a recognized scholar. The study used time lags in a regression setting to measure performance and to confirm the hypothesis that institutions headed by recognized scholars had superior performance. She also supported her findings through a qualitative analysis involving in depth interviews with the heads of twenty-six institutions. Included in this study were university presidents and heads of professional schools (especially Business). Four main themes emerged from these one-on-one discussions:

1. The credibility of scholar-leaders resulted in immediate respect – academics prefer to be led by colleagues;
2. Scholar leaders have expert knowledge in the core business of universities;
3. The standards of the institutions are set higher as a result of expectations by both faculty and leaders; and
4. There are shared values between the colleagues and the leader.

Notwithstanding these findings, there have been successes with practitioner-leaders, as long as the institution provided appropriate and adequate support. Somewhat more common in the United States, this model typically involved appointing a senior Associate (or Vice) Dean who directed the Faculty internally, while the 'Business' Dean canvassed the business community and alumni with the express purpose of fundraising and engagement with the Faculty. In Canada there have been some successes with the 'Business' Dean model, most notably at the Rotman School of Management at the University of Toronto (Rotman) and the Richard Ivey School of Business at the University of Western Ontario (Ivey).

The Rotman is an example of a Faculty that was highly successful in making the transition to increased community engagement. It has a solid academic base as reflected in its PhD program, a well-published faculty, a high level attainment of tri-council funding, and a high rating in many prestigious business rankings. It has built on this academic reputation to develop a strong reputation in the business and other external communities, as evidenced by the job opportunities that their graduates receive, the number of faculty engaged by private and public organizations, and the high level of media exposure they receive. Rotman is of particular interest to us because much of its success has come since Roger Martin became Dean more than ten years ago. He was not an academic by training, although he was somewhat familiar with the ethos of academia through his work. His role was intended to be more externally focused and strategic in nature, as opposed to managing the day-to-day academic internal affairs of the Faculty. What is important to this report is the organizational structure established by the University of Toronto to support Dean Martin at Rotman; specifically, a Vice Dean together with a strong decanal team managed the School internally. The appointment of Carol Stephenson, former CEO of Lucent Canada, at Ivey used a similar model in which three

Associate Deans manage most of the academic affairs of the School. Building on the quality and vision of the individuals brought in to lead their schools Ivey and Rotman also provided a highly supportive academic infrastructure that was key to their success. The approach taken at the University of Toronto and University of Western Ontario stands in stark contrast to what occurred at McMaster.

In 2004 when McMaster was in the process of searching for a new Dean of Business, the Senior Administration together with two major stakeholders (the alumni and the business community), were concerned that McMaster's School of Business had a relatively low external profile in the business community when compared to other Canadian business schools. They were concerned, as well, by a perceived lack of dynamism in the School, as noted in the review by Heidebrecht et al. (5). A strategic decision was made to address these perceived shortcomings by hiring a Dean who was successful in the business world, someone who had a visible public profile and contacts who would be a strong fundraiser and could serve as a positive external face on behalf of the School.

McMaster selected Paul Bates as the Dean of the School. He was seen to be a successful individual from a highly visible sector of the financial services industry. He was, by all accounts, a personable and engaging individual. He had taught within the MBA program at Rotman, and had twice received reaching awards, although that was the extent of his university experience. As noted above, the 'Business Dean model has had very limited success in Canada. Instead, there is a significant tradition of scholar leaders who actively participate in the daily life of the Faculty and help establish Faculty directions, while at the same time being the visible symbol of the Faculty to various stakeholders. Keenly aware of this, the selection committee that chose Mr. Bates determined that, in the interest of ensuring a smooth transition and in keeping with best practices elsewhere, it would be important to have a seasoned and respected academic serving as an Associate Dean to steer matters internally so that the faculty would have both confidence and trust in the leadership.

Despite an initial attempt to secure the services of an experienced academic, this never occurred. Instead, after a somewhat protracted process, the University appointed for this role a highly competent academic with strong research and teaching credentials who, however, lacked the extensive administrative experience to provide needed mentorship in academic matters to the Dean. As a consequence, she was not credible in this role to those members of the School who had been concerned by the appointment of a Dean from the business community in the first place. The University administration, in particular the Provost at the time, failed to recognize the importance of this, either by insisting that a senior colleague be selected as Associate Dean, or by providing an alternative mechanism for mentoring the new Faculty Dean. Thus, Dean Bates was left to his own devices to manage the School, with only the private sector as his model. This lack of university leadership and follow-up to what had been promised when the appointment was made led to many faculty members being perplexed as to how decisions were to be made on important academic matters; these included chairing of tenure and promotion meetings, development of research policies, academic assessment, development of new graduate programs and many other issues dealing with academic processes and protocol. This led to least some of the animosity and backlash that subsequently developed against the Dean.

In their discussion of leadership within Business Schools, Davies and Thomas (2) concluded that a Business Dean's role is ambiguous and fluid. They indicated that a major function of the dean is team building with a view to developing a differentiation strategy that fits in with the university's overall strategy. This sometimes results in strategic dilemmas for Faculty leadership. Deans "...mediate the concerns of the university mission to faculty and at the same

time try to champion the values of their faculty... they must learn to swivel without appearing dizzy, schizophrenic or 'two-faced'" (4). In a business context, this is the description of strategic business unit leaders.

From McMaster's perspective, this literature suggests that the Dean of Business must be able to establish a solid fit between the University's strategic directions and those of the faculty members in the School, and then mobilize the members to move forward with common purpose. The lack of buy-in by faculty to the selection of a 'Business' Dean, coupled with his limited experience with academic processes and the absence of accepted senior academic leadership to support him internally in this task, ensured that this core decanal role could not be fulfilled.

b. Co-existence of Discipline-Based Areas and Pan-Faculty Programs

In surveying five other schools of business in terms of their organizational structure, it was apparent that the tension between functional areas and programs was common to all. The organizational structure of the five schools ranged from functional/silo/departmental administrative units to departmentless structures with substantially less Area administrative responsibilities. As the administrative authority of Areas decreased, the recruiting and hiring process became more of a Faculty responsibility. In these cases, Areas were loosely centred around cognately-related research. Some schools developed an ethos that was supportive of pan-Faculty programs. They did this, in part, by hiring individuals who shared a similar vision of what a business degree implied, as well as through incentives and rewards. In some cases the head of the school possessed a strong and engaging personality, always an effective means to achieve a desired behaviour. In general, it can be stated that in some form or another resolution of difficulties between areas and programs required decanal intervention.

Another issue raised by many of the Deans was the notion of developing thematic areas of expertise, especially in interdisciplinary and emerging areas. One can readily understand the reluctance of faculty members to engage in what may be deemed as risky career changes, as most rewards and incentives are awarded based on performance in established disciplinary fields of study. This creates a risk-averse approach to self-development. Again, decanal intervention was seen as a way of addressing these types of issues. This was done by either directing resources to new initiatives or by playing a more proactive role in the decision-making processes related to recruiting and hiring, as well as by the funding of new research areas.

c. Collegiality and Shared Purpose

Notwithstanding their administrative structure, all five schools seemed to have developed an active educational and research agenda and were progressing well. At each of these schools there seemed to be a much greater degree of collegiality and sense of 'Faculty' than is evident in McMaster's School of Business. All recognized that they had some faculty members who were less willing to cooperate in a shared mission. However, the culture made it difficult for these members to derail well thought-out initiatives. What this suggests is that organizational structure alone is not enough to move the school forward; in order for a school to thrive, there must also be a supportive culture that promotes the general well being of the school. However, an appropriate structure is a necessary precursor to changing and supporting the culture.

The recent experience of approving the School of Business strategic plan is an indication of just how daunting it could be to find common ground. Despite a year-long series of meetings involving a large number of faculty members, the process was more or less stalled along party lines, even though this had the potential of undermining the renewal of the School's Association to Advance Collegiate Schools of Business (AACSB) International accreditation. It was necessary for PACDSB to actively intervene to enable the School to resolve this impasse.

Notwithstanding a veneer of civility that we observed during the final debate and the fact that it did end satisfactorily (i.e. unanimous endorsement of the plan), the process revealed many inherent difficulties within the School including lack of trust and goodwill. In addition, the process used to develop the plan became the focal point rather than the content of the plan itself. We observed a clear reluctance to compromise for the good of the School and a fundamental disrespect for one another at both the professional and the individual level. The conclusion that we draw from observing this debate and from our many meetings with members of the School is that, in contrast to the objectives outlined in *Refining Directions*, the School of Business has failed to build an inclusive community with a shared purpose.

