Commercialization of Higher Education: MBA Students’ Experience and Expectations

by

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A thesis submitted in conformity with the requirements for the degree of Doctor of Philosophy
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Abstract

This study begins by discussing the commercialization of higher education. The commercialization of higher education is the transformation of public goods and services into products that are privately owned by individuals or corporations and sold for profit. Higher education is increasingly being treated by providers and consumers as a commercial product that can be bought and sold like any other commodity. The purpose of this study was to better understand how students perceive commercial behaviors in their institutions, the degree to which students perceive identified commercial behaviors as influencing their experience of teaching and learning, and how they experience the commercial conduct within commercialized educational environments. This study also aimed to explore how commercial behaviors influence students’ expectations for their higher education studies.

Selecting the Rotman School of Management at the University of Toronto and the Schulich School of Business at York University and their MBA students as the research population, this study revealed MBA students’ experiences and program expectations in a commercialized academic setting by employing a combination of quantitative and qualitative research methods,
coupled with the framework of Chickering and Gamson’s Seven Principles of Good Practice in Higher Education as well as Gould’s Corporate Ethos. Data was collected by means of an on-line survey questionnaire and in-person interviews.

The two case study business schools shared similar major quantitative findings that indicated that the studied commercial practices carried slim influence on the studied students’ experiences of teaching and learning. In addition, the practices of marketing strategies and customer service were evidenced to have more than somewhat of an influence on intensifying participants’ expectations of program characteristics, obtaining better professional skills and getting better knowledge in areas of expertise.

The qualitative findings illustrated that commercial practices exerted different levels of influence on MBA students’ experiences of teaching and learning as well as their expectations for their MBA. Qualitative findings in many cases also revealed that MBA students care more about future rewards and career advancement than learning.
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CHAPTER ONE: INTRODUCTION

This study began by discussing the commercialization of higher education (Bok, 2003). Commercialization, in reference to higher education, refers to the practice or process of higher education institutions taking on characteristics of private corporations (Bok, 2003). The commercialization of higher education is the transformation of public goods and services into products that are privately owned by individuals or corporations and sold for profit (Bok, 2003; Gould, 2003; Johnstone, 2002; Giroux, 2001; Aronowitz, 2000; Slaughter and Leslie, 1997).

Commercial practices in higher education, such as advertising and managerial concepts, are not a new phenomenon; however, what is obvious and new today is their growing size, scope and diversification (Bok, 2003). Scholars use terms such as capitalization, privatization, commercialization and marketization largely interchangeably to describe such contemporary phenomena as the market-driven pressures that have transformed higher education from operating for the public good into operating as a competitive market (Bok, 2003; Gould, 2003; Johnstone, 2002; Giroux, 2001; Aronowitz, 2000; Slaughter and Leslie, 1997). What has emerged is the concept of higher education operating as an entrepreneurial industry in which institutions and other providers are competing for financial gains and for students as customers (Bok, 2003; Gould, 2003; Johnstone, 2002; Giroux, 2001; Aronowitz, 2000).

Higher education is increasingly being treated by providers and consumers as a commercial product that can be bought and sold like any other commodity. Recently the tendency towards commercialization in higher education has reached the global marketplace (Altbach, 2001; Currie and Newsons, 1998). This change in educational settings on a global scale has been accompanied by changing public attitudes which favor the transformation of higher education from a “public good” to a “private good” (Slaughter and Leslie, 1997) and support the use of a variety of marketing strategies and commercializing activities in the higher education arena (Altbach, 2001). The logic of this new perspective has placed more of the burden for financing higher education on its users, namely students and their families (Altbach, 2001). In addition, commercial behaviors, such as marketing strategies, in many ways motivate potential students’ desire for and strengthen their expectations of particular programs in higher education (Glynn, 2004).
Numerous research studies on the commercialization of higher education have highlighted the magnitude and shape of its global marketization, and have identified positive and negative components that influence the operations and norms of academic institutions and their potential policy shifts. For example, Bok (2003) has highlighted trends and issues in matters such as patents and corporate contracts, and has examined the advantages and disadvantages of academic scientists and communities being involved in commercialization activities with private corporations. Geiger (2004) has investigated how commercialization works, especially in terms of financial impact, accessibility to undergraduate education, and the relationships between research and industry. He has emphasized that there are growing opportunities to use a rapidly expanding knowledge base both to generate revenue and to serve society (Geiger, 2004).

Existing studies on the commercialization of higher education have focused on several key issues including institutions’ entrepreneurial behavior, the discourse of potential threats to academic freedom and research independence, possible conflicts between traditional academic norms and commercial interests, and commercialization’s overall economic impact (Bok, 2003; Moe, 2000; Mowery and Sampat, 2005). Very little research has looked at the impact of commercialization in higher education on students. Since students are important contributors to and benefactors of higher education (Hill, Lomas, Macgregor, 2003; Knight, 2007; Johnson, 1991), it would be important to better understand their experiences of teaching and learning and program expectations within the commercialized educational environments.

Kuh (2000) has contended that institutions’ environments foster student learning and personal development. Pascarella and Terenzini (2005) have further argued that higher education institutions’ environments play a more decisive factor in enhancing student engagement and success in learning opportunity than involvement in organizational or programmatic variables. In addition, students are more likely to be satisfied and remain enrolled and engaged in their program of study if students’ expectations match their experiences in higher education (Braxton, Vesper, Hossler, 1995; Kuh, Gonyea, and Williams, 2005). Higher education institutions’ environments include not only the physical or built environment, but also institutional mission, philosophy, climate and culture (Kuh, 2008). According to Pike and Kuh (2006), climate refers to how students, faculty and staff perceive and experience their institution whereas campus culture is the collective, mutually shaping patterns of institutional history, mission, norms,
traditions and practices. In this sense, the phenomena of commercialization of higher education may refer to the climate and culture of educational environments.

Although complex factors and circumstances interact in numerous ways to formulate an institution’s environment for student learning and development (Banning, 1978; Barker, 1968), it is crucial to recognize how certain environment, such as commercialized educational environment in higher education, affects students’ learning, development and expectations, and to modify institutions’ particular environment if they are identified as negative or discouraging to student learning in order to create practices that encourage student engagement and success in higher education (McClellan & Stringer, 2009). Examining students’ experiences within campus environments will facilitate higher education institutions’ better understanding of ways to improve students’ learning and development (Kuh, Kinzie, Schuh, Whitt, and Associates, 2005).

**Statement of the Problem**

In order to assist student success and engagement in learning and development, it is significant to examine student experiences that intersect the complexity of the institution’s environment (Johnson, 1991; McClellan & Stringer, 2009), such as commercialized higher education environments. However, little is known about the impact of commercialization in academic programs on students, specifically the degree to which their experiences of teaching and learning are influenced when they are in the commercialized educational settings. There is also growing concern that educational institutions that employ commercial behaviors, on the one hand, market hard to compete for potential students and enhance students’ expectations, and on the other hand fail to deliver as promised on the programs and services promoted (Currie, 2005; Stein, 2004, Gould, 2003, Khurana, 2007). In light of these issues, it is important to get a deeper understanding of how institutional commercialized behaviors may influence students’ program expectations and their experiences of teaching and learning.

**Purpose of the Study**

The purpose of this study was to explore the intersection of commercialization of higher education and student experience. More specifically, the purpose of this study was to understand better how students’ expectations, perceptions and experience of teaching and learning are influenced by commercial behaviors in their institutions. Findings can be used as an informative
foundation to modify commercial behaviors in order to help students learn and succeed in higher education.

**Why Business Schools and MBA students?**

Since commercialization in higher education takes many different forms, it is important to define more clearly what it means in this study. When exploring student experience in this research, the commercialization of higher education referred to everyday efforts within higher education institutions, faculties and departments that utilize contemporary managerial concepts and innovations to operate like business units and customize various educational programs/specializations to serve different needs. I also focused on how academic programs compete in the market, how institutions manage students as clients, promote their programs like products and use other strategies that help advertise and deliver educational programs, teaching, research and services.

Choosing students who are highly immersed in the commercial knowledge that is developed in commercial-focused academic programs provided a better understanding of students’ experience in the commercialized educational environments. In this sense, business schools and their Master of Business Administration (MBA) students were chosen for this research.

The curricula of MBA typically encompass courses about managerial concepts and business practices and are built around commercial behaviors, themes and topics such as marketing, finance and customer services. Additionally, the academic and professional focus of faculty in business schools and what students are expected to learn in MBA programs align with commercialized practices and business behaviors. Studies have shown that contemporary business schools and their MBA programs are recognized as one relative example of the commercialization of higher education (Nicholls, Harris, Morgan, Clarke and Sims, 1995; Tracy and Waldfogel, 1997; Ivy and Naude, 2004). Business education providers, usually calling themselves business schools, sell managerial knowledge, skills, and business solutions and award degrees and certificates to students (Trank and Rynes, 2003; Pfeffer and Fong, 2004). By employing business approaches and marketing strategy analyze, scholars have investigated how business schools advocate for their graduate programs in the marketplace (Ivy and Naude, 2004;
Pfeffer and Fong, 2004; Tracy and Waldfogel, 1997; Nicholls et al, 1995). The former Dean of the University of Michigan’s Ross School of Business noted that “MBA education is a proliferated industry today, with many market segments and niches” (as cited in Khurana, 2007).

Starkey, Hatchuel and Tempes (2004) have suggested that students in business schools are the schools’ most important stakeholders and they are often perceived as cash cows in the higher education system because students worldwide congregate to business schools to pursue “premium-priced” (p.1522) degrees in business and management. Bisoux (2003) has contended that business schools are a business and the MBA market is becoming customer-oriented. To better provide customer service, Customer Relationship Management (CRM) has been encouraged and carried out in business schools to promote the mentality of students as consumers (Bejou, 2005).

There are also other sectors of higher education that are highly commercialized in different forms, such as the commercialized research findings, patenting and licensing agreements in medical schools, contracted research and spin-off companies at faculties of engineering, bioscience and relatively high consulting charges from economists for both public and private sectors. However, as previous mentioned, MBA programs are distinct from other commercialized education environments because of their commercial focused curriculum, professional and academic focused of its faculty and students’ expectations to learn concepts and practices consistent with commercial dynamics. As such, choosing business schools and their MBA students in this study would better facilitate exploring students’ experience in a commercialized education environment.

**Research Questions**

The following specific questions will be addressed in this study:

1. How aware are MBA students of the identified commercial behaviors and what are their views of these behaviors?
2. How do commercial behaviors influence MBA students’ experience of teaching and learning?
3. What are MBA students’ expectations for an MBA degree? How are their program expectations and expectations for an MBA degree affected by commercial behaviors?
Significance

This research is significant in the following ways: First, understanding MBA students’ expectations and experiences in commercialized educational programs will help business schools better understand the ways in which commercial behaviors impact students’ learning and how these behaviors influence students’ expectations of their MBA program. Findings can be used as an informative foundation to modify commercial behaviors in order to help students learn and succeed in higher education. Although the findings of this study cannot be generalized to the overall higher education setting or to all business schools, they can serve as a foundation for business schools that carry similar commercial behaviors to examine the impact of their program change on its students. They can also serve as a reference for higher education institutions when they are planning and initiating policies for commercializing a program and other institutional behaviors. Second, this study will augment the literature on the commercialization of higher education to include the experiences and perspectives of students as well as their perceptions of how commercialized behaviors impact their program expectations since this focus has received limited research attention.

Summary

Chapter One began with a discussion of commercialization and identified the importance of examining students’ expectations and experience of teaching and learning in the commercialized higher education environment. I stated the problem under investigation in this study and outlined its research questions. I also described the rationale for choosing business schools and their MBA programs as my research target and MBA students as my research participants. The findings of this study can facilitate a deeper understanding of how commercial behaviors impact students’ learning and development.
CHAPTER TWO: LITERATURE REVIEW

Introduction

In this chapter, I split the review of literature into two sections. The first section involves theoretical concepts and earlier research findings that are associated with two areas that form the context for this research: (a) the commercialization of higher education and (b) student learning, development and MBA student experience. An effort was made to review the broader context of the commercialization of higher education, antecedents that propelled the prevalence of this phenomena, advantages and disadvantages of such phenomena as well as how previous studies, if any, have assessed the impact of the commercialization of higher education on students. In addition, a brief review of graduate student development and learning experience as well as how particular contextual condition of campus environment may influence student learning and development was conducted.

The second section contains a review of the history of business education in North America. Since I chose business schools and their MBA programs as the relative case of commercialization in higher education (please refer to chapter one for rationales), this literature review also touches upon two additional related issues. First, business schools started on the periphery or even outside of traditional higher education institutions. The establishment of higher education institutions in early history has been considered as a service and a public good to society. Higher education institutions in late nineteen and early twentieth centuries were considered as places where produced knowledge, educated elites as well as provided high quality educational programs and scientific rigor of research. However, business schools were criticized in their early stage of establishment as holding neither academic values nor academic societal missions that legitimated their location in higher education in the early twentieth century. Second, how does the notion of the commercialization of business education fit into the widespread contemporary commercialization of higher education? In order to be able to generalize university-based business schools to higher education institutions at large and to present a clearer picture of how business schools have evolved into their contemporary form, size and scope as an example of commercialization in higher education, a historical review of business education was made to address these related issues.
This review provides a rationale for business education’s academic legitimacy as well as outlining its evolution from a supplicant for university setting to its contemporary position that conducts various commercial behaviors for financial revenues in higher education institutions.

Section One: Commercialization of higher education, graduate student development and experience

In section one of this chapter, I begin the review by discussing the background to the commercialization of higher education. I also summarize the potential forces that propelled commercialization and its growth in higher education. In addition, I highlight how contemporary commercialization behaviors of different forms, scope and size are conducted in different aspects of the overall higher education environment. Possible advantages and disadvantages of exercising commercialized activities in contemporary educational settings are also reviewed. I then present how the existing literature portrays aspects and factors that influence graduate student experience and success. Specifically, the review highlights the fact that particular higher education environments have impacts on student learning and development and illustrates that little research has looked at the impact of commercialization in higher education environments on students. I conclude that there is a piece missing from the literature, the student experience in today’s commercialized higher education environment, and that this gap will be filled partly by this empirical research study.

Commercialization of higher education

What is the commercialization of higher education?

The commercialization of higher education entails the transformation of a previously public good or service (Kuttner, 1996, Kezar, Chambers, Burkhardt and Assoc., 2005) into a product that is bought and sold in the marketplace (Slaughter & Leslie, 1997). Higher education is increasingly being seen as a commercial product to be bought and sold like any other commodity (Altbach, 2001). Scholars use various terms such as capitalization, marketization, and privatization largely interchangeably to describe phenomena such as the treatment of students as consumers and the market-driven pressures that have transformed higher education from a service operating for the public good to a competitive industry in which institutions and other providers compete for financial gains, grants, spin-off companies, business–education
partnerships and patenting and licensing agreements (Bok, 2003; Giroux, 2001; Altbach, 2001; Johnstone, 2002; Aronowitz, 2000; Gould, 2003; Slaughter and Leslie, 1997). The commercialization of higher education is represented in different forms, scopes and endeavors within higher education institutions. Scholars have categorized possible trends and themes to reflect the potential commercialized behaviors that take place in higher education institutions (Bok, 2003, Johnstone, 2002, Gould, 2003).

Bok (2003) has contended that the commercialization of higher education includes a wide range of behaviors and trends, in particular:

1. the influence of economic forces on colleges, departments, and programs;
2. the influence of the corporate culture;
3. the influence of student career interests on the curriculum;
4. efforts to economize university expenditures;
5. attempts to quantify matters within the university that are not truly quantifiable (p3).

Johnstone (2002) believes that the privatization of higher education compels colleges and universities to be more responsive to the needs of customers (students) and produce better efficiencies that can help achieve the institutions' missions and goals. He has indicated that movement towards a greater level of privatization may entail the following:

1. seeking greater autonomy from government, such as getting relief from state budget line controls and moving toward lump sum budgeting;
2. raising tuition and fund-raising to lower dependence on government;
3. putting considerable resources and managerial attention toward marketing;
4. embracing the concept of enrollment management, which somewhat limits finance assistance;
5. adopting a culture of service to the student as a client;
6. contracting out auxiliary enterprises and trimming departments that do not attract students or research dollars (p. 487).

Gould (2003) further has argued that the commercialization of higher education takes shape as a combination of the following styles and controls that are used to manage the everyday life of a higher education institution:
(1) management and productivity development systems;
(2) budget control;
(3) marketing strategies;
(4) the redistribution of labor;
(5) the development of research and ancillary enterprises;
(6) a customer service orientation (p. 80).

The three frameworks, Bok, (2003), Johnstone, (2002), and Gould’s, (2003) discussed different dimensions and aspects of potential commercial trends in higher education institutions. However, the common themes emerged implied that commercialized higher education institutions may utilize the corporate notion of administration, such as budget control, marketing strategies, redistribution of labor, in managing enrollment, programs, departments and the entire university. Students in the commercialized higher education institutions may be treated as customers/clients and their satisfaction of services will be largely taken care of, in many cases their career interests and demands.

**Causes of commercialization in higher education**

**Government budget cuts**

It is understood that economic retrenchment at all levels of government is one of the reasons that propels the prevalence of commercialization in higher education (Fallis, 2007; Altbach, 1995, 1999; Bok 2003; Slaughter & Leslie, 1997). When the role of welfare states has been constrained, they, accordingly, will diminish public expenditures in almost every area—from health care to national security, from the environment to education (Fallis, 2007; Legislative Education Study Committee, 2004). Public higher education, being part of the public infrastructure, is certainly not able to escape from this condition; in fact it has encountered diminishing levels of governmental spending and the situation will only become more severe (Fallis, 2007).

In this way, universities have not only had to raise tuition fees and reduce costs but also increasingly rely on commercial ventures to balance out shrinking government funding (Marginson and Considine, 2000; Currie and Newson, 1998; Slaughter and Leslie, 1997).
Government cutbacks may well be the common cause that has led a number of higher education institutions to become more entrepreneurial; however, funding shortfalls are not the only reason for this trend. Universities increasingly require additional resources to support their institutional operations, to satisfy various research interests of their students and faculty and to procure the most recent scientific equipment and technology to compete in the globally competitive world (Altbach, 2001; Bok 2003). This further enhances the pressure on higher education institutions to become more entrepreneurial and to shift revenue from instruction to research, and to seek funds through development of self-supporting programs and activities (Bok, 2003, Washburn, 2005).

**Government policy**

Governments have shifted their views of higher education institutions from repositories and cultivators of civic values to revenue generators and economic engines (Giroux & Myrsiades, 2001; Powers, Powers, Betz, & Aslanian, 1988). As such, market-oriented activities have been encouraged by legislation aimed specifically at increasing the contributions of universities to the national economy.

In the United Kingdom, the government deregulated tuition income by allowing universities to charge both graduate students and international students at “market rates”. This initiative brought the UK university system down to about 60 per cent dependence upon the government for its basic funding by the year 2000 (Clark, 2004). The Australian government actively promoted, beginning in 1985, the idea of exporting education as it did with other industries like tourism and transportation (Ministry for Foreign Affairs and Education Science and Training, 2005). Attracting overseas students to come to Australia for study became the main task of universities. In 2004, education was Australia's fourth largest export industry, and international enrolments made up 15% of total revenues for Australian universities and 18% of total student enrolments in higher education (Ministry for Foreign Affairs and Education Science and Training, 2005).

**Technological innovation**

Technology is another force that has increased the commercialization process in the higher education sector. Technology and the Internet are transforming how higher education
institutions teach and how they become more entrepreneurial (Bok, 2003; Newman, 2000; Courturier and Scurry, 2005; Aronowitz, 2000). Newman (2000) noted that technology is modifying the way universities are operated, the teaching of faculty and the learning of students. Couturier and Scurry (2005) found that many universities have assertively marketed distance education courses and have transformed traditional lecture-style courses on campuses into virtual classrooms on the Internet.

Aronowitz (2000) provided a demand-side perspective to legitimize the commercialization process in the higher education industry. He has revealed that the increasingly technologically sophisticated knowledge-based economy provides even more rapid growth in money-making opportunities for the commercialization of higher education. For example, many on-line courses and programs have sprung up on campuses and elsewhere to satisfy the growing needs of professionals for further schooling at later points in their careers. Technology, in particular the Internet, has conquered the distance and access challenges for those professionals who are not able to come to the campus for learning. This innovation provides a platform for higher education institutions to perform commercialization by delivering more on-line based courses and recruiting more students in order to generate more tuition revenues.

The higher education market

Some scholars believe that the most decisive force that has led to the emergence of the commercialization in higher education is the market itself (Bok, 2003; Bowen, 2001; Shapiro, 1992). Contemporary entrepreneurial strategies, top-notch executive salaries, customer service, and marketing activities have all been used in many other areas of the neo-liberal world such as health care, libraries and museums, public schools and even religion (Kuttner, 1996). The higher education market cannot be immune to the effects of the commercialization process (Bok 2003). Higher education has become the biggest of big business (Ramsden, 2002) and students have become the core of the higher education market and its profit centers (Slaughter, 2001). According to the National Association of College Stores (NACS), there are 4326 colleges and universities in the US (NACS, 2006). There are nearly 17.7 million students registered in these higher education institutions and this number is expected to rise to 19.5 million students by 2014 (Chronicle of Higher Education, 2005). Facing increasing competition to enroll more and retain
current customers, higher education institutions inevitably have to conduct market-oriented activities so as to satisfy customers’ demands (Leonard, 2002).

**Commercialization activities**

Due to some of the above-discussed causes that contribute to the commercialization of higher education, colleges and universities are now pursuing various market-oriented and for-profit activities to subsidize their funding and are beginning to look and behave like entrepreneurial companies (Press & Washburn, 2000). From this perspective, commercialization simply appears to be an appropriate term to describe the expanding market influence in higher education operations. Gould (2003) has argued that segments of traditional higher education programming are being developed and marketed specifically to maximize revenues, further collapsing the boundaries between for-profit and non-profit, and public and private, higher education programs.

Altbach (2001) has argued that higher education commercialization has reached the global marketplace. He has noted that higher education institutions are now considered companies that produce and sell research and knowledge in an efficient manner well-matched with the business-world atmosphere (Altbach, 2001). In addition, some scholars have revealed that higher education institutions are now hiring corporate leaders to run their institutions, form business partnerships globally, establish mutually beneficial relationships with business-oriented legislators, and develop curricula customized to the needs of corporate interests nationally and internationally (Aronowitz, 2000; Bok, 2003; Washburn, 2005).

Eklund (2001) assessed the on-line education market and asserted that by 2003 the market in the US was worth $7 billion and worldwide it was worth $25 billion (Eklund, 2001). Since this market is huge, both traditional nonprofit as well as for-profit universities have partnered with for-profit companies to offer on-line courses (Bleak, 2005). For example, the University of Phoenix Online, Stanford University, Columbia University, and the University of Chicago all deliver courses created by their respective institutions over the Internet (Bleak, 2005). College sports such as football and basketball, with multimillion-dollar coaching contracts, ever-lengthening seasons, and game schedules created to accommodate television, are
also examples of the commercialization of higher education that attempted to generate revenues (Gilde, 2007; Bok, 2003) although some of these college athlete programs lose money.

More and more universities have established new divisions to seek out commercially promising discoveries and patent them for licensing to companies (Bremer, 2001). Academic scientists have been participating in collaborative arrangements with local companies (Blumenstyk, 2002; Crespo & Dridi, 2007). Many faculties in areas such as bioscience, engineering and computer science have created centres to transfer research findings and technical assistance to small businesses or to develop incubator initiatives offering seed money and advice to help entrepreneurs launch new enterprises (Krieger, 2005; Colyvas & Powell, 2007). Institutions have been seeking a broader consumer base for their educational products, increasing the visibility and importance of previously peripheral or non-existent areas of operations such as public relations, institutional marketing, and enrollment management (Gould, 2003).

The commercial activities extend well beyond colleges and universities. Bok has contended that individual faculty members, especially in the top-notch universities, are increasing their incomes with rewarding activities apart from their teaching, research, and administrative functions (Bok, 2003). Business school professors working as consultants for corporations and legal scholars charging large fees for corporate clients, and economists charging huge fees to Wall Street and government for their advice are examples.

**Benefits of commercialization**

Colleges and universities have adapted corporate patterns of culture and practices into the traditional model of higher education by using various market-oriented activities. However, what are the benefits of such commercialized practices in higher education and who are their beneficiaries? Scholars believe that the most important benefit of the commercializing higher education is the increased commercial and industrial revenues that balance higher education institutions' operating budgets (Bok, 2003; Gilde 2007; Geiger, 2004; Hall, 2004). Commercial practices in higher education also bring to colleges and universities market-oriented concepts such as efficiency, productivity and accountability from the competitive corporate world (Bok, 2003; Altbach, 1999). Such concepts in turn contribute to higher education institutions being
more competitive in the educational market. In addition, the commercial practices further cause higher education institutions to become explicit and important contributors to national economic development (Kreiger, 2005; Moe, 2000; Lester, 2005; Mowery and Sampat, 2005; Hall, 2004; Thursby and Thursby, 2004).

For example, Moe (2000) has quantified the economic scale of the whole education system and estimated that higher education in the United States constitutes about $225 billion of the $665 billion a year education market industry. It has been estimated that in 2004, the economic benefits flowing from university licensing activities added about $41 billion to the American economy (Krieger, 2005). Lester (2005) has shown evidence of how universities contribute to local innovation processes by transferring technology and exploiting laboratory discoveries through patenting and licensing intellectual property to local firms. Lester (2005) has recognized that this transferring process indirectly attracts new human, knowledge, and financial resources to the knowledge industry from elsewhere. A similar study conducted by Mowery and Sampat (2005) illustrated how governments have sought to increase the rate of transfer of academic research advances to industry and to facilitate the application of these research advances by domestic firms to improve national economic performance. Mowery and Sampat (2005) suggested that in the knowledge-based economy, commercialization activities conducted by higher education institutions can be a strategic asset that strengthens their links with industry and enhances technology transfer. Regarding the effectiveness and efficiency of universities’ commercialized ties with industry, Hall (2004) has proposed that academic institutions and private companies need each other and that their increasingly cooperative relationships can provide highly symbiotic and beneficial working environments that benefit society at large. Jerry and Marie Thursby (2004) surveyed industries and summarized the major monetary returns that licensing had brought to higher education institutions. They reported that 4,000 MIT graduates had started companies worth $230 billion, employing over a million workers, and that in 2000 universities and their faculty filed for over 8,500 patents (Thursby and Thursby, 2004).

The commercialization of higher education does not just benefit the higher education institutions and national economies; students also benefit from some programs which are funded through industry-university relationships (Steinriede, 1997; Vickers, 1999). For instance, Baylor University has accepted subsidies from their sponsorship contract with the Dr. Pepper Bottling
Company of Texas to fund a new student building (Steinriede, 1997). The University of Ottawa initiated an alumni-student mentoring program with financial support from the MBNA Corporation. Such relationships benefit not only students but also the university and its alumni in terms of resources and social networks (Vickers, 1999). The prevailing commercialization trend of higher education moving closer to the marketplace has provided proven benefits; however, these advantages must be scrutinized (Bok, 2003; Stein, 2004).

**Costs of commercialization**

While universities are being applauded for taking up entrepreneurial behaviors, many are questioning whether increasing university involvement in the commercialization process will lead to a decline in traditional academic values (Bok, 2003; Gilde, 2007; Guston, 2003; Angell, 2004). Croissant believes that commercialization in higher education has caused colleges and universities to lose their spirit and essence and has devastated the tradition of higher education as a community of scholars (Croissant, 2001). For example, increased tuition rates discourage low socioeconomic status students from applying to higher education (Gallager and Newman, 2002). Berdahl (2000) has contended that basic research sciences will be marginalized and research areas that have revenue- and resource-generating potential will be enhanced. Universities have decreased their offerings of low-priority and low-revenue-producing programs and disciplines such as traditional humanities and social science courses and are moving their curricula to meet market needs (Bok, 2003).

Zemsky, Wegner, and Massy (2005) have further asserted that higher education institutions may have to sacrifice their commitments to serve their public purposes and missions if they are entirely dominated by market interests. Quality of teaching has been ignored because professors have to spend the great majority of their time seeking multiple sources of outside funding and do not have enough time left to spend in the classroom (Stein, 2004). Another reason for so little emphasis on undergraduate teaching in research universities is that successful teachers are not offered positions for consultancy, or funded sufficiently compared to faculty members who are successful in doing research, especially research that offers huge potential revenue (Bok, 2003; Zemsky, Wegner, Massy, 2005). Research universities also come across ethical challenges that can damage their reputations and accountability when working closely with industry (Bok2003; Krimsky, 2005, Stein, 2004). For example, Krimsky (2005) revealed
that pharmaceutical manufacturers that fund university research may reserve the right to veto publication of research findings from these academic institutions if their results are not what the sponsoring companies anticipated. Conflicts of interest in such circumstances will affect universities’ academic freedom (Newman & Couturier, 2001). Some scholars have contended that the long-term effects of such ethical issues will eventually decrease the trustworthiness and credibility of universities and perhaps diminish society's support for these institutions (Croissant, 2001).

**Graduate student development, learning and experience**

Student development refers to the manner and directions in which students grow, progress and increase their developmental competence as a result of studying in higher education institutions (Rodgers, 1990). Rodgers further noted that the term 'student development' has been applied to theory and research on young adult development. In terms of the application of student development, Evans, Forney and Guido-Dibrito (1998) noted that student development theory provides the foundation for the practice of student development. It is a field of study that furnishes the knowledge that guides student affairs professionals as they recognize and concentrate on students' needs, design programs, initiate policies and create beneficial higher education environments that encourage positive growth in students.

Upcroft and Schuh (1996) argued that student learning and development are two concepts that cannot be discussed separately. Activities in higher education have usually been organized into 'academic affairs' (which refers to learning, curriculum, classrooms and cognitive development) and 'student affairs' (which ordinarily refers to the co-curriculum, student activities, residential life, and affective or personal development) (Upcraft, 1984). Scholars also have indicated that academic affairs influence the degree to which students engage in higher education and their level of satisfaction in student affairs (Upcraft, 1984; Hedlund & Jones, 1970).

Student development theory and research in most cases are associated with undergraduate students. However, learning and development take place throughout the lifetime. Some scholars believe that the experiences of graduate students and undergraduate students should share certain common traits as both groups of students play key roles in higher education (Pontius and Harper,
In addition, scholars have noted that many of the student development research studies and theories could be extrapolated from the undergraduate surroundings and applied to students engaged in graduate and professional education (Baxter Magolda, 1992, King and Kitchener, 1994, Pontius and Harper, 2007). For instance, Pontius and Harper (2006) demonstrated how the theory of engagement can be extended to emphasize the theoretical influence that applies to graduate and professional students. Pontius and Harper (2006) further contended that the Seven Principles of Good Practice, an often-cited set of institutional practices on undergraduate students, can also be applied to graduate-level and professional education students. The seven principles provide overall guidelines for examining student learning and experiences for both undergraduate and graduate students. The seven principles have been the basis of a large number of research studies (Hatfield, 1995; Chickering and Ehrmann, 1996; Ewell and Jones, 1996; Kuh and Vesper, 1997; King, 2003; Wilson, 2004; Pontius and Harper, 2006; Arbaugh & Hornik, 2006; Batts, Colaric, McFadden, 2006). For example, Batts et al. (2006) examined how students and instructors perceive the adoption of seven principles in the researched online courses and found that the use of these principles are evident except for the time on task. Similarly, Arbaugh and Hornik (2006) tested if the Seven Principles of Good Practice applicable to online MBA programs and concluded that some principles have limitations to be in practice.

Graduate and professional education is often described as a development of socialization into the culture and values of a selected profession (Gansemer-Topf, Ross and Johnson, 2006). Weidman, Tawle, and Stein (2001) defined graduate school socialization as the procedure through which students gain the knowledge, skills, and values necessary for successful access to a professional career that necessitates a higher level of specialized knowledge and skills. Such a procedure can be summarized in a four stages model of role acquisition of graduate students (Thornton and Nardi, 1975). Upon completing this circle, graduate and professional students are usually assumed to have been equipped with the characteristics needed for a professional identity (Lehker and Furlong, 2006). To complete this circle, graduate students also require much support from faculty and their institutions to succeed in their learning although they are perceived to be more developed and independent than undergraduate students (Hodgson and Simoni, 1995). In this sense, focusing in on graduate student academic and non-academic needs imparted a significant connection not only to engagement and graduation but to satisfaction and
development (Polson, 2003). However, graduate schools very often increase their resources for and attention to recruiting new graduate students while paying less attention to assisting those students who are currently pursuing graduate study (Polson, 2003).

In order to enhance graduate students’ learning and overall experience, the Council of Graduate Schools suggested that regular monitoring of this experience is a necessity. Meanwhile, experiences in various in-class and out-of-class settings, both on and off the campus, also contribute to students’ learning and development (Upcroft and Schuh, 1996). Thus, studying graduate students’ perceptions of their actual experiences within a higher education environment will help understand and improve graduate students’ learning and development. Some scholars have acknowledged that assessing graduate student experience reinforces the need to examine perceptions in relation to the dynamics between individuals and institutions of higher education (Andres 2004; Lehker and Furlong, 2004; Gansemer-Topf, Ross, Johnson, 2006). This also resonates with Lewin’s person-environment interaction theories (1936).

For example, many MBA programs measure students’ classroom satisfaction as well as how business schools customize curriculum to meet students’ expectations as tools for analyzing and improving MBA student satisfaction (Ferguson and Pannirselvam, 2000; Glynn, 2004; Rapert, Smith, Velliquette, Garretson, 2004). Ferguson and Pannirselvam (2000) have surveyed MBA students to determine which factors may influence their overall satisfaction in the classroom and have found that professor character traits, managing the class, assignments, course design, testing, grading, feedback and course materials form the basis for student satisfaction. Glynn (2004) assesses the attitudes and opinions of MBA students with regard to their expectations when pursuing a MBA degree in order to obtain important information to improve both curriculum and the delivery of program materials. Rapert et al. (2004) explore how MBA students anticipate educational quality when they select and evaluate an MBA program. This brief review of literature shows that graduate schools, in the context of business education, in some cases, have developed mechanisms to evaluate, and to facilitate students’ needs for learning. However, while assessing graduate students’ expectations in business schools, studies interestingly implied that business school students treat their education as an instrument in the sense of securing and advancing income and future careers (McCabe and Trevino, 1995; Rynes, Trank, Lawson, Ilies, 2003; Pfeffer, 2005). More recently, Datar, Garvin, Gullen (2010) found a
trend of decline in MBA students’ engagement and commitment to learning and academics and Jain’s work (as cited in Khurana, 2007) who reported a gradual and obvious shift away from academics in MBA students’ priorities. What are the factors that shift MBA students’ learning focus to career advancement? Scholars believe that the interaction between students’ learning and the learning environment plays a vital role of students’ development and socialization (Kuh, 2008; Kuh, Gonyea and Williams, 2005; Keeling 2006; Krishnan, 2008). In this sense, learning and personal development occur through transactions between students and their environments.

The environment is broadly defined to include other people, physical spaces, and cultural settings as well as institutions’ administrative behaviors (Kuh, 2008, 2006, Pascarella and Terenzini, 2005). Chickering noted that “environments that provide a combination of challenge and support tailored to students’ level of development are recommended to assist students in adapting appropriately to the challenges they encounter” (cited in Zhao and Kuh, 2004, p. 117). In addition, symptoms of frustration and disappointment are not necessarily negative (Evans, Forney, Guide-Dibrito, 1998). However, Sanford (1967) suggested that the challenges students come across in higher education should be appropriate and should not go beyond their ability to control or manage.

Environments can be intentionally designed to promote student development and learning (Upcroft and Schuh, 1996, Kuh, 2001, Kuh, Kinzie, Schuh, Whitt, and Associates, 2005). However, students’ experiences cannot be examined separately from the multiple contexts within which the students are involved (Johnson, 1991; Chickering and Gamson, 1987, Andres, 2004). Researchers have begun to concentrate on how students and their environment interact, and how the students’ experiences are influenced and can be enhanced within higher education environments (Trotter and Roberts, 2006; Mcinnis, 1997; Banta, Black and Lambert, 1996). For example, Trotter and Roberts (2006) research how campus environments influence early student experience in higher education, in particular how student affairs and activities affect the level of student retention and achievement. Mcinnis (1997) uses survey questionnaires to monitor student perceptions of their higher education experience, specifically their experience of campus teaching and the quality of administration process. Banta, Black and Lambert (1996) believe that higher education institutions with more supportive programs that design support systems such as advising, recreational activities, art and music series and job placement services can significantly
promote comprehensive student development. Understanding graduate students’ experiences within campus environments will help higher education institutions better understanding of ways to improve students’ learning and development.

Section One Summary

The purpose of this study was to explore the intersection of student experience and the commercialization of higher education. As such, in this section of the review, an effort was made to look at the broader context of the commercialized higher education environments and investigate how previous studies, if any, have assessed the impact of the commercialization of higher education on students.

To address the purpose of this study that attempts to better understand how commercial behaviours in higher education institutions may influence students’ expectations, perceptions and experience of teaching and learning, this section of the literature review included two specific areas that constitute the focus of this study: the commercialization of higher education, and graduate student development, learning and experience.

The review of the commercialization of higher education in this section demonstrated that it is a broad phenomenon that has been prevailing in higher education since 1980s. The review showed the antecedents that have forced this trend and gave examples of commercial practices in contemporary higher education institutions. In terms of the causes of the commercialization in higher education, this review summarized that government cuts, government policy, technological innovation and the market itself are the main forces that have driven higher education to become entrepreneurial. The review of commercial activities focused on how higher education institutions launch commercial activities within and beyond campuses and import managerial culture and corporate characteristics into traditional educational settings to become more entrepreneurial and competitive. In addition, the review attempted to highlight the benefits and costs of the commercialization in higher education as well as its impact on students. However, this review implied that there is a gap in the literature between commercialization and students’ experience. For example, the literature reflects the fact that not only universities themselves benefit from commercial activities in higher education, but both private corporations and governments benefit from them too. On the negative side, the literature
emphasizes various disadvantages of commercialization including harms to traditional academic values such as academic freedom and the possible elimination of programs in humanities and the social sciences that contain no potential market value. There have been studies about how students benefit from commercialization; however, in general, studies seem to have drawn more attention to the potential economic contributions that commercial practices such as technology transfer and research patents may bring. This review implied that not much attention has been paid to students’ roles in the commercialization of higher education.

This section of the literature review illustrated that commercialization in higher education takes many different forms, scopes and sizes and that there are various advantages and disadvantages to higher education institutions conducting commercial behaviors. The literature indicated that campus environments have influence on students’ learning and development. As such, understanding student experience in an academic environment with a particular climate and culture, i.e. the commercialization of higher education, will facilitate student learning and development. However, the literature review indicated that there has not been much research about how the commercialization of higher education, in any form and at any level, impacts students’ experience of teaching and learning and their expectations. In this present study, understanding students’ experience in a commercialized educational environment will facilitate students’ learning and development.

Choosing business schools and MBA programs as one relative example of the commercialization of higher education, this study will partially fill the gap in the literature by including students’ experience and perspectives on commercialization and help facilitate a better understanding of how commercialized education programs affect students’ experience of teaching and learning and their expectations.

Section Two: Historical Background of Business Education in North America

Universities in North America during the eighteenth century began with an orientation that emphasized the classics and traditional liberal arts and then evolved in the direction of increasingly sophisticated training in the professions, the social sciences and the humanities in late nineteenth and early twentieth century. Traditionally, universities have been considered as a
service and a public good to society. The legitimacy of university-based business education and business schools within the university setting was questioned in their stage of establishment since early twentieth century. Many scholars wondered how business education fit into the university and many of its traditional academic values such as the liberal arts, science and research since business education in the early ages stressed much about the trade and vocational mentality. Since the purpose of this study is to explore the intersection of student experience and the commercialization of higher education, this section of the literature review looks back to the very beginning of business education in North America to investigate its origins in the U.S. and Canada and how business schools were admitted to universities. An effort was made to probe how business education in North America was like the other faculties in the university that obtained a legitimate place in higher education and performed their academic missions. Today, business schools, in particular the MBA programs, are criticized as emphasizing more business and less school (Starkey and Tiratsoo, 2007). Another effort was made in this section to look at how business schools that have obtained legitimate positions in universities have evolved and stood in the market place and merged into the contemporary commercialization of higher education.

**Origins of University-Based Undergraduate Business Education: The U.S. Context (1865 - 1938)**

As the scale of corporations increased in the remarkable expansion of markets after the U.S. civil war, and as the U.S. population increased, specialized collegiate education became a societal necessity. As such, the nineteenth century witnessed the establishment of professional education such as medical schools, law schools, engineering schools and so forth. University-based business schools were not immune to this trend (Khurana, 2007). Due to rapid technological improvements and socioeconomic changes, corporations grew significantly in the U.S. toward the end of the nineteenth century. Technological modernization took place, mass production became more and more efficient, and business corporations became increasingly massive and complex. Corporations were recognized as “natural persons” with the legal rights of individuals in the 1886 U.S. Supreme Court case *Santa Clara County v. Southern Pacific Railroad* that reduced the possibility of corporations acting for the public interest but increased their capacity to act in the interests of their shareholders (as cited in Khurana, 2007). In 1890, the Sherman Act allowed holding companies and mergers and consequently resulted in big
corporations with more and more shareholders. There was an increasing concern about large corporations’ efficiency and a demand for leaders who were well-educated and well-trained to assist companies in their operations and organization. Accordingly, there was a need for people who were well-educated and socialized to help normalize managerial work and work to solve the new problems that emerged in the growing scale of corporations (Khurana, 2007). It was at this time that the need for specialized collegiate education for business became evident. Thus, the original purpose of establishing business schools was to create a profession of management with a fundamental mission of service to society.

To train this new group, private, for-private business colleges began to appear in the 1820s in big cities such as New York and Boston. After 1850, almost every small city throughout the U.S. had at least one such school. Such commercial business schools offered courses in areas such as typing skills, bookkeeping and accounting and equipped students with the skills needed to direct complex communications and administer financial control systems. Hence, such business schools became a link between individuals and organizations in the employment market. Nevertheless, it was not until 1881 that the University of Pennsylvania established the first university-based business school in the U.S.-- the Wharton School. Then, in 1898, university-based business schools were established at the University of Chicago and the University of California, followed by the University of Wisconsin, Dartmouth College and New York University in 1900 (Kephart and McNulty, 1963). Between 1900 and 1913, twenty-five universities established business schools. Since university-based business schools did not require pricey laboratories or broad libraries, they expanded very quickly. In addition, when business corporations expanded, the need for graduates from business schools increased and as a result schools of business grew both in number and in enrollment. By 1924, the U.S. Bureau of Education reported 400 colleges and universities offering some type of business curriculum, while 132 of these schools offered business education as a major. By 1930, most large state-university systems offered a bachelor degree in business. Enrollment continued to increase as well. In 1903, there were 1,100 students registered in university-based business schools in the U.S. whereas in 1924 there were 47,552 students enrolled in such programs (Khurana, 2007). There were 615 undergraduate degrees in business granted in 1919 whereas in 1928 there were 5,474 degrees conferred (Kephart and McNulty, 1963).
The curriculum structure in the early days of university-based business schools can be attributed to both the innovation of enterprise and the pace with which business schools grew after World War I. Courses increased quickly in the decade from 1910 to 1920 as schools attempted simply to maintain an even status with one another. In the 1920s, the curriculum designed in university-based business schools could be separated into three forms. The first involved having existing disciplines offer courses that were relevant to business students. Courses might include history classes on the development of business in the US, mathematics classes on accounting and finance, and English correspondence. A collection of such courses would compose a business major in business schools. The second model consisted of training for specific jobs or industries. Schools offered courses for particular jobs, such as that of clerk or banker, and for industries such as railroading and lumbering. The third model was an attempt to convert the curriculum into a science of administration (Khurana, 2007).

Business graduates were hired in banking, finance, and insurance as well as by other industrial companies. The percentage of those graduates who obtained middle and senior positions was higher than that of employees who had not received business education. As the growth of managerial jobs continued in the 1920s, graduates of business schools were highly employed and were differentiated as educated managers from uneducated supervisors (Khurana, 2007). However, while business schools were increasing in number and enrollment, business courses were expanding, and business education gained acceptance by business leaders and their corporations, advocates of generalized education and liberal arts educators conveyed their concerns about this specialized business education. For example, Thorstein Veblen (1918), a famous sociologist and economist in his time, criticized business education:

*The professional knowledge and skill of physicians, surgeons, dentists, pharmacists, agriculturists, engineers of all kinds, perhaps even of journalists, is of some use to the community at large, at the same time that is may be profitable to the bearers of it....... But such is not the case with the training designed to give proficiency in business. No gain comes to the community at large from increasing the business proficiency of any number of its young men. There are already much too many of these businessmen, much too astute and proficient in their calling, for the common good. A higher average business efficiency simply raises activity and avidity in business to a higher average pitch and fervor, with very little other material result than a redistribution of ownership; since business is occupied with the competitive acquisition of wealth, not with its production.... The work of the College of Commerce, accordingly, is a peculiarly futile line of endeavor for any public institution, in that it serves neither the intellectual advancement nor the material welfare of the community* (Veblen, cited in Kephart and McNulty, 1963, p.35).
In addition, business schools faced critical confrontation and were on many occasions in a defensive situation although they grew fast and were widely accepted by the public. For example, professors in business schools were teased by colleagues in other fields in the universities about their lack of theory and discipline. Business was also criticized as not satisfying the criteria of a profession, containing neither an ethical nor a social aspect, not comprising a legitimate academic subject for scholars in legitimate fields. Universities that created business schools were accused of selling out to commercial interests (Khurana, 2007). As such, the opposition to business education and the debate about the controversial issue of whether business education could be grounded in the university never stopped. In particular, Bossard and Dewhurst (1935) wrote:

Successful business management, it is true, demands adequate technical knowledge of business practice and procedure, but it is by no means certain that the undergraduate business school is the proper place for the acquisition of such knowledge. Certainly there is a growing tendency on the part of employers of college labor to deplore the future development of specialized “practical” courses in the undergraduate curriculum. There is general agreement that a mere knowledge of business facts and principles gained at second hand is of far less importance in preparing the student for a business career than the development of his capacity for applying imagination and intelligence in attacking and solving concrete problems (Bossard and Dewhurst, cited in Kephart and McNulty, 1963, p.36).

It was unlikely that professors in business schools could avoid all challenges from their opponents who taunted them about their lack of academic theory or discipline in the university setting in the early history of business education. To address such concerns, advocates justified the place of business education in the academy in different ways. They not only affirmed their commitment to presenting management as a science but also connected business education with core functions of the university itself such as the teaching and study of the liberal arts, and research as a vehicle for public service (Khurana, 2007).

Management as Science

Usually, researchers in natural sciences depend on experimentation and theories to inform concrete results. It was believed that if natural phenomena could be understood through the scientific approach, then human behavior was also knowable by such means. Psychologist, economists, and sociologists, working within the university, revealed a new enthusiasm for the collection of data for the purpose of analyzing social phenomena. Consequently, science and the
universities came to have almost a joint existence for the broader public. By placing business problems in a scientific framework, business educators presented management as an actual or potential science as a way to associate management with the moral authority empowered in science and the perceived objectivity of the scientific approach. They also believed that to affirm a foundation of common scientific knowledge for managerial authority it was necessary that the managerial knowledge and new managers be produced within the same institution. As such, when Frederick W. Taylor’s scientific management and Hugo Munsterberg’s industrial psychology were published in the early twentieth century, both emphasizing the improvement of industrial efficiency under the scientific paradigm, they were highly welcomed by business school educators because these two broad theories offered the best foundation for the business school curriculum to build management education and practice using a scientific framework (Khurana, 2007).

Management and the University

-Teaching of liberal arts

If the purpose of universities is to help equip students with a foundation for a life of self-education, traditional liberal arts studies seem to fulfill this rationale. It was generally agreed that those who had a liberal arts education should have obtained a broad knowledge of the various major areas of learning such as the natural sciences, the social sciences, and the humanities. In addition, liberal arts education was considered to develop those skills and habits of reasoning which constitute intellectual competence, the capacity to think logically and clearly, and the ability to organize one’s thoughts on the varied subjects with which the citizen must unavoidably concern himself (McGrath, 1963). In this sense, liberal arts education was perceived to be a necessary component of professional education.

In the early years of the establishment of business education, a number of advocates were in favor of an increasing emphasis on liberal arts courses. They argued that the demands of contemporary society were such that business leaders must be people of wide perspective and vision. They believed that business should be regarded as a profession and professionalized business training should have a prerequisite of some undergraduate studies in the arts and sciences. They argued that the purposes of liberal arts education for business students did not differ from the purposes of such training for students of other professions and trades. They felt
that business management was significant in modern industrial society. Normally, managers are called upon to take generalized leadership with respect to their fellow employees and to contribute the efforts of their functional capability to the general welfare. Moreover, these advocates suggested that liberal arts subjects should be included in the business education curriculum if business schools were to seek legitimacy within the universities (Kephart and McNulty, 1963).

For example, around 1920 Dean Donham of Harvard began to espouse the cause of a broad, liberal business education program, and later at the same school the work of Elton Mayo in industrial sociology helped to lay the groundwork for what was later to be called the human relations approach to industrial management. The Wharton School came to include certain social science departments as an integral part of the school’s organizational structure. In 1916, the American Association of Collegiate Schools of Business (AACSB) was formed, and in 1924 a standards committee of the AACSB recommended that one of the membership requirements be that “at least forty per cent of the total hours required for the bachelors degree in business must be taken in subjects other than business and economics” (Kephart and McNulty, 1963).

