

NOTES TAKEN AT THE CFBSD CONFERENCE ON MAY 25TH 2015

- I) **Introduction by Prof. Martine Spence**

- II) **Presentation by Ken Jones session on academic leadership: Presentation to the Canadian federation of business school associate dean's conference, Ottawa, may 2015**

How did he get into leadership? What he really needed was to make a program that was focussing on leading within an academic environment he noticed this topic was not discussed enough. He decided to promote an academic leadership program. He learnt from leadership programs, from 5 tests in the Ted Rogers School of Management, he approached the Provost and the program was offered to 12 faculty members during 6 days a year for 12 sessions. The program was not about the "manual" that are focussing on the problems but rather on the interactions that focus on leadership. Leadership is about;

- 1) Communicate
- 2) Understand processes
- 3) Understand governance

Outline of the presentation

- 1) Context
- 2) Academic leadership initiatives
- 3) Models of academic leadership
- 4) Academic leadership challenges and solutions
- 5) Key attributes of the successful leader
- 6) Challenges of leading in an academic environment
- 7) A possible academic leadership program structure
- 8) Q&A

Model of academic leadership: distributed leadership, he thinks it fits in the university systems, collaborative approach, not servant leadership, Key attributes to a successful academic leadership: the life of a dean is a tough job, a survey said only 3% of deans followed a leadership program. The highest was 20% in the Britain.

A) Context: academic leadership in turbulent times

Business schools support a large part of the University, a lot of undergrads from the business school, as a dean whom should you support? Your department or the university as a whole? When he accepted the job of dean he negotiated with the provost 15 new staff.

How are you going to differentiate your program? Demographic shift, there is a diverse population that did not exist 10 or 15 years ago, what go on in Calgary in completely different from another region of Canada.

Business school have to be involved with the local community

- Business community
- Policer makers (otherwise you are missing on government grants)

How do you attract young talent? It sometimes money but we do necessarily not have \$210,000 to spend on a PhD accountant who is also a publisher.

But as a leader you should have some reject for tenure and attract talent, recruit highly qualified personnel. Student behaviours: Students of business school have a high level of community engagement which reflects the quality of good future generation of leaders.

B) Challenges facing Canadian business schools

Business schools hire from a wide array of experts on big data, financial modeling...

The dean allocated the money but he or she has to work with the department to build the vision of the department and then the vision of the school.

When you set a vision, it is often difficult to get the hires to accomplish the strategic vision, and that is why academic vision are often blocked,

Student needs

Faculty need

Societal needs and those are not often easy to reconcile, we don't have a lot of discussion around it either.

How to engage with stakeholders? Every conversation was the most important conversation of the day, dedication and give responses, proving them with some guidance, this is not easy though.

- Often isolated from the university (decision making and inter-disciplinary programs)
- Need to broaden the curriculum and the hiring pool
- Diversify programs
- Reach out to the broader community
- Establishing links with the local/regional economy

C) Academic leadership: the raison d'être

- Realization that leadership is not management and is not found in a series of manuals

When the dean hires, he tends to recruit from outside the university not within. If you have aspirations to become a dean, chances are that it is going to end-up outside of your faculty too.

- Concerns about “Succession management” and preparation for the future
- Leverage existing leadership talent
- Develop a program to both foster future leaders and support existing leaders.

The leader of the department is often not the chair but is the one who creates a bond, a trust. Equity inclusion in the university, how the use of academic plan to meet the budget, one important aspect is finance, and link to the university agenda. Entrepreneurship, innovation etc.

D) Academic leadership initiatives

- 1) Leadership organizations – e.g. academic impressions, leadership foundation for higher education
- 2) Consultants e.g. Knightsbridge
- 3) University centers e.g. CHERD at the university of Manitoba , Exeter university leadership foundation:
- 4) University programs: formalized programs in academic leadership, e.g. Harvard: who realized most of the great leaders were from Yale and they wanted their fair share of leaders in addition to their already great number of academics, tufts, Cornell, Stanford, WLU, UofT, Ryerson.
- 5) Academic Literature: there is a significant number of papers on academic leadership.

E) University leadership styles have changed

- Command and control
- Servant leader
- Distributed leadership:

F) Distributed leadership

- Related concepts: share governance collaborated leadership
- Academic leadership is viewed as a collective social process of joint decision making
- Concept of openness, networks, shared roles, collectives interest, teams to focus of particular tasks
- Empowering, transparent, collegial.

Every school has troubles in their department and how to manage them e.g.:

There was a group of faculty members that were disruptive, do not tolerate bullies, these are decisions you make.

You bring an expert from the outside e.g. on collegiality. You need to set up a different environment and seek support from the vast majority.