There is a debate both inside and outside the School of Business as to the genesis of the current difficulties. There are various hypotheses as to the origins but what is clear is that the School is not functioning as a school should. The positions we have heard range between two extremes: 1) that the School has had a longstanding climate of discord, involving disruptive and negative behaviour, which goes back 20 years or more and which has culminated in today's situation; and 2) that the situation is simply a result of a failure by the University's Senior Administration to hear and appreciate the faculty's concerns with respect to a Dean who did not understand or respect the ethos and traditions of academic life in a research-intensive university. Notwithstanding the fact that students continue to be taught and individuals are still engaged in their research, there is no unified sense of doing what is best for the School or the University. The narrative in the Komlen report lent credence to these assertions. It described a very troubled and dysfunctional School. Previous reports from external reviewers also painted a picture of a School with significant challenges. Both the 1998 and the 2007 external reports (5,7) talked of faculty members being disengaged and uncommitted to anything beyond their own interests. The more recent Komlen report, however, was the only one to use terms such as harassment and bullying in regard to faculty behaviour. It is not absolutely clear, and probably never could be, what led to this severe worsening of the atmosphere in the School. It would appear, however, that the Administration's desire to elevate the profile and impact of the School through the selection of a non-academic Dean, the lack of mentorship for the new Dean in an academic setting, and the subsequent focus of attention on the MBA program and executive education created significant tension within the School. Thus, even though the PhD program in the School has continued to grow, many faculty members felt that there was a shift in focus towards professional education. These conflicting objectives were significantly exacerbated by a sharp and vocal divisiveness surrounding the Dean and his leadership, coupled with number of strong-willed personalities who did not feel bound by accepted norms of civil discourse. These converging factors combined to create an untenable situation.

Major Issues

The Faculty is currently dysfunctional. The tone of discourse and the hardening of positions make it unwieldy to manage, let alone to lead. The following issues are critical elements that led to and/or are affected by the existing state of affairs.

1. Leadership of the School

As part of the evaluation process, we conducted interviews with the various stakeholders of the School including approximately sixty faculty and staff. Our purpose was to gather information relevant to the current state of the School and we believe our results reflect this accurately. We attempted with each person interviewed to ascertain his/her views on the leadership of both the current and previous Deans of the School. We also tried to gauge the attitude of each individual towards Dean Bates' leadership. Three categories of individuals in the Faculty were identified:

those who were strongly supportive of Dean Bates; those strongly opposed; and those who wanted to be seen as neutral or did not clearly express their inclinations.

Our conversations revealed a consensus that the Dean's vision for the School had not been widely accepted. The past six years has seen little advancement in the revitalization of the curriculum, improvement of the quality of pedagogy or development of a more accountability-based structure. A notable success has been the Ron Joyce Centre (RJC) in Burlington. There is no doubt that the antagonistic climate in the School would challenge even the most skilled administrator and this may explain the difficulty that past Deans also encountered when attempting to move the School of Business into new endeavours. Indeed, our conversations with faculty and staff, and with former Deans themselves, generally indicated that the many faculty members had resisted major changes in the School over many years. This is also documented in previous reports on the School. Despite this ongoing history, we are of the view that the degree of impasse in the School currently is greater than it has been under any other recent Dean.

In order to determine the attitude of the faculty and staff in the School, a determination was made of their position on Dean Bates' continued tenure and their position on whether there should be actions taken against individual faculty members whose behaviour was deemed to be disruptive, demonstrating a lack of respect or using disrespectful (or worse) tones with colleagues.

Every Dean will have detractors – some by inclination, some by disagreement with strategic directions and some by either perceived or actual slights. If the number of detractors rises to represent a significant proportion of the School it becomes difficult to lead effectively. At some point the views of the detractors may coalesce to represent an overall view on non-confidence in the Dean. Dean Bates had been in that position for some time when we began our work. The evidence from our survey was overwhelming – even a significant number of those aligned with or not opposed to him felt that he could no longer lead effectively. Relatively few faculty members could envision a future for the School with him at the helm. The staff in general liked him and spoke more highly of his leadership qualities than did faculty, yet even they were divided on him staying, especially as it pertained to his possible effectiveness in the next four years. It is important to note that the Dean did have very substantial support from students and from the external community, including business leaders. As we studied the views we had heard from within the School we reached the clear conclusion that it was essential for a change in leadership in the School. In some sense, the primary mission that had underpinned Mr. Bates' term as Dean, namely the establishment of the Burlington campus as the future home of the School's Master-level graduate programs and executive education, had been accomplished. However, the development and growth of the School's core programs and the building of a new culture within the School would require a new Dean with strong academic credentials.

We therefore **recommended** to the President that the current Dean be replaced by an interim Dean for a transitional period. The mandate of the interim Dean would be to initiate the process of rebuilding the climate of collegiality within the School, to implement the recommendations contained in this report and to set the School on the road to success. Only once this process is well underway will the School be able to legitimately engage in a grounded discussion regarding the kind of Dean it needs to lead the School.

2. Behaviour within the School

One of the points discussed with a number of Canadian Business Deans was faculty behaviour, especially as it related to respect, negativism and tolerance. They all acknowledged that a certain amount of challenging behaviour within their Faculties may be construed as deviating from what is normally acceptable in a university context; but they did indicate these were few and that outliers were generally marginalized. In addition, they pointed out that some dissent was not surprising as the university environment is one in which disagreement coupled with lively discourse is not discouraged; in fact, it partially defines the ethos of institutions of higher learning. This, however, does not give license to bullying, harassment, mean-spirited sarcasm, intimidation and disrespect.

It is the considered opinion of the PACDSB that this culture does, unfortunately, exist in the School of Business at McMaster. It seems that this has been the reputation of the School for quite a while (i.e. much longer than the tenure of the current Dean). A certain portion of the Faculty continues to deny that this culture has existed for an extended period or that discourse within the School is different from that elsewhere in the University or other business schools. PACDSB does not agree with this assessment. We want to make it clear that the egregious behaviours noted above are not manifested by the majority of faculty members. There are, however, a significant number who do engage in such behaviour and its continued tolerance has a very negative effect on the functioning of the School. It also results in a lowering of behavioural standards, as faculty who would not necessarily behave in this fashion learn that it is normative within the School. This has certainly been exacerbated over the past five years because of the general discontent with the School's leadership. However, this does not excuse nor explain this totally unacceptable behaviour that is evidenced in many ways. There have been numerous allegations of individuals attempting to intimidate others 'to see things their way' and faculty members are believed to have discussed School issues openly in the press as well as with students, both inside and outside the classroom. Whether explicit or implicit, real or perceived, this is certainly the atmosphere in the School.

We have also observed that faculty, in matters of importance and in the spirit of due process, indulge in very pedantic discourse with a great deal of emphasis and importance placed on minutiae. At times, this behavior borders on "badgering". This emphasis on process at the expense of product is a manifestation of the dysfunctional nature ascribed to the School, especially as it relates to innovation, and as such impedes the ability of the School to resolve major issues and address problems strategically.

Comments we have received on the morale and culture of the School use metaphors of toxicity and virulence, speak of a divide between generations, and draw attention to a habit of relentless verbal assault. Neither frustration with the system nor individual grievances justify such behaviour, and it is obvious that the School will not be able to move forward unless its intellectual and collegial compass is found.

Many members of the Faculty feel so strongly that they recommended sanctions be taken against individuals deemed to have acted in highly disruptive and disrespectful manners. Those recommending sanctions tended to be supporters of, or those neutral about, the Dean. Others were vocal in support of action against the Dean for what they perceived as behaviour not consistent with a collegial environment. The University must address these grievances in an appropriate manner. The office of Human Rights and Equity Services must play a central role, particularly in the most egregious instances.

For these reasons, we **recommend** the following actions:

- To increase the chance that a new culture of collaboration will take root, we propose that the University appoint an official Observer to the School. This person would ideally be a senior faculty member, seconded from another Faculty; ideally, someone with administrative experience. This appointment could provide an opportunity for MUFA to participate in the resurgence of the School. We recommend that the President work with MUFA to identify the role that such an individual would play and, if that proves successful, to engage MUFA in the selection of the best person to take on this role. The Observer would generally be present at all critical meetings to observe behaviour, encourage collegial conduct and assist the chair, when needed, to maintain a focused and solution-oriented discussion. S/he would report on progress to the President and the interim Dean. We would anticipate that this role would be reviewed annually to determine if there is a need for it to be continued.
- The University should develop increased awareness of, and ensure training around, the existing Code of Conduct for Faculty. Again, the engagement of MUFA in this initiative is strongly recommended. The existing Code sets a positive tone by expecting professional and ethical conduct and also offers sanctions that can be used when the Code is violated. In addition, the Senate recently approved the McMaster University Statement on Building an Inclusive Community with a Shared Purpose, which identifies in greater detail the positive behaviours and attitudes that are needed to create a constructive atmosphere at the University. This statement provides an important yardstick against which to measure appropriate academic conduct. It is hoped that the Code will be seen as a guide for preferred behaviour more often than as a punishment tool.
- The University, through HRES, should continue to offer mediation services in those instances where interpersonal tensions have exceeded the capacity of the particular individuals to function effectively together to accomplish their respective tasks.

3. Staff

The relationship between faculty members and the staff is not healthy. There is a general feeling amongst staff members that they are neither appreciated for their contributions and counsel nor respected in their positions. The staff is also somewhat dismayed by the behaviour of faculty members. They note the issue of faculty members complaining about the School to the press, the generally poor tone of discourse in the School and the lack of respect towards each other as indicative of a lack of professionalism amongst the faculty.