In an AACSB meeting in 1935, Paul Nystrom, professor of marketing at Columbia University, stated that:

_The suggestions so far made apply to collegiate schools of business whose purpose is the training for business. The so-called regular or conventional college training may be quite a different matter. I do not question the value of the conventional college course. Its usefulness of keeping young people for a period of four years out of the market place for employment may be socially desirable. Such college courses may contribute many delightful as well as useful social graces including smatterings of information concerning the sciences, history, literature, the languages and other arts. All of this provides an interesting finish for those who complete their courses satisfactorily. How much of this turn out to be of value as preparation for participation in the major current of present day life is a question that need not be discussed here (Nystrom, 1935, pp. 20-27)._

The AACSB’s forty per cent liberal arts studies requirement was considered by many, both the business education opponents and advocates, to be a step in the right direction. Although it only addressed part of the legitimacy concerns, it eliminated the arbitrary effort to get rid of business education from the university setting.
-Research and the establishment of doctoral business education

An AACSB report in 1924 emphasized that if business schools were to improve their academic and professional standing, research would need to become a central part of their activities as it was for professions already served by established professional and scientific associations. In addition, as research emerged as an increasingly recognized function of university-based business schools, business educators resonated with their colleagues in other parts of the universities by presenting their institution’s research activity as an integral component of the universities’ mission of public service.

Business schools responded to such perceptions by trying in various ways to build up their own research capabilities. By the early 1920s, many of the AACSB member schools were carrying out some type of research program. In order to demonstrate that they were undertaking research and to disseminate their findings, many business schools began to establish magazines, business reviews, and other types of publications ranging from occasional reports to pamphlets; these publications presented everything from faculty research projects to summaries of facts about certain industries or general economic conditions. Business educators then declared that business education would not contribute solely to organizations or the marketplace but also would be expected to contribute even more to scientific research and the systematized paradigm. In 1927, President Butler of Columbia University stated that the scholarship business schools constructed in the 1920s had achieved both academic and extensive public stature. He noted:

_There is coming to be a philosophy of business, ……just as there has long been a philosophy of theology, of law, of medicine and of teaching, and it is through the door of that philosophy, that understanding of fundamental principles and higher standards, that the University seeks to lead men and women to prepare themselves for the capable and competent pursuit of this form of intellectual activity and public service_ (Cited in Khurana, 2007, p. 130).

An example that illustrates the efforts made by business schools to engage in research purposes was the establishment of the Ph.D. program in the University of Chicago’s business school in 1920. Dean Leon C. Marshall implemented a research program that evoked the efforts in the 1880s and 1890s to turn the Wharton School into an institution where the study of business was integrated into a larger program of a school of political and social science. Marshall undertook an extensive study of schools of commerce in the U.S., civic institutions, and bureaus
of municipal research to design a plan for the doctoral program in business (Kephart and McNulty, 1963).

Another advocate for business school research was the Wharton School’s economist Joseph Willits. He argued that any professional school should perform its full function and contribute to research on the fundamental problems in its field. In this sense, business schools should aim to contribute their share toward the solution of the fundamental problems of business. After becoming Dean of Wharton in 1933, Willits would portray the Great Depression as a command to American business schools to direct their visions beyond the problems of business themselves to the needs of the nation. He advocated a new emphasis on applied economics as part of an effort to make the schools’ programs more academically detailed, the better to turn out the kind of graduates that distinguished a university from a plain professional school (Khurana, 2007).

**Legitimatizing Business Education in the University (1939-1970)**

Although liberal arts studies had already made up at least forty percent of the undergraduate business education curriculum since business schools had imposed this regulation upon themselves to legitimatize their academic position in the university setting and since AACSB required all its members do so, business schools also experienced a change towards a greater emphasis on liberal arts content in business education after World War II. Business educators were of the opinion that it was not practical to separate business education and traditional liberal arts education because the basic foundation of all professional education was general education. Hansen (cited in Kephart and McNulty, 1963, p. 45) argued that a professional individual was a citizen with special training in business and doing a special job hence he could not disconnect himself from the society in which he worked. A professional program of general education would provide the social viewpoint which the professionally trained individual needed and which he might not obtain from professional courses.

Business education leaders such as Courtney Brown, Dean of the Columbia University Graduate School of Business, believed that programs in business could be broad and could be taught in the great liberal tradition (Brown, cited in Kephart and McNulty, 1963, p. 45). Morris Hurley, Dean of the College of Business Administration, Syracuse University, stated that:
Business leaders who can approach modern problems with breadth and perspective are needed at local, state, national and international levels. The exercise of inspired and responsible leadership calls for an understanding of human aspirations and values, plus a sense of participation in the triumphs and tragedies of one’s fellow men. The approaches to general or liberal arts education that are advocated by many business administration curriculum builders are tied in closely... with the endeavor to achieve understanding of inter-relationships among the basic forces that exist in the world about us (cited in Kephart and McNulty, 1963, p. 46).

Business leaders were also inclined to care for generally educated graduates as they thought that they were much less likely to be narrow specialists in their private lives. Business leaders believed that a more liberally educated student would play a more active and varied role in society, and perhaps a more useful and rewarding one as well. However, what was really wanted was more training in specific skills but having such skills taught in liberal arts colleges and universities (Pierson, 1959). In business education during this time period, a greater emphasis seemed to be placed on more traditional academic studies by both business educators and leaders. Converting this into the conventional requirement of 120 credit hours for the bachelor’s degree in business, the curriculum would consist of roughly 60 credits of general education, 30 core credits, and 30 credits of specialized courses.

What was the real situation of the liberal arts curriculum in the business schools? A study conducted by St. John’s University indicated that in 1959, 28.8 percent of colleges reported requiring from 40 to 49 credits in non-business subjects; by 1962 the percentage in this category had risen to 52.5 and another 38.6 percent of the colleges required from 50 to 59 credits. In 1959, 25.4 percent of the institutions required from 20 to 29 credits of general core business courses; the number dropped to 16.9 percent in 1962 but core course requirements above 30 credits became more popular. In addition, in 1959, 24 percent of the schools required from 10 to 19 hours of specialized courses; in 1962 this number in business schools had jumped to 55.1 percent (Kephart and McNulty, 1963). As such, the general curricular trends had been toward more general education in the liberal arts and sciences, an increase in the core business subjects, and a drop in the number of credits in the specialized fields.

In 1959, Gordon and Howell, commissioned by Ford Foundation, published “Higher Education for Business” and Pierson, commissioned by Carnegie Corporation, published “The Education of American Businessmen” that highly criticized the situation of U.S. business
education. Both reports concluded that business schools needed to focus more on fundamental research than on narrative analysis, and derive decision-making principles more from theory than from existing practice. Both reports expressed a belief that among the various types of business school programs, only graduate business education could be made truly worthy of academic status. Both reports also stated that undergraduate programs should consist of deep immersion in the liberal arts and social sciences and that graduate education at both the master’s and doctoral levels could be considered the critical component for converting business schools into genuine faculties in the university setting (Gordon and Howell, 1959; Pierson, 1959).

The recommendations about business education summarized in the Gordon and Howell (1959) report, hereafter refer as Ford Report, and Pierson Report, hereafter refer as Carnegie report, can be categorized into three broad areas: increasing the proportion of research-oriented faculty; standardizing the required MBA curriculum on a central set of courses with a strong emphasis on quantitative analysis and the inclusion of the social sciences; and improving the doctoral programs that would train future generations of business faculty (Khurana, 2007). Many of the leading business schools followed this path in order to reform the infrastructure of business education.

According to the Ford and Carnegie reports, to create research-oriented business school faculties, the level of faculty training in what were regarded as the core disciplines of quantitative analysis and the behavioral sciences should be increased and on this basis the amount of faculty research drawing on such disciplines should also be increased. In 1964, a study that surveyed business schools to examine the impact of the 1959 Ford report noted several changes and revealed the foundations’ success in building a more research-oriented faculty. First, business schools had significantly increased the number of faculty with doctoral degrees. Business schools also began to hire research-oriented, discipline-trained faculty members. The full-time faculty with doctoral degrees at the 25 surveyed business schools rose from 69 percent in 1954 to 83 percent in 1964 and the percentage of these 25 business schools that met AACSB accreditation standards jumped from 50 percent in 1954 to 100 percent by 1965.
The Carnegie Report also indicated a significant increase in the number of journals and scholarly papers publishing business school research compared with the situation that had existed in 1954 (Khurana, 2007).

By the end of the 1960s, it was evident that the suggestions offered by the Ford and Carnegie Reports had dramatically influenced the reform of undergraduate business education and the grounding of business schools’ legitimacy in the university setting. Most of the leading business schools conformed closely to what AACSB and both the foundations recommended. As such, at the business schools, faculty had not only obtained intellectual legitimacy in their institutions but also gained greater respect from their colleagues in other disciplines. The attempt to professionalize business education that both foundations had envisioned resulted in the professionalization of the business faculty in the same manner as the traditional academic disciplines. Business schools possessed a specific characteristic system of self-regulation based on research degrees oriented toward the social and quantitative sciences, disciplinary areas of study, various journals actively determining the boundaries of legitimate scholarship and validating what constituted legitimate managerial knowledge, and a faculty hiring and promotion system mirroring the approach of traditional arts and sciences departments (Khurana, 2007). Business schools remained aligned with the traditional academic mission of universities to develop, generate and impart knowledge to advance the public good.


The MBA degree was established in early twentieth century. However, the MBA program before the 1960s was not a prevailing degree program. Business education usually referred to the undergraduate level of education before the 1960s (Daniel, 1998). Business education in universities before 1960 was almost exclusively an undergraduate affair. The MBA program before 1960 was mainly regarded as a fifth year of business study for the purpose of permitting greater specialization. After two years of liberal arts courses, undergraduates would take general business course for the last two years of college and those who wanted to study a particular industry or a specific program would stay for a fifth year and get a master’s degree. At the same period of time, MBA programs were usually categorized into two types: a one-year program for graduates of undergraduate business programs, and a two year program for those who came from other fields of study.
By early 1960s, the curriculum of graduate business education had changed dramatically. As a consequence of the Ford Foundation’s recommendations for a functional curriculum with a strong quantitative foundation, 64 AACSB-accredited MBA programs required one or more courses in accounting and finance. All the AACSB-accredited schools also had an economics requirement and offered courses whose titles included microeconomics, managerial economics, macroeconomics, or forecasting. Most programs required at least three quantitative courses in their core curriculum, all of which drew on mathematical concepts beyond those of high school math. All of the largest MBA programs offered elective courses that made broad use of statistics, differential calculus, and linear programming. MBA courses since then have been based on the theory and methods being taught in doctoral programs. Courses in faculty members’ discipline-focused research interests replaced courses in faculty member’s particular experiences or adjunct lecturers’ industry backgrounds (Daniel, 1998).

The combination of continuing economic growth in the 1960s, the prevalent distribution of the managerial form of organizations, and reports on the job market for MBA graduates becoming regular major annual events in the media resulted in a greater demand for MBA graduates and therefore increased the incentives for colleges and universities to expand into business education (Daniel, 1998). As the 1970 recession began, the MBA was predicted to have a gloomy future. However, during the 1970s, the MBA degree became more prestigious in the business community and received increased attention. More and more MBA degrees were awarded in the 1970s—over 387,000—than in all the previous seven decades combined. There were almost four times as many degrees granted in the 1970s than in the 1960s (Daniel, 1998). In 1972, more than 32,000 MBA students graduated from around 400 MBA programs, which were just about two times as many such programs as had existed in 1964. By 1980, over 57,000 MBA students were graduating from more than 600 U.S. MBA programs, nearly one fifth of the total number of master’s degree graduates. Two categories of business schools emerged during the late 1960s and early 1970s. The first category appeared from the competition among business schools to raise their academic reputations and reorganize their curricula along the functional, technical and quantitative lines recommended by the Ford and Carnegie Reports. The second group, representing the largest segment of MBA programs, consisted of schools offering vocational programs in which academic requirements were modest and obtaining a degree fairly painless (Khurana, 2007).
Between 1972 and 1980, a study of the Graduate Management Admissions Council indicated that MBA students from leading business schools, such as Chicago, Columbia and Harvard, received higher median starting salaries than graduates from most other graduate degree programs (GMAC, 2000). The elite MBA had become the passport required for executive managerial positions. This further motivated those who were seeking financial well-being to seek an MBA even in the early 1980s when an economic recession was becoming serious.

In the early 1970s, elite business schools were still very much organized around the goal of producing managers with general skills by delivering general management courses such as the quantitative methodologies as well as case study methods that Ford and Carnegie reports had recommended and basic MBA curriculum in the social role of management. The curriculum was intended to give students a broad sense of many forms of knowledge and discourage a narrowing of focus. Nevertheless, the Ford and Carnegie reports’ goal of increasing the proportion of discipline-oriented faculty in business schools and the trend toward hiring faculty with degrees in academic disciplines such as the Ph.D. rather than in business studies such as the Doctorate of Business Administration (DBA) continued in the 1970s and 1980s. In addition, quality of research and research productivity had become the major criteria for selecting new faculty and granting tenure. In this way, the culture of business school faculties came to be similar to the larger academic culture with its social structure built around standard research seminars, decreased emphasis on teaching, and increased emphasis on disciplinary research. In consequence, the curriculum was altered toward a specialized and narrow aspect of business and faculty members restricted their research to a single functional domain rather than a broader perspective of the managerial paradigm (Khurana, 2007).

The first media-constructed nation-wide ranking of MBA programs in the U.S. was published in 1974 by a magazine that zeroed in on readers who held the MBA degree. By surveying deans from AACS-accustomed schools and asked them to rank-order the best business schools in the U.S., this ranking focused on the scholarly reputations of individual schools and research-oriented business schools usually ranked highest (Khurana, 2007). The impact of such rankings until the late 1980s was limited. In 1988, Business Week published a cover story that rank-ordered U.S. MBA programs by looking at factors such as teaching quality, number of job offers obtained by graduates, and starting salaries of MBA graduates. The ranking, based mostly
on the opinions of corporate employers and second-year MBA students, questioned the self-perceptions and claims of many so-called top business schools. The ranking standard fell largely outside of the traditional academic concerns used for rating the quality of business schools. This ranking, published by one of the highest circulation magazines, rearranged the reputation order that had emerged out of the foundation reforms. This ranking also caused turbulence to the established order that had long been accepted and recognized by business school faculty and administrators (Khurana, 2007).

**Origins of University-Based Undergraduate Business Education: Canadian Context**

**Teaching of Liberal Arts (1850-1960)**

In the 1850s, despite different environmental conditions than in the U.S., Canada also experienced urbanization and the construction of transportation systems that broadened the size of its business markets, assisting economic specialization and the growth of manufacturing. This transformation also expanded the demand for functionaries capable of handling routine duties like shorthand, typewriting, and data storage—activities that could be learned as easily in a classroom as an office. Commercial and trade schools, similar to the Americans’, offered a curriculum consisting of commercial arithmetic, elementary bookkeeping, and ornamental penmanship. University educators were inclined to criticize such trade schools because their instruction lacked intellectual content and was not subject to the review processes created by public schools (Boothman, 2000). Hence, business-related courses were relatively unknown at the university level before the twentieth century.

It was not until the first two decades of the twentieth century that university-based business education began to grow in Canada. The development of business education in Canada varied not only from its counterpart in the U.S but also among different institutions across the country. The University of Toronto launched a two-year diploma course in 1901 modeled after the commerce degree at the University of Birmingham, U.K. The program was extended to four years in 1909 and reorganized as an honors baccalaureate degree in arts in 1919. McGill created a similar diploma program in 1907 that was more practical and intended as a preparation for certain professions, especially accounting. The University of Manitoba launched a two-year diploma course in 1904 which ran irregularly with evening courses in practical subjects and
accounting. Alberta created a two-year diploma in business in 1916. Diploma programs were the most common format of business education upon its emergence in Canada in the first two decades of the twentieth century. Most of the endeavors to launch baccalaureate degrees in commerce came across substantial difficulties. One major obstacle was insufficient staff hired to teach new commercial courses such as retail merchandising and so on. As such, accounting continued as the major focus of the commercial studies. Queen’s University was the first Canadian university to offer a complete degree in commercial and business studies (Boothman, 2000).

During the same period of time, more and more young men were entering university with an idea of obtaining practical training for a business career; hence, enrollment grew throughout the interwar period. The curriculum during this period was designed towards economic theory rather than real business practice and experience because the programs began as extensions of departments such as economics and were under the regulation of arts faculties. For example, undergraduate business education, such as at the University of Western Ontario and the University of Toronto, very often was a department in the Faculty of Arts. The design of the curriculum in Canadian undergraduate business education before World War II usually remained devoted to the liberal arts (Boothman, 2000). Traditional liberal arts educators contended that undergraduate business education should supply a background in the liberal arts and treated subjects such as business administration as supplementary to that mission. Most Canadian business schools before the 1960s conformed to this notion. The mission statements of the institutions also indicated their goal of providing a general education for their students. This orientation continued to typify the design of commerce programs (Boothman, 2000).

Research and the Establishment of Business Doctoral Education (1960-1980s)

Since the early 1960s, Canadian business education was influenced by the Ford and Carnegie reports and started to treat scholarly research as an important element of business education and curriculum. In particular, the Association of Canadian Schools of Commerce and Business Administration (ACSCBA), established in 1957, keen to promote and improve higher education in the fields of commerce and business administration, recommended that business education, especially at the graduate level, should be grounded in general management rather
than specialization and that all Canadian universities should give urgent and serious consideration to the need for a Ph.D. program as well as academic research so as to ground business education in a research orientation (Boothman, 2000).

Nevertheless, Canadian companies diversified extensively in the 1960s, corporate hiring practices were reconfigured to emphasize technical specialization especially in areas like finance and marketing, and this in turn influenced some graduate programs in business schools to train specialists in areas such as accounting, production, and marketing to meet the market demand. This was somewhat of a transition back to the U.S. vocational-orientated and trade school mentality in the early years of business schools. Not all business schools followed this evolution; however, the transition of business schools' curriculum focus after 1960 triggered extensive complaints about the loss of research obligations at many institutions and an intellectual isolation by researchers who were mainly concerned with fulfilling their responsibilities to the university community. In response to these critics, business faculty members shifted the paradigm to focus more on scientific management that could not only broaden the mandatory curricula and add options in more specialized areas but also validate their professional credentials in the university environment. In the same period of time, the University of Western Ontario authorized a doctorate of business administration degree in 1961 and the University of Toronto and the University of British Columbia also established Ph.D. programs with specializations in business economics, finance, marketing, and organizational behavior in 1969. York and some Montreal universities followed this path during the 1970s, but the output of doctoral candidates was extremely small until the late 1980s (Boothman, 2000).

Although business schools in Canada started to look at scientific research as a significant element in the 1960s, many academics still doubted the role of business education in university learning and the notion of business as a profession as it lacked a theoretical literature and a concise set of occupational norms. To successfully gain legitimacy for business education in the university, Canadian business faculty members needed to perform research using credible methods to indicate both their personal advantages and the collective credibility of their faculty (Austin, 2000). By collectively promoting the institutional beliefs of the universities, which many management faculty members could not meet, the professors were able to get badly needed resources that enabled them to come closer to the academic standards. The ACSCBA,
which changed its name to the Association of Canadian Schools of Business (ACSB) in 1963 and again in 1972 changed its name to the Canadian Association of Administrative Sciences (CAAS), was important to management faculty members in their negotiations with universities and government agencies to obtain resources to help them meet academe’s institutional norms (Austin, 2000).

The CAAS recommended starting an academic journal and encouraging empirical studies along discipline lines using the Canadian context as a source of information. The CAAS, which changed its name again in 1977 to the Administrative Sciences Association of Canada (ASAC), held an annual conference for research findings in business to develop professional models such as those of American schools; however, only medium-size schools continued to respond enthusiastically. The faculty of large universities generally had little interest in ASAC and sent their research findings to international conferences, competing directly with professors in the U.S. schools. Whether or not big universities were engaging in presenting research findings and publications at ASAC, the discipline-based research orientation had been established as a new norm for business education in Canada. Sufficient funding helped business faculty to develop professionally and normalized business education in universities by the mid-1980s, although it seemed to take a long time for business education to obtain a legitimate position in Canadian universities compared to the U.S (Austin, 2000).

The Establishment of the MBA (1950-1970s)

While enrollment in undergraduate business education increased in the early 1940s, some Canadian universities also considered offering graduate business education. A conference in 1948 brought together more than a hundred business executives from different industries and firms, and the participants agreed that there was a severe lack of professional managers. They called for higher levels of training in administrative affairs such as graduate studies in business. Hence, many universities, such as the University of Western Ontario, the University of Toronto and Queen’s University became convinced of a need to separate business administration from the arts and science faculty for graduate business studies. The close relationship between the business community and the university further organized resources for new schemes such as new teaching facilities, residences for students, recruitment of faculty, and executive development programs (Boothman, 2000). In addition, the establishment of a separate business school allowed
the launch of graduate training and the MBA program was introduced then. For example, the University of Western Ontario modeled itself after the Harvard program and used the case study method, and the first MBA degree was awarded in Canada in 1950.

Similar to the University of Western Ontario, the University of British Columbia also followed the philosophy and methods of the Harvard curriculum design which utilized case study pedagogy. The curricula of many business programs in Canada after 1950 were reorganized to permit specialization in different sub-areas of business so as to meet the post-war demand for skilled managers, although policies to maintain intellectual content in both business and non-business subjects were retained (Boothman, 2000).

In the 1950s, business schools in Canada established MBA programs based on the rules of the faculties of graduate studies at their universities and were primarily grounded in courses in research methods and requirements for thesis research. This situation changed in the 1960s when the recommendations of the Carnegie and Ford Foundation reports proposed that business school faculty and MBA students must be broadly trained in quantitative analysis and the behavioral sciences were widely adopted in Canada.

MBA program design was categorized into three types: integrated two-year programs by universities focusing fully on graduate studies that assumed students had not undertaken undergraduate management courses; mixed programs that required one to two years of studies; and one-year programs built up upon a set of undergraduate prerequisites in management (Boothman, 2000). Both the Ford and Carnegie Reports suggested the first type, which had a managerial orientation and stipulated a mandatory curriculum during the first year with analytical, quantitative, and behavioral components.

Although MBA programs were established in the 1950s in Canada, they had not yet made a strong impression on students who attempted to enter careers in business during that period of time. Similar to the situation in the U.S., the situation changed in the early 1970s and the number of institutions offering MBA degrees increased dramatically between 1970 and 1990. During the same period time, the number of institutions offering MBA degrees increased nearly five times to thirty-three institutions. The full-time MBA enrollment in Canada by 1961 was about 363
students annually. The number grew to 1308 students by 1971 and about 3498 students by 1981 (Boothman, 2000). One of the likely major antecedents that propelled this growing interest in graduate business education was the media that promoted the idea that the MBA degree would be the minimum educational requirement for career success as well as the fact that professional managers were in need of further training for managerial knowledge. To respond to such enrollment demand, business faculties shifted their resources to meet the growing interest and paid more attention to graduate business education. Even institutions that had smaller resources were enthusiastic about offering an MBA program.

**The MBA under Criticism- North American Context (Since late 1970s)**

The 1970s were likely the golden age of the MBA program in terms of its program and enrollment expansion. For example, the growth in the number of graduate business schools and MBA enrollment was the fastest in history, there was an unprecedented increase in public attention attracted by students, the MBA gained a good reputation in industry, and there was a growth in media attention to graduate business education, students and graduates (Daniel, 1998). Since then, the focus of business education in business schools shifted to the MBA program, although business education continued to be provided at the undergraduate, master’s and doctoral levels, and many universities began treating the MBA as a source of funding which could be used for the support of less prevalent programs and disciplines (Daniel, 1998).

While graduate business education in the 1970s in North America was prosperous, many scholars and practitioners in the late 1970s and early 1980s claimed that it had failed to meet social needs- such as the value of the degree from the individual’s and the employer’s points of view. The critics, in particular, conveyed dissatisfaction with the MBA curriculum that was more theoretical than pragmatic and accused the programs of giving students misleading hopes and delivering poor preparation for a career. These criticisms continued relatively undiminished until recently.

For example, the *New York Times* noted in 1982 that “business school professors don’t have much idea what goes on in companies” (as cited in Daniel, 1998). An article from *Fortune* magazine about the pressures of working in California’s Silicon Valley companies observed that new employees with MBAs usually lasted only about seventeen months because they could not
cope with daily practical challenges although they were well educated in theory (as cited in Daniel, 1998). In addition, Weiner (1981), a Canadian business writer, found common opinions in his research with Canadian industrialists that professional managers had good conceptual skills but a shortage of training in fundamentals, and lots of solutions but no knowledge of how to put them into practice.

A more well-known report by Porter and McKibbin (1988) stressed the need for graduate business schools to improve their ability to teach management, leadership and other interpersonal and soft skills. More recently, Pfeffer and Fong (2004) contended that there is a discrepancy between the skills acquired in the MBA and the real world impact of those skills and a disconnection between the MBA curriculum and subsequent on-the-job behavior. Similarly, Mintzberg (2004) noted that management is a professional trade, a craft to be sharpened through practice and experience, not in the traditional classroom. He contended that MBA programs are more like specialized training grounds for the specific functions of business, rather than the broad practice of management. Bennis and O’Toole (2005) have further argued that the focus of graduate business education has become increasing limited and less and less applicable to practitioners.

These critics have argued that MBA education is substantially disconnected from and irrelevant to the real world and the needs of working managers. Since business schools obtained their legitimate place in the university, research became a key element to secure this legitimacy. Tenure-track faculty conduct research studies that are highly quantitative and have the potential to be cited often; although many of these studies are excellent, they are often too narrow and restricted to be highly relevant to the real business world. One possible reason for the disconnection is that what faculty in business schools know and want to teach is not necessarily what the practical world needs and what MBA students want to learn (Bennis and O’Toole, 2005).

Presumably, MBA applications would go down and MBA students would disengage their learning if they detected that business schools were not delivering and developing managerial and leadership skills. However, Pfeffer (2005) implied that business schools do not care what MBA students learn as long as they do well with their degree. Business schools focused majorly
on career prospects and potential economic return to the students of their programs. They market themselves as a correct path leading to riches and better careers. As such, on the one hand business schools’ advertisements have promoted their MBA programs as the right step leading to a better career, the difference between a job and a career, and high salary rates to make people believe in the value of the MBA and that the market potential of those who have the degree is much better than those who do not. On the other hand business schools have not much interest in curriculum reform nor have they focused on equipping students with practical managerial skills although they have received much pressure for innovation and transformation. Pfeffer (2005) further contended that business education is an industry that is interested in selling a credential and must have been benefiting in some ways. He implied that business schools are interested in revenues and are in a good position to permit growing enrollments and tuition income and the ability to price the degree. In this sense, business schools will continue to produce and deliver theoretical business knowledge that are away from pragmatic business experience to prove their scholarly rigor and to conquer legitimate concerns about their place in higher education setting. Business schools, in particular those that have well established in terms of ranking and prestige in the market, will also persist to engage in the MBA industry that allows them to benefit from selling their degrees rather than considering curriculum reformation.

**The MBA in the Marketplace- North American Context (1990- present)**

Top-ranked business schools have distinguished themselves with more applications and greater attention from recruiters after every publication of the Business Week rankings while low-ranked schools have dealt with unhappy alumni and students and have strived to take necessary actions to move up their school's ranking (Khurana, 2007). Ranking of business schools became a very dominant notion in the 1990s although they emerged in the 1970s. Khurana (2007) believes that the continuing growth of business schools and MBA programs is a likely cause that has helped propel the prevalence of the ranking phenomenon. Between 1990 and 2000, the number of MBA degrees granted jumped from 80,000 to more than 111,000 in the U.S. Over the same period of time, the number of MBA programs grew and specialization increased. In 2000, the AACSB surveyed 228 schools and found 878 different types of business education programs, including offerings in executive education. The continued growth in MBA programs and the differences among MBA programs caused prospective students to rely more on the rankings to decide where to apply for a high-ranked MBA rather than focusing on the courses
and specialties that the business schools offered, although the credibility of the rankings and the ranking methodologies was debatable (Khurana, 2007).

In addition, AACSB accreditation represents a certain standard of achievement for business schools. Being AACSB-accredited means a business school is able to continuously pass a strict set of standards that ensure quality. Although many of the Canadian business schools opposed the AACSB, in early 1990s some Canadian business faculty felt that AACSB accreditation would establish their legitimacy relative to their fellow Canadians and help them enter the global market for students. For this reason, they started to go through its evaluation process. Leading business schools such as Queen’s University, the University of Toronto, the University of Manitoba, Laval and Concordia all obtained accreditation from the AACSB in the late 1990s. To obtain international recognition by international students, Canadian business schools were joining the accreditation game (Austin, 2000).

In the center of the concern put forth by the rankings, business schools that attempted to improve their rankings started to re-allocate their administrative attention, resource distribution, and operating effectiveness to better satisfy recruiter and student needs. Rankings were perceived as tools to help create a market for business education where schools would be focused on students and corporations as their major customers (Khurana, 2007). Even academic leaders believed the idea that “market and customers” had become part of the institutional character of the business school industry. For example, B. Joseph White, president of the University of Illinois, remarked in 1998 when he served as the dean of the University of Michigan’s Ross School of Business that “MBA education is a proliferating industry and it contains market segments and niches” (cited in Khurana, 2007, p343). Although some people find it difficult to accept the prevailing commercial notions, a 2002 AACSB report written with lots of business terminology described the realities of the segmentation of the consumer markets for business education, strategies to deliver educational services, and customer relationship management principles as applied to students and graduates (Khurana, 2007).

Business schools also see themselves as market brands, in particular those elite programs that can cost over $50,000. Therefore, the consumers’ selection of a business school has become a part of a student’s branding procedure (Khurana, 2007). In this vein, business schools have
started to enhance a school’s visibility to the media through the application of contemporary marketing strategies and so on. Tracy Bisoux, a director of communications for one business school stated that:

...we are a business, and we realized that we needed to structure our spending on marketing like a business... The market is becoming more customer-oriented. Therefore, we need to make a stronger appeal to consumers through retail or product advertising, rather than try to reach them through brand advertising alone (Bisoux, 2003).

One major cause that place business education in the marketplace is probably the commercial and business-based theoretical focus of the academic program (Trank and Rynes, 2003) as the mentality of market-based and business terminology made it dependent on notions such as competition, marketing strategy, growth and expansion. Competition and the market force for growth are not necessarily destructive; they can encourage innovation, efficiency and better institutional performance. University business schools nowadays are essentially competing for consumers with competitors such as management consulting companies and other schools that provide comparatively cheaper and shorter programs in the field of business education. However, Pfeffer and Fong (2004) suggested that when business schools are in the marketplace, in many cases they sacrifice educational quality and academic standards as they need to retain students and sell their reputation and the MBA credential to gain enrollments and revenues. In turn, they promote the career value of the MBA program so they can recruit and charge more to those who are interested in lucrative employment opportunities and believe in the value of this credential.

**Commercialization of MBA programs**

The Master of Business Administration (MBA) is a postgraduate degree program in business administration, which allows people from a wide range of academic backgrounds to pursue managerial knowledge and expertise. There are also customized MBA degree programs, which offer an extensive business education while focusing on a specific area, such as marketing, finance or public administration. Baruch and Leeming (2001) have contended that the objectives of MBA programs are to train students for managerial roles, to help them obtain a better knowledge of the business world and its essentials, to enhance their techniques and to equip them with the competencies and capabilities associated with their careers (Baruch and
Leeming, 2001). The main courses in the MBA program are usually designed to introduce students to the various areas of business such as accounting, marketing, human resources, operations management and so forth.

MBA degrees are seen as one of the largely recognized and prominent passports to pursuing a managerial career in the business sector (Raskin, 2002). Although the MBA application rates in North America have fallen after the 2008 financial crisis, there is a continuing growth in applicants from China and India that fills the gap (GMAC, 2010). In this way, MBA education is still highly in demand by those international working professionals that seek better career and managerial skills development. Alon & McIntyre (2004) have contended that MBA education has become a huge market as professionals are pursuing business education and a very large number of MBA graduates are produced globally each year. Business and management at both the undergraduate and graduate levels of education have become the largest programs and faculties at many research and teaching-oriented universities (Pfeffer and Fong, 2004; Starkey and Tiratsoo, 2007).

In addition, MBA programs nowadays are understood as a relative example of commercialized form of educational programs (Nicholls, Harris, Morgan, Clarke and Sims, 1995; Tracy and Waldfogel, 1997; Ivy and Naude, 2004, Khurana, 2007). More and more public business schools are seeking to be privatized and released from governmental constraints or franchised by host institutions in order to have the freedom to make business decisions that will enhance their competitive advantage and marketability (Patriquin, 2009; Chan, 1999). Scholars have claimed that privatization can make their MBA programs more responsive to the needs of students and the business community and generate efficiencies that can enhance the institutions' goals and competitive capacity (Chan, 1999). Movements towards a higher degree of privatization may cause raising tuition, fund raising events, cost reduction and motivate entrepreneurial activities to generate more financial resources so as to decrease dependence on government. Hence, entrepreneurial activities will be greatly conducted at privatized public higher education institutions and consequently these privatized public institutions will relocate resources and managerial concentration toward marketing, branding, adopting a culture of service to student as customers to strengthen competitiveness in the market for recruiting more students and retain them for generating more tuition resources (Johnstone, 2002). In this vein,
once privatized public business schools have established and furthered their brand and reputation in the market through entrepreneurial activities, their tuition fees would be raised to the market rate and pricing power would be even stronger.

Business schools sell managerial skills and business strategies, awarding degrees or certificates to students (Trank and Rynes, 2003; Pfeffer and Fong, 2004; Khurana, 2007). In order to compete for more MBA students in their identified market, business schools make efforts to increase a school’s visibility to the media, high-traffic websites and education fairs through the implementation of contemporary marketing practices, including much endeavor on packaging (Khurana, 2007). Some studies have recognized the MBA market as a huge and competitive business market in the higher education industry and their authors believe that understanding more information about this market will assist marketing strategies that exploit the competition in the industry (Everett and Armstrong, 1993; Hager and King 2007). For example, Everett and Armstrong (1993) carried out an MBA market research study in Western Australia and particularly focused on an overview of current Australian MBA market conditions; they then initiated marketing strategies for the University of Western Australia based on the history, competitive environment, structure, admission policy, tuition, and availability of student financial aid at that institution. Hager and King (2007) have performed a similar analysis using Michael Porter’s "Five Forces Analysis” model of the MBA market in order to provide knowledge of the industry environment to decision markers.

A number of scholars have recognized the increasingly important role that marketing is playing in higher education institutions’ efforts to attract new students (Nicholls, et al, 1995; Carlson, 1992; Fisk & Allen, 1993). In particular, marketing strategy has been treated as a principal means of business development in the context of business education. The common feature of all marketing definitions is the satisfaction of customer needs (Carlson, 1992). Traditionally, marketing activity has been governed by a 4Ps analytical model that includes Product, Price, Place and Promotion (Ivy & Naude, 2004). In the context of MBA programs, the products can be seen as the degrees and professional development programs that are offered. Price relates to structural aspects such as tuition fees, bursaries and scholarships, and payment terms for tuition fees. Place refers to the distribution system of each program, such as face-to-face instruction, on-line distance education or the use of alternative methods. The
promotions element of the marketing mix is comprised of a package of tools such as advertising communications, public relations and face-to-face selling, activities that could take place on an open house day (Ivy & Naude, 2004).

Marketing MBA programs consists of the selling of an expensive product in terms of time, effort and money, and must take into account considerable brand differences and customer purchasing behavior (Nicholls, et. al, 1995). Scholars have investigated how potential MBA students identify their criteria and concerns in the selection of an MBA program (Webb and Allen, 1994; Panitz, 1995; Powers, 1988). For example, Webb and Allen (1994) examined how prospective MBA students consider an MBA program and found that academic reputation, accreditation, and tuition ranked highly. Panitz (1995) conducted a similar study and found that prospective students expect to study with faculty members who have substantial business experience as well as knowledge of business theories. Powers (1988) has conducted similar research as well and has found that academic quality, quality and reputation of the faculty, and placement chances are rated highly when students are selecting an MBA program.

Coupling an understanding of customers’ needs and concerns in the decision-making process with the search for appropriate marketing strategies, some scholars have looked into the effectiveness of different marketing approaches (Ivy and Naude, 2004). For example, Ivy and Naude (2004) explored the extent to which marketing strategies really reveal an authentic picture of the programs as students see them and attempted to determine whether marketing activities form the framework that students use to choose among different business schools or whether there is a more compound set of variables involved. A research study conducted earlier by Nicholls et al (1995) illustrated the extent to which business schools really are customer-oriented and how much they understand the complexities of their students’ needs.

All these studies imply that students in business schools are treated as customers and much attention has been given to commercialized behaviors such as marketing, branding and customer services for the recruiting more students. However, very few studies have investigated whether and how the contemporary commercial activities influence on enhancing students’ experience of teaching and learning and their expectations.
Section Two Summary

The purpose of this study was to explore the intersection of student experience and commercialized education settings in the context of higher education. Since business schools, chosen as the research target for this study, were criticized and struggled to be a legitimate part of higher education in their early stage of establishment, an effort was made in this section to present an overall picture of how business schools obtained their legitimate position in higher education. The historical review of business education has illustrated that the origins of business education in the U.S. were in vocationally-oriented programs while Canadian undergraduate business education retained more of a liberal arts orientation. Due to the lack of theoretical literature and a concise position of job-related norms, university-based business education was criticized by many academics as to its legitimate role in the university setting. Through substantial efforts in reconstruction and curriculum adjustments, such as the inclusion of liberal arts studies, the adoption of scientific methods in business research, and the establishment of graduate and Ph.D. programs, business education overall achieved its position as a discipline in the university although the timelines for achieving this legitimacy varied in different institutions and jurisdictions. The historical review of business education in North America also confirms the legitimate role of business schools in higher education at large.

While business schools were legitimately located in the university setting and the focus of business education shifted from undergraduate to graduate MBA programs in the 1970s, criticism that MBA education, in particular its curriculum, was irrelevant to real world business experience and the needs of practicing managers emerged strongly in the 1980s and has persisted until recently. Has the MBA curriculum changed to address these concerns? The literature indicates that nothing much has improved in terms of the relevance of the curriculum to real work experience and it is likely that business schools have now taken a position of complacency and established themselves enjoyably in the universities and the marketplace (Pfeffer, 2005). The literature implies that the commercialization of business education and the entrance of business schools into a global market, in particular in the 1990s, in many instances were propelled by media rankings and contemporary marketing techniques such as branding, packaging, and customer service as well as the schools’ own commercial-based focus in their academic programs which has compelled them to view themselves more as competitors in a marketplace. In this sense, the review implied that commercialization of business education to some extent has
been a voluntary and normal part of business education and was further accelerated to a greater level by the tide of contemporary commercialization phenomenon in higher education.

When business education is commercialized and benefits from such a situation, this deters opportunities for business schools to address concerns and criticism over the gap between theory and practice in the curriculum (Pfeffer, 2005). The consequence is that business schools engage more on commercial behaviors in order to recruit more students than on improving their products. This circumstance indirectly resonates with the arguments of scholars such as Currie (2005), Stein (2004), Gould (2003) and Khurana, (2007) that higher education institutions on the one hand market hard to compete for potential students and enhance students’ expectations in terms of career opportunities and leadership skills, and on the other, fail to deliver as promised on the programs, curriculum and services promoted.

This historical review was not intended to probe the antecedents that forced the fundamental orientation of business education towards commercialization and the implications of this direction. However, this review of business education aimed to provide a clearer understanding of the evolution of business education from its origins in a vocational orientation to petitioner to enter the university to its modern status that on the one hand embraces scientific rigor tightly to legitimate business education in the university setting and on the other commercializes the schools and creates fragmentation in the market, in particular by selling the career-orientated notion of the business degree.

Since the purpose of this study is to examine the intersection of students’ experience and commercialized higher education environments, this review also implied that business education, in particular the MBA programs, is a relative example of commercialized educational programs in higher education. These studies have highlighted the prevalence of business education and MBA programs in contemporary universities and the ways they have been transformed by an educational market and are seen as a commercial product. The literature also shows how MBA students are treated as consumers in the context of an educational market with a corporate culture. The review of business education, in particular its marketplace and commercialization sections, also attests to some parts of the contemporary phenomena of the commercialization of academic programs in higher education. Although the literature on MBA programs provides
findings on students’ academic needs and program satisfaction from a customer service perspective, little research has emphasized whether and how commercial behaviors conducted in the business schools influence students’ program expectations and their experiences of teaching and learning.
CHAPTER THREE: CONCEPTUAL FRAMEWORK AND METHODOLOGY

Introduction

This chapter presented the conceptual framework and methodology I employed in conducting this research. First, I introduce the conceptual framework and the rationale of how each framework component was chosen and how they were used in this research. Then I discuss the methodology that includes the research design, site selection and sampling, ethical review, procedures conducting this research in detail, (i.e. pilot study), the instruments, validity and reliability, data collection, sample size, and data analysis.

Conceptual framework

The purpose of this study was to explore the intersection of the commercialization of higher education and student experience. More specifically, the purpose of this study is to understand better how students’ expectations, perceptions and experience of teaching and learning are influenced by commercial behaviors in their institutions. Since student experience and expectations are interrelated (Braxton, Vesper, Hossler, 1995; Kuh, Gonyea, and Williams, 2005), this study also explored how students’ program expectations and expectations doing an MBA degree are influenced by commercial behaviors in their program of study. There are four major components to the framework, which I will explain in detail and provide a rationale for the choice of framework components that I used for this study.

In describing this framework, I introduce Person-Environment Interaction theory to explore MBA students’ (Person) relationship (Interaction) within commercialized higher education settings (Environment). As such, the Person-Environment Interaction Theory in this study serves as the overall conceptual framework that connects MBA students and an educational environment which is commercialized. I present Gould’s (2003) corporate ethos as the supplementary framework component that focus on a higher education institution’s everyday life and the activities of commercialization as the categories to investigate how business school is commercialized in its everyday activities. I also include Chickering and Gamson’s Seven Principles of Good Practice (1987) and Glenn’s (2004) MBA students’ program expectations as
the supplementary framework components to examine whether and how commercial behaviors influence on students’ experiences with teaching and learning and program expectations in commercialized higher education environments.

**Person Environment Interaction Theory**

The person-environment interaction theory was developed by Kurt Lewin (1936). He believed that behavior is a function of the person’s interaction or engagement with their environment. His concept is frequently represented as \( B = f(P \times E) \), where \( B \) is behavior, \( P \) is Person and \( E \) is environment. Scholars further noted that person-environment interaction models address not only the students and the higher education environment, but even more importantly, the interaction of the students with the environment (Johnson, 1991; McClellan & Stringer, 2009). By environment, scholars meant the physical surroundings (Strange and Banning, 2001, Kuh, 2008), organizational structures, administration practices and creations of programs (Rodgers, 1990; Banning and Cunard, 1986), climate (Pike and Kuh, 2006), culture (Pike and Kuh, 2006) and what happened to students (Pascarella and Terenzini, 2005). Person-environment interaction theory focuses on environmental influences on student learning and which environments in higher education promote student learning and development. Understanding students’ experiences within a particular environment can facilitate student engagement and retention as well as development (Kuh, 2001, Kuh, Kinzie, Schuh, Whitt, and Associates, 2005, Trotter and Roberts, 2006; Mcinnis, 1997; Banta, Black and Lambert, 1996). In this study, the environment means the commercialized educational setting.

Using Lewin’s \( B = f(P \times E) \) equation to explain this present study, I explore how MBA students (Person) experience (Behavior) the commercialized learning environment (Environment). More specifically, this research looks at whether and how students’ experiences and expectations are influenced within a commercialized educational environment. As such, the adoption of person-environment interaction theory complements the study’s examination of student experience within a commercialized educational environment.

**Gould’s Corporate Ethos**

Since this study looks at MBA students’ everyday experiences of teaching and learning in the commercialized educational setting, I intended to illustrate how the chosen business schools
were commercialized. Scholars have summarized the phenomena regarding the modern commercialization of higher education in similar ways but using different dimensions (Bok, 2003; Johnstone, 2002; Gould, 2003). For example, Bok (2003) indicates that contemporary commercialization in higher education includes trends and the influence of economic forces on higher education institutions, surrounding business concepts, student career concerns on the curriculum and enumerate issues that are not quantifiable. Johnstone (2003) looks more at the overall directions higher education institutions’ policies may move, such as raising tuition in the public sector, adopting a notion of service to the student as a customer, allocating more resources and interest to marketing, when public institutions going towards privatization.

Based on my exhausted review and search of studies using Gould’s six corporate ethos, although I was unable to find studies using Gould’s framework, I find that his ethos implies the use of business and commercial features, cultures and characteristics conducted in the educational settings, which provide detailed sub-themes and examples, enabled a more comprehensive perspective when identifying how business schools are commercialized. Additionally, Gould’s ethos speak about everyday life in a higher education institution in terms of commercial activities while Bok (2003) and Johnstone (2004) emphasize more of the notions and trends higher education institutions would possibly be moving towards in the commercializing process. As such, it was more effective to choose Gould’s six corporate ethos to facilitate the organization of data collection, analysis and understanding of everyday commercial behaviors in MBA programs. This organization facilitates a clearer understanding of the relationship between students’ experiences and expectations and the commercial environment in which they learn and develop.

Gould (2003) has contended that commercial activities can be summarized into six ethos that are used to manage the day-to-day higher education experience. Gould’s (2003) ethos are (a) management and productivity development systems, (b) budget controls, (c) marketing strategies, (d) the redistribution of labor, (e) the development of research and ancillary enterprises, and (f) a customer service orientation (p80-81). These six ethos can also be summarized in the following way.
Management and productivity development systems. This ethos includes concepts such as quality management and achievement criteria, and the use of up-to-date software to manage data as well as students, alumni, employees and prospective students. This ethos also encompasses the use of technology systems to relate campuses around the world and the development of colleges/universities nationally and internationally to streamline curricular offerings, nurture knowledge and so on.

Budget controls. This ethos holds the notions of responsibility centre budgeting with decentralized budget authority, the analysis of the productivity and cost effectiveness of programs, a user-pays philosophy and so forth.

Marketing strategies. This ethos embraces views on the growing use of media advertising with the targeting of key audiences, the development of public relations offices entrusted with producing favorable and focused press releases, the use of promotional rhetoric and corporate-styled logos, the development of public identity themes and so on.

The redistribution of labor. This ethos encloses the outsourcing of tasks, the use of outside experts to teach specialized courses, and the rise in adjunct faculty to fill positions or to cope with expansion.

The development of contract research and ancillary enterprises. This ethos contains the idea of close corporate liaisons for the production and sale of knowledge, focused research programs directly linked to corporate and government needs, global outreach in seeking knowledge development partners and the development of patents and intellectual property rights.

Customer service orientation. This ethos includes the practices of enhanced student services (including mentoring and advising), the growth of corporate connections to enhance the job prospects of graduates and satisfaction of students’ needs to the greatest extent possible and so on.

Gould’s (2003) six ethos of the commercialization of higher education were used as categories in this study for identifying the commercial practices conducted at researched
institutions. The identified commercial behaviors were used to explore how students’ program expectations and experience of teaching and learning were affected.

**Chickering and Gamson’s Seven Principles**

In this study, I explored whether and how a commercialized educational environment has an influence on students’ experiences, in particular their experience with teaching and learning. I used Chickering and Gamson’s seven principles of good practice, a widely chosen framework for evaluating the quality and experience of teaching and learning in traditional, face-to-face programs in higher education. The seven principles of good practice are commonly adopted because Chickering and Gamson utilized the existing evidence that rests on fifty years of research findings about the way teachers teach and students learn, how students work and play with one another and how students and faculty engage with each other in the academic setting. They categorized these findings into seven broad principles to provide a framework for practical application in the university settings with the goal of assessing and improving student experience. The seven principles have set standards for understanding the student experience of teaching and learning (The Ohio Learning Network Taskforce, 2002). Scholars such as Cross (1999) and Braxton, Olsen, and Simmons (1998) have contended that the best known and most widely used list for understanding student experience is the seven principles. The seven principles have been the basis of a large number of research studies (Hatfield, 1995; Chickering and Ehrmann, 1996; Ewell and Jones, 1996; Kuh and Vesper, 1997; King, 2003; Wilson, 2004; Pontius and Harper, 2006; Batts, Colaric, McFadden, 2006, Arbaugh & Hornik, 2006). As such, choosing the seven principles as a framework in this study for assessing if commercial behaviors have an influence on the student experience of teaching and learning is valid since the nature of these seven principles help assess student experiences and they have been widely explored.

The seven principles are: (a) encouraging student-faculty contact, (b) encouraging cooperation among students, (c) encouraging active learning, (d) giving prompt feedback to students, (e) emphasizing time on task, (f) communicating high expectations, and (g) respecting diverse talents and ways of learning. These seven principles can be summarized in the following way.
Student-faculty contact. Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Cooperation among students. Learning is enhanced when it is more like a team effort that a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

Active learning. Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

Prompt feedback. Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

Time on task. Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

High expectations. Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright
and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

*Diverse Talents and Ways of Learning.* There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

These principles were used to frame students' experience of teaching and learning when analyzing the extent to which student experience teaching and learning in commercialized educational settings.

**Glynn’s MBA Program Expectations**

Students’ experience and expectations are interrelated. A smaller gap between students’ expectations and experience will facilitate better student retention, learning and satisfaction (Braxton, Vesper, Hossler, 1995; Kuh, Gonyea, and Williams, 2005). In other words, when students’ expectations match their experience, students are more likely to be satisfied and persist to learn and develop. In this present study, I not only explored whether and how commercial behaviors influence on MBA students’ experience of teaching and learning but also their expectations of the MBA program. MBA students have certain program expectations before pursuing their study (Glynn, 2004). The framework of Glenn’s MBA program expectations evolved from empirical studies and is not theory based in his research. In my comprehensive review of literature, although I was unable to find studies that have applied these expectations, I find that these program expectations needed to be included when exploring if commercial behaviors have an influence on MBA students’ program expectations. Glynn (2004) presented the results of five years of survey data designed to assess the attitudes and opinions of graduate students in business education with regard to their expectations of the business/management program. These results showed that most students have general learning expectations of these three components—program characteristics, professional skills and knowledge in areas of expertise. As such, I investigated whether commercial practices have an influence on intensifying these MBA students’ expectations.
Glynn has described MBA students’ expectations of program characteristics as including a program with high reputation, better flexibility of taking courses, individual attention, class size, diversity of course offerings and so on. The expectations of professional skills comprise critical thinking, problem solving, presentation, team building, interpersonal skills, writing, work independently and so forth. Lastly, he has elaborated that MBA students’ expectations of obtaining professional knowledge embrace areas of business function, general business, business ethics, global and international knowledge, cultural diversity, marketing, finance, human resources and so on.

