



MBA in the Management of Technology and Innovation Self-Study Report

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Executive Summary

The Ted Rogers School of Management offers two MBA degrees: the Master of Business Administration in the Management of Technology and Innovation (MBA-MTI) and the general MBA known as MBA Global. The two MBA degrees have recently admitted eighth successive cohort.

MBA-MTI has produced dozens of successful alumni, and represents a unique set of innovation-related offerings in an MBA market where boutique and accelerated degrees have stronger demand than traditional two-year degrees. The three specializations in the MBA-MTI, i.e., information technology management, supply chain management, and media management represent a small part of the MBA market in North America where finance and consulting account for most students undertaking MBA specializations in other business schools.

Like most MBA programs, the MBA-MTI relies on its network of alumni to recommend prospects to the program and increase awareness of the degree with key stakeholders. Despite the success of its alums, the program is experiencing challenges in achieving the enrollment levels envisioned at its launch. This may be a result of limited recruitment resources available to market the program in a very crowded MBA market space in the Greater Toronto Area. Unlike the unregulated programs that charge market rate tuition that flows back to the program, the MBA-MTI has both limited funds for marketing and recruitment staff.

The MBA-MTI is deemed a success based on metrics to evaluate its relevant performance vis-à-vis other MBA programs. The high average GMAT score of applicants, post-graduation salary increases, percentage of students placed within six months, and student satisfaction with the program are all indicative of a well-managed and efficient program that has been successful in meeting the expectations of its primary stakeholders, the MBA students. In fact, the success of the program could also be gauged by advanced standing of Ryerson's MBA teams in case competitions and other contests where Ryerson MBA teams outclassed teams from other more established programs. Students from the MBA programs have successfully competed against top Canadian MBA programs in case competitions and the MBA Games tournaments. Collectively, these metrics place the Ryerson MBA-MTI program in the top tier of Canadian MBA programs. A list of recent student success in competition is presented at the end of this section.

The MBA-MTI, along with the MBA-Global, were part of the submission by the Ted Rogers School of Management (TRSM) to the Association to Advance Collegiate Schools of Business (AACSB), which accredited TRSM in 2011. Most faculty teaching in the program or supervising students' major research papers (MRPs) meet the AACSB standards for being academically or professionally qualified.

Due to lower enrolments than projected, however, the program has several operational and funding challenges. The MBA-MTI shares funding issues with the MBA Global program in that the low, regulated tuition rates and Ryerson funding models result in inadequate funding for program delivery, advertising, and support staff than comparable MBA programs charging market-based tuition fees. Ryerson University's MBA Programs face more competition than other graduate programs at Ryerson University, with eight competitors in close proximity in the greater Toronto area, including two internationally ranked MBA programs at the University of Toronto and York University. Nevertheless, affordability for students of modest means forms a critical element of the programs' accessibility mission, along with gender and ethnic diversity.

The following is a summary of program recommendations, which are explained in detail in the section: Recommendations and Development Plan:

1. TRSM should review the pros and cons of maintaining two distinct MBA degrees. The review should consider merging the two MBA degrees into one, while maintaining the specializations that make the program unique. The proposed change is likely to lead to improved brand recognition, clear messaging of the MBA degree, and possibilities to realize economies of scale made possible by streamlining of the core curriculum and electives.
2. The MBA admission criterion should be revised to account for the scarcity of qualified applicants. GMAT test should be waived for experienced managers and work experience requirements should be relaxed for academically strong applicants.
3. Board of Governors should be approached with the proposal to increase tuition fees for international students to a level that meets the total revenue generated by each domestic full-time equivalent BIU.
4. Additional funds should be raised to support a larger number of fellowships and scholarships to attract bright students to the MBA program.
5. MBA teaching should be done on load by the RFA faculty to integrate research-oriented faculty members to the MBA program.
6. TRSM should initiate a dialogue with the University administration to address limitations in attracting high-calibre professionals to teach MBA courses, while TRSM and Ryerson University continue to respect and adhere to the collective agreements.
7. The specialization in media management may be retired because of lack of qualified faculty to offer electives. Otherwise, TRSM should request the central administration to make additional faculty positions available to support specialization in media management.
8. TRSM and YSGS should explore avenues to improve decision-making as it relates to offering specializations in a timely fashion in response to the needs identified by businesses.
9. The MBA budget be restored to its original value to reflect the increase in costs of delivering the MBA program. It is further proposed that MBA operating budget be increased to improve course offerings, especially electives that were eliminated because of budget constraints. It is further recommended that YSGS and TRSM should collaboratively work on budgets to minimise the impact on graduate students.
 - a. YSGS and TRSM should jointly review recruitment budgets of other similar size business schools to determine if the current budget allows TRSM to compete for talent in the competitive marketplace for MBA students.
10. TRSM and YSGS should jointly determine adequate level of administrative support to run the MBA/MMSc programs.
11. It is recommended that YSGS should forward all applications directly to TRSM so that the recruitment and admissions team at TRSM reviews applications earlier and immediately initiate dialogue with the prospects.
12. A flexible space reservation system is recommended to ensure large MBA classes can be scheduled in large lecture halls thus eliminating the need to run multiple sections of the same course.

Ryerson MBA Competition Successes

- 2013 MBA Games: 2nd overall, 1st in athletics, 3rd in spirit, 2nd in crisis management case (22 universities)
- 2012 MBA Games: 3rd in finance case
2nd in HEC Sustainability Case Competition
3rd in Rotman CSR International Case Competition
Finalist in Shulich International Case Competition (ethics in mining)
- 2011 MBA Games: 1st in strategy case
1st in Tata Cup Sustainability Case Competition
3rd in Rotman CSR International Case Competition
Finalist in Shulich International Case Competition (ethics in mining)
- 2010 Division winner and top Canadian team in John Molson International Case Competition (36 teams from 14 countries)
MBA Games: 1st in spirit, 2nd in marketing case
- 2009 MBA Games: 2nd overall, 1st in academics, 2nd in spirit, 1st in strategy case
1st in RBC's Next Great Innovator Challenge
- 2008 MBA Games: 1st overall, 1st in academics, 1st in spirit, 3rd in athletics, 1st in marketing case, 2nd in strategy case
1st in RBC's Next Great Innovator Challenge
2nd in Tata Cup Sustainability Case Competition
2nd in Leeds (Boulder, Colorado) Net Impact Case Competition
1st and 3rd in Oxford Properties Real Estate Research Competition
3rd in Financial Post MBA Portfolio Management Competition

Program History

The MBA program in the Management of Technology and Innovation (MTI) at Ryerson University was first proposed in the spring of 2005. External reviewers from the University of Minnesota and the Case Western Reserve University appraised the proposal in September of that year. They evaluated the program on the following key issues (Appendix I - l)¹:

- 1) The environmental factors that support the MBA/MMSc program in the Management of Technology and Innovation.
- 2) The important educational needs to be met by the program.
- 3) The ability of key faculty members to implement the proposed program.

The reviewers found that the proposed MTI program satisfied each of these broad categories. The appraisers also responded to queries by the Ontario Council on Graduate Studies (OCGS), specifically on whether the proposed program and its requirements warranted awarding an MBA degree. They concluded that the MBA-MTI content would be comparable to other accelerated MBA degrees in North America, Europe and Asia². Additionally, the fact that it would specialize in the explicit functions of information systems management, media management and supply chain management, meant that it would be a 'niche' or boutique MBA degree³.

With this confirmation of the relevance of the MBA-MTI program, detailed planning of the degree began. Thirteen faculty members worked from January to July of 2006 to develop the learning objectives for the core curriculum and specializations, as well as develop the courses themselves⁴. The MBA in the Management of Technology and Innovation was then launched in September 2006.

Since 2005 several aspects of the MBA-MTI program have undergone adjustments and updates. New courses and electives have been added to make it more relevant to the market landscape, and to ensure that the program meets Assurances of Learning Goals identified in TRSM's application to the AACSB (Appendix I - m)⁵. The original program proposal designed in 2005 differs significantly from the current program, discussed above, although changes have taken place incrementally over the intervening years (Appendix I - k). Initially half credit courses served to create variety in the program and provide breadth in the curriculum, and many of these courses are still included in the calendar (Appendix III - a), although they have not been offered for some years.

The original program launched in Fall 2006 consisted of 20 "modules" – 10 were required core modules, while the other 10 were electives. Six of the 10 elective modules were to be taken from one particular Field of Study, with the remaining four electives could be taken from any Field of Study and/or the General Electives list. Each module was six weeks in duration (half a term) and students were to take eight modules per term – four modules during weeks 1-6 and another four modules during weeks 7-12. Full-time students could complete the program in as little as three terms and no capstone course/project was required.

¹ Davis, and Lyytinen

² Davis, and Lyytinen

³ Davis, and Lyytinen

⁴ Levy, Shepard, and Jones 96

⁵ Levy, Shepard, and Jones

Phase 1		
Fall 2006		
Course Type	Course Code and Name	Modules*
Required Core	MT8201: Technology and Org Theory	1
	MT8202: Technology and Org Strategy	1
	MT8203: Tech Diffusion and Innovation	1
	MT8204: Ethical Leadership/Chng Mgmt	1
	MT8205: Adv Project Management I	1
	MT8207: Financial Analysis	1
	MT8208: Entrepreneurial Thinking	1
	MT8209: Human Factors in Tech Design	1
	MT8210: Adv Technology Integration	1
	MT8211: Global Markets and Tech Trends	1
Electives	Six Modules from one Field of Study	6
	Four Modules from Fields of Study or General Electives	4
Capstone	No Capstone	
TOTAL:		20
*One module is equal to .5 credit		

In Fall 2007, a year after the launch of the program, the “modules” were replaced with credits. Instead of students taking 20 modules, which were equal to half-credits, students were to take five full credit required core courses (one term in duration) and four required core half-credit courses (half a term in duration). The curriculum content maintained the same variety, depth, and breadth of knowledge, but it was delivered in a more streamlined manner. Students had the opportunity to choose between two “options” – the Practicum/Internship Option or the Project Option. Those choosing the Practicum/Internship Capstone (worth 3 credits) were also required to take two electives from one Specialization, while those taking the Project Capstone (worth 1 credit) were to also take three credits from one Specialization and one other elective credit from any Specialization or the General Electives list. This curriculum was in place for both the Fall 2007 and Fall 2008 cohorts.

Phase 2				
Fall 2007			Fall 2008	
Course Type	Course Code and Name	Credits	Course Code and Name	Credits
Required Core	MT8205 Adv Project Management I	0.5	MT8205 Adv Project Management I	0.5
	MT8208 Entrepreneurial Thinking	0.5	MT8208 Entrepreneurial Thinking	0.5
	MT8212 Innovation and Org Theory	1	MT8212 Innovation and Org Theory	1
	MT8213 Technology and Org Strategy	1	MT8213 Technology and Org Strategy	1
	MT8214 Diversity, Skills and Leadrshp	1	MT8214 Diversity, Skills and Leadrshp	1
	MT8215 Finance and Tech Valuation	1	MT8215 Finance and Tech Valuation	1
	MT8216 Global Markets and Tech Trends	1	MT8216 Global Markets and Tech Trends	1
	MT8217 Ethics and Corporate Soc Resp	0.5	MT8217 Ethics and Corporate Soc Resp	0.5
	MT8218 Prod Devel, Commercialization	0.5	MT8218 Prod Devel, Commercialization	0.5
Electives	ONE of the following Options: Practicum/Internship Option		ONE of the following Options: Practicum/Internship Option	
	Two credits from one Specialization	2	Two credits from one Specialization	2
	Project Option		Project Option	
	Three credits from one Specialization	3	Three credits from one Specialization	3
	One credit from any Specialization or General Elective List	1	One credit from any Specialization or General Elective List	1
Capstone	ONE of the following Options: Practicum/Internship Option		ONE of the following Options: Practicum/Internship Option	
	MT8061 Practicum/Internship	3	MT8061 Practicum/Internship	3
	Project Option		Project Option	
	MT8806 Applied Management Project	1	MT8806 Applied Management Project	1
TOTAL		12	TOTAL	
TOTAL		12	TOTAL	

Beginning in Fall 2009, the curriculum was further streamlined, replacing two half-credits (MT 8218: Product Development and Commercialization / MT8208: Entrepreneurial Thinking) with a full credit course focusing on research and communication skills (MT8600: Research and Communication for Managers). The content of the eliminated half-credit courses was to be covered throughout the MBA-MTI curriculum, so no loss of content occurred. All students, regardless of what Capstone Option they chose, were required to take three electives from any Specialization or Elective list. Capstone Options included a Master's Thesis, Internship, or an International Exchange. Although not explicitly stated, students choosing the Internship or International Exchange Options were required to complete a Major Research Paper (MRP) on a topic related to their experience. This curriculum applied to both the Fall 2009 and Fall 2010 cohorts.

Phase 3				
Fall 2009			Fall 2010	
Course Type	Course Code and Name	Credits	Course Code and Name	Credits
Required Core	MT8205 Adv Project Management I	0.5	MT8205 Adv Project Management I	0.5
	MT8212 Innovation and Org Theory	1	MT8212 Innovation and Org Theory	1
	MT8213 Technology and Org Strategy	1	MT8213 Technology and Org Strategy	1
	MT8214 Managing in a Diverse World	1	MT8214 Managing in a Diverse World	1
	MT8215 Finance and Tech Valuation	1	MT8215 Finance and Tech Valuation	1
	MT8216 Global Markets and Tech Trends	1	MT8216 Global Markets and Tech Trends	1
	MT8217 Ethics and Corporate Soc Resp	0.5	MT8217 Ethics and Corporate Soc Resp	0.5
	MT8600* Rsrch and Commun for Mgrs	1	MT8600* Rsrch and Commun for Mgrs	1
Electives	Three credits from any Specialization or Elective list	3	Three credits from any Specialization or Elective list	3
Capstone	AND one of the following Options:		AND one of the following Options:	
	MT8900 Master's Thesis		MT8900 Master's Thesis	3
	MT8902 Internship		MT8902 Master's Res Proj/Internship	3
	MT8903 International Exchange		MT8903 International Exchange	3
TOTAL		10	TOTAL	
TOTAL		10	TOTAL	

The current structure of the program was launched in Fall 2011. The remaining two half-credits were eliminated, resulting in seven full-credit required core courses. The Ethics and Corporate Social Responsibility course became a full-credit course, while the Advanced Project Management course was eliminated altogether. However, no loss of content occurred as project management skills were to be covered throughout the MBA-MTI curriculum. Similar to the previous iteration of the curriculum, students were required to take three electives from any Specialization or Elective list, and were to select one of the following Capstone Options: Master’s Thesis, Master’s Research Project, or an International Exchange. The Fall 2012 curriculum structure was essentially the same with the exception of course code and name changes to reflect the combination of three of the MBA-MTI core required courses with their equivalent MBA Global required core courses, which occurred in the previous 2011-2012 academic year. These courses are: MT/MB 8106, MT/MB 8108, and MT/MB 8109.

Phase 4				
Fall 2011			Fall 2012	
Course Type	Course Code and Name	Credits	Course Code and Name	Credits
Required Core	MT8108 Ethics and Corp Soc Resp	1	MT8106 Managing in a Diverse World	1
	MT8212 Innovation and Org Theory	1	MT8108 Ethics and Corp Soc Resp	1
	MT8213 Technology and Org Strategy	1	MT8109 Acctng & Fin for Today's Mngrs	1
	MT8214 Managing in a Diverse World	1	MT8212 Innovation and Org Theory	1
	MT8215 Finance and Tech Valuation	1	MT8213 Technology and Org Strategy	1
	MT8216 Global Markets and Tech Trends	1	MT8216 Global Markets and Tech Trends	1
	MT8600 Rsrch and Commun for Mgrs	1	MT8600 Rsrch and Commun for Mgrs	1
Electives	Three credits from any Specialization or Elective list	3	Three credits from any Specialization or Elective list	3
Capstone	AND one of the following Options:		AND one of the following Options:	
	MT8900 Master's Thesis	3	MT8900 Master's Thesis	3
	MT8902 Master's Res Proj/Internship	3	MT8902 Master's Res Proj/Internship	3
	MT8903 International Exchange	3	MT8903 International Exchange	3
TOTAL		13	TOTAL	
			13	

In contrast to the MBA-MTI program, the MBA Global program curriculum underwent significantly fewer changes since its inception. The program launched in Fall 2006 with two half-credit core required courses, five full-credit core required courses, five electives, and a capstone. The following year, the remaining half-credits were eliminated and replaced by a full-credit course, resulting in six full-credit core required courses, four electives, and a capstone. This structure remained in place until Fall 2009, when the Research and Communication for Managers course was added to the core required courses, meaning that students were required to take seven full-credit core required courses, three electives, and a capstone. This curriculum structure remains in place.