Although many of the issues addressed in this document centre around the academic side of the house, the relationship with and treatment of staff are of paramount importance to the smooth functioning and well being of the School. In many instances, staff members represent the face of the School to potential students and to the external community; as such, it is vitally important that they are made to feel an integral part of the School. A culture in which respect and value are clearly demonstrated would go a long way to achieving a more harmonious working environment.

We **recommend** that the School establish a working group, comprised of the both staff and faculty members, to determine the roots of the chasm and to recommend approaches they feel will help to repair this relationship. This group should be supported by the University to put in

place processes for conflict resolution and teambuilding. This group should continue to serve as a Dean's Operating Committee to monitor the relationship.

4. Burlington Campus

The development of the Ron Joyce Centre (RJC) in Burlington represents both an opportunity and a challenge for the School of Business. The facility was completed on time and on budget and the funds to pay for the building as currently configured have been raised or committed. Moreover, it has the enthusiastic support of the City of Burlington and the Region of Halton. This is a significant accomplishment. However, there are still significant risks to the School and, by extension, to the University in this endeavour. The development and integration of the activities at the Burlington campus and the School's budget are inextricably linked. For example, future hiring of new faculty and staff members will be contingent on the success of the enterprises at the Burlington campus. This also applies to funds necessary to support research activities at a level competitive with top Canadian schools of business. Specialized Masters programs, executive education, and other revenue-generating initiatives must succeed for the School to achieve its goal of moving up in the ranks of Canadian business schools.

Although the Burlington campus was seen as a key component of the Dean's mission to transform the School's profile into one that was highly visible and relevant to the business community, many members of the School felt that they were not fully included in reaching a major decision that would lead to a significant shift in resources, location, program content and related issues. A number of faculty and staff members were skeptical about the Burlington campus plan, especially the projected enrolment numbers and the attractiveness of the location to students. When combined with the reluctance of many faculty members to embrace change, the Burlington issue became a focal point for discontent within the School. In some sense, the School has now moved on from this point. The building is open, an initial cohort of about eight faculty members has moved their primary office there and the School has begun to offer programs from Burlington. Most of the faculty have now accepted this as a "done deal" and are prepared to get on with it.

The School, and by extension McMaster University, has an enormous task ahead in ensuring the success of the Burlington campus. The plans for this Campus envision a heavy dependence on executive education and new graduate programs that are dependent on provincial funding. The academic programs require, at minimum, Faculty approval and in some cases Ontario Council on Graduate Studies (OCGS) approval. In the current environment, finding the consensus necessary to achieve this will be a daunting task. Interestingly, there remains a disconnect amongst faculty in terms of the relationship between the success of the Burlington enterprise and the allocation of new faculty positions in the School. These new positions can only be funded if the projected additional revenues from increased MBA enrolment and executive education materialize. As PACDSB, we were concerned about the viability of the business plan that was initially proposed for Burlington and its effect on the budget of the Faculty. In addition to the enrolment projections, there were issues over the size of the accumulated deficit in the near future. There had been several revisions made over the past few years to the projections that had varied from \$13.1 million to as high as \$19.6 million. From our conversations with several senior administrators and members of the Board of Governors at the time that this initiative was approved, it is evident that the Board realized that the project was not without risk. It was approved in large part because it was described as the only way for the School to succeed.

Detailed discussions with individuals conversant with the business plan indicate that the financial situation, although still somewhat tenuous, is on a more solid footing than the pro

forma cash flow statements originally indicated. There are a number of reasons for this improved state of affairs, including the fact that many of the projected faculty positions have not been filled. In addition, tuition fees for the MBA program have increased and undergraduate enrolments have improved, attracting provincial funding. Currently the financial projections for the School project a deficit for 2010/11 of \$1.3 million. This figure is substantially less than originally projected and the School now projects operating surpluses starting in 2012/13. These surpluses will be more modest than originally projected due to a scaling back of some program initiatives. For example, the EMBA and DBA were originally scheduled for 2011/12 and 2012/13 respectively. However, the approval processes are not advanced enough to meet the projected deadlines, which will result in a deferral of these revenue streams.

The School has projected an accumulated debt of \$3 million for the end of the current academic year (2010/11), which is much lower than the earlier projections of \$13.7 million and a total debt of \$21 million including capital commitments. This still leaves the School in a financial situation that has to be addressed with a realistic and sustainable growth plan, particularly if the current hiring plan is to be fulfilled. This fiscal issue is further complicated by assumptions in the plan with respect to projected contribution margins from executive education programs, assumptions with respect to timing and delivery of such programs as the EMBA, DBA and executive education, the Ministry of Training, Colleges and Universities (MTCU) funding of graduate students (without an increase in the growth cap, additional MBA students will bring in only tuition revenue), and the need to meet the commitments made to the City of Burlington and Region of Halton by 2014 (which include the requirement to complete the fourth floor of the RJC and to occupy the building with 600 students). Finally, there is a sense in many business schools that the demand for executive education programs is now somewhat saturated, which increases the challenge of ensuring success at the Burlington campus.

We **recommend** that the interim Dean be set the task of working to develop a viable long-term budget model and a plan for meeting the obligations associated with the Burlington campus.

5. The Role of Senior Administration

The Senior Administration of the University must acknowledge some responsibility for the situation now faced by the School of Business. We have earlier documented that when the decision was made to hire a dean from the business community, sufficient academic support was not provided. This set the stage for the development of an antagonistic atmosphere that pitted the Dean and the University administration against a growing contingent within the faculty that was concerned about the direction the School was heading. Over the following years it became increasingly difficult to approach critical decisions in a collegial manner. This included the decision to launch the Burlington campus initiative and the process to re-appoint the Dean to a second term. As is appropriate when a new direction of the magnitude of the Burlington campus is being planned, the Senior Administration played a significant “hands on” role. However, as opposition to the plan grew within the School, the Provost intervened to assist in gaining approval. In the end, while the initiative was supported by a majority within the School, many faculty members, including those who voted in favour of the initiative, indicated to us that they felt that they were unduly pressured and remained skeptical about the initiative.

The process to reappoint Dean Bates became politically charged, including the decision by MUFA to run a ballot on the reappointment. Many faculty members, not just those who strongly opposed the Dean, felt that the process of appointing a selection committee was flawed and that the voice of the faculty was not heard. Regardless of the truth, the end result was that the reappointment process did not serve as an endorsement by the community of the Dean's leadership, as would normally be the case. Instead, following this process, the Dean was more

embattled and had less support than before. The reappointment process brought the issue of his leadership to a head and the atmosphere in the School deteriorated dramatically.

Specific administrative processes aside, there have been longstanding issues in the School with respect to collegiality, sense of purpose and tone. These were well documented by reports on the Faculty from 1998 (5) and 2007 (7). Both reports referred to disengagement, apathy and faculty members who continually challenged the Dean. In addition, these reports provided sound observations and recommendations as to organizational structure and ways of engaging faculty. The 2007 report, whose primary purpose was to assess the soundness of the Burlington plan, raised a number of cautionary flags about what needed to be done in the School to ensure its success. Most of these reports seemed to have been received without significant action being taken to address underlying issues. The net effect is that for the most part, the School of Business was left to its own resources, even when issues requiring external assistance were identified. Moreover, any interventions that were undertaken were often regarded as heavy-handed. It is our hope that this report will provide the impetus for the University and the School to initiate changes that will ensure a brighter future.

6. Organizational Structure in the School

University Faculties are generally divided into Departments with each responsible for the delivery of at least one undergraduate program, along with research-focused and sometimes course-based graduate programs. As noted earlier in this report, this structure was widely adopted by business schools in the 1960s, primarily as a means to support the developing focus on research. However, the School of Business at McMaster, as elsewhere, offers undergraduate and Master's programs that are pan Faculty in nature. The School's core programs are those leading to the Bachelor of Commerce (BComm) and MBA degrees and these are each single programs. BComm students take courses in a range of business disciplines (accounting, finance, etc.), with the remainder of the courses being taught either in other Faculties or as specialized courses within the Business School. Likewise, the MBA is a pan-School program, although it is more intensive and addresses deeper management issues. Only the PhD program is closely affiliated with the Areas because of the focus on research and the elective nature of the courses.

As noted earlier, schools of business across North America have grappled with various administrative models to enhance the delivery of effective, coherent and integrated programs. At many business schools, the BComm and MBA programs are each led by a Program Director who has overall responsibility for program delivery, pedagogy and curriculum development (consistent with AACSB guidelines), as well as some responsibility with regard to the role of the program in the marketplace. At the same time, faculty members are grouped together along disciplinary lines, similar to Departments in other Faculties. Thus, line authority generally resides with the Department/Area Chairs. Therein lies the governance tension, in business faculties generally and McMaster's School of Business in particular. A number of business schools have addressed this issue by altering their administrative approaches, although there is no single accepted model.

