I) ***Comments from the "Deans Chair",*** **How well are Canadian Business Schools performing in generating research and intellectual capital, relevant to the needs of businesses, government, and society at large?**

How to measure impact is a crucial part of maintaining accreditation.

a) The context: trends and challenges

- We have to find other ways to fund our research, pursue different fronts other than the tri-council.
- Partnership is to be considered in the cost and accessibility of data

Integrating research, programs, outreach – SAE (Strategic Areas of excellence)

- Innovation and Entrepreneurship
- Business analytics and performance
- Health systems management: looking at business processes within health systems, health is a strategic research area of distinction.

Research on wait times, connect our professors with the field. Duplicate that strategy with Innovation and Entrepreneurship. Ideas generated by the students eventually lead to start-up opportunities through the incubator we have on campus.

We want the SAE in leadership and collaboration in 10 years. SAE are driven by the quality of the research which allows us to connect with the community.

b) Research with impact: the case of Telfer

The connect – Engage – Matters model

- Connecting research and researchers with industry practitioners.
- We let alumni know about the new fields created we are raising awareness
- Facilitating communications: through the use of layman terms on the web sites, make understanding easier. Creation of the research seminar series attended by alumni that are good potential fundraisers, make them want to be affiliated with the new research programs.
- Leveraging our networks
- Engage and matters: partnerships for resources and impact

E.g. for notable research: What are the causes of Nortel's downfall. Research that gave us a lot of visibility, there was some constraints on the publication of the data, this is one issue in partnerships.

We also try to collaborate with Statistics Canada, when it comes to research, we have the capacity but not the data (which is often the reverse situation for our industry partners) and through collaboration, we try to meet each other's objectives.

We try to find internship for our students and funding in these fields

c) Incentives system

How do we define scholarship?
The job our professors achieve through say consulting, could that contribute for tenure and promotion? It is not just about peer review but other types of visibility like consulting?

Funding and researchers: Is there a way to provide some incentive for our researchers?

Questions for discussion

- How are impact and relevance measured and disseminated at your school, by industry and the community?
- How important is research funding from industry partners currently?
- How important will it be in 10 year? : Maybe, the extent to which we attract funding is a way to measure the impact.
- How is your school connecting and engaging with industry and the community?
- What forms of collaboration are being created with industry partners and the community at your school?
- Are there incentives for professors to make contributions to the profession?

Questions and answers:

Are there any school in the world that have a model to measure impact and performance of research output?
- ⇨ Not many, those that do not well defined models, there are still into the refinement and implementation.
As we moved into partnerships. How does that affect academic freedom?
- ⇨ We don't give up fundamental research, we are indicating to the organisations the importance of academic research without sacrificing fundamental research.

Which tools do you use to develop SAE?

⇨ We are making strategic hires, cluster programs, proposition of new strategic areas of importance, leadership of individuals within the school, they are excellent in research, teaching, networking, access to resources, attracting other fundraisers.

What process did you use to come up with the SAEs in the first place?

⇨ It was an organic process, table discussions with hired expert colleagues in the areas, we had a cluster of colleagues who were good hires, we realised that we did not have research based programs at the master's level in innovation and entrepreneurship, so we created the MSc and Management and Health Systems. The term SAEs emerged later, after we made some significant investments.

Conclusion

⇨ It takes time to implement and to convince people, which is why we are having these discussions.

II) *Performance through Collaboration*: **Developing a Business School scorecard (BSRN)**
David Finch, Associate Professor, Bissett School of Business, Mount Royal University, Visiting Fellow, Henley Business School, University Reading

a) Background

The environment of business schools is very competitive. KPIs (Key Performance Indicators). We are driven by statistics.
In baseball stats did not work for the first 100 years until someone decided to look at stats outside the MBL (major baseball leagues), 95% of baseball analytics are less than 5 years old. Data is consistently collected open and transparent, collaboration enhances performance. Statistics have a great power of change others' opinions and ultimately leadership styles.

Governance

Deans, practitioners and policy makers

Current research projects

Predictor of performance	Scorecard development
Faculty knowledge	

Research question 1

………………………………….

Faculty socialization and KT

Socialization profile

80 %   40%   …………

Academic only – practitioners only – switch hitter

Summary

- Socialization is the most significant predictor of KT
- Switch hitter outperform all other categories in overall KT
- Alumni prestige

Research questions 2:

What individual and institutional level factors predict author publication in FT 45?