Program Outcomes

The stated aim of the MBA-MTI program in particular is “to provide students with theoretical and practical expertise and knowledge in the Management of Technology and Innovation required to undertake or further a career in this area.”⁶ A breakdown of the distinct learning objectives of the program are stated below:

⁶ Davis, and Lytinen 4

MBA-MTI Assurances of Learning⁷

Critical thinking	Develop problem-solving skills, think critically, and lead team-based approaches to problem-solving.
Analytical thinking	Gain a theoretical framework and the diagnostic skills necessary to analyze requirement plans and to manage technology in a variety of contexts.
Teamwork	Work as part of a high performance team to analyze a business case and to develop a business plan.
Integration	Have the ability to integrate and apply relevant management theories (e.g., strategic and financial analysis) independently to complex real world problems.
Communication	Gather information and communicate effectively in a variety of circumstances with particular attention to understanding diversity as part of the management process.
Ethics	Develop self-awareness, a sense of professional responsibility, and an appreciation of the ethical and legal parameters of technology and innovation management.
Internationalization	Understand the effective use of technology to support organizational objectives, in a globalized and interconnected marketplace.
Technology	Understand the application of technology and innovation management to practical problems and cases, as well as the process of technology diffusion and how it affects organizations.

⁷ Levy, Shepard, and Jones 338

These objectives are also in line with the Graduate Degree-Level Expectations, established by the Yeates School of Graduate Studies Council (YSGSC) of Ryerson University, as follows:

Master Degree-Level Expectations⁸

Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
Research and Scholarship	A conceptual understanding and methodological competence that: <ul style="list-style-type: none"> a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> a) The development and support of a sustained argument in written form; or b) Originality in the application of knowledge.
Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
Professional Capacity/Autonomy	The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> a) The exercise of initiative and of personal responsibility and accountability; and b) Decision-making in complex situations; and, <p>The intellectual independence required for continuing professional development;</p> <p>The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and,</p> <p>The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>
Level of Communications Skills	The ability to communicate ideas, issues and conclusions clearly.
Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

The Self-Assessment Report for the AACSB⁹ contain detailed information on the way objectives are to be measured, although a changing curriculum, discussed above, means that these assessments need to be updated, with proposed assessments and rubrics for measuring these goals are under development. Both the Assurances of Learning and the Master Degree Expectations above are a baseline to assess whether

⁸ "Policy of the Senate Number 126"

⁹ Levy, Shepard, and Jones

the MBA-MTI program is remaining current with respect to expectations and societal need, and providing students with the required skills for success after graduation. Finally, the Master's degree expectations must also align with the overall Ryerson University mission, as follows:

"The special mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields."¹⁰

The mission statement specifically requires the program to address societal need and to ensure that graduates are prepared for today's marketplace. Additionally, The University's *Shaping Our Future: Academic Plan for 2008-2013*¹¹ emphasizes five main priority areas that the entire Ryerson community should work towards improving. The priorities are:

1. Ensuring high quality, societally-relevant programs
2. Improving student engagement and success
3. Encouraging, promoting, and advancing learning and teaching excellence
4. Facilitating and supporting scholarly, research, and creative activity
5. Increasing the University's reputation

In addition, TRSM has developed its own four-year academic plan¹² containing strategic priorities, desired outcomes, and actions required to meet established goals in order to fulfill Ryerson's commitment to the advancement of applied knowledge and research. There are six strategic priorities together with targets and required actions to successfully meet the outlined targets. Goals especially relevant to the MBA-MTI degree include:

1. Increasing the quality and number of faculty
2. Expanding high quality graduate programs
3. Improving TRSM's reputation
4. Increasing fundraising efforts
5. Establishing additional partnerships
6. Facilitating the proliferation of high quality scholarly, research, and creative activity

Program Consistency with other Academic Plans

The MBA-MTI student learning outcomes described above are consistent with both the University and TRSM academic plans, as well as the Master Degree Level Expectations. Exposing students to real-world problems and ensuring students possess the necessary skills including the critical thinking, analytical, teamwork, and communications to address such problems ensures that graduates receive a societally relevant education. Instilling a deep understanding of, and advanced capability in, the application of management theory, research methods, and analytical techniques, as well as solid foundation in ethical principles and professional responsibility mean that graduates are equipped to think, analyze, and act appropriately to meet challenges faced by businesses, governments, and the society at large.

Numerous experiential learning opportunities such as the integrative week, internship, and case competitions have allowed for a high level of student engagement and success. With the help of TRSM

¹⁰ "Ryerson University Mission"

¹¹ (Ryerson University, 2008)

¹² (Ted Rogers School of Management, 2008)

faculty, most notably Dr. Dale Carl, MBA-MTI students have successfully participated in case competitions. These opportunities have helped establish one of the most collegial atmospheres amongst student bodies at Ryerson University and have contributed to an increase in Ryerson's and TRSM's reputations.

Societal Need

Description of Current and Anticipated Societal Need

The North American market

Technology and innovation have been among the most important drivers of economic and organizational change in recent years. Many sectors of the economy have become highly tech-intensive. Firms are using the power of computing to build new products, create efficiencies in their existing systems, and gain advantages over competitors who are too slow to adapt. However in the midst of these changes, the business education field has not kept up. MBA programs in particular are not equipping students with the combined technology and management skills they require to be successful when they graduate. In 2003, the Innovation Management Association of Canada, and the Canadian Chairs in the Management of Technology submitted a report on the importance of linking technology skills and management education, while emphasizing entrepreneurship and innovation¹³. A decade later, that need is even greater.

As a statement from the original 2005 program proposal notes, "to plan, implement and manage technology effectively, managers must have a strong understanding of the nature of technology as well as its relationship to strategy development and organizational processes."¹⁴ This education gap is expected to widen. The three specializations offered by the MBA-MTI program – Information Systems Management, Media Management, and Supply Chain Management – aim to fill that gap. It is also anticipated that the rapidly changing labour market and opportunities in the new economy will enable the MBA-MTI to develop further in a manner consistent with Ryerson's emphasis on entrepreneurship and innovation.¹⁵

Toronto-Specific Needs

Being the commercial hub of Canada, the Greater Toronto Area (GTA) has a very high prevalence of tech-focused companies, as well as firms whose products lie outside high technology sectors, but are nonetheless strongly leveraging technology and innovation in their operations. Since there are no technology-focused MBA programs offered by universities in the GTA, the potential market is large for the Ryerson University's MBA-MTI degree. However, a minority of MBA graduates identify as working in the technology sector. It may be that while information technology, supply chain, and media management professionals seek the MBA degree individually, professionals and employers busy MBA as a finance and consulting-oriented degree.

The Ryerson MBA – MTI aims to fill the technology management gap in the job market, and its location in the heart of Toronto's business district makes it even more attractive to prospects. As one graduate said in a recent survey, "The MBA-MTI is unique in ways that it provides a specialization in technology. The

¹³ "Brief for the Standard Appraisal of a Proposal for an MBA/MMSc in Management of Technology and Innovation" 2

¹⁴ "Brief for the Standard Appraisal of a Proposal for an MBA/MMSc in Management of Technology and Innovation" 1

¹⁵ "About Ryerson"

Ryerson MBA is strategically placed in the downtown core, with good industry connections.”¹⁶ This allows a high level of collaboration with GTA employers, as well as students to build relationships with the many consultants, professionals and C-level executives invited to mentor or guest-lecture in classes in the program. The strong focus on research in the MBA-MTI program, especially in the final Integrative Term, has also helped many students receive job placements at the companies where they interned.

Additionally, the fact that the program is relatively inexpensive and can be completed in as quickly as a year fills another need in Toronto for reasonably priced education. According to another graduate, “it’s one of the first schools offering more of a practical program that gives more practical skills rather than theoretical.”¹⁷

Assessment of Existing and Anticipated Student Demand

The Gap in Enrolment

The Ryerson MBA-MTI is a boutique degree. Its three specializations are aimed at less than 20% of the MBA applicant pool. Most prospective MBAs intend to pursue careers in finance, consulting and investment banking. As a result, the MBA-MTI program is experiencing lower demand than what was initially expected.

Initially the MBA-MTI program was expected to reach an enrolment of 80 full time equivalent (FTE) students, wherein each part time student equals one third of a full time student. This target was quickly revised downward, and has remained at 35 FTEs¹⁸. Even so, actual enrolment has only once met this target, as shown in the enrolment history below:

Year	Actual FTE	Target FTE
2006	15	80
2007	19	35
2008	19	35
2009	31	35
2010	35	35
2011	19	35
2012	24	35

The gap in enrolment is likely a function of the program’s recent inception, the niche technology and innovation-oriented specializations, and limited resources for marketing and recruiting relative to larger competitors.

Competition from Nearby MBA Programs

Another mitigating factor is the prevalence of competing MBA programs in the surrounding area. As shown in Appendix I - j(i), there are five other highly reputed MBA programs in the immediate downtown vicinity, in addition to a sixth program at the Schulich School of Business at York University, further north. This weakens one of the Ryerson MBA’s main value propositions – its location in the heart of Toronto’s business district – making it even more critical for the Ted Rogers School of Management to differentiate

¹⁶ MBA-MTI survey data

¹⁷ MBA-MTI survey data

¹⁸ Faye, and McAfee

itself further. Competition is even more intense in the Southern Ontario area. As the figure in Appendix I - j(ii) shows, there are at least nine highly ranked MBA programs approximately within a four-hour drive of Toronto.

Of these competitors, three are internationally ranked programs in the Financial Times list of Top 100 MBA Schools, as shown in Appendix I - j(iii): the Rotman School of Management at the University of Toronto (rank 46), the Schulich School of Business at York University (rank 52), and the Ivey Business School at Western University (rank 78).¹⁹

Impact of Popular MBA Career Fields on Student Demand

Data from alumni surveys of the six Canadian MBA programs ranked by the Financial Times²⁰ supports the above view that the MBA-MTI target audience is only a small proportion of the overall MBA market. Consulting and Finance/Banking are the top two fields for graduates, with an average of 16% and 26% respectively. The highest ranked programs mentioned above – Schulich and Rotman – each sent 37% of their graduates to the Finance/Banking sector. By contrast, IT/Telecoms on average employ only 8% of the graduates from these six programs, while Media/Marketing and Industrial sectors, which are the best proxies for the MBA-MTI’s specializations in Media Management and Supply Chain Management, employ 3% and 4% on average. In fact, the latter figure is skewed upward by the unusual employment patterns for the University of Alberta, the most recent entrant to the rankings. However, the small size of the three MBA-MTI sectors may reflect the historical dominance of the finance and consultancy sectors and their close association with the MBA degree. Similarly, these results are for each university’s flagship MBA, and patterns of employment in Media Management, for example, are likely higher in the Schulich School of Business MBA in Arts Management relative to the flagship MBA program, which reports to the various rankings.²¹

Clearly, this data on the sectors providing employment to the majority of MBA students show that marketing to prospective MBA students requires a rethinking of what the MBA degree means, as well as promoting the relatively new Ryerson MBA brand. The weak demand for the MBA-MTI program creates a host of problems, including the funding available to the program, the number and variety of electives offered, and the expansion of the MBA Global program.

The question facing the MBA-MTI program is whether student demand is destined to be low given the ‘boutique’ nature of the degree, or whether low enrolments are simply a result of Ryerson’s low level of marketing and recruiting efforts relative to the other programs. It is possible that with stronger branding of the degree and clarification of its identity as a technology-focused MBA, student demand may rise. There is currently some evidence to show that prospective applicants are confused about the nature of the MBA-MTI degree, and that the benefits of the program are just not being communicated well enough. This is reflected in many of the comments received in the student survey completed prior to this report, and will be discussed in later sections.

¹⁹ "Global MBA Ranking 2013"

²⁰ "Global MBA Ranking 2013"

²¹ Zemans, 2013

Admission Criteria

Admission Requirements

There are several metrics used by the TRSM admissions committee to evaluate a candidate's suitability for the MBA program, including three key measures: prior work experience, GMAT score, and undergraduate GPA – all of which are reported to rankings organizations.²² These criteria are not only well-aligned with the learning outcomes of the degree, but are also the standard admission metrics used by MBA programs across North America. Below is a table showing the work experience statistics of students since program inception.

Post Bachelor's Degree Work Experience Upon Admission				
Enrolment year	Average # of years	# of students reporting	Minimum	Maximum
2006	8	16	0.5	20
2007	11	11	2	22
2008	8	34	2	15
2009	8	29	2	26
2010	4	45	0	14
2011	7	30	0	17
2012	7	40	0	20

One recent trend has been to include students who have no post-degree work experience, based on work during the pursuit of their bachelor's degrees, and co-op or internship placements, and who have superlative scores on one of the other metrics, including another master's degree and high GMAT scores, which is a key differentiator amongst MBA programs.

Apart from candidates' experience in their chosen fields, the admissions team must also evaluate their logic and reasoning, and their quantitative, verbal and writing skills. These determine whether they would be a good fit for the MBA class and coursework. The Graduate Management Admission Test (GMAT) is specifically designed for this purpose. Students' GMAT scores since program inception are shown below.

GMAT Scores Upon Admission						
Year	GMAT Avg.	Min	Max	Waived or Missing	Students with GMAT	Total Students
2006	590	460	680	2	24	26
2007	581	510	710	6	23	29
2008	601	420	720	1	34	35
2009	598	530	770	4	44	48
2010	612	550	720	4	42	46
2011	611	520	730	0	31	31
2012	606	540	730	0	40	40

²² "Canadian MBA Programs"

The minimum amount of work experience for admission into the Ryerson MBA is two years, while the minimum GMAT score is 550. As seen in the above tables, there have been some exceptions, or requirements that were waived because candidates excelled in other areas.

Regarding candidates' performance in their undergraduate studies, the minimum grade level for admission into the MBA-MTI program is a B (73%).

Analysis: Alignment with Program Learning Requirements

The admission requirements discussed above are well aligned with the learning outcomes for MBA-MTI's Assurances of Learning. The GMAT tests candidates' skills in **Critical Thinking**; in fact it contains a verbal section titled 'Critical Reasoning' and a quantitative section called 'Data Sufficiency', both of which assess whether a student can evaluate a problem quickly, and arrive at a solution. The **Communication** learning outcome is also tested through the GMAT's Analytical Writing Assessment (AWA), as well as through personal or phone interviews and meetings that Ryerson occasionally conducts with applicants.

Teamwork and experience working in a team is one of the qualities the admissions committee looks for in a candidate's work qualifications. Candidates are also chosen for their interest in **Technology** fields, and their desire to take up management positions in such companies. Finally, regarding the **Internationalization** outcome, the admissions committee puts together a class with diverse backgrounds, which can contribute perspectives on technology and innovation from across the globe.

Academic Quality

Program Curriculum and Structure

The MBA-MTI program structure is rather straightforward. Students who have an undergraduate degree in a discipline other than business are required to take a Foundation Term, to bring them up to speed on basic management knowledge that will enable them to meet program requirements. The course breakdown for this Term is below:

Foundation Term: Depending on students' background, the admissions committee decides which, if any, of these courses they must take	MB 8002 Quantitative Methods for Business
	MB 8004 Accounting
	MB 8005 Finance
	MB 8006 Economics
	MB 8007 Principles of Management

Students who have a BComm or an equivalent degree simply proceed directly to the typical full-time format, comprising three terms. The course breakdown is shown below:

Term One: 5 Core courses	MT8108 Regulation Governance and Soc Responsibility Mgmt
	MT8213 Technology and Organizational Strategy
	MT8109 Acc and Finance for Today's Managers
	MT8106 Managing in a Diverse World
	MT8600 Research and Communication for Managers
Term Two: 2 Core courses + 3 Electives	MT8212 Innovation and Organizational Theory
	MT8216 Global Markets and Technology Trends
Term Three: 1 of these Integrative options	MT8900 Master's Thesis
	MT8902 Major Research Paper/Internship
	MT8903 Major Research Paper/International Exchange

Each of the above courses earns a student one credit, with a total of 13 credits required for the MBA degree, with the MRP earning three credits. The full-time program can be completed by a student in a minimum of one year (12 months). The part-time curriculum contains the same coursework, but is extended over a minimum of two years (24 months).

Each of the specializations in the MBA-MTI program has a minimum of four elective courses that have been approved and are published each term by YSGS, as shown in Appendix III - a. However, the small numbers in the MBA-MTI program mean that most of the published electives are not offered, and, as discussed below this creates dissatisfaction with the program. A total of 67 unique course numbers have been offered since the program was launched, although some of these are individual readings courses offered by faculty off load and without remuneration to accommodate individual students, and the research projects completed during the Integrative Term.

Reflection of Learning Outcome Goals and Master Degree Level Expectations in the Program Curriculum

The core MBA-MTI courses deliver a rigorous and challenging curriculum that reinforces and enhances students' management capabilities and ensures that graduates have an advanced understanding and ability to strategically apply core competencies to solve complex problems (Appendix I - a). In the MT 8212 Innovation and Organization Theory course, the MT 8213 Technology and Organization Strategy course, and the MT 8216 Global Markets and Technological Trends course, students develop a thorough understanding of the issues facing managers in today's innovation and technology sector. They also develop an awareness and advanced understanding of new and existing knowledge and insight that may explain and/or help to manage such problems, and gain the strategic ability to integrate and apply knowledge and analytical techniques when problem-solving in different contexts.