To sum up, The Person-Environment Interaction Theory introduced in this section serves as the overall conceptual framework that connects MBA students and an educational environment which is commercialized. Specifically, I chose Gould’s six corporate ethos as the supplementary framework component that focus on a higher education institution’s everyday life and the activities of commercialization as the categories for identifying the present commercial practices conducted at the research business schools. The identified commercial practices are used as the environment settings that intersect with MBA students. I chose Chickering and Gamson’s Seven Principles of Good Practice as well as Glynn’s MBA program expectations as the supplementary framework components when assessing whether commercial practices identified through Gould’s corporate ethos carry a certain degree of influence on students’ experience of teaching and learning and their program expectations.

Next, I discussed the methodology section that includes the research design, site selection and sampling, ethical review, procedures conducting this research in detail, (i.e. pilot study), the instruments, validity and reliability, data collection, sample size, and data analysis.

**Research Design**

Research design is usually driven by the research questions. Since the purpose of this study is to understand better how students’ expectations, perceptions and experience of teaching and learning are influenced by commercial behaviors in their institutions, I chose mixed methods approach for conducting this study.
Mixed methods are used when a research study contains two or more interrelated but independent questions, and where individual studies are to be conducted to answer the specific sub-questions (Cresswell, 2007). In this present study, I explored different levels of student experience and expectations. For example, I used quantitative methods to collect data for examining the degree of awareness MBA students are of the identified commercial behaviors and their views of these behaviors. I also used quantitative methods to explore the degree to which commercial practices influence MBA students’ experience of teaching and learning and their MBA program expectations. While the survey design was limited to exploring MBA students’ overall experience and how their experience of teaching and learning as well as their expectations for their MBA degree were affected by commercial behaviors, the qualitative data gathered through interviews provided a broader understanding that reached beyond the limits of the survey.

While the quantitative method used in this study helped collect the data needed for understanding if students perceived commercialization and the degree to which students’ experiences of teaching and learning are affected by commercialization, the qualitative method facilitated better understanding of students’ overall experiences and how their experiences were influenced in a more comprehensive way. As such, using either quantitative or qualitative research methods solely would not have served the purpose of this study well.

The mixed methods used for data collection in this study were “concurrently nested” (Creswell, 2003) rather than carried out in a sequential explanatory way. Creswell (2003) has contended that the concurrent mixed method is to address both a dominant question and another different question or to seek information for a question from different levels. Given the nature of the research questions and the intention in this study that looked at different levels of student experience and expectations, for example, I aimed to explore if commercial practices have an influence on MBA students’ experiences of teaching, learning and program expectations as well as to what extent are their experiences and expectations of doing an MBA are influenced. Hence, the research design used a concurrent mix methods approach.

Cook and Reichardt (1979) further suggested that utilizing mixed methods in a research project can serve three intentions: multiple research purposes, the building of one method upon
another, and triangulation through converging operations. This study fits into the first intention. While quantitative data help interpret whether students perceive commercialization and the degree to which commercial behaviors influence their experience of teaching and learning and their program expectations, it does not help explore the more general and overall experience that might be also affected. The in-depth interviews and storytelling of qualitative research can help serve the latter purpose. This approach enabled the research to present a deeper and richer understanding of findings than that obtained from quantitative analysis alone. Denzin (1989) argued that combining both qualitative and quantitative methods can help defeat their distinctive shortcomings.

The concept of mixed methods research has been defined in a number of ways (Creswell, 2007; Greene, 2006; Johnson, Onwuegbuzie and Turner, 2007). Creswell (2007) has described mixed methods research as a research design in which the researcher collects, analyzes, and integrates or connects both qualitative and quantitative data in a single study or a multiphase program of inquiry. Greene (2006) has argued that mixed method inquiry is an approach to investigating the social world that ideally involves more than one methodological tradition and thus more than one way of knowing, along with more than one kind of technique for gathering, analyzing, and representing human phenomena, all for the purpose of better understanding. Johnson et al. (2007) defined mixed methods research as the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration.

In this study, the quantitative approach took the form of an on-line survey. Data were collected through SurveyMonkey, an online survey software and questionnaire tool provider. The qualitative method was carried out with a series of in-person, in-depth, semi-structured, one-on-one interviews.

**Site selection and sampling**

In Chapter One, I described the rationale for selecting business schools and their MBA students as the target research group. This section further elucidated the rationale for selecting the chosen business schools in the Greater Toronto Area (GTA).
**Why select Rotman and Schulich in the GTA?**

Since business schools are often very protective of their MBA students, and are very unenthusiastic about providing contact with them. My plan for addressing this concern was that I would go to the chosen schools every day to collect the data needed for this research if there was no direct access to MBA students from the administration side in the research institutions. A convenience sample is a simply one where the units that are selected for inclusion in the research are the easiest to access, for example the availability and accessibility (Creswell and Clark, 2010). Criticism about using a convenience sample is the limitation in generalization and the sample may not be representative of the entire population (Creswell and Clark, 2010). In this study, I do not intend to generalize the findings to all business schools nor do I intend to generalize the findings to the overall context of higher education. I believed this choice of convenience sample of research institutions facilitated my data collection process in an expedient and convenient way since my concern about not receiving assistance from one of the researched schools became a reality.

While an on-line MBA program is another form of commercialized program, examining whether and how their MBA students’ experiences and expectations could possibly be influenced by commercial behaviors would also be interesting, my plan was to focus on the traditional face-to-face and on-campus MBA programs in Canada. The major reason was that previous studies show that Chickering and Gamson’s Seven Principles cannot be entirely applied to on-line learning (Arbaugh & Hornik, 2006; Batts, Colaric, McFadden, 2006).

Since I am exploring students’ experiences and expectations within the commercialized education environment, the bigger size of the MBA programs in terms of enrollments would be my another criteria. It is more likely that a bigger size of MBA program will have a wide diversity of student populations and will conduct more entrepreneurial activities to promote their programs, compete in the market as well as recruit more students that fit into their recruitment goal and capacity. In this sense, it would be easier to identify a wide variety of commercial behaviors conducted in the chosen research business schools that eventually would be used to explore how the wide diversity of MBA students experience them. In Canada, the biggest MBA program in terms of full time enrollment in the 2010-2011 academic year was Schulich (692),
followed by Rotman (545), Lavel in Quebec (488), Haskayne in Calgary (335) and DeGroote at McMaster (334) (CanadianBusiness, 2011). In this sense, Rotman and Schulich would be the business schools that fit in the criteria of size.

Both administrations of Rotman School of Management at the University of Toronto and Schulich School of Business at York University in the GTA promised to assist in sending out invitation letters for my research. However, Schulich administration and student government changed their minds afterwards. Hence, I started to consider include another business school in Toronto for my study and thought that would be interesting to contrast student experience between Rotman- a comparatively larger size of MBA program- and the Ted Rogers School of Management at Ryerson University- a smaller but expanding school that enrolled 75 full-time MBA students in 2010. When I attempted to contact the Ted Rogers School of Management in every way I could looking for assistance in locating research participants, the situation was not promising as none of my attempts ever received a reply. At about the same time, I realized that Schulich MBA students were highly connected on Facebook and I could contact their MBA students directly if I joined their group. As such, Rotman and Schulich were finalized as the case studies institutions for my research. Since the purpose of this study is to explore the intersection of students experience and commercialized educational environments, it is important to note that no matter which business schools were chosen for this research, an analysis of what commercial behaviors are implemented would be conducted to help understand the environments students learn and develop.

**Ethical review**

Ethical considerations were made to protect participants, institutions and the researcher. I completed the ethical review protocol required by the researched institutions. An expedited ethical review protocol was approved by the Educational Research Ethics Board of the University of Toronto in November, 2009. A separate expedited ethical review protocol was also completed as required by York University and was approved by the Human Participants Review Sub-Committee on January 4, 2010. I started to seek the business schools’ participation in my research after the ethical approvals were complete. However, my attempt to obtain the participation of the Rotman School of Management at the University of Toronto was not very promising until October 2010, by which point the ethical approval was nearly expired. A renewal
application was sent and an extension was granted for another year. Similarly, Schulich administration denied my requests for assistance in recruiting participants. In early December 2010, I sent the ethics renewal application as well as a recruitment method amendment application that included Facebook, an on-line social network platform, to York University. The ethics renewal and recruitment method amendment were approved by the Human Participants Review Sub-Committee at York University in January, 2011. Please refer to Appendix E and F for all Ethical Approval Letters.

**Procedures**

The research procedures for this study included a content analysis (facts-finding process) that used Gould’s six ethos to identify commercial behaviors conducted by the two researched institutions. Based on the facts-finding, practices that were relatively contemporary were used in the survey instrument to examine whether or not MBA students recognized terminology regarding the commercialization of higher education, whether they perceived contemporary commercialized behaviors in their academic programs, how they viewed this commercial conduct and whether this practice had an influence on students’ experience of teaching and learning as well as their expectations and how these experiences differed based on demographic background. However, findings identified in the six ethos by this initial process were used in the qualitative in-depth, one-on-one interviews that explored how MBA students experienced commercial behaviors and to what extent their experience of teaching and learning and their expectations were influenced in the survey. A pilot study was implemented to detect problems and unclear words and phrases in both the survey instrument (quantitative) and interview protocol (qualitative). All these procedures were employed to ensure the validity and the reliability of this research.

**Content analysis**

I approached the exploration of the ways in which the two researched business schools are commercialized using a content analysis method (Patton, 1990). Patton has contended that “content analysis is a process of identifying, coding, and categorizing the primary patterns in the data” (Paton, 1990, p381). Krippendorff has noted that content analysis is an organized and replicable practice for condensing many words of text into a smaller number of content categories based on the specific rules of a coding procedure (Krippendorff, 1980). In addition,
Holsti (1969) has argued that content analysis refers to any procedure for making presumptions by impartially and systematically identifying particular characteristics of messages. Content analysis facilitates the sifting of large volumes of data by researchers with relative ease in a methodical manner (U.S Government Accountability Office, 1996). Content analysis can involve any kind of examination where communication content such as written text, interviews, documents and so forth is categorized and classified (Krippendorff, 1990). In this sense, content analysis is a standard method for finding facts about how commercial behaviors are practiced in business schools.

Since Gould (2003) has summarized commercial activities conducted in contemporary higher education institutions into six ethos that are used to manage the day-to-day higher education experience, I adapted the content analysis process by reversing the coding procedure in ways that looked for the realities practiced by the two researched institutions. In other words, I used Gould’s (2003) six ethos as the themes to scrutinize the public postings and information shown on the official websites of the two researched business schools by pinpointing and pulling out the institutional activities and behaviors that reflect the six ethos (please refer to Chapter Four).

**Quantitative Method**

**Pilot Study**

The survey instrument was pilot tested by six MBA students who were randomly selected at both researched institutions in late April 2010. Two of them indicated that some words and sentences needed to be edited to use friendlier and more understandable terms. Fraenkel and Wallen (2000) noted that a pilot study is necessary as it can help find potential problems, errors and confusion in an instrument before it is used. This study followed this notion and the survey was modified based on suggestions of those pilot study participants. I then forwarded the revised survey questionnaire to my supervisor and committee member for review. More revisions were made based on the comments of my thesis supervisor as well as my committee member to ensure the validity of the survey instrument.
Validity and Reliability

Validity refers to the extent to which a study truthfully reflects or assesses the exact concept that the researcher is trying to measure (Fink, 1995). Fink (1995) argued that the validity of a survey instrument most frequently unfolds into face and content dimensions. Face validity is concerned with how a measure or procedure appears. Does it seem like a rational approach to obtaining the data the researchers are attempting to collect? Does it seem well-designed? Fink (1995) further contended that face validity does not rely on established theories and assumptions for support. Content validity is based on the extent to which a measurement reflects the specific intended domain of content (Carmines & Zeller, 1991, p.20). In the present study, face validity was achieved with the assistance of the thesis supervisor, committee and some colleagues of the researcher. The face validity concern of this survey was that it contained many concepts that could be too difficult for participants to understand. For this reason, “Don’t Know- D/K” was added to the survey instrument as an option for participants to choose if particular questions confused them. The content validity of this survey was reached by means of pilot testing.

Reliability is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials (Fraenkel & Wallen, 2000). Stability reliability, also called test re-test reliability, is the conformity of measuring instruments over time. To examine stability reliability, a measure or test is repeated on the same survey instrument at a future date. Results are compared and correlated with the initial test to give a measure of stability. In this study, the stability reliability of this survey was reached by the same group of pilot study participants ten days after their first response.

Survey Instrument

The quantitative instrument used in this study was a survey questionnaire designed employing the Likert Scale approach, based on the self-reported responses of participants to the survey questions. The survey questions asked participants to choose the best description of their perceptions and experiences from the choices provided. By using a quantitative method, this survey was intended to examine the degree to which MBA students recognize terminology regarding the commercialization of higher education, whether they perceive contemporary commercialized behaviors in their academic programs, how they view this commercial behaviors, if these behaviors have influenced students’ experience of teaching and learning as
well as their program expectations, and how these experiences differed based on demographic background. The survey questionnaire was divided into two sections: (1) the student demographic characteristics, and (2) students’ experience of teaching and learning and their expectations.

**Section 1- Student demographic characteristics**

The survey questions in this section requested a variety of background information on MBA students’ characteristics before and during their MBA study. This demographic background information included the participants’ specific MBA program, year of study, gender, educational background before the MBA, age of enrollment in the MBA program, whether or not the student held a graduate degree before enrolling in the MBA program, years of working experience before the MBA program, the nature of working experience before the MBA, the primary concern about MBA programs before enrollment, full-time and part-time status, Visa status, tuition resources, and whether or not participants recognized certain terminology of the commercialization of higher education.

Many of the questions employed in this section of the survey were reflective of similar methods and classifications in previous studies. For example, I adapted the classification of undergraduate major from the Ontario Universities Graduate Survey (Ontario Universities’ Application Centre, 2004), the former employment industry type from a report of the Graduate Management Admission Council (2006), and the MBA students’ primary concern about the program from Glynn’s (2004) study of MBA students’ expectations. Questions regarding the level of students’ knowledge of commercial terminology in higher education were taken directly from Gould’s (2003) ethos of commercialization in the academic setting. The demographic data was required for two purposes: (1) to understand the background of research participants, and (2) to offer a basis for further analysis by scrutinizing if there were significant statistical differences in student experiences of teaching and learning and their expectations due to demographic differences.

**Section 2- Student experience and expectations**

Three of Gould’s (2003) ethos were employed in this section of the survey instrument. They were budget control, marketing strategies and customer services orientation. The reasons
why only these three ethos were adopted are stated in Chapter Four. The meanings of these three ethos (2003) were explained in the survey instrument and particular examples that reflect these individual ethos that had been identified in participants’ own institutions were described in the survey so as to help participants answer the questions. Skip logic was used in the questions pertaining to each ethos in the survey to classify those who perceived and did not perceive certain practices. A five-level Likert scale format, ranging from “Never” to “Little”, “Somewhat”, “Much” and “Very Much” were used. An extra option of “D/K- Don’t Know” was provided in case participants felt confused about certain questions. Those who answered “Somewhat”, “Much” or “Very Much” were led to answer sequential questions which solicited their opinions about whether or not a certain practice is commercialized and their view of that particular practice as negative or positive.

The survey questions then continued to ask the degree to which each practice influenced students’ experience of teaching and learning as well as their program expectations- unfolded into Chickering and Gamson’s Seven Principles (1987) and Glynn’s MBA students’ expectations (2004). Similarly, those who answered “Little”, “Somewhat” or “D/K” were led to follow-up questions similar to those asked of the other participants but written in an if-clause pattern. In other words, each question began with “If implemented…”. Dornyei (2003) suggested that previously-used questions must have undergone extensive piloting. Therefore, I adapted questions based on Chickering and Gamson’s (1987) Seven Principles, aligned with Glynn’s (2004) M.B.A. students' program expectations, to collect the data that were used to answer the second research question.

At the end of the survey, survey respondents were asked if they were willing to participate in a semi-structured interview. I left my contact information so those who wanted to participate in a one-on-one interview and those who wanted to obtain a summary of the survey findings could contact me. Please refer to Appendix A and C for the survey.

Administration of the Survey Questionnaire

The surveys for both Rotman and Schulich were created on SurveyMonkey in early September, 2010. The first page of the survey was an invitation letter, which also served as an informed consent letter. The letter explained the request and the purpose of this study, and
contained both the instructions and statements that assured respondents that their confidentiality would be strictly kept. The letter also indicated that the researcher did not have participants’ contact information and participants had the option to skip questions if they were not able or willing to provide the answers. In addition, necessary steps were taken to ensure the validity and reliability of the on-line survey process so that data collection would be smooth. The link to the on-line survey was forwarded to some offices both at Rotman and Schulich in an effort to seek assistance with recruiting potential participants. At Rotman, I obtained an agreement that the administration would help send out invitation emails on my behalf after I was invited by the Director of the Program Services Office to introduce the purpose of my research and answer her questions and concerns. However, the situation was not as promising when I contacted Schulich administration for assistance regarding recruiting survey participants. I got promises from both administration and student government orally at first then one week later I was informed that senior management implemented a strict policy of not helping third parties reach their student body for research purposes. I then started to recruit MBA students myself on site at the Schulich School of Business to participate in the survey by posting invitation letters on bulletin boards as well as giving away flyers that briefly stated the purpose of this research and gave the survey link.

**Population**

The population for this research was MBA students enrolled in the 2010-2011 academic year at the Rotman School of Management at the University of Toronto and the Schulich School of Business at York University. This population at Rotman included the Morning MBA, Evening MBA, full-time MBA and all the various joint-degree MBA students. According to the Program Services Office at Rotman, there were 721 such students. In Schulich’s case, the population included the part-time and full-time MBA, IMBA, and Expedia MBA. I was not able to obtain information about the exact population of such students at Schulich enrolled in 2010-2011. However, according to *CanadianBusiness (2010)*, Schulich has 692 full time MBA students.

**Data Collection and Sample Size**

The data was collected through SurveyMonkey, an online survey system provider, for MBA students who enrolled in the 2010-2011 academic year at the Rotman School of Management and the Schulich School of Business. At Rotman, the first callout of the survey
invitation was executed by the Program Services Office on November 1, 2010, right after the mid-term exam week. The first attempt recruited 95 participants. The second invitation email went out on December 17, 2010, also the last day of the final exam week as well the last day of the Rotman calendar before Christmas. The dates for the invitation callout were made to avoid MBA students’ hectic schedules and exam weeks in order to increase the response rates. One hundred and forty usable online surveys were received in total. The sample size for this study in Rotman’s case was therefore 140 MBA students, which represented a response rate of nearly 20%.

At Schulich, the spreading of flyers and the invitation letters did not generate good response rates in terms of the time and effort committed (which entailed on-site recruitment every Thursday and Friday afternoon between late September and late December 2010). Alternatives were sought so as to enhance the response rate sufficiently to enable this research to continue. In early December 2010, while I was starting to contact Ted Rogers School of Management, another business school in GTA, for the change of research institution and thinking of sending out the ethical review at Ryerson University, I found that current Schulich MBA students were connected tightly together on Facebook, a free social network service and website, and that these students made all their Facebook content public and welcomed people to join them. Given this circumstance, an application of amendment to the recruitment method was sent to the Human Participants Review Sub-Committee at York University.

A personalized invitation message was sent between January 7 and 14, 2011 to those Schulich MBA students who had Facebook accounts and were members of the group “Schulich Graduate Students: 2010 - 2011 (GBC) is on Facebook”. Over 140 on-line surveys were received based on the first invitation using the Facebook method. The second invitation, which served as a reminder, utilized the Wall Post function on Facebook rather than the personalized invitation method carried out during Reading Week in 2011. In total, the sample at Schulich was 181. However, I was not able to compute the response rate due to the lack of detail information about the total Schulich part time and full time MBA population.

Although the data collection via Facebook at Schulich was quite promising and solved the problem of the Schulich administration's unwillingness to participate, it is also important to
note that there were Schulich MBA students who were not part of the Schulich Facebook group and there were non-MBA students on the Schulich Facebook group. In other words, those MBA students who were not part of the Schulich Facebook group were not invited to participate in this survey and those on Facebook who were invited might have included other Schulich graduate program students such as those in the Master of Finance and Master of Public Administration programs. As such, the on-line surveys collected do not represent a perfect sample taken from the intended research population at Schulich. In addition, I excluded those who identified themselves as not belonging to the MBA group, for example, the exchange students and Master of Finance students from the survey data, so there were 170 usable respondents.

Previous institutional research at the University of Toronto has pointed out that this type of research usually solicits a relatively low response rate (around 20%). According to the Graduate Management Admission Council (2006), email invitations for survey studies result in between 5% and 35% participation. In Rotman’s case, the response rates for the on-line surveys followed this pattern well.

-Data Analysis

For the quantitative research of this study, the responses to the survey questionnaires were retrieved from SurveyMonkey in an Excel document format and then were analyzed using the most recent SPSS (Statistical Package for the Social Sciences) software package. Data integrity and accuracy were checked in two ways. The first was a visual inspection to examine any data entry and coding errors. Descriptive statistics were performed to understand the degree to which MBA students were aware of the commercialization terminology, if they perceived identified commercial behaviors, their views of these behaviors, and to what degree these behaviors influenced their experiences of teaching and learning and their expectations within the commercialized educational setting. Descriptive statistics are statistical procedures that deal with describing distributions of data and relationships between variables (Wiersma, 2000). The measures of central tendency, variability and relative standing in descriptive statistics were calculated.
**Qualitative Method**

The qualitative method employed in this research was in-person, in-depth and one-on-one interviews that investigated how MBA students perceived and experienced commercialization in their academic programs and how their experiences of teaching and learning as well their expectations of doing an MBA were affected by commercial behaviors. The interview was designed to be semi-structured; therefore, the sequence of the interview questions was pre-decided. Semi-structured interviews provide the interviewees the opportunity to elaborate on all possible answers associated with the questions they are asked (Denscombe, 1998). The semi-structured interview approach also allows for flexibility based on the circumstance and the interviewees’ responses and helps generate more data. In-depth interviews helped explore how MBA students defined the commercialization of higher education and probed the factors that contributed to such definitions as well as encouraged students to provide comments on and evaluation of their business education, in particular from a customers’ perspective.

**Interview Protocol**

The interview protocol included an informed consent letter, definitions of Gould’s six ethos of the commercialization of higher education, and examples that reflected Gould’s ethos, as well as the semi-structured interview questions. The invitation letter, which also served as the informed consent letter, requested the participants’ signatures if they agreed to be interviewed and audio-recorded. Participants could also ask for a summary of the findings of this study. The letter, similar to the one used in the survey invitation, explained the request and the purpose of this study, and included the instructions and statements that assured respondents that their confidentiality would be strictly kept. The letter also indicated that they had the option to skip questions if they were unwilling to provide the answers to particular questions.

Unlike the survey instrument that only adopted three ethos from Gould (2003), the interview attempted to explore MBA students’ experiences of teaching and learning and their expectations. It also inquired into how these experiences and expectations were affected from a broader perspective of the six ethos that included both contemporary and non-contemporary corporate practices in the context of business education. The interviews in this study also probed MBA students’ views of these ethos and solicited explanations of whether or not these ethos are commercialized so as to triangulate with the survey results. The last two interview questions
were open-ended in format and were not directly related to the research questions. However, they investigated students’ overall experience of other factors and their program as well as soliciting comments and suggestions for their business schools. Please refer to Appendix B and E for interview protocol.

Data Collection and Sample Size

I started to recruit interview participants right after the interview questions were finalized in the beginning of the fall semester of 2010. I approached MBA students actively during their lunch break and after classes at both Rotman and Schulich beginning in early September on Thursdays and Fridays in 2010. I also invited potential participants that were interested in an in-depth one-on-one discussion to contact me on the last page of the survey.

At Rotman, ten interviews were conducted in total. In these ten samples, seven MBA students were recruited by my own initiative in approaching students and another two participants were obtained by referral. Only one interview participant was recruited from the invitation on the last page of the survey. At Schulich, I conducted six one-on-one interviews between December 17 and 24, 2010. Another four were interviewed between January 11 and 15, 2011, which was the first week of the Schulich calendar. Nine of these were recruited by my own initiative and only one of them was recruited by the survey invitation. Also, it is important to note that all these interviewees showed their interests in sharing with me their experiences of commercialization in their institutions when I approached them and have all participated my survey research as well. Interview data collection at Rotman was completed by late November, 2010 and on January 15, 2011 at Schulich.

Prior to each interview, an appointment was scheduled through email and the interview protocol was forwarded for participants’ information. All interviews took place at the convenience of the participants. The locations for these interviews included the students’ meeting room at Rotman, Robart’s library, OISE classrooms and group study rooms at the Schulich library and the York University library. Each interview lasted between 50 and 70 minutes. Each interview started with the informed consent letters. I asked participants to sign a copy if they understood the purpose of the study, the guarantee of confidentiality, and the right to withdraw from the study at any time before the thesis was completed. Explanations of Gould’s six ethos as
well as real examples that reflected the ethos and answers to participants’ questions and concerns were also given at the beginning of each interview.

Wiersma (2000) has discussed various advantages of tape-recording and videotaping interviews. In particular, he pointed out that the major benefit of using a recording device was to help the researcher reassess the data and make necessary notes. For this reason, all interviews in this study were audio-recorded with the participants’ permission.

Data analysis

Interviews were transcribed verbatim and transcripts were sent back to participants once they were done. Participants were given the opportunity to go over the transcript of their interview and provide corrections, comments, or further information for the purpose of explanation, and to make changes to any discussions in the interview they did not wish to have retained.

Wiersma (2000) has argued that qualitative data analysis is a procedure of categorizing, narrating and mixing. As such, I used Glaser & Strauss’ (1967) constant comparative method when analyzing the interview transcripts, assisted by Nvivo 8, the most recent version of qualitative research software for data coding. Gould’s (2003) six ethos of the commercialization process were the lens. However, they were not a restrictive framework. Data were coded twice by myself to maintain better intra-rater reliability. For the inter-rater reliability of the data analysis, my thesis supervisor reviewed and verified the themes that emerged from the interview data.

Summary

This chapter described the conceptual framework and the research methods in detail when conducting this research. The use of overall conceptual framework for this study and other supplementary framework components were discussed. For the methodology section, I employed in this research was a combination of quantitative and qualitative methods. In particular, I explained how each method served to explore different level of data needed to answer the research questions. For example, I used a quantitative method to investigate MBA students' awareness of commercial behaviors in their schools and whether these behaviors had an
influence on their experience of teaching and learning and their expectations of their program. The survey questionnaire structure, data collection process and how the data was analyzed were described. I also used a qualitative method to scrutinize MBA students’ experience of commercial behaviors, what their program expectations were and how these expectations were influenced by commercial behaviors. Hence, I elaborated on the interview format, question structure, recruitment process, interviewees and how the qualitative data were interpreted.

In Tables 3.1, I have summarized the specific survey and interview questions that were designed to solicit the necessary data for answering the research questions.

Table 3.1 Survey and interview Instrument matrix related to research questions:

1. How aware are MBA students of the identified commercial behaviors and what are their views of these behaviors?
   Survey questions designed for soliciting data are:
   - Budget control: 5-1, 6-1, 6-2, 7-1, 7-2,
   - Marketing strategies: 8-1, 9-1, 9-2, 10-1, 10-2
   - Customer services: 11-1, 12-1, 12-2, 13-1, 13-2

2. How do commercial behaviors influence MBA students’ experiences of teaching and learning?
   - Survey questions designed for soliciting data are:
     - Budget control: 6-3, 7-3
     - Marketing strategies: 9-3, 10-3
     - Customer services: 12-3, 13-3
   - Interview questions designed for stimulating discussions are: 1-1, 1-2, 1-3, 1-4, 2, 3, 4

3. What are MBA students’ expectations for an MBA degree? How are their program expectations and expectations for an MBA degree affected by commercial behaviors?
   - Survey questions designed for soliciting data are:
     - Budget control: 6-3, 7-3
     - Marketing strategies: 9-3, 10-3
     - Customer services: 12-3, 13-3
   - Interview questions designed for stimulating discussion are 5, 6-1, 6-2
It is important to note that I used some open-ended interview questions such as 7 and 8 that encouraged participants to share more opinions about their overall experience in their academic programs and comments about their institutions. For example, in the interview question 7, I asked participants to talk about their experiences in their MBA study that had opened their eyes to an issue, that had changed their attitudes in some way, or that had assisted or hindered their learning, development and success. In interview question 8, I asked participants to add any comments about their schools and study if there were any. These questions sought to solicit more data that could be needed for answering the research questions as well as to probe factors, other than commercial practices, that might influence students’ MBA experience.
CHAPTER FOUR: COMMERCIAL BEHAVIORS AT ROTMAN AND SCHULICH

Introduction

In this chapter, I provided examples of how the two case study business schools are commercialized that reflect theoretical issues in the trend of the commercialization of higher education. As indicated in Chapter Two, MBA programs are understood to be a relative example of commercialized form of education. Nowadays, university-based business education companies, usually calling themselves business schools, sell managerial skills and business knowledge and strategies, awarding degrees and certificates to customers (students). I will analyze the extent to which MBA programs are commercialized using Gould’s corporate ethos (2003, p80-81) as a lens.

The two chosen research institutions

Business education at the University of Toronto

The first business program to emerge at the University of Toronto was the two year diploma program in commerce delivered in the Department of Political Economy in 1901. In 1909, the department began to offer a four-year honors course in commerce and finance that led to the degree of Bachelor of Arts and, in 1920, the Bachelor of Commerce. These programs were based on the model of the University of Birmingham, UK that contained subjects such as economics, economic history, accountancy, finance, economic geography and commercial law. These programs were offered by the Faculty of Arts and Science and were grounded in the liberal arts tradition rather than having a professional management orientation. Their objective was to give students an analytical and institutional background that enabled them to assess the effect of changing market conditions on the plans of corporations or governments (Sawyer, 2000).

In 1938, the Master of Commerce was established in response to the increasing demand of a business community that asked for more practical training in management techniques. In 1951, the Institute of Business Administration was founded, a predecessor of the School of Business. The Master of Commerce then became an MBA degree in 1960 and the name of the
Institute was changed to the School of Business. The perception of the MBA program changed in the 1980s from being an extension of the Bachelor of Commerce to a program that would produce managers. In addition, a doctoral program in management in 1969 started to enroll students in areas such as finance, marketing, organizational behavior and human resource management, and business economics. In 1971, the Faculty of Management was officially established after the launch of the doctoral program. The establishment of a Ph.D. program as well as the Faculty of Management also sustained the research orientation that further legitimatized the role of the business school at the University of Toronto (Sawyer, 2000).

In 1996, the University of Toronto received a donation from Sandra and Joseph Rotman of $15 million in support of the School of Management. The gift was matched by the University of Toronto, creating a $30 million endowment fund. The School of Management was renamed the Joseph L. Rotman School of Management in their honor (Sawyer, 2000).

**Business education at York University**

York University was established in 1959 and the idea of creating a business school at York emerged by 1965 when the first president was convinced that York University should establish some kind of education in administration. James Gillies, a business education faculty member at UCLA, was hired in 1965 to advise York on the creation of a school of business. Gillies had been very keen on the reforms of business education brought about by both the Ford and Carnegie Foundation Reports published in 1959 and believed in the philosophy that higher education should provide traditional academic values. Hence, the design of business education in its early stages at York University was carried out under this paradigm. Gillies proposed that undergraduate students should first enroll in the Faculty of Arts, complete two years of general arts courses and in the latter years of their undergraduate education apply for admission to the Faculty of Administrative Studies (Gillies and Dickinson, 2000).

During the early phase of the business program's establishment at York, from 1966 to 1972, a research division was established for the purpose of raising funds for research, disseminating research results, organizing research seminars, and generally encouraging all faculty members to get involved in increasing knowledge in the areas in which they were experts. The BBA and MBA also grew rapidly. By 1972, the York MBA attracted more students
than any other such program in Canada and its Ph.D. program started to enroll students to produce scholars and researchers to meet the need for business faculty in universities. From 1972 to 1988, the Faculty of Administrative Studies was consolidating its position in terms of the number of students enrolled, the growth of the faculty, and its research orientation as well as its role in disseminating a generic body of knowledge that was not only in line with traditional academic missions but also business and management knowledge (Gillies and Dickinson, 2000).

In 1995, Seymour Schulich, chair and CEO of the Franco-Nevada and Euro-Nevada Mining Corporations, donated $15 million to the faculty. Upon receipt of the gift, the faculty became the Schulich School of Business (Gillies and Dickinson, 2000).

**The Ethos of Commercialization**

Gould (2003) has contended that the process of commercialization uses a framework to manage the everyday life of the higher education experience which includes the following aspects: “management and productivity development systems, budget controls, marketing strategies, the redistribution of labor, the development of research and ancillary enterprises, and customer service orientation” (p.80-81).

***Management and productivity development systems***

Gould (2003) has explained that the process of creating management and productivity development systems can be done by developing college/university consortia to restructure curriculum and cultivate knowledge; developing academic department structures within schools and colleges to gather and focus areas of knowledge development; using complex computer software and systems to keep track of students, alumni and employees, and so forth.

***Development of academic divisional structures with schools and colleges to cluster and focus areas of knowledge***

In terms of degree programs that are co-designed and co-delivered across colleges and universities, the Rotman School offers combined MBA degrees with the Faculty of Law (JD/MBA) in which students are awarded both the Juris Doctor and the Master of Business
Administration degrees on completing a four-year integrated program. Rotman also combines their MBA with the Faculty of Applied Science and Engineering (Skoll BASc/MBA) in which successful students are awarded a Bachelor’s degree in engineering and an MBA in six years and eight months. It also offers Collaborative Master’s degree programs in Asia-Pacific Studies, in which students are immersed in interdisciplinary studies of modern East and Southeast Asia; with the Centre for Environment (CFE), in which students can pursue an MBA as well as course work in environmental areas; and with the Department of Economics, in which students are provided with knowledge of financial and economic theory related to financial sectors and receive the degree of Master of Financial Economics (MFE).

Likewise, Schulich delivers combined degree programs with other colleges. For example, Schulich and Osgoode Hall Law School at York University offer a four-year joint program leading to joint Master of Business Administration (MBA) and Juris Doctor (JD) degrees; the Faculty of Fine Arts at York University has established a three-year joint degree program leading to a Master of Business Administration (MBA) combined with a Master of Fine Arts (MFA) or Master of Arts (MA) in fine arts. Besides the joint degree programs across the York campus, Schulich and the Faculté des Sciences de l’Administration de l’Université Laval in Quebec City offer a joint degree that aims to equip bilingual and bicultural managers with an enhanced knowledge of the realities and circumstances of the Canadian business environment.

Table 4.1 shows how Rotman's and Schulich's programs both reasonably validate Gould’s viewpoint that higher education is increasingly clustering areas of knowledge together as well as nurturing knowledge through institutional partnerships that streamline curricula.
Table 4.1 Management and Productivity Development Systems

<table>
<thead>
<tr>
<th>Gould’s examples</th>
<th>Rotman School of Management</th>
<th>Schulich School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of academic programs</td>
<td>• JD/MBA program with Faculty of Law</td>
<td>• MBA/MFA;MF with Faculty of Fine Arts</td>
</tr>
<tr>
<td>across colleges</td>
<td>• Streamlined BASc/MBA degree program with Faculty of Applied Science and Engineering</td>
<td>• MBA degree co-delivered with Faculté des Sciences de l’Administration de l’Université Laval in Quebec City</td>
</tr>
<tr>
<td></td>
<td>• Collaborative Master’s degree programs in Asia-Pacific Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collaborative MBA with Centre for Environment (CFE) with some MBA coursework in environmental areas</td>
<td></td>
</tr>
</tbody>
</table>

**Budget control**

Gould (2003) has contended that budget control practices include responsibility-centered budgeting (RCB) with decentralized budget authority, user fees for student services, and so forth. When MBA programs make efforts to become competitive on an international stage, activities such as recruiting the best professors, offering an excellent student experience with smaller class sizes, improving classroom technology, and enhancing student services are necessary. All these activities will be successfully implemented only if the budget allows for them. As such, public business schools seek privatization or RCM, deregulate tuition fees, conduct user-pays philosophy and seek alternative methods to raise resources, reduce costs, enhance revenues, and control expenditures to implement activities that assist them to be competitive and cover unsubsidized operating costs. In this vein, Rotman charges high tuition fees not only for graduate programs but also for the Rotman Commerce undergraduate programs for which students pay higher fees compared to those enrolled in the faculty of Arts and Science. Similarly, Schulich’s deregulated tuition fees also mean very high prices for MBA programs.

**Marketing strategies**

Gould (2003) has contended that marketing activities will be used in the process of the commercialization of higher education. This can be seen in the growing use of advertising to support the targeting of key audiences and the use of promotional rhetoric, corporate-styled logos and public identity themes.
Advertisement, public identity themes and corporate-style logos

Advertising is a method of communication aimed to convince potential customers to take some action. It often contains the name of a product or service and explains how that product or service could benefit the consumer in order to persuade potential customers to consume that particular brand and its related products. Advertising includes any place a corporation pays to deliver its message through a medium. In this vein, both Rotman and Schulich participate in the MBA Tour and the QS World MBA Tour, visiting major cities around the world to promote their programs and to meet with prospective MBA students. The panel sessions and alumni seminars these two institutions host can be viewed as advertising. In addition, in these advertising activities, Rotman uses “Rotman School of Management” as its identity theme and corporate-style logo without including the name of the University of Toronto. Similarly, Schulich applies “Schulich School of Business” as its identity theme to represent its brand when conducting marketing strategies.

Development of public relations offices to produce and focus press releases

Rotman established a Media Contacts Office for media enquiries, news releases, photography requests, and arranging interviews with faculty, staff, and students. Likewise, Schulich’s Media Relations Office helps put journalists in touch with faculty experts from various areas related to management in the private, public and nonprofit sectors. This office also maintains a database of past news related to Schulich. In this way, these higher education institutions have launched specific divisions to manage relations with the public and market their brands in yet another way.

Marketing activities: Traditional 4P

The concept of marketing educational institutions is not new. A number of scholars have recognized the increasingly important role that marketing is playing in higher education institutions’ efforts to attract new students (Carlson, 1992; Fish & Allen, 1993). The common feature of all marketing definitions is the satisfaction of customer needs (Carlson, 1992). In the higher education context, although many customers have been recognized (parents, alumni, donors, the community at large, the government, and prospective employers) the primary customer remains the student (Scott, 1999). In the MBA industry, marketing consists of
everything that a business school can do to influence the demand for its programs. Next I will briefly examine how the Rotman School of Management and the Schulich School of Business may have used the 4Ps marketing framework to commercialize their business programs.

-Product

In seeking customer satisfaction, program customization, development, and design need to be considered as product issues. As MBA programs are business and management knowledge-related, business schools can therefore use mass customization of the MBA degrees to provide a custom fit for students enrolled from a company or an industry, or for certain groups of people who want to learn managerial techniques and skills so as to meet their future career needs and development. The analysis below will illustrate how various MBA programs are manufactured and treated like products from which customers can choose.

The various MBA programs with different specializations, such as the full-time MBA, Master of Finance and One-Year Executive MBA are designed to provide more choices so as to satisfy the different needs of those who wish to pursue business education. There are also combined degrees such as, at Rotman, a Collaborative Program in Asia-Pacific Studies in which established management knowledge from the East is integrated into localized knowledge. This collaborative master's degree program has contributed to the development of an integrated and interdisciplinary research community in Asia-Pacific Studies at the University of Toronto. There are also other kinds of MBA at Rotman, such as the JD/MBA, Global Executive MBA and so forth. All programs are customized to satisfy students’ needs.

Similarly, Schulich has customized various MBA programs in order to meet various students’ needs. For example, the IMBA is customized to provide a global vision and international perspective enabling students to work more effectively internationally. The Master of Public Administration (MPA) degree is designed for those who serve or wish to serve in the public sector or non-profit organizations. This program aims to provide a unique combination of management education, program analysis and evaluation, and public policy analysis and development. The MBA in Finance equips professionals in the finance industry with advanced knowledge about how to cope with the changing global financial environment effectively and efficiently.
-Place

Place, or the distribution method of MBA courses, revolves around the concept of making education available and accessible to all students, whenever, wherever, and however they want to study. It goes beyond physical location to include days and times of lectures and opportunities to study full-time, part-time, or remotely, and it also provides access to staff outside of lecture times (Ivy & Naude, 2004).

The competitive advantages of the Rotman and Schulich MBA programs that run counter to traditional non-commercialized programs are their flexible delivery times and locations. Altering the time and format of delivering MBA programs are strategies employed to overcome the problems of students’ study and work conflicts, too. Rotman offers several types of delivery of their MBA programs, including the full-time Two-Year MBA, the part-time Three-Year Morning MBA, and the part-time Three-Year Evening MBA. Schulich also supplies year-round full-time, part-time (evening and weekend) and accelerated study options so students can tailor their studies to their needs.

In terms of program location, Rotman offers students a global perspective of management by collaborating with leading universities worldwide to deliver a range of elective courses dealing with international management. Students have the opportunity to participate in exchange programs for one full term. In addition, the Rotman International Study Tours are designed to provide students with the opportunity to understand the opportunities and risks associated with the emergence of important markets in the world economy. In 2009–2010, Rotman offered three international study tours to China, India and the Middle East. Participants had the opportunity to partake in pre-tour classes and in-country site visits as well as cultural and tourist activities.

Schulich has taken a different approach in extending its program locations into major markets around the world. Schulich currently has branch campuses in Beijing and a Corporate Governance Centre in Moscow. Recently, Schulich opened new centres in Mumbai and Seoul. The growth in various program locations gives prospective students a wider choice of schools without needing to relocate. In this sense, “global” can mean reaching others from across borders; also it means reaching local students who have geographic concerns.
Promotion

The promotional elements include all methods that business schools use to communicate with their target markets. While maintaining their prospectus and brochures form the core of most institutions’ promotions programs, business schools have become increasingly aggressive in their use of a range of promotional tools for student recruitment (Ivy & Naude, 2004). Advertisements promoting MBA programs appear widely in newspapers and business trade journals. These often refer to the various MBA surveys conducted both locally and globally by financial and professional journals such as Business Week and Financial Times. These are widely used to develop league tables, which play an important role in providing prospective students with information about MBA program alternatives. Conventions, careers fairs, and exhibitions can also be useful mechanisms to promote a university.

Other than the promotional media, the most frequently used and emphasized selling point in promotional activities is global ranking. MBA rankings are not the only measure of a good business school but they do form part of most students’ decisions about which MBA to take. A number of different sources publish MBA rankings, the most well-known of which are the Business Week MBA rankings in the US and the Financial Times rankings in Europe and the US.

Rotman highlights the global rankings of its MBA programs in its promotional brochures as well as on its website. Rotman emphasizes that in 2008, it was ranked 8th amongst international schools in the Business Week survey. Rotman also highlights that its MBA program was ranked No. 47th in the world and 23rd in North America by the Financial Times annual global business school survey in 2008. Similarly, Schulich advertises its EMBA program by quoting its ranking by the Financial Times as number one in Canada and among the world’s top 25.

Price

Pricing of programs not only has a direct impact on revenues, it also affects perceptions of quality and value. Price can be used to reinforce, or even help create, an image of quality (Little, O’Toole & Wetzel, 1997). In this sense, expensive MBA and EMBA programs are perceived to be high quality. Although MBA tuition fees are expensive, those who wish to pursue such degrees still can afford them and sometimes choose programs based on which charge higher
fees. As such, business schools adopt different pricing strategies. Tuition for MBA programs is much higher than some other graduate professional programs and most graduate non-professional programs. In Canada, a possible reason is that many public business schools are seeking to privatize or semi-privatize their programs in order to be more autonomous from governmental constraints and be flexible to meet market’s needs. Consequently, privatized business schools will need to conduct fund-raising events, raise tuitions fees, pursue entrepreneurial behaviors, and other commercial activities to recruit and enroll more students so as to generate more financial revenues and depend less on government supports. Although deregulated tuition is not necessarily a commercialized behavior, it indirectly motivates and enhances entrepreneurial activities.

Since Rotman and Schulich have deregulated their tuitions and in some ways have established their reputation and brand in the MBA market, in turn, they hold stronger pricing power on their MBA programs than other faculty that are not privatized. In 2011, the Rotman MBA total program fee was CN$ 80,931 for local students and CN$ 99,001 for international students while Schulich’s MBA cost CN$ 55,536 for domestic students and CN$ 60,000 for international students. In contrast, for other graduate professional programs, the Master of Public Policy for example, the total program fee at the University of Toronto for domestic students was CN$ 27,210 and CN$ 54,696 for international students and the same program at York University was CN$ 18,202 for local students and CN$ 29,018 for international students respectively.

Although they charge high tuition fees, both Rotman and Schulich provide bursaries and scholarships as well as incentives for those who wish to lessen high tuition burdens. For example, Rotman grants approximately $4.2 million in entrance scholarships, fellowships and awards to about 15 percent of its students. These are offered on the basis of exceptional merit and range from $10,000 to $40,000. Rotman also provides a subsidy for the interest incurred on a student loan for the duration the student is registered in the MBA program.

Similarly, Schulich provides entrance scholarships and the awards available at Schulich are among the highest value offered to MBA students in Canada. The school’s entrance awards program rewards the highest caliber of incoming students. Schulich Entrance Bursaries are available for incoming full-time MBA, IMBA and MPA students who have demonstrated
financial need. Entrance bursaries are variable in value. In addition, continuing awards and graduating student awards are also used at Schulich as one of its pricing strategies.

Table 4.2 illustrates both Rotman and Schulich’s current marketing strategies and serves as a summary that echoes Gould’s framework of marketing strategies.

Table 4.2 Marketing Strategies

<table>
<thead>
<tr>
<th>Gould’s examples</th>
<th>Rotman School of Management</th>
<th>Schulich School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>● Participates in World QS MBA Tour and World MBA Fair&lt;br&gt;● Brands itself as Rotman School of Management&lt;br&gt;● Rotman Media Contacts Office&lt;br&gt;● Products include full-time; part-time; one-year executive; MBA; MFE; Omnium Global MBA and so forth&lt;br&gt;● Places include elective courses to be taken at partner institutions worldwide; international study tours to China, India and Middle East and so forth&lt;br&gt;● Price includes entrance scholarship, fellowships and awards; subsidy for student loan interest; deregulated tuition fees&lt;br&gt;● Promotion includes highlighting of global rankings in promotional web banners and brochure, educational exhibition</td>
<td>● Participates in World QS MBA tour and World MBA Fair&lt;br&gt;● Brands itself as Schulich School of Business&lt;br&gt;● Schulich Media Relations Office&lt;br&gt;● Products include various MBA-related programs such as IMBA, EMBA, MPA and so forth&lt;br&gt;● Places include branch campuses in major cities such as Beijing, Moscow, Seoul and Mumbai; international elective courses taken overseas&lt;br&gt;● Price includes entrance scholarships, awards, bursaries; deregulated tuition fees&lt;br&gt;● Promotion includes highlighting of global rankings in promotional web banners and brochure, exhibition</td>
</tr>
<tr>
<td>Public identity themes</td>
<td>Public relations office</td>
<td></td>
</tr>
<tr>
<td>Public relations office</td>
<td>Traditional 4 P</td>
<td></td>
</tr>
<tr>
<td>Corporate-style logos</td>
<td>Traditional 4 P</td>
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</tr>
</tbody>
</table>
The redistribution of labor

Gould (2003) has contended that higher education institutions outsource their tasks by hiring outside experts to teach specialized courses and hiring adjunct faculty to fill positions to cope with enrollment expansion.

In Rotman and Schulich’s case, I intended to illustrate how many adjunct faculties there are of the total and whether they teach specialization or basic courses. I have challenges of obtaining such data. However, Rotman invites applicants to apply for positions as course instructors as well as sessional lecturers to deliver some of its Commerce, MBA and EMBA term courses on an ongoing and continuous basis. Rotman sends e-mail notifications of any vacancies for sessional lecturers and course instructors within the Rotman School of Management to all those who have applied for such positions in the past twelve months. Such information implies it is constantly hiring part-time faculty. In Schulich’s case, it also hires adjunct faculty to deliver some of its MBA courses. For instance, Schulich recruits those with professional certificates such as the Certified Accountant and Cooperative Management Certificates to deliver courses such as accounting, policy and entrepreneurial studies. These examples from Rotman and Schulich present some evidence of Gould’s argument that the redistribution of labor is a practice of the commercialization of higher education. Table 4.3 illustrates both Rotman and Schulich’s commercial practice of the redistribution of labor.

Table 4.3 The Redistribution of Labor

<table>
<thead>
<tr>
<th>Gould’s examples</th>
<th>Rotman School of Management</th>
<th>Schulich School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct faculty and outside experts for specialized courses</td>
<td>Rotman invites applicants to apply for positions as course instructors and sessional lecturers to deliver some of its Commerce, MBA and EMBA term courses on an ongoing and continuous basis</td>
<td>Schulich recruits those with professional certificates such as Certified Accountant and Cooperative Management Certificates to deliver such courses as accounting, policy and entrepreneurial studies</td>
</tr>
</tbody>
</table>
The Development of Contract Research and Quasi-Enterprises

Gould (2003) has noted that the practice of the development of contract research and quasi-enterprises includes corporate liaisons for the production and sale of knowledge; zeroing-in on research projects directly linked to corporate and government needs; and global outreach in seeking knowledge development partners.