What do we do when you have diverse objectives? First of all, do you all agree on the vision of the department, teaching and research are the 2 fundamentals of being in a university department. There are ways to create a culture to understand what we are about and how to build the way forward. The division can emerge from age differences, the main thing is to maintain a culture and having discussions and have deliverables, who is accountable? What are the actions taken e.g. the new curriculum, there have to be a forward momentum?

Three of faculty members

- 1) Silent
- 2) Loyal Opposition
- 3) Highly Productive

Deans have conflicts on the **institutional expectations** (the vision of the school) and **individual academic freedom** (where and what can I publish).

The problem of the distributed leadership goes beyond faculty members but also extends to students relationships.

The dean can take decisions on several basis:

- Completely rely on the decision of the expert committee
- Provide information to help make the decision
- Make the call

How to deal with confrontation: resolve things the calm way so as not to lose the plaintiff

If you are committed to AACSB it may cost you \$700,000 a year and you will have to increase student class sized, but there are some great schools that are not accredited. What is the value of value of accreditation aside the marketing is less than the EMFD, ESSD? The process of getting accreditation is very difficult, different pools of students care more or less about accreditations.

He is not speaking ill of accreditations

Questions: For some universities accreditation is a strategic goal

Answer: once you have that in place there are questions to ask and a level to maintain, when you don't ask these questions, you accept status quo, accreditation is a dean kill because when the school loses it, the responsibility falls on the shoulders of the dean.

G) Challenges of academic leadership

- Complexity of issues facing post-secondary education
- Where are the leaders?
- Changing and conflicting role of academic leader
- Leader vs. the administrator (e.g. understanding the budget vs working on it on a daily basis)

E) Issues facing the academic leaders

F) Suggested solutions

- Support team building
- Understand the importance of process, communication and good governance
- Empower students, faculty and staff
- Support common causes
- Build trust
- Be an agent of change
- Understand your role

A dean's role in not travel the world

So school have one dean others have several or one dean and associates. A dean's work is on improving research, curriculum and accreditation amongst others.

G) Successful academic leadership attributes

- The ability to listen – every conversation is important
- Authenticity
- Transparency

Provide opportunities: custodial: We need to celebrate successes of other and mitigate academic jealousy.

- Be decisive: respond to problems/issues: make other believe that the conversation was valuable, lead a bright group of people, it that not mean to give in to everyone needs and let them know the why and your actions or non-actions. Have regular meetings.
- Communicate – reach out
- Be adaptable

H) Leadership axioms

- Administrators do things in the right way but Leaders do the right thing
- Leader need a mirror and telescope at the same time
- Leaders are both custodians and orchestra leaders.

I) Ryerson university: provost's academic leadership program

He assemble a group of people both within and outside the faculty purely for academic department members not librarians and administrators. Deans must also be surrounded by supportive and knowledgeable people

J) Tactical issues

K) Strategic issues

This is where the real job of the dean is team building, visioning,

L) Mentorship/coaching

Have a mentor that have the area specialization you are interested in finance, fundraising

- Booster shots: one day discussion where leaders addressed specific issues in the leadership program

III) Discussion on the day to day challenges facing AD's. Balancing life as an administrator with life as an academic. "Survival" strategies and planning for the future. And how to work effectively within the university hierarchy? With the central research office?

Group 1:

- Do you find that all faculties perform on the same level, young faculties tend to be more active? Distinguish researchers awards, based on past performance. 2 awards, no problems created so far, the nominees are called stars, and the award can be given once to a faculty member.
- The more you give attention to researchers the more you can alienate the other faculty members that are not into research.
- Some faculty members have no research responsibility at all.

Group 2:

- You have objective measurable goals like a certain amount of publication or grants,
- Ultimately you can't write the grants but you append your signature making sure that conditions have been fulfilled?
- In some schools there are no merit, no awards to publications which are considered part of their work.
- There was a teaching incentive plan that included a number of publications but not quality of publication
- There is however a framework that is being developed to assess quality of publications but there are drawbacks, the what-if scenario, what if you choose C or B ranking, how will the cut-off affect our teaching promotion, there we are working on that framework to move from quantitative to qualitative assessment.
- University does not allow tenured faculty to supervise PhD students.
- According to one participant, a peer-reviewed journal article has sometimes less impact than a book chapter.
- Supervising PhD students and having a highly productive researcher, entail that you teach a maximum of 4
- We do have people that are not publishing teaching 6 courses.
- Practicing Academic (PA)

Group 3: with prof. Martine

- How would you maintain research quality? Have a one day in the week dedicated to research, either at home or somewhere
- Suggested a mathematical formula to evaluate the productivity of faculty members on research and on teaching
- FT 45

How to keep engaging in research when you have the administrative position of an AD?