A comprehensive understanding of and proficiency in research and methodological techniques is instilled particularly in the MT 8600 Research and Communication for Managers course and through the

independent completion of the Major Research Paper (MRP). A sense of professional responsibility and an appreciation of ethical management principles is emphasized in both the MT 8108 Regulation, Government, and Socially Responsible Management and MT 8106 Managing in a Diverse World courses. Critical and analytical thinking, teamwork, communication, and problem-solving skills are fundamental components of the entire curriculum.

The Curriculum and the Current State of the Program

The final Integrative Term is a key differentiator for the program, as it is completed individually. Students can complete an MRP along with an internship, international exchange, or language training. They can also choose to complete a thesis, which has a higher standard for contribution to the discipline of management than the MRP, and is completed full time. Although many North American MBA programs have a capstone research project during the final term, most are completed as a group field project. The Ryerson MBA provides students with an opportunity to pursue a topic that has relevance for their individual career path, and the scope, research methods, and topics vary considerably. In some respects, this freedom to pursue an individual topic compensates for the low variety of electives offered. Part time students often complete their MRP as a project for their employers, as do many full time students with summer internships, as seen in Appendix I – h(i). Other students create business plans for start-up ventures, and a considerable number have gone on to implement these plans, and some have received venture capital funding. MRP committees consist of a supervisor and a second reader, with the latter often providing topical or methodological expertise. Students are matched with supervisors with the assistance of the program director, and faculty who teach in the program often serve as supervisors. The MRP also contains a self-reflection component, which is intended to support the integration of the course material with the research project and the student's awareness of learning achieved in the program.

The Ryerson MBA-MTI is a boutique program in that its three specializations represent a relatively small portion of the MBA market. Appendix I - j(iii) shows the fields in which MBAs in Canada are employed three years after graduation for the six MBA programs rated by the Financial Times in its 2013 Global MBA Rankings index. Although the Financial Times ranking scheme is similar to the Financial Post ranking of Canadian schools, there is considerable variance between them, shown in the top two lines of the table. The Financial Times incorporates alumni surveys into its ranking scheme, including the fields that employ graduates of MBA programs. IT represents the third most popular field with an average of 8% of graduates working in IT/Telecommunication. The Financial Times Industrial category (4%) can serve as a proxy for Supply Chain sectors, while Media Management can be approximated with its Media/Marketing category (3%), for a total of 15% of MBA graduates across the three specializations. For these schools, Finance (26%) and Consulting (16%) are the top career choices for Canadian MBAs, which dwarf the sectors related to the MBA-MTI.²³ Arguably, career sectors do not directly correspond with specializations or majors, but these data are a good indication of differences between the MBA-MTI and more traditional, generalist MBA programs in Canada. These figures have clear implications, suggesting that marketing the program needs to be precisely aimed at the sectors associated with the three specializations.

However, the specialized scope of the program has not prevented graduates from experiencing considerable success upon graduation. Across the two MBA Programs, placement rates for recent years are approximately 90%, and the post-graduate salaries are between \$80,000 and \$85,000, with an average

²³ These figures are skewed by the unusual employment patterns at the University of Alberta, which has more graduates in the industrial sector and fewer in consultancy.

increase of approximately \$15,000.²⁴ These figures are reported annually to the Financial Post, which publishes an annual ranking of Canadian MBA Programs, and show that salary and placement figures are comparable with the top programs in Canada.

Diversity and Inclusion

International Representation and Gender Distribution

There has been a strong record of diversity in each MBA-MTI class since inception. However, owing to its small size, the percentages are less impressive than competing programs with hundreds of students in their MBA classes.



Students from the 2013 MBA class

Affordable Tuition

The Ryerson MBA has tuition rates that are extremely affordable relative to its competition in Toronto. Programs at the University of Toronto and York University cost \$80,931 and \$55,536 respectively.²⁵ The Ryerson MBA fees in the table below are a fraction of those rates:

Program	Domestic	International
MBA (Global or MTI)	\$16,667.92*	\$25,942.84*
Foundation Courses	\$ 1,550/course	\$ 2,400/course

*Plus ancillary fees for the program, including career services, MBASA, RSU, university services, etc.

Ryerson's costs are kept low in an attempt to make the MBA program more inclusive, and bring in students who normally would not be able to afford an MBA. In addition, there are a significant number of scholarships and entrance awards given to students each year, which will be discussed in a later section (Appendix I – g).

²⁴ These figures are based on exit surveys of students in both programs six months after graduation conducted by the Career Centre in consultation with the MBA Programs Director.

²⁵ "Comparing Canada's MBA Schools"

Program Innovation and Creativity

The MBA-MTI program is an innovation in itself, given its boutique specializations and niche target audience. Learning is also delivered in new ways, one of the most creative being the Integrative Week component, in which teams of students act as consultants and find solutions to problems faced by real companies. The upcoming *Experiential Learning Opportunities* section has greater detail on this.

Another innovation is that the program ends with an Integrative semester, discussed in greater detail below, in which students spend a few months working with companies in their field of interest. Many Canadian MBA schools, if they do include an internship component, place it in the middle of the program. The fact that the MBA-MTI degree closes with the internship makes it more likely that students will be hired directly upon graduation. They effectively become 'internal candidates' in the companies they are applying to. Conversions from internships to full time hires have been high; the rate for the MBA-MTI class of 2011 was just over 73%. Although the Ryerson MBA programs are accelerated degrees in that they can be completed in 12 (3 terms) and 16 (4 terms) months full time, this is comparable to traditional MBA programs that run for 21 months over two academic years with a summer spent on internships.

Students also receive more individualized and extensive career services than most MBA programs. At many MBA programs, recruiting is organized around bringing top firms to the program to recruit students, and these firms form a key part of recruiting efforts, but less is done to individually prepare students. In contrast, at TRSM, the Career Centre is supported by an ancillary fee that students pay in addition to their other fees for things like the MBA Student Association and Ryerson-wide student services. The MBA Student Association and the Board of Governors approved this fee in 2009. The Career Centre expanded to serve undergraduate students at TRSM in 2012, after a successful campaign to approve a levy on TRSM students, but the Ryerson MBA students pay significantly more than undergraduates and receive much more in services. The Career Centre was originally proposed by Dr. Murtaza Haider, prior to his term as Associate Dean of Research and Graduate Programs, and implemented by Wendy Cukier when she held the dual positions of Associate Dean and MBA-MTI program director.

The Career Centre works to provide individual assessments of personality and aptitudes, and has adopted a software portal that enables the staff in the Career Centre to screen for students with certain qualifications and experiences, entitled "Who Plus You". The original Director's role with the Career Centre grew out of the Recruiting and Program Manager role held by Mark Patterson, and who was responsible for creating relationships with potential employers and internship sites, and was arguably very successful in creating employment opportunities for MBA students in both Ryerson programs. In March 2013, the Career Centre added an advisory board consisting of students, faculty and staff. Currently, the Career Centre is managed by Anthony Hopkins, who oversees both graduate and undergraduate programs, and by two staffers dedicated to the MBA Programs, Nicole Ducommun, and executive in residence Wayne MacFarlane, who has extensive experience with Price Waterhouse Coopers. Mr. MacFarlane plays a key role in preparing students individually for interviews, counseling them about career aptitudes and choices, and providing guidance in crafting their resumes. Ms. Ducommun plays a key role with employers, and with organizing summer internships, as well as assisting with recruiting.

The Career Centre has been able to offer 100% placements in internship positions through both paid internships and an internal budget of \$6000.00 stipends. The stipends enable students to complete placements with Non-Governmental Organizations, or in positions within Ryerson, such as those assigned to one of the two startup incubators at Ryerson, The Digital Media Zone and the Centre for Urban Energy. Overall, the MBA-MTI program has produced remarkable employment results for its graduates by

fostering relationships with both students and employers. Employment figures are comparable to the internationally ranked programs in terms of placement rates at six months, salaries, and increases in salaries. Although it is possible that the MBA-MTI program's success, which is similar to the Schulich School of Business and the Rotman School of Management, is partly due to a "Toronto" effect, there are eight other programs in close proximity in the Greater Toronto Area that are not able to produce the salaries that the Ryerson MBA Programs create, and the Career Centre plays a key role in that success.

Career Centre Advisory Board Members

1. Associate Dean of Graduate Programs (Murtaza Haider, chair of the committee)
2. Director, MBA programs (Kim Bates)
3. A Professor teaching in the MBA program, (Maurice Mazerolle)
4. Director, TRSM Career Centre
5. Executive in house, TRSM Career Centre
6. Manager Career Development, TRSM Career Centre
7. President, MBA Student Association
8. Part-time MBA Student representative (to be elected by the part-time students)
9. Full-time MBA student representative (to be elected by the full-time MBA students)

Another innovative feature of the MBA Programs is the role of Dr. Dale Carl as Director of Graduate Students. Dr. Carl works to foster collaboration and creativity from the mandatory orientation session at the beginning of the program, to the final graduation ceremony. Both part time and full time students participate in the same orientation. It includes both welcome sessions, program information on requirements and policies, and serves to break down the barriers between strangers through a series of case competitions and a "spirit" event where students are asked to create a dance routine that describes which features of the program led them to the Ryerson MBA. This event is similar to an event of the same name in the annual MBA Games, in which the Ryerson MBA team has twice placed second and once placed first. Alumni serve as coaches for this orientation event, and are able to transmit the values of inclusion, collegiality and community spirit. Many MBA programs include experiential activities during organizations, which are often effective in promoting teamwork and leadership, but Dr. Carl's orientation is notable in its seamless delivery and careful calibration of experiences designed to communicate the values of inclusion, community, and service.

Dr. Carl is also critical in raising awareness of the success of the program with external stakeholders through his coaching of student teams in case competitions. Both full time and part time students participate in case teams. Ryerson MBAs have an impressive record of achievements in both Canadian and a few international competitions, and this record places the program amongst the leading MBA programs in Canada, through repeated victories over students from the internationally ranked Canadian programs across a wide spectrum of topical areas. These competitions also serve an important role in building students' confidence in their achievements, as well as providing meaningful lessons in how to build collaborative, productive relationships with peers and mentors. The positive impact of this confidence cannot be understated, both for participants and for their peers. Students realize that the status of the program as an affordable, regulated program means that there will be fewer luxuries as they progress through the program, but this affordability also leads some to wonder whether the program is as high in quality as its sister programs that cost three or four times as much as the Ryerson MBA programs. After students begin to see success, such as placing in the final round of competition, even if this does not mean winning each and every competition, their confidence in the value of the skills they are acquiring increases. The success of the Ryerson MBA teams also serves to mitigate the liabilities of

newness due to a small number of alumni in key positions within industry, because the competence and talent of the Ryerson MBA teams are clearly demonstrated to competitors from sister programs and to the industry leaders who serve as judges. It also enables MBA students to begin to form networks with their peers at other MBA programs, and to feel as if they really are peers.

There is a broad consensus amongst the coaches and alumni who serve as mentors that the MBA-MTI program has contributed many of the key team members to the case competitions. Early in the Fall Term, Dr. Carl invites interested students to an internal case competition, with faculty and alumni serving as coaches and judges. Based on students' individual assessments and team interactions, Dr. Carl selects students for a roster of case competition teams. He is also a regular instructor of the MBA – Global core course in strategy, so he has experience with many of the students. The regular instructor of the MBA-MTI core course in strategy, Dr. Ken Grant, often serves as a judge in this event. Dr. Carl collaborates with the MBA Student Association to select which case competitions the Association will support, with supplemental support from the Associate Dean of Research and Graduate Programs, Dr. Murtaza Haider.

Although the Ryerson MBA programs have a smaller proportion of international students than many MBA programs, their participation in case competitions can be limited if they lack a high level of fluency in spoken and written English. However, the domestic student body is drawn largely from the Greater Toronto Area, which is one of the most diverse cities in the world, and many students in both Ryerson MBA programs are immigrants themselves, or the children of immigrants, and some of them may be unable to be competitive on case teams for the same reasons. To promote inclusion of international students, and part time students, the MBA Student Association contributes some funding to the MBA Games, and Ryerson sends 40 participants to the games annually, which is the maximum number of participants allowed for each school. Dr. Carl has also been successful in acquiring \$35,000 in funding from Scotiabank for the MBA Games, which ensures widespread participation of both international and part time students, as the MBA Games takes place over a weekend in early January. The Games include several categories, including case teams, a volunteer challenge completed in the Fall Term, sports, and a spirit event on a particular theme chosen by the hosts that consists of a video and accompanying dance routine. Students form teams shortly after the Fall Term for both the sporting events and the spirit competition, and students who are interested in participating, but who are not on one of the case teams, are encouraged to participate. The 2013 Ryerson team placed second, having won the sports category and the volunteer challenge by a large margin, and with respectable records in the spirit competition and the case teams. Three out of the four teams advanced to the final round of competition, and the Crisis Management team won its category. The Schulich School of Business won the competition overall, and Laval placed third.

Dr. Carl is also responsible for the creation of two Integrative Weeks and Weekends in the Fall and Winter Terms, discussed in more detail below. The Fall Integrative Week and both Weekends consists of written cases that are prepared over the course of the event, and presented to judges from relevant industry groups and organizations. In the Winter Term, Integrative week consists of a "live" case presented by an organization, with some coaching during the middle of the week, and presentations to members of the faculty and to management from the organization. Both weeks count for 20% of the grade in core courses delivered that term, and classes are not held during that week. The incorporation of these events into the marking scheme of the core courses provides a very salient incentive to students to produce their best work.

Evaluation of the Mode of Delivery

Overall, the student satisfaction with program delivery is high, as will be discussed below, and issues with delivery, when they arise, are often handled informally. There are several features of the program that foster collaboration and cohesion amongst the student body, and that do so without significantly adding to the cost of the program. TRSM has approximately 9,000 undergraduate students housed in three floors atop a retail and parking facility next to the Eaton Centre, making the building very alive with activity. The Ryerson MBA programs have dedicated facilities on the third floor of the building, including 4 classrooms, 8 breakout rooms for team meetings, a room with student cubicles and cupboards for students to store their belongings, and an MBA lounge with a kitchenette that does double duty as a reception area. Dedicated staff, including the Program Director, Program Administrator, the Recruiting and Program Manager and two full time Recruiting and Program Assistants, along with several work-study staffers, are located in the corridor containing the classrooms and breakout rooms. Several regular program faculty are also located nearby the MBA lounge. This physical proximity promotes interaction and facilitates problem solving and community.

Classes are delivered by a mix of full time, tenure stream and limited term faculty teaching as part of their regular course loads in the Fall and Winter Terms, but also full time faculty teaching on overload contracts, as well as contract faculty hired for individual courses. Faculty are evaluated through Faculty Course Surveys delivered each term, and contract faculty under the CUPE bargaining unit are also evaluated by academic program administrators and faculty who regularly teach in the program.

There are currently no distance or online delivery of courses in the Ryerson MBA program. Indeed, one of the key messages to prospective students and employers is regarding the proximity to the economic engine that drives the Canadian economy.

Effectiveness of the Methods of Student Assessment

Research Reports

The TRSM program has a heavier research focus than do most other MBA programs in Canada. The ability to communicate effectively through writing, to concisely summarize research findings, and to articulate thoughts convincingly, is critical in most, if not all, management disciplines. In the information technology world, this skill is often overlooked in favour of technical know-how, but one of the key messages of the early years of the program was a focus on “soft” or communication and interpersonal skills. These skills are critical for those aspiring to management positions, regardless of the field, and the MBA-MTI program places a great emphasis on these capabilities. Core courses like Diversity & Human Resources, Strategy, Global Markets and Technology Trends and Corporate Social Responsibility all have sizeable writing components (Appendix III - b). These assignments are often required to be completed in groups of four or five, bringing a collaborative aspect to the research process. Additionally, in the two Integrative Weeks during the program, students are expected not only to present a solution to the given problem, but also to submit a written report containing the research they did and further details of their recommendation. These reports are written in the style of professional consulting briefs to the company. The fact that students have only four days to put together a document of 15-20 pages makes it very fast-paced and relevant to actual expectations in the job market. However, the high number of contract and overload faculty leads to fewer developmental critiques than optimal to supports skills development and more evaluative critique.

By far the biggest research writing component of the program is the Major Research Paper that most students complete in the Spring/Summer Term before graduation (Appendix III - c). Students conduct both

primary and secondary research for their chosen topics, and then put together a report of approximately 40 to 60 pages. Such proof of expertise in a subject, and the high level of individual accountability for research, has helped a number of students gain employment in their preferred fields.

A relatively new practice started in 2012 has been the selection of the three best Major Research Papers in the entire MBA class. Those three students then present their research and recommendations to the Dean's Advisory Committee of the TRSM, comprised of academics and businesspeople from various firms and industries in Toronto. They are then given a chance to critique the projects, ask questions, and provide the students with suggestions to improve their reports.

In-Class Presentations

Almost every class in the MBA-MTI program has a live presentation component (Appendix III - b). The ability to present a solution, and argue or defend a position before an audience is one of the most important managerial skills of an MBA graduate. Most MBA-MTI classroom presentations are on a role-playing basis i.e. the presenting team pretends to be consultants recommending a solution. The rest of the class, acting as the company's Board of Directors or management team, have an opportunity to critique the solution and ask questions. This simulation not only builds confidence in students, but it also introduces them to differing presentation styles and their strengths and weaknesses.