Focused research programs directly linked to corporate and government needs

Rotman has a number of internationally-recognized research centres and institutes that address research programs related to corporations and governments as well as international society. For example, the Capital Market Institute attempts to determine how capital market mechanisms and institutions should be designed in order to create a superior environment for investors and issuers in a small, open market like Canada; the Centre for Health Sector Strategy drives a research agenda that is focused on producing actionable management knowledge for the health sector and the life sciences; the Clarkson Centre for Board Effectiveness and Business Ethics is the locus of research on business ethics and corporate governance at the Rotman School; the International Centre for Pension Management seeks to be a leading global exchange for improving pension management and legislation/regulation; the Martin Prosperity Institute takes an integrated approach to the study and creation of jurisdictional advantage. The existence of these research centres in some ways resonates with Gould’s definition of “focused research programs linked to corporate and government needs”.

Similarly, Schulich focuses on Research in Responsible Business. This research addresses two main themes: sustainable enterprise (in striving for a sustainable future, economic goals have to be balanced with wider social and environmental goals) and ethics (integrity and responsibility in business). In this regard, Schulich creates and disseminates new knowledge associated with responsible business and employs research results not only to meet the corporate and governmental need to enhance sustainable management but also to inform managers, policy makers, students, and consumers about how to integrate ethics, social responsibility and sustainability into the core of their decision-making processes.
Global outreach in seeking knowledge development partners

The Rotman Executive Program has forged partnerships with academic institutions around the globe to deliver a range of programs to participants from South America, Asia, Europe and elsewhere around the world. Initiatives include having faculty travel overseas to deliver components of the EMBA degree and non-degree offerings, and hosting international participants in Toronto in order to expose them to Canadian faculty, business practices and companies. Examples of these partnerships with Rotman include but are not limited to the following: Huazhong University of Science and Technology in Wuhan, China, where Rotman provides on-site executive training to this university's executive MBA students in topics ranging from economics to marketing and organizational behavior; Nankai University in Tianjin, China, where Rotman faculty travel to teach sessions in organizational behavior, finance, cross-cultural business issues, and supply chain management; the University of Salzburg (USB) in Salzburg, Austria, for which Rotman offers an intensive two-week international learning experience in Canada to managers and directors from Germany, Austria and Switzerland; the University of St. Gallen in St. Gallen, Switzerland with which Rotman has partnered to offer the Omnium Global Executive MBA, a degree program taught in seven countries on four continents.

In Schulich’s case, the International MBA program has partnered with over 50 business schools located in 40 cities around the world. The IMBA program requires students to complete certain credit hours in International Business electives, either at Schulich or during a term studying abroad at the partner institutions. In addition, Schulich also co-hosts, with the Kellogg School of Management at Northwestern University in the United States, an Executive MBA program which aims at providing executive managers with an international vision. The required global electives module of the Schulich-Kellogg EMBA program obliges students to study abroad at the partner campus for one term, networks students based at Schulich with Kellogg alumni and creates connections around the world as well as providing students with indigenous business knowledge.

Corporate liaison for the production and sale of knowledge

Rotman’s “Custom Programs for Organizations” invites corporations to form learning partnerships and customizes programs and results-oriented learning solutions for its corporate clients. This client-centered approach aligns Rotman’s knowledge with possible solutions to
corporate strategic commands in order for the school to have an influence on the performance of its client organizations. In this way, Rotman, on the one hand, is creating value using a consultative, iterative approach to design and deliver programs that fit clients’ needs and, on the other, is promoting the sale of knowledge.

Schulich takes an even more direct approach to selling managerial knowledge. The Schulich Executive Education Centre (SEEC) Custom Programs offer highly focused training designed specifically to provide clients’ employee groups the skills and tools necessary to drive organizational success. Participants, ranging from private corporations to governmental units, learn through application, interaction and reflection as they take part in role-play activities, real-work simulations and/or intensive action learning projects. Each strategy reflects SEEC’s unique blend of theory and practice, combining the scholastic expertise of Schulich faculty with the real-world experience of expert industry practitioners.

Moreover, the Sustainable Enterprise Academy (SEA) at Schulich provides Executive Seminars on Corporate Sustainable Development featuring leading-edge thinkers and practitioners. The seminars are designed for senior executives and leaders in business, government and civil society and are delivered by internationally acclaimed speakers and an international faculty. The Academy’s Alumni Network supports the ongoing work of seminar graduates. The Academy also provides events and training for specific aspects of sustainability.

The examples illustrated above, which are also summarized in Table 4.4, confirm that Rotman and Schulich’s practices of the development of research and ancillary enterprises fall within Gould’s paradigm of the commercialization process.
Table 4.4 The Development of Contract Research and Quasi-Enterprise

<table>
<thead>
<tr>
<th>Development of Research</th>
<th>Rotman School of Management</th>
<th>Schulich School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global outreach in seeking knowledge development partners</td>
<td>• Rotman research centres and institutes include Capital Market Institute, Centre for Health Sector Strategy, Clarkson Centre for Board Effectiveness and Business Ethics, International Centre for Pension Management and so forth</td>
<td>• Schulich Research focuses on Responsible Business with a specialization in Sustainable Enterprise and Business Ethics</td>
</tr>
<tr>
<td>Corporate liaison for the production and sale of knowledge</td>
<td>• Program partners include academic institutions in South Africa, Asia, and Europe</td>
<td>• Schulich IMBA partners with over 50 academic institutions globally</td>
</tr>
<tr>
<td></td>
<td>• Delivers global perspective business knowledge to academic institutions globally, including in China, Austria, Germany, and Switzerland</td>
<td>• Schulich-Kellogg co-delivers EMBA program</td>
</tr>
<tr>
<td></td>
<td>• Rotman Custom programs with corporate partners</td>
<td>• Schulich Executive Education centre (SEEC) Custom Programs offer specific training programs to private corporate and government units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schulich Sustainable Enterprise Academy (SEA) provides Executive Seminars on Corporate Sustainable Development programs to executive managers</td>
</tr>
</tbody>
</table>

**Customer Service Orientation**

Gould (2003) has argued that higher education institutions will expand student-life operations and experiences by providing mentoring and advice to enhance student services. He has further indicated that career counseling and internship placement as well as the growth of corporate connections will be highly utilized to augment students’ career prospects (Gould, 2003).

**Mentoring, career counseling, digital enrollment systems**

Examples from Rotman and Schulich resonate with Gould’s contention that a customer service orientation is part of the process of commercialization. For instance, Rotman’s mentoring and advising program, called “Rotman Ambassadors”, aims to assist prospective and newly-admitted students in their transition to the MBA lifestyle. It provides both real academic and cultural information, demonstrates real Rotman experiences in the form of a role play that
introduces students to its unique classroom atmosphere, and offers the opportunity to interact with both faculty and upperclassmen. In the context of career assistance, the mission of the Corporate Connections Centre at Rotman is to assist students in developing self-marketing strategies for seeking employment, to develop long-term corporate partnerships for the Rotman School and to empower students’ successful connections with informed employers. This centre actively pursues partnerships with leading and emerging companies across many industry sectors and provides resources and holds corporate recruiting events at Rotman for students to enhance their competitive advantage. The Career Services Management System at Rotman is a resume and company information bank system that connects students and employers. In addition, Rotman has its own webportal to streamline students’ enrollment and course selections.

Schulich’s mentorship program focuses on opportunities for current students to develop a relationship with alumni who can suggest advice, share working experience with up-to-date business realities within a specific industry sector, and convey academic experiences and provide career guidance. The Schulich Career Development Centre offers counseling and workshops to help students identify their strengths, determine their career objectives, develop their career plans, hone their skills for career management and put their professional development plans into action. The centre also invites Canadian, US, and offshore companies to their main campus and private job boards, to recruit for full-time, internship and summer positions. Similar to Rotman, Schulich employs a Career Portal Gateway that contains a wealth of job postings, career development resources and links only available to Schulich students and alumni. As well, the Schulich Intranet site contains information pertinent to current students, faculty, staff and alumni.

Table 4.5 summarizes examples of the ways that Rotman and Schulich conduct customer service-oriented activities.
Table 4.5 Customer Service Orientation

<table>
<thead>
<tr>
<th>Gould’s examples</th>
<th>Rotman School of Management</th>
<th>Schulich School of Business</th>
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</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>• Rotman Ambassadors</td>
<td>• Schulich Mentorship Program</td>
</tr>
<tr>
<td>Career counselling</td>
<td>• Rotman Corporate Connections Centre</td>
<td>• Schulich Career Development Centre</td>
</tr>
<tr>
<td>Digital enrollment systems</td>
<td>• Rotman Career Services Management System</td>
<td>• Schulich Career Portal Gateway</td>
</tr>
<tr>
<td></td>
<td>• Rotman Web Portal for keeping track of students, alumni and employees</td>
<td>• Schulich Intranet</td>
</tr>
</tbody>
</table>

Summary

Commercializing higher education benefits not only those whose main relationship with higher education is based in a financial for-profit institution, but any organization, business, or institution whose relationship with higher education is concerned with maximizing profits. In the MBA industry, students often choose between comparable educational ‘products’ and ‘buy’ one over the other based on price or some other determination of value and services. The consumer attitude of students may be feeding an institutional commercialization, where campus leaders interpret internal operations and institutional obligations through the lens of positioning their academic products to be more desirable than those of other institutions.

This chapter had two aims. The first was to probe how the two case study business schools are commercialized, using Gould’s (2003) framework of corporate ethos and recognize that commercialization is the current reality as evidenced in the greater Toronto area. The second purpose of this chapter was to identify commercial behaviors of the two research MBA programs that could be used to examine whether MBA students perceive these behaviors; explore their views, positive or negative, of these commercial behaviors; and determine how these behaviors influence their experience of teaching and learning and their program expectations.

It must be noted that some of the practices at both institutions, although identified through Gould’s lens as commercial behaviors, are not necessarily contemporary innovations. For example, in the practice of management and productivity development, the delivery of
management programs on a part-time and evening basis and executive management courses could be seen in the 1950s in leading universities such as Harvard, Columbia, Stanford and so forth (Pierson, 1959). While such programs may have evolved into the evening and morning MBA programs and EMBA programs in contemporary business schools, the concept of such conduct has long been in existence. In addition, joint-degree programs are not necessarily a new phenomenon either. For example, a joint MBA degree program at York University with the Faculté des Sciences de l’Administration de l’Université Laval in Quebec City can be traced back to 1973, which is almost forty years ago.

The practice of the redistribution of labor could be seen in early years too. Advocates argued that the positive contribution which part-time teachers could make was to bring practical business experience to students and provide specialized instruction. However, the ratio of part-time to full-time teachers was 10 percent or more and was criticized as being too high back in the 1950s (Pierson, 1959). Hence, the redistribution of labor is not a new commercial behavior from a historical perspective, nor is it unique to management programs as it can also be found in architecture, dentistry, medicine and law.

In terms of the practice of the development of research and quasi-enterprises, academic research in business schools in the early days was required as a mandatory capacity so as to secure the schools' legitimacy in the universities. As such, the development of research may not be seen as commercial behavior unless it is conducted as contracted research. In this study, there are challenges to identifying whether or not certain research is contracted. Furthermore, the Schulich Executive Education Centre and Schulich Sustainable Enterprise Academy as well as Rotman’s business solutions and training customized for corporate clients can also be seen as parallel to the practices of management and productivity development programs developed after World War II (Pierson, 1959). This concept has evolved under the theme of quasi-enterprises to the point where business schools nowadays seek close relationships with business communities for potential opportunities for the sale of management knowledge.

Since the practices of management and productivity development, the redistribution of labor, and the development of research and quasi-enterprises may not be contemporary, I excluded them from the survey even though they are identified as commercial practices when
probing students’ views on commercialized behaviors and the degree to which these behaviors influence their experience of teaching and learning as well as their program expectations.
CHAPTER FIVE: RESEARCH FINDINGS AND ANALYSIS OF ROTMAN SCHOOL OF MANAGEMENT

Introduction

This chapter contained two sections that illustrate the quantitative and qualitative findings regarding students' experience and expectations from Rotman School of Management. Section A reported the quantitative findings that reveal the level of students’ recognition of certain business terminology, awareness of commercial practices, their views if these practices are commercialized, positive or negative, as well as the degree to which these practices have an influence on their experience of teaching, learning and program expectations. As stated in Chapter Four, only the practices of budget control, marketing strategies and customer services are uses in the survey.

Section B detailed the qualitative findings from Rotman that illustrate students’ definition of commercialization of higher education, how commercial behaviors influence their experience of teaching and learning, their expectations of doing MBA and how these expectations are changed and the causes that changed them. Qualitative findings also show students’ overall learning experience in their institution and the factors that influence their learning and development. Please refer to the interview protocol for semi-structured interview questions. As stated in Chapter Four, the six commercial practices were utilized in the interviews to examine students’ experiences. Also, students’ experiences of each commercial practice contained different themes which emerged from their interview data. As my intention in this study was to look at the students’ experiences and perspectives of commercialization, I describe what students said in their interviews. It is essential to note that I have included my comments and interpretations as I believe this facilitates better understanding of the student experience.

Section A- Rotman Quantitative Findings

This section presented the results of the self-reported on-line survey of MBA students at the Rotman School of Management. The presentation of these results was divided into three subsections. The first subsection portrays student background characteristics which represent the data collected from the sample population of 140 Rotman MBA students. Subsection two details
counts and frequencies of descriptive statistics for three commercial ethos. This helps answer the research questions about if students perceive commercial practices, how they view these practices and the extent to which their experiences of teaching and learning and their program expectations are influenced by commercial practices.

**Demographic background of the Rotman MBA survey respondents**

The following tables describe and present data on the population of Rotman MBA students surveyed, with frequencies and percentages illustrated by MBA type, current year of study, gender, undergraduate major, age, possession of graduate degree, years of working experience, former employment industry, MBA program expectations, part-/full-time status, residency status, tuition source and knowledge of commercial terminology. It is important to note that respondents were advised that they could skip any questions that they felt uncomfortable answering. As such, although the sample population is 140, the number of responses to each survey question could be smaller.

Table 5.1 shows that 130 (98.5%) respondents indicated that they were enrolled in the MBA programs. This population included full-time, morning and evening MBA students. Only 1.5% of the respondents were in the combined MBA degree program.

<table>
<thead>
<tr>
<th>Type of MBA Program</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>98.5</td>
<td>130</td>
</tr>
<tr>
<td>Other MBA (such as BASc/MBA, JD/MBA)</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>132</td>
</tr>
</tbody>
</table>

Table 5.2 indicates respondents’ current year of registration. Over sixty percent of the participants reported that they had studied at Rotman for over one year and about 37% of students identified themselves as year one students, which means that they had only been at Rotman for two months when they answered this survey. Participants in this category included part-time morning, evening and full-time MBA students.
Table 5.2 Current Year of Study

<table>
<thead>
<tr>
<th>Year</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>37.1</td>
<td>49</td>
</tr>
<tr>
<td>Year 2</td>
<td>50.0</td>
<td>66</td>
</tr>
<tr>
<td>Year 3</td>
<td>12.9</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>132</td>
</tr>
</tbody>
</table>

Table 5.3 reports the gender of the survey participants. Among 134 responses, 90 participants (67.2%) reported that they were male students and 44 (32.8%) that they were female students.

Table 5.3 Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>32.8</td>
<td>44</td>
</tr>
<tr>
<td>Male</td>
<td>67.2</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>134</td>
</tr>
</tbody>
</table>

Table 5.4 suggests that about one third of current MBA students at Rotman studied engineering at the undergraduate level. The rest had a business and commerce background (25.4%), a humanities and social sciences background (20.3%) or, for a very small portion of respondents, a life science, physical science or health science background.
Table 5.4 Undergraduate Major

<table>
<thead>
<tr>
<th>Undergraduate Major</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; commerce</td>
<td>26.9</td>
<td>35</td>
</tr>
<tr>
<td>Humanities and social sciences</td>
<td>21.5</td>
<td>28</td>
</tr>
<tr>
<td>Life science</td>
<td>6.9</td>
<td>9</td>
</tr>
<tr>
<td>Engineering</td>
<td>31.5</td>
<td>41</td>
</tr>
<tr>
<td>Physical sciences</td>
<td>5.4</td>
<td>7</td>
</tr>
<tr>
<td>Health sciences</td>
<td>3.1</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>4.6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>130</td>
</tr>
</tbody>
</table>

One hundred and six respondents (nearly 80% of the research population) were between 26 and 35 years old when studying at Rotman. Within that category, 56.4% of the research samples were between 26 and 30 years old and about a quarter of them (23.3%) were between 31 and 35 years old. The age distribution is illustrated in Table 5.5.

Table 5.5 Age When Enrolled at Rotman

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or under</td>
<td>14.3</td>
<td>19</td>
</tr>
<tr>
<td>26-30</td>
<td>56.4</td>
<td>75</td>
</tr>
<tr>
<td>31-35</td>
<td>23.3</td>
<td>31</td>
</tr>
<tr>
<td>36-40</td>
<td>4.5</td>
<td>6</td>
</tr>
<tr>
<td>41 or above</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>133</td>
</tr>
</tbody>
</table>

Table 5.6 indicates that the majority (75%) of the students surveyed reported that they did not obtain a graduate degree before doing their MBA while 25% obtained a graduate degree before doing their MBA.

Table 5.6 Obtained Graduate Degree Before MBA

<table>
<thead>
<tr>
<th>Obtained Graduate Degree Before MBA</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>75</td>
<td>99</td>
</tr>
<tr>
<td>Yes</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>132</td>
</tr>
</tbody>
</table>
Table 5.7 reports participants’ years of working experience before doing their MBA. In this study, 58.6% students had 2-5 years’ work experience and 26.3% had 5-8 years’ work experience.

Table 5.7 Number of Years of Work Experience Before MBA

<table>
<thead>
<tr>
<th>Years of Work Experience</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 years</td>
<td>58.6</td>
<td>78</td>
</tr>
<tr>
<td>5-8 years</td>
<td>26.3</td>
<td>35</td>
</tr>
<tr>
<td>More than 8 years</td>
<td>15.0</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>133</td>
</tr>
</tbody>
</table>

Table 5.8 reports the breakdown of the survey respondents’ former employment industries before starting their MBA program. 31.3% of the 131 respondents were part of the business industry and 24.4% worked in technology and engineering.

Table 5.8 Former Work Industry Before MBA

<table>
<thead>
<tr>
<th>Former Work Industry</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>7.6</td>
<td>10</td>
</tr>
<tr>
<td>Business</td>
<td>31.3</td>
<td>41</td>
</tr>
<tr>
<td>Education</td>
<td>6.1</td>
<td>8</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>4.6</td>
<td>6</td>
</tr>
<tr>
<td>Technology</td>
<td>24.4</td>
<td>32</td>
</tr>
<tr>
<td>Healthcare</td>
<td>10.0</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>16.0</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>131</td>
</tr>
</tbody>
</table>

Table 5.9 describes participants’ primary expectation about their MBA program. 36.4% students reported that their primary expectation about the MBA program centred around the program characteristics, followed by areas expertise at 31.8% and professional skills at 24.2%.
Table 5.9 Primary Expectation About MBA Program

<table>
<thead>
<tr>
<th>Program characteristics</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional skills</td>
<td>36.4</td>
<td>48</td>
</tr>
<tr>
<td>Areas of expertise</td>
<td>24.2</td>
<td>32</td>
</tr>
<tr>
<td>Other</td>
<td>31.8</td>
<td>42</td>
</tr>
<tr>
<td>Other</td>
<td>7.6</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>132</td>
</tr>
</tbody>
</table>

Table 5.10 reports that nearly two thirds (61.7%) of the survey participants were full-time students and 37.6% of participants were part-time students.

Table 5.10 Part-/Full-time MBA Attended

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student</td>
<td>61.7</td>
<td>82</td>
</tr>
<tr>
<td>Part-time student</td>
<td>37.6</td>
<td>50</td>
</tr>
<tr>
<td>Other</td>
<td>0.7</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>133</td>
</tr>
</tbody>
</table>

In Table 5.11, the data suggests that the majority (87.9%) of participants surveyed were domestic students and only 12.1% were international students.

Table 5.11 Residency Status

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>12.1</td>
<td>16</td>
</tr>
<tr>
<td>Domestic</td>
<td>87.9</td>
<td>116</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>132</td>
</tr>
</tbody>
</table>

Table 5.12 demonstrates students’ major sources of tuition. It is obvious that most participants’ major tuition source was their savings (48.5%) and 43.9% of participants relied on loans.
Table 5.12 Major Source of Tuition

<table>
<thead>
<tr>
<th>Source</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>My savings</td>
<td>48.1</td>
<td>64</td>
</tr>
<tr>
<td>My employer</td>
<td>4.5</td>
<td>6</td>
</tr>
<tr>
<td>Government support</td>
<td>0.8</td>
<td>1</td>
</tr>
<tr>
<td>University support</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Loans</td>
<td>43.6</td>
<td>58</td>
</tr>
<tr>
<td>Other</td>
<td>3.0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>133</td>
</tr>
</tbody>
</table>

Table 5.13 reports the degree to which participants recognized certain commercial terminology related to this study. Participants were asked not to make any value judgments but were asked to answer whether they recognized these terms. This terminology was adopted from Gould’s (2003) corporate ethos, which was illustrated in the conceptual framework chapter. No further explanations of these terms were provided in the survey.

Over 80% of respondents reported that they were “familiar” or “very familiar” with the terminology "marketing strategies", "outsourcing of labor" and "customer service orientation" while less than 3% of respondents chose “don’t know” or “unfamiliar” in response to this question. The terms "budget controls" (73.3%), "commercialization and privatization of higher education" (61%) "quality management and achievement criteria" (58%) and "redistribution of labor" (53.1%) were also reported as being “familiar” or “very familiar” to the respondents while 4.6%, 13%, 14.5% and 17.7% answered “D/K” or “unfamiliar” to these respective terms. There were about 43% of participants who answered “unfamiliar” or “D/K” while 29% of participants reported that they were “familiar” or “very familiar” with the term "development of contract research and quasi-enterprises”. In addition, there were about equal numbers of those who were “unfamiliar” or “D/K” (36.6%) and those who were “familiar” or “very familiar” (36.7%) with the term “corporate liaisons for the term of production and sale of knowledge”.

103
<table>
<thead>
<tr>
<th></th>
<th>Unfamiliar</th>
<th>Somewhat</th>
<th>Familiar</th>
<th>Very familiar</th>
<th>D/K</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercialization and privatization of higher education</td>
<td>12 (9.2%)</td>
<td>34 (26.0%)</td>
<td>47 (35.8%)</td>
<td>33 (25.2%)</td>
<td>5 (3.8%)</td>
<td>131</td>
</tr>
<tr>
<td>Management and productivity development systems</td>
<td>31 (23.7%)</td>
<td>36 (27.4%)</td>
<td>42 (32.1%)</td>
<td>19 (14.5%)</td>
<td>3 (2.3%)</td>
<td>131</td>
</tr>
<tr>
<td>Quality management and achievement criteria</td>
<td>17 (13.0%)</td>
<td>36 (27.5%)</td>
<td>46 (35.1%)</td>
<td>30 (22.9%)</td>
<td>2 (1.5%)</td>
<td>131</td>
</tr>
<tr>
<td>Budget controls</td>
<td>6 (4.60%)</td>
<td>29 (22.1%)</td>
<td>59 (45.0%)</td>
<td>37 (28.3%)</td>
<td>0 (0.0%)</td>
<td>131</td>
</tr>
<tr>
<td>Marketing strategies</td>
<td>2 (1.50%)</td>
<td>14 (10.7%)</td>
<td>60 (45.8%)</td>
<td>55 (42.0%)</td>
<td>0 (0.0%)</td>
<td>131</td>
</tr>
<tr>
<td>The redistribution of labor</td>
<td>20 (15.4%)</td>
<td>38 (29.2%)</td>
<td>47 (36.2%)</td>
<td>22 (16.9%)</td>
<td>3 (2.3%)</td>
<td>130</td>
</tr>
<tr>
<td>The outsourcing of tasks</td>
<td>1 (0.70%)</td>
<td>12 (9.20%)</td>
<td>53 (40.5%)</td>
<td>63 (48.1%)</td>
<td>2 (1.5%)</td>
<td>131</td>
</tr>
<tr>
<td>The development of contract research and quasi-enterprises</td>
<td>47 (35.9%)</td>
<td>37 (28.2%)</td>
<td>30 (22.9%)</td>
<td>8 (6.10%)</td>
<td>9 (6.9%)</td>
<td>131</td>
</tr>
<tr>
<td>Corporate liaisons for the production and sale of knowledge</td>
<td>40 (30.5%)</td>
<td>35 (26.7%)</td>
<td>36 (27.5%)</td>
<td>12 (9.2%)</td>
<td>8 (6.1%)</td>
<td>131</td>
</tr>
<tr>
<td>Customer service orientation</td>
<td>3 (2.30%)</td>
<td>14 (10.7%)</td>
<td>50 (38.1%)</td>
<td>64 (48.9%)</td>
<td>0 (0.0%)</td>
<td>131</td>
</tr>
</tbody>
</table>
Report on the frequencies and percentages for students’ perceptions of commercial ethos

This section reported the frequency and percentages for responses regarding the three corporate ethos. These three ethos are budget control, marketing strategies, and customer service orientation. For each ethos, respondents were divided into two groups based on their perceptions of the ethos implemented in their program. Those who answered “somewhat”, “much”, or “very much” were treated as the group of those who perceived the studied ethos. Similarly, those who replied “D/K”, “never”, or “little” were categorized into the group of those who did not perceive the studied ethos. Respondents in both the "perceiving" and “unperceiving” groups were requested to provide their views on whether the studied ethos are commercialized, whether the studied ethos are good or bad, and to what extent the ethos influence their experience of teaching and learning as well as their program expectations. The survey questions for the unperceiving group were structured as conditional sentences (please refer to survey instrument). For participants’ views of whether certain commercial ethos are commercialized, whether certain commercial ethos are good or bad, and the extent to which these ethos influence their experience of teaching and learning and program expectations, only the findings of those who perceived the commercial ethos are reported in this section. As such, it is important to note that there were fewer respondents to the later questions than to the initial question since the answers to the initial question served as a screening device to categorized participants into the perceiving and unperceiving groups.

Table 5.14 reports the extent to which respondents perceived the implementation of budget control at Rotman. As discussed earlier, this question grouped respondents into perceiving and unperceiving categories. There were 123 participants who answered the question, “To what degree is the practice of budget control implemented in your graduate business program?”. The two groups of perceiving and unperceiving respondents were formed based on the 62 students who answered “somewhat”, “much”, “very much” (50.4%) and the 61 students (49.6%) who answered “never”, “little” and “D/K”, as shown in Table 5.14.
Table 5.14 The Level of Student Perception of Budget Control Implementation

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>2.4</td>
<td>3</td>
</tr>
<tr>
<td>Little</td>
<td>19.5</td>
<td>24</td>
</tr>
<tr>
<td>Somewhat</td>
<td>25.2</td>
<td>31</td>
</tr>
<tr>
<td>Much</td>
<td>15.4</td>
<td>19</td>
</tr>
<tr>
<td>Very much</td>
<td>9.8</td>
<td>12</td>
</tr>
<tr>
<td>D/K</td>
<td>27.7</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>123</td>
</tr>
</tbody>
</table>

Only the views of the perceiving group are reported in Tables 5.15 to 5.18. Table 5.15 indicates that 18.8% of participants reported that budget control is commercialized and 1.6% reported that it is not commercialized. About 13% of participants remained neutral in response to this question.

Table 5.15 Budget Control Is Commercialized

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.6</td>
<td>2</td>
</tr>
<tr>
<td>Neutral</td>
<td>13.0</td>
<td>16</td>
</tr>
<tr>
<td>Agree</td>
<td>14.0</td>
<td>17</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4.8</td>
<td>6</td>
</tr>
<tr>
<td>D/K</td>
<td>4.0</td>
<td>5</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>49.6</td>
<td>61</td>
</tr>
<tr>
<td>Missing data</td>
<td>13.0</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>123</td>
</tr>
</tbody>
</table>

As shown in Table 5.16, the survey participants reported that the implementation of budget control at Rotman was largely viewed neutrally (22%) and nearly 4.1% of respondents thought it positive. About 11.3% of respondents thought the implementation of budget control was a negative commercial conduct.
Table 5.16 View of Budget Control

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very negative</td>
<td>2.4</td>
<td>3</td>
</tr>
<tr>
<td>Negative</td>
<td>8.9</td>
<td>11</td>
</tr>
<tr>
<td>Neutral</td>
<td>22.0</td>
<td>27</td>
</tr>
<tr>
<td>Positive</td>
<td>4.1</td>
<td>5</td>
</tr>
<tr>
<td>Very positive</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>D/K</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>49.6</td>
<td>61</td>
</tr>
<tr>
<td>Missing data</td>
<td>13.0</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>123</td>
</tr>
</tbody>
</table>

Table 5.17 reports the frequencies and percentages for the questions that were used to examine whether MBA students’ experiences of teaching and learning and their program expectations were influenced by the practice of budget control at Rotman. The numbers in brackets after each factor reveal the number of participants who answered that particular question. The two numbers in each survey option indicate the frequencies of respondents and percentage of those who chose that answer.

Around 20% of the participants who answered this set of questions reported that the practice of budget control “never” influenced or had “little” influence on their experience of teaching and learning while less than 6% reported it had “much” or “very much” influence. Between 9% and 14% of respondents reported that the practice of budget control “never” influenced or had “little” influence on intensifying their expectations of the MBA programs while between 8.5% and 13% of participants reported that this practice had “much” or “very much” impact on intensifying their program expectations. There is combined total of about 65% of participants who did not perceive the practice of budget control and skipped this set of questions.
Table 5.17 Students’ Perception of the Extent To Which Budget Control Influenced Their Experiences and Expectations (Based on the Responses of Those Participants Who Perceived Budget Control at Rotman)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Never</th>
<th>Little</th>
<th>Somewhat</th>
<th>Much</th>
<th>Very much</th>
<th>D/K</th>
<th>U&amp;M</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with faculty</td>
<td>8</td>
<td>17</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>80</td>
<td>123</td>
</tr>
<tr>
<td>(6.5%)</td>
<td>(13.8%)</td>
<td>(5.7%)</td>
<td>(2.5%)</td>
<td>(0.8%)</td>
<td>(5.7%)</td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Working collaboratively with fellow students</td>
<td>11</td>
<td>14</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>80</td>
<td>123</td>
</tr>
<tr>
<td>(8.9%)</td>
<td>(11.4%)</td>
<td>(8.2%)</td>
<td>(1.6%)</td>
<td></td>
<td>(4.9%)</td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Active learning</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>80</td>
<td>123</td>
</tr>
<tr>
<td>(9.8%)</td>
<td>(9.8%)</td>
<td>(9.8%)</td>
<td>(3.2%)</td>
<td></td>
<td>(2.4%)</td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Timely feedback from faculty</td>
<td>13</td>
<td>13</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>80</td>
<td>123</td>
</tr>
<tr>
<td>(10.6%)</td>
<td>(10.6%)</td>
<td>(8.2%)</td>
<td>(2.4%)</td>
<td>(0.8%)</td>
<td>(2.4%)</td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Allowing sufficient time for study</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>80</td>
<td>123</td>
</tr>
<tr>
<td>(9.8%)</td>
<td>(9.8%)</td>
<td>(8.9%)</td>
<td>(2.4%)</td>
<td></td>
<td>(4.1%)</td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Faculty conveying expectations of your</td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>80</td>
<td>123</td>
</tr>
<tr>
<td>performance</td>
<td>(10.6%)</td>
<td>(8.1%)</td>
<td>(7.4%)</td>
<td>(5.6%)</td>
<td>(3.3%)</td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Faculty respecting student diversity</td>
<td>8</td>
<td>14</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>8</td>
<td>80</td>
<td>123</td>
</tr>
<tr>
<td>(6.5%)</td>
<td>(11.4%)</td>
<td>(7.3%)</td>
<td>(3.3%)</td>
<td></td>
<td>(6.5%)</td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Intensifying expectations of program</td>
<td>5</td>
<td>6</td>
<td>13</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>80</td>
<td>123</td>
</tr>
<tr>
<td>characteristics</td>
<td>(4.1%)</td>
<td>(4.9%)</td>
<td>(10.6%)</td>
<td>(4.8%)</td>
<td>(8.2%)</td>
<td>(2.4%)</td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Enhancing expectations of obtaining better</td>
<td>5</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>80</td>
<td>123</td>
</tr>
<tr>
<td>professional skills</td>
<td>(4.1%)</td>
<td>(8.9%)</td>
<td>(8.2%)</td>
<td>(6.5%)</td>
<td>(4.9%)</td>
<td>(2.4%)</td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Strengthening expectations of getting</td>
<td>7</td>
<td>10</td>
<td>12</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>81</td>
<td>123</td>
</tr>
<tr>
<td>better knowledge in areas of expertise</td>
<td>(5.7%)</td>
<td>(8.2%)</td>
<td>(9.6%)</td>
<td>(4.9%)</td>
<td>(3.3%)</td>
<td>(2.4%)</td>
<td></td>
<td>(100%)</td>
</tr>
</tbody>
</table>

U&M refers to unperceiving group and missing data.
Table 5.18 reports the frequencies and percentages of the extent to which students perceived the implementation of marketing strategies at Rotman. There were 84 participants who answered the question, “To what degree is the practice of marketing strategies implemented in your graduate business program?” About 92.9% of the respondents to this question reported that marketing strategies were implemented “somewhat”, “much” or “very much” while only 7.1% respondents felt there was “little” implementation of marketing strategies or chose “D/K”.

Table 5.18 Students’ Perceptions of the Level of Implementation of Marketing Strategies

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Little</td>
<td>2.3</td>
<td>2</td>
</tr>
<tr>
<td>Somewhat</td>
<td>23.8</td>
<td>20</td>
</tr>
<tr>
<td>Much</td>
<td>27.4</td>
<td>23</td>
</tr>
<tr>
<td>Very much</td>
<td>41.7</td>
<td>35</td>
</tr>
<tr>
<td>D/K</td>
<td>4.8</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>84</td>
</tr>
</tbody>
</table>

Only the views of the perceiving group are reported in Tables 5.19 to 5.21. In Table 5.19, about 68% of respondents reported that using marketing strategies is a commercialized behavior, followed by 9.5% of respondents who were neutral on this question and 6% who chose "D/K".

Table 5.19 Marketing Strategy is Commercialized

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>9.5</td>
<td>8</td>
</tr>
<tr>
<td>Agree</td>
<td>38.1</td>
<td>32</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>29.8</td>
<td>25</td>
</tr>
<tr>
<td>D/K</td>
<td>6.0</td>
<td>5</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>7.1</td>
<td>6</td>
</tr>
<tr>
<td>Missing data</td>
<td>9.5</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>84</td>
</tr>
</tbody>
</table>

Table 5.20 reports participants’ views of the marketing strategy they perceived. Around 53.7% of students considered it positive, about 20% participants thought it neutral and only 8.3% deemed it negative.
Table 5.20 View of Marketing Strategy

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very negative</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Negative</td>
<td>8.3</td>
<td>7</td>
</tr>
<tr>
<td>Neutral</td>
<td>20.2</td>
<td>17</td>
</tr>
<tr>
<td>Positive</td>
<td>37.0</td>
<td>31</td>
</tr>
<tr>
<td>Very positive</td>
<td>16.7</td>
<td>14</td>
</tr>
<tr>
<td>D/K</td>
<td>1.2</td>
<td>1</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>7.1</td>
<td>6</td>
</tr>
<tr>
<td>Missing data</td>
<td>9.5</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>84</td>
</tr>
</tbody>
</table>

Table 5.21 reports the frequencies and percentages for the questions that were used to examine whether MBA students’ experiences of teaching and learning and their program expectations were influenced by the practice of marketing strategies at Rotman. The numbers in brackets after each factor reveal the number of participants who answered that particular question. The two numbers in each survey option indicate the frequencies of respondents and percentage of those who chose that answer.

It is notable that over 40% of participants indicated that the practice of marketing strategies “never” influenced or had “little” influence on their experience of teaching and learning. The exceptions were the influence of marketing strategies on students’ perception that “faculty convey expectations of students performance” and “faculty respect student diversity”, where 29.7% and 30.9% of respondents respectively felt the influence of marketing strategies. Between 32.1% and 38.2% of respondents reported that the practice of marketing strategies had “much” or “very much” influence on their experience of enhanced expectations of programs while between 19.1% and 22.6% of participants reported it had “never” influenced them or had “little” influence. Overall, more respondents considered that this practice had an influence on students’ experience of teaching and learning and their program expectations than those who felt it had “little” influence or “never” influenced them.
Table 5.21 Students' Perception of the Extent To Which Marketing Strategies Influenced Their Experience and Expectations (Based on the Responses of Those Participants Who Perceived Marketing Strategies at Rotman)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Never</th>
<th>Little</th>
<th>Somewhat</th>
<th>Much</th>
<th>Very much</th>
<th>D/K</th>
<th>U/M</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with faculty</td>
<td>22 (26.2%)</td>
<td>17 (20.2%)</td>
<td>13 (15.5%)</td>
<td>8 (9.5%)</td>
<td>3 (3.7%)</td>
<td>6 (7.1%)</td>
<td>15 (17.8%)</td>
<td>84 (100%)</td>
</tr>
<tr>
<td>Working collaboratively with fellow students</td>
<td>22 (26.2%)</td>
<td>14 (16.7%)</td>
<td>14 (16.7%)</td>
<td>7 (8.3%)</td>
<td>3 (3.6%)</td>
<td>8 (9.5%)</td>
<td>16 (19.0%)</td>
<td>84 (100%)</td>
</tr>
<tr>
<td>Active learning</td>
<td>22 (26.2%)</td>
<td>16 (19.0%)</td>
<td>14 (16.7%)</td>
<td>8 (9.5%)</td>
<td>3 (3.7%)</td>
<td>6 (7.1%)</td>
<td>15 (17.8%)</td>
<td>84 (100%)</td>
</tr>
<tr>
<td>Timely feedback from faculty</td>
<td>23 (27.4%)</td>
<td>18 (21.4%)</td>
<td>17 (20.2%)</td>
<td>2 (2.5%)</td>
<td>0 (0.0%)</td>
<td>9 (10.7%)</td>
<td>15 (17.8%)</td>
<td>84 (100%)</td>
</tr>
<tr>
<td>Allowing sufficient time for study</td>
<td>28 (33.3%)</td>
<td>14 (16.7%)</td>
<td>13 (15.5%)</td>
<td>5 (6.0%)</td>
<td>0 (0.0%)</td>
<td>9 (10.7%)</td>
<td>15 (17.8%)</td>
<td>84 (100%)</td>
</tr>
<tr>
<td>Faculty conveying expectations of your performance</td>
<td>17 (20.2%)</td>
<td>8 (9.5%)</td>
<td>19 (22.6%)</td>
<td>15 (17.8%)</td>
<td>1 (1.2%)</td>
<td>8 (9.6%)</td>
<td>16 (19.1%)</td>
<td>84 (100%)</td>
</tr>
<tr>
<td>Faculty respecting student diversity</td>
<td>15 (17.8%)</td>
<td>11 (13.1%)</td>
<td>21 (25%)</td>
<td>8 (9.5%)</td>
<td>6 (7.1%)</td>
<td>7 (8.4%)</td>
<td>16 (19.1%)</td>
<td>84 (100%)</td>
</tr>
<tr>
<td>Intensifying expectations of program characteristics</td>
<td>7 (8.4%)</td>
<td>9 (10.7%)</td>
<td>16 (19%)</td>
<td>18 (21.4%)</td>
<td>14 (16.7%)</td>
<td>5 (6.0%)</td>
<td>15 (17.8%)</td>
<td>84 (100%)</td>
</tr>
<tr>
<td>Enhancing expectations of obtaining better professional skills</td>
<td>9 (10.7%)</td>
<td>10 (11.9%)</td>
<td>18 (21.5%)</td>
<td>16 (19.0%)</td>
<td>11 (13.1%)</td>
<td>5 (6.0%)</td>
<td>15 (17.8%)</td>
<td>84 (100%)</td>
</tr>
<tr>
<td>Strengthening expectations of getting better knowledge in areas of expertise</td>
<td>7 (8.3%)</td>
<td>10 (11.9%)</td>
<td>16 (19.0%)</td>
<td>18 (21.5%)</td>
<td>14 (16.7%)</td>
<td>4 (4.8%)</td>
<td>15 (17.8%)</td>
<td>84 (100%)</td>
</tr>
</tbody>
</table>

U&M refers to unperceiving group and missing data.
Table 5.22 describes the extent to which students perceived that a customer service orientation had been implemented at Rotman. There were a total 69 participants who answered the question, “To what degree is the practice of customer service orientation implemented in your graduate business program?” About 86.9% of students reported that they perceived the implementation of customer service while 13.1% did not.

Table 5.22 Students’ Perceptions of the Level of Customer Service Orientation Implemented at Rotman

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Little</td>
<td>10.1</td>
<td>7</td>
</tr>
<tr>
<td>Somewhat</td>
<td>24.6</td>
<td>17</td>
</tr>
<tr>
<td>Much</td>
<td>31.9</td>
<td>22</td>
</tr>
<tr>
<td>Very much</td>
<td>30.4</td>
<td>21</td>
</tr>
<tr>
<td>D/K</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>69</td>
</tr>
</tbody>
</table>

Only the views of the perceiving group are reported in Tables 5.23 to 5.25. Table 5.23 indicates that 52.2% of the participants reported that customer service is commercialized while only 5.8% disagreed with this.

Table 5.23 Customer Service Orientation is Commercialized

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>5.8</td>
<td>4</td>
</tr>
<tr>
<td>Neutral</td>
<td>18.8</td>
<td>13</td>
</tr>
<tr>
<td>Agree</td>
<td>34.8</td>
<td>24</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17.4</td>
<td>12</td>
</tr>
<tr>
<td>D/K</td>
<td>8.7</td>
<td>6</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>13.0</td>
<td>9</td>
</tr>
<tr>
<td>Missing data</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>69</td>
</tr>
</tbody>
</table>
Table 5.24 reports the participants’ view of the customer service orientation. About 59.4% of participants thought it positive and only 10.1% considered it to be negative.

Table 5.24 View of Customer Service Orientation

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very negative</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Negative</td>
<td>10.1</td>
<td>7</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.0</td>
<td>11</td>
</tr>
<tr>
<td>Positive</td>
<td>33.3</td>
<td>23</td>
</tr>
<tr>
<td>Very positive</td>
<td>26.1</td>
<td>18</td>
</tr>
<tr>
<td>D/K</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>13.0</td>
<td>9</td>
</tr>
<tr>
<td>Missing data</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>69</td>
</tr>
</tbody>
</table>

Table 5.25 reports the frequencies and percentages for the perceiving group with regard to the questions that were used to examine whether MBA students’ experiences of teaching and learning and their expectations were influenced by the practice of customer service at Rotman. The numbers in brackets after each sub-question reveal the number of participants who answered that particular question. The two numbers in each survey option indicate the frequencies of respondents and percentage of those who chose that answer.

Although there is no single viewpoint that was held by the majority of the participants, more participants considered the practice of customer service orientation to have had “much” or “very much” influence on their experience of teaching and learning and to have enhanced their program expectations than those who reported that it “never” influenced them or had “little” influence.
Table 5.25 Students’ Perceptions of the Extent To Which a Customer Service Orientation Influenced Their Experience and Expectations (Based on the answers of Those Who Perceived the Customer Service Orientation at Rotman)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Never</th>
<th>Little</th>
<th>Somewhat</th>
<th>Much</th>
<th>Very much</th>
<th>D/K</th>
<th>U&amp;M</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with faculty</td>
<td>5</td>
<td>7</td>
<td>19</td>
<td>17</td>
<td>9</td>
<td>2</td>
<td>10</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>(7.2%)</td>
<td>(10.1%)</td>
<td>(27.6%)</td>
<td>(24.7%)</td>
<td>(13%)</td>
<td>(2.9%)</td>
<td>(14.5%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Working collaboratively with fellow students</td>
<td>9</td>
<td>14</td>
<td>15</td>
<td>13</td>
<td>4</td>
<td>3</td>
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<td>69</td>
</tr>
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<td></td>
<td>(13.1%)</td>
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<td>(18.8%)</td>
<td>(5.8%)</td>
<td>(4.3%)</td>
<td>(15.9%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Active learning</td>
<td>8</td>
<td>10</td>
<td>17</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>69</td>
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<td>(11.7%)</td>
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<tr>
<td>Timely feedback from faculty</td>
<td>5</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td>11</td>
<td>3</td>
<td>10</td>
<td>69</td>
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<td>(14.5%)</td>
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<tr>
<td>Allowing sufficient time for study</td>
<td>7</td>
<td>12</td>
<td>12</td>
<td>18</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>69</td>
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<td></td>
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<td>(17.5%)</td>
<td>(17.5%)</td>
<td>(26.1%)</td>
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</tr>
<tr>
<td>Faculty conveying expectations of your performance</td>
<td>4</td>
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<td>(5.8%)</td>
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<td>(30.4%)</td>
<td>(26.2%)</td>
<td>(7.2%)</td>
<td>(4.3%)</td>
<td>(14.5%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Faculty respecting student diversity</td>
<td>7</td>
<td>7</td>
<td>16</td>
<td>16</td>
<td>8</td>
<td>5</td>
<td>10</td>
<td>69</td>
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<td>(23.2%)</td>
<td>(11.7%)</td>
<td>(7.2%)</td>
<td>(14.5%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Intensifying expectations of program characteristics</td>
<td>2</td>
<td>3</td>
<td>16</td>
<td>24</td>
<td>13</td>
<td>1</td>
<td>10</td>
<td>69</td>
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<td></td>
<td>(2.8%)</td>
<td>(4.3%)</td>
<td>(23.2%)</td>
<td>(34.9%)</td>
<td>(18.9%)</td>
<td>(1.4%)</td>
<td>(14.5%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Enhancing expectations of obtaining better professional skills</td>
<td>4</td>
<td>11</td>
<td>14</td>
<td>17</td>
<td>12</td>
<td>1</td>
<td>10</td>
<td>69</td>
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<td>(5.8%)</td>
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<td>(1.4%)</td>
<td>(14.5%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Strengthening expectations of getting better knowledge in areas of expertise</td>
<td>5</td>
<td>9</td>
<td>19</td>
<td>16</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>69</td>
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<td>(7.2%)</td>
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<td>(11.6%)</td>
<td>(2.9%)</td>
<td>(14.5%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

U&M refers to unperceiving group and missing data.
Report on the means for students’ perceptions of commercial ethos

This section reports the means for the Rotman responses regarding knowledge of the commercial terminology and participants’ experiences of the three researched corporate ethos.

Table 5.26 reports the mean scores in descending order for Rotman students’ knowledge of commercial terminology. No explanations of these terms were provided when participants were answering these questions in the survey. Any mean score above 3 indicates a trend towards familiarity, while any score smaller than 3 represents a tendency towards unfamiliarity. Mean scores above 4 indicate that respondents were “very familiar” with the terms. In this study, participants indicated that they were more than familiar with “customer service orientation”, “the outsourcing of tasks” and “marketing strategies” while "the development of contract research and quasi-enterprises" was the term that was reported as most unfamiliar to them.
Table 5.26 Mean Scores of Students’ Knowledge of Commercial Terminology

<table>
<thead>
<tr>
<th></th>
<th>Mean scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer service orientation</td>
<td>4.33</td>
</tr>
<tr>
<td>The outsourcing of tasks</td>
<td>4.32</td>
</tr>
<tr>
<td>Marketing strategies</td>
<td>4.28</td>
</tr>
<tr>
<td>Budget controls</td>
<td>3.96</td>
</tr>
<tr>
<td>Commercialization and privatization of H.E.</td>
<td>3.69</td>
</tr>
<tr>
<td>Quality management and achievement criteria</td>
<td>3.64</td>
</tr>
<tr>
<td>Redistribution of labor</td>
<td>3.50</td>
</tr>
<tr>
<td>Management and productivity development system</td>
<td>3.32</td>
</tr>
<tr>
<td>Corporate liaison for production and sale of knowledge</td>
<td>3.03</td>
</tr>
<tr>
<td>Development of contract research &amp; quasi-enterprises</td>
<td>2.85</td>
</tr>
</tbody>
</table>

1= Don’t know, 2=Unfamiliar, 3=Somewhat, 4=Familiar, 5=Very familiar

Marketing strategies and customer service orientation were the practices perceived to be close to “much” implemented at Rotman while budget control was experienced by survey participants to be exercised “little”. The findings regarding students’ perceptions of the degree to which commercial practices were implemented are presented in Table 5.27.
Table 5.27 Means of the Levels To Which Students Perceived the Implementation of Commercial Practices

<table>
<thead>
<tr>
<th>Means of the levels to which students perceived the implementation of commercial practices</th>
<th>Budget control</th>
<th>Marketing Strategies</th>
<th>Customer Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.27</td>
<td>4.94</td>
<td>4.75</td>
<td></td>
</tr>
</tbody>
</table>

1=D/K, 2=Never, 3=Little, 4=Somewhat, 5=Much, 6=Very much

It is important to note that Tables 5.28 to 5.30 only report the answers of those who perceived the studied commercial practices. Table 5.28 indicates that participants more than agreed that marketing strategies are a commercialized practice while their views on whether budget control and customer service are commercialized tended towards “agree”.

Table 5.28 Means of the Perception That a Studied Practice Is Commercialized

<table>
<thead>
<tr>
<th>Means of the perception that a practice is commercialized</th>
<th>Perceiving Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budget control</td>
</tr>
<tr>
<td></td>
<td>3.65</td>
</tr>
</tbody>
</table>

1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Table 5.29 provides findings regarding the participants’ view of the studied practices. Budget control had the lowest mean of the three practices (i.e. it tended to be viewed negatively) while marketing strategies and customer service were considered to be nearly “positive”.