Our discussions with other business schools highlighted a number of overlapping problems that span structural, administrative and procedural issues within the School. The School of Business at McMaster has maintained a very traditional administrative structure in which the authority given to Areas closely mimics that of Departments elsewhere in the University. This produces a major imbalance between the pan School administration of programs and Area-based authority vis-a-vis personnel.

The major issue is that the Program Directors who are accountable for the functioning and reputation of the programs do not possess the requisite authority to effectively manage them. This misalignment in the matrix structure of the School is exacerbated by the lack of a culture of teamwork. This situation is not in the best interests of the Programs or the students. Program Directors are not able to influence the recruitment and selection decisions for new faculty members, yet they are the ones who are primarily accountable for both content and delivery of programs and who should be leading and/or coordinating the development of new program initiatives, including the way in which they are staffed. The anomaly in this analysis would be the PhD program where Area leadership is clearly needed.

Nor is the current structure conducive to effective communication between different Areas or between Areas and Programs. It impedes interdisciplinary research as well as innovation in program development. The Area structure results in barriers between disciplines that, in the world at large, are becoming increasingly fuzzy, as fields evolve to tackle problems that were unknown only a few years ago. Programs that are innovative and have a specific or unique niche are difficult to staff because the Areas tend to hire faculty whose research is more mainstream and aligned to the core of the Area. Issues also arise when faculty members work in interdisciplinary areas and/or have expertise in a certain field where courses in that field fall under the control of an Area other than their own. Examples include Supply Chain Management or International Business. Because of the rigidity of the silos it is difficult to assign the best faculty members to teach these courses.

Generally, collegiality is a great mediator in matters arising within a matrix form of governance, as is common purpose, and a leadership capable of finding consensus. Our observation is that the key issues in terms of curriculum, teaching assignments, pedagogy and integration within the School represent examples of “turf wars” and lack of collegiality. No structure can make up for a lack of collegial behaviour. However, it can make it more difficult to engage in behaviours that are deliberately obstructionist. One of the key elements to such a structure is to clearly align authority with accountability.

An institutional arrangement must be established that would enable the School to realign resources to effectively meet the many challenges that the School faces. Our recommendations are based on observations of effective practices at other business schools in Canada. They are also consistent with those proposed on more than one occasion by previous reviews of the School (5,7). What now follows is an outline of an administrative structure for the School that we feel will help its members work together to achieve their goals. The basic structure would see three Associate Deans along with two Directors, as well as a realignment of the current Areas, each of which will be run on a rotating basis by Area Chairs with modified responsibilities. A more detailed description of the structure in the form of a proposal is provided as an Appendix to this report.

a. School-Wide Administration

Given that most of the educational programs are offered across the whole School, it makes sense that the key administrative positions in the School be those that have School-wide responsibility. We therefore recommend a structure with three Associate Deans and two Directors.

- *Associate Dean, Academic:* This person will have responsibility for the undergraduate program. This Associate Dean will be charged with the development of curriculum and

with monitoring the program and will therefore chair any committees dealing with undergraduate issues, from curriculum to reviewing.

- *Associate Dean, Graduate Studies and Research:* This person will have responsibility for graduate programs and the overall research program. This Associate Dean would report primarily to the Faculty Dean but in the graduate studies part of the portfolio would also report to the Associate Vice-President and Dean of Graduate Studies. Currently there is a single Associate Dean, Graduate Studies, with responsibility for Business, Humanities and Social Sciences. However, the University is slowly transitioning towards a model with a distinct Associate Dean for Graduate Studies in each Faculty, with a dual reporting role to the Faculty Dean and the Associate Vice-President and Dean of Graduate Studies. This proposal is, therefore, in keeping with this trend. This Associate Dean would be responsible for admission of graduate students to the School and for monitoring their progress. They would chair the School's Graduate Curriculum and Policy Committee. To assist in their mandate this Associate Dean would also have an academic Program Director for the MBA program as a direct report. The role of the Program Director will be to ensure the academic integrity of the MBA program. S/he would chair a committee of instruction for the program that would revise the curriculum on a regular basis and take this for approval to Graduate Curriculum and Policy Committee (GCPC) and the School. The Director, MBA Program would regularly meet with faculty members teaching in the program, but especially those new to it, to ensure that they have an overall sense of the program. The Director would also work with faculty and students to enhance extracurricular interactions.
- *Associate Dean, Faculty Affairs and Accreditation:* This person would have responsibility for faculty affairs including hiring, tenure and promotion, CPM/annual review, professional development and disciplinary matters. This is a model that is used in other successful business schools and is particularly important for the School at present, in light of the need to focus on faculty issues. This Associate Dean would chair a (new) committee of instruction, which would have responsibility for ensuring the quality of program delivery across all programs in the Faculty. This committee, which would include all the Associate Deans and the Director, MBA Program would work with the Area Chairs to determine teaching assignments. As well, this individual would be charged with overall responsibility for the accreditation of Faculty programs by AACSB.
- The development of professional and executive education programs will be performed by a Director reporting directly to the Dean. This individual will be key to developing external partnerships, strong ties with the business community and alumni and ensuring a revenue stream that will enhance the School's research portfolio as well as ensuring that the School's work environment is competitive with other business schools. When the EMBA comes on stream this individual will report to the Associate Dean, Graduate Studies and Research with regard to academic issues.

b. Realignment of Areas

A second major governance issue is the role that the Areas play in the School. The primary role of the Areas should be to provide faculty members with an administrative and intellectual home along with concomitant support and mentoring. As such, the Areas should be structured according to common research interests. Currently most of the Areas are also associated with OCGS approved fields of study. However, under Ontario's new quality assurance framework it is no longer necessary for departments to define and gain approval for research fields.

Nonetheless, Areas should serve as meeting grounds for intellectual discourse and the support of PhD students. We strongly believe that the Areas should have less formal authority regarding hiring and evaluation of faculty. Areas would continue to influence hiring policy in alignment with School priorities. Finally, in keeping with a reduction of the formal authority in their roles, a change of title from Area Chair to Academic Lead should be considered.

To promote balance, it also makes sense to consider reducing the size disparity (currently a factor of three) amongst the Areas. A solution that addresses the issue of Area imbalance could be to establish five cognately related Areas in the Faculty namely: 1. Operations Management and Information Systems (OMIS); 2. Finance (FIN); 3. Accounting (A/C); 4. Human Resources and Management (HRM); and 5. Marketing and International Business (MIB). Given the current atmosphere in the School, this may be a contentious issue. PACDSB is cognizant of the difficulties within some Areas, specifically OMIS that devolved into separate Areas on account of irreconcilable academic perspectives. However, we strongly feel that given the reduced role that Areas will have in School administration, the causes of this friction could well dissipate. There is no clear and accepted way in which to establish discipline areas within Schools of Business, as there are in other Faculties. The current division has produced some very small Areas that are rather pure (i.e. all members work in a closely related field) while there is one large Area that has an odd mixture of disciplines. Frank discussions, possibly including the use of a mediator, might enable the School to meet the dual objectives of reducing the discrepancy in the size of Areas and ensuring some cognate theme related to each Area. PACDSB is not insistent on the Area alignment proposed. An alternative that meets these objectives would certainly be acceptable provided that the process to reach agreement on Area designations is completed in a collegial and timely (i.e. over the course of the next term) manner. On the whole, it is our opinion that this structure would yield cognately contiguous groupings and at the same time achieve a better balance among Areas.

For nearly all the faculty members in the School, the most appropriate Area for them to belong to will be obvious. Where this is not the case, or for new hires, the faculty member should be asked to which Area they would like to be connected. However, the final decision in this regard should rest with the Dean.

c. School of Business By-Laws

The School of Business By-Laws need to be completely rewritten to reflect the changes in governance outlined above and to ensure that there is true alignment between authority and accountability. In particular, the role and composition of the Faculty Council needs to be carefully considered. There is a need for a discussion forum whereby the Dean and others can present their thoughts on new initiatives and challenges and hear informed opinions from the faculty leaders. Further details in this area are contained in the Appendix.

7. Research

The School views itself as research-oriented. Indeed, there are many instances of individual successes, as reflected in publications in high quality journals and tri-council funding (9). However, there does not seem to be the vibrant culture of intellectual discourse that exists at many top business schools. Despite having upwards of sixty PhD students and roughly an equivalent number of faculty, there are few regular seminars or workshops, relatively few symposia and the like. While it is recognized that there are many jointly authored papers indicating interaction at the individual level, the limited availability of fora for academic exchange is not a healthy sign and makes it difficult to create a shared intellectual culture. We are

concerned that this situation may be even further exacerbated by the physical split of the School between two campuses.

We **recommend** that the new Associate Dean, Graduate Studies and Research together with the Research Committee be charged with developing initiatives to reinvigorate the intellectual environment of the School with respect to research interchange, paying particular attention to the challenges posed by a two-campus School.