For professional feedback and assessment during the Integrative Weeks, actual consultants are brought in from the top consultancies in downtown Toronto, to judge the presentations and decide a winning team. Additionally, the company which is the subject of the case study often sends its own managers to judge, requiring students to be even more thorough in their knowledge.

Tests and Exams

The Ryerson MBA-MTI focuses less on tests and exams as the program continues. The Foundation courses almost all have midterms and final exams as large components of a student's course grade. In the core courses in Term One and the electives in Term Two, the emphasis shifts gradually toward presentations and research papers. These are the methods of assessment in the professional world, and the MBA-MTI program aims to build those skills in its graduates.

The methods of evaluation in the MBA-MTI program also require students to use a variety of analytical skills depending on the specialization they are enrolled in. Media Management for example, has a heavy emphasis on the consumers of media, and on dealing with the changes in delivery of content through technology, and the subsequent contraction in paid customers for print media. Supply Chain Management has been revolutionized through the sharing of electronic data on both the design and production of products through innovations like CAD and CAE, and also through methods like ERP and logistics systems that support moving products along the supply chain. Information Technology is also changing as the devices and software have seen an explosion in participatory interaction around products, and in the use of technology to produce services, etc.

Analysis of Student Achievement Levels

In the recent student survey of graduates from the MBA-MTI program, 68.4% of respondents were employed within six months of graduation. This percentage is low since many of the survey respondents were current students in the program, who have not graduated yet. The salary figures were quite encouraging, with the average jump in annual salary after completing the MBA being approximately

\$20,000. Graduation rates are also very strong in the MBA-MTI program, with very few withdrawals. The specific data for each year since program inception can be seen in Appendix I - f.

An assessment of the ability of students to meet the Assurances of Learning Goals was conducted as part of the MBA-MTI AACSB accreditation process (Appendix I - m). A specific assignment/achievement was chosen for each of the program learning goals and an analysis was performed to determine the percentage of students who met the minimum expectation of 70%. Overall, the vast majority of students have met expectations, with 100% meeting the minimum requirement during integrative weeks and the group project/presentation in MT8106/MT8124 in both the 08/09 and 09/10 academic years. Integrative week assesses students' ability to work as part of a high-performance team, while the assignment in MT8106/8124 assesses students' ability to gather information, communicate effectively, and understanding diversity as part of the management process.

Students also performed well on their MRP projects and the individual case assignment in MT8213 in both the 08/09 and 09/10 academic years. The MRP projects measure students' ability to work independently, integrate and apply management theories and techniques, and learn from experience. Understanding of key management theories such as environmental and organizational analysis, as well as analytical tools such as key financial ratios, net present value, and breakeven analysis are assessed by the individual case assignment in MT8213.

Faculty Research

Faculty members at TRSM are recognized leaders in their field. Some members acting as supervisors within the MBA-MTI degree also supervise students in other departments, and actively contribute to research productivity within TRSM (Appendix I - d(iii)). In 2010, 72% of TRSM faculty members had completed a terminal degree (e.g. PhD), up from only 46.95% in 2005.²⁶

Research excellence is encouraged and rewarded within the school. Recently, TRSM implemented the Faculty Scholarly Research and Creative Activity Awards as well as SRC travel grants to facilitate research activities of professors. These awards recognize outstanding scholarly achievement among faculty members. Each year, four awards are given to tenured and untenured faculty.

The breadth of research interests represented by TRSM faculty does offer an excellent base from which to enhance the student experience in the MBA-MTI program. Students interested in diverse management fields for their careers and major research papers (MRPs) can usually find advisors researching in similar fields.

Variations from the Ryerson GPA Policy

Since inception, the MBA-MTI program has followed the GPA policy of the Yeates School of Graduate Studies. There have been no significant variations from this policy.

Partnerships/Agreements with Other Institutions

The Ryerson MBA-MTI program has two primary international exchange partners: the Copenhagen Business School, Denmark, and the Johannes Kepler University, Austria. In recent years, both institutions have sent delegations of students for exchange terms at Ryerson, and vice versa. The TRSM is also in the

²⁶ Levy, Shepard, and Jones

process of renewing its student exchange agreement with Tsinghua University in Beijing, China, as well as establishing new MBA agreements with Kyoto University, Japan, and the University of Haifa, Israel.²⁷

MBA students from the TRSM are also welcome to complete exchange terms at other universities of their choosing, provided they pay the tuition rates of those institutions. In the past, students have studied at Harvard University and Tel Aviv University.

Additionally, TRSM allows students from other departments at Ryerson to take MBA courses, and collaborates with Media Production to support the Media Management Specialization, as well as the Nursing program to support MBA students interested in healthcare initiatives. There are also several Professional Masters Diploma programs, such as the recently approved Diploma in Data Security and Privacy, that in the future may provide coverage of topics of interest to MBA-MTI students. These programs are housed under YSGS, but have been developed in collaboration with the Chang School of Continuing Education.²⁸ Programs are anticipated in Crisis Management and Aerospace, which may appeal to MBA-MTI programs as electives. The substitution of courses across programs is supported by a course substitution procedure within YSGS.

Experiential Learning Opportunities

Internships

In the final Spring/Summer Term of the degree, most students complete an internship that commits their classroom learning to practice in the real world. Students work with The Ted Rogers Career and Employer Partnerships Centre to identify and secure internships with the organizations of their choice. Owing to their help, the MBA-MTI internship placement rate has been at, or almost at, 100% in the last two years. Most of these internships take place within the GTA. A list of internship placements by company can be viewed in Appendix I - h(i) for the years 2011 and 2012.

Regarding international internships, the TRSM has one such arrangement with the European Union Study Tour, a unique immersion into the EU and its institutions. Students are also encouraged to set up their own opportunities. Below are some past international internships, with most company names removed for confidentiality:

- DHL in Frankfurt, Germany.
- A rural micro-finance bank in the Philippines.
- An engineering construction firm in Dubai, UAE.
- An import/export firm in Taiwan.
- A shipping firm in Damascus, Syria.
- A university in Jamaica.

Integrative Weeks

The Integrative Week component is one of the most important competitive differentiators of the Ted Rogers MBA. In both the Fall and Winter Terms, the regular class schedule is put on hold for one week, while students compete in teams to find solutions to real-world problems faced by companies. In the Fall Term, the problems are presented in the form of a case study document, while in the Winter Term,

²⁷ Personal communication, Dr. Dale Carl

²⁸ Personal communication, MBA-MTI Program Director Dr. Kim Bates, who sits on the YSGS Graduate Council and is a member of several of the committees vetting these programs.

students tackle a ‘live case’ i.e. representatives of the company present the problem, and later judge the solutions. The following is a list of featured organizations that have partnered with the Ryerson MBA in this way, and their respective topics for recent years:

Year	Participating organization	Topic
2009	Minister of Economic Development and Trade, Government of Ontario	The auto industry crash, including analysis of GM, Ford, Magna and Linamar
2010	Royal Bank of Canada (RBC)	Designing the international infrastructure for their IT systems
2011	Bombardier Aerospace	Marketing the C-Series aircraft technology
2012	Proctor & Gamble	Recommendations on over-the-counter medications
2013	Ivanhoe Cambridge	Shopping malls of the future in a technology-driven world

As shown above, the MBA-MTI program has exposed students to a variety of organization types. The two Integrative Weeks are among the finest experiential learning opportunities for students, not only because they must produce credible and imaginative solutions in a very short time span, but also because they learn about management strategy across different industries. Through teamwork, they also develop vital interpersonal skills that often cannot be taught in a classroom.

At the beginning of the week, students are randomly sorted into teams, and often do not know other members of the group. Yet over the next four days, they navigate stressful deadlines, difficult relationships, and group dynamics to deliver the best possible presentation. They learn to listen to each other’s ideas, and to know when to lead and when to follow. According to many MBA students, the Integrative Weeks were among their best and most instructive experiences in the program.

Library Resources

Faculty, staff and students of the MBA-MTI program have access to all of the collections and services that the Ryerson University Library offers (Appendix I - i). The Library subscribes to over 1,400 print journals and over 32,000 full-text electronic journals covering a variety of subject areas. Over 11,000 of those subscriptions in print or electronic format directly support the students and faculty of the Ted Rogers School of Management, as determined by a subject browse of the Business, Economy and Management and Information Technology categories in the Library’s Journals section.

The Library has formed a partnership with the Student Services office in the Ted Rogers School of Management. A team of professional librarians who specialize in business information sources is available for consultation from 12-2 PM, Monday through Thursday in the Student Services Office. These librarians also provide instruction upon request, as well as personalized research support on an as needed basis. The MBA program sometimes arranges for them to give presentations to students on how to use library resources most effectively. For class presentations and research reports, as well as internal case competitions like the Integrative Weeks, students are able to mine a huge amount of corporate data to support their arguments. For a full list of library electronic databases available to MBA-MTI students, please see Appendix I - i).

Results of Student Surveys

Respondent Demographics

A survey of all past and current MBA-MTI students was undertaken in the weeks prior to the writing of this review. Out of a total of 259 individuals to whom the questionnaire was sent, 98 completed it; a response rate of 37.8%. This may seem like a low percentage, but relative to the usual participation rate in such surveys, it is a very acceptable number. The respondent demographics also show strong representation across different aspects of the MBA-MTI program. For example, the split between full time and part time students is almost perfect; 53.1% of respondents were full time while 46.9% were part time, giving a very balanced perspective on the program.

Perhaps most gratifying was the strong representation of respondents from most of the years since program inception, yielding a useful student perception of how the degree has evolved over time. There was a particularly high number of responses from the last three years, which also means that much of the feedback is current and relevant to the program as it is now. The only gap in 'representativeness' is in terms of respondents' citizenship status. 80.6% were Canadian citizens, while 19.4% were landed immigrants or internationals. Therefore, the fact that feedback on this survey is coming primarily from domestic students must be kept in mind, and will help in interpreting some of the observable trends in the responses.

Overall Student Satisfaction

By and large, the reaction to the MBA-MTI program was very positive. 93.9% of survey respondents indicated that they would recommend the Ryerson MBA to others. The comments on this centered on two points:

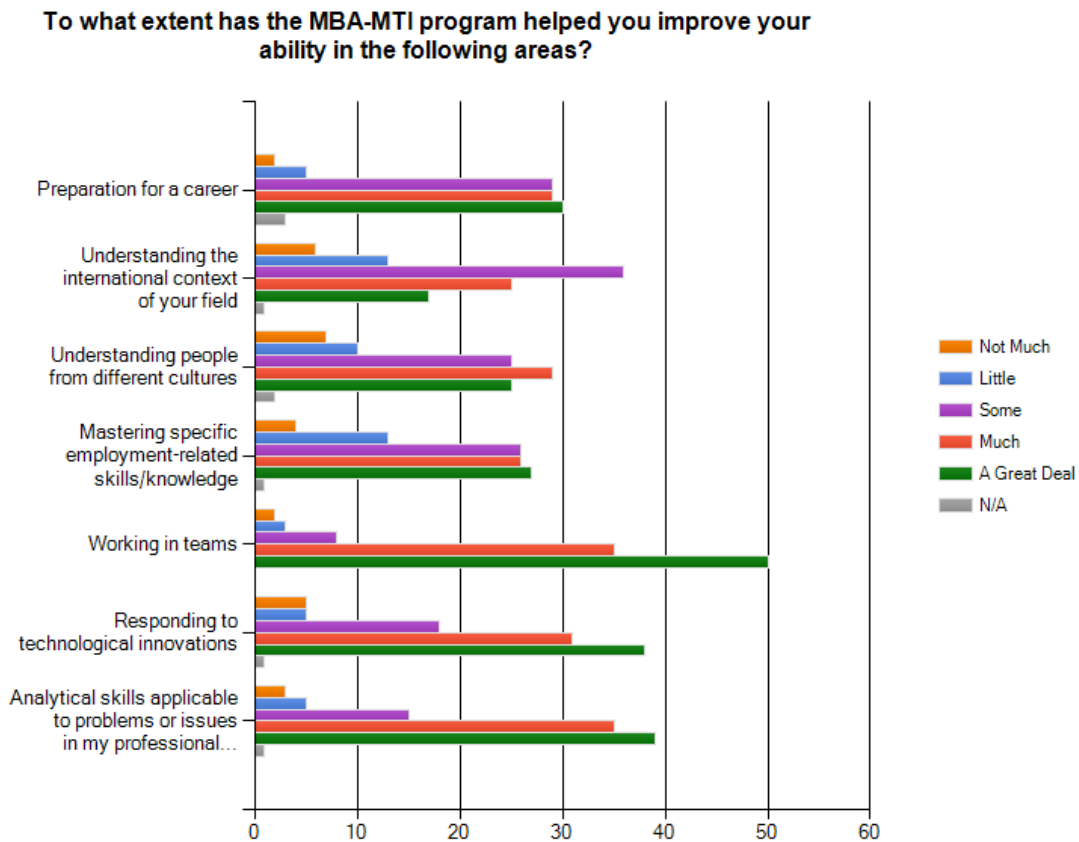
- **The uniqueness of the degree:** As one individual put it, "The Ryerson MTI program is incredibly valuable to today's and tomorrow's economy." Another respondent commented – "It's a unique and in-demand specialization."
- **The high value relative to cost:** Most comments on this point were about the return on investment of the MBA-MTI program. They indicated the teaching quality, strategic downtown Toronto location, small classes and practicality of the degree, all at a very affordable price. "I think it's the best value MBA in Canada," said one student.

The overall point of dissatisfaction was the same one as has been emphasized as a critical issue throughout this report: the electives offering. As mentioned earlier, due to low enrolment in the MBA-MTI program, most of the electives listed in the course catalog cannot be offered. If this were attempted, many of the classes would contain only two or three students at most, causing a huge drain on resources and an inability to cover costs associated with offering those courses. Unfortunately, the MBA-MTI program, being a boutique degree, is often marketed by listing the niche specializations and courses available. Many survey respondents expressed annoyance that the particular courses and learning they were excited for when they registered for the degree were ultimately not available to them once they were in the program. As one individual put it, "Selectable electives and designated streams should be fully communicated with candidates before they make important decisions to study in the MBA."

Skills Preparation

The MBA-MTI program focuses on imparting specific skills to students, based on the Assurances of Learning as well as the Graduate Degree Level Expectations listed earlier in this report. The survey

assessed whether students and graduates felt they had gained these skills as they completed the degree. Their responses to each question prompt are aggregated below:

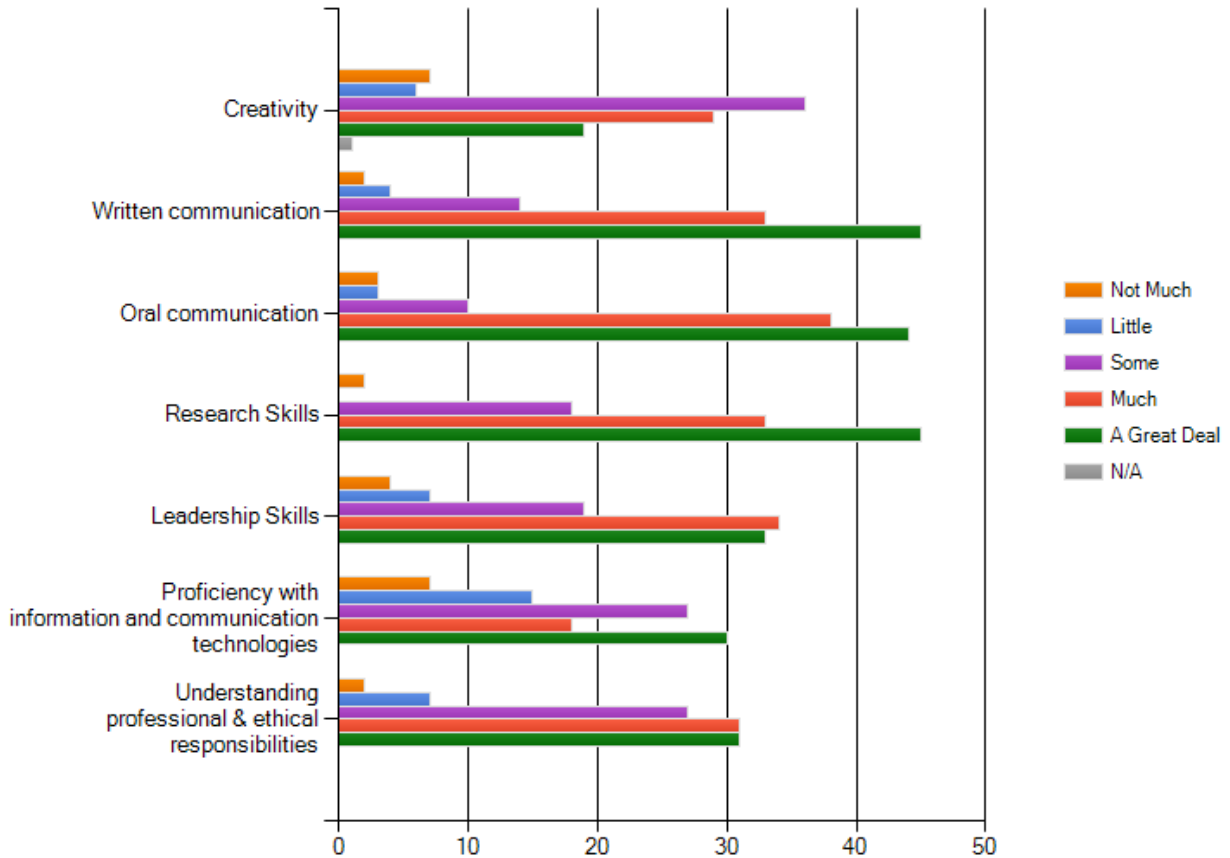


As shown, students ranked **Working in teams** as one of the primary skills they gained through the program. A full 86.7% felt that their ability was improved by ‘much’ or ‘a great deal’ (the red and green bars on the graph). This is not surprising, given the extent to which group work and collaboration are emphasized at TRSM. Respondents also gave high marks to **Responding to technological innovations** and **Analytical skills**, with 70.4% and 75.5% respectively. Both metrics directly correspond to the MBA-MTI’s learning goals.