- Dedicate one day to research
- Give AD's administrative leaves after a 5-year mandate
- The model of teaching track faculty which is what McMaster and University of Toronto have
- How to evaluate active research faculty
- There are periods of transitions in a faculty member
 - The first is when he/she has been hired and is in a publishing mood
 - The second is becoming a specialist in his/her area which is going to help the person evolve through the ranks
 - When the specialty becomes out of favor, so he/she becomes an administrator or stops research and becomes a teacher, or becomes a reborn researcher

Conclusion: expectation in structure does not reflect an academic lifecycle

IV) Roundtable Discussion & Review of our Collective Strategy What should be on the Business School Research Agenda? How do we better articulate the position of Business Schools? How should schools work together to make sure the value of management education research in Canada is better understood to key supporters and stakeholders? Tim Daus, Executive Director, CFBSD

- Business schools are disadvantaged when it comes to grants especially in the finance world because the data to be analysed is mainly information that you can buy and run a model on. You can have a large amount of money for some research but we may end up not using it
- CIHR
- There is a lot of discouragement, the senior research spend less time on getting the grants.
- The amount of time putting in the grant application (like SSHRC), the man hour is tremendous, the input vs the return.
- The application process being overly bureaucratic is a barrier to entry. It would be interesting to have institutional support,
- Some saying that rather than applying for SSHRC you could just give \$10000 to your faculty every year.
- Time and goodwill involved might be swiped away by the refusal of the proposal,
- Large grants are not necessarily effective and you could get good stuff done with smaller grants.
- Rebate: the change in the bureaucratic administrative system might on the other hand impose some serious cost: CCV system. the one size fits all type of funding might penalise some schools
- The selection and evaluation process it sometimes pretty subjective
- Larger grant supports our graduate students, their education training, and mentorship, sometimes the faculty does not view the big picture and only here is my project, here is what I need, this is how much it costs especially at the graduate level: stipend, opportunities.
- One participant: an external fund help giving grants
- Maria: SSHRC are moving away from business schools , the budget given now to business school has been shrunken, it going to be smaller and smaller, when we do not have graduate students involved in research we have an even smaller chance to get grants, the evil cycle. The committee gets changed every year and they often have conflicting agendas. Top researchers continue to get funds and smaller researchers keep being rejected. She still encourages her colleagues to apply, you never know, you could get “lucky”. There is some randomness in the process and that needs to be addressed at the ethical level
- The take a lot of efforts to get partnership and the last 25% of the fund can still be rejected.
- MBA students do not fit in the SSHRC plans,

McMaster Incentive Grant to faculty members with 4 A's

We have increase the number of applications but we have decreased, the number of application rejected is proportionally higher. The success rate and grants are based on the number of application is basis for grants so we have once again the evil cycle.

- Do we decrease the amount of the grants and increase the number of grants?
- Is there anything we can do to influence the process of getting the grants, what are the rules of the game? How to play by them?
- SSHRC is becoming Chinese, we get some people with 4 A's who used to be funded but there is a big change in trend making it almost superstitious to get the SSHRC grant.
- If this trend continues in the next 2 years or so, even good researchers might be very discouraged and not even apply for the fund. Once again, we don't need excessive amount but small grants can help do some good research.
- The review process and its lack of consistency, we get the feedback but sometimes you do not even know what is expected of you but you might get lucky. If I am going to apply next year what do I do differently do I have to get more A's in publications before? Some faculty members are even fed up with it, they say don't even apply unless you have XYZ and it's very discouraging.
- Have anyone considered writing letter to SSHRC and address the issues.
- We can build a consensus between schools, find what the concerns are and document those in order not to make it a collective waste.
- But we have to work with the council not against it.
- One point on the criteria: too much weight is given to the background and the promises of the paper, the history could be baize the evaluation process.
- We missed reviewers feedback, more consistency, transparency
- Are there figures showing that the success rate for business schools are going down. Is it true for all schools?

Guests:

- John
- Tim Wilson
- Christen
- Andrea Benoit a

V) *Session with Representatives from the Councils.* This will be an opportunity to engage representatives from the Councils about their priorities as well as those of Business Schools and the research agenda of faculty.

A) Presentation by Andrea Benoit

1) What's new at NSERC and Research partnerships

Arrival of new president Dr. Mario Pinto, helped defined priority area in the research field in science technology and innovation strategy released. Also the NSERC 2020, doubling the number of partners.

NSERC 2020

- Fostering a science culture in Canada
- Building a diversified and competitive research base through discovery research
- Strengthening the discovery-innovation continuum:
- Going global: international business and research world, partnering at the global level which requires more funding.
- Doubling the number of partners through promotion across regional offices
- **SPI impacts for students**
- A lot of student being hired by the companies they were working with

2) NSERC objectives and alignment with business school research

Exploring alignments with business schools objectives.

- How can NSERC increase this impact?