8. Education

There are a number of pedagogical issues that have become evident during our survey of the School's programs. The BComm students that we interviewed seemed genuinely satisfied with the content and delivery of the undergraduate program. The undergraduate students are an enthusiastic and engaged group who are outstanding ambassadors for the School. They are actively engaged in community service, clubs that enhance their formal education, and generally involved with the various activities at McMaster. In essence, it is our opinion that undergraduate students feel that the DeGroote experience is very positive.

MBA students are very attracted by the Co-op Program. This program allows excellent undergraduates to obtain a formal theoretical education, augmented by a meaningful, practical experience, resulting in very employable individuals. The students are generally committed, enthusiastic, serious and professionally-oriented. There are, however, some issues with the program that must be addressed. While pleased with many of their second-year courses and some first-year courses on a stand-alone basis, they raised issues around the relevance of some course material and around the integration of courses. There appears to be a lack of ownership of, or pride in, the program as evidenced by a few instructors who use the same lecture material and/or exams over the years. Students feel a disinterest on the part of some faculty members in their progress and development and a lack of appreciation of the need to act as role models within a professional program. The MBA program also makes extensive use of Contractually Limited Appointments (CLA) and sessional faculty members, such that students can see the same lecturers in many courses, thereby denying students the opportunity to be exposed to diverse perspectives.

The content in some MBA courses is too similar to the equivalent undergraduate courses. For students with BComm training (many MBA students have non-Business degrees) this redundancy is inappropriate. As noted earlier, Program Directors within the School, who have overall responsibility for developing and offering the best program possible, do not have sufficient authority to ensure that this actually happens. A structure that couples authority and accountability would enable the School to address issues such as this. This statement applies to all of the Program Directors, although we have noticed its effect most significantly in the MBA program.

If the current state of affairs is allowed to continue, the reputation and quality of the School's brand will diminish and McMaster will suffer. The current undergraduate students, who as alumni are seen as a primary source of enrolment in an expanded MBA program, are very much aware of the dissatisfaction expressed by the MBA students, and have indicated that they have not put McMaster at the top of their list of schools for graduate studies.

The PhD program has seen rapid growth in enrolment and program expansion. The program has experienced a number of challenges in this expansionary period. The principal issue is a lack of a common philosophy/vision for the type of program faculty members want to offer. Guidelines and policies have been established, but there has certainly not been universal

acceptance of the philosophy driving these policies, nor has there been acceptance of the administration of the program. This has led to very pointed discussions between participants, with the effect of students getting caught in the middle. In addition, there have been allegations of harsh behaviour aimed at students on the part of members of supervisory committees. This does not make for a very inviting or an emotionally stable environment to recruit and retain students.

We **recommend** that, as a priority matter, the newly established Associate Dean, Graduate Studies and Research and the Director, MBA Program together with the Graduate Student Affairs Committee, address and attempt to resolve the issues outlined above.

Future Directions for the Business School

1. Introduction

One of the most damaging aspects of the current situation is the lack of a collective will to pursue strategic goals in a manner that enhances the School's intellectual capital and program development, and the administrative structure that supports these goals. Since the reputation of a university Faculty rests in large part on these two pillars - its people and its programs - addressing these issues has to be the strategic priority for the School. If these concerns are not resolved, the reputation of the School will diminish and by extension so will that of McMaster.

Building upon the internal strengths of the School and the University, clear directions must be developed which focus on programs and their delivery to students, research and outreach to ensure the continued enhancement of the School. This line of thinking has been expressed in previous reviews of the School (5,7). The School of Business has recently approved a five-year strategic plan. Great effort went into its production and it was recently refined through the Associate Dean's office with responsibilities assigned to various individuals. Unfortunately, the plan remains all encompassing and is not focused on a well-defined set of priorities. In fact, the comments made in the 1998 review of the School (5) are applicable to this document. In particular, the plan is not discriminating in identifying that areas of strength within the School are to be targeted for expansion. Given the current state of the School and the absence of a clearly focused strategic plan, PACDSB proposes a more immediate set of actions in core areas of operations in order to address issues that have been held in abeyance or have not been resolved over the past few years. A number of these issues were raised at a recent Faculty Council meeting. Our objective is to propose concrete actions that would enable the School to make progress in its aspiration of becoming a top three business school in Canada. This action-oriented plan is consistent with the vision/mission of the School and acts as a precursor for the development of a more focused strategic plan for the School. If followed, it should provide the necessary conditions on which to base a focused strategic plan.

We take as a given that the Faculty strives to excel in the three areas that professional schools contribute to the betterment of society. These are i) the creation of new knowledge, ii) its dissemination by producing the next generation of business leaders and scholars, and iii) engagement as a professional school with the business community in a manner that enhances critical thinking and promotes innovation.

2. Assessment of Current Strengths and Weaknesses

We begin with our assessment of the current status of the School by focusing on strengths and weaknesses as primarily internal in focus, with opportunities and threats as predominantly external in focus. This analysis is a result of past reviews, discussions with various stakeholders and our own observations.

Assessment of current strengths and weaknesses of the School of Business

Internal	External
<i>Strengths</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> · Good core of research faculty · Belong to a research-intensive university with strong core values · A dedicated and creative staff · Many disciplinary areas that work well · Representation on adjudication bodies of national granting agencies · Good relationship with donors, alumni and students · A generally strong commitment to teaching 	<ul style="list-style-type: none"> · Strategic hiring possibilities · Geographical location (Burlington) allows tapping into greater Toronto market · Leverage McMaster's reputation as a leader in innovation and as a research-intensive institution with strong external collaborations · Strong alumni · Opportunity to develop strategic alliances with other Faculties, universities and organizations
<i>Weaknesses</i>	<i>Threats</i>
<ul style="list-style-type: none"> · Academic and administrative leadership · Areas act as silos and lack a School-wide perspective · Disharmony amongst faculty members · Lack of a research strategy (critical mass issues) · Lack of a culture/ethos for intellectual exchange · Lack of research engagement with the private sector 	<ul style="list-style-type: none"> · Proximity of strong competitors, particularly in executive education · Some disillusionment with the MBA degree throughout North America · Ability to effectively rebuild the reputation of the School · Strong competition to attract high calibre faculty, staff and students · Limited ability to generate external resources · Fundraising in a competitive environment

The School must engage in a constructive manner, building on strengths and addressing weaknesses, to develop a clear basis on which to articulate strategic priorities in the key areas of its operations. The lack of a tight coherent vision for the School has placed it in a disadvantageous position relative to its competitors. We offer the following actions in the expectation that having clearly prioritized objectives will facilitate the process of developing a more focused strategic plan to achieve its goals.

3. Prioritized Actions

a. Pedagogy/Programs

- i. Tighten academic programs with a clear focus on the internal integrity of the curriculum that is consistent with the objectives of the programs.
- ii. Hire appropriate faculty for all three levels of programs - i.e. align hires with the aims of the programs.
- iii. Develop a more cohesive and professional ethos for the MBA program.
- iv. Develop a clearer vision and objectives of the type and structure of the PhD program the School wants. There should be a focus on placing graduates in prestigious business schools.

b. Research

- i. Develop a concrete strategic plan with achievable goals for the research enterprise of the Faculty, with a view to identifying thematic areas of the School's expertise. If McMaster is to be in the top business schools overall, there must be some areas in which it is the best. This could be achieved in part through the development of one or two national/international Centres of Excellence.
- ii. Hire appropriate faculty to achieve (a.).
- iii. Develop more mechanisms to support intellectual exchange within the School – through seminars, invited speakers, support of multidisciplinary/interdisciplinary research.
- iv. Continue raising the School's research profile through active participation in granting agencies, editorial boards and practitioner outlets.
- v. Continue encouragement of high-level research through recognition and engagement.

c. Outreach and Executive Education

- i. Find the means /programs (credit and non-credit) to generate revenue streams to allow the School to be solvent and able to compete with the major business schools for intellectual talent and thus finance the support needed by that talent.
- ii. Determine where in the market the School can provide niche programs for which there is a demand, using alumni and the Business Advisory Board to help gauge demand. A comprehensive environmental scan leading to a coherent strategy for executive education should be conducted.
- iii. Find opportunities to recruit international students and provide them with enhanced academic and career-development opportunities.
- iv. Engage alumni with the School in all aspects of student and faculty life – i.e. career development, fundraising, mentoring, continuing education.

d. Administrative Structure

i. Academic

- An appropriate organizational structure be established acknowledging the pan-School nature of programs.
- Create positions of program “champions” with real authority – not just responsibility. This authority should include input on recruiting, hiring and teaching assignments.
- Establish structures to resolve conflicts dealing with academic issues. For example, the School has to address the issue of the future of the longstanding CLAs.

ii. Non-academic

- Address concerns of staff with respect to such issues as workload, recognition, reporting and dispute resolution.
- Develop Executive Education – the School must first decide on a focus and a strategy and then hire an appropriate director. In choosing the leadership, it is important that the individual is linked to the business

community, especially at senior levels, and has had a successful career in the private sector and/or as a senior administrator in an academic setting where advancement of executive education was part of the portfolio.