The program earned lower scores on ‘soft skills’ like **Understanding international context** and **Understanding people from different cultures**. This is likely a product of most survey respondents being domestic students, as mentioned earlier, and also the fact that the program’s small size currently limits the amount of international representation in classes.

The MBA-MTI program also emphasizes highly transferable skills like creativity, research and communication. Although these skills are not traditionally linked to technology, Ryerson sees them as critical in preparing students for the job market. Below are the survey responses to these questions:

To what extent did the MBA-MTI program help you improve your ability in the following areas?



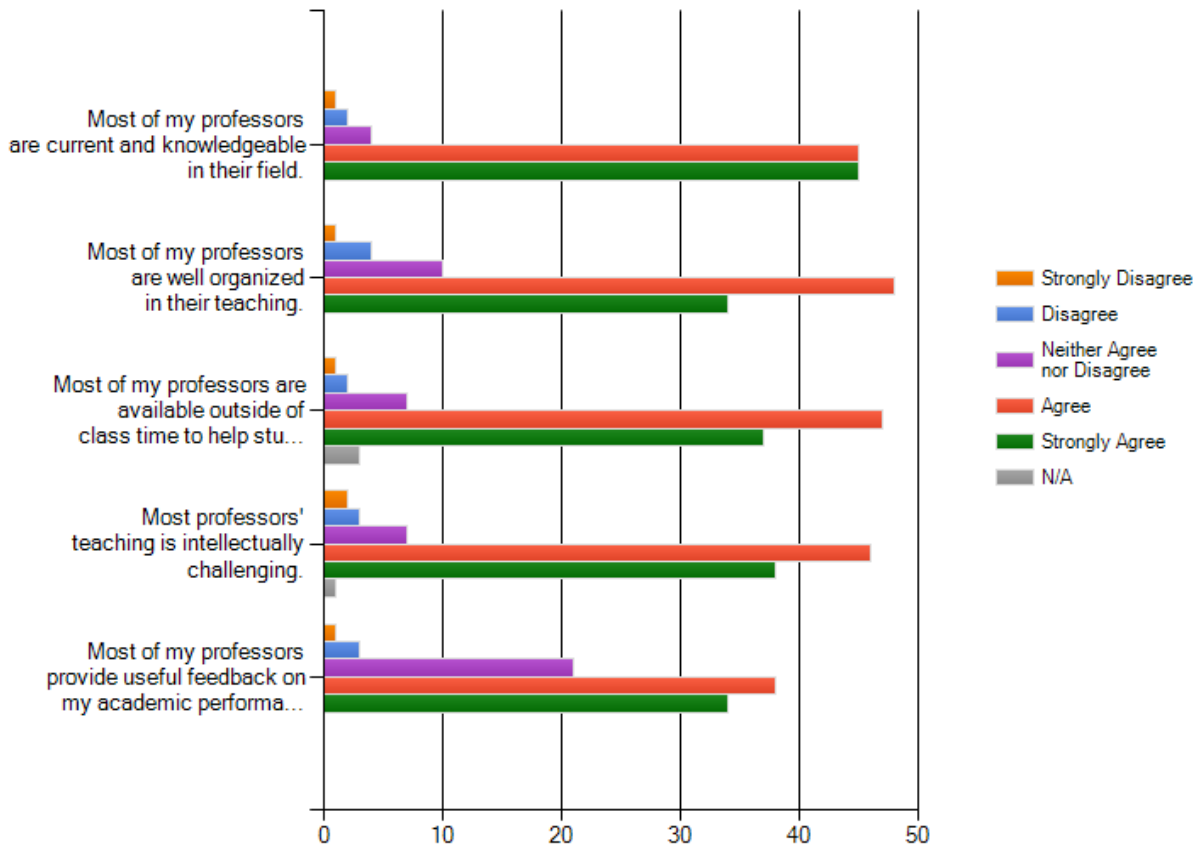
The program scores well in both **Written** and **Oral Communication**, with 79.6% and 83.7% respectively saying their abilities were improved by ‘much’ or ‘a great deal’. The **Research skills** category is another strong point, with 79.6% of respondents ranking it highly. The strength of these three metrics is explained by the dedicated *Research and Communication for Managers* class (MT 8600), which is a required core course for all students.

The **Creativity** metric does not score as well, with only 49% of respondents saying that the program substantially improved their skills in this area, while **Leadership skills** received an average 69.1% score. In their comments, students also indicated many other skills that they had gained from the degree, even ones that were not listed as question prompts. As one individual said, “The Ryerson MBA-MTI program has been an excellent opportunity to learn and develop a skill set that focuses on leadership, teamwork, creativity and problem solving.”

Satisfaction with Faculty

The MBA-MTI faculty received extremely high praise across the board from survey respondents. Their scores are shown below:

Please indicate your level of agreement with each statement in the following list.



Respondents indicated that they either 'agree' or 'strongly agree' (the red and green section of the bar graph) with their professors' **Knowledge, Organization, Availability, and Intellectually challenging teaching**. All of those metrics received scores higher than 84%. The only category with particular room for improvement was in terms of **Feedback on academic performance**, which was ranked at 74.3%.

Respondents also provided overwhelmingly positive comments about faculty. Below are two quotes that are particularly noteworthy:

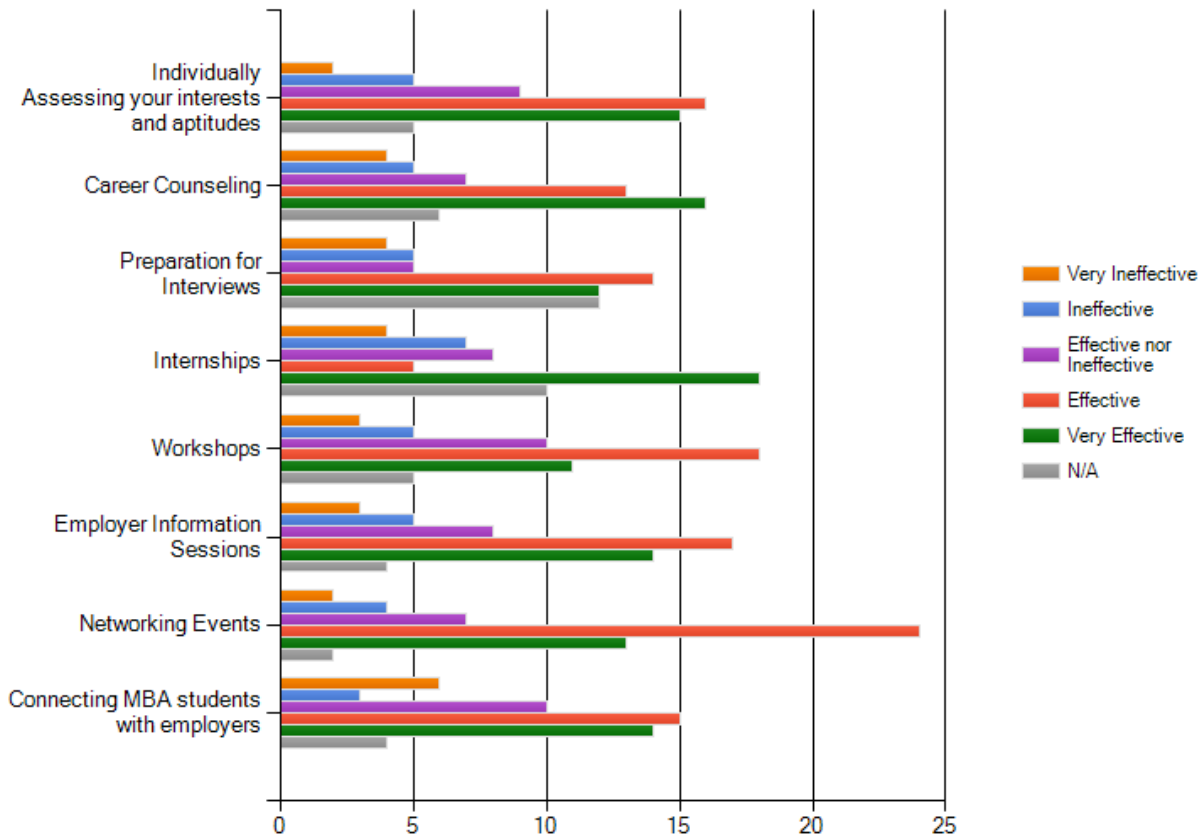
"Your staff is the key to your success, particularly Mark Patterson, Dale Carl, Rob Babin, Mary Han, James Norrie, Ken Grant, to name a few. I can't thank Mark Patterson enough... he changed my whole outlook about myself, how I saw myself, the value I saw in my experience, and how I sold myself."

"As an alumnus who has interacted with MBA students at other universities, I can say that Ryerson's MBA is unique in its student-focused culture. The staff and faculty leading the MBA program dedicate their time and resources to making the student experience rich and relevant. From creating case studies that focus on real-world problems for real businesses, to ensuring each student receives an internship relevant to his/her career aspirations, Ryerson's staff and faculty have made an impression that students at other universities can only envy."

Career Preparation

Survey responses to questions about the Ted Rogers Career and Employer Partnerships Centre showed an overall strong performance, but with room for growth and improvement. Below are the scoring distributions on this topic, for full time students specifically:

How effective has the Career Development Centre been in the following areas?



Responses were filtered to show only full time students' responses, simply because they are usually the ones that require Career Centre services the most. Many students in the part time cohort are already employed and return to their companies and organizations after completing the MBA. Therefore, they have no need for Career Centre services beyond the basic advisory functions, and many of them selected the 'not applicable' option. These questions were also not applicable to a small percentage of full time students, as shown by the gray sections of the bar graph above. They either arranged internships or employment themselves, or simply opted not to take advantage of Career Centre services.

Of the full time students that scored the Ted Rogers Career Centre, the response is quite positive in most cases, with a majority selecting the 'effective' or 'very effective' options (the red and green sections of the bar graph). There is significant room for improvement regarding satisfaction with **Internships**. This is not due to lack of internships, as the Career Centre's record for summer placements has been almost 100% in recent years. Instead, students sometimes do not receive internships with the firms they are most interested in, and this skews the scoring on this question. There also must be improvement on **Connecting**

MBA students with employers. This has been made a priority by Career Centre leadership over the past year. Apart from moving into a larger office space and hiring new staff to support the student demand, the Career Centre is actively reaching out to existing industry partners as well as building relationships with new contacts and firms in the Toronto area, to provide more opportunities for students.

As mentioned earlier, MBA-MTI students are quite successful in the job market after graduation. 68.4% of respondents were employed within six months of graduation, with average salary increases of \$15,000 to \$25,000 per year from their prior employment. Many comments showed that students were very pleased with the program and especially with the Career Centre. According to one individual, “I perpetually recommend Ryerson MBA program, and always keep my ear open for successful MTI graduates so I would recommend them to my employer. TRSM MTI has a great reputation in my company.” That reputation continues to grow as the program builds its alumni base, and expands its network of potential employers and industry partners.

Feedback from Faculty

To gather more insight, this time from the faculty side, a group of MBA professors were invited to a consultation session. These faculty members were selected based on their sustained involvement with the MBA-MTI program in recent years. A presentation was made to them (Appendix I - j(v)) on the current state of the program, how it is structured, its history in terms of meeting enrolment targets, and issues that the program is facing in a competitive market that is oversupplied in terms of positions in MBA programs. Faculty members were then asked for their input on potential solutions.

Feedback from faculty regarding the MBA-MTI program was positive (Appendix I - j(vi)). The discussion centered on the low enrolment figures, with some professors proposing a downward reduction in enrolment targets. They felt that the current targets were simply unrealistic. However, this was countered by the fact that a small MBA-MTI class means that very few electives can be offered, and the costs of holding each class increases. Faculty were also concerned about the marketing of the MBA-MTI degree, in that it has been referred to as MTI internally, leading to some positioning confusion for both employers and prospective students. Dr. Ken Grant suggested that re-branding the two MBA degrees as MBA Global and MBA Innovation would both preserve the focus of the degree, and align it with the expectations of external stakeholders. Having a single word suffix for both programs would enable internal stakeholders to see the parallels between the two degrees, in his estimation, and there was agreement on the merit of this idea.

Most faculty members preferred to wait and see the results of this review and its recommendations. A commitment was made by Associate Dean Murtaza Haider that the report would be made transparent and available throughout the department. Further notes and highlights from the faculty consultation are shown in Appendix I – j(vi).

Academic Quality Indicator Analysis

Faculty

The effectiveness of educational programs and institutions relies in large part upon the ability of faculty members to make meaningful contributions to research and academia. Such contributions include

published and unpublished research, seminars, and collaborative, developmental efforts with students, other faculty members, and non-academic professionals.

In the context of the MBA-MTI program at TRSM, the strength and quality of faculty members are direct indicators of the effectiveness of the program. It is important that faculty members have significant numbers of quality published works. However, given the MBA-MTI program's strong focus on applicability of skills, industry involvement, commercialization of skills, and accolades are also unique indicators of the faculty's quality.

Faculty Qualifications

Overall, 72% of faculty members in TRSM in the 2011-2012 academic year possessed a PhD or another terminal degree (Appendix I - d(v)). The vast majority of MBA-MTI courses are taught by faculty members with a doctorate degree (Appendix I - d(i)).

CVs of the faculty members, available in Appendix II, showcase numerous published works, participation in education-enhancing committees, and memberships to influential non-academic organizations.

Scholarly, Research and Creative Activities

The number and quality of TRSM faculty intellectual contributions has increased dramatically from only 50 peer-reviewed journal articles in 2005²⁹ to 107 in the 2012/2013 academic year (Appendix I - d(iv)). In addition, TRSM faculty members have delivered over 60 conference presentations and published close to 70 conference papers in the 2012/2013 academic year. In total, TRSM faculty members have contributed nearly 300 scholarly, research, and creative activity contributions in the 2012/2013 academic year, including many book chapters and technical reports (Appendix I - d(iv)).

In terms of research funding, TRSM faculty were awarded over \$1.4 million in grants by external research grant agencies in 2012 (Appendix I - d(ii)).

Class Size

While a minimum number of students must enroll in a particular course for it to be offered, in general, smaller class sizes are associated with professors being able to devote more time and attention to each student. Students benefit from more thorough feedback, greater opportunities to contribute, and the ability of the professor to ensure the course caters to the students' needs and abilities.

The general enrollment trends among the MBA-MTI's core courses are such that enrollment is highest in the 2010/2011 academic year, falls in the 2011/2012 academic year, then stabilizes itself or increases slightly in the 2012/2013 academic year (Appendix I - e). While core courses are often presented with sufficient enrollment, many more elective courses would be offered if their respective enrollments were higher.

Full and Part-Time Faculty

Of the 155 classes offered in the MBA-MTI program, 134 were taught by full-time faculty members who are members of the Ryerson Faculty Association (RFA) (Appendix I - d(i)). This represents a proportion of more than 86%. Such a high ratio of full-time to part-time faculty enables the students to have greater access to their professors. Furthermore, there is greater cohesion of course material among sequential courses that are taught by full-time faculty.

²⁹Levy, Shepard, and Jones

Graduate Student Supervision and Mentoring

The faculty members associated with the MBA-MTI program have been rewarded with many distinctions and accolades for their achievements, while being further encouraged to pursue their research by means of grants and funding. The diversity of interests and specialization among members of the faculty allows for an equally broad potential spectrum of courses for students.

The faculty at TRSM is dedicated to supporting students by means of mentoring and graduate supervision. Over thirty faculty members have offered mentorship and support to students since the inception of the MBA-MTI program in 2006 (Appendix I - d(iii)). With the exception of the cohort graduating in 2013, between 20 and 38 students received mentorship or supervision each year.