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Table 5.29 Means of View of the Practice

<table>
<thead>
<tr>
<th>Means of the view of commercial practice</th>
<th>Perceiving Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budget control</td>
</tr>
<tr>
<td></td>
<td>2.73</td>
</tr>
</tbody>
</table>

1= Very Negative, 2= Negative, 3=Neutral, 4=Positive, 5=Very Positive

Table 5.30 presents a summary of whether or not participants’ experience of teaching and learning and their expectations were influenced by the commercial practices. The findings suggest that the practices of budget control and marketing strategies have “little” influence on students’ experience of teaching and learning while customer service orientation holds “somewhat” to “much” influence except for the experiences “Working collaboratively with fellow students” (M=2.81) and “Allowing sufficient time for study” (M=2.96). In addition, the findings also show that marketing strategies and customer service orientation practices held means tending toward “much” influence on the three program expectations. Meanwhile, the practice of budget control tended toward having “much” (M=3.25) influence on “Intensifying expectations of program characteristics” but had close to “somewhat” influence on expectations of “Obtaining better professional skills” and “Getting better knowledge in areas of expertise”.

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Table 5.30 The Degree To Which Commercial Practices Influenced Student Experience and Program Expectations

<table>
<thead>
<tr>
<th></th>
<th>Budget Control</th>
<th>Marketing Strategies</th>
<th>Customer Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with faculty</td>
<td>2.22</td>
<td>2.25</td>
<td>3.31</td>
</tr>
<tr>
<td>Working collaboratively with fellow students</td>
<td>2.08</td>
<td>2.25</td>
<td>2.81</td>
</tr>
<tr>
<td>Active learning</td>
<td>2.20</td>
<td>2.26</td>
<td>3.00</td>
</tr>
<tr>
<td>Timely feedback from faculty</td>
<td>2.15</td>
<td>1.96</td>
<td>3.3</td>
</tr>
<tr>
<td>Allowing sufficient time for study</td>
<td>2.13</td>
<td>1.91</td>
<td>2.96</td>
</tr>
<tr>
<td>Faculty conveying expectations of your performance</td>
<td>2.25</td>
<td>2.58</td>
<td>3.21</td>
</tr>
<tr>
<td>Faculty respecting student diversity</td>
<td>2.25</td>
<td>2.65</td>
<td>3.20</td>
</tr>
<tr>
<td>Intensifying expectations of program characteristics</td>
<td>3.25</td>
<td>3.35</td>
<td>3.74</td>
</tr>
<tr>
<td>Enhancing expectations of obtaining better professional skills</td>
<td>2.97</td>
<td>3.15</td>
<td>3.37</td>
</tr>
<tr>
<td>Strengthening expectations of getting better knowledge in areas of expertise</td>
<td>2.74</td>
<td>3.33</td>
<td>3.22</td>
</tr>
</tbody>
</table>

1=Never, 2=Little, 3=Somewhat, 4=Much, 5=Very Much
Section B-Qualitative Findings

Ten MBA students at Rotman, identified as R1- R10, were recruited for the research interviews. All the interviews were audio-recorded and transcribed verbatim for analysis. Table 5.31 summarizes the demographic background of interview participants in the Rotman case.

Table 5.31 Demography Characteristics of Rotman Interview Participants

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Year of Study</th>
<th>Full-/Part-time</th>
<th>Visa Status</th>
<th>Undergraduate background</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>M</td>
<td>Two</td>
<td>Full time</td>
<td>Domestic</td>
<td>Finance</td>
</tr>
<tr>
<td>R2</td>
<td>M</td>
<td>One</td>
<td>Part time</td>
<td>International</td>
<td>Electrical engineering</td>
</tr>
<tr>
<td>R3</td>
<td>M</td>
<td>Two</td>
<td>Full time</td>
<td>International</td>
<td>Business</td>
</tr>
<tr>
<td>R4</td>
<td>F</td>
<td>Two</td>
<td>Full time</td>
<td>Domestic</td>
<td>Business</td>
</tr>
<tr>
<td>R5</td>
<td>M</td>
<td>Two</td>
<td>Part time</td>
<td>Domestic</td>
<td>n/a</td>
</tr>
<tr>
<td>R6</td>
<td>M</td>
<td>One</td>
<td>Full time</td>
<td>Domestic</td>
<td>Electrical engineering</td>
</tr>
<tr>
<td>R7</td>
<td>M</td>
<td>Two</td>
<td>Full time</td>
<td>Domestic</td>
<td>n/a</td>
</tr>
<tr>
<td>R8</td>
<td>F</td>
<td>One</td>
<td>Full time</td>
<td>Domestic</td>
<td>n/a</td>
</tr>
<tr>
<td>R9</td>
<td>F</td>
<td>Two</td>
<td>Full time</td>
<td>Domestic</td>
<td>Political science</td>
</tr>
<tr>
<td>R10</td>
<td>F</td>
<td>Two</td>
<td>Full time</td>
<td>Domestic</td>
<td>Business</td>
</tr>
</tbody>
</table>

How students experience the commercialization of higher education

Students' definition of the commercialization of higher education

The notion of the commercialization of higher education is prevalent. Most interview participants’ ideas about the commercialization of higher education were similar to the ideas of scholars such as Bok (2003), Gould (2003), and Johnstone (2003).

Although some students were not certain exactly what the commercialization of higher education was, they interpreted it based on their own frame of reference. For example, one student defined the commercialization of higher education to be “any practice you do to increase the value of your education” (R8). Another student noted that the commercialization of higher education “doesn’t have to be a product, but just something that can be bought and sold. It’s a product or service or something that the school decides to do and to try to make a profit on” (R1).
Student R10 used a similar expression but pulled out business terms to express her thoughts. “It’s treating the education experience as a service to be delivered… and branding it as a product or a service that people would pay for, putting time and effort into and get something out of it to, kind of, benefit in the future but in a material way.”

A few students used more explicit business terminology to express their understanding of the commercialization of higher education. They drew on terms such as “business”, "break even", "market", and "potential customers”. For example, student R2 noted that the commercialization of education is the “tendency to treat education as business” and “quarterly assessments of the profit, balance and admission goal, etc.” must be carried out.

Student R3 made a similar comment in which he said that he believes commercialization is profit-cost analysis conducted in the academic setting. He said:

Commercialization would be about the profit and the cost. Every program, they need to try to conduct a cost analysis or try to find enough students for the course or otherwise they will not open that course. It is kind of realistic.

Student R9 used the terms “market” and “segment” to articulate her definition of commercialization:

...it is a product and that it’s something that you’re selling that’s got a particular value that people can sort of assign to it and that you’re working in a marketplace where people have options...so if you view it as selling a particular product and you market it as the premium alternative, then you can attract a segment of the potential population that hopefully is most desirable.

Furthermore, one student (R4) believed that the commercialization of higher education is the activities that happen among higher education institutions for promoting their school and competing for student customers. She thought that every school promotes the idea that “our school is the best so come to our school”. Student R7 conveyed similar ideas. He noted that:

...one of the major things is obviously promotion, so trying to get the word out there how strong a group of students, faculty, opportunities available all that sort of thing really adds value and promotes the school.

According to student comments, the commercialization of higher education refers to the fact that education can be a product and a service that can be bought and sold. The educational providers (academic institutions) promote the sale of their products and conduct certain activities
to increase the value of their products. The providers competitively sell their products and services in the marketplace (made up of various academic institutions) to their customers (potential students) to cover their costs and eventually make a certain profit.

**The practice of management and productivity development systems**

Within the practice of management and productivity development systems, examples that were identified in Chapter Four were introduced to the interview participants to help probe the students’ experience of this practice and solicit their comments on it. Examples of this practice at Rotman might include the use of web portals and the various degree options such as the Morning and Evening MBA, JD/MBA, collaborative programs in Asia-Pacific Studies and so on.

**Student experiences and how these experiences were influenced by the practice of management and productivity development systems**

In this practice, two main themes emerged around students’ experiences: the learning process and diversity. The learning process theme mainly emerged when students commented on the web portals and diversity emerged in the comments on various degree programs.

- **Learning process**

Some students commented on the web portal, saying they found it to be a very good tool for organizing their time, studying material and facilitating their learning process (R1, R3, R5, R7). For example, student R5 explained that everyone is online now and the web portal design made everything related to his studies more convenient and efficient. He further explained that the design allowed him to make notes and to download learning materials ahead of the commencement of the next session. In addition, student R1 also found the web portal design added a lot of value to his learning process in terms of extending and adding to what he had done in class.

Similarly, students R7 and R3 noted that the web portal was good infrastructure that made their learning experience much easier. Student R7 explained:

I often use our portal as the teaching material is on the website, on the portal so I often use the portal to get the materials I need. I think it is a convenient way for students to get the materials.
Other than the advantage of being a good piece of infrastructure for learning, student R7 noted that the web portal design also helped him to connect with Rotman alumni that had consented to be contacted by current students for consultation.

I like about the web portal is that you have access to the alumni database which is a network of people that have graduated from Rotman who are working in industry now. These people have consented to being contacted for any sort of consultation about the career that they are in, the place that they work, the path that they chose for their particular career. So I find that is a really valuable resource to have.

While the Rotman online portal was identified as a necessary and important part of the school's infrastructure that helped enhance students’ learning experience, some students expressed how their educational experience was influenced negatively when using this tool. For instance, student R4 found it was not easy to navigate the materials and information she needed on the portal. Student R6 commented that she was overwhelmed by tons of both necessary and unnecessary information on the portal and therefore she felt unable to organize the information.

Another two students (R4, R7) also described their unpleasant experiences associated with the web portal tool. They noted that there was a “disconnection” when announcements were made by their professors and the messages were automatically sent out through the portal as some students might miss important messages if they did not check the portal regularly. For example, student R4 noted:

...sometimes they change stuff, like they will say some class change or whatever, it will show on your portal but then if you don’t check it often then you might miss it. I remember last year they changed something and everyone was like “okay, what happened?” and that kind of, you know, people get frustrated and we were all stressed out too. It wasn’t as organized as we hoped to be I guess.

-Diversified options and perspectives

Some informants noted that the various degree options provided them with the flexibility to choose the program that most suited their needs. They noted that such options respected them as customers and would indirectly enhance their learning experience as well as their decision of where to go for their MBA.

...when I was looking to enroll because I consider, for example, okay, I want to do something more specialized – I can do MFIN, if I don’t want to do – if I want to do something more generalized, I’ll do the MBA etc. So I guess that was my experience. I think overall it was a positive (R10).
Student R5 was happy with various degree options at Rotman since he wanted both to work full-time as well as carry out his managerial studies at the same time. Having various degree provisions fit his time schedule as a working professional who intended to pursue more business study on a part-time basis.

Students also articulated the advantages of various degree programs in terms of bringing a diversified study background into the program. Student R6 noted that the JD/MBA, for example, “allows us to capture more brighter students or whatever, better students than who might traditionally go to the tier one American schools”. In particular, with the JD/MBAs, student R9 reported that “it’s been interesting to share classes with JD/MBAs because they bring in a different perspective.” Student R4 provided a similar comment on her experience when working with JD/MBA students.

...fortunately I get the opportunity to work with two of them as my group mates and I found we kind of see a different side of people and things and I think this program actually enhances the overall, my MBA experience.

While some informants praised the advantage of having JD/MBA students as their peers, one student (R5) provided a different experience. He thought that the JD/MBA students were too young to have enough working experience for sharing in class discussion, in particular when discussing issues in the real working world.

I find they provide a lot less value to me as a classmate when they don’t have the working experience or they have only got a year, although they get in.... very, very bright people but working with them in groups, discussing class with them they are gaining the experience that we’ve got but they are not giving a whole lot back.

**The practice of budget control**

The examples of this practice included raising the tuition fees to the levels needed to cover unsubsidized operating costs, user fees for student services, and so on.

**How student experiences were influenced by the practice of budget controls**

Two main themes emerged in this section from students’ comments: enhancing learning expectations and choice of schools and courses.
Enhancing expectations

According to students’ comments on the raising of tuition fees, the consensus was that MBA tuition is way too high. Nevertheless, the students saw some advantages to the high tuition fees. The students thought that they should get the most out of their MBA education and put more effort into their learning in order to make it worth the cost of their education. Student R1 commented that the high tuition fees gave him “more incentive to put more effort into school” because he felt that he had to make more of a return on it now that he had put in such a great investment. Student R8 provided a similar opinion when he said that the high fees influenced him to put a lot of pressure on himself to do really well and to make the cost worthwhile.

In addition to raising students' expectations of themselves, the high tuition fees influenced their expectations of the school’s reputation, the quality of the faculty, and the quality of student services as well as necessary resources that could enhance their learning outcomes. For example, student R10 explained that she understood that going into the MBA program would be expensive and therefore she expected to have a better quality of services. She said:

If you treat it as a service – I’m not sure if Rotman delivers on or for the cost that the MBA students pay. I think a lot of things can be improved in terms of, I guess, the student services, for example, or dedicating more resources to the career centre.

Student R7 found the high tuition fees justified as he thought that paying more fees would enable the school to “attract the top talent for professors” and “they have kind of had to raise the tuition to try and pay these professors higher salaries.” Similarly, student R3, an international student, thought that the tuition fee was very high; however, he thought that it was somewhat justified as he perceived that “the reputation is very good” and he had "many great professors from the States, and some from Harvard”.

Furthermore, some respondents even considered the high tuition fee to play a key role in screening those who were qualified to pursue an MBA in terms of the self-selection of candidates with similar values and perceptions. Student R9 noted that the high tuition fee does not impact her that much:
charging that money and how that has impacted my experience, I think it helps select who would choose to go to school here, because not everybody can justify that kind of tuition, it’s so expensive, but I don’t feel like that’s been a negative impact for me personally.

Another two students (R5, R6) resonated with a similar idea that high tuition, if the school has an exceptional reputation, is not a concern as they believed eventually they would get a better return. For example, student R5 said, “You have to understand the value of the MBA to really do it”. Student R6 said that high tuition should be paid if you want good people and he would pay $100,000 to $200,000 if he could get into Harvard.

-Influencing the choice of schools and courses

This theme emerged across the two different ethos in students’ comments. High tuition fees and the fees that students have to pay for course packages influenced the students’ choice of MBA program as well as their choice of one-day workshops and courses. Student R9 commented that the high tuition fees did not impact her day-to-day experience but did impact where she would go for an MBA.

In addition, student R6 indicated that the high tuition fees could be a significant factor that influences students’ decisions of whether or not to obtain a business education. He said:

It’s just another barrier I think for people coming in, in addition to studying for a MBA itself is a barrier which a lot of people get over; here is another barrier that we are throwing over to be “are you really serious about doing this? It is two years of your…of potentially without income, blah, blah, blah, blah, we just want to make sure you are sure.”

On the other hand, Rotman students are charged fees for course packages as well as some one-day workshops and pre-courses that equip those students who have not been previously exposed to fundamental business knowledge. Student R5 was for such a practice because she “would pick and choose based on availability, based on interests” rather than “paying for all of the pay sessions if only go to two of the ten that they [Rotman] offer.”
Respondent R4 provided a different perspective and she thought that charging extra fees was not justified:

100 page of course package costs us like $100.00 or more and I don’t see the justification for it… I always say sometimes I do want to take a course but then I don’t want to spend extra money. Why am I spending extra money when I already paid $36,000.00?

Another student articulated it more explicitly. He thought that the offering of pre-courses for which extra fees are charged was carried out like “a sales pitch” although those courses in some ways were necessary. He reported:

They are like “oh, you should take this course, this course, this course,” where it should have been like “here’s some ten questions on accounting, do you feel comfortable? If not we recommend you take this course. Don’t worry about it”. It just felt like a bit sales pitch.

Such practice discourages students from attending some workshops and pre-courses that might potentially enhance their learning outcomes.
The practice of marketing strategies

Examples of this practice might include branding the name and logo of Rotman rather than the name of the university in promotional brochures, web banners, newspapers and magazines, and offering scholarship and bursaries. Three broad themes emerged from the marketing examples at Rotman: enhancing the value of the degree; influencing the choice of school; bringing in more diversified knowledge and experience. Marketing strategies can be unpacked into different dimensions; however, students put more weight on the branding aspect of this practice.

Student experiences and how these experiences were influenced by the practice of marketing strategies

- Enhancing the value of the degree

Most respondents noted that marketing did not directly influence their experience of learning; however, the branding of the name of the school they attended was very important if the school already had a certain reputation for quality. In particular, student R5 commented very explicitly that he thought that “unless you market it [the school], no one is going to know” how good your institution is. As such, marketing an institute by branding the name successfully could provide added value and enhance students’ confidence in terms of the value of their degrees. For example, student R2 reported:

But as a brand that I want to have for Rotman, that’s very important for me, I guess. It’s very important because it’s related to the value of degree so you want to make it show like not everyone can get in but you.

Respondent R9 expressed similar opinions on the branding of Rotman. She noticed how the branding practice was conducted and commented that branding was necessary if Rotman wanted to be a top-tier institute:

I noticed that they’re very careful to refer to it as the Rotman School, which I feel must be kind of the specific way that they want it called… I think that’s good and I think it’s important, because in order for Rotman to be regarded as a top flight business school it needs to have a certain recognizability and people in Canada and the U.S. need to think that it is.
Students R8 and R9 further commented that if the profile of Rotman rises and the direction of branding Rotman continues, they will benefit from the Rotman MBA degree after graduation. In addition, some respondents reported their experience of how well the branding practice works at Rotman. Student R7 noted that the branding of Rotman in Canada is quite well done and shared one of his experiences:

I remember talking to someone that I had worked with last summer, the recruiter, and the person said, “Yeah, how are you finding things at Rotman?” They never say – and this person that actually graduated from U of T in their Engineering program. So it is sort of ingrained in their minds as well that it is Rotman which is part of U of T but the school seems to sort of stand on its own.

Respondent R5 expressed a related experience about the branding of Rotman. He noted that the name Rotman was also recognized in the United States:

Rotman is getting better recognized now so even when I am down in the States, people know Rotman. So that is good. I am down in Pittsburgh and Chicago a lot, they know who Rotman is and they go to Carnegie now.

While some students reported their good experiences of how well Rotman has promoted its name in the business world, some students reported their frustrating experiences of the branding of Rotman. For example, student R4 did not think that the branding had been successful, even in Canada.

…once you get out of, even the MBA world, let’s say you go walk around Toronto and tell people I am from Rotman, they will be like, “Where?” They don’t really know where Rotman is but if you say University of Toronto, MBA program, they will say, “Oh, okay, great”. So even in Toronto it is like that, so just think of globally.

Similarly, student R3 expressed his disappointment with the branding when he was looking for employment in the United States:

When I was applying to a job in J.P. Morgan two or three weeks ago, I created an account and there is an option icon I can choose which school I am studying and it shows that it spells incorrectly, it spells like Rothman – R-o-t-h-m-a-n, yeah, that is an example to say that even if the top investment bank, they didn’t know well about Rotman.

Students R3 and R4 did not sense the added value of the name of Rotman outside of Canada. They worried that the possibility that they could get a first-round interview would be
low if they put Rotman on their resumes and sent them out to employers globally or even outside Toronto.

-Influencing the choice of school

Respondent R1 reported his experience of the marketing strategy conducted at Rotman and found it to be an essential component in terms of building up the Rotman profile in the industry. He pointed out that he “will be more receptive to learning than going to a very small school that isn’t known”. He also noted that he “may question the learning less if he goes to a school which has a strong brand”. Respondent R10 pointed out that Rotman in some ways brands itself as a finance-focused business school and therefore this provided a clear picture of a program that would attract people like student R10 who were interested in the field of finance:

I think having – branding Rotman as, kind of, for example, the finance school, which is what it’s really known for in Canada, that definitely influenced my decision to come to an MBA here.

Student R7, who received an intern scholarship, expressed how he perceived the marketing activities at Rotman and how this marketing to prospective students influenced his decision to choose Rotman for his MBA program. He also pointed out that the scholarship played a key role when he made his decision of where to go for his MBA. An interest-free loan also helped enhance his learning experience as he did not need to worry about the cost of the degree during his studies.

[They just try to market the fact that they have a bunch of different options to take this MBA and they will try to cater to what your needs are as much as they can through these different offering…. and I think it [the scholarship] might have influenced my decision to come here a little bit…. I think because of the interest free loan it is in the back of my mind of tuition fees and having to pay things back and all of that but I think because of that I kind of can put that on the back burner and really focus on just school and studies and figuring out what I want to do after I am done here.

-Bringing in more diversified students and their knowledge and experience

Respondent R5 believed that the branding of Rotman and raising its profile as well as other marketing activities would help recruit better faculty and attract talented and diversified students when the name of the school becomes better known. He further noted that such results would automatically enhance his learning experience. Since a major part of the MBA program is
the people that students meet and the people that they work with while they are there, student R9 pointed out that participating in MBA fairs assists in recruiting students globally and diversifying the student demographics. This in turn enhances the students’ learning experience by bringing more people with managerial experience and knowledge from an international perspective:

I want Rotman to be able to attract the best candidates from around the world. So they need to have that international presence where people are investigating schools and I would think that attending things like that would be good for that.

**The practice of the redistribution of labor**

Examples of this practice include hiring outside specialists to teach specialized courses and up-to-date professional practices and hiring adjunct faculty to teach introductory courses. Two themes emerged from the discussion of these two types of adjunct faculty: bringing in real-world experience and disconnection between faculty and students.

**Student experiences and how these experiences were influenced by the practice of the redistribution of labor**

-Bringing in real-world experience and knowledge

Students pointed out that they benefited a lot from the real-world faculty and appreciated what they brought to students’ learning in their MBA education. For example, students R10 and R4 thought that it was a positive experience "to have the real-world experience” rather than “the pure academic and theoretical focus”.

Students R3 and R9 reported similar opinions about the adjunct faculty who taught specialized courses but they gave more specific comments about their experiences of outside experts who brought in real-world experience and knowledge. For example, student R3 shared one of his experiences with the corporate finance course taught by an outside professional who worked for BMO as the Head of Sales and Training. He explained that he was equipped with more knowledge regarding real-world banking and what different kinds of employment opportunities students could look for.
Student R9 also noted that an outside expert offered students a totally different perspective than that of a purely academic professor:

He’s a real estate developer and taught I think like real estate and planning, or something like that, so he was bringing all sorts of insights in from his day-to-day experience in that industry, and I think that that seems like a really interesting idea, because I’m sure he could give a different perspective than a pure academic professor (R9).

- Disconnection between faculty and students

Respondents reported their bad experiences in terms of the coverage of teaching materials by the outside experts who taught specialized courses. For instance, student R1 noted that overall “it has a negative impact to the learning experience”. He noted that adjunct faculty members only focus on their specialized field and very often are not integrated into the Rotman community. For this reason, there is the chance that they will deliver some content that might not match with the direction of the rest of the school and a big possibility that there may be an overlap with the contents of other faculty members' courses.

In addition to the disconnection with the Rotman community, one student also felt that these outside experts were sometimes “not used to the audiences” and were disconnected from MBA students in terms of student background. Student R5 noted that these faculty members were more job-oriented and were quite different from the full-time faculty members who helped “to expand the way you think to break you out of the box” even though the outside experts might have teaching experience.

- Quality of teaching

Although some respondents (R10 and R8) thought the quality of teaching at Rotman was quite good and they “could not sense a difference in terms of quality from one to another- from a student experience point of view” (R10), some respondents not only could tell who the part-time and full-time faculty were, they also commented on how their experience was influenced by the outside experts. In particular, student R5 found the outside experts to be very bright people and good at what they did outside of Rotman; however, he did not appreciate the pedagogy he experienced in their classes. He noted that teaching pedagogy is important when delivering knowledge to students:
He was very, very talented. He knew what he was doing. He did not explain it well and he did not – I don’t think he understood the learning process. He certainly didn’t understand the fact that we were part-time students. He was not very accommodating that way at all and that really degraded our learning experience. They are not necessarily good teachers and that would be a negative affect.

**The practice of the development of contract research and quasi-enterprise**

Examples of this practice might include establishing research centres that include various business research areas and contract research projects, inviting corporations to form learning partnerships, and customizing programs and results-oriented learning solutions for the school's corporate clients. In the discussion of this practice, most respondents only commented on the nature of outside campus research projects conducted by faculty members at Rotman. One main theme that emerged was bringing in real-world experience and knowledge.

**Student experiences and how these experiences were influenced by the practice of the development of contract research and quasi-enterprises**

-**Bringing in real-world experience, knowledge and corporate connections**

Some respondents commented that they talked to their professors very often about the research they were doing and that helped students in their learning because they learned a little beyond just what was done in class. Student R5 reported that this practice “does help learning experience”. He appreciated what he could learn in such a short period time during his MBA study because information had been brought back from the real-world industry by his faculty members who did research or consultation for outside corporations.

Respondents believed that they could learn a lot from that kind of experience with their professors, particularly from the findings that emerged when their “professors have done research projects for companies” and from the insights that their professors had explored during outside consulting work. Respondents also believed that this practice could eventually enhance their experience of learning as well as their skills and managerial knowledge in ways that could be necessary and useful for class discussions and their future careers (R8, R10).
In particular, respondent R7 made specific comments on his experience of this practice when his professor led a discussion that yielded further insight into an industry. He said:

He worked in investment banking at Goldman Sachs so he sort of mentioned what it was like doing that and how the stuff that we were learning was really relevant if you wanted to get into that particular field.

In addition to bringing in real-world experience and knowledge, students also thought that this practice could help reinforce Rotman’s image “as a center for business thinking and business solutions, consulting” (R9) and that such conduct helped “further the Rotman Brand” and “connect the business community” (R10) with students for better future career networks.

**The Practice of Customer service orientation**

Examples of this practice might include: Rotman Ambassadors, the mentorship program Rotman Corporate Connection Centre (CCC), the Program Service Office (PSO), the career development centre and so on. In this section, students commented mostly on the PSO and the CCC. Other services such as Rotman Ambassadors were mentioned as well. Two major themes emerged in this section: enhancing the learning experience and insufficient services.

**Student experiences and how these experiences were influenced by the practice of customer service orientation**

-Enhancing the learning experience

A number of participants expressed their satisfaction with the practice of customer service in their MBA program. For example, student R10 reported her experience that the overall customer service at Rotman “has been quite good” and noticed that “there are a lot of very good initiatives at Rotman”. Informant R2 indicated that customer service “assisted learning… and definitely enhance the learning experience” and he “needs it”. In terms of the ways in which such services helped with learning, student R1 also found that “it helps you figure out where you should be focusing your time and how to get the most out of the program”. Some respondents mentioned a particular service of which they were fond. For example, student R3 said, “I have a good experience in the mentorship program” and student R5 praised “especially the PSO and it is critical to my learning experience”. While I was exploring more deeply how the mentorship
program assisted students’ learning experience, I determined that the service was not directly provided by the school but was initiated by the administration. Student R4 commented:

Mentorship Program, we do have a buddy program where a second year teams up with the first year but it is more the second year is more like a passive role because most of the time they are not really – they won’t come to you and ask you if you need anything.

However, this program did help some students who needed assistance, even if such help only consisted of sharing some information. Student R3, an international student from Asia, mentioned that “it is a good experience” for him. He obtained much information and advice from his mentor who also came from the same region. He noted that his mentor also specialized in finance and shared with him very useful information regarding employment and some developments of which he should be aware in the finance field.

The Program Service Office was commented upon a lot in the research interviews. Most of the comments were good and reported it to be extremely helpful. For example, participant R7 said she had “always had good experience with the PSO” and thought it “was very accommodating” and “very very helpful”. Respondent R8 resonated with this comment and explained that the PSO helped her work around her exam schedule and “to get reintegrated back into the program and school work” when she experienced a family tragedy.

A number of respondents stated that “they [the PSO] are definitely a necessary part of the program” (R7) and MBA students “couldn’t function without them” (R5). One student stated that even support for the little details, such as providing breakfast, was a huge help to students in their studies. Respondent R5 explained:

We get muffins and coffee and stuff in the morning because we start at 7:00 in the morning. That helps, you know? Having them monitor the professors, having them handling all of the grading, having them schedule things for you and work things out for you if you have to miss class, that is absolutely critical.

Student R6 mentioned that the students “took advantage of the PSO a lot” and claimed that it was great to feel that “the service was always there” for them, even when students asked sometimes for things that were small and just saved them maybe about ten to twenty minutes. He also found that the PSO not only provided services that assisted and enhanced students' learning
experiences, it also looked for feedback so as to improve its service and develop the office further:

…they are really putting themselves out there to try to be helpful and they are asking for lots of feedback and they are very open to suggestions. So I think if you don’t have that medium you are kind of on your own to do a lot of these things which I think, frankly, coming here you pay a lot of money, you want somebody to be able to help you and get you on your way whichever way you have to go.

-Influencing choice of school

One student, R8, felt that depicting Rotman's strong customer service could be a big incentive in the recruitment of potential students who have not yet made up their minds about whether to choose Rotman for the MBA studies. Participant R9 resonated with that point as she was a Rotman Ambassador. She thought that “that’s kind of a pretty great admissions tool and recruitment tool for perspective students, and it’s very much customer service oriented.” Such service enhances the image that “assistance will be there for you and the learning environment will be extremely supportive”.

-Insufficient customer service

Students identified that “many people do MBA because they want to change their career or to further their career” (R10). As such, customer service related to career opportunities was a big concern for students. R6 respondent claimed that “the CCC and the jobs that we get plays a huge part in whether or not I can sleep at night or not sleep at night” because the students eventually have to “pay off that student loan”. Respondents shared many of their experiences with the CCC. Most of the comments indicated that there was much room for the CCC to improve and its services should be enhanced in terms of staff numbers and international recruitment as well as career opportunities for students.

-Staff numbers

Many participants reported that the CCC was understaffed and overwhelmed and hence “they can’t possibly provide the attention students would like to receive” (R6). Student R5 noted that “they really do a poor job with part-time students” (R5) although “they are very nice and they are good” which is also the essence of customer service. Student R9 reported a similar view
on the CCC: “[T]hey don’t have the resources for the considerable one-one-one assistance although they provide tools and services”. While students understood that they could not expect the CCC to get jobs for them, they thought that the CCC should be preparing them for their employment search. Student R6 described an experience in which he had a resume diagnosis that lasted only ten minutes and noted that this would not be enough if he was to prepare and make his resume the best it could be.

On many occasions, “students are working alone”, respondent R4 said, on their cover letters and resumes, when researching companies, and eventually when looking for employment. Student R1 commented that spending time on cover letters, resumes and researching companies took time away from his studies and therefore hindered his learning experience:

You’re sitting there and doing cover letters, resumes and researching companies and reading about companies and trying to get into the companies for the summer. Does it help your learning from the theoretical sense, no. It doesn’t help it at all and in fact it hinders it a lot because you’re taking time away from your courses and putting it into this.

-More, and more diversified, opportunities

Participants did perceive the services provided by the CCC; however, they expected the CCC to have more resources to dedicate to them. They also felt the CCC should expand its offerings in terms of internships and jobs postings (R8) given the class size (R10). Participant R9 noted that “they should get more jobs” (R9) as there were many students at Rotman and she noticed that “a good number of students end up finding their own jobs”. In addition, students wanted to obtain more diversified job opportunities rather than only those focused on the finance industry.

Students commented that the job opportunities the CCC provided were “pretty much all Toronto focused or Canada focused” (R7). They hoped that the opportunities could “reach out more geographically” (R10). As an international student, respondent R3 also found that more information about recruiting and job opportunities outside of Canada or Toronto was needed.
He noted:

"Top US business schools, especially the top ones, they got many opportunities, job opportunities globally, not only in the States but here in our school I didn’t see many opportunities overseas… Most of them [job postings] are in Toronto and if you see our job placement report you can find that most of the graduates they would like to find a job here. Almost 84% of the people got a job in Toronto.

**Other commercial activities and student experiences**

When students were asked to think of examples of commercialization at Rotman, one respondent (R3) highlighted the fact that “the whole business school operates like a commercialized school”. R4 also resonated with the idea that the business school was run like a business. In addition, one respondent (R1) identified some examples of commercialization such as “the Rotman water bottle, the Rotman book, the Rotman bag, the Rotman folder, that kind of stuff” of which he thought “the impact was not very big”.

Sponsorship, in particular from the private corporate sector, was perceived by some informants as a commercial practice. Respondent R6 thought that “the Finance Labs” at Rotman, which were branded as the “BMO Finance Labs”, and “all the sponsorships in the random rooms” from his point of view were commercialized. He perceived relationships between the school and private corporations that “hopefully increase chances of getting a job”. Similarly, student R5 thought that “sponsorships absolutely” were commercialized but that this “doesn’t necessarily affect your learning experience… but it does immerse you in the [commercial] world a little bit more if nothing to lose”.

“Rotman expansion” was also mentioned four times by the informants when they were asked to identify commercial practices in their institution. One informant (R4) worried that the “teaching quality would go down” and that might influence her experience of learning when “the number of students go up”. She also thought the institution might “get the second tier professors” to cover the teaching load although eventually students’ “classroom and space will be bigger”.
Table 5.32 Views on Whether or Not a Practice is Commercial

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(Only the first word of each of the six practices is shown in this table. Y refers to Yes, N refers to No, and U refers to Unknown.)

Table 5.32 above summarizes the interview participants’ views on whether each studied practice is a commercial conduct. Some respondents provided explanations about why they did not think certain practices are commercial conduct. For example, student R1 commented that management and productivity development as well as redistribution of labor did “not come across at all as commercialization from students' standpoint” because he thought that the essence of such practices is that they are much more for the purpose of “enhancing learning experience”. There were also some informants who replied that they had limited knowledge for judging whether or not certain practices are commercialized. For instance, student R8 noted that “I can’t really say too much about that because that is not something that I had learned about coming into the program" and student R7 echoed the same opinion: “I wasn’t really too aware of that coming in here”. Although respondent R9 reported "Unknown" as to whether the redistribution of labor is a commercial conduct, she thought it would be commercialized if there was a notion of cost difference or star professors when exercising this practice at Rotman:

[I]f hiring adjunct faculty is, let’s say, if there’s a cost differential to hire an adjunct faculty rather than have a tenured faculty member off our classes, then there’s a commercialized aspect to that. And in the same sense, bringing in, you know, somewhat like a star professor that can maybe garner some acclaim for Rotman, there’s a commercial aspect to that too.

Commercialization as good or bad, and reasons for this opinion

Most respondents reported that commercialization is not a bad thing, although some of them mentioned their bad experiences with it. Many of them thought commercialization was a “necessity” (R1, R2, R4, R5, R6, R9, R10) for competing with other institutions for better faculty and more talented students as well as resources. The respondents believed that these, in turn, would augment students’ learning and future opportunities.
One respondent (R2) thought that commercialization “is evil in an education institution” because “it impacts how much it costs [for students] to get into the program…it should get the right people into the program or whom who needs those skills most”. On the other hand, he also thought that commercialization is a “necessity” although “it is not perfect” and there was no way he could think “to do it better”.

Another informant (R9) stated a broader point of view that covered most of the respondents’ comments. He said that commercialization is good as long as commercial practices enhance students’ learning experiences, provide better resources for their learning and future career perspectives and build up a better school profile:

I think if all of these practices are meant to make Rotman the best business school it can be, to make it be viewed by students and the external world as an excellent business school, if they are intended to enhance the actual student experience by providing the best faculty possible, and subsequently the best recruitment opportunities, because of the high profile of the school within the community, then I’d say that they’re all good… and I think the only reason that you could think that they were bad is if you worried that they took a focus away from learning in the strictest sense.

Another participant was ambivalent and expressed that whether commercialization is good or bad did not make much difference to him because what he was concerned about was whether eventually “students learn something and they get a job out of the program”:

So if commercialization is required to do that, then students are going to say do it. If commercialization is necessary to improve it, students are going to be on board for it. But if it’s not, the students won’t be on board because at the end of the day there are only two things that students will really care about (R1).

Some informants reinforced the point of the career perspective since their “major reason for MBA is to increase the chances of better jobs at a later date” and “all of those [commercial] things help contribute to that end result and I think that is the real benefit” (R5). Student R4 claimed that that end result “depends how successful they [Rotman] do the commercialization”.

**Expectations for a MBA degree**

This section investigates students’ original hopes and expectations of doing the MBA program as well as whether these expectations underwent a change after experiencing the program. The themes that emerged in this section are interrelated; six broad themes emerged
regarding students’ hopes and expectations across their MBA study. The six themes are: career prospects, new and broader ways of thinking, school reputation, alumni networking, and business knowledge. Students also expected that what had been promoted to them about the program should also be seen during their study. Those students’ expectations that were realized are also reported in this section.

**Career prospects**

Although students identified various expectations for their MBA, their ultimate expectation was to further their current career or obtain a better career after doing the MBA. An MBA program constitutes professional education. Students claimed that they were “not here for the love of learning” but they enrolled for the “professional preparation” (R6) and the possibility to “further career up” (R2). More explicitly, informant R6 noted that he thought that the “most important expectation would be career”. In the hope of getting a better career and better opportunities, respondent R10 expressed that she had expected “to obtain more access to the career-related resources” from the MBA program. Similarly, student R5 had expected “a more consultative approach with career advice” and a “personally focused” experience (R6) from the MBA program.

Students also identified other expectations. However, the notion of career expectations was both explicitly and implicitly highlighted and interconnected with respondents’ other expectations.

**New and broader ways of thinking**

Respondents expressed that one of their expectations for their MBA was to learn new ideas. They also wanted to be “expose[d] to people that are going to make you think beyond what you usually are thinking” (R2), to look at business issues from a different perspective and to change their way of thinking (R1). Another respondent (R5) elaborated that broadening his horizons and learning the ways that senior management and people from different industry backgrounds and divisions look at problems were his expectations for the MBA program.
When asked if these hopes and expectations had changed or were being realized, student R1 was quite happy that the courses “have implicit[ly] and explicit[ly] made expectations a reality”. He further commented that he “definitely [doesn't] think completely the same way about things” as he did before doing the program.

Similarly, student R5’s hopes and expectations had become reality:

It has come to fruition. I understand those things a lot better now than I did before and it has already born fruit. I mean I have been promoted twice since I started and I think that has a lot to do with the fact that I am now more knowledgeable. I can participate in a conversation with my CEO and know what his concerns are, know why he thinks the way he does and why he reacts the way he does. I can do the same thing with a CFO. So I am getting out of this what I wanted to. That I think was my real hope and expectation of an MBA was to teach me that stuff and I am getting it.

**School reputation**

One informant hoped to be affiliated with a school that had a well-established reputation so as to “further up [his] future career” (R2). Informant R3 thought that a business school with a good reputation would enhance his career opportunities. He chose Rotman because it was “ranked in *Business Week* as 8th outside of the States”. On this basis, he thought that it should be a good school and could eventually lead him to more employment opportunities.

R4 expressed more explicitly that school reputation could be a stepping stone for furthering a future career:

I look at MBA like a business school – it’s like a stepping stone to get you to a higher level career and brand name is somewhat important when you look for a job and if your school is not well recognized then that will affect your future.

**Business knowledge**

Many respondents expected “to get the broader understanding of business subjects” (R10) and “more of a firm grasp on the essential components of business” (R9). In particular, respondent R7, a student with an engineering background, claimed that he knew how the manufacturing process took place but in his MBA program he expected to learn the “business side of things”.

I didn’t really have a good knowledge of how the company actually made money, really. How did they negotiate with clients and how did they come up with the
price? Why do they have shares in the company? What are they going to use that for? How are these different market factors – how does that impact our ability to make money here and that sort of thing?

Informants reported that this particular expectation was “pretty much coming true” (R10). “[T]hey have delivered on what I was looking for so far” said respondent R1; respondent R7 said that he had "learned a lot about that [business knowledge] since coming here”.

Diversified student body and alumni network

People are one of the key elements in the MBA program. Student R9 stated that she expected to meet more interesting people through the program and her expectations came true pretty much in the first week of the program. Respondents also expected to “have a strong alumni network globally” through participating in the program so as to give them better career opportunities outside Toronto (R7). Respondent R3 particularly pointed out what he expected from the alumni network:

My original hope is to find a job in Hong Kong in the financial field. So for me I was thinking that Rotman would have a good alumni network for me to get into this kind of company.

Changes in expectations

This section explores whether or not students’ expectations changed and looks for possible factors that changed their expectations. Only those expectations that had changed in some way are reported in this section.

Business knowledge

When students without a foundation of business knowledge had an intention to learn about the business side of their industry from their MBA program, such intentions were further enhanced by program promotion that stated that no business background was needed. For example, informant R6 reported that “they [Rotman] say in MBA you can come in with an arts background and not know a single thing about cash flow statements, come in and you will be at the same level as somebody who has done it before”. Similarly, student R7 experienced the same encouragement from Rotman:
[P]ograms seem to suggest… that you don’t have to have a background in business to be able to do this. There are ambassadors, there are people there that you can lean on for support, and there are pre-courses that you can take if you don't have any knowledge of a particular area (R7).

However, when students embarked on their studies at Rotman and were exposed to all kinds of business courses, they found that the real learning situation was that the faculty had an expectation that students would already understand some fundamental business knowledge. As such, although the students were learning what they expected to learn, they were not learning it well (R6). R5 resonated with these circumstances and elaborated that it would be a challenge and very hard for those who expected to learn business knowledge but were not equipped with prior expertise.

There are some courses in the program where although they do say you can come in with no prior experience and still do well, I am sure it is possible but you would have to work exceptionally hard and get it almost on the first crack to do well and that is a challenge. I have had a couple people really struggle with a couple of courses just because it was assumed [you know the background].

**Student body and alumni connections**

Participants believed that alumni connections would enhance their career opportunities and expected to benefit from these connections. However, they reported that chances for alumni connection were limited and that this connection power was not strong outside of Canada (R3, R4). Respondent R3 explained:

> After coming to Rotman I realized that our alumni is not so strong in Hong Kong, even outside of Canada. So yeah, it is a little hard for me to realize my dream. I need to work harder, especially the employers. I mean employers in Hong Kong or Taiwan; they will not recognize Rotman as a top tier business school. It is a big issue for me.

Participant R3 further indicated that although the CEO network program was carried out and people were brought into Rotman, this was not sufficient in terms of the ratio between the size of the student population and the size of the industry to which they had connected. In addition, one participant (R8) found the connections in her field “a bit weak” and maybe not at the same level as she would have hoped. As such, she had to put more emphasis on building a network herself rather than relying on the program. As well, participants “have the expectation
people who come here should be somewhat in the higher end” because “Rotman does promote – U of T is probably in general is the best school in Canada” (R4). However, one respondent experienced that this was not the reality:

You find all of your classmates are in somewhat the same boat as you and they are learning too and some are not pulling their weight for different various reasons. Yeah, that kind of changed the perspective of how [the] MBA is. Before coming in we think everyone is so smart and stuff like that but there is a difference.

Another informant commented that she found the some of the students were not as elite as she expected in terms of diligence and intelligence:

I was expecting that my classmate would be very – I mean they are supposed to be very hard working, very nice, very intelligent but actually some of them are not because I am thinking that is the best Canadian business school so it will be elite. But, yeah, some of them are not (R3).

Career

Participants reported that their original expectation for what they would do after obtaining their MBA was to secure decent employment with decent reimbursement. In many instances such an expectation was boosted in particular when Rotman advocated for how impressive its student services, such as the CCC, are as well as by its report of its career placement performance. For instance, when the CCC disclosed statistical information regarding career prospects such as “94% employment rate”, “average salary $90,000” (R3) and “ninety something percent of the population has a job after three months” (R5), students’ expectations of how the CCC would help them were heightened. One participant explained that he had some doubts about the statistics; however, he chose to believe that what had been conveyed was true (R3).

Students reported that “the expectation of acquiring a better career was never changed” (R6) and was even enhanced. However, students noted that they had significantly modified their expectations for how the CCC could help achieve that hope due to seeing the “realities” and “seeing the lack of resources” (R10). In addition, student R3 said that his original expectation, enhanced by statistics, could not in the end be realized because he perceived that what Rotman had promised to do for its students was not authentically reflected in its real practices:
Once you really start it you realize that these are statistics and statistics are meant to be manipulated in a way to show that – you know, they say we have a 94% employment rate but the truth is I met a lot of second years, they don’t get a job until way after their graduation. So where does that stat come from? Of course every school does it. It is not just our school but it definitely changed how I look at them. You are telling me this but you are not really doing this for me but since we sunk our cost, which is the tuition we can’t really get back, I feel like “Okay, you got our money so you can do whatever you want” in a way like that. They don’t have to be responsible for your future, kind of thing. Of course they don’t have to but I am just saying they kind of give you the hope that they would assist you along the way to reach your target.

Informant R7 reported that the CCC did not help much in terms of career preparation and “there are a lot of networking, planning and interview preparation” that the students had to do on their own. He further compared his experience with the one he had had in engineering school and claimed that engineering school had provided what the CCC had missed.

In Engineering, my experience was all of these recruiters come to the school, they set up interviews for you, you apply all on the same site, everybody applies together and you get asked for interviews and I didn’t have to do a lot of networking outside of school for that particular thing.

Respondent R6 shared one of his experiences when consulting with the CCC about what he should be focusing on in terms of course selections if he would like to go into the finance industry. He expected that the CCC could provide “personally focused” counseling; however, this did not happen. Although some students expressed disappointment with the insufficient services the CCC provided, other informants did not blame it for their disillusion. One informant stated that she had changed her expectations because she perceived the realities and difficulties of the current job market:

I think people begin an MBA program with a very lofty expectation of what is available career-wise on the other side and there are certainly really high profile jobs that you can get coming out of an MBA, but I think the reality is that they are pretty few and far between relative to the size of a whole class…So I think my expectations for what kind of work I will do coming out of an MBA program might be a little bit different from maybe some things that I thought about or wanted to know more about coming into the program (R9).
When asked what changed her expectations for her career, participant R4 did not attribute her dissatisfaction to the CCC but perceived the realities of the job market similarly to respondent R9:

I guess it is the reality, like look at the job market now. You can’t expect people to pay you $90,000.00 now. It is not – I know people who are getting like $100,000.00 jobs but those are probably like 5% but because of those kinds of post-average and so we kind of have to face the reality that the job market is not that great as we thought it was. There are not a lot of openings, so you are on your own and if you are going to graduate and pay the debt, find a job.

**Other factors influencing students’ experiences of teaching and learning during the MBA studies**

This section explores some other factors and issues, other than commercialization, which influenced students' experiences of teaching and learning in their MBA program. Students were asked to compare whether the factors and issues they identified were more or less influential than commercialization on their learning experience. Generally, students reported that the issues they pointed out were equally important to their experience but presented a different type of influence. Two broad themes that contained sub-issues emerged: academic factors and non-academic factors.

**Academic Issues**

Students identified five sub-themes related to their academic experience: case study pedagogy, course contents, faculty, program pace and course loads, grading.

- **Case study pedagogy**

  Respondents reported that the case study teaching method was not something that they had been exposed to prior to starting their MBA program. However, they felt it “assists in the learning process because it helps give you a frame of reference or something to apply the theories and stuff you’re thinking” (R1), expanded their views when looking at managerial issues and helped them “become a strategic thinker” (R2). In addition, one respondent noted that it really gave him a different way of thinking about “not even just about business but about becoming a strategic thinker” (R1). Another student found the case study method facilitated her ability to “see things differently” and brought her much “real life experience” in terms of the
“real managerial world” (R4). In addition, student R7 made a more thorough comment on the case study method:

[T]his is a real-world situation where someone actually implemented these types of tools, or they didn’t implement these tools and that is why things went wrong, or how can we improve this given the tools that we have learned? So I find that that was really, really helpful and it is something that I will probably continue to try and work on, read sort of the stories about how people have been successful or instead of just picking up a textbook and learning, this is what the tools are, how do you actually apply them I think is very valuable.

-Curriculum

While students complimented the case study pedagogy, they commented that the course content should be unique rather than something that could be obtained easily from other resources. Respondent R2, a part-time student, noted that he “wanted other more insight perspective and knowledge from faculty rather than something from a book” as he paid $25,000 a year. Student R5, also a part-time student, commented particularly on his marketing course being out-of-date which he did not think would enhance his learning.

[T]he exam was - remember the cases and regurgitate that we talked about. It wasn’t in any way, that course, designed to facilitate conversation, learning, learning from experience, sharing, best practices. The cases were from the 70s and I didn’t find it helped me at all.

-Faculty

Students also commented that the quality of faculty did influence their experience of learning. One respondent (R9) in particular indicated that the faculty members she had brought many different perspectives from outside the classroom that were not necessarily covered in the narrow curriculum as well as knowledge that enhanced her learning experience. There were also occasions when students sensed that some faculty members did not provide critical aspects of course delivery. R2 noted that he felt that some faculty members “worried [about] the course evaluation” and “they’re very concerned about how people are going to perceive them which sometimes hinder them to teach properly”. Student R2 thought that this situation hindered his experience of learning in the sense that he felt he should be learning something more critical and difficult.
The background and experience of the faculty was also mentioned as one factor that could influence students’ experience of learning. Students preferred to learn things from the faculty members who had real working experience rather than the professors who were one hundred percent academic.

If you go into an MBA course, I guess, you’re not intending to go into academia most of the times, right. So if you get someone that’s 100 percent into academia that might be not someone that necessarily is viewed as a role model by your average MBA student. You want to have that…you know, the MBA students can look up as role models (R2).

-Program pace and course load

The MBA program is intensive and hectic. Some respondents (R1, R2, R6) expressed their comments about this issue implicitly when they said that the method of program delivery and the course load meant they had no time to reflect on what they had learned; throughout the whole MBA program all they felt they were doing was trying to survive the program. For example, respondent R6 noted that the rhythm of the program pace was inconsistent. The program started students from zero and then ramped up the pace quickly while assuming that students had a mid-level foundation in certain subjects.