NSERC's Refreshed Homepage

Natural Sciences and Engineering Research Council of Canada: discover or innovate

Existing opportunities for multidisciplinary projects with NSERC

Opportunities exists today for researchers and students within the business schools: in somewhat related field or topics of research.

New opportunities

Can we increase the innovation management skills of HQP (highly qualified personnel)?

Student with not only engineering background but also those who can contribute quickly to their businesses.

Would industry partners be interested?

Partnering with Mitacs

Questions:

Projects with business students collaborate with engineering students can facilitate NSERC grant to business schools.

There is very little mechanisms of collaboration other than the things that happen by accident.

B) Presentation by Jonathan

Overview of CIHR

- CIHR's Strategic plan

Primary source of Federal government health research fund with a very large mandate.

4 research priorities like Enhanced patient experiences and outcomes through health innovations

CIHR investment in health care management research

\$35 m in health services and policy research related to topics such as:

- Governance and accountability
- Health care financing and funding
- Health human resources
- Managing for quality and safety
- Change management and scaling up innovations

How to we bring technology to contribute the health care sector, both in terms of quality of the health care system but also economically. Real world sustainable solutions to the health care problems Canada is facing today.

10 years ago we were funding individuals now with our current paradigm shift, we fund multidisciplinary initiatives.

Positioning Trainees for success

Paradigm shift

Acquisition of data

VI) *Presentation by SSHRC on Programme Directions and Opportunities for Canadian Business Schools*

C) Presentation by Tim Wilson

Get the feedback on how things are working now and where we should concentrate in the future: there will not be drastic changes from what has been going on in the last 5 years.

The focus on innovation is not going to change.

Budget 2014

- Advanced research invested of \$7m,
- Supporting partnerships,
- SSH contribution to the knowledge based economy.
- 1.5b\$ investment over 10 years.

Budget 2015

- Ways in which we can advance academic-industry partnership
- Managing Canada's future: in the part we had targets like the digital economy or the environment, what are the challenges for Canada 10, 20 years from now, provide a means by which we can inform stakeholders.
- There is no thumb on the scale if you mentioned deliberately a topic that is listed on the website.
- Enabling partnership
- Facilitating interdisciplinary collaboration
- They are reducing the maximum value of the grant from \$500,000 to \$200,000 per cap
- They will be accepting proposal electronically,
- No CV required for collaborators.

From prof. Martine

- Challenging for industry to get involved
- 56% of the partners involved an industry partner including non for profit, however, these are not genuine partnerships, there are returned favor, good corporate citizenship. So SSHRC would like to identify the successful academic partnerships and create an advisory committee

Enabling partnerships through international partnership, e.g. the transit landing platform

Q&A: we normalized the success rate across committee, the success rate of business school grows in line, and recently it has dropped to the mid or low 20%.

Solving some of the issues through.

- Community scrutiny
- And maximum value of inside (insight) grant

Has there being a cost analysis of the application?

The review process is not being criticized but there ways address the lower success rate of 20%,

Answer: we can't really influence the success rate but we can decide for instance where the funds are allocated.

Answer; we have not seen a decline in the number of applications,

Questions: if the infrastructure cost is lower and max cap is lowered, can it increase the success rate?

A: we took it into account but we might not find the teams that are genuinely interested in the topics we are pursuing.

Q: the feedback from the reviewers has not been really helpful in bettering the application, how do we move from the 4 A's to the desired status?

Q: about the review process, you have normalized the success rate, there is a lack of consistency of feedback, and how do we insure consistency over the years as committees are replaced?

A: we want the guidelines to be as consistent as possible, we also have calibration calls

Q: it is better to push the number of applications, the system is set in a way that it encourages poor applications, the second is about partnerships, what about the paperwork involved?

A: you can apply for \$10k if you want, two researchers can get together.

D) *Presentation by SSHRC on Programme Directions and Opportunities for Canadian Business Schools*

Fund multidisciplinary teams that involved in research on people with disabilities and how they can contribute to the taskforce: New program between SSHRC and CIHR to be announced soon

We are struggling in getting private sector involved in our partnerships, and we are trying to find solutions, we want to reach out to the industry.

It is an issue that business schools are facing as well.

Two recommendations:

- Identify the successful partnerships and try to build from them
- Better outreach to the industry

Suggestions:

- We have alumni events
- MBA students who have applied their projects or research topic to industry
- More but smaller grants so as not to discourage researchers meaning a higher success rate

- In order to develop the big strategic grant, a research infrastructure is needed which the big school have but not the smaller school, this makes is accessible almost only to the big schools

Answers:

- Knowledge mobilization, we want to know the interesting ways of new possibilities.
- We want to know about the success stories on how an academics have partnered with industry (outside academia), through consultation, advisory group, with the city or with some government,
- Placement of students for experience within the industry. There is a partnership that is focussed student experience.