Students

Applications and Registrations

When the MBA-MTI program was established in 2006, 10 full-time students and 15 part-time students were admitted (Appendix I - b). Since then, the number of full-time students has increased to 16, and the number of part-time students to 24. Despite this moderate increase in admissions, admissions were highest in 2009 and 2010. The FTE, which applies weights of 1 to full-time students and 0.33 to part-time students, demonstrates the relative strength of 2009 and 2010 in terms of admissions, but also illustrates an upward trend from 2006 to 2012.

Attrition Rates

The MBA-MTI program has faced low attrition rates (Appendix I - f(i)). In 2006, no students withdrew from the program. The number of withdrawals increased to its historical maximum of four students in 2010, but fell to only one withdrawal of forty students in 2012. Despite the highest number of students withdrawing in 2010, the highest rate of withdrawal occurred in 2011, at approximately 9.68%. It subsequently fell to 2.5% in 2012. The most common reasons for withdrawal were personal reasons, failing two or more courses, or failing to clear GMAT conditions (Appendix I - f(ii)).

Since 2006, there has been an increase in the number of active students in the MBA-MTI program, but this is partially a reflection of the duration of the program.

Time to Completion

The average time to completion of the program for full-time MBA-MTI students faced its lowest reported value in 2008, with an average of 1 year (Appendix I - f(iii)). This represented a significant improvement from the average of 1.5 years that full-time students required to complete the program in 2007, and over the 1.1 years that students in the 2006 cohort required. The available data presents an increase in the duration of time that part-time students take to complete the program, from 2 years in 2006 to 2.2 years in 2007.

GPA's on Graduation

As Appendix I - f(v) indicates, the vast majority of graduating classes had an average cumulative GPA (CGPA) within the B+ range. Part-time cohorts tend to have slightly higher average CGPAs, while full-time cohorts graduating out-of-phase in the Winter Terms tend to have slightly lower average CGPAs. Almost half (48%) of all MBA-MTI graduates attained a CGPA in the A range (A- to A+), while only 12% graduated with a CGPA lower than a B+. No student graduated with a CGPA lower than a B.

Graduation Rates

The UPO reports high rates of graduation among cohorts from 2006 to 2009 (Appendix I – f(iii)). For full-time students, graduation rates after one year range from 76.9% in 2009 to 163.6% in 2007. It is possible that the high rate of graduation in 2007 was a product of students transferring from programs which feature curriculums that are similar to that of the MBA-MTI, such as the MMSc. 100% of every cohort of full-time students between 2006 and 2008 graduated after two years. In 2009, graduation rates were the lowest overall, with 84.6% having graduated after two years.

Among part-time students, 95.2% of the cohort corresponding to 2006 was reported to have graduated after four years, and 90% of the 2007 cohort had similarly graduated after four years of beginning the MBA-MTI program. In total, 153 students have graduated from the MBA-MTI program since the program's inception in 2006 (Appendix I - f(iv)).

Faculty Course Survey Results

Faculty Course Survey Results are included for the three core MBA-MTI courses that have not been combined with MBA Global courses since they are unique to the MBA-MTI program. The other core courses were excluded from the analysis as many of the respondents belong to the MBA Global Program and therefore the results may not accurately reflect the concerns of MBA-MTI students.

Overall, student respondents are quite satisfied with the quality of education they are receiving (Appendix I - n). Most student respondents strongly agree that faculty members are knowledgeable about course material, show great enthusiasm for the subject matter being taught, and are quite effective at delivering course content. There is also strong agreement that classes start on-time and that faculty members are available during specified office hours. Most respondents also agree that course handouts are informative, that faculty members stimulate interest in the topics at hand, and that concepts are communicated in a clear and understandable manner.

Although not as strong in agreement as previously stated, respondents were satisfied with the organization and management of course delivery, and agreed that they were fairly evaluated and provided with constructive feedback. The timeliness of feedback was also satisfactory, however some students expressed concern with respect to receiving feedback in a timely manner in particular courses. In terms of course content, respondents considered the level of course material to be intermediate/advanced and considered the amount of material covered to be above average.

Although the participation rate averages around 50%, it is important to keep in mind that the participation rate varies from a low of 26% to a high of 86.4%, and that only one Faculty Course Survey measured students' views on the level and amount of course material. Nevertheless, it is believed that the survey accurately reflects student opinion since responses are fairly consistent throughout the survey years.

Academic Awards, Scholarships and Funding

TRSM offers students both financial support and recognition for achievements through scholarships and awards. Eighteen awards of \$20,000 each are offered yearly upon entrance, eight of which are academic achievement alone. The remaining ten entrance awards are offered to students who demonstrate both financial need and academic excellence.

TRSM Entrance Awards and Scholarships		
Ted Rogers Entrance Awards	10 x \$20,000	Awarded to students based on their academic record AND financial need.
Ted Rogers Entrance Scholarships	8 x \$20,000	Awarded to students based solely on their academic record.
*18 awards/scholarships (combined) are awarded each year		
**Awards/scholarships are open to all TRSM graduate students (MBA Global, MBA-TI, and MMSc students)		

Aside from generous awards and scholarships offered upon entrance, a variety of students receive funding from Ryerson Graduate Awards as well. Designed to supplement other funding from the university, the Ryerson Graduate Awards are granted based on merit. A total of \$76,000 has been granted to MBA-MTI students between 2010 and 2012 (Appendix I - g(ii)). Most of these students were given internship placements and a proportion of them were also recipients of the TRSM entrance scholarship.

Commitment to Professional Skills

While academic performance and graduation rates are important, many students of the MBA-MTI program leave with necessary internship placements where they can apply the skills they develop during their education. The internships available to students are at successful and competitive firms (Appendix I - h(i)). In 2011, sixteen firms provided students with internships, and nine firms did so in 2012. The availability of internships to graduates provides avenues for potential future, permanent employment.

Graduates

Employment after Graduation

As internships just before graduation are often valuable career-starting endeavours, the ability of graduates of the MBA-MTI program to secure them is a strong indicator of the success of the program and its capacity to prepare students with necessary professional skills. Upon graduation, MBA-MTI students are quite successful in the job market after graduation. Approximately 68.4% of survey respondents were employed within six months of graduation, with average salary increases of \$15,000 to \$25,000 per year from their prior employment (see “Results of Student Surveys section).

Alumni Reports

Surveys were administered to assess the quality of the services provided by the Career Centre. Alumni who were full-time students of the MBA-MTI program were asked about the effectiveness of the Career Centre programming in various areas, such as counselling, workshops, networking opportunities, and individual assessment. While a small but significant proportion of students opted not to use the Career Centre, those who did tended to offer ratings of “very effective” or “effective” for all of the areas.

Certain individuals were either able to secure their own positions without the help of the Career Centre, and the few students who were not able to acquire the internships they wanted may lead to a slight underestimation of the success of the program. While still receiving good ratings, the category of “Connecting MBA Students with Employers” can benefit the most from improvement (see “Results of Student Surveys” section).

Resources Evaluation

Human Resources

Faculty

The Ted Rogers School of Management has achieved the prestigious AACSB accreditation, after applying for it in 2010. The school's standard for instructors and their academic qualifications is two journals for every five-year rolling window. The standard for professional qualification is a range of criteria, but usually applies to individuals that have distinguished themselves in their field of business, and have significant expertise that would be useful in the classroom.

Classes are delivered by a mix of full time, tenure stream and limited term faculty teaching as part of their regular course loads in the Fall and Winter Terms, but also full time faculty teaching on overload contracts, as well as contract faculty hired for individual courses. Faculty are evaluated through Faculty Course Surveys delivered each term, and contract faculty under the CUPE bargaining unit are also evaluated by academic program administrators and faculty who regularly teach in the program. Undergraduate schools and departments within TRSM vary in their ability and willingness to provide faculty to teach in the MBA program on load, although some schools and departments include faculty who have explicit contractual obligations to teach in the program. However, when faculty with those agreements have left TRSM or retired, their replacements have not generally had the same contractual arrangements for graduate teaching. This creates several problems for the delivery of the MBA-MTI related to the high demands for service in extracurricular activities and in supervision of MRPs and Theses during the Integrative Term. If the MTI increases in size, these demands will only increase, and could potentially compromise the delivery of the program.

Similarly, the lack of dedicated faculty teaching on load creates uncertainty in the administration of the program, and can potentially result in conflicts between the MBA Program Director and undergraduate Program and School Directors. The instructional budget is set by the Yeates School of Graduate Studies, and there is no direct relationship between revenue and the instructional budget, except at the broadest level of enrolment targets. In 2012, the failure to meet enrolment targets resulted in a decrease of \$50,000 of an instructional budget that had been approximately \$750,000, and more decreases are expected for the 2013-2014 year if targets are not met. These decreases are largely due to university-wide decreases.

For a list of TRSM instructors who have taught courses in the MBA-MTI program, please refer to Appendix I - d(i)).

Support Staff

There are concomitant problems with funding, in that the recruiting staff are not fully funded as permanent positions, yet these positions require some expertise and experience with the MBA market, and with Ryerson procedures for recruiting and program delivery. Recruiting staff conduct many events to promote the program, form and develop relationships with external stakeholders, and have knowledge that comes with repeated recruiting cycles - all of which is critical to the success of both recruiting and program delivery. These staffers also support the MBA program in hosting guest speakers, events such as case competitions held at Ryerson, and MRP poster sessions, which requires that they maintain good working relationships with the facilities and catering staff at TRSM, as well as a detailed knowledge of the expectations for the delivery of these events. Although the budget for program delivery, including these auxiliary expenses, is far less than sister MBA Programs, both internal and external stakeholders expect

the program to be delivered in a manner that is consistent with these sister schools. The program must be delivered in a way that inspires confidence in the legitimacy of the MBA programs and their graduates to ensure its continued success.

Physical Resources

The Ted Rogers School of Management Building

The MBA-MTI program shares resources with the MBA Global program, and is housed in the TRSM building, located at 55 Dundas Street West. The building opened in September 2006, and is part of Ryerson University's focus on integrating the University into the urban environment. It is located on the top three floors of a building jointly owned by the University and Cadillac Fairview, above several stories of parking attached to the Eaton Centre, and two floors of retail at grade and below grade. The building is connected to the Toronto Transit Commission's Dundas subway station. The building was engineered to enable expansion above these three floors, if funding permits. The building meets LEED standards and is connected to an environmentally friendly heating and cooling system that utilizes Lake Ontario.

Ryerson University has an active building program, and has recently completed several new buildings, and is currently constructing a new Student Centre on Yonge Street two blocks from the TRSM building. As discussed above, the dedicated facilities within the TRSM building provide the MBA students with a sense of community, and provide a buffer between them and the busy hallways around undergraduate classrooms.

In-Building Resources

In the fall of 2012, the TRSM Careers and Employer Partnerships Centre opened a large new office to ramp up its services to both graduate and undergraduate students. This was made possible by organizations like CGA Ontario, Sears Canada, and Hogg, Shain & Scheck collectively investing \$800,000 toward the Career Centre expansion.³⁰ Ten new career consultants and staff members were hired, as well as new technologies added,³¹ to meet increased demand for services from the student population. Within the Career Centre, several staff are dedicated specifically to working with the MBA and MBA-MTI students.

Another landmark addition to the TRSM building in the fall of 2012 was the Bloomberg finance terminals, the result of a \$330,000 donation from National Bank.³² Students can use these terminals to access the Bloomberg Professional service, which provides real-time financial market data and pricing, as well as analytics, portfolio management tools, and research estimates.³³

All MBA-MTI students also have access to the TRSM computer labs, as well as the various research and computing facilities in the Ryerson Library.

Entrepreneurship Resources

Possibly the biggest aid to entrepreneurship that Ryerson University offers is the Digital Media Zone (DMZ), one of Canada's largest incubators and co-working spaces. Opened in April 2010, it is located almost immediately across from the TRSM building, overlooking Dundas Square, one of the hubs of

³⁰ http://www.ryerson.ca/ryersontoday/stories/20121003_career.html

³¹ http://www.ryerson.ca/ryersontoday/stories/20121003_career.html

³² http://www.ryerson.ca/ryersontoday/data/news/2012/12/bloomberg_lab_trsm.html

³³ http://www.ryerson.ca/ryersontoday/data/news/2012/12/bloomberg_lab_trsm.html

downtown Toronto. The DMZ allows young entrepreneurs to develop their businesses by connecting them with mentors and technological capacity that they would not otherwise have had.³⁴

StartMeUp Ryerson is another critical resource for entrepreneurs that provides resources and education to help entrepreneurs in building their businesses. These include business plan templates, podcasts and workshops, and one-on-one consultations.³⁵

Ryerson's Centre for Urban Energy (CUE) is also an entrepreneurship resource for students. TRSM plans to send several MBA-MTI students to the CUE for their internship during the Integrative Spring/Summer Term.

Financial Resources

The Ryerson MBA provides a surprising amount of financial resources to aid students. For instance, the MBA Global and the MBA-MTI programs share eight Scholarships and ten Graduate Entrance Awards. These are approximately \$18,000 each, and are distributed on the basis of class size, to students that have demonstrated excellence in academics and community service (Appendix I - g).

The Ryerson MBA will also be receiving one Ontario Graduate Student (OGS) award, for the amount of \$10,000. In addition, Ryerson has partnered with the Ontario Institute of Purchasing Management Association of Canada (OIPMAC) since 2010, to provide one student with \$2,500.

All the above awards are for full-time students.

Strengths, Weaknesses and Opportunities

The MBA-MTI program has considerable strengths in that its graduates earn significantly higher salaries upon graduation and enjoy high rates of employment within six months of graduation than most MBA programs in Ontario, or even Canada as a whole. These figures are two of the most important factors prospective students and employers use to gauge the success of an MBA program, and are included in virtually every ranking scheme published in the business press. As the student survey conducted for this review shows, student satisfaction is generally high, including respect for professors and a sense of acquiring valuable skills that will have a positive impact on future careers. Students are largely satisfied with the program and become loyal alumni. The program is diverse and inclusive, including the accessibility provided by the low tuition. Students are motivated to contribute to the improvement and visibility of the program. The program is pitched to an important and growing sector. Within the mature MBA market, specialized programs and accelerated programs continue to grow.³⁶ The MBA-MTI is both. On virtually every measure except for the size of the program, the MBA-MTI is a success.

Low enrolment is the primary weakness in the program, and is partly a result of a lack of the second weakness, which is the low funding relative to comparable programs. The MBA program needs a sustainable funding model that will enable it to retain personnel for recruiting and program delivery. Although the MBA program enjoys significant support from a small number of faculty who regularly teach in the program, these instructors often teach on overload, and there is no organized mechanism for ensuring that they will be available to the program. Although students and other stakeholders understand the low

³⁴ <http://digitalmediazone.ryerson.ca/about/>

³⁵ <http://startmeupryerson.com/>

³⁶ GMAC Report – get citation.

tuition results in fewer amenities than other programs, the MBA program cannot meet even these limited expectations without more funding. The recruiting and marketing budget for the program is low relative to sister schools, and the liabilities of newness combined with the boutique specializations mean that non-traditional, interaction-intensive recruiting is necessary. Because the MBA programs have a positive reputational effect on TRSM, funding from the undergraduate program should be considered.

As mentioned earlier, the low enrolment in the MBA-MTI program creates two issues. First, it is possible to offer only a few courses from the total electives listed in the Course Catalogue, otherwise the numbers of students in each class would be too small to cover the costs of offering the course. Second, the MBA classrooms seat 65 students, and are dedicated to the graduate programs. These two challenges with the current state of the program result in student dissatisfaction and complications on the part of the MBA-MTI Director and administration staff.

Small Number of Electives Offered

In comments from the student survey, one graduate accurately summed up the impact of this issue on the student experience: “Unfortunately each semester after completing the mandatory MTI courses, there was too little to pick from. I ended up not having the chance to take any of the broadcast media courses as they were never offered, and the one time they were offered, it was a supervised reading. I should not have been accepted into Ryerson MBA and told that I could take a certain specialist if no courses were ever offered [...] Very disappointed with the lack of courses.”³⁷ The student did go on to say that they were extremely satisfied with the courses offered – they simply were not the desired ones.

However, several aspects of the program act to mitigate student dissatisfaction with electives. The students have a dedicated workroom, cubicles and lunchroom near their classrooms, and near the MBA staff and directors, a feature that contributes positively to their experience in the MBA program. Changing the classrooms to accommodate a smaller sized MBA-MTI program would likely detract from students’ experience with program delivery by increasing travel times between courses, and it is unlikely that the MBA program could gain access to a smaller, dedicated classroom, given the size of undergraduate classes at TRSM and the affiliated classroom capacities. The scarcity of electives represents one of the key issues with the current state of the program, and requires changes, as will be discussed below. The negative impacts of the lack of variety in electives range from awkward questions from prospective students during recruiting to demands for electives with a critical mass, and the negative impact on delivery of hasty hiring processes.