Summary

- Socialization is the dominant predictor of KT behaviour

Research question 3: Does group membership predict faculty hiring criteria?

- Doctorate by orientation
- Professional by orientation: medical doctoral – comprehensive – undergraduates
- Professional by discipline: accounting, finance, international, marketing, IS, HR, management, entrepreneurship, hospitality
- "switch hitter by orientation
- Teaching by orientation
- 2003-13 (AACSB)

Summary

- Group membership predicts convergence of hiring criteria

Support evidence-based decisions

- Define hiring criteria
- Evaluation of doctoral candidates
- Deal proactively with faculty development
- Significant impact on tenure and promotion.

There is a tremendous opportunity to collect data for students and parents do make informed decisions on the selection of schools.

The Scorecard

- Enhance overall industry performance

The B-School Value Chain

The scorecard is the dependant variable: students, alumni, practice, communities….

Provoke a conversation:

1) The top three stakeholder-level outcome/impact measures: existing data (do not reinvent the wheel but do not be constrained by the existing data)
2) The top three barriers to collaboration
3) What are the top three future research areas

Stakeholder breakout groups

Students Roundtable

- Offering internships
- Employment progression/ salary
- Alumni engagement in civil society
- Student satisfaction
- Alumni donors
- Post-employment: employment after 6 months for instance,
- Lifestyle choices

- Professional designations
- Success in case competition
- Student satisfaction
- Tool for teaching evaluations
- Difference and perceived quality of services
- Time constraints: we are not just interested but are also willing to invest resources in projects

Question for research

- How to rank scholarly journals
- Outside field: looking at research questions
- Managing research: the issue of having different measurements tools, how do we reward research outputs?

Practitioners Roundtable

- Retention (student)
- What is the current CV?
- The business school environment and the decline of the performance
- We need data around faculty and student diversity

Scholar Roundtable

- How many times do you invite them for presentations?
- Consistency in the number of cases
- Research outcomes

Question one:

- Scholarly publications as a key measure
- Getting students out into the industry
- From academics to the real world

Question two:

- Resources and infrastructure
- Access to networks: collaboration to industry and the difficulty to have access to networks
- Too much focus on individual performance
- How to we increase relevance in the research we are doing
- What are the trade-offs between quantity and quality off output

Communities Roundtable (Prof Martine)

- Social innovation: Not the success of an individual enterprise but the public good
- CSR
- Engagement with alumni, easy access to alumni, can we get in touch with them maybe through surveys
- Policy in the public sector: influencer policy maker in the way the country operates, from policy writing all the way to practice
- New Canadians and aboriginal communities in terms of new business start ups

III) *Forum* on *Research Funding Issues* by Linda Schweitzer

- We have other models of funding that we can individually as business schools tap into
- What is specific to the business school in Canada?
- Where do think funding is moving?
- Is it a good idea to further modify the model of funding that we have in our business schools?
- What can we do to manage our different expectations?
- How do we engage the business community more effectively in our research?
- ⇨ We are not beating SSHRC though

Session after the break

Group 1:

- The pressure that comes from the institutions, and from social spheres and who is caught in the middle: the funding institutions
- Increase focus on teaching impact
- We are talking about funding for education and funding for research. We will fund students but they are doing to do research.
- Lynda: If I am getting funding from external sources to fund graduate or even under graduate students,
- From Group 2: how do you getting external funding, the opportunity is to bring to combine teaching and education.
- From group 3: we do have donors that are interested in funding 4th year undergrads that are pursuing projects that will eventually lead to a research oriented master's program.

Group 2:

Focus on private research and fund, managing academic integrity. How to make sure that when the money comes we can still maintain academic freedom? Develop white papers when working with government. How to manage the merit of white papers?

How to measure impact?

How business schools manage processes when getting funding from external sources.

Q&As

Q: how are the processes different when getting money from government versus non-government sources?

⇨ The business school is subsidizing a portion of the rest of the university.

Q: Is the perception of external funds different?

⇨ Money from donors appears sometimes easier to obtain.
⇨ The Mitacs program has done a lot to elevate private funding in research.

Q: given that is becomes more difficult to get money from the tri-council, is that perception of getting money from the external sources getting privileged?