Similarly, respondent R10 noted that she was “surprised” by the program design in terms of the schedule and workload. She claimed that the method of program delivery influenced her experience of learning “negatively” as this learning experience was more like an exercise in memorizing.

… so the learning experience becomes less about what it should be, which is applying, for example, your previous work background to an academic setting and getting something out of it, and more about, kind of, trying to memorize as much as possible within six weeks and move onto the next courses (R10).

Another informant (R5) reported a similar situation and claimed that such a heavy course load within a short timeframe would not contribute much to the overall learning experience and knowledge but only to exam results. This led students to focus only on their marks rather than on how to apply knowledge in the real business world (R6).
While students did not appreciate much about the program pace and course loads, they found there were positive by-products of this issue. For one thing, R10 found that “it was good in terms of learning how to very effectively manage your time” and R4 student noted that she “kind of learned the stress management”.

**-Grading**

Student R3 noted that the school tried to persuade students that good grades lead to a good job and this created a very competitive studying environment rather than a community of students who helped each other. In addition, many informants declared that they “don’t like that grading system at all” (R5) at Rotman because they perceived that it used something very like the bell curve rationale to differentiate great students and not so great students for employers (R3, R5). One of the reasons students disliked the system was that they felt that their grades did not truly reflect their abilities and learning outcomes. On many occasions students believed that, based on their previous working experience, there should not be straightforward answers to certain exam questions (R5). Student R4 reported a similar opinion to student R5:

A lot of the exam[s] are more subjectively marked because it is like case studied. When you have a case there is no straight answer. Everyone can think a different way but professors do have a set of answers for something that you shouldn’t have an answer on. So it is somewhat subjective I think when you make grades. Yeah, so it is not necessarily a good way.

Students worried that such an unfair grading system that did not truly reflect their abilities would influence their future career opportunities if they were to be requested to provide a transcript when applying to a position (R3).

**Non-academic issues**

Students revealed three non-academic issues they experienced and how these influenced their experience of learning. These issues were a diversified student body, teamwork and networking.
-Diversified student body

Respondents reported that their overall experience with a diversified student body was positive and that the experience that diverse students brought enhanced their learning experience inside and outside of the classroom settings. They claimed that their daily experiences with all international classmates and other identifiable groups of students had been really instructive because they “were equipped with more personal experience with people from parts of the world that they didn’t know that much about” (R9).

Participant R1 particularly stated that his experience was enhanced by the presence of diverse students even “just talking to them, seeing what they’ve done, what they are doing, getting their thought process around what they’re learning and doing projects together.” Respondent R5 provided similar opinions about how the diversified study body enhanced his learning experience and the extent to which he benefited from his student peers.

I have worked with people from different ethnic backgrounds, at least one group member, in fact, two in each group were born in different countries, they have had different work experiences, they were different types of people personality-wise and the fact that you have to make it work teaches you so much more that isn’t captured in the course material…and that is one of the major reasons why I think people choose Rotman is the diversity of the classes.

While students thought the diversity of the student body would enhance their experience of learning, respondent R1 questioned “the quality of certain group of students” at their institution. Similarly, informant R6 thought that it was a bad thing to increase the number of students if talented students were not recruited to help diversify the learning environment.

The increase of students and dilution of the quality really does concern me because I feel like there are some students in there right now who probably should not have gotten in. I also feel that some of them just don’t have the right work experience.

-Teamwork

Some students elaborated on the fact that teamwork was a very valuable experience for their learning. They learned how to manage the situation when they were forced to work with people they might not like or would otherwise avoid. As such, they learned how to deal with
people and to manage their time as well as getting things done despite the fact that the students did not all think the same way (R5). Another informant (R4) made a similar comment that teamwork was another kind of learning, in particular when she did not feel like working with certain groups of students.

They give us team works and I think team works does somewhat help us in how to handle stuff and it is kind of somewhat like real life that you would be working with people that you don’t want to work with and we were forced in a group. So, how you handle it is a good lesson.

- Networking

Some informants elaborated upon the fact that networking is an important component of the MBA study and that such networking experience enhanced their learning even more than their experiences in the classroom setting. Student R8 noted that networking added a lot of value to their experience whether it is with fellow students, upper years, alumni or people in the industry. Respondent R7 also identified that networking was important in terms of all kinds of possibilities for obtaining resources when in need. He mentioned a real experience that expressed the importance of networking.

I think before coming here you always sort of have a realization that networking is sort of important but it doesn’t hit you in the face like the way it does here. I had – there is one summer job that I remember getting when I was in Engineering and it was probably because I had a good relationship with this Professor but I never really thought of it as networking but when I think back to it now, that was probably part of the case.

Summary

In this chapter, I have presented research findings from the online survey as well as the interviews from the sample participants from the Rotman School of Management at the University of Toronto. This chapter was organized into two major sections, A and B. Section A included three subsections that separately illustrated the participants’ profile background and the degree to which they recognized certain commercial terminology, the participants’ awareness and views of the studied commercial behaviors and whether or not the studied commercial activities had an influence on their experience of teaching and learning and their program expectations. Frequencies, percentages and mean scores were presented so as to enable a quick
examination of the extent to which the sample populations at Rotman answered the survey questions.

The quantitative results showed that research participants had a decent familiarity with certain commercial terms and perceived commercial activities conducted at Rotman. They reported that the studied commercial practices had little influence on the student experience of teaching and learning but reported that these commercial practices had between somewhat and much influence on their expectations for their MBA program.

Section B mostly reported how research participants experienced the studied commercial activities conducted at Rotman, their in-depth views on whether the commercial ethos is good or bad and how their expectations for their MBA were changed by commercial practices as well as other factors that changed their expectations. In addition, other issues that influenced the participants’ overall MBA experience were described here. In the following chapter, I will report the findings from the Schulich School of Business at York University.
CHAPTER SIX: RESEARCH FINDINGS AND ANALYSIS OF SCHULICH SCHOOL OF BUSINESS

Introduction

This chapter contains two sections that illustrate the quantitative and qualitative findings regarding students’ experience and expectations from Schulich School of Business. Section A reports the quantitative findings that reveal the level of students’ recognition of certain business terminology, awareness of commercial practices, their views if these practices are commercialized, positive or negative, as well as the degree to which these practices have an influence on their experience of teaching, learning and program expectations. Only the practices of budget control, marketing strategies and customer services are used in the survey.

Section B details the qualitative findings from Schulich that illustrate students’ definition of commercialization of higher education, how commercial behaviors influence their experience of teaching and learning, their expectations of doing MBA and how these expectations are changed and the causes that changed them. Qualitative findings also show students’ overall learning experience in their institution and the factors that influence their learning and development. Please refer to the interview protocol for semi-structured interview questions. The six commercial practices were utilized in the interviews to examine students’ experiences. Also, students’ experiences of each commercial practice contained different themes which emerged from their interview data. As my intention in this study was to look at the students’ experiences and perspectives of commercialization, I describe what students said in their interviews. It is essential to note that I have included my comments and interpretations as I believe this facilitates better understanding of the student experience.

Section A-Schulich Quantitative Findings

This section presents the research findings of the self-reported on-line survey from Schulich School of Business MBA students. The presentation of these results is partitioned into three subsections. Subsection one illustrates student background characteristics which represent
the data collected from the sample population of 170 Schulich MBA students. Subsection two details counts and frequencies of descriptive statistics for three commercial ethos. This helps answer the research questions about whether or not students perceive commercial practices, how they view these practices and to what extent their experiences of teaching and learning and their MBA program expectations are influenced by commercial practices.

**Demographic background of the Schulich MBA students**

The tables below present data on the population of Schulich MBA students surveyed, with frequencies and percentages recorded by MBA type, current year of study, gender, undergraduate major, age, possession of a graduate degree, years of work experience, former employment industry, MBA program concern, part-/full-time status, residency status, tuition source and knowledge of commercial terminology. It is critical to note that the number of respondents for each survey question is fewer than the total of 170 survey respondents due to the fact that respondents could skip, at their discretion, any question that they did not feel comfortable answering.

Table 6.1 indicates that the majority of the survey respondents were registered in the MBA program while 12.5% fell in the “Other” MBA program category. This category included degrees such as the IMBA, JD/MBA and Expedia MBA.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>87.5</td>
<td>147</td>
</tr>
<tr>
<td>Other (such as IMBA, JD/MBA and so on)</td>
<td>12.5</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>168</td>
</tr>
</tbody>
</table>

About 35.7% of respondents reported that they were first-year students. This implies that they had been studying at Schulich for only four months since the invitation to complete the survey was sent out in January, 2011. Over 60% of respondents had been at Schulich for over a year. The distribution is shown in Table 6.2.
Table 6.2 Current Year of Study

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>35.7</td>
<td>60</td>
</tr>
<tr>
<td>Year 2</td>
<td>47.6</td>
<td>80</td>
</tr>
<tr>
<td>Year 3</td>
<td>4.2</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>12.5</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>168</td>
</tr>
</tbody>
</table>

Table 6.3 reports the gender distribution and Table 6.4 shows participants’ undergraduate majors. Engineering and business and commerce undergraduate backgrounds dominated more than two-thirds of the sample population. Humanities and social science backgrounds represented about 17% of the population.

Table 6.3 Gender

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>36.7</td>
<td>62</td>
</tr>
<tr>
<td>Male</td>
<td>63.3</td>
<td>107</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>169</td>
</tr>
</tbody>
</table>

Table 6.4 Undergraduate Major

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; commerce</td>
<td>32.9</td>
<td>54</td>
</tr>
<tr>
<td>Humanities and social sciences</td>
<td>17.1</td>
<td>28</td>
</tr>
<tr>
<td>Life science</td>
<td>1.8</td>
<td>3</td>
</tr>
<tr>
<td>Engineering</td>
<td>34.1</td>
<td>56</td>
</tr>
<tr>
<td>Physical sciences</td>
<td>3.0</td>
<td>5</td>
</tr>
<tr>
<td>Health sciences</td>
<td>3.7</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>10.4</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>169</td>
</tr>
</tbody>
</table>

Table 6.5 describes the breakdown of the research sample by age when enrolled at Schulich. Over 82% of the students were less than thirty years old while less than 1% of the sample was above forty-one years old.
Table 6.5 Age When Enrolled at Schulich

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or under</td>
<td>27.6</td>
<td>47</td>
</tr>
<tr>
<td>26-30</td>
<td>54.7</td>
<td>93</td>
</tr>
<tr>
<td>31-35</td>
<td>11.8</td>
<td>20</td>
</tr>
<tr>
<td>36-40</td>
<td>5.3</td>
<td>9</td>
</tr>
<tr>
<td>41 or above</td>
<td>0.6</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>170</td>
</tr>
</tbody>
</table>

Table 6.6 shows whether respondents obtained a graduate degree before doing their MBA. Nearly 80% of students did not obtain a graduate degree before doing their MBA while about 20% of students did.

Table 6.6 Graduate Degree Before MBA

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>79.2</td>
<td>133</td>
</tr>
<tr>
<td>Yes</td>
<td>20.8</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>168</td>
</tr>
</tbody>
</table>

Table 6.7 reports respondents’ years of work experience before undertaking their MBA. Approximately 70% of students had 2-5 years of work experience and 21.4% of students had 5 to 8 years of work experience before doing their MBA.

Table 6.7 Number of Years of Work Experience Before MBA

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 years</td>
<td>69.0</td>
<td>116</td>
</tr>
<tr>
<td>5-8 years</td>
<td>21.4</td>
<td>36</td>
</tr>
<tr>
<td>More than 8 years</td>
<td>9.5</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>168</td>
</tr>
</tbody>
</table>

Table 6.8 reports the distribution of the survey respondents across the various industry sectors in which they worked before doing their MBA.
Table 6.8 Former Work Industry Before MBA

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>5.6</td>
<td>9</td>
</tr>
<tr>
<td>Business</td>
<td>19.8</td>
<td>32</td>
</tr>
<tr>
<td>Education</td>
<td>6.2</td>
<td>10</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>3.1</td>
<td>5</td>
</tr>
<tr>
<td>Technology</td>
<td>36.4</td>
<td>59</td>
</tr>
<tr>
<td>Healthcare</td>
<td>6.8</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>22.2</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>162</td>
</tr>
</tbody>
</table>

Table 6.9 indicates respondents’ primary expectation about their MBA program. 38.1% of students reported that their primary expectation about their MBA centred around the program characteristics, followed by the development of areas of expertise which dominated the expectations of 31.6% of respondents and the development of professional skills which concerned 19.6%.

Table 6.9 Primary Expectation About MBA Program

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program characteristics</td>
<td>38.1</td>
<td>64</td>
</tr>
<tr>
<td>Professional skills</td>
<td>19.6</td>
<td>33</td>
</tr>
<tr>
<td>Areas of expertise</td>
<td>31.6</td>
<td>53</td>
</tr>
<tr>
<td>Other</td>
<td>10.7</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>168</td>
</tr>
</tbody>
</table>

Tables 6.10 and 6.11 show the breakdown of the research sample by part- or full-time program type and residency status. The sample consisted of one hundred and forty (82.3%) full-time students and twenty-one (12.4%) part-time students. Ninety-nine students (58.9%) were domestic students and 69 students (41.1%) were international students.
Table 6.10 Part-/Full-Time MBA Attended

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student</td>
<td>82.3</td>
<td>140</td>
</tr>
<tr>
<td>Part-time student</td>
<td>12.4</td>
<td>21</td>
</tr>
<tr>
<td>Other</td>
<td>5.3</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>170</td>
</tr>
</tbody>
</table>

Table 6.11 Residency Status

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>International student</td>
<td>41.1</td>
<td>69</td>
</tr>
<tr>
<td>Domestic student</td>
<td>58.9</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>168</td>
</tr>
</tbody>
</table>

Table 6.12 is indicative of the major sources of students’ tuition. “Loans” were reported as the main tuition source by the highest percentage of survey respondents (42.6%) while 40.2% of respondents reported that their savings were their major tuition resource.

Table 6.12 Major Source of Tuition

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Savings</td>
<td>40.2</td>
<td>68</td>
</tr>
<tr>
<td>My employer</td>
<td>2.4</td>
<td>4</td>
</tr>
<tr>
<td>Government support</td>
<td>4.1</td>
<td>7</td>
</tr>
<tr>
<td>University support</td>
<td>1.8</td>
<td>3</td>
</tr>
<tr>
<td>Loans</td>
<td>42.6</td>
<td>72</td>
</tr>
<tr>
<td>Other</td>
<td>8.9</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>169</td>
</tr>
</tbody>
</table>

Table 6.13 shows how well research participants recognized the commercial terminology used in this study. Participants were asked not to make any value judgments but were asked whether they recognized these terms. No further explanations of these terms were provided in the survey. This terminology was adopted from Gould’s (2003) corporate ethos, which was illustrated in the conceptual framework chapter.

The highest percentage (89.3%) of participants reported that they were “Familiar” or “Very familiar” with the term “Marketing strategies.” “The outsourcing of tasks” (83%) and
"Customer service orientation" (86%) were the other two terms with which over eighty percent of participants were “Familiar” or “Very familiar”. "Quality management and achievement criteria" as well as "Budget controls" were another two terms that 71% and 75% of participants reported as “Familiar” or “Very familiar” respectively.

On the other hand, "The development of contract research and quasi-enterprises" was recognized by fewer participants. In other words, there were more participants (40.7%) who answered “Don’t Know” or said they were “Unfamiliar” with this term than those who were “Familiar” or “Very familiar” (31.2%) with it. The term "Corporate liaisons for the production and sale of knowledge" had a similar percentage (35.8%) of participants who answered “Don’t Know” or said they were “Unfamiliar” with this term.
<table>
<thead>
<tr>
<th></th>
<th>Unfamiliar</th>
<th>Somewhat</th>
<th>Familiar</th>
<th>Very familiar</th>
<th>D/K</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercialization and privatization</td>
<td>13 (7.6%)</td>
<td>41 (24.1%)</td>
<td>71 (41.8%)</td>
<td>41 (24.1%)</td>
<td>4 (2.4%)</td>
<td>170 (100%)</td>
</tr>
<tr>
<td>of higher education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management and productivity</td>
<td>29 (17.4%)</td>
<td>43 (25.7%)</td>
<td>61 (36.5%)</td>
<td>22 (13.2%)</td>
<td>12 (7.2%)</td>
<td>167 (100%)</td>
</tr>
<tr>
<td>development systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality management and</td>
<td>12 (7.0%)</td>
<td>32 (18.8%)</td>
<td>70 (41.2%)</td>
<td>52 (30.6%)</td>
<td>4 (2.4%)</td>
<td>170 (100%)</td>
</tr>
<tr>
<td>achievement criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget controls</td>
<td>7 (4.2%)</td>
<td>32 (19.2%)</td>
<td>67 (40.1%)</td>
<td>59 (35.3%)</td>
<td>2 (1.2%)</td>
<td>167 (100%)</td>
</tr>
<tr>
<td>Marketing strategies</td>
<td>2 (1.2%)</td>
<td>15 (8.9%)</td>
<td>42 (25%)</td>
<td>108 (64.3%)</td>
<td>1 (0.6%)</td>
<td>168 (100%)</td>
</tr>
<tr>
<td>The redistribution of labor</td>
<td>20 (11.9%)</td>
<td>48 (28.5%)</td>
<td>63 (37.5%)</td>
<td>31 (18.5%)</td>
<td>6 (3.6%)</td>
<td>168 (100%)</td>
</tr>
<tr>
<td>The outsourcing of tasks</td>
<td>3 (1.8%)</td>
<td>18 (10.6%)</td>
<td>49 (28.8%)</td>
<td>99 (58.2%)</td>
<td>1 (0.6%)</td>
<td>170 (100%)</td>
</tr>
<tr>
<td>The development of contract research and quasi-enterprises</td>
<td>57 (34.1%)</td>
<td>47 (28.1%)</td>
<td>42 (25.2%)</td>
<td>10 (6.0%)</td>
<td>11 (6.6%)</td>
<td>167 (100%)</td>
</tr>
<tr>
<td>Corporate liaisons for the production and sale of knowledge</td>
<td>50 (29.8%)</td>
<td>50 (29.8%)</td>
<td>46 (27.3%)</td>
<td>12 (7.1%)</td>
<td>10 (6.0%)</td>
<td>168 (100%)</td>
</tr>
<tr>
<td>Customer service orientation</td>
<td>7 (4.1%)</td>
<td>12 (7.1%)</td>
<td>66 (38.8%)</td>
<td>83 (48.8%)</td>
<td>2 (1.2%)</td>
<td>170 (100%)</td>
</tr>
</tbody>
</table>
Report on the frequencies and percentages for students’ perceptions of commercial ethos

This section reports the frequency and percentages for responses regarding the three corporate ethos at Schulich. These three ethos are budget control, marketing strategies, and customer service orientation. For each ethos, respondents were divided into two groups based on their perceptions of the ethos implemented in their program. Those who answered “Somewhat”, “Much”, or “Very much” were treated as the group of those who perceived the studied ethos. Similarly, those who replied “D/K”, “Never”, or “Little” were categorized into the group of those who did not perceive the studied ethos. Respondents in each group were requested to provide their views on whether the studied ethos are commercialized, whether the studied ethos are good or bad, and the extent to which the ethos influence their experience of teaching and learning as well as their program expectations. Similar to the case of Rotman, the survey questions for the “unperceiving” group were structured as conditional sentences and only the answers of those who perceived the commercial ethos are reported in this section.

Table 6.14 reports the degree to which students perceived the implementation of budget control at Schulich. There were 158 students who answered the question, “To what degree is the practice of budget control implemented in your graduate business program?” About 60.8% of participants perceived its implementation while nearly 40% of respondents were in the “unperceiving” group.

Table 6.14 The Level of Student Perception of Budget Control Implementation

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1.9</td>
<td>3</td>
</tr>
<tr>
<td>Little</td>
<td>13.9</td>
<td>22</td>
</tr>
<tr>
<td>Somewhat</td>
<td>27.2</td>
<td>43</td>
</tr>
<tr>
<td>Much</td>
<td>22.2</td>
<td>35</td>
</tr>
<tr>
<td>Very much</td>
<td>11.4</td>
<td>18</td>
</tr>
<tr>
<td>D/K</td>
<td>23.4</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>158</td>
</tr>
</tbody>
</table>
Only the views of the perceiving group were reported in Tables 6.15 to 6.17. Table 6.15 indicates that 19% of participants agreed that budget control is commercialized while only 3.8% disagreed. About 15.8% of participants remained neutral on the question of whether budget control is commercialized.

Table 6.15 Budget Control Is Commercialized

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0.6</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>3.2</td>
<td>5</td>
</tr>
<tr>
<td>Neutral</td>
<td>15.8</td>
<td>25</td>
</tr>
<tr>
<td>Agree</td>
<td>15.8</td>
<td>25</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3.2</td>
<td>5</td>
</tr>
<tr>
<td>D/K</td>
<td>8.9</td>
<td>14</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>39.2</td>
<td>62</td>
</tr>
<tr>
<td>Missing data</td>
<td>13.3</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>158</td>
</tr>
</tbody>
</table>

Table 6.16 depicts participants’ views of budget control. About 10.8% of participants thought it positive, followed by 24.7% of respondents who reported it to be neutral while 10.1% of participants considered it negative.

Table 6.16 View of Budget Control

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very negative</td>
<td>1.3</td>
<td>2</td>
</tr>
<tr>
<td>Negative</td>
<td>8.8</td>
<td>14</td>
</tr>
<tr>
<td>Neutral</td>
<td>24.7</td>
<td>39</td>
</tr>
<tr>
<td>Positive</td>
<td>10.8</td>
<td>17</td>
</tr>
<tr>
<td>Very positive</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>D/K</td>
<td>1.9</td>
<td>3</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>39.2</td>
<td>62</td>
</tr>
<tr>
<td>Missing data</td>
<td>13.3</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>158</td>
</tr>
</tbody>
</table>

Table 6.17 reports the frequencies and percentages for the questions that were used to examine whether MBA students’ experiences of teaching and learning and their program expectations were influenced by the practice of budget control at Schulich. The numbers in brackets after each factor reveal the number of participants who answered that particular
question. The two numbers in each survey option indicate the frequencies of respondents and percentages for that answer.

Between 17% and 24% of participants answered that the practice of budget control had “Never” influenced them or had “Little” influence on their experience of teaching and learning while between approximately 3.8% and 7.7% of participants responded that it had “Much” or “Very much” influence on these experiences. For budget control's influence on intensifying expectations, approximately 15% of participants responded that it had “Somewhat” influenced them while less than 14% of respondents replied that it had “Never” influenced them or had had “Little” influence and between 5.7% and 12.8% answered that it had had “Much” or “Very much” influence.
Table 6.17 Students' Perceptions of the Extent To Which Budget Control Influenced Their Experiences and Expectations (Based on the Responses of Those Participants Who Perceived Budget Control at Schulich)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Never</th>
<th>Little</th>
<th>Somewhat</th>
<th>Much</th>
<th>Very much</th>
<th>D/K</th>
<th>U&amp;M</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with faculty</td>
<td>17</td>
<td>21</td>
<td>17</td>
<td>4</td>
<td>2</td>
<td>13</td>
<td>84</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>(10.7%)</td>
<td>(13.3%)</td>
<td>(10.7%)</td>
<td>(2.5%)</td>
<td>(1.3%)</td>
<td>(8.3%)</td>
<td>(53.2)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Working collaboratively with fellow students</td>
<td>17</td>
<td>15</td>
<td>20</td>
<td>9</td>
<td>2</td>
<td>11</td>
<td>84</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>(10.7%)</td>
<td>(9.5%)</td>
<td>(12.7%)</td>
<td>(5.7%)</td>
<td>(1.3%)</td>
<td>(6.9%)</td>
<td>(53.2)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Active learning</td>
<td>14</td>
<td>15</td>
<td>20</td>
<td>7</td>
<td>4</td>
<td>14</td>
<td>84</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>(8.9%)</td>
<td>(9.5%)</td>
<td>(12.7%)</td>
<td>(4.3%)</td>
<td>(2.5%)</td>
<td>(8.9%)</td>
<td>(53.2)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Timely feedback from faculty</td>
<td>18</td>
<td>14</td>
<td>19</td>
<td>7</td>
<td>1</td>
<td>15</td>
<td>84</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>(11.4%)</td>
<td>(8.9%)</td>
<td>(12%)</td>
<td>(4.3%)</td>
<td>(0.7%)</td>
<td>(9.5%)</td>
<td>(53.2)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Allowing sufficient time for study</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td>3</td>
<td>16</td>
<td>85</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>(11.4%)</td>
<td>(9.5%)</td>
<td>(9.5%)</td>
<td>(3.8%)</td>
<td>(1.9%)</td>
<td>(10.1%)</td>
<td>(53.8)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Faculty conveying expectations of your performance</td>
<td>13</td>
<td>21</td>
<td>18</td>
<td>5</td>
<td>2</td>
<td>15</td>
<td>84</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>(8.2%)</td>
<td>(13.3%)</td>
<td>(11.4%)</td>
<td>(3.1%)</td>
<td>(1.3%)</td>
<td>(9.5%)</td>
<td>(53.2)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Faculty respecting student diversity</td>
<td>16</td>
<td>11</td>
<td>18</td>
<td>8</td>
<td>4</td>
<td>17</td>
<td>84</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>(10.1%)</td>
<td>(6.9%)</td>
<td>(11.4%)</td>
<td>(5.1%)</td>
<td>(2.5%)</td>
<td>(10.8%)</td>
<td>(53.2)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Intensifying expectations of program characteristics</td>
<td>5</td>
<td>11</td>
<td>22</td>
<td>10</td>
<td>10</td>
<td>16</td>
<td>84</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>(3.1%)</td>
<td>(6.9%)</td>
<td>(13.9%)</td>
<td>(6.4%)</td>
<td>(6.4%)</td>
<td>(10.1%)</td>
<td>(53.2)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Enhancing expectations of obtaining better professional skills</td>
<td>10</td>
<td>11</td>
<td>23</td>
<td>7</td>
<td>7</td>
<td>16</td>
<td>84</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>(6.5%)</td>
<td>(6.9%)</td>
<td>(14.7%)</td>
<td>(4.3%)</td>
<td>(4.3%)</td>
<td>(10.1%)</td>
<td>(53.2)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Strengthening expectations of getting better knowledge in areas of expertise</td>
<td>8</td>
<td>13</td>
<td>24</td>
<td>6</td>
<td>3</td>
<td>15</td>
<td>89</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>(5.1%)</td>
<td>(8.2%)</td>
<td>(15.2%)</td>
<td>(3.8%)</td>
<td>(1.9%)</td>
<td>(9.5%)</td>
<td>(563)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

U & M refers to unperceiving group and missing data.
Table 6.18 reports the extent to which participants perceived the implementation of marketing strategies at Schulich. There were 119 participants who answered the question, “To what degree is the practice of marketing strategies implemented in your graduate business program?” Nearly 95% of respondents perceived the implementation of marketing strategies while only 6 participants (5%) did not.

Table 6.18 Students' Perceptions of the Level of Implementation of Marketing Strategies

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Little</td>
<td>0.8</td>
<td>1</td>
</tr>
<tr>
<td>Somewhat</td>
<td>9.2</td>
<td>11</td>
</tr>
<tr>
<td>Much</td>
<td>36.1</td>
<td>43</td>
</tr>
<tr>
<td>Very much</td>
<td>49.6</td>
<td>59</td>
</tr>
<tr>
<td>D/K</td>
<td>4.2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>119</td>
</tr>
</tbody>
</table>

Only the views of the perceiving group were reported in Tables 6.19 to 6.21. Table 6.19 reports the frequencies and percentages of students’ views on whether or not the practice of marketing strategies is commercialized. The data suggests that 70.7% of respondents to this question thought that marketing strategies are a commercialized behavior while 5% of respondents reported “D/K” and 4.2% of participants in the same group disagreed.

Table 6.19 Marketing Strategy Is Commercialized

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0.8</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>3.4</td>
<td>4</td>
</tr>
<tr>
<td>Neutral</td>
<td>7.6</td>
<td>9</td>
</tr>
<tr>
<td>Agree</td>
<td>47.1</td>
<td>56</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>23.6</td>
<td>28</td>
</tr>
<tr>
<td>D/K</td>
<td>5.0</td>
<td>6</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>5.0</td>
<td>6</td>
</tr>
<tr>
<td>Missing data</td>
<td>7.5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>119</td>
</tr>
</tbody>
</table>

In addition, Table 6.20 presents students’ views on marketing strategies. About 57.3% of the students thought this practice to be positive while 9.2% thought of it as negative.
Table 6.20 View of Marketing Strategy

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very negative</td>
<td>0.8</td>
<td>1</td>
</tr>
<tr>
<td>Negative</td>
<td>8.4</td>
<td>10</td>
</tr>
<tr>
<td>Neutral</td>
<td>20.2</td>
<td>24</td>
</tr>
<tr>
<td>Positive</td>
<td>39.6</td>
<td>47</td>
</tr>
<tr>
<td>Very positive</td>
<td>17.7</td>
<td>21</td>
</tr>
<tr>
<td>D/K</td>
<td>0.8</td>
<td>1</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>5.0</td>
<td>6</td>
</tr>
<tr>
<td>Missing data</td>
<td>7.5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>119</td>
</tr>
</tbody>
</table>

Table 6.21 illustrates the frequencies and percentages for the questions that were used to examine whether MBA students’ experiences of teaching and learning and their program expectations were influenced by the practice of marketing strategies at Schulich. The numbers in brackets after each factor reveal the number of participants who answered that particular question. The two numbers in each survey option indicate the frequencies of respondents and the percentage who chose that answer.

Generally, between 32% and 47.1% of participants reported that the practice of marketing strategies had “Never” influenced them or had had “Little” influence while between 15.9% and 22.7% of participants replied that it had had “Much” or “Very much” influence on their experience of teaching and learning. The exception was the influence of marketing strategy on the experience of “Faculty respecting student diversity”, to which 25.2% of participants responded that it “Never” influenced them or had had “Little” influence while 36.2% of participants answered that it had had “Much” or “Very much” influence.

With respect to the influence of marketing strategies on enhancing the studied expectations, between 39.5% and 42.1% of participants were positive that marketing strategies had had “Much” or “Very much” impact on them while between 15.9% and 22.7% of respondents replied that marketing strategies had “Never” influenced them or had had “Little” influence.
Table 6.21 Students' Perception of the Extent To Which Marketing Strategies Influenced Their Experience and Expectations (Based on the Responses of Those Participants Who Perceived Marketing Strategies at Schulich)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Never</th>
<th>Little</th>
<th>Somewhat</th>
<th>Much</th>
<th>Very much</th>
<th>D/K</th>
<th>U &amp; M</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with faculty</td>
<td>23</td>
<td>27</td>
<td>22</td>
<td>23</td>
<td>4</td>
<td>7</td>
<td>13</td>
<td>119</td>
</tr>
<tr>
<td>Work collaboratively with fellow students</td>
<td>27</td>
<td>22</td>
<td>25</td>
<td>22</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>119</td>
</tr>
<tr>
<td>Active learning</td>
<td>29</td>
<td>19</td>
<td>23</td>
<td>19</td>
<td>7</td>
<td>8</td>
<td>14</td>
<td>119</td>
</tr>
<tr>
<td>Timely feedback from faculty</td>
<td>28</td>
<td>27</td>
<td>19</td>
<td>16</td>
<td>3</td>
<td>12</td>
<td>14</td>
<td>119</td>
</tr>
<tr>
<td>Allowing sufficient time for study</td>
<td>33</td>
<td>23</td>
<td>16</td>
<td>15</td>
<td>4</td>
<td>14</td>
<td>14</td>
<td>119</td>
</tr>
<tr>
<td>Faculty conveying expectations of your</td>
<td>19</td>
<td>19</td>
<td>32</td>
<td>20</td>
<td>4</td>
<td>10</td>
<td>15</td>
<td>119</td>
</tr>
<tr>
<td>performance</td>
<td>(16%)</td>
<td>(16%)</td>
<td>(26.8%)</td>
<td>(16.8%)</td>
<td>(3.4%)</td>
<td>(8.4%)</td>
<td>(12.6%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Faculty respecting student diversity</td>
<td>13</td>
<td>17</td>
<td>23</td>
<td>30</td>
<td>13</td>
<td>9</td>
<td>14</td>
<td>119</td>
</tr>
<tr>
<td>(10.9%)</td>
<td>(14.3%)</td>
<td>(19.3%)</td>
<td>(25.2%)</td>
<td>(11%)</td>
<td>(7.6%)</td>
<td>(11.7%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>Intensifying expectations of program</td>
<td>6</td>
<td>13</td>
<td>29</td>
<td>24</td>
<td>26</td>
<td>7</td>
<td>14</td>
<td>119</td>
</tr>
<tr>
<td>characteristics</td>
<td>(5%)</td>
<td>(10.9%)</td>
<td>(24.4%)</td>
<td>(20.2%)</td>
<td>(21.9%)</td>
<td>(5.9%)</td>
<td>(11.7%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Enhancing expectations of obtaining better</td>
<td>7</td>
<td>20</td>
<td>24</td>
<td>24</td>
<td>23</td>
<td>7</td>
<td>14</td>
<td>119</td>
</tr>
<tr>
<td>professional skills</td>
<td>(5.9%)</td>
<td>(16.8%)</td>
<td>(20.2%)</td>
<td>(20.2%)</td>
<td>(19.3%)</td>
<td>(5.9%)</td>
<td>(11.7%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Strengthening expectations of getting better</td>
<td>8</td>
<td>18</td>
<td>23</td>
<td>18</td>
<td>31</td>
<td>6</td>
<td>15</td>
<td>119</td>
</tr>
<tr>
<td>knowledge in areas of expertise</td>
<td>(6.8%)</td>
<td>(15.1%)</td>
<td>(19.3%)</td>
<td>(15.1%)</td>
<td>(26.1%)</td>
<td>(5%)</td>
<td>(12.6%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

U & M refers to unperceiving group and missing data.
Table 6.22 provides data on the extent to which students perceived the implementation of customer service orientation at Schulich. There were 105 participants who answered the question, “To what degree is the practice of customer service orientation implemented in your graduate business program?” About 80.9% of students reported that they perceived the implementation of customer service at Schulich while only 19.1% did not.

Table 6.22 Students’ Perception of the Level of Customer Service Orientation Implemented at Schulich

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>2.9</td>
<td>3</td>
</tr>
<tr>
<td>Little</td>
<td>6.7</td>
<td>7</td>
</tr>
<tr>
<td>Somewhat</td>
<td>33.3</td>
<td>35</td>
</tr>
<tr>
<td>Much</td>
<td>27.6</td>
<td>29</td>
</tr>
<tr>
<td>Very much</td>
<td>20.0</td>
<td>21</td>
</tr>
<tr>
<td>D/K</td>
<td>9.5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>105</td>
</tr>
</tbody>
</table>

Only the views of the perceiving group were reported in Tables 6.23 to 6.25. Table 6.23 reports participants’ views on whether a customer service orientation is commercialized. The data suggests that 33.4% of the participants agreed that a customer service orientation is commercialized while 15.2% disagreed.

Table 6.23 Customer Service Orientation is Commercialized

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0.9</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>14.3</td>
<td>15</td>
</tr>
<tr>
<td>Neutral</td>
<td>21.9</td>
<td>23</td>
</tr>
<tr>
<td>Agree</td>
<td>26.7</td>
<td>28</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6.7</td>
<td>7</td>
</tr>
<tr>
<td>D/K</td>
<td>9.5</td>
<td>10</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>19.1</td>
<td>20</td>
</tr>
<tr>
<td>Missing data</td>
<td>0.9</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>105</td>
</tr>
</tbody>
</table>
Table 6.24 reports respondents’ views of the practice of customer service orientation. About half (51.4%) of the students considered customer service orientation to be positive while 7.6% of students thought it negative.

Table 6.24 View of Customer Service Orientation

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very negative</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Negative</td>
<td>7.6</td>
<td>8</td>
</tr>
<tr>
<td>Neutral</td>
<td>18.1</td>
<td>19</td>
</tr>
<tr>
<td>Positive</td>
<td>38.1</td>
<td>40</td>
</tr>
<tr>
<td>Very positive</td>
<td>13.3</td>
<td>14</td>
</tr>
<tr>
<td>D/K</td>
<td>2.9</td>
<td>3</td>
</tr>
<tr>
<td>Unperceiving group</td>
<td>19.1</td>
<td>20</td>
</tr>
<tr>
<td>Missing data</td>
<td>0.9</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>105</td>
</tr>
</tbody>
</table>

Table 6.25 illustrates the frequencies and percentages for the responses to the questions that were used to examine whether Schulich MBA students’ experiences of teaching and learning and their program expectations were influenced by the practice of customer service at their institution. The numbers in brackets after each factor reveal the number of participants who answered that particular question. The two numbers for each survey option indicate the frequencies of respondents and the percentage who chose that answer.

What is notable in this table is that the practice of customer service orientation was reported by approximately 20% to 33.3% of participants to have "Never" impacted their experience of teaching and learning or to have had "Little" influence on it. The exception was the experience of “Interaction with faculty” on which about 31.4% of participants reported that it had had “Much” or “Very much” influence. In addition, between 28.5% and 36.1% of participants reported that the practice of customer service orientation had had “Much” or “Very much” impact on enhancing the studied expectations.
Table 6.25 Students' Perceptions of the Extent To Which a Customer Service Orientation Influenced Their Experience and Expectations (Based on the Answers of Those Who Perceived the Customer Service Orientation at Schulich)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Never</th>
<th>Little</th>
<th>Somewhat</th>
<th>Much</th>
<th>Very much</th>
<th>D/K</th>
<th>U&amp;M</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with faculty</td>
<td>8</td>
<td>13</td>
<td>23</td>
<td>24</td>
<td>9</td>
<td>6</td>
<td>22</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(7.6%)</td>
<td>(12.4%)</td>
<td>(21.9%)</td>
<td>(22.8%)</td>
<td>(8.6%)</td>
<td>(5.7%)</td>
<td>(21%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Working collaboratively with fellow students</td>
<td>14</td>
<td>18</td>
<td>25</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>23</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(13.3%)</td>
<td>(17.1%)</td>
<td>(23.8%)</td>
<td>(14.3%)</td>
<td>(3.9%)</td>
<td>(5.7%)</td>
<td>(21.9%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Active learning</td>
<td>16</td>
<td>16</td>
<td>31</td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>22</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(15.2%)</td>
<td>(15.2%)</td>
<td>(29.5%)</td>
<td>(10.5%)</td>
<td>(2.9%)</td>
<td>(5.7%)</td>
<td>(21%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Timely feedback from faculty</td>
<td>16</td>
<td>11</td>
<td>24</td>
<td>16</td>
<td>6</td>
<td>9</td>
<td>23</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(15.2%)</td>
<td>(10.5%)</td>
<td>(22.8%)</td>
<td>(15.2%)</td>
<td>(5.8%)</td>
<td>(8.6%)</td>
<td>(21.9%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Allowing sufficient time for study</td>
<td>23</td>
<td>12</td>
<td>19</td>
<td>17</td>
<td>5</td>
<td>7</td>
<td>22</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(21.9%)</td>
<td>(11.4%)</td>
<td>(18.1%)</td>
<td>(16.2%)</td>
<td>(4.8%)</td>
<td>(6.6%)</td>
<td>(21%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Faculty conveying expectations of your performance</td>
<td>11</td>
<td>15</td>
<td>24</td>
<td>19</td>
<td>6</td>
<td>8</td>
<td>22</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(10.5%)</td>
<td>(14.3%)</td>
<td>(22.8%)</td>
<td>(18.1%)</td>
<td>(5.7%)</td>
<td>(7.6%)</td>
<td>(21%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Faculty respecting student diversity</td>
<td>14</td>
<td>13</td>
<td>25</td>
<td>16</td>
<td>7</td>
<td>8</td>
<td>22</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(13.3%)</td>
<td>(12.4%)</td>
<td>(23.9%)</td>
<td>(15.2%)</td>
<td>(6.6%)</td>
<td>(7.6%)</td>
<td>(21%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Intensifying expectations of program characteristics</td>
<td>6</td>
<td>9</td>
<td>26</td>
<td>21</td>
<td>17</td>
<td>4</td>
<td>22</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(5.7%)</td>
<td>(8.6%)</td>
<td>(24.8%)</td>
<td>(20%)</td>
<td>(16.1%)</td>
<td>(3.8%)</td>
<td>(21%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Enhancing expectations of obtaining better professional skills</td>
<td>6</td>
<td>14</td>
<td>22</td>
<td>20</td>
<td>16</td>
<td>4</td>
<td>23</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(5.7%)</td>
<td>(13.3%)</td>
<td>(21%)</td>
<td>(19%)</td>
<td>(15.2%)</td>
<td>(3.8%)</td>
<td>(22%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Strengthening expectations of getting better knowledge in areas of expertise</td>
<td>10</td>
<td>13</td>
<td>26</td>
<td>18</td>
<td>12</td>
<td>4</td>
<td>22</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(9.5%)</td>
<td>(12.4%)</td>
<td>(24.8%)</td>
<td>(17.1%)</td>
<td>(11.4%)</td>
<td>(3.8%)</td>
<td>(21%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

U & M refers to unperceiving group and missing data.
Report on the means for students’ perceptions of commercial ethos

This section illustrates the means for the Schulich responses regarding knowledge of the commercial terminology and participants’ views on the three researched corporate ethos.

Table 6.26 presents the mean scores in descending order for Schulich students’ acquaintance with commercial terminology. Any mean score above 3 indicates a tendency towards familiarity, while any score less than 3 corresponds to an inclination towards unfamiliarity. Mean scores above 4 indicate that respondents are “very familiar” with the terms. The *asterisk denotes sub-groups that proved to be statistically different when performing means comparison. The findings show that Schulich participants are more than familiar with the terms “marketing strategies”, “the outsourcing of tasks”, “customer service orientation” and “budget controls”. The findings also indicate that Schulich participants are at a minimum “somewhat” familiar with the rest of the studied terms.
Table 6.26 Mean Scores of Students’ Knowledge of Commercial Terminology

<table>
<thead>
<tr>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing strategies</td>
</tr>
<tr>
<td>The outsourcing of tasks</td>
</tr>
<tr>
<td>Customer service orientation</td>
</tr>
<tr>
<td>Budget controls</td>
</tr>
<tr>
<td>Quality management and</td>
</tr>
<tr>
<td>achievement criteria</td>
</tr>
<tr>
<td>Commercialization and</td>
</tr>
<tr>
<td>privatization of higher</td>
</tr>
<tr>
<td>education</td>
</tr>
<tr>
<td>The redistribution of labor</td>
</tr>
<tr>
<td>Management and productivity</td>
</tr>
<tr>
<td>development systems</td>
</tr>
<tr>
<td>Corporate liaisons for the</td>
</tr>
<tr>
<td>production and sale of</td>
</tr>
<tr>
<td>knowledge</td>
</tr>
<tr>
<td>The development of contract</td>
</tr>
<tr>
<td>research and quasi-enterprises</td>
</tr>
</tbody>
</table>

1= Don’t know, 2=Unfamiliar, 3=Somewhat, 4=Familiar, 5=Very familiar

Table 6.27 presents students’ perceptions of the degree to which commercial practices were implemented at Schulich. “Marketing strategies” was identified as tending towards being “Very much” implemented and the practice of “customer service orientation” was perceived as moving towards being “Much” executed while “budget control” was experienced as being “Little” exercised.
Table 6.27 Means of the Level To Which Students Perceived the Implementation of the Commercial Practices

<table>
<thead>
<tr>
<th>Means of the levels to which students perceived the implementation of the commercial practice</th>
<th>Budget control</th>
<th>Marketing strategies</th>
<th>Customer service</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.56</td>
<td>5.21</td>
<td>4.26</td>
<td></td>
</tr>
</tbody>
</table>

1=D/K, 2=Never, 3=Little, 4=Somewhat, 5=Much, 6=Very much

It is important to note that Tables 6.28 to 6.30 only report the findings of those who perceived the studied commercial practices. In other words, only those who responded “Somewhat”, “Much” or “Very much” were led to answer further questions. Any mean scores above 3 indicate a trend towards “Agree”, “Positive” and “Much” while any score smaller than 3 represents a tendency towards “Disagree”, “Negative” and “Little”.

Table 6.28 suggests that Schulich participants more than agreed that the use of marketing strategies is a commercialized practice while their views on whether budget control and customer services are commercialized tended towards “Agree”.

Table 6.28 Means of the Perception That a Studied Practice is Commercialized

<table>
<thead>
<tr>
<th>Perceiving Group</th>
<th>Budget control</th>
<th>Marketing strategies</th>
<th>Customer service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means of the perception that a practice is commercialized</td>
<td>3.45</td>
<td>4.08</td>
<td>3.33</td>
</tr>
</tbody>
</table>

1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree
Table 6.29 reports findings about the participants’ views on the studied practices. Budget control had the smallest mean of the three practices and was seen to be nearly “Neutral” while marketing strategies and customer service were considered to be close to “Positive”.

Table 6.29 Means of View of the Practice

<table>
<thead>
<tr>
<th>Means of the view of commercial practice</th>
<th>Perceiving Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budget control</td>
</tr>
<tr>
<td>2.98</td>
<td>3.75</td>
</tr>
</tbody>
</table>

1=Very negative, 2=Negative, 3=Neutral, 4=Positive, 5=Very Positive

Table 6.30 reports a summary of whether the studied commercial practices influenced participants’ experiences of teaching and learning and their expectations. The findings suggest that the three studied commercial practices generally had little influence on Schulich students’ experiences of learning and teaching, which were unfolded into the seven factors. However, customer service orientation was identified as having more than “somewhat” of an influence on participants’ interaction with faculty (M=3.16). Marketing strategies were discovered to have “somewhat” of an influence on faculty’s respect for student diversity (M=3.13).

With regard to the participants’ expectations for their MBA program, the findings illustrate that marketing strategies and customer service orientation practices had close to “Much” influence on the three expectations. Meanwhile, the practice of budget control tended towards having “Much” influence on “intensifying expectations of program characteristics” (M=3.15) but had only close to “somewhat” of an influence on expectations of “obtaining better professional skills” (M=2.82) and “getting better knowledge in areas of expertise” (M=2.88).
Table 6.30 The Degree To Which Commercial Practices Influenced Student Experience and Program Expectations (Based on the Responses of the Perceiving Group)

<table>
<thead>
<tr>
<th></th>
<th>Budget Control</th>
<th>Marketing Strategies</th>
<th>Customer Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with faculty</td>
<td>2.22</td>
<td>2.57</td>
<td>3.16</td>
</tr>
<tr>
<td>Working collaboratively with fellow students</td>
<td>2.42</td>
<td>2.51</td>
<td>2.69</td>
</tr>
<tr>
<td>Active learning</td>
<td>2.53</td>
<td>2.54</td>
<td>2.59</td>
</tr>
<tr>
<td>Timely feedback from faculty</td>
<td>2.30</td>
<td>2.34</td>
<td>2.79</td>
</tr>
<tr>
<td>Allowing sufficient time for study</td>
<td>2.31</td>
<td>2.27</td>
<td>2.59</td>
</tr>
<tr>
<td>Faculty conveying expectations of your performance</td>
<td>2.35</td>
<td>2.69</td>
<td>2.92</td>
</tr>
<tr>
<td>Faculty respecting student diversity</td>
<td>2.52</td>
<td>3.13</td>
<td>2.85</td>
</tr>
<tr>
<td>Intensifying expectations of program characteristics</td>
<td>3.15</td>
<td>3.52</td>
<td>3.43</td>
</tr>
<tr>
<td>Enhancing expectations of obtaining better professional skills</td>
<td>2.82</td>
<td>3.36</td>
<td>3.33</td>
</tr>
<tr>
<td>Strengthening expectations of getting better knowledge in areas of expertise</td>
<td>2.88</td>
<td>3.46</td>
<td>3.11</td>
</tr>
</tbody>
</table>

1=Never, 2=Little, 3=Somewhat, 4=Much, 5=Very Much
Section B- Qualitative Findings

Ten MBA students at Schulich, identified as S1- S10, were recruited for the research interviews. All the interviews were audio-recorded and transcribed verbatim for analysis. Table 6.31 illustrates the demographic background of interview participants in the Schulich case.

Table 6.31 Demography Characteristics of Schulich Interview Participants

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Year of Study</th>
<th>Full-/Part-time</th>
<th>Visa Status</th>
<th>Undergraduate background</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>M</td>
<td>One</td>
<td>Full-time</td>
<td>International</td>
<td>Industrial biotechnology</td>
</tr>
<tr>
<td>S2</td>
<td>M</td>
<td>Two</td>
<td>Full-time</td>
<td>International</td>
<td>Psychology</td>
</tr>
<tr>
<td>S3</td>
<td>M</td>
<td>Two</td>
<td>Full-time</td>
<td>International</td>
<td>Computer science</td>
</tr>
<tr>
<td>S4</td>
<td>M</td>
<td>One</td>
<td>Full-time</td>
<td>Domestic</td>
<td>Business</td>
</tr>
<tr>
<td>S5</td>
<td>F</td>
<td>One</td>
<td>Full-time</td>
<td>Domestic</td>
<td>Science</td>
</tr>
<tr>
<td>S6</td>
<td>M</td>
<td>Two</td>
<td>Full-time</td>
<td>International</td>
<td>Mechanical engineering</td>
</tr>
<tr>
<td>S7</td>
<td>F</td>
<td>Two</td>
<td>Full-time</td>
<td>International</td>
<td>English</td>
</tr>
<tr>
<td>S8</td>
<td>M</td>
<td>One</td>
<td>Full-time</td>
<td>Domestic</td>
<td>Commerce &amp; finance</td>
</tr>
<tr>
<td>S9</td>
<td>M</td>
<td>One</td>
<td>Full-time</td>
<td>Domestic</td>
<td>n/a</td>
</tr>
<tr>
<td>S10</td>
<td>M</td>
<td>Two</td>
<td>Full-time</td>
<td>International</td>
<td>Electronics engineering</td>
</tr>
</tbody>
</table>

How students experience the commercialization of higher education

Students' definition of the commercialization of higher education

Participants provided me with their definition of the commercialization of higher education before their interviews were conducted. One student defined commercialization as “the act of putting something or innovation into the public market” (S8). Another informant (S2) claimed that “larger corporate interest before the interest of students” would define the commercialization of a university. Participant S5 expressed it more explicitly by saying that that the commercialization of higher education is meant to “try to encourage people to come to school” and “to sell the school [education programs] to as many students who meet the criteria as possible”. Similarly, informant S3 noted that the first thing that came to his mind when asked about the commercialization of higher education was “education being sold as a commodity”. He further commented:
Take Pepsi for instance, you have Pepsi, Pepsi Max, Diet Pepsi, Pepsi Zero and there's just -- it's just like that. The MBA is now like the IMBA, EMBA and part-time MBA, accelerated MBA… and it is being sold like -- is it becoming like a McDonald's sort of thing, like you open different branches all over.