4. Faculty Hiring

The process of developing a new plan for the School will only have meaning if it is followed by a process for implementation. One critical advantage that the School has in this regard is the recruitment of the remaining ten faculty positions out of the sixteen approved within the business case for the Burlington expansion. PACDSB understands that there is a sense of urgency in the School with regard to these hires. The justification for hiring these additional faculty members rests on the need to meet existing and emerging teaching responsibilities and to maintain and grow research productivity. These are both critical components of the academic mission and the School is indeed responsible for ensuring that these mandates are fulfilled. We are also very aware that this new cadre of recruits would represent a significant increase in the current faculty complement and hence an enormous opportunity for the School as a whole.

One of our goals is to ensure that the School seizes on opportunities where it can be strategic in seeking and allocating resources, guided by shared visions that are shaped both by societal need and by perceived areas of existing and emerging strengths. To this end, with the exception of the endowed chairs, we think that the School should delay the recruitment process for this academic year. This will allow the strategic planning process to unfold under the guidance of an interim Dean, and the School to come to a collective determination of which hiring choices would be most consistent with the School's strategic goals and best capitalize on this unique opportunity to build a legacy for the School.

Patience will be required, as will a determination of the impact of deferring recruitment on the teaching needs of the programs. Consideration of short and longer term solutions will be needed, which will necessarily provoke discussion about whether existing program structure and content best reflect the needs of the disciplines and the students. The latter discussion will be a lengthier one, but necessary to ensure that the School remains a leader in business education.

We **recommend** that the School delay the recruitment process for this academic year. We also recommend that it address the issue of the long-term CLAs as another factor in its human resource planning.

Longer Term Issues

In addition to implementing the main recommendations in this report, it is important for the Faculty to address a number of challenging issues facing business schools everywhere.

The first is defining the role of a professional School within a university framework with respect to applied research, executive education and experiential learning, then balancing these activities with the mission of traditional Faculties essentially engaged in the creation and dissemination of knowledge. In Canada the metrics for basic research are well known: high quality peer reviewed journal articles, tri-council funding, quality of PhD programs, the schools at which graduates find employment. For applied research, the metrics are not as clear. There are journals such as *Interfaces* and *Harvard Business Review* that are readily accepted as quality journals of applied business research. For the purposes of evaluating applied research, it is important to determine which journals would qualify as high quality and having impact on the

profession. This should include a process to broaden the recognition of contributions. In this regard, it should be noted that the tenure and promotion guidelines developed for the School give credence to applied research. However, these have not been well defined or operationalized. Other measures can incorporate direct involvement in commerce. Some of the issues surrounding this are central to the report on promoting commerce-based activities written recently by Doug Barber and others for the Vice-President, Research and International Affairs Research.

A second issue is the relationship between business schools and professional bodies, especially those that award professional designations. Many of today's students are not only interested in the educational component that universities provide but they want to supplement their degrees with professional designations to ensure employability. The School should develop a long-term plan that links the development of new programs with professional designations that are attractive to students.

A third issue is the generation and allocation of financial resources. The revenue generated by undergraduate students that is diverted to the MBA program must be addressed. Subsidizing research from undergraduate program revenue is common across the campus. The Ontario system for university support virtually mandates it. However, the MBA program is not research-based. There is no real justification for the predominance of small class sizes. By addressing this issue alone the MBA could be much more financially viable. Secondly, the School must ensure that executive education is used to offset the costs of its core academic programs, thus increasing quality of these programs over time.

The fourth issue is the role of globalization, including the fluidity of movement of faculty and students, the student experience, research, joint programs and strategic alliances.

The School exists amidst a very competitive local environment, with highly successful and established competitors in close proximity (Ivey, Rotman, Schulich at York University and Queen's). To thrive, it must develop strategies that differentiate it from these Schools, largely through quality of programs and faculty and niche programs in graduate and executive education. Associated with this is the need to develop a distinctive brand for the School that gives its graduates a competitive edge.

Report on Management Activities

Part of the mandate of PACDSB is to manage the affairs of the School. Below, we present a brief summary of our activities in this regard. Accomplishment of these specific tasks was facilitated by the information gleaned from the many meetings held with faculty and staff to acquaint us with the issues in the School.

1. Tenure and Promotion

- a. After numerous consultations (including legal counsel and MUFA) we reached the conclusion that the best way for us to engage in Tenure and Promotion (T&P) was through the role of Dean. We have therefore worked with the Dean to oversee any decisions he makes in this process (e.g. identifying and approving external reviewers).
- b. Throughout the fall we attended Faculty T&P Committee meetings. Our role has been primarily to observe the process and to advise the committee when asked to do

so. We have reviewed the reports submitted by the Faculty Committee to the Senate Committee on Appointments to ensure they represented the nature of the discussion.

- c. We have also attended Area T&P Committee meetings as observers to ensure that these committees maintained a focus on substantive issues.
- d. Overall, we have been satisfied that the T&P deliberations in the School this year have been generally more appropriate than we had been told was the case in recent years. Nevertheless, we have observed instances of excessive and inappropriate emphasis on process and minutiae, limiting the opportunity for substantive dialogue.

2. Appointments

- a. Approved the one-year renewal of all three Program Directors.
- b. Approved the one-year appointments of an Acting Associate Dean and Acting Chair, Human Resources and Management.
- c. Rejected a request to make an offer to a faculty candidate thought to be too weak for the position.

3. Meetings

- a. Attended monthly meetings of both Faculty Council and Faculty.
- b. Attended a town hall meeting and special Faculty meeting related to endorsement of the strategic plan that was submitted as part of the documentation for the accreditation review.
- c. Worked with various members of the School to assist in the endorsement of the strategic plan.

4. Advising the Dean

Held regular meetings with Dean Bates to address priority issues and approve his decisions.

5. Review of School's Financial Situation

With the assistance of senior university staff reviewed the financial plans of the School and the business plan for the Ron Joyce Centre in Burlington.

6. Ad hoc Meetings with Faculty

In addition to the initial schedule of individual meetings with the majority of faculty members, select staff, and student representatives, as well as group meetings (e.g. Area Chairs) and open fora with both faculty and staff, PACDSB participated in ad hoc meetings with faculty members at their or our request. These were arranged to address concerns of faculty or to facilitate management of issues related to T&P, appointments, hiring etc.

Summary of Major Recommendations

In the DeGroote School of Business, the whole is not greater than the sum of its parts. Indeed the opposite is true, as certain elements have worked to undermine the efforts of others. This negative synergy must be addressed boldly and decisively if the School of Business is to thrive. These recommendations are put forward for consideration with this objective in mind.

1. The current Dean was in an untenable situation. A large proportion of the faculty did not have confidence in his leadership and a number of the good young faculty members were pursuing opportunities elsewhere. It was imperative that the University work with Mr. Bates to redefine his role at McMaster. PACDSB commends Mr. Bates for his willingness to step aside as Dean in the interests of the School and the University.
2. An interim Dean should be appointed with the express mandate to re-establish a collegial and productive work environment within the School, effect a change in governance, oversee a renewed attention to strategic directions.
3. The behavioural tone within the Faculty has to be altered. Disrespectful and negative behaviour must end. This requires some bold action. Although outside our mandate, we understand that those individuals whose behaviour has been most egregious will be disciplined under the appropriate University policies.
4. The existing McMaster Code of Conduct for Faculty and the new McMaster University Statement on Building an Inclusive Community with a Shared Purpose should be publicized and used as guideposts for initiating conversation regarding behavioural norms in the Faculty. The former could also serve as an effective deterrent and/or disciplinary tool, as needed.
5. To increase the chance that a new culture of collaboration will take root and given the continued evidence of overfocus on minutiae and process, sometimes bordering on badgering, we propose that the University appoint an official Observer to the School. This person would ideally be a senior faculty member with administrative experience, seconded from another Faculty. We further recommend that the President work with MUFA to identify the role that such a person would play and, if that proves successful, to engage MUFA in the selection of the best person to take on this role. We would suggest that encouragement of both collegial behaviour and focused, solution-oriented discussion be a critical component of this individual's role. We would anticipate that this role would be reviewed annually to determine if there is a need for it to be continued.
6. We recommend that the School establish a working group, comprising staff and faculty members, to determine the roots of the current disharmony between them and to recommend approaches they feel will help to repair this relationship. This group should continue to serve as a Dean's Operating Committee to monitor the relationship.
7. We recommend that the interim Dean be set the task of working to develop a viable long-term budget model and a plan for meeting the obligations associated with the Burlington campus. This plan must have as part of its objective a means of generating a sustainable revenue stream.
8. The governance of the School of Business should be radically altered as outlined in detail in the Appendix to this report. The main intention of this structure is to recognize

the pan School nature of the programs and to bring greater alignment between authority and accountability. This structure will include:

- a. The creation of a suite of School-wide administrative positions including three Associate Deans and two Directors as follows:
 - i. Associate Dean, Academic
 - ii. Associate Dean, Graduate Studies and Research
 - iii. Associate Dean, Faculty Affairs and Accreditation
 - iv. Director, MBA Program (reporting to the Associate Dean, Graduate Studies and Research)
 - v. Director, Professional and Executive Education Programs (reporting to the Dean)
 - b. A reduction in the formal authority of the Areas and Area Chairs with a focus on the role of Areas providing faculty members with an administrative and intellectual home along with concomitant support and mentoring. As such, the Areas should be structured according to common research interests. A secondary goal is to create Areas of similar size. Consideration should be given to renaming the Chair as Academic Lead.
 - c. A complete rewrite of the School of Business By-Laws in keeping with these changes.
9. With the exception of the endowed chairs, we recommend that the School delay the recruitment process for this academic year. This will allow the strategic planning process to unfold and the new administrative structure to be put in place, under the guidance of an interim Dean. It will also allow the School to come to a collective determination of which hiring choices would be most consistent with the School's strategic goals and best capitalize on this unique opportunity to build a legacy for the School. As part of its consideration of strategic hiring and teaching needs, the School should address the issue of the long term CLAs.
10. We recommend that the newly established Associate Dean, Graduate Studies and Research, together with the School's Research Committee, be charged with developing initiatives to reinvigorate the intellectual environment of the School with respect to research interchange, paying particular attention to the challenges posed by a two-campus School.
11. We recommend that, as a priority matter, the newly established Associate Dean, Graduate Studies and Research and the Director, MBA Program, together with the Graduate Student Affairs Committee, address and attempt to resolve the issues we have identified related to the MBA program.
12. Senior Administration should reach out to the School to indicate its strong support based on a desire to move the School beyond the current impasse. The details as to how this should be accomplished are best left to President and Vice-Presidents (PVP).

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Appendix: A Proposal for a new Administrative Structure for the DeGroote School of Business

1. Background and Context

In 1959 two definitive reports on the nature of business schools were produced by Gordon and Howell [10] and by Pierson [11]. These both concluded that, with a few exceptions, business schools were operating as ‘trade schools’ within a university setting. They noted in particular a lacuna in these schools with respect to rigorous scientific approaches and sound research methodologies that were generally accepted as critical to universities as a whole. The conclusions from these reports led to profound changes in the mission and practices adopted by business schools. For example, many business schools adopted the organizational structures that were dominant in their universities, specifically the division into Departments along disciplinary lines. The result was that the traditional business school, comprised essentially of practitioners with a focus on teaching, was no longer the standard. Schools began to hire for skill sets that included knowledge of sophisticated research methods applicable to business problems. The intent was to enhance the development of the research enterprise. Since the training of PhD students was not yet the tradition in business, there were very few individuals with formal education in business to fill these positions. This helped to establish the tradition of hiring faculty from cognately related areas and faculty whose initial two degrees were generally in Faculties other than business. These faculty members accepted the departmental structure as natural within a university. When combined with the acceptance of a departmental structure by senior administrators and faculty associations, this became the norm.

What has never been universally resolved in business schools is the question of the appropriateness of this structure. Whereas in traditional university Faculties, each Department is responsible for the development and delivery of one or more degree programs, this is not the case in Business. The BComm and MBA programs at McMaster (and elsewhere generally) are run by the School as a whole. This imbalance between the pan-School administration of programs and departmentally based authority vis-a-vis personnel has been a source of tension in many schools of business for a long time. A number of schools have addressed this issue by altering their administrative approaches – although there is no single accepted model.

In analyzing the structure of the School of Business at McMaster, we have used as our starting point the aspiration expressed in the School’s strategic plan to become one of the top three schools in Canada. PACDSB is of the opinion that the current organizational structure impedes the School in its quest to achieve this laudable objective. The purpose of this document is to formulate a case for the organizational restructuring of the School of Business and to propose what we believe will be a more effective model.

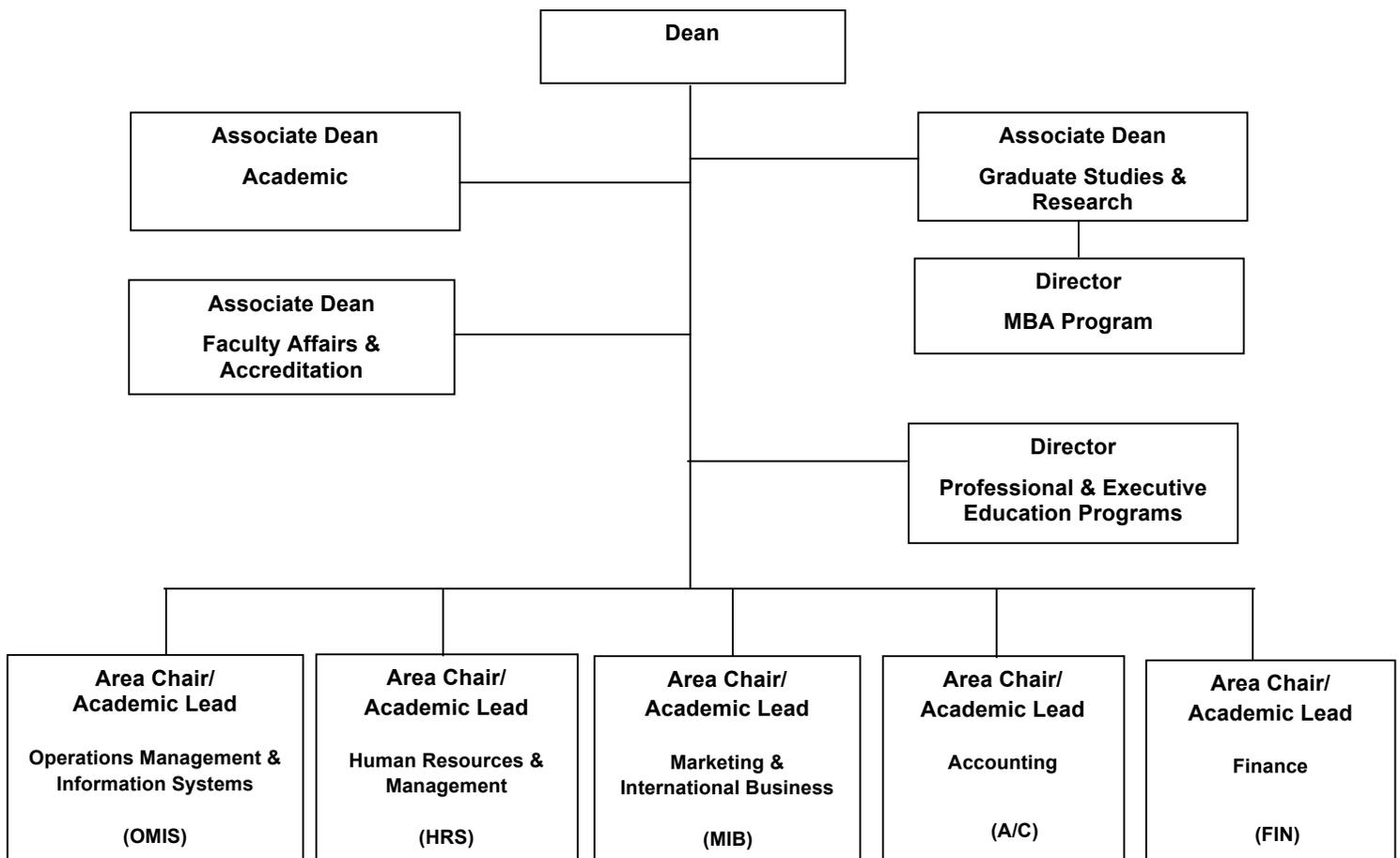
The current matrix model creates many challenges for the School. The constituencies that decision-makers see themselves representing often dictate their priorities and their positions on such issues as recruiting, hiring, curriculum and teaching assignments, even if their decisions are incongruent with the School’s strategic directions. This leads to suboptimal decisions. When this dichotomy of purpose is further exacerbated by a lack of teamwork and collegiality and an atmosphere of distrust, it tends to slow down program development and the introduction of new initiatives. This is the position in which the School currently finds itself. Greater detail on the background to this situation is found in the body of PACDSB’s report.

2. Analysis of the Current Situation

The School recently approved a five-year strategic plan. As noted in our report, we are of the firm opinion that this plan is severely flawed, primarily because it lacks focus and does not identify specific areas in which the School wishes to excel. Despite this, the plan does lay out some generic ground rules for decision making. For this or any such plan to work effectively, an organizational structure that recognizes the strengths and weaknesses of the School should be established. In envisioning this structure, it is prudent that the current difficulties in the School are considered. Under normal circumstances, various structures might work; however, it is clear that this is presently not the case nor has it been for a while [5,7]. The particular concern that we wish to address is the need to align accountability and authority. Under the current structure most of the authority for hiring, teaching assignments, curriculum approval and so on take place within Areas. However, it is the program directors who bear the greatest responsibility for program development and delivery. The structure we are proposing will help the School to address this critical issue.