Combining Core Courses to Remain on Budget

The low enrolment in the MBA-MTI relative to the MBA Global also has a negative impact on the instructional budget, as well as potential capacity problems as it is not feasible to add a third section, should the MBA Global program meet its target of 75 students. Therefore to maintain the instructional budget without adding a third section for core courses, three of the seven core courses in each program have been combined, and designed to include an international and technology component. These classes are:

- MB/MT 8106 Managing in a Diverse World
- MB/MT 8108 Regulation Governance and Social Responsibility Management
- MB/MT 8109 Accounting and Finance for Today's Managers

³⁷ MBA-MTI survey data

- MB/MT 8600 Research and Communications for Managers

For the other three core courses, MT8213 Technology and Organizational Strategy, MT8212 Innovation and Organizational Theory, and MT8216 Global Markets and Technology Trends, the day and evening sections will be combined until such time as the part time or the full time sections requires two sections.

A related weakness lies in the marketing and branding of the program known internally as the MTI. The degree is an MBA, although internal messaging, discussed above, suggests the degree is a unique one, known as the MTI degree. This issue extends from TRSM to YSGS and to alumni, who are key stakeholders and critical for the success of the program.

The program has few faculty resources to support the Media Management specialization within TRSM. Two Media Management elective courses were offered in the 2013-2014 year, but these courses are only available to the part time students, as one was offered in the Fall Term when full time students do not take electives. Although there are significant opportunities to collaborate on electives with Ryerson's MA in Media Production, that program does not offer many electives when the MBA-MTI students need them, in the Winter Term. However, in Winter 2013, four MBA-MTI students took electives in the Media Production program. This is a critical weakness of the program, and reflects a failure to hire appropriate numbers of faculty since the inception of the MBA-MTI program, that likely reflects a lack of interest in this area by the undergraduate programs in TRSM. Since the Media Management program builds on Ryerson's considerable strengths in the Radio & Television Arts program, this specialization should also be a strength of the MBA-MTI program, as it is consistent with the overall marketing and alumni networks of the University. The Schulich School of Business at York University has a similar MBA program,³⁸ in Arts and Media Management, which suggests there is likely a market for such programs in the Greater Toronto Area, which is home to numerous film, media and arts organizations. However, this specialization is not widely associated with the MBA degree, and for Ryerson, reinforces the boutique nature of the MBA-MTI degree.

The opportunities available to the MBA-MTI program follow from its strengths. Although the MBA-MTI program is consistent with degree level expectations and learning targets established as part of AACSB accreditation, there are several opportunities to better align the program with Ryerson's emphasis on entrepreneurship and innovation. First, more integration with the two startup incubators would enable the program to benefit from their promotion and marketing by the University. Both incubators provide opportunities for internships, and significant opportunities for admission to the incubators for MBAs completing business plans as part of their Integrative Term exist. The increasing visibility of the program and strong alumni support for the MBA-MTI suggest that increasing awareness of the program with key stakeholders, such as employers, will have a positive impact in mitigating the negative impact of the relatively low funding for recruiting. High salaries relative to second tier programs with longer histories and larger alumni pools suggest that organic growth through engagement with alumni and employers will remain an important opportunity to enhance the program. A challenge to TRSM lies in the new role of colleges in awarding bachelor's degrees, and the positive reputation both MBA programs should work to differentiate both the graduate and undergraduate program. Overall, the opportunities available to the program build on the increasing reputation of Ryerson University and TRSM as well as the positive outcomes for MBA-MTI graduates.

³⁸ <http://www.artm.schulich.yorku.ca/>

Recommendations & Developmental Plan

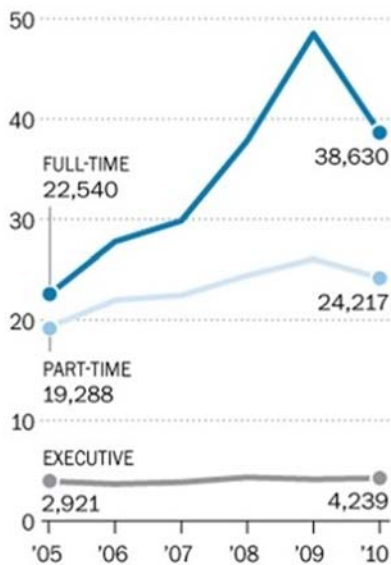
The analysis above supports several recommendations related to the enrolment and capacity problems in the program, as well as the issues of faculty staffing.

The MBA marketplace in Canada is intensely competitive. In a given calendar year, no fewer than 9,000 MBA spots become available across Canada. At the same time, the readily available domestic pool of qualified applicants is significantly smaller than the number of available spots. In fact, the number of domestic applicants with a minimum undergraduate GPA of B, two years of relevant work experience, and a minimum GMAT score of 550 is fewer than 2,000. MBA schools therefore are competing vigorously against each other for the ever-shrinking pool of qualified applicants.

At the same time, the global demand for management education has been declining. In Australia, for instance, the number of MBA students has decreased from a high of 30,000 in 2005 to 22,000.³⁹ During the same time period, the number of graduate business schools increased from 57 to 69 in Australia, highlighting the unbalanced relationship between demand and supply. Established business schools reported declines in applications. The Columbia Business School in New York reported a 19% decline in the number of MBA applicants in 2012.⁴⁰ While Canadian business schools do not report detailed statistics on the number of applicants, personal communications with recruitment officers in Toronto and Ottawa suggest that applications to MBA programs in Canada have also suffered since the recession in 2008.

MBA applications down for full-time students

MBA applications to U.S. business schools, in thousands



Source: Association to Advance Collegiate Schools of Business

THE WASHINGTON POST

Source: The Washington Post, *Downturn forces area business schools to adapt*. March 14, 2012.

³⁹ Julie Hare. MBA student numbers crash. *The Australian*. April 3, 2013.

⁴⁰ <http://www.businessweek.com/articles/2012-08-30/columbia-nyu-mba-applications-plummet>

Furthermore, graduate business schools are struggling to differentiate their program offerings from those of other schools. While promotional materials from big and small schools claim that their MBA programs are unique, a quick review of the programs reveals significant conformity in MBA curriculum across Canada.

In this competitive landscape, business schools are innovating to make their programs more appealing to domestic students. The traditional two-year MBA degree is becoming a one-year professional master's. The MBA programs that last for more than three semesters have started to offer variations on the original program that offer the option to complete the degree in three semesters or less.

While tuition fees continue to be very high for privatized MBA programs, the business schools have partnered with local banks to offer lines of credit to applicants in order to help students with their tuition fees and other living expenses. Some schools have gone further by underwriting loans for their entire intake to make the program more marketable to those who may not be able to afford six-figure tuition fees.

The Ryerson MBA faces additional competition because of its location. Canada's two top ranked MBA schools, Schulich School of Business at York University and Rotman School of Management at the University of Toronto, are also based in Toronto. Furthermore, several other business schools have started to offer MBA programs in downtown Toronto, including Queens University, Concordia University (John Molson), Western University (Ivey) and Wilfred Laurier University, to name a few.

It is therefore imperative that the Ryerson MBA distinguishes itself in the competitive marketplace for graduate business education in Canada. Concomitantly, the Ryerson MBA must identify and overcome the key challenges that may restrict the school in reaching its true potential.

This section of the self-study report highlights the key challenges faced by the Ryerson MBA and proposes strategies and actions to overcome such challenges.

The branding imperative: MBA/MTI divide

The structure of the graduate programs at the Ted Rogers School of Management (TRSM) poses unique recruitment and marketing challenges. Given the multiplicity of graduate programs and degrees, the MBA recruitment staff have discovered that marketing the two distinct MBA degrees is challenging.

TRSM offers three graduate degrees organized under two programs, namely Master of Business Administration and the Management of Technology and Innovation (MTI). The Master of Business Administration program offers a generic MBA, which has been branded as MBA Global. The MTI program offers two graduate degrees, i.e. an MBA in the Management of Technology and Innovation and a research-based Masters of Management Science.

The experience with recruitment over the past several years suggests that prospects interested in pursuing an MBA at Ryerson University have found the two MBA degrees confusing. Furthermore, running two distinct MBA degrees creates logistical problems when similar, or at times identical, courses have to be offered multiple times for the two degrees. This challenge becomes even more acute when identical courses must be offered at multiple times in order to accommodate the scheduling constraints of full-time and part-time students enrolled in the MBA Global and MBA MTI programs.

At the same time, the MBA MTI degree has been recognized as a unique feature of the Ryerson MBA. News coverage in Canada has often identified the uniqueness of the degree, which has been recognized as distinguishing and therefore competitive feature of the University.

The two MBA degrees currently offer seven specializations, with four under the MBA Global degree and three under MBA MTI. The uniqueness of the MBA MTI degree is perhaps a result of the focus of the three specializations, which have been recognized as distinct within the Canadian graduate business marketplace. The intent is to maintain the features that make the degree unique, while streamlining the program offerings to overcome marketing and logistical constraints.

It is therefore proposed that TRSM reviews the pros and cons of maintaining two distinct MBA degrees. The review should consider merging the two MBA degrees into one, while maintaining the specializations that make the program unique. The proposed change is likely to lead to improved brand recognition for the graduate program degree as well as assistance with the economies of scale made possible by streamlining the core curriculum.

Recruitment and enrolment

GMAT and admissions criterion

In its 2012 MBA guide, The Canadian Business Magazine reported over 9,500 students enrolled in the 40 MBA programs across Canada. At the same time, the number of prospects in Canada who scored at least 570 on the GMAT test between January 1, 2012 and March 31, 2013, had earned at least a bachelor's degree, and had one or more years of work experience was 1, 729. The number of Ontario-based prospects was even smaller at 1,094. With over 9,000 MBA spots available in Canada and almost 1,700 qualified Canadian prospects, the MBA market appears to be over-supplied. It is perhaps for this very reason many large MBA programs attract students from abroad, with international enrolment ranging from 30% to 70%. International students constitute fewer than 20% of the enrolment in the Ryerson MBA.

Program	Tuition Cdn (\$)	Total Enrolment	Avg. GMAT Score	% intl. students
York (Schulich)	59783	1169	660	57
Toronto (Rotman)	88446	845	662	42
McGill (Desautels)	71450	175	663	70
British Columbia (Sauder)	45239	158	650	47
Western (Ivey)	76700	135	669	31
Queen's	69000	88	650	42
Simon Fraser (Segal)	34850	53	630	45

Source: MBA Guide, *Canadian Business*

In fact, earlier this year the top six business schools in Canada announced that they will no longer compete against each other in attracting international students to their MBA programs. The six schools including Desautels (McGill), Ivey (Western), Queen's, Rotman (Toronto), Sauder (British Columbia) and Schulich (York) announced the Canadian MBA Alliance to hold joint recruitment efforts within Canada and

abroad.⁴¹ This is a clear sign of the falling demand for MBA education from within Canada and the reliance of the large business schools on international students to support their expanded MBA program offerings.

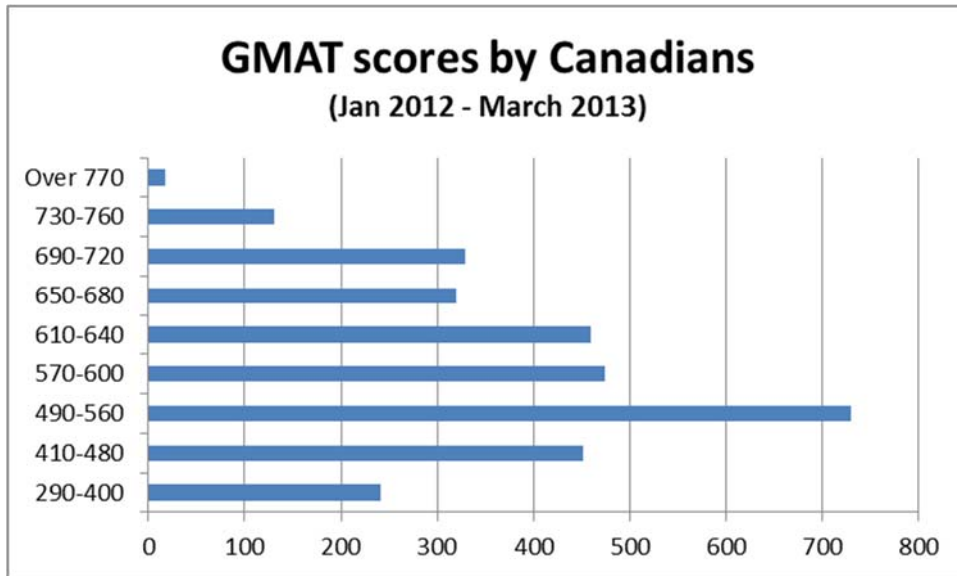
Over the past several years, the average GMAT score at Ryerson MBA has remained over 600. However, this high GMAT score has been sustained primarily with Canadian applicants. Other business schools have relied on high-scoring foreign students to keep their average GMAT scores high. Between January 2012 and March 2013, 16,458 individuals scored at least 690 in the GMAT test. An overwhelming majority of those high-scoring individuals were based in the United States, India, and China. Because of the talent lying outside of Canada, most large business schools have actively been recruiting from India and China, which is helping them maintain high GMAT averages year after year.

GMAT over 690	16,458
<i>Jan 2012 – March 2013 undergrad, 1+ work exper</i>	
China	1,738
India	3,810
Canada	477
US	6,575
Western Europe	853
France, Germany, UK	490

Source: GMAC, computations by Murtaza Haider

These statistics pose a significant challenge in attracting quality MBA students to Ryerson MBA programs. Under the current admission standards, a minimum score of 550, two years of experience, and a minimum undergraduate GPA of B or equivalent, the pool of qualified prospects is very small in Canada. Given the fact that Ryerson University charges significantly lower tuition fees for international students, which do not even meet the cost recovery targets, it is not likely that a larger cohort of qualified international talent could be attracted to the program. In the short run, a two-pronged revised admission criterion is proposed to attract quality applicants to the program.

⁴¹ Della Bradshaw. Rivals bury their differences to promote Canadian MBAs. Financial Times. February 7, 2013.



Source: GMAC, computations by Murtaza Haider

It is proposed that the MBA admission criterion be revised to account for the scarcity of qualified applicants under the current standards. We propose to maintain the current admission standard of a minimum GMAT score of 550, two years minimum work experience, and a minimum of B or equivalent in the undergraduate degree for regular applicants. However, a special category of experienced and accomplished applicants is proposed, who will be exempted from GMAT test. This will help the program to attract experienced managers who may be interested in upgrading their skills or improving their resumes with an MBA. Our recruitment staff have continuously noted that experienced applicants are not interested in writing the GMAT test. Often, such applicants are exempt from GMAT test requirements by other business schools. With 10 or more years of relevant work experience, these mature students will bring their business acumen to the classrooms and will improve the quality of discourse. Following are the main advantages of the proposed mixed approach:

- Approach followed by most big business schools
- Enhanced recruitment and enrolment
- A balance between academic rigour and experience in class
- Higher post MBA salaries for the experienced cohort will help improve Ryerson MBA's rankings

It is further proposed that the work experience requirement be waived for high academic achievers who are able to score high on the GMAT test. This will help introduce energetic academic talent to the MBA class. It will also help raise the average GMAT score of the incoming class, which will improve MBA rankings. Given the fact that TRSM graduates almost 1,500 undergraduate students each year, the MBA program can scout for the best talent within TRSM to attract to the MBA program. Given that such students will lack any meaningful work experience, despite being academically very advanced, they may not be able to relate their experiences in group discussions and projects in the MBA program. Their lack of prior work experience may result in lower post-MBA entry wages for such students.

The recruitment team may look into devising an entrance test to ensure suitability of the applicants for the MBA program.

Lastly, the idea of lowering enrolment in response to the shrinking MBA recruitment pool may appear to be a viable solution; however, such an approach will result in additional logistical challenges. Consider that Ryerson’s MBA programs offer seven specializations. A large number of students are required to ensure that elective courses for each specialization have sufficient enrolment. Assuming a uniform distribution across the seven specializations, 15 students per elective course will require a cohort of at least 105 students. Given that some students are enrolled in the part-time program, which requires the same course to be offered twice, i.e. once for full-time students and once for part-time students, the enrolment numbers for elective courses may fall below 10. It is therefore paramount that the focus remains on increasing enrolment rather than lowering it.

International student funding/ tuition challenges

The current tuition fee structure is presented in the following table. It is important to note that in addition to the tuition fees, Ryerson University receives funding from the Ontario Government for each full-time student equivalent enrolled in the graduate and undergraduate programs. Thus the total income received for each domestic student (BIU) is significantly higher than the tuition charged to international students, for whom the university does not receive any financial support per international BIU.

Program	Credits	Domestic Tuition Fee	International Tuition Fee
MBA Global & MBA-MTI	13 Credits (11 Courses)	\$16,667.92*	\$25,942.84*
MMSc	11 Credits (7 Courses)	\$16,667.92*	\$25,942.84*

While 14% to 20% of those admitted to the Ryerson MBA each year are international students, the goal has been to limit those proportions due to the extra costs and lower overall revenue associated with delivering the curriculum to international students.

To address the anomaly in tuition fees, it is suggested that the Board of Governors be approached with the proposal to increase tuition fees for international students to a level that meets the total revenue generated by each domestic full-time equivalent BIU. Furthermore, the program should be allowed to charge additional ancillary fees to international students to fund language and cultural training in order to improve their employment prospects.