Another informant (S7) analogized faculty members and administrators as the “commercial team” that cared about “profit generating”. Similarly, participant S9 elaborated:

[C]ommercialization is essentially taking, in this specific context of education you are taking education and schooling and you are turning it into a product, and you turn it [the educational service] into a business product that is sold.

One informant (S4), using business terminology, defined the commercialization of higher education as activities meant to “develop the so-called competitive advantage” and “actively advertise and differentiate [schools] themselves in the marketplace”. In particular, he noted that higher education institutions are non-profit institutions and as such they “are not allowed to make money”. However, he added an explanation to his definition:

Now obviously there are other ways of making money. I think what they are trying to do is they are trying to recruit more students so that they have more funding to do it themselves. That is why all of the business schools are expanding…. I think the students are definitely the customers in this market and schools being non-profit institutions that they are the suppliers of education from a business perspective.

**The practice of management and productivity development systems**

Examples of this practice identified in Chapter Four were introduced to the interview participants to help probe students’ experiences and solicit their comments on this practice. Examples of this practice might include the use of the Schulich Intranet to organize students’ portfolios and course selections and the design of various degree options such as the MBA, MFA, MA, IMBA, JD/MBA and programs co-delivered with other academic institutions.

**Student experiences and how these experiences were influenced by the practice of management and productivity development systems**

In this practice, two main themes emerged around students’ experience: the learning process and diversity. The learning process emerged when students commented on the intranet
and information technology at Schulich and diversity emerged in the comments on various degree programs.

-Learning process

    Students believed that the intranet and web portal aspects of the information technology at Schulich were designed to help organize students’ portfolios and smooth students’ learning process by making it more efficient. Informant S3 recognized that having an “automated system for enrolling, and even for downloading course material” did “bring a lot of efficiency” in terms of student time management. Similarly, informant S5 noted that the system was very helpful when she was enrolling the courses. In particular, she noted that “it makes it easier for students to learn”.

    However, some respondents found the system created confusion due to lack of guidance for its use and a lack of organization such that students “don’t know how to use it and where to find” the information and materials needed for their learning (S8). Respondent S6 commented that it was like “it’s on you jumping, figure out yourself” and he thought that “is not properly supporting the whole [learning] system itself”. In addition, having a management system that integrated course selections, career development and other issues “created a kind of confusion because there are too many passwords going on and [students] have to update it” on a regular basis (S7).

    In addition to the management system, one respondent (S1) noted that the infrastructure that supported the management system did not reflect Schulich’s institutional reputation for quality.

        What happens is we don’t have the ability to communicate and some parts of the building don’t have internet. Those kinds of issues, outdated IT infrastructure, those are the kinds of issues I’m seeing and that’s glaring because Schulich is supposed to be top brand institute, at least according to economists and other magazines…you know, there’s a disconnect.

    In many instances, students were not able to access the internet in class to retrieve the up-to-date information and financial figures needed for real-time classroom discussions. As such, participants reported that the infrastructure did not facilitate their learning.
-Diversified options and perspectives

Respondents identified that “overall it is good” to have various programs offered to meet different students’ needs. One way of attracting more students was to provide them with more selections so students could choose whatever they felt suited them best. One student noted that the various streams of programs were “more like customizable educational options that fit different people’s need”. Another respondent (S8) expressed his satisfaction with the International MBA program in which he was currently registered in particular because it exposed him to a diversified student population as well as a sense of community.

In this program, they only have 36 people and we are a very very tight family right now so it has been an amazing journey and I’ve loved every minute of it so far…and I think the level of diversity that is achieved in the IMBA program….Now I have classmates that are from Columbia, Venezuela, Morocco, Turkey, and Greece…like these are people that I have never ever been exposed to these types of cultures before and that part of the IMBA I thought has been amazing.

Participant S7 elaborated on the fact that various program options also brought in a more diversified student background that enriched her learning experience in terms of knowledge and perspectives from diversified areas. Similarly, informant S10 resonated with the idea that offering various program options was good and could “bring in more mixture of student background”; however, some programs, “for example the JD/MBA, did not bring in much contribution to the class discussion”.

Participants also noted that although various programs could be chosen as specializations, the large enrollment in the MBA program sometimes obstructed students’ intentions of doing a specialization due to limited space in certain courses:

So if I want to specialize in finance, if I don’t register before the other students do, I will not be able to take that course…which is not right because we have indicated our specializations when we apply to the MBA program. If I don’t register for the course first, I will not be able to specialize in the field I want.
The practice of budget control

Examples of this practice might include raising tuition fees to levels needed to cover unsubsidized operating costs, user fees for student services and so forth.

Student experiences and how these experiences were influenced by the practice of budget controls

Four main themes emerged in this section from students’ comments: choice of schools, enhancing expectations of program quality, influencing choice of employment and hindering the learning experience.

Influencing choice of schools

When asked how they experienced the high tuition fees of the Schulich MBA program, some participants reported that they were way too expensive and as such they needed to seek other financial support for their MBA. For example, one international participant (S6) who came from India mentioned that he “would not be able to afford for the expensive MBA education without financial supports from families”. However, some respondents found the fees justified in terms of the program reputation. Informant S5 elaborated that she was “willing to pay this much money because of the brand that it is” and “it’s a very reputable school”. Another informant (S4) further explained his opinions from a psychological perspective:

…from a psychological perspective if your school is charging a higher tuition it sort of inferences that it has got higher quality. So at least to a selfish degree for me, from an internal understanding perspective I feel better because I perceive myself as coming to a prestigious school by paying the tuition (S4)

Many respondents naturally compared Schulich with other MBA program providers such as Rotman at the University of Toronto and Ivy at the University of Western Ontario. Respondents reported that Schulich’s tuition was comparatively lower than other schools with similar MBA rankings in Canada and this was the major reason they chose Schulich (S3, S5, S8). One international student (S2) from the United States also commented that Schulich tuition was much less expensive than the program he was considering at the University of North Carolina, which would have cost him $40,000 a year even he was a resident. Although he paid less in tuition compared to other MBA programs in Canada, respondent S8 felt that he obtained a
quality education at Schulich and suspected that maybe the “school is trying to recruit more students by charging comparatively less expensive tuition”.

-Enhancing expectations of program quality

Some informants expressed that they did not feel that the high tuition fee reflected the quality of their education. For example, informant S9 claimed that he was “definitely not satisfied with the quality of Schulich” in terms of the amount of tuition he had paid. In particular, he noted that “disappointment” would be a way to summarize his experience as “there is a huge discrepancy between what people expected and the money that has paid.

-Influencing choice of employment

Some informants stated that high tuition fees for MBA education might influence their future choices of employment. They carried loans for their MBA studies and worried about their future capability of paying off these loans. One participant (S9) elaborated:

I might want to do great things in the world of charity or something like that, but I am forced to get a very commercial job and forced to even look into salaries and things like that because I have to wipe this debt off my back. You know, that’s the first priority. It is to get that debt off. So I think that affects students a lot.

In addition, he mentioned that the high tuition fees also constrained him from working in his country due to the low pay scale and the exchange rate between his country and Canada. He said he would “be spending 20 years paying off that loan if get a job in India and try to pay for it”.  

-Hindering learning experience

One informant (S5), studying full-time and working part-time throughout her MBA study, found that the high tuition fee hindered her learning experience. She had to work even though she had an OSAP loan and a bursary, as otherwise she would not have been able to afford the tuition and her living expenses. She noted that “if I could choose not to work, I will not work. Unfortunately it's not really an option for me. I have to work and it does affect me big time.” She further expressed how her learning experience was hindered:
I had so many conflicts last semester with meeting with my group members, and having to go to work. It seemed like I was the only one working in that group. So whenever they would set up a meeting time, it wouldn’t really work for me because I had to work.

Besides the high tuition fees, most of the informants strongly commented on their “upset feeling” about the newly implemented user fees they would have to pay for their course kits in the near future. They expressed that such a policy, in addition to the high amount of tuition they had been charged, was not justified. Some informants who had a tight education budget indicated that it was not easy finding the materials if they chose not to purchase the kits. They would need to spend much time looking for the materials they needed for class if they wanted to be economical. This would indirectly hinder their experience of learning. One participant (S7) suspected that the school really wanted to make more money on the course kits:

It is a little bit of trouble in going to the bookstore to find it. It would not be a really big inconvenience, it just kind of shows the schools are not willing to pay even this amount of money. They really, really want to earn more, I just feel that.

The practice of marketing strategies

Examples of this practice might include branding the name and logo of Schulich rather than the name of York University in promotional brochures, web banners, newspapers and magazines; using the name of Schulich School of Business to participate in the QS World MBA and World MBA fairs; establishing a Media Relations Office to bridge people, school and society; providing various MBA program options and branch campuses in Beijing, Moscow, Seoul and Mumbai, and so forth.

Student experiences and how these experiences were influenced by the practice of marketing strategies

- Influencing choice of school

Informants reported that their decisions to come to Schulich for their MBA were very much influenced by the school's marketing activities. For example, student S1 stated that “the major factor [bringing him here for his MBA] was salary ranges they [Schulich] have shown”. Similarly, student S9 claimed he was hooked because Schulich promoted that “it is ranked as number one in Canada”. In addition to the promotional brochures that illustrated that “people are
getting jobs and they are getting really high paid jobs”, respondent S3 noted that “Schulich caters to different needs in different markets in order to enroll more students”.

You have an IMBA, there's a JDMBA, there's an EMBA, there's a -- it's called an accelerated MBA. So that’s why they have different types of MBA's, because I think they're just trying to differentiate, just to get in more business.

- **Reinforcing the brand value**

Students reported that Schulich has done a good job of promoting and establishing a brand name associated with high value. For example, respondent S6 reported that “Schulich has done their homework, which basically showing their value high”. Respondent S5 also resonated with this opinion. She reported her experience of other people's reactions when she disclosed herself as a Schulich student:

Anyone there asked me what I was doing and where I was going, as soon as I mentioned Schulich, you could just see their eyes lit up and oh you're smart or something like that. So I think that in terms of reputation, Schulich is of course [with it].

In addition, informant S4 believed that he would have a better reputation in the job market after graduation since the school has established a good reputation. Informants also reported that even though they were already studying at Schulich, the school still emphasized its world ranking regularly and was “trying to convince students that the reputation of the degree is worth something” (S9). Respondent S9 further claimed that students “actually receive e-mails, three times from the Dean’s Office, where it is about Schulich’s ranking” in one semester.

Such marketing strategies that further promote the value of the program indirectly encourage students to study harder so as to match the school's reputation. As respondent S5 said, “it would be a shame if [I] don’t graduate” (S5).

- **Identity affiliation**

It is very interesting that many informants raised an identity issue between York and Schulich. It is understood that the Schulich School of Business is one of the many faculties at York University. However, informants declared that on many occasions students perceived that
they “have a separate feeling” from York and experienced a feeling that “York University is one group and Schulich is another group” (S7). Furthermore, informants noted that they preferred to be identified as Schulich students rather than York University students. For instance, student S7 noted that she felt that people might regard her a little bit better if she used the Schulich label. Similarly, student S4 thought that “it would be good if Schulich could separate itself from York University” because students are so dependent on reputation in the MBA world and York was dragging them down.

Some informants perceived Schulich and York as “almost separated identities” from many perspectives and provided some experiences to support their observations. For example, some informants stated that the letters they received before joining their programs were all written on Schulich rather than on York University letterhead. In another example, participant S1 shared his story of the CUPE strike some time ago at York University:

And what’s happened is Schulich was not on strike because they have a different set of professors and they also work on contract, etc. So Schulich was the only institute running while York was closed. So they also want differentiate because of that factor because if they get associated with York, that means…you know, the issues of strikes, etc., would reflect here. So they plan themselves as separate.

An international participant (S10) made an interesting analogy to explain why he would like to be called a Schulich alumni rather than York graduate:

Lexus car is a brand of its main company, Honda. Lexus doesn’t want to call the car as Honda, they want to call it Lexus car. It’s the same thing, okay? That’s the brand actually has built. We are the elite group in York University, in the MBA side, we are somebody really high, so we have our own brand value. I understand that and am I am little bit proud of it, not as branding, but it has a different value in Schulich compared to York. I’m not degrading York in any way, but compared to York, yes Schulich does have better value and I do believe I should be called as a Schulich alumni, not a York alumni.

- Quality of incoming students

Informants commented on the branch offices and campuses of Schulich that are established in Beijing, Mumbai and some other major cities globally. Informant S5 perceived that such an activity is meant to “try to encourage and entice people to come to the school”. As such, informant S7, an international student from China, believed that this strategy could
facilitate the recruitment of good quality students that could enrich her experience of learning. While marketing strategies were perceived as necessary to promote the name of Schulich as well as bring in more talented candidates, informant S4 raised his concerns about the quality of incoming students from one specific area that dominated a large portion of the student population. Informant S7 raised a somewhat related concern when she described her unpleasant experience of working with students who had spent one year at the branch campus and one year at the Schulich main campus:

My cooperation experience with them is, I mean after corroborating with them, I would prefer to cooperation with local people in my Chinese community because sometimes their attitude just makes me a little bit, and also their capability. I mean I’m not doubting the majority of them, but some of them, because they spent their first year in India and then they spend their second year here, so probably they do not really connect well with the working spirit here.

The practice of the redistribution of labor

Examples of this practice include hiring outside specialists to teach specialized courses and up-to-date professional practices and hiring adjunct faculty to teach introductory courses. Two themes emerged from the examination of these two types of adjunct faculty: bringing in real-world experience and disconnection between faculty and students.

Student experiences and how these experiences were influenced by the practice of the redistribution of labor

-Bringing in real-world experience and connections

Most of the informants did not specifically differentiate between the adjunct faculty who taught the specialized courses and those who taught the introductory courses. They only provided comments on the adjunct faculty overall regardless of the courses they taught. Informants pointed out that they “did not sense any pedagogical difference between part-time and full-time faculty”. However, they preferred to have those instructors who could bring in more a “practical approach and real world examples related to coursework” (S2). Similarly, informant S4 emphasized that the students were studying in “a business school” so they “are learning real-world practices and therefore have to be up-to-date with real-world practices”. Student S3 elaborated on his experience with the part-time faculty member who taught a course on mergers and acquisitions:
For example, I'm taking a course on mergers and acquisitions. And my professor is a part-time -- he's a part-time professor. He has a full-time job as an investment banker at CIBC. And he's handled a lot of deals on mergers and acquisitions. So you know, when he talks, just when he talks in class, you know that he's not reading it out of a slide or from a text book. He's just talking about what he did a couple of hours before class started.

Similarly, student S8 reported his good experience with the adjunct faculty member who taught a course that most students are supposed to dislike. The instructor taught the course in such a way it almost sound interesting because of the real work and different types of quantitative research that he did at Statistics Canada. In addition, some participants believed that part-time faculty “are more in a position to help” (S3) in terms of employment opportunities because they had heard that some students had been hired by their part-time professors.

- **Quality of teaching**

Despite the advantages of bringing in more real industry experience, one informant (S1) pointed out that the students usually found it challenging to access the part-time faculty members after their classroom contact when they had questions. In addition to the accessibility issue, some informants experienced a feeling that the part-time faculty members “have come here just to complete their teaching experience, teaching hours that they need for some other thing or some personal achievement” and “these people are not dedicated enough at their teaching or imparting knowledge”. One informant (S1) reported this kind of experience with some part-time faculty members who taught first-year introductory courses. He sensed that “they [the part-time faculty] are not enthusiastic and interested in the teaching process… and they just come in and take something from the textbook and walk out”.

Some informants commented that the adjunct faculty members were completely lacking in pedagogical training (S9) and many of them “don’t know how to teach if they have real life working experience” (S7). Similarly, respondent S5 hoped that in addition to bringing in instructors with more real-life knowledge, Schulich would “hire those that are able to handle their jobs [teaching] and grading the students as well”.

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In this vein, one informant shared his thoughts about why, on some occasions, adjunct faculty members are more inclined to focus on the textbook rather than bringing in real-life working experience related to the coursework:

> What I find is that the part-time lecturers focus more on the textbook, more on theory because it’s easy for them. They can just take the textbook and present it in class and do textbook problems. They don’t really discuss about the real world that much. So it’s easier for them to do theory and just go away because we don’t put in so much time (S1).

**The practice of the development of contract research and quasi-enterprises**

Examples of this practice might include doing research for the private sector, sustainable business enterprise, custom programs for corporations and the delivery of managerial knowledge through the Schulich Executive Education Centre and the Sustainable Enterprise Centre.

**Student experiences and how these experiences were influenced by the practice of the development of contract research and quasi-enterprises**

- **Bringing in real-world experience and knowledge**

  Informants believed that although “they [faculty members] are doing research for the private companies and they are giving value to the industry because of their knowledge”, the faculty members were also “benefiting from the research in terms of obtaining real world knowledge and experience (S6)”. Consequently, students benefit from faculty members who “enriched their knowledge base (S4)” with real-world practice and knowledge. Student S1 in particular reported her experience of classroom discussions that were enhanced because “faculty members talk about what is happening in the market in terms of what marketing trends, tools are going on in practice in stead of theories”.

- **Corporate connections**

  Respondents found that the contracted and commissioned research faculty members were conducting helped them potentially to have better corporate connections. Students believed that such corporate connections would eventually benefit them in terms of future employment opportunities. In fact, one informant heard from upper classmen of examples in which students
were hired by faculty members during or after graduation for consulting jobs.

…some the professors do hire students after graduation or during graduation. So it’s also a good opportunity for the professors to kind of recognize some talents to work for them at school, or maybe after the student graduate (S7).

-Enhancing the value and resources of the school

Some informants noted that both faculty members and the school could benefit from consultation and contract research for the private sector. In turn students could benefit from these activities in terms of the reputation that the school and the faculty had made in the marketplace. One informant suggested that part of the commission made from contract research should be contributed to the school because such research opportunities are given to faculty members indirectly due to the reputation of the business school:

If the professor is a person who does consulting at his home, CIBC may not have picked him. CIBC has picked him not just because of the person, it has a least a slight value of the school as well added to him. So that much has to be given back to the school as well (S6).

-Disconnection among students

When students were asked about their experience with the Schulich Executive Education Centre and the Sustainable Enterprise Centre, which are the institutions that customize business solutions and seminars as well as provide consulting services to the private sector, few informants reported familiarity with these divisions although part of the centre is right next to the Schulich Library and students walk by it every day. A representative comment was, “I don’t know anyone from there…and I've been in that room once because I had -- there was a meeting that I went to attend there. But I really don’t know anyone from the SEEC" (S5). Participant S8 noted:

I haven’t had much exposure to it so I can’t comment too much on it. I didn’t even know what the SEEC was until you spelled it out as Schulich Executive Education Centre and then I figured out.

Informant S3 elaborated that “it's almost like a different school and normally Schulich students who are in the MBA, IMBA program, don’t even enter that part of the building”. Some informants had had experience of the SEEC and expressed that the centre is “really a separate identity” (S9). They compared themselves with the students in the SEEC and found that MBA
students were treated unequally in terms of their infrastructure, facilities and resources. On top of that, one informant reported an unpleasant experience that his classmates had had with the centre:

I have heard of several students from the Schulich MBA who have went to the building there and had some relatively rude interactions with older executives in terms of they don’t belong there. There was some kind of prejudice because the executive centre is apparently for people with a surplus of corporate experience and I guess because of a few younger people went over there, I don’t recall if it was for a workshop or for a meeting but they were actually asked to leave the building.

**The Practice of Customer service orientation**

Examples of this practice include the Schulich mentorship program, the Schulich Career Development Centre, the Schulich Career Portal Gateway and so forth.

**Student experiences and how these experiences were influenced by the practice of customer service orientation**

In this section, students generally commented on their experience of the Schulich Student services and the Schulich Career Development Centre.

- **Student services**

   Students commented that the student services staff “are very polite and helpful” (S7) and “are doing a good job in terms of dealing with students’ complaints and problems” in ways that “keep students happy” (S3). For example, respondent S3 elaborated about how the student services office helped one of his classmates from China when a sudden family tragedy arose during exam week:

   [H]is dad actually passed away with a stroke. He had to go for a funeral. And his mother was devastated. And it’s a small family. He was going to go for three days and come back. And then I told him, just go to student services for the exams. And they [student service] actually told him, okay, we'll take care of everything. Just go spend -- actually spend a month over there. We'll arrange for you to have your exams in the next semester. So he was spending all that money for flights and stuff, but he got to spend more time with his family and settle things out.
While there were some good comments about the student services, there were more complaints about their inefficiency and lack of capability to deal with students' problems. It seemed that the student services office was not acting in the best interest of the students. For example, informant S2 felt like he was treated as a number more than as a person and it took weeks to get an answer regarding his financial aid documents. Regarding a similar frustrating experience, respondent S9 claimed that he “did not sense student service staff are at a support service role but are more of trying to defend their policies and defend the way the school has their operations”. Informant S2 reported a similar situation in terms of the working efficiency of the student services. He told me about one of his many bad experiences:

[T]hey don’t really work efficiently. It’s almost like trying to push lazy people. You have to go in there and trouble them to get the job done. And this is not about doing anything extra, this is about doing the basic work that they should do like providing us with free letters so that we can pay the fees, we know how to pay…for example, people with loans.

When students came across numerous situations in which they were refused help, and there was no sign of improvement, they consequently gave up on requesting assistance from the student services office. In this way, their experience of learning was indirectly hindered by the insufficient student services.

-Career Development Centre (CDC)

Students’ experiences of customer service in the context of the Career Development Centre at Schulich included its staff were “really helpful and supportive (S5, S7)” and “have been welcoming and approachable” (S5). In addition, students valued the fact that the “CDC sends out a regular e-mail at least once a week updating things so students have every opportunity to take advantage” (S2). The CDC also “holds a lot of workshops” (S3) that “provide career advise and help with resume and networking”, which is thought to be an important issue in business education (S5). Similarly, student S8 shared with me his experience of how the CDC assisted him with a summer internship opportunity:

… because my internship is going to be in Hong Kong or in China and I don’t know anyone there. So it has been a lot of work…they have been guiding you through in terms of you know getting your resume up to date, who to contact, what kind of contacts to give you and they have provided me with a number contacts to actually talk to people in Hong Kong and possibly get an internship.
Despite all these good examples, many informants commented that the CDC lacked placement opportunities and a higher level of professional assistance. Informant S4 perceived that the CDC “hasn’t been doing very well and has been comparative disadvantage that is losing Schulich’s credits”.

-Lack of placement opportunities

Students generally complained that the CDC did not provide enough placements. One informant (S4) claimed that “CDC does not have any placements” in terms of the ratio between the opportunities they provide and the student population. To him, “that is not a placement but is Workopolis”. There was also a situation in which MBA students were competing with Schulich undergraduates for opportunities. Informants claimed that they were informed by the CDC that they should participate in a job fair. However, they were rejected due to their overqualified credentials:

I went to one career day fair and we would go around the booths going to talk to the representatives and they were telling me “yeah we are only looking for undergrads”…so what was the point of having this career day fair if you are only looking for undergrads, and telling us to go to it, and that was one of the bad experiences that I have had so to speak, was the fact that I’m competing with undergrads for positions that I shouldn’t have to be competing with undergrads. (S8).

Although some informants expressed their understanding about the lack of opportunities and believed that “there is not much they [CDC] can do due to the economy so there are less jobs in the market (S3)”, respondent S4 considered the situation to reflect somewhat on the capabilities of Schulich in terms of its size, reputation, and companies’ willingness to recruit Schulich students:

Companies coming for informational sessions, everybody dresses up for them but they might offer two jobs. To me that is a Schulich problem because if a company comes to Schulich, a school of this size and they only offer two jobs, it is a reflection of the ability of Schulich.
-Inadequate assistance

There are also many circumstances when informants experienced lower-quality assistance than they had expected in terms of career advice:

I met with one of them for a counseling session. We spoke for half an hour and from what I gathered she really hasn’t taught me anything. Now it could be that I am good at researching this stuff and other people aren’t so she might be telling other people that stuff that they weren’t able to figure out themselves, but to me, meeting with her hasn’t made me more knowledgeable about my field than I was before. (S4).

Similarly, informant S10 found that the CDC did not provide decent assistance when revising his resume and cover letters. He felt that this might potentially hinder his opportunity of getting employment:

Most of the times they will say it’s all good, it’s all good and they would point out a few mistakes and that’s it but…once what I did was I showed it to the career counselor of some other schools and he pointed out so many things for me and I realized oh…how come these guys didn’t see these things so then I felt these guys need to do some work.

Other commercial activities and experiences

When students were asked to identify more commercial activities held at Schulich, one informant (S3) simply repeated one of his professors’ comments that “students are considered products of Schulich once they graduate and students are considered customers of the school while they are still studying”. As such, informant S4 declared that “what they [Schulich] are trying to do is to recruit more students so that they have more funding to do it themselves”. Similarly, participant S6 stated that “Schulich is expanding globally and that is one of the commercial activities as well”. International students are targeted because they pay more tuition and “universities would prefer of getting more international students” (S3).

Informant S4 commented that “selling mugs and stuff with Schulich logo although the price is not outrageous and has no influence on their experience” is a commercial activity as
well. In addition, participant S2 perceived how Schulich utilized a big banner at every opportunity they had to promote the “corporate entity”:

Whenever there are campus visits, the school always makes a point of having like a full-colour banner that’s probably about just about a meter and a half high, very clear with the brands that are there. So I know that people will make a point of going to those and the ones that are talked about more seem to be the ones that are the larger corporate entities.

Some informants perceived commercialization in the corporate names on each seminar room and the commercial activities that Schulich conducted with private corporations on campus from time to time. On the other hand, it is also known that Schulich has established a campus in India and delivers an India MBA. Students who are enrolled in this India MBA are required to spend one year in Mumbai and one year in Toronto. Informant S1 gave a very comprehensive story about how Schulich is building its market in Mumbai, India:

What I notice was that there are professors who help students [India MBA students] get jobs. So there is a lot of favouritism and this is because…the new programs like the India MBA. So what’s happening is that, unless the MBA students get job offers, they will not be able to stay in Canada. They can’t get a work permit because they do one year in India, one year in Canada. So they have to get a job otherwise they have to go back to India. So what’s happening is that professors and administration is really working hard to give them jobs. And what the dean is providing recommendation letters to students he doesn’t know just because they are from the India MBA program. While, if I want to meet the dean, it’s not possible even though I’m here in the main program. We see them…India MBA students get invited to special dinners with VPs, directors, and the dean. So the dean provides the connections. But the main student body never gets access to that, even if you try to proactively go and ask for it, we don’t get face time with any of these…not with the dean or any of these people. Because they have started this new brand [in India] and I think they want to push it a lot. They want to enter into India with a big bang and for that reason they have to provide jobs to these students. If these students go back to India without a job offer, the brand is going to die out because, in India, it’s all about jobs. If a university can’t provide a job, you’re not really worth much.

With focused assistance from the faculty and senior management, those who have registered at Schulich in the India MBA program are given better employment opportunities. An international student from India (S10), who was not in the India MBA program, reported that he read in Indian newspapers that Schulich had advertised something like “We have people from
Mumbai and they have been placed with so and so salaries and you can get the same results”. Some informants reported that such inequality created a lot of bad feeling among the student body which was enrolled in the regular non-India MBA program because these students were aware of the unequal opportunities.

Table 6.32 summarizes the ten interview participants’ views on whether or not the six studied ethos are commercial conduct.

Table 6.32 Views On Whether or Not a Conduct Is Commercial

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(Only the first word of each of the six practices is show in this table. Y refers to Yes, N refers to No, and U refers to Unknown.)

Two respondents did not consider management and productivity development systems as commercial conduct because “that’s an internal operation” (S1) and they did not “sense any commercial interest in it” (S2). When asked whether or not marketing strategy is a commercial conduct, participant S2 was the only interview respondent who reported it to be a non-commercial activity. He noted:

The marketing strategies, as far as building the brands, I’ve perceived that as something that the school is doing on its own as opposed to a larger commercial interest behind it. So I would say no.

Respondents generally agreed that redistribution of labor is a commercial conduct. However, one student reported that he was “not sure if that is for business reasons” although he thought that “part-time faculty are paid less than tenured faculty”. Informant S6 considered the adjunct faculty to be brought in because the program needed “to have some industry people”. Another informant reported what he had learned from a faculty member that the school was trying to balance the faculty in terms of research and real-world practice. This was indirect evidence that the business school was seeking to justify its position in the university setting by doing academic research and taking on the provision of professional education that provides
real-world knowledge. As such there should be no commercial essence to this practice:

I would say no. I remember in speaking with a faculty member, who mentioned that the dean’s preference is to have 50 per cent of the faculty be tenured full-time and 50 per cent be part-time, I didn’t get the impression that it was due to any corporate influence but rather to have a balance of research and immediate real world experience.

Two respondents were not sure whether contract research and quasi-enterprises constituted commercial conduct while the rest of the informants did consider this practice to have a commercial interest. Informant S1 in particular made an interesting comment, using the SEEC as an example, about why the quasi-enterprises represented commercial conduct:

[W]hat’s happening is the majority of students here are MBAs and BBAs and our fees, in a way, are supporting the executive centre. But they use the executive centre as a separate brand [to make more financial resources], so in essence, the students here are paying for someone else to get access to very good resources while we don’t get it here.

The majority of the interview informants believed that customer service orientation is a commercial conduct. However, respondent S4 treated it as “an internal operation” and respondent S2 reported that he did not think it to be a commercial activity as he did not “feel that the larger corporate interests are directing how the service is communicated to students”.

**Commercialization as good or bad, and reasons for this opinion**

When participants were asked about their views regarding commercial practices, some informants made general comments on commercialization overall rather than commenting on specific practices. Two themes emerged from students’ comments: necessity and concerns about quality.

Overall, students explained that commercialization is good if it seeks to enhance student learning and success, despite the fact that it reinforces a business approach in an academic setting. S9 explained:

I have nothing wrong with good business, good business involves you know what you make a product or service that’s of high quality, you expect people to pay a certain amount, they pay it, you deliver on your product and quality.
Necessity

For some informants, commercialized practices in business education are understandable. They felt that there are no other options left for schools when they have to fight for quality students, cut their operation costs and seek additional resources. As such, one informant (S2) noted that “commercialization is kind of a necessity”.

Quality concern

Commercialization was perceived as good if it served to enhance students’ learning and future careers and educate more talented managers. According to respondent S1, commercialization is good in terms of providing better jobs and services to students as well as facilities and infrastructure that enhance students' learning even if tuition fees are increased. Informant S6 also thought that commercialization is a good practice because it helps “reach more people” in terms of future connections. In addition, participant S8 considered it good because “the program is trying to establish itself and trying to improve itself through these practices”. However, such perceptions would be totally reversed if quality education were not seen and experienced. For example, participant S1 noted that “it would be bad if [Schulich] just increased fees while not providing services [that enhance learning] to the right level”. Similarly, informant S6 commented that “it backfires if commercialization is just for money and is not supported with quality [of education]”. Participant S10 expressed it more explicitly:

[W]hat is important is that you deliver what you say you are going to deliver. It should not be like okay if Schulich is one of the top 50 schools you promote that, you advertise the rankings and all but when you come here you feel that all of this was just made up somehow, and you don’t feel the quality then that is bad.

One informant (S9) reported his frustrating experience of Schulich’s education and graded it as “dirty business” because he perceived nothing that was related to quality education:

Your product is nonsense, it is not quality. I call that dirty business because you, it’s all on the perception and then once they hook you in terms of you have been accepted, you drop your deposit fee in, your admissions fee you are done and the quality is not there to back it up.
**Budget control**

Some informants made comments on specific commercial practices and how they perceived this conduct. For example, budget control, in the context of deregulated tuition fees, was perceived not to be a good practice because increased quality did not come along with the deregulated market rates. Respondent S9 elaborated:

> [Business] schools are unregulated right, so they make their own rules, they make their own tuition. I don’t see what students get out of this program that would cost that much money. They are just basing the tuition off their “market rates” of other business schools and I guess they just found their little niche and that’s the rate they charge.

**Marketing strategy**

With regard to views on marketing strategy, informants generally focused on the issue of the branding of Schulich and considered it to be a good practice. For example, informant S2 said that the use of marketing strategy did not give “an impression that is a negative… and it is actually enhancing the school’s image” and felt that such a practice would “further more employment opportunities (S5)”. Respondent S4 also believed that marketing the brand of Schulich was equivalent to marketing himself.

**Redistribution of labor**

Informant S3 considered the redistribution of labor to be a good practice that could keep the school flexible in terms of hiring quality faculty members and creating necessary institutional change and competitiveness:

> [T]here are a lot of advantages. Or from a business point of view, you pay them less and be also more flexible, because if for whatever reason you don’t need the professor, you just don’t renew the contract, whereas a tenured professor is going to stick around for a long time…and it's hard to make any immediate changes. Like you can't fire a professor just like that for one incident once he or she has tenured.
Expectations for a MBA degree

This section reports students' original hopes and expectations for doing an MBA program as well as whether these had changed after doing the MBA program. Four themes emerged in this section regarding students' hopes and expectations throughout the MBA program as well as after their MBA studies. The four themes were: career prospects, networking, in-depth specialized business knowledge, and expectations of what had been promoted by Schulich. Those student expectations that were realized are also reported in this section.

Career prospects

Respondent S3 made an interesting comment that he “doesn’t think anybody would do an MBA without career-related expectations”. Indeed, career-related issues and concerns were elaborated upon massively by students when they were asked about their hopes and expectations for their MBA as well as the ones they held after completing their MBA. In particular, informants expected that eventually the MBA would lead to better career development. For example, one informant reported that he wanted to “progress career” (S3) and to “change career” (S2) as he “reached a point where I cannot get promoted unless switching companies or doing a master’s” (S3). Informants believed that doing an MBA which carried a good reputation would help them achieve their career expectations.

Networking

Some informants, in particular international students, stated that they expected to connect better with “people with original and entrepreneurial ideas” and capabilities as they believed this would “lead to more potential opportunities to obtain employment opportunities in Canada (S1). S7, an international student, noted:

For the social network, I do have some hopes on that for me, because I was a new immigrant. I was an international student so I just came here for – of course I expect that I’m going to know some local friends, white people and people from different places in the world. I look forward to this network that would potentially lead me to a better career.
In-depth specialized business knowledge

To achieve their expectations for career change and development, informants realized they needed to identify specifically the particular field of business knowledge which was required for achieving their goals. In terms of this quest for knowledge in a particular field, participants found that Schulich offered what they had expected. Many informants elaborated that their “expectations about the MBA programs here are coming true” (S5). For example, respondent S2 expected to obtain managerial knowledge regarding business and sustainability and he found that “there are three courses that are coded for business and sustainability”. Similarly, informant S8, an IMBA student, “had expectations of coming in Schulich and connecting with real estate people” and found that “it has actually amazingly connected for real estate”. Schulich lived up to his expectations in this regard.

In addition to the business courses in specialized fields, informants who had obtained an undergraduate business degree expected that the business courses would be “more in-depth and with more practical case studies that reflect the real business world (S4)”. Similarly, S8 noted:

I expected to get a well-rounded business education. I already have a minor in business [admin] from my first degree. I expected an in-depth level in terms of more realistic and practical case studies, more actual occurrences in real-world business today… and I’ll stick to the expectations right now.

Expectations of what had been promoted by Schulich

Other than their original hopes and expectations, informants pointed out that their expectations of the program in areas such as job placement, dynamic and student-friendly atmosphere, high average salary, quality of students, and availability of networking opportunities, were very much elevated by what had been portrayed in the recruiting prospectus, promotional brochures, information sessions and launch week of the school. For example, respondent S1 noted that “the college will take care of all of this, because it [brochure] shows that people are getting jobs and they are getting really high paid jobs”. Similarly, informant S3 elaborated:

So they kind of say, “Okay, we are going to offer this and that, like the increase in salary, more opportunities. If you join this program, after that you will get more
promotion opportunities.” And also, they offer to create a network for us to enrich our social network…so I think they can offer that.

Informant S9 described his experience in the orientation session of the launch week and found that beautiful expectations of the program were reinforced repeatedly:

Launch week, that’s where they kind of capture students, so if launch week is the first week where you come into Schulich and they give this presentations for three days, full day presentations and it is a lot of glamour, a lot of [pictures]...they talk the right stuff, talked about critical thinking, they talked about contemporary business, new ways of performing business.

Changes in Expectations

This section explores whether or not students’ expectations changed and look into possible factors that affected these changes. Only those expectations that had changed to some extent are reported in this section.

Career Prospects

Some informants reported that their expectations for their career prospects had changed, to their disappointment. Many of them, in particular the international students, claimed that “it is really difficult to get a job in Canada” and they “will be willing to take on any job to stay here” (S1). Another international student (S7) adjusted her salary expectation to $50,000 which was $30,000 lower than what most Schulich alumni made and $15,000 lower than she had originally expected. In addition, informants believed that such changes were partly attributable to the reality of the global economic recession:

MBA's graduating five years ago don’t have anything similar to this problem. They used to get picked up by companies before they graduated. Now it’s a totally different scenario (S3).

It is getting more and more competitive in the job market. Student S3 claimed that he “surprisingly saw a lot of graduates ended up accepting jobs that were paying them less than how much they were earning before business education”. While the reality of the economic situation did influence the change in expectations of the MBA students, it would have been a good time for Schulich to show whether or not their program had value in terms of “providing access, network and career support from CDC” (S1) for their students. Students now also looked for
their own connections rather than just expecting and relying extensively on support from the CDC:

So I probably have to go out of Schulich to look for it, maybe to networking or to job applications or maybe just randomly trying to contact company using LinkedIn (S3).

**In-depth specialized business knowledge**

Some informants, in particular those who held an undergraduate business degree, described the curriculum as lacking in substance and real-world connections and examples. Respondent S9 reported that “the classrooms all focus on dated theory or used academics who have no practical experience in their fields which make it very difficult to relate to real life applications”. In a similar example, informant S4 noted:

I don’t think the faculties that I have had been effective at teaching. I think they lack the real-world experience that they should have, when they teach us concepts they don’t have examples to back the concepts up. So that to me is a disappointment (S4).

Informant S8, who also held an undergraduate business degree, mentioned a related change in expectations:

Some courses have been quite bad, like my accounting class has been all like just accounting. You are just learning how to do accounting off slides and I have been doing that for x amount of years already so I didn’t want to do it again, unfortunately it was like that.

Informant S9 concluded that the factor that had possibly changed their attitudes and caused them to expect less in terms of in-depth specialized business knowledge was the real experience they had of the school and faculty:

The realization of coming here and then sitting in the classes [changed that]. Like I said the first week, this school is fantastic at this, they do the nice show, the sell, the professors talked…they talked the right stuff but then halfway through the semester nothing has changed, it is the same old same old dated theory, PowerPoint slides, same old approach. I think they have been doing it for 15-20 years. A lot of the professors here are older, the tenured faculty in particular and that’s what they, I guess that’s the only way they know, and so I have learned not to expect anything magnificent. If a professor does come along who is magnificent you know…all the more power to them,…but in general I am not going to expect anything, cause you just get disappointed at the end of the day.
What had been promoted

Commercial practices were perceived to be good by students if in essence they enhanced student learning and experience. Some informants did not suspect a discrepancy between what the school had promised and what had been delivered. They remained loyal to the school's offerings and did not change their original expectations in the course of their studies even if they felt frustrated about the process because they “had faith that the school had ordered its curriculum in a way that would give people the best chance of succeeding” (S2).

However, many informants reported that their expectations in some ways had changed due to their real experience of commercial practices that neither reach the level advertised in the program's promotional materials nor enhanced student learning and experience. Informants reported that there was a disconnection between what was advertised in the brochure and what was happening in the program. For example, respondent S6 said “their strategy and ideas are good but the execution and practices are bad”. In addition, students also experienced being treated differently in terms of services once they were enrolled in the program (S1). They felt Schulich gave more importance to the intake side than rather than to developing the people who were already in the program (S6).

Respondent S9 noted that “they [Schulich] are not walking what they said”. Informant S1 noted that “he wouldn’t have been as disappointed if they had painted a truer picture in the brochures”. In particular, he noted:

I think the [reality of] marketing strategies, the redistribution of labor and the customer service are what have, sort of, changed my expectations because I now see the Schulich is not the brand it is said to be and perhaps the industry knows that and that’s why they don’t come so much here to recruit. That could be a factor. So that’s how my expectations changed.

In particular, respondent S9 stated that he found that what the school promoted and what students received were two different things. He said his expectations “are not all coming true”. He provided a story about one of his program length expectations:

I remember coming for the summer orientation with my expectations that I, you know what, I came here I want to do the 16 months straight, I want to finish my
non-profit graduate certificate, I asked the director there if that’s possible, she said yes 100% that is possible and realistic you can do it. And then as soon as classes started I looked at the summer enrolment, it’s not possible, you can’t do that. It is a lot of two-facedness.

Regarding salary expectations, some informants claimed that they believed they were shown real numbers before coming to Schulich and expected that they would have the same salary as advertised after graduation. However, their expectations had changed when they started their studies and met seniors and alumni who shared their experiences of reporting the unrealistic alumni salary issue to the administration years ago:

When I came here and met seniors and other students and [realized] that they are cooked up numbers. And there was a problem a couple of years back because of this issue, but nothing happened because even those students who raised the issue that someone was doing something with the number, the administration never really did something…they just brushed under carpet (S1).

The discrepancy between the “cooked up” (S1) information provided by the school when it sought to recruit students and the lack of provision of what was promoted was considered a “dirty business” (S9).

Other factors influencing students' experiences of teaching and learning during their MBA studies

This section explores some other factors and issues, other than commercialization, which influenced students' experiences of learning in their MBA program. Students were asked to compare whether the factors and issues they identified were more or less influential than commercialization on their learning experience. Generally, students reported that the issues they pointed out were equally important to their experience but represented a different type of influence. Two broad themes that contained sub-issues emerged: academic factors and non-academic factors.

Academic Issues

Students identified three sub-themes related to their academic experience: faculty, curriculum, and program pace and course load.
-Faculty

Faculty members were identified as one of the very significant factors that influenced students’ learning experience in their MBA program. For example, informant S3 reported that he had “a really good experience” with one professor when the professor referred him for a summer internship opportunity. He found that such a reference from a professor was “one kind of encouragement” and he “cannot afford to mess things up” because such an opportunity is based on the faculty member's reputation and creditability. Another informant (S1) mentioned that many times full-time professors were forced to deliver too many courses and therefore the professors became tired, frustrated and impatient. As such, the students’ experience of learning was hindered.

They tell us that, “I’m taking so many courses, I really don’t want to do this.” Because I noticed that the professor was good in a previous year when he had only two courses to take, and then when he had four courses to take, he was very irritated, very edgy. So the classroom experience changes. He gets really irritated and the whole [classroom] atmosphere changes. So the way he teaches changes.

-Curriculum

Some informants mentioned that the content of certain courses that contained the concepts of Corporate Social Responsibility (CSR) and sustainability in terms of environmental protection, renewable energy and so on opened their eyes and brought this issue to their attention in addition to the business and managerial knowledge. Such course content even affected one informant a lot in terms of future career choices:

Now I think I would think twice before applying for a specific company because I care -- it matters a lot to me right now what that company or organization is doing in the area of CSR or sustainability (S3).

Another student (S5), enrolled in the Health Administration stream, talked similarly about how the team project that discussed sustainability influenced her. In particular, she noted that she “didn’t know anything about electronic wastes before the program” and she “didn’t think it was a big deal before”. Such exposure influenced her learning and she thought that she would pass this on and enlighten other people about watching out for the kind of products that damage the environment.
Program pace and course load

Informant S4, who held an undergraduate business degree, commented that the MBA program, compared to the undergraduate business administration program, was “less in depth and less organized” because it was “basically trying to pack four years of undergraduate business into four months”. Informant S2 reported a similar feeling that “the school may want to cram more into certain courses”. He pointed to the economics course as an example that “the school wanted to impart a lot of macro and micro to almost render it un-teachable as far as being able to cover enough of both macro and micro in one lecture term”.

Non-academic issues

Students indicated some non-academic issues they experienced and discussed how these issues influenced their experience of learning. The two main themes were: the composition of the student body and networking.

Student body

-Diversified student body and perspective

The diversified background of the student body was perceived to be an important factor that influenced the students' MBA experience. Some informants mentioned that this mix gave “different perspectives on different ideologies and different ways of doing things (S6)” which added value to their learning. For example, informant S8 noted that he learned a lot from his classmates in terms of ways of thinking and reactions to different problems. However, one informant (S7) jokingly mentioned that the student population focused too much on a single country:

I just feel like there are too many Indians here sometimes. Sometimes my friends are joking about it’s like we’re enrolled in an Indian school. I mean normally it’s just kidding, it’s not that exaggerated actually. But for my IMBA program, I think I have eight or 10 Indian classmates [out of 30] in my IMBA program to specialize in North America Second Language English for this IMBA program.
In addition, after working with a diversified study body, informant S7 still found that working with people who shared a similar cultural background and paradigm made her feel more comfortable as “the cultural barrier is still there”.

-Student quality

The majority of MBA students, in particular in institutions with good reputations, are talented and bright. However, some informants had a different experience of the quality of the student body at Schulich. For example, informant S1 found that the quality of the team projects was very low as many of the team members lacked core knowledge in areas such as mathematics and statistics. As such, he had to take on more of the burden of the work in these projects which “doesn’t really appeal to [his] philosophy for learning”. Similarly, respondent S9 expressed what he observed about the quality of students at Schulich and elaborated that the student body “in general is not what [he] anticipated”, although a few students worked at a level above what he had expected. He was disappointed in the lack of questioning by students and the faithful adoption of whatever was preached in class. He was very distraught that the future leaders of this caliber were not critically questioning or evaluating anything. He noted:

I can tell you the vast majority of students do swallow the rhetoric in classes whole, no questions asked, and that’s just the way it is. That is a big eye opener, because I did not think, especially people who are younger, you would think the average age is late twenties early thirties. You would think that this generation would be more critically aware of issues but they’re not, not really at all.

-Student competition and assistance

Respondents reported that the culture among MBA students was quite interesting. On the one hand, students helped each other in the course work. On the other, students competed in terms of academic performance. Participant S3 elaborated that his classmates assisted him in many ways in terms of his weak areas such as finance and accounting. He claimed that he would not have passed certain subjects without a lot of help from student peers.

However, informant S6 also mentioned that the “mix of people is competing every day…and that really adds value and improves learning skills”. Respondent S2 stated that he was motivated by his classmates in terms of academic accomplishment:
I don’t know if it’s a traditional graduate school pressure that people want to present themselves in the best possible light so if they didn’t get a good grade on something they may not want to look as though they’re less accomplished than their peers.

-Teamwork

Some informants explained how they suffered in the beginning of the program from the teamwork approach. They mentioned that some students, in particular those from an engineering background, had not previously had many chances to do group work; some team members had strong personalities and lacked interpersonal communication skills. As such, discussions became stuck and work could not be done on time. Such situations inspired the respondents to seek better solutions, do their own introspection and think about how to make the group work better.

When you have two or three such people in a team… the group gets stuck and you don’t move ahead, and you spend a lot of time in discussions and at the end you will just make up something because you don’t have time and submit it and get a lower grade… so people started thinking how we don’t get stuck so building those relations with the other team members and making sure that the group is progressing…and…because everybody is busy and you want to get it done as soon as possible, so taking initiative and doing all those things was one of the major things that I have learned in this program (S10).

Summary

The focus of this chapter was to present research findings from the online survey as well as the interviews from the sample participants from the Schulich School of Business at York University. This chapter was divided into two major sections, A and B. Section A contained three sub-sections that illustrated participants’ profile background and the degree to which they recognize certain commercial terminology, the participants’ awareness and views of the studied commercial behaviors and whether or not the studied commercial activities had an influence on their experience of teaching and learning and their program expectations. Frequencies, percentages and mean scores were reported in tables to facilitate a quick investigation of the degree to which the sample populations at Schulich replied to the survey questions.

The Schulich quantitative results showed that research participants have a good familiarity with certain commercial terms and sensed commercial behaviors conducted at
Schulich. They reported that the studied commercial practices had little influence on the studied experience of teaching and learning but reported that these commercial practices had between somewhat and much influence on respondents’ expectations for their MBA program.

Section B illustrated how research participants experienced the studied commercial activities conducted at Schulich, their in-depth views on whether the commercial ethos are good or bad and how their expectations for their MBA were changed by commercial practices. As well, it also reported other factors that influenced participants’ student experience and changed their program expectations. Chapter Seven will address the research questions by discussing the research findings using quantitative and qualitative methods and will analyze themes that emerged from the interviews.
CHAPTER SEVEN: DISCUSSIONS AND IMPLICATIONS

Introduction

The research findings presented in the previous chapters require additional explanation and discussion so that policy makers and administrators in business schools can more easily understand the implications, and employ the findings to guide their planning to enhance the student experience. As such, this chapter started by summarizing the results of the survey and interviews findings from the two researched business schools to address the research questions. Then, the discussion linked the findings to the literature and bridged the findings and themes that emerged from this study with the commercialized context of business education in order to provide a better understanding of students’ experiences and expectations in this specific educational context.