⇨ We have to work with a common set of principles
• The constraints on salary make us go towards outside money.

Group 3:

• The obstacle of private funding: the problem comes from our own institutions

How do we motivate researchers to work for the common good as opposed to their personal interest?

• Working with the government, we are trying to get a partnership with Statistics Canada, once you get the contract access to databases is expensive, how can the government lobby to make access to data easier
• Create a program that solves access to data, problem of government procurement, complex project leadership program to be launched next year.

Question: the amount of attention, visibility and resources we put into tri-council funding vs private funding: how we should make students visible, how to improve the fundability of their projects. The publish-ability of PhD students' projects are fall outside the traditional contexts.

IV) *Measuring impact and output of research*.

Presentation by Michele:

The research projects has been launched but they are still in the process of getting the instruments together. Explain what we are doing and ask your opinion, the kinds of questions you would like to see and how you could participate, be sponsors, and provide data that could be useful.

Content

- **What is the conference board?**

It is a non-for-profits organization, different fields, groups and research centres

The centre for skills and post-secondary education is the one hosting the project.

We are often hired to work for the government

The centre for skills and post-secondary education

Goals: build empirical bases and foster dialogue, raise public awareness

Objectives:

- review activities of business schools
- capture both lacking skills and opportunities for students,
- skill development
- we do not provide ranking for Canadian business schools

Context of the project

- Why is Canada weak in innovation and commercialization?
- Access of financial resources

Concerns expressed in other studies

- Employers struggle to find people with the right skills in business and management

Scope of the project

- Project is about 18 months long
- Looking at public schools
- MBA masters
- Research and commercialization focus

Perspectives to be considered

- Deans and high level administration as well as faculty
- Companies or organizations that would potentially graduate
- Students

Methodology

- literature review
- data collection and analysis
- surveys – industry, B-schools, graduates: how to we make sure that our questions are aligned and complementary
- interviews
- entrepreneur – start-up consultations: do the students feel that they have been equipped with the proper tools to start their own companies
- curriculum review: the architectural system
- examination of different initiatives: the ways the school engage in trying to improve their impact

Interested in our study?

Contact Michele Mastroeni, mastroeni@conferenceboard.ca

Presentation by Jerry,

Not just how do we do things differently but how do we document the things that we do, the unifying theme is how do we build a coherent database.

Title: impact of research (AACSB) accreditation perspective

AACSB Mission

Advance management education worldwide through accreditation, thought leadership and value-added services

The standard are based on three pillars

1. Engagement
⇨ It is a balance between academic and professional engagement, it is about all of the stakeholders being involved in the things that the school does.
2. Innovation
⇨ How do you get students involved in active learning, accreditation sometimes limits us in taking risks, but innovation invites to "Experimentation": risk that is well developed and aligned with our mission statement, don't be afraid to be different but it has to make sense.
3. Impact: recognises growing focus on accountability reflecting:
⇨ High quality inputs and outcomes.
⇨ The impact of our research
⇨ Age factors

The 2013 standards

> 1: mission impact and innovation

⇨ Your mission statement should talk about your research, and impact that you are having on the stakeholders.

⇨ What kind of research you conduct and how is it different

⇨ Continuous improvement

> 2: intellectual contributions and alignment with mission

⇨ It focuses on the school no the individual itself

⇨ How do you measure the quality: FT 45, the Australian dean list, the British, the CBRS in France, the standard to not tell you how the measure impact,

⇨ Some measures of impact are not measured in 5 years.

⇨ It encourages flexibility in metrics

Depending on your mission and if your mission is about research then, you have to produce a number of peer reviewed articles to reinforce the intellectual contrubtion.

> Provide quantitative evidence that the research have contributed to theory, practices, businesses and policies, e.g. did you produce research that the government has used to changes policies? Documentation is very important.

Intellectual contributions and alignment with mission

How to you ensure that a cross section of you faculty members are involved in peer reviewed articles?

Faculty sufficiency and deployment

Faculty management and support

Communicate clearly what the expectations are from faculty members. How does that affect promotion and annual performance?

Learning and teaching

Your research is expected to have not only impact on society but also on the way we teach: how do I involved the students in my research in a positive way

Student academic and professional engagement

Executive education

Faculty qualifications and engagement

Conclusion: everything is mission driven and your mission statement should reflect your actions, research and outcomes.