3. Proposed New Organizational Structure

The proposed administrative structure for the School of Business is as outlined in the chart below.



a. Details

In this model, the major responsibilities for faculty recruitment and hiring, faculty affairs, program development, delivery and instructional assignments all sit with the decanal team consisting of the Dean, three Associate Deans and two Program Directors.

The primary function of the Areas will be related to the development of research, as a home for intellectual discourse through seminars and the like, and as a place to mentor junior faculty. Each Area will provide members for various School committees. Because of the level and nature of the responsibilities associated with Areas, consideration should be given to naming the responsible person for each Area an Academic Lead. It is expected that these Leads will undertake this role for three years on a rotating basis and that this role will be accompanied by a modest stipend. This recommendation is in keeping with our discussions with the five external Deans/Associate Deans and previous external review committees. The specific Area structure outlined in the chart also involves a modest reduction in the number of Areas and some realignment among them. This should result in all Areas being of comparable size, as feasible.

The tenure and promotion process at McMaster requires three levels of assessment, Department, Faculty and Senate Committee on Appointments (SCA). The School of Business, while formally a Department, operates as a Faculty. Thus, the Areas currently play the role of a Department by serving as the first tier in the T&P process. Given the changes inherent in the proposed organizational structure, it would no longer be appropriate for Areas to play this role. We therefore propose that the "Departmental" review be conducted by a committee chaired by the Associate Dean (Faculty Affairs and Accreditation), with committee membership comprising three members selected from the candidate's Area, including the Area Chair/Academic Lead, and one member from another Area. To the extent that this new approach may require changes to the Yellow Document, this will require discussion by, and approval of, the Joint Committee. This process will need to be undertaken before this proposal is taken for formal approval to the University Senate.

b. Roles and Responsibilities of each Administrative Position in this Model

Associate Dean, Academic

- Mandate similar to that for this role in other Faculties
- Primary responsibility for development and monitoring of the undergraduate BComm program
- Responsible for administering the student recruiting, application and admissions process; chairing School committees related to any undergraduate issues

Associate Dean, Graduate Studies and Research

- Reports both to Dean of Business and to Associate Vice-President and Dean, Graduate Studies
- Oversees the admissions process for MBA program (with primary responsibility for this being delegated to the Director, MBA Program)
- Responsible for admissions to and monitoring of students in research-based graduate programs (primarily PhD program)
- Chairs the School's GCPC and sits on Graduate Council
- Develops strategic directions and policies to enhance research and acts as a catalyst for the development of major research proposals

- Chairs the Research Committee and oversees/enables all matters related to research (e.g. research mentoring, seminars, recognition, partnerships, development of major research initiatives)

Associate Dean, Faculty Affairs and Accreditation

- Overall responsibility for faculty recruitment and hiring:
 - Chairs individual hiring committees for each position that would include members of the School who have expertise relevant to the field for which the hire is being made
- Overall responsibility for faculty development and disciplinary issues, ensuring that junior faculty members receive appropriate mentoring, helping to foster an atmosphere of collegial behaviour within the School
 - Chairs the joint faculty-staff working group on creating a harmonious atmosphere within the School (see PACDSB report recommendations)
- Chairs the departmental level of the T&P process
- Takes overall responsibility for the AACSB accreditation process on a cyclic basis (every five years with annual reports in between)

Director, MBA Program

- Reports to the Associate Dean, Graduate Studies and Research
- Responsible for recruiting, admission and monitoring of students in the MBA program
- Chairs all committee(s) responsible for the MBA program including curriculum development

Director, Professional and Executive Education Programs

- This position could be either a faculty or a senior staff position of The Management Group (TMG)
- Develops new executive education initiatives, working with members of the School where appropriate
- Manages executive education and other outreach programs
- Manages the EMBA, reporting to the Associate Dean, Graduate Studies and Research with respect to academic matters

4. Selection Procedures

A critical element in ensuring the credibility of academic administrators is to ensure that an open and transparent selection process be used to identify the best candidate for each position. The selection of Associate Deans is already covered by a Senate policy that ensures representation and due process. A similar process should be used for the selection of academic program directors.

5. Faculty By-Laws and Committee Structures

There is a proliferation of standing committees in the School. The work of many committees could certainly be combined leading to better coordination and more effective use of faculty time. We therefore propose that a total of eight standing committees be struck to help manage

the affairs of the School. We have also observed that much of the work of committees is taken up with minutiae and process issues. There is a need for committees to focus on long-range planning and accountability. Interestingly, both the excessive number of committees and the need for them to focus more on strategy came across clearly in a discussion at the December 2010 meeting of the School's Faculty Council. This body was discussing how to implement the School's strategic plan in keeping with the requirements of the AACSB accreditation process which has a focus on "assurance of learning" and what steps will be needed to account for that which is being done. The streamlined committee structure proposed here, along with ensuring that each committee has a focus on strategic planning and accountability will help the School to meet this important objective.

In deliberating about committee structure we have also suggested how members should be appointed to committees. For the most part Area representatives on committees should be appointed by the Dean on the recommendation of the Area Chairs/Academic Leads. Thus each year the Area Chair/Academic Lead will prepare a slate of committee members that ensures that all faculty members contribute some service of this type. The Dean would generally alter these recommendations only to ensure balance on each committee, for example to ensure a range of ranks and experience.

The proposed standing committees are:

- 1. Faculty Council** – chaired by the Dean. The Faculty's Executive Committee with responsibility to assist the Dean with strategic planning, both short and long term. Council will also serve as the School's strategic hiring committee, recommending to the Dean what are the top priorities when new positions are available. The Executive Committee can act on behalf of Faculty over the summer recess. Membership²: Chair plus Associate Deans, Program Directors, Area Chairs/Academic Leads.
- 2. Undergraduate Recruiting, Admissions and Student Affairs Committee** – chaired by the Associate Dean, Academic. Responsible for all recruiting activities and events in the School and at an institutional level, and for setting admissions policy for the School. This Committee will also be responsible for grade review and for administration of student awards. Membership: Chair plus one faculty member per Area appointed by the Dean on the recommendation of the Area Chairs/Academic Leads, staff members such as undergraduate student advisor and the administrator of the business program.
- 3. Undergraduate Curriculum and Policy Committee** – chaired by the Associate Dean, Academic. Responsible for the development and approval of undergraduate curriculum for recommendation to the Faculty; development of curriculum policy and long-term curriculum planning. Membership: Chair plus one faculty member per Area appointed by the Dean on the recommendation of the Area Chairs/Academic Leads, one BComm student.
- 4. Engineering and Management and Policy Committee** – this is a joint committee of the School of Business and Faculty of Engineering. Mandate and membership to remain as current.

² Note – committee membership is not exhaustive and does not include normal ex officio members. Dean is ex officio on all Faculty committees.

5. **Graduate Curriculum and Policy Committee** – chaired by the Associate Dean, Graduate Studies and Research. Responsible for matters of policy and curriculum, including new programs. Membership: Chair plus Director, MBA program, one faculty member per Area appointed by the Dean on the recommendation of the Area Chairs/Academic Leads, one MBA student, one PhD student.
6. **Graduate Affairs Committee** – chaired by the Associate Dean, Graduate Studies and Research. Responsible for graduate admissions, monitoring student progress, re-admissions and appeals; making recommendations related to prizes and scholarships. Membership: Chair plus MBA Director, one faculty member per Area appointed by the Dean on the recommendation of the Area Chairs/Academic Leads.
7. **Awards Committee** – responsible for awards at all levels, including student awards for undergraduate and graduate students, as well as faculty awards. The Committee will administer existing awards. It will also strive to ensure that students and faculty members are nominated as appropriate for external awards. Membership: Chair plus one faculty member per Area appointed by the Dean on the recommendation of the Area Chairs/Academic Leads. All three Associate Deans to serve as ex officio members of this Committee.
8. **Tenure and Promotion Committee** – chaired by the Dean. Responsible for all matters related to tenure and promotion at the School level. Membership: Dean plus six faculty members chosen by election according to University rules.
9. **Joint Health and Safety Committee** – similar in composition and mandate to the current Committee.
10. **Departmental Tenure and Promotion Committees** – chaired by the Associate Dean, Faculty Affairs and Accreditation. This Committee consists of a set of committees, one associated with each Area. Responsible for all matters related to tenure and promotion at the Area level. Membership: Chair plus the Area Chair/Academic Lead, three members selected by and from the faculty members in the Area plus one additional member selected by the Dean from a different Area.

COMPOSITION OF PACDSB

PACDSB began its work on March 28, 2010. It has the following membership:

Dr. Susan Denburg: Professor, Department of Psychiatry and Behavioural Neurosciences; Associate Vice-President Academic, Faculty of Health Sciences, McMaster University.

Dr. Martin Kusy: Professor, Department of Finance, Operations and Information Systems, Brock University; Dean of Graduate Studies and Research at Concordia University, 1991 to 1997; Dean of Business, Brock University, 1998 to 2008.

Dr. David Wilkinson: Distinguished University Professor and Dean of the Faculty of Engineering, McMaster University.