To keep the MBA program within reach of middle class learners from abroad, the MBA recruitment staff plans to undertake the following initiatives:

- Work with Canadian banks for lines of credit for the international MBA students. Conversations with the banks have already been initiated.
- Work with the Canadian embassies and high commissions for visa assistance
- Work with the housing office at Ryerson for affordable and safe accommodation for international graduate students.

Additional scholarships and fellowships to attract talent

Currently, the MBA program offers 18 endowed scholarships and fellowships, which are offered each year to incoming students based on academic excellence and demonstrated financial need. However, other

business schools have started to offer equally lucrative or better scholarships to attract students away from Ryerson University. It has been our experience that even students who were offered \$20,000 fellowships turned us down because other business schools offered better scholarships.

It is recommended that additional funds be raised to support a larger number of fellowships and scholarships to attract bright students to the MBA program. A series of President and Provost Scholarships (funded internally by Ryerson University) are recommended to attract women, minorities, and high academic achievers to the program.

Curriculum and academic matters

In the following section, brief commentaries are presented on challenges related to curriculum and academic matters.

On load teaching

Since the launch of the MBA programs in 2006, MBA courses have largely been taught as overload by the faculty members. This is a result of Ryerson University's traditional undergraduate focus where undergraduate courses are staffed first before any consideration for graduate courses. This approach has serious implications for the quality of pedagogy in the graduate programs. Given that faculty members are loaded first with undergraduate courses, there is often no room left for the full-time faculty members to teach MBA courses on load. Thus, regular faculty members are requested to teach MBA courses as overloads for which they are offered additional compensation.

It has been our experience over the years that research-focused faculty members prefer not to teach overload courses in the MBA program because it takes time away from research. Thus, a large number of MBA courses are staffed by sessional instructors. While we acknowledge the utility and benefits of engaging highly qualified professionals from the field to teach courses in the MBA program, it is equally important to staff graduate courses with research-focused faculty members, who could bring their research excellence and rigor to the MBA classrooms. However, the practice of staffing undergraduate courses first, without any consideration for graduate curriculum delivery, does not bode well for the MBA programs.

It should also be noted that the University administration, specifically the office of the Provost, offered approximately 30 additional full-time faculty positions to TRSM, then the Faculty of Business. This was done to increase faculty numbers for the MBA programs, as well as to meet the criterion set by the accrediting body, Association to Advance Collegiate Schools of Business (AACSB). The intent behind adding significant a number of new faculty members was to increase the number of faculty members with terminal degrees in business and management, and to attract high-caliber faculty members from other universities to teach in the MBA programs. Once the new faculty members joined TRSM, the teaching responsibilities ended up being primarily at the undergraduate level, while a large number of graduate courses were the stock by the sessional instructors.

It is proposed that a review of teaching assignments for all new hires since 2005 be undertaken to compare their intended teaching responsibilities towards graduate programs against their actual teaching responsibilities.

It is further recommended that MBA teaching be done on load by the RFA teaching faculty. This will allow TRSM to attract research-oriented faculty members to the MBA program and will enhance graduate-level pedagogy. Given the applied nature of the MBA curriculum, TRSM will continue to staff some courses with

exceptional instructors from the industry to ensure that the program maintains the balance between and rigor and relevance.

Attracting Quality Sessional Instructors

Given that Ryerson University, including TRSM, operates under several collective agreements, the compensation for overload teaching by regular faculty members or by sessional lecturers is explicitly specified. However, because the collective agreements apply to the entire university, the rates prescribed for sessional lecturers do not account for the fact that business schools attract successful business executives to teach specialized courses, who could not be motivated by the compensation levels specified in the collective agreements.

Sessional lecturers at TRSM are paid anywhere between \$5500 and \$7500 for teaching a one-semester long MBA course with up to 39 hours of instruction. This level of compensation is highly inadequate for the kind of talent business schools need to attract. Consider that sessional instructors are paid \$17,500 plus benefits for similar teaching assignments at the Beedie School of Business at Simon Fraser University in Vancouver. Sessional instructors are paid \$12,500 per course at the Sauder School of Business at the University of British Columbia.

It is recommended that TRSM initiates dialogue with the University administration to determine ways to address limitations in attracting high-calibre professionals to teach MBA courses, while the TRSM and Ryerson University continue to respect and adhere to the collective agreements.

Specialization in Media Management

One of the seven specializations offered by Ryerson MBA focuses on media management. However, given the changes in faculty, currently no full-time faculty member specializes in media management at TRSM. This has created a situation where TRSM relies on instructors from other faculties or from the industry to staff courses in media management. While TRSM has been able to maintain this specialization in media management, the lack of faculty specializing in media management will eventually pre-empt us from offering this specialization.

It is recommended that the specialization in media management be retired. Otherwise, TRSM should request the central administration to offer additional faculty positions to staff this specialization.

Large number of electives listed, but not offered

Much of the current problem with specializations stems from the large number of courses approved at the inception of the program, relative to the number of students. Each specialization has at least four associated courses. We propose to limit the number of electives to two per specialization and cut the number of courses in active status. A number of popular general electives have been offered throughout the program, which have served to crowd out electives in several specializations. However, these electives could support an increase in specializations if each specialization contains only two electives, with one of the general electives, as appropriate. We also recommend that the program create a committee to recommend which electives should be retired. This should be a program level decision and not a graduate school decision. There are currently no designations for specializations on the degree, no cost implications, which suggests that the program should be allowed the flexibility to deliver specializations.

This discussion also raises the issue of whether specializations should be retained in the formal program documents. Because the specializations make the career paths explicit, and assist in marketing the

program to targeted audience, we recommend that they should be retained. The current status of the specializations does, however, create problems for students when seeking employment. The lack of a designation of the specializations on degrees and transcripts create some ambiguity for graduates. We recommend that letters affirming the specializations should go out, and perhaps the maintenance of an online registry of students for each specialization.

Governance

Program governance and flexibility

The fast changing landscape of business education requires that the curriculum keeps pace with the changes brought about by the innovation in technology and business processes. The technological innovations alone have shortened the time required for new technological and business innovations to become standard operating procedures.

Successful MBA programs are therefore inherently nimble and flexible. These programs are able to adapt existing curriculum to the fast-changing business environments. Course curriculums are adjusted and new curriculum is launched to keep the program relevant and in step with the changing business world. Such demand driven curriculum and pedagogy is unique to the MBA program. Unlike history and several other academic disciplines, business pedagogy remains demand driven and the curriculum is designed to produce analysts and managers capable of hitting the ground running. In this regard, it is important that TRSM has the operational autonomy that permits the MBA program to be flexible and responsive to the needs identified by the business community.

Given that graduate programming is relatively new to Ryerson University, the current practice for graduate-level academic decision-making has been such that program level decisions have often been made centrally by the Yeates School of Graduate Studies (YSGS). For instance, YSGS decides that the MBA program can offer a specialization, even when it does not require introducing new courses. MBA specializations are part of the marketing and branding exercise that helps graduates succeed in the job market. TRSM should be able to package existing courses into specializations to make its graduates more marketable.

In 2012, TRSM proposed to offer a new specialization in business analytics by packaging two existing courses as the required electives for the specialization. The proposal for specialization is attached as an appendix with this document (Appendix I - o). Since the courses required for the specialization were already in the academic calendar and specializations are primarily marketing and branding instruments that will allow TRSM to occupy certain niches before the competition does. The proposal was, however, not granted by the YSGS. In the meantime, Schulich School of Business at York University launched a Master's degree in business analytics with only four students enrolled in the program. York University ran several advertisements in leading newspapers at considerable cost promoting the new degree. However, York University did not hesitate in launching the new degree with only four students.⁴² The decision was necessitated by the urgency to occupy the analytics niche by the Schulich School of Business.

It is proposed that TRSM and YSGS should explore avenues to improve decision-making as it relates to offering specializations in a timely fashion in response to the needs identified by businesses.

⁴² Lynn Greiner. Wanted: People who understand numbers and business. The Globe and Mail. June 11 2013.

Budget cuts

The MBA program has experienced significant budget cuts over the past two years. The operating budget for the graduate programs is provided by the YSGS. Over the past two years, the MBA and MMSc budgets have been slashed by 13% by the YSGS. The budget cuts have imposed serious limitations upon TRSM's ability to run graduate programs, especially offering electives for the seven specializations. Following are the main concerns emanating from budget cuts:

1. The successive budget cuts over the past two years by the YSGS were necessitated by the overall budget cuts at Ryerson University. However, the MBA budgets were reduced without any consultation with TRSM regarding the implications of such budget cuts on program delivery.
2. Furthermore, post budget-cut evaluations were not conducted to determine their impact on program delivery, and the program's ability to deliver quality graduate education to students.
3. The 6.6% budget cut in the fiscal year 2011 – 12 and 7.14% budget cut in the fiscal year 2012 – 13 were significantly higher than the overall budget cuts of 3% proposed by Ryerson University .
4. In the fiscal year 2012 – 13, the budget for recruitment and enrolment for MBA/MMSc was cut by 30%. These budget cuts were undertaken while the demand for MBA programs was shrinking across North America, and the competition for talented MBA students continued to increase in the Greater Toronto Area. Local GTA programs outspent TRSM by millions in recruitment dollars, while universities located in other cities continue to promote and offer the executive and other MBA programs in downtown Toronto. The timing and the extent of operating and recruitment budget cuts thus posed unexpected challenges in delivering the MBA programs.

It is proposed that the MBA budget be restored to its original value to reflect the increase in costs of delivering the programs. It is further proposed that efforts be made to increase the operating budget to improve course offerings, especially electives that were eliminated because of budget constraints. It is further recommended that YSGS and TRSM should collaboratively work on budgets to minimize the impact on graduate students. Such collaborative partnership will strengthen the relationship between YSGS and TRSM and will allow the two faculties to be partners in delivering improved and rigorous education to MBA students.

It is also proposed that YSGS and TRSM should jointly review recruitment budgets of other similar size business schools to determine if the current budgets allow TRSM to compete for talent in the current marketplace. Given that large business schools, such as Schulich at York University and Rotman at University of Toronto, spend millions of dollars in marketing and recruitment, it is incumbent upon Ryerson University to determine what level of support is required by TRSM to remain competitive in attracting high-caliber graduate students.

Lastly, TRSM, being the largest undergraduate faculty by enrolment, has been the source of significant revenue for the University. It is estimated that between tuition and base funding, TRSM generates \$105 million annually from the undergraduate programs and approximately \$3 million from the graduate programs. The surplus revenues generated by TRSM support several undergraduate and graduate programs in other faculties. It is requested that the University should consider enhancing TRSM's ability to deliver quality business education and attract competent young scholars as TRSM continues to grow and assist in building the University's reputation.

Support / admin staff

While the University administration funded approximately 30 new faculty hires to launch the MBA program and to seek AACSB accreditation, no provisions were made to hire administrative staff to support MBA and MMSc degrees. Since 2006, the MBA administration and support staff have therefore been funded by one-time only (OTO) budgets. At the same time, the budgets do not explicitly provide for salaries for administrative staff needed to run the program. Neither TRSM nor YSGS were able to provide stable funding for administrative and support staff for the MBA programs. The ad hoc funding model for the necessary academic staff resulted in high turnover, where staff members transferred to other permanent positions within Ryerson University.

In the past six months, some improvement has taken place in creating permanent, or at least semi-permanent, sources of funding for the administrative staff responsible for running the graduate program.

It is recommended that TRSM and YSGS should jointly determine adequate level of administrative support to run the MBA/MMSc programs. A review of administrative and support staff in graduate business faculties at other universities could serve as an example for adequate levels of administrative support required to operate graduate degrees, while offering the best customer service to current and future students.

Admission processes

The current admission processes may be revised to improve case processing speed and to eliminate redundancy. The current admissions process is described below:

1. Applications to the MBA program our first received by YSGS.
2. YSGS conducts due diligence on approximately 500 MBA applications.
3. YSGS forwards those applications to TRSM that meet Ryerson University standards for admissions to the graduate programs.
4. TRSM reviews applications and recommends to YSGS a smaller cohort of roughly 110 to 150 applicants for admission.
5. YSGS extends admission to the applicants recommended by TRSM who also meet all other admission requirements set by the University.

It is recommended that YSGS forwards all applications directly to TRSM so that the recruitment and admissions team at TRSM reviews applications sooner and start working with the prospects. Once TRSM is satisfied with the applicant, it will send the recommendation to YSGS for further scrutiny. If the recommended applicant meets all other requirements set by the University, YSGS should extend admission to the applicant.

The proposed approach will save valuable time for YSGS by saving it from processing roughly 500 applications. Instead it must only review the much smaller number of 150 applications of only those who are deemed admissible by TRSM. The proposed change does not limit YSGS in conducting due diligence.

A review by TRSM administration revealed that several business schools independently run the admissions. This allows these business schools to be in touch with prospects sooner than later and offers the ability to be proactive in attracting quality students who may be entertaining several offers simultaneously. The Sauder School of Business at the University of British Columbia and Telfer School of Business at the University of Ottawa are two examples where the MBA staff directly handle admissions.

Lecture Hall limitations

At present, MBA classes are held in four dedicated lecture halls on the 9th floor of 55 Dundas Street West. These lecture halls have a seating capacity of approximately 65. The MBA team is committed to increasing the enrolment; however, the lecture hall capacity may cause logistical constraints because the enrolment in some courses has exceeded the capacity of the four MBA dedicated lecture halls.

There are two alternatives available to deal with this constraint. First, one can offer multiple sections for the same course thereby reducing the number of students per section. This will, however, increase the cost of program delivery because additional instructors will be required to teach the spillover sections. The other option is to reserve larger lecture halls within TRSM for large MBA classes. This option will not result in additional costs. This will, however, require additional collaboration between MBA admin staff and the scheduling staff at Ryerson University. The scheduling staff allocates rooms months in advance of the MBA office knowing the actual number of students enrolled in particular MBA courses. A flexible space reservation system will need to be developed to ensure that large MBA classes can be held in large lecture halls.

Administrative restructuring

The two MBA programs are currently supported by two graduate program directors with identical responsibilities to each program, namely MBA Global and MBA MTI. Given that both directors have identical responsibilities, this creates redundancies in the administrative structure.

Since the start of the MBA programs in 2006, several core courses have been streamlined such that they are offered jointly to both cohorts. Thus, the Directors' roles have become even more similar, resulting in redundancies and the inability for the management to assign specific responsibilities to individual directors. This also pre-empts the individual directors from taking complete ownership of tasks and causes delays in implementation while one director may have to wait for the other's consent before moving forward.

The following is a non-comprehensive list of current roles and responsibilities for the two directors.

- All academic matters pertaining to graduate curriculum, including, but not limited to, the following:
 - Liaising with school/department chairs within TRSM
 - Staffing graduate courses with appropriate faculty
 - Chairing the Instructor Appointment Committees
 - Selecting curriculum offerings for electives
 - Liaising with students and faculty on academic matters
 - Serving on admission, scholarship, and other committees
 - Managing MRPs: assigning students to faculty members, running MRP training workshops, and supervising the process, and awarding RGA/RGS
 - Participating in orientation of students, running information sessions, and other outreach events
 - Responding to MBA surveys, and other reporting
 - Managing admissions
 - Participating and leading all other related academic activities

The new Dean of TRSM has approved a revised administrative structure where responsibilities of the two MBA directors are devised to avoid redundancy and facilitate improved focus. The proposed changes include the following.

- Amalgamate the two MBA-Global and MBA-MTI directors into one new position, titled Director MBA, Academics with focussed responsibilities
- Create a new MBA Director position to be responsible for MRPs, student internships, careers and placement, and managing external industry relations
- Both directors will be member of the YSGS Council.

The following of the proposed roles and responsibilities for the director of MBA academics.

- All academic matters pertaining to graduate curriculum, including, but not limited to, the following:
 - Liaising with school/department chairs and the Graduate Academic Council within TRSM
 - Staffing graduate courses with appropriate faculty
 - Chairing Instructor Appointment Committees
 - Selecting curriculum offerings for electives
 - Liaising with students and faculty on academic matters
 - Participating in, but not responsible for, orientation of students, information sessions, and other outreach events
 - Participating in other related academic activities

Following are the responsibilities of director, MBA (MRP, internships, careers, and external liaison):

- Managing MRPs:
 - assigning students to faculty members
 - running MRP training workshops
 - supervising the process
- Awarding RGA/RGS
- Liaising with school/department chairs within TRSM for MRP supervision
- Working with Manager of Careers and Employment Partnerships:
 - To arrange internships for MRPs
 - To find placements for MBA graduates
- Exploring opportunities with industry, government, and not for profit for internships and placements, including MITACS
- Responding to graduate surveys as they relate to salaries and employment statistics of recent graduates
- Collecting and maintaining databases on alumni

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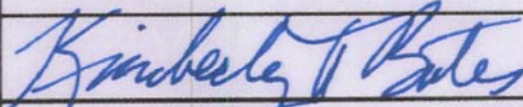
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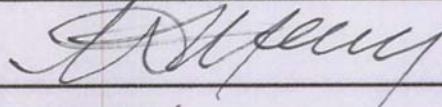
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Appendix IV: Approval Documentation

Department/ School Council	
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Date	16 September 2013

Dean	
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