Presentation by Roy Suddaby

Title: Research productivity across Canadian business schools

Publication rate trends in Canadian business school

1. The amount of research productivity has gone up, the total FTE has grown by 4% but the PRJ grew by 14,5%
2. The measure of legitimacy is an isomorphic pressure to play the same game, competing on the same measurements, in research it is the standards like the FT 45, everyone now publishes in the same journals, and the acceptance rate in going down, not because there is less space, but because the number of submissions is going up, everyone wants to get legitimacy following institutional pressures (institutional theory)
3. *The conflict between sticking to the original mission and being recognized in the games by only publishing in the top journals, does that degrade the core value of your institution? We can find a way to reconcile those two goals*

What does it mean? Balance between Authenticity and legitimacy

Questions and answers:

Do bibliometric things but not only.

Q: do business schools take into consideration the changing nature of the journals themselves (increased or decreased quality) and how does that affect the research orientation of the school?

Q: ASQ has dropped in raking for instance, that could be due to the raise of other journals, and shift in research interests, we do have metrics like the impact factor that are still good indicators of the quality of a journal.

Q: how can you publish at the high level and still not follow the herd? We cannot all be the University of Chicago.

Q; you can have some of your researchers focusing on the authenticity level of the mission so far as you have other researchers counter balancing on the legitimacy side.

V) **Workshops & Discussion Groups: The purpose of these sessions is to provoke a discussion between colleagues on issues that they face on a "day to day" basis, to share best practices and exchange ideas on being more effective as research leaders and administrators. By prof. Martine**

Title: Dealing effectively with faculty: unionized vs non-unionized environment management expectations.

Impact of collective agreement on faculty management

Strategies

       1.Trial and error
- ⇨ Develop a research environment conducive for research faculty members supervising students from other faculties or even outside the school

       2.Sources of funds

       3.Equity
- ⇨ Be more precise in terms of the contribution faculty members have made and want to make in the following years. We have qualitative and quantitative data to compare research performance.
- ⇨ Peer pressure: marginalization of non-publishing professors

Maybe there should be more adequate criteria to fulfil in order for professors to obtain distinctions.

Why use a journal list and Issues with journal list.

The Telfer algorithm

VI) **Wrap-up session: moderators report back to group.**

Question: if someone publishes in an MIS journal in which category of the algorithm does it fall?

Question: explain the idea behind the use of the ISI impact factor
- ⇨ We average out the suggestions to come up with the impact factor of >= 1,75

Q: the impact factor sometimes overlap and it is a hard metric to come up with

Comment: some colleagues in marketing are publishing in psychological journals
- ⇨ The impact factor of the top journal is lower

Question: why does the Telfer algorithm not include the Australian List?
- ⇨ We already have both Anglophone and francophone lists

Question: have you encountered situations where different criteria for a journal would have different rankings?

- ⇨ We pick the best of
- ⇨ The new journals will fall under the others double-blind refereed journals

Q: do you use the algorithm for the Telfer algorithm for tenure and promotion?

Q: do you include professional journal in the list?
- ⇨ Yes, peer reviewed professional journal

Q: is the algorithm tied to the workload policy?
- ⇨ In terms of publication we calculate the scholarly index …..

Q; is this list of criteria allowed with our collective agreement?
- ⇨ The system is the same, on the same basis
- ⇨ We reduce the funding of the department if productivity is not met (audience)
- ⇨ If someone is not active in research he/she will have to teach two more courses per year (audience)

Contribution audience: if I give 2 courses releases to 30 % of our faculty we will not meet the AACSB requirements

Q: is the math transparent for all faculties?
- ⇨ The information is publicly available on the website, the information in the spreadsheet is not publicly available

Contribution audience: we want to get the average course release to around 4
- ⇨ Our teaching incentive loads is not bases on proportions

Q: for deans or those in administrative position, when they step down, how are they judged?
- ⇨ They get sabbatical
- ⇨ Administrative leave

Q: incentives for junior faculties. Do you involve junior faculty members in graduate programs?
- ⇨ Co supervise at the MSc level, no supervision at all the PhD level, they can also teach at the MSC level

Q: how to formalize the discussion that went on yesterday with the tri-council namely with SSHRC?

Q: are the note going to be shared with everyone?
- ⇨ There will be a summary

Q: accessible data points for next year.