Research Question One:

*How aware are MBA students of the identified commercial behaviors and what are their views of these behaviors?*

Since very few studies have scrutinized students’ experience when they are immersed in the context of commercialized higher education, the question framing this section was designed to examine whether or not MBA students had a certain degree of recognition of commercial terms, and to investigate how the respondents perceived and experienced the commercial practices conducted at their business schools. The data from Chapters Five and Six found that research participants from both the Rotman School of Management and the Schulich School of Business had a similar degree of recognition of the commercial terminology in the context of higher education. Participants were requested not to make any value judgments of these terms and no explanations of these terms were provided by the study’s researcher. They were asked if they recognized these terms. They reported that they were quite familiar with commercial terms such as “customer service orientation” (MR=4.33, MS=4.30), “outsourcing of tasks” (MR=4.32, MS=4.42), “marketing strategies” (MR=4.28, MS=4.51) and “budget control” (MR=3.96, MS=4.04) and were somewhat familiar with terms such as “commercialization of higher education” (MR=3.69, MS=3.77), “quality management” (MR=3.64, MS=3.9), “redistribution of labor” (MR=3.5, MS=3.55), “management and productivity development system” (MR=3.32,
M_5=3.31) and “corporate liaison and sale of knowledge” (M_R=3.03, M_S=3.0). They were less than somewhat familiar with what “development of contract research and quasi-enterprises” (M_R=2.85, M_S=2.89) meant. Table 7.1 summarizes the mean scores of the Rotman and Schulich samples regarding the level of student recognition of commercial terminology.

Table 7.1 Summary of Students’ Recognition of Commercial Terminology

<table>
<thead>
<tr>
<th></th>
<th>Rotman</th>
<th>Schulich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercialization and privatization of H.E.</td>
<td>3.69</td>
<td>3.77</td>
</tr>
<tr>
<td>*Management and productivity development system</td>
<td>3.32</td>
<td>3.31</td>
</tr>
<tr>
<td>Quality management and achievement criteria</td>
<td>3.64</td>
<td>3.90</td>
</tr>
<tr>
<td>*Budget control</td>
<td>3.96</td>
<td>4.04</td>
</tr>
<tr>
<td>*Marketing strategies</td>
<td>4.28</td>
<td>4.51</td>
</tr>
<tr>
<td>*Redistribution of labor</td>
<td>3.50</td>
<td>3.55</td>
</tr>
<tr>
<td>Outsourcing of tasks</td>
<td>4.32</td>
<td>4.42</td>
</tr>
<tr>
<td>*Development of contract research &amp; quasi-enterprises</td>
<td>2.85</td>
<td>2.89</td>
</tr>
<tr>
<td>Corporate liaison for production and sale of knowledge</td>
<td>3.03</td>
<td>3.00</td>
</tr>
<tr>
<td>*Customer service orientation</td>
<td>4.33</td>
<td>4.30</td>
</tr>
</tbody>
</table>

1= Don’t know, 2=Unfamiliar, 3=Somewhat, 4=Familiar, 5=Very familiar
Gould’s Corporate Ethos are with an *.

The findings reflect that MBA students acknowledged more familiarity with general business terms, such as “customer service orientation”, “outsourcing of tasks” and “marketing strategies”. The findings support the use of the three commercial ethos (budget control, marketing strategies and customer service orientation) when examining the influence of commercial practices on the student experience and program expectations.

Based on the research findings, slightly over half of the participants (Rotman 50.4%, Schulich 60.8%) perceived the implementation of the practice of budget control within their MBA programs, which was unpacked into the raising of tuition fees to cover operating costs in their institutions and user fees for student services at each school. It was surprising to find that,
while domestic and international students pay $80,931 and $99,001 respectively at Rotman and $55,536 and $60,000 at Schulich for their MBA degrees, a high percentage of participants - about half of the research participants at Rotman and nearly 40% participants at Schulich - did not perceive the practice of budget controls being implemented within their MBA programs. It is also interesting that there was no statistical difference in this perception between those whose major resource of tuition was loans, savings and other supports. The practices of marketing strategies (perceived by 92.9% at Rotman, 95% at Schulich) and customer service orientation (87% at Rotman, 80.9% at Schulich) were reported to be experienced by many more research participants at both schools compared with the practice of budget controls. One possible explanation may be the fact that the practice of budget control tends to be more implicit and internally implemented and therefore is not evident on a daily basis to students while the practices of marketing strategies and customer service orientation are more explicitly implemented and directly related to participants’ everyday life.

At Rotman, less than 20% of participants thought the practice of budget control was a commercial behavior, while marketing strategies (67.9%) and customer service orientation (52.2%) were generally considered to be commercial practices within their MBA program. At Schulich, participants perceived these practices in similar ways. The practices of budget control, marketing strategies and customer service orientation were regarded as commercial by 19%, 70.7% and 33.4% respectively of Schulich participants.

Table 7.2 summarizes the research respondents’ views on whether the studied practices are commercialized.
Regarding the respondents' views of these studied practices, budget control, unfolded into raising tuition fees to the levels needed to cover unsubsidized operating costs and the practice of users paying for all services, was considered as a negative practice at Rotman by 11.3% of respondents and at Schulich by 10.1% of respondents, while only 4.1% at Rotman and 10.8% at Schulich participants thought the commercial practice of budget control was positive. The sample populations at both Rotman (53.7%, 59.4%) and Schulich (57.3%, 51.4%) regarded both marketing strategies and customer service orientation as good practices. One implication of these findings may be that participants benefited from the studied practices in terms of their overall MBA student experience. Table 7.3 summarizes participants’ views of these studied commercial practices.

In summary, very few studies have examined students’ perceptions and experiences of commercialization in the context of higher education. These findings on students’ perspectives supplement the literature on the commercialization of higher education by the addition of information that has been largely missing in the literature. The findings suggest that most research participants at both Rotman School of Management and Schulich School of Business
were relatively familiar with most of the studied commercial terminology. Over half of the sample at both institutions also perceived the implementation of commercial practices within their MBA programs, as reflected in real institutional examples. Less than 20% of Rotman and Schulich participants thought the practice of budget control to be a commercial behavior, while over 65% participants at Rotman and Schulich regarded the practice of marketing strategies as commercial, and customer service orientation was perceived by 52.2% at Rotman and 33.4% at Schulich as commercial. Over 50% of both the Rotman and Schulich samples considered marketing strategies and customer service orientation to be positive practices, while between 10% and 12% of participants considered budget control to be a negative practice. This information provides policy makers and administrators in business schools with a foundation of student voices from which they can make decisions about exercising these commercial practices in order to enhance students’ experience. Although Rotman and Schulich participants had different experiences and views of same commercial behaviors in terms of the statistical numbers, the trend of the responses between the two institutions was quite similar and consistent.

**Research Question Two:**

*How do commercial behaviors influence MBA students’ experiences of teaching and learning?*

This question was designed to explore how commercial behaviors influence different levels of students’ experience of teaching and learning. First, I examined whether commercial practices have an influence on the traditional teaching and learning experiences in higher education. Second, I explored how students’ experiences of teaching and learning were influenced by commercial behaviors, if any. The method used for collecting data for answering this research question was a combination of a quantitative survey instrument and qualitative interview questions. The traditional experience of teaching and learning adopted from Chickering and Gamson’s Seven Principles of Good Practice was included in the quantitative survey data. It is important to note that the discussion of the traditional experience of teaching and learning in this study only focuses the findings of those students who perceived the three studied commercial practices (budget control, marketing strategies, customer service orientation). The qualitative data from individual interviews shows broad perspective and in-depth views of how commercial behaviors influence students’ experiences of teaching and learning.
The Seven Principles

Table 7.4 summarizes the mean scores of whether or not the three commercial practices had an influence on the studied students’ experiences of teaching and learning.

Table 7.4 Summary of Whether Commercial Practices Had an Influence on the Studied Factors

<table>
<thead>
<tr>
<th></th>
<th>Budget Control</th>
<th>Marketing Strategies</th>
<th>Customer Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rotman</td>
<td>Schulich</td>
<td>Rotman</td>
</tr>
<tr>
<td>Interaction with faculty</td>
<td>2.22</td>
<td>2.22</td>
<td>2.25</td>
</tr>
<tr>
<td>Working collaboratively with fellow students</td>
<td>2.08</td>
<td>2.42</td>
<td>2.25</td>
</tr>
<tr>
<td>Active learning</td>
<td>2.20</td>
<td>2.53</td>
<td>2.26</td>
</tr>
<tr>
<td>Receiving timely feedback from faculty</td>
<td>2.15</td>
<td>2.30</td>
<td>1.96</td>
</tr>
<tr>
<td>Allowing sufficient time for study</td>
<td>2.13</td>
<td>2.31</td>
<td>1.91</td>
</tr>
<tr>
<td>Faculty conveying expectations of student performance</td>
<td>2.25</td>
<td>2.35</td>
<td>2.58</td>
</tr>
<tr>
<td>Faculty respecting student diversity</td>
<td>2.25</td>
<td>2.52</td>
<td>2.65</td>
</tr>
</tbody>
</table>

1=Never, 2=Little, 3=Somewhat, 4=Much, 5=Very Much

Interaction with faculty

Research participants at both Rotman and Schulich shared similar experiences of this studied factor of interaction with faculty under the three studied commercial practices. They reported that the practices of budget control ($M_R=2.22$, $M_S=2.22$) and marketing strategies ($M_R=2.25$, $M_S=2.57$) had little influence on their experiences in this area while customer service
(\text{MR}=3.31, \text{MS}=3.16) had more than somewhat of an influence on this studied factor. Better interaction between students and faculty may be perceived as better customer service and such interaction could be improved by the implementation of a customer service orientation.

**Working collaboratively with fellow students**

Regarding whether or not the implementations of the three commercial practices (budget control, marketing strategies, customer service orientation) had an influence on the factor of enhancing respondents' ability to work collaboratively with their fellow students, the mean scores reported at both Rotman and Schulich were less than 3, which indicated that the influence of these practices on this studied factor was slim.

**Active learning**

Budget control and marketing strategies were reported by both Rotman and Schulich respondents to have little influence on the factor of enhancing students’ opportunities to engage in active learning.

Although customer service orientation was the only practice that was identified by the Rotman sample as having an influence on this factor, the mean score only registered to the "somewhat" degree (\text{MR}=3).

**Receiving timely feedback from faculty**

A customer service orientation was reported to have more than somewhat of an influence on the factor of promoting timely feedback from faculty members at Rotman, while at Schulich participants replied that it had between somewhat of an effect and little effect. In addition, Rotman part-time participants (\text{MR}=3.95) also reported a higher mean score on this factor than full-time participants (\text{MR}=2.94), while budget control and marketing strategies were identified as having little influence on the factor of receiving timely feedback from faculty at both Rotman and Schulich. A likely interpretation of this information is similar to that of “improving interaction with faculty”, where promoting timely feedback from faculty is considered a good customer service practice.
Allowing sufficient time for study

The mean score of customer service orientation was slightly higher than that of budget control and marketing strategies in terms of its impact on the factor of allowing more time for study. However, the three studied commercial practices, budget control ($M_R=2.13$, $M_S=2.31$), marketing strategies ($M_R=1.91$, $M_S=2.27$), customer service orientation ($M_R=2.96$, $M_S=2.59$) were reported to have a slim influence on the factor of allowing sufficient time for study both at Rotman and Schulich. The likely explanation is that MBA programs are very often designed to be intensive and condensed in terms of content and time frame. For example, the length of a new session for a course at both Rotman and Schulich is normally five weeks while in other programs, such as education or social science, a session usually lasts for 12 weeks. A consequence is that the teaching materials and the course work are compressed from 12 weeks into five weeks. As such, the studied commercial practices would hardly influence this factor even though customer service was perceived as the practice that most enhanced the student experience.

Faculty conveying expectations of student performance

At Rotman, a customer service orientation ($M_R=3.21$) was reported to have more than somewhat of an influence on the factor of encouraging faculty to convey their expectations for student performance while budget control ($M_R=2.25$) and marketing strategies ($M_R=2.58$) were reported as being less influential on this factor. Similarly at Schulich, a customer service orientation ($M_S=2.92$) was identified as having close to somewhat of an influence on this factor while budget control ($M_S=2.35$) and marketing strategies ($M_S=2.69$) had little influence on it.

Faculty respecting student diversity

The practices of budget control and marketing strategies were reported by the Rotman sample to have little influence ($M_R=2.25$) on the factor of encouraging faculty to respect student diversity while a customer service orientation ($M_R=3.2$) was identified as having more than somewhat of an influence on this factor. At Schulich, the practice of marketing strategies was reported to have somewhat of an influence ($M_S=3.13$) while the practices of budget control ($M_S=2.52$) and customer service ($M_S=2.85$) were reported to have little influence on this factor.
In summary, the practices of budget control and marketing strategies were overall reported to have a slim influence on the studied students’ experiences of teaching and learning at both Rotman and Schulich, except for the fact that marketing strategies at Schulich had somewhat of an influence on faculty respecting student diversity. A possible explanation could be that the practice of budget control, unfolded into tuition fees and a user-pays philosophy, is not directly related to the studied experience of teaching and learning, while marketing strategies are mostly implemented before participants’ enrollment in the MBA program. In other words, since the studied experiences of teaching and learning are more likely to be associated with faculty-student interactions rather than with interactions between students and the administration, it is reasonable to expect that budget control and marketing strategies would be reported to be less influential than the practice of customer service orientation on the studied students’ expectations and experiences. In addition, this difference is also likely due to the fact that the research participants regarded themselves as educational customers in the educational market. This led them to consider the actions of faculty members, who were perceived as the front line of education service providers, as falling under the category of customer service. From this perspective, it makes sense that the practice of customer service orientation was somewhat more influential on many of the studied factors at Rotman than the practices of budget control and marketing strategies. The practice of customer service at Schulich also obtained comparatively higher mean scores than the practices of budget control and marketing strategies.
Discussions of qualitative findings of the influence of commercialization on students’ experience of teaching and learning

This section discusses how MBA students experienced the commercial behaviors conducted by their institutions and how their experiences of teaching and learning were influenced by the studied six ethos of commercial practices.

Management and productivity development systems

“Learning process” and “diversified options and perspectives” were the two main themes that emerged from Rotman and Schulich participants’ interview data.

Participants indicated that the web-portal and internet hardware infrastructure influenced their learning process. While participants commented on good experiences of this aspect of the commercial practice of management and productivity development systems and thought it was a contemporary and necessary method of management, administrators and policy makers should also pay attention to how this particular practice negatively influenced students’ experiences. For example, at Rotman, when the majority of teaching and learning materials and announcements were distributed and utilized through the on-line system, the system became difficult for students to navigate and sometimes students missed important messages if they were not very engaged with the online portal system. In addition, some participants at Schulich complained that the wireless infrastructure was out of date and on many occasions they were not able to access the internet during their classes. As such, a well-designed management system as well as up-to-date system infrastructure would further enhance students' learning processes.

On the other hand, diversified and proliferating options provided flexible and considerate choices for students’ needs. This aspect of the practice of management and productivity development systems gave many of those who wanted to keep working and study at the same time a chance to do so and the opportunity to choose a specialization that they would like to practice in the future. Consequently, diversified student populations were attracted by the various degree programs to the schools and this in turn broadened the horizons of the students’ perspectives and experiences.
Budget control

The qualitative findings suggest that the practice of budget control influenced students’ expectations of the overall MBA program quality and the services the MBA programs were to provide. Students expected that the quality of their program and the tuition fees they had paid should match and be of equal value. In addition, the practice of budget control played a significant role when students were making decisions about where to go for their MBA program. Although some Rotman participants thought that high tuition fees would serve as a screening device to separate those who should and should not attempt an MBA, in many cases participants would choose those institutions that charged lower tuition fees from among programs and schools of a similar ranking and tier. The findings from Schulich participants further supported such a mentality. The findings also indicated that the practice of increasing tuition fees influenced students’ future choice of employment; students would need to obtain a career with a decent salary so they could pay back the student loans incurred for their MBA study as soon as possible.

The practice of budget control was perceived as a good practice that motivates students to learn as much as they can and by some interview participants as a bad practice, especially when those students not only had to pay the rising tuition with an expensive opportunity cost but also extra expenses for course materials and workshops on top of these very high tuition fees. This in particular negatively influenced the experience of those who had tight education budgets for their MBA studies when deciding whether or not they would like to attend certain pay-as-you-go workshops in addition to the scheduled degree courses as they would not be able to afford extra educational expenses. In this way, the MBA students’ learning experiences were not complete due to the neo-liberal user-pays practice.

Marketing strategies

Although Rotman and Schulich have established good reputations in terms of media rankings in the MBA market, participants from the two schools still believed that the practice of marketing strategies, in the context of branding, needed to be expanded and done more vigorously. This would directly enhance the value of their degrees; they would be well-known in the business world and employment market as long as the schools kept branding and promoting
their programs. Consequently, the practice indirectly enhanced the students’ value in the employment market. In addition, some aspects of marketing strategies such as branding, scholarship opportunities, and interest-free student loans are key business school recruitment attractions since such practice possesses some weight when it comes to students’ choices of business schools. While marketing strategies can bring more diversified students into a program and help diversify the profiles of its students, it should be noted that the incoming students’ quality must be kept consistent and cannot be lowered for the sake of recruiting more students.

University-based business schools such as Rotman, Schulich and many others usually brand their business schools with a unique name rather than calling themselves by the name of their respective universities. The findings from this research, in particular in the Schulich case, suggest that on many occasions students had some confusion of identity affiliation. World ranking and reputation are essential components of an MBA program that is competing for potential students. For this reason, when the reputation and world ranking of the host university and its business school have a large discrepancy, at Schulich and York University for example, MBA students would prefer to have an identity separation and would prefer to be called Schulich students and alumni rather than York University students and alumni. This may be one of the reasons why many business schools are seeking deregulation and privatization if they have higher prestige than their host universities.

**Redistribution of labor**

The common theme that emerged for the practice of the redistribution of labor, in particular the employment of the outside specialists who teach specialized courses at Rotman and Schulich, was that adjunct faculty members bring in more real business world experience and knowledge. On top of the theoretical issues in the textbooks, participants at Rotman and Schulich rated those outside specialists highly because that real-world knowledge and experience satisfied many of their learning expectations and enhanced their hands-on learning experience.

On the other hand, although outside specialists bring in real-world experience and knowledge, the findings suggest that the practice of hiring these specialists also negatively impacted students' learning experiences due to the disconnection between adjunct faculty members and students. Adjunct faculty members, who teach on a part-time basis, are usually not
familiar with the student population and not very engaged in conveying knowledge. Furthermore, the findings suggest that outside experts are not easily accessible and in many instances students were quite lost if they could not get answers to questions from those faculty members during class time. Another issue that influenced students’ experiences of the practice of the redistribution of labor is that some of the outside experts who taught specialized courses and adjunct faculty members who taught introductory courses were lacking in teaching pedagogy, although some of them performed quality teaching.

While the practice of the redistribution of labor, specifically employing more and more adjunct faculty to teach introductory and specialized courses, can bring in more real-world business knowledge to MBA students and at the same time reduce operating costs in terms of faculty remuneration, business school leaders should consider whether such a practice deliver quality teaching.

The development of contract research and quasi-enterprise

Part of the goal of MBA education is to equip students with up-to-date business and managerial knowledge. In this sense, perspectives from the real business world enhance MBA students’ learning. Similar to the practice of the redistribution of labor, the findings from Rotman and Schulich participants on the development of contract research and quasi-enterprise suggest that contract research conducted by faculty can bring in more real-world experience and knowledge if the research is connected with the business world. The findings also suggest that this practice could indirectly further the connection between students and private corporations in terms of potential human power and employment opportunities when faculty members convey the findings of their research and/or pull their MBA students into their research projects.

However, these positive outcomes may not materialize if the MBA students are not exposed to the contract research and quasi-enterprise opportunities that are taking place in their institutions. Many companies, business professionals and governmental officers have sought managerial training programs. In response, short, customized and specialized programs have been offered by business schools to those who need such skill development. The findings from the Schulich case indicate that the way the quasi-enterprise (in the form of the Schulich Executive Education Centre (SEEC) and the Sustainable Enterprise Centre (SEC) that deliver
and customize business solutions to business professionals) was organized disconnected MBA students from those who were taking courses in the SEEC and SEC. In particular, Schulich MBA students on many occasions were not aware of what the two centers were doing and even when they tried to be involved with the centers, they perceived that they were not welcome or accommodated. The MBA students at Schulich felt segregated and had a sense of lost opportunity in terms of connecting with corporate professionals. This is important because connection with those in the real business world is perceived to be a crucial element of MBA education. As such, the findings suggest that some aspects of quasi-enterprise may not enhance MBA students' learning experiences in terms of connections with more businesses and working professionals if business schools segregate the regular MBA students and those working professionals who enrolled in the high premium short-term courses. However, it facilitates MBA students’ learning experience in the aspect of bringing in real world business knowledge if faculty members share what they do for private corporate in classes. It is also worth noting the perception of MBA students that the resources they contributed to the school in terms of tuition fees were not invested in them but were shared with the outside professionals who were taking SEEC and SEC courses. This created a sense of inequality between MBA students and those quasi-Schulich students. Even worse, MBA students felt that they no longer benefited from a privileged route to the newest infrastructure, business knowledge, concepts and skills as business schools might be likely to pay more attention to those who could afford to bid higher tuition.

Customer service orientation

In this practice, enhancing the learning experience was the common theme that emerged from the Rotman and Schulich interview findings. Although different names were used by the two researched institutions for their customer service offerings (for example, the "Program Service Office" or PSO was the name used at Rotman and "Student Service" was used at Schulich) both offices were highly complimented as having augmented the respondents' learning experiences and having assisted in arranging many detailed issues that might influence learning. The findings support the argument of various scholars (Bok, 2003; Gould, 2003; Johnstone, 2002; Giroux, 2001; Aronowitz, 2000) that students nowadays are treated as clients and customers. However, some Schulich participants voiced a different opinion and indicated that inefficiency and a lack of capability to deal with students’ problems hindered learning experiences, especially in the fast-paced study environment particular to business schools. The
findings support the argument of Schuh, Upcraft and Associates (2001) that student service, delivered in a way that meets students' needs, enhances their learning experience.

Another theme that emerged from the Rotman case was that the customer service orientation demonstrated in the recruitment process influenced potential students’ choices of where to study since such practices, for example the Rotman Ambassador program, strengthened an image of a supportive and accommodating learning environment.

In terms of the career centers at Rotman (the Corporate Connection Centre) and Schulich (the Career Development Centre), respondents expected them to go beyond assisting students with editing resumes and cover letters to look for more placement and employment opportunities for their students. However, the findings suggest that students felt the career centers’ performance was not satisfactory due to insufficient numbers of staff members to cover the workload arising from students’ enquiries, a lack of training for associates who were to provide advice on different industries and a lack of work opportunities caused by the economic recession. As most MBA students have strong career concerns, insufficient services with respect to facilitating employment opportunities hinder the student experience.

The world economy is currently on a downward trend and the recession situation is unlikely to improve in the short term. Therefore, high paying employment opportunities in investment banking, hedge funds and so on are no longer promised to MBA graduates. However, this may be a good time to demonstrate how beneficial business schools are to their students in terms of ameliorating their future employment situations. Placing more students in their expected jobs and bringing in more employment opportunities and corporate connections are incentives for doing an MBA in this economic climate, whereas these incentives might be smaller if the world economic condition was better and high-paying job opportunities were easy to obtain. In other words, the worse the employment market is, the better chance business schools have to exemplify the value of their programs. It is also worth noting that the ranking of a business school and the value of its programs would easily move significantly ahead if students and alumni experienced sufficient career assistance since many MBA rankings rely on students’ employment rate and their satisfaction with the program. Nevertheless, while business schools are pursuing the ranking competition, policy makers should once again consider the possibility
that business education is moving back to the trade school and vocational career school mentality upon which the reports of Ford and Carnegie Foundations once commented.

**Research Question Three:**

*What are MBA students’ expectations for an MBA degree? How are their expectations of their MBA program and for an MBA degree affected by commercial behaviors?*

This question was designed to explore how commercial behaviors influence different levels of students’ expectations, including their program expectations and expectations for an MBA degree. First, I examined whether commercial behaviors have an influence on intensifying MBA students’ program expectations such as those regarding program characteristics, skills and area expertise. Second, I explored what their original expectations were for doing an MBA and the extent to which their expectations were influenced by commercial behaviors and other factors. The method used for collecting data for answering this research question was a combination of a quantitative survey instrument and qualitative interview questions. Glenn’s MBA program expectations were adopted in the survey design. It is important to note that the discussion of whether commercial behaviors have an influence on enhancing students’ program expectations in this study only focused on those who perceived the studied commercial practices. The qualitative data discussed here show a broad perspective of students’ original expectations for doing an MBA and in-depth views of the extent to which MBA students’ original expectations for an MBA degree were influenced by commercial behaviors.

**The three MBA program expectations**

Table 7.5 summarizes whether or not the three commercial practices conducted at Rotman and Schulich had an influence on the studied MBA program expectations.
Table 7.5 Summary of Whether Commercial Practices Had an Influence on MBA Expectations

<table>
<thead>
<tr>
<th></th>
<th>Budget Control</th>
<th>Marketing Strategies</th>
<th>Customer Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rotman</td>
<td>Schulich</td>
<td>Rotman</td>
</tr>
<tr>
<td>Intensifying expectations of program characteristics</td>
<td>3.25</td>
<td>3.15</td>
<td>3.35</td>
</tr>
<tr>
<td>Enhancing expectations of obtaining better professional skills</td>
<td>2.97</td>
<td>2.82</td>
<td>3.15</td>
</tr>
<tr>
<td>Strengthening expectations of getting better knowledge in areas of expertise</td>
<td>2.74</td>
<td>2.88</td>
<td>3.33</td>
</tr>
</tbody>
</table>

1=Never, 2=Little, 3=Somewhat, 4=Much, 5=Very Much

**Intensifying expectations of program characteristics**

MBA program characteristics can be seen in terms of flexibility of course delivery, program reputation, scheduling, class size and so on. The three commercial practices, budget control ($M_R=3.25$, $M_s=3.15$), marketing strategies ($M_R=3.35$, $M_s=3.52$), customer service orientation ($M_R=3.74$, $M_s=3.43$) were reported by Rotman and Schulich participants to have beyond somewhat of an influence on intensifying their expectations of program characteristics. From qualitative data, the more tuition students have paid, the better the quality they would expect to get in terms of the product they envision and the service they receive. This is likely why the practice of budget control was reported to have had somewhat of an influence on intensifying respondents' expectations of program characteristics. In addition, qualitative data also suggests that the more an education product is promoted, and the higher the quality it is purported to have, the more consumers’ expectations are influenced and enhanced. This is especially the case when a brand has been well established in the market. Rotman and Schulich have well established reputations and brands in the MBA market and are still marketing their programs hard. This may explain why the practice of marketing strategies had an influence on this studied factor at Rotman and Schulich. On a similar note, the findings suggest that the practice of customer service has an influence on intensifying expectations of program characteristics.
A possible explanation could be that customer service is promoted through marketing strategies and provided by the administration; therefore, it is considered a part of the program characteristics.

**Enhancing expectations of obtaining better professional skills**

Professional skills in this study were unpacked into critical thinking, problem solving, team-building, presentation skills and so on. In many instances, these skills were promoted through marketing strategies to potential students when business schools were conducting recruitment. Hence, it is understandable that research participants reported that marketing strategies had somewhat of an influence on enhancing their expectations of obtaining better professional skills. In addition, customer service was reported to have somewhat of an influence on those same expectations. These skills would likely be obtained by MBA students through indirect school customer service, for example teaching from faculty and the students’ own learning.

However, the practice of budget control was the only practice of the three studied practices to have less than somewhat of an influence on enhancing expectations of obtaining better professional skills at Rotman and Schulich. The quantitative findings here are somewhat inconsistent with the qualitative results. Some participants at Rotman and Schulich had expected to gain as many skills and as much knowledge as possible since they had paid so much tuition and they felt they should make every effort to get a better return in terms of studying harder and learning more.

**Strengthening expectations of getting better knowledge in areas of expertise**

Knowledge in areas of expertise in this study was expanded into finance, human resources, general business, business ethics and global and international aspects of business. The results showed that the practices of marketing strategies and customer service were somewhat influential on strengthening expectations of getting better knowledge in areas of expertise. The likely explanation for this is similar to that for the previous factor. Similarly, the practice of budget control according to the quantitative data was the commercial practice with the least influence on strengthening students’ expectations of getting better knowledge in areas of expertise; this finding was inconsistent with the qualitative result.
In summary, the practices of marketing strategies and customer service are evidenced to have more than somewhat of an influence on intensifying participants’ expectations of program characteristics, obtaining better professional skills and getting better knowledge in areas of expertise. The practice of budget control was only reported to have somewhat of an influence on intensifying expectations of program characteristics at Rotman and Schulich, while it was reported to have little but close to somewhat of an influence on enhancing expectations of obtaining better professional skills, as well as getting better knowledge in areas of expertise. Such findings can enlighten policy makers to the fact that marketing strategies and customer service orientation do somewhat enhance prospective MBA students’ expectations and can eventually influence potential MBA students’ choice of institutions. The findings of the two business schools exemplify very close and consistent outcomes.

**Discussion of qualitative findings of student expectations**

This section discusses MBA students’ original hopes and expectations for doing an MBA and explores whether or not these expectations changed and possible factors that impacted changes, if there were any. Three common themes emerged from Rotman and Schulich regarding the respondents' expectations: career prospects, business knowledge, and networking.

The findings suggest that MBA students’ major expectation for an MBA degree is to advance their career opportunities and development after completing their study. They believed that an MBA is a “golden passport” leading to more chances for better careers and higher paying jobs. The findings from this research imply that MBA students believe that many of their expectations for their MBA will ultimately contribute to their career development. As such, they expect that their MBA programs to provide up-to-date business courses, decent career services and resources that eventually will contribute to their career enhancement. The findings of this research support Dater, Garvin and Cullen’s (2010) argument that many MBA students are lured to attend business education because they want to switch careers and they believe doing an MBA is a necessity for this.

Obtaining business knowledge is another common theme that emerged from the two researched institutions. The findings suggest that, in particular, those who are working in the
engineering industry and those who have seldom had business-related employment are eager to learn essential components and specialized fields of business knowledge. This finding further explains the fact that obtaining and broadening business knowledge functions as the foundation for those who have an expectation of switching to or advancing careers in business management.

The third common theme emerging from Rotman and Schulich is the global and alumni network that some students expect and believe could potentially lead them to better career opportunities. The findings resonate with the prevailing and widely accepted concept that one important component of an MBA is networking. There are also themes that became apparent based on the interview data. For example, Rotman participants considered a better school reputation to be a stepping stone to augmented career choices. One important theme that came to light at Schulich is that students expected that whatever had been promoted by the school, in particular those aspects of the program directly and indirectly related to career concerns, should be realized. In other words, students expected business schools to keep their promises about what had been promoted and bring those expectations to fruition.

While students had their original hopes and expectations for their MBA degree, these expectations in many cases were further increased by some commercial practices, in particular those of marketing strategies and customer service. Business schools usually cite their rankings, especially when they are ranked highly, in their marketing and promotional brochures and emphasize the average salaries and employment rates of their alumni. The findings from this research indicated that MBA students’ expectations for their career prospects were enhanced when the schools promoted the high placement and employment rates of their graduates and their high average salary. In addition, prospective students experienced a decrease in concern about their prior grasp of business knowledge when the schools conveyed a mentality that a “prior foundation is not necessary”. The schools also raised up a vision of a global alumni connection and many of the attractive expectations that directly and indirectly touched upon MBA students’ prospects were elevated. However, these hopes and expectations were changed in an unsatisfactory direction and eventually were dashed by the discrepancy between what had been promoted and what was received by students. For example, the insufficient customer service provided by and the negative experiences participants had with the Corporate Connection Centre at Rotman and the Career Development Centre at Schulich. This caused some suspicions among
student participants about whether the promoted information was genuine or whether the statistical numbers for salaries and employment rates were just manipulated. This further impaired the students’ trust in their business school and the perceived value of their MBA.

**Other commercial activities and student experiences**

When research participants were asked to identify commercial activities other than the examples provided in this research that were conducted by their business schools, they pointed out that sponsorship names on seminar rooms and products such as T-shirt, mugs and binders with school logos were examples, and commented that the impact of such commercial conduct was slim. This finding further resonated with the quantitative finding that students were aware of and perceived commercial behaviors. From the students’ perspective, the findings suggest that business schools are perceived by MBA students as operating like businesses and students believe they are treated as customers.

Competing for more students and increasing the applicant pool have become concerns in the MBA market. In this research, expansion in order to compete for more students, although conducted by different approaches at Rotman and Schulich, was identified as a commercial conduct and hence raised concerns about quality for participants. For example, findings from the Rotman case indicated that participants worried that future teaching quality as well as the quality of incoming students’ might go down because second-tier faculty and students might be recruited to fill the spaces in the newly expanded school. On a related note, Schulich participants were concerned that current students who were registered at the main campus in Toronto were treated unequally and differently from those who were part of one of the schools’ expansion projects, such as the India MBA program.

In summary, the experience of the commercial activities identified by the MBA students themselves varied and the influence of these activities on students’ experience also depended much on how and in what ways such commercial practice was implemented. However, it is worth noting that no matter what commercial practice is implemented, the quality of faculty, teaching and incoming students should be maintained. The student experience should be enhanced and all students should be cared for equally rather than segregating the students who have already been hooked and enrolled from the VIP students.
Commercial behaviors and students’ valuation of the behaviors

Survey and interview participants were asked about their opinions on whether the studied ethos are commercial conduct. The findings indicated that the practices of budget control, marketing strategies and customer service orientation were reported by all ten interviewees at Rotman to be commercial behaviors, while over fifty percent of the survey participants felt the same way about the ethos of marketing strategies and customer service. At Schulich, budget control, marketing strategies and customer service orientation were also considered by over 80% of the interviewees to be commercial conduct while over 70.7% of the survey participants felt the same about the ethos of marketing strategies, followed by customer service (33.4%) and budget control (19%). Table 7.6 below triangulates the quantitative and qualitative findings regarding students’ views on whether the three studied ethos are commercial behaviors.

Table 7.6 Summary of Whether Studied Ethos Are Commercial Practices

<table>
<thead>
<tr>
<th>Ethos</th>
<th>Rotman</th>
<th></th>
<th>Schulich</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Survey</td>
<td>Interview</td>
<td>Survey</td>
<td>Interview</td>
</tr>
<tr>
<td>Management</td>
<td>n/a</td>
<td>80%</td>
<td>n/a</td>
<td>20%</td>
</tr>
<tr>
<td>Budget control</td>
<td>18.8%</td>
<td>100%</td>
<td>1.6%</td>
<td>0%</td>
</tr>
<tr>
<td>Marketing strategies</td>
<td>67.9%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Redistribution of labor</td>
<td>n/a</td>
<td>30%</td>
<td>n/a</td>
<td>40%</td>
</tr>
<tr>
<td>Contract research</td>
<td>n/a</td>
<td>70%</td>
<td>n/a</td>
<td>30%</td>
</tr>
<tr>
<td>Customer service</td>
<td>52.2%</td>
<td>100%</td>
<td>5.8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The findings suggested that all interview participants at Rotman and Schulich thought budget control to be a commercial behavior while less than 20% of survey participants looked at it as commercial. In addition, most of the research participants at Rotman and Schulich considered the ethos of marketing strategies to be a commercial practice. Although the percentages are not identical, the trends emerging from the quantitative and qualitative findings of both Rotman and Schulich are similar and consistent.

The qualitative findings from both Rotman and Schulich suggested that the commercialization of higher education in general is good in terms of competition and enhancing
the student experience of learning in a contemporary higher education setting. The students’ voices justified some commercial behaviors such as the practice of management and productivity development systems, some marketing strategies and customer services. They thought the behaviors necessary for making the schools better and indirectly making their future opportunities more extensive and better. However, the findings suggest that the quality of teaching and the student experience should not be impaired when institutions pursue commercial activities. Students would consider commercial activities to be bad if additional commercialized behavior negated the potential positive influence of these activities on their learning and future career development. In this sense, the quantitative and qualitative findings are consistent in this research regarding the participants’ views of the studied ethos. In this study, while marketing strategies and customer service orientation were considered commercial practices that helped enhance student learning and participants’ chances for future development, budget control (in particular increasing tuition fees) was deemed a practice that constrained students’ opportunities to access professional education. On the other hand, the findings also implied that the increasing tuition fees helped select only highly motivated students which students felt was a good thing.

Some further discussions beyond the research questions:

Students’ experience of other factors and issues

During the interviews, research participants from both Rotman and Schulich presented some information on other issues related to their overall MBA experience. This discussion, not directly related to the research questions, presents the themes that emerged from the interviews that participants thought influenced their overall MBA experience. The participants identified that the curriculum design, faculty, program pace and course load, diversified student body and team work were common issues that influenced their experience of learning.

Curriculum

The findings suggest that curriculum content may influence the student experience of learning. For example, some participants complained that the course content was out of date while others complimented the inclusion of issues such as business ethics as well as environmental sustainability. This implies that students had their own judgments of the curriculum content they had received and had their own views and expectations of whether these materials would be helpful to their learning. Policy makers in business schools need to think
about modifications and changes to their curriculum content that could keep their students up-to-date with issues associated with the contemporary business world and that could facilitate the students’ learning experience by conveying modern business perspectives. In addition, the findings indicate that MBA students, especially those with undergraduate business majors, noticed that the curriculum design was less in-depth and organized than that of their previous business education. This implies that students that already have a certain level of business foundation knowledge were learning together in the fundamental courses with those who were coming from a non-business background. Although a pre-course program aimed to equip those without a business foundation with introductory knowledge, it was still a challenge to establish curriculum content that fit both those with and without foundation business knowledge. This was especially true in the courses that required more quantitative analytical foundation skills, since those with this foundation would be disengaged if the curriculum repeated what they had already learned and those without this foundation would be sacrificed if the curriculum was adjusted in a more advanced direction. As such, business school administrators should pay attention to suggestions such as those of the Ford and Carnegie Reports (1959) and the Association to Advance Collegiate Schools of Business (AACSB) that advised upgrading course content by stipulating a specific set of courses that should be delivered so as to secure legitimacy as an academic program in higher education. The administrators should also meet the needs of those who are equipped and not equipped with foundation knowledge when delivering knowledge or developing skills, and should enlighten students with subjects that are contemporary and related to the real business world, accountability and social responsibility.

Program pace and course load

The findings from the two researched institutions suggest that the MBA program pace and course load are too demanding. This is probably due to the inevitably limited time frame that needs to accommodate all required courses. As such, the program design is likely to force students to “cram” rather than to “learn” under time pressure. The designed intensity and timeline of certain business courses are not likely to facilitate students’ professional learning and do not enable accurate assessment of students’ academic understanding and learning outcomes. Although respondents felt frustrated by this situation, they believed in the learning process and trusted in their school’s program design. Balancing the fast-paced learning process as well as including curriculum content that might lead to better learning should be considered when
planning programs as students trust what the programs deliver and believe that the programs are
designed for the students’ benefit.

Faculty

The findings from this research indicate that students prefer to have faculty with related
real business world experience, as well as those who encourage students and are role models.
This finding is consistent with Pantitz’s (1995) conclusion that MBA students expect to study
with faculty members who are good at theory as well as real business world practice. However,
faculty members in business schools should also commit to the activities of teaching, research
and service without unfair bias for or against any single aspect. Faculty members, in particular
those based in research universities, are required to conduct research in traditional academic
disciplines and theory-based research in order to legitimize the business schools' existence within
the universities. Students in this study expressed concerns that faculty’s research and teaching
may be less and less related to real world business realities. Thus, faculty members may not
stress the real-world constraints on the ideas they teach and the level of difficulty and the
complications of employing these theories in the real business world. Although adjunct faculty
who teach specialized courses may balance the theoretical and practical issues in some
perspectives at the business schools, the research findings note that some adjunct faculty are not
accustomed to the MBA population, lack teaching pedagogy and do not challenge students’
intellectual learning due to their concerns about students’ teacher evaluations. It is crucial not
only to invent a way to close the gap between theory and practice but also to encourage faculty
members at business schools to bring in more real-world experience and knowledge while
simultaneously producing and delivering business knowledge in an academic and scholarly
manner that would eliminate legitimate concerns about the business schools’ position in a
university setting.

Diversified student body

The findings from this research indicated that students’ learning experience was enhanced
through the respondents’ interactions with diversified student populations, and the broader
perspectives and work experience brought by a dynamic and diverse student body. Having a
broader viewpoint does not necessarily mean being more familiar with another nation’s trade
laws or management. However, it is crucial and advantageous to be sensitive when working with
people of different cultures, paradigms and standards of behaviors. The findings indicated that awareness of and sensitivity to cultural differences in terms of ways of thinking, working on group projects and learning was a major source of learning when students were exposed to diversified student populations. In addition, the findings supported the idea that bringing students with various backgrounds to business professional education is a positive practice that diversifies the learning environment and leads to better student experiences. Nevertheless, a diversified student body may create a more challenging environment for faculty to navigate when discussing business cases and examples that do not have clear solutions and where effective approaches may differ based on culture.

**Teamwork**

Teamwork was identified by participants from both researched institutions as a bad experience initially in their program. However, students in the end of this teaching pedagogy learned that on many occasions they needed to comprise and think about ways to move ahead through the teamwork communication process. Respondents noted that they would not be able to avoid working with people they disliked or with those who had different ways of thinking, especially in a globalized business world. They learned how to work with people of diversified cultural backgrounds and ways of thinking effectively and efficiently. In this sense, business schools and policy makers are encouraged to design and employ more active learning that includes team projects and group exercises.

**Some discussions of findings related to literature and implications from students’ experiences**

In this section, I placed some of the experiences and expectations described by students in this study within the context of the literature as well as the context of commercialized business education.

Historically, university-based business schools were not established to make a profit. Instead, they were established with a hope of demonstrating a large capacity for public usefulness and service. They were expected to retain academic and societal missions when they were admitted to the university setting. However, higher education institutions in search of financial resources and potential students may exercise commercial behaviors and possibly
ignore fundamental academic principles (Bok, 2003). The academic research value plays a significant role in helping business schools to be legitimately located in the university setting. In many cases, however, their research and curriculum have neglected, perhaps on purpose, business practice and pragmatic and desired skills in their discipline. They may focus more on market value and conduct more commercial behaviors that enhance their rankings, reputations and marketability. Business schools may be too theoretical and not practical enough, and that they have put their energy into marketing themselves rather than providing their students with practical skills (Bennis and O’Toole, 2004).

The findings in the present study showed that a high percentage of MBA students at Rotman and Schulich did not perceive the increasing tuition fees charged for their MBA credentials as a commercial practice. An implication of this finding is the possibility that business schools with pricing powers may enjoyably and continually generate more financial resources by raising tuition and cutting costs without the risk of losing students, and that this may be their primary goal while serving their academic mission may be only their secondary one. Those who are not able to afford the high tuition but are nevertheless worthy potential applicants may thus be sequentially excluded from the program. In this sense, although some participants thought that high tuition fees motivate them to learn as much as they can and charging high tuition fee would be a screening device to decide who should and should not join the MBA, business schools in particular those elite ones may become a luxury product and wealthy club for those who are able to afford it or willing to pay rather than a public good or a system for training professional elites for public usefulness.

In order to enroll more students, business schools compete vigorously with one another. While competition is not negative in terms of enhancing academic distinction and prestige, it is controversial to focus on improving media rankings and to perceive such notorious rankings as equivalent to quality. The media rankings are based more on job placement, average starting salary and career advancement than on students’ capacity to practice management. In addition, many MBA students place the most importance on career services and vocational training when pursuing an MBA degree. They are usually those who are seeking career change and are lured by the promise of high-paying job opportunities in areas such as financial services and investment banking. In order to be competitive in the MBA market, business schools, in particular those
with better media rankings, emphasize and propose degree values associated with career opportunities, alumni connections and social networks through the practices of marketing strategies and customer services explicitly and implicitly. As such, business schools’ concerns about rankings affect their student employment placement policies. In turn, business schools tend to emphasize career-related concerns and assertively promote to prospective students the value of their degree in the marketplace through commercial behaviors. The qualitative findings of this study confirm that business schools emphasize career value a lot and promote the idea of how well their career services are provided through various commercial approaches. This career mentality and the expectations of students are therefore further augmented when business schools repeatedly promote the notions of career prospects and potential financial returns.

Student culture and peer behaviors have a significant influence on student learning; the common values of the people with whom a student spends time and learns shape the student’s values and attitudes (Kuh, 2007, Holland and Eisenhart, 1990). Today, although some MBA students demonstrate their interest in careers in entrepreneurship, not-for-profits and positions in private corporations, most are eventually inclined to follow the majority who favor potential employment opportunities in investment banking, financial services and consulting even in current economic recession (Datar, et.al., 2010). Findings from the students’ experience in this research indicated that part of the reasons for this inclination may be due to the fact that those students who come from nations with comparatively lower GDP and those who have excessively high loans to repay will have to work for many years to pay off the student loans incurred for their MBA degree. They need to pursue high-paying jobs so as to wipe out their loans. However, there is also a possibility that they are influenced by the widely chosen career orientations of their peer MBA students and by repeating promotion of job placements in those high-paying positions and companies.

The findings in this research indicated that the career value proposition made through some commercial behaviors, in particular some marketing strategies such as program promotion and MBA fairs as well as career services in business schools, causes many MBA students initially to believe that prestigious high-paying jobs are not difficult to obtain if they complete their degree programs. The findings also illustrate that the researched business schools emphasized a high job-placement rate throughout the programs. However, the reality students
face in years of economic recession, the unsuccessful job seeking stories they reported hearing from alumni in this study and the unsatisfactory career services they received woke them up from an ambition to do “anything you want” and even “change the world”. This caused them to become suspicious about the value of the MBA program, question what have been promoted about their program, to lower their expectations and in some cases to resent and criticize their programs seriously. The finding derived from the students’ perspectives also supported the idea that some commercialized behaviors in higher education institutions enhance students’ expectations but fail to deliver as promised on the programs and career services promoted (Currie, 2005; Stein, 2004, Khurana, 2007, Pfeffer and Fong, 2004).

Campus environments, in particular the aspects of culture and climate, have significant power in socializing and influencing student behaviors and expectations (Keeling, 2006; Kuh, Gonyea, and Williams, 2005). In this sense, the dominant commercialized culture of business schools that conveys and emphasizes career value would definitely influence students’ behaviors and expectations. For students, when career value is deeply seeded in their minds in business schools and an MBA degree can be recognized as increasing their social capital, they may invest in the degree with the hope of return to themselves rather than developing a sense of responsibility to society and the public good. An MBA credential conferred from a high ranking business school can be seen as a ticket that admits the holder to social advantage in the job market (Khurana, 2007). Consequently, securing a position through business school-based recruiting activities and job placements becomes more important than doing the course work and students may spend great time and effort networking, concentrating on recruiting events and looking for the best possible employment opportunities during their study (Dater et al. 2010). The focus for their MBA education and credentials may shift from learning managerial knowledge and a commitment to academics to future rewards and potential job opportunities. The findings in this study echo the theoretical arguments of scholars such as Kuh, Gonyea and Williams (2005) and Keeling (2006) that students’ behaviors and expectations are affected by the particular culture and climate of the campus environment.

Quantitative findings in the present study indicated a slim influence of the practices of budget control and marketing strategies on students’ experience of teaching and learning, but marketing strategies and customer services do enhance students’ expectations for their program
and future career development as well as their choices of schools. Although these quantitative findings do not support the arguments of scholars such as Datar, et. al. (2010) who found a decline in MBA students’ engagement and commitment to learning and academics and Jain’s work (as cited in Khurana, 2007) who reported a gradual and obvious shift away from academics in MBA students’ priorities, the qualitative findings about students’ experiences and expectations that illustrated more concerns associated with careers than with the learning experience did directly resonate with these viewpoints. As such, qualitative findings in this study do not directly support the arguments that MBA students may care less about their teaching and learning experience or be less engaged in learning but resonate the viewpoints that students may pay more attention to issues of employment and future rewards.

What do business schools do to engage students’ learning? Pfeffer and Fong (2004) have found that the chance of an MBA student failing out of an elite business school is slim; some schools have developed a grading system to retain students or have simplified the course contents to ensure that even the least engaged students are able to graduate. When students in this research study indicated that schools widely promoted through some aspects of their marketing strategies and customer service the idea that they should not worry much if they did not have certain prerequisite qualifications and that they would survive the MBA program without them, it is difficult not to connect this notion to Pfeffer and Fong’s (2004) arguments although the researched business schools do provide some seemingly helpful “pre-course” workshops to build up foundations. In the students’ experience in this research, the pre-course workshop, at Rotman for example, provided limited help in building up foundations for those who were not academically prepared for business studies and the course contents did not broaden the business views and knowledge of those whose undergraduate major was business at Schulich. Business schools are conveying business knowledge in a condensed and fast pace approach; however, whether they accurately assess students’ performance remains dubious if business schools are producing relevant business knowledge only superficially, and conveying business knowledge with a simplified, less in-depth and intensive form of curriculum to cram students so as to engage students learning, they are losing sight of some educational goals and a significant part of their academic missions. In this sense, they are putting their standing in the university legitimately, on the one hand practicing business to expand business, and on the other exercising little academic and societal missions in terms of teaching and delivering genuine and
quality of managerial knowledge. While the findings from the two researched business schools did not fall into such criticism, they do illustrate to some degree the sales notion that attempted to attract more students and to ease customers’ concerns associate with prerequisite academic qualifications.

As business schools have developed themselves well in their academic disciplines with the purpose of securing their legitimacy in the university setting, their research and teaching have become less and less related to their MBA students and often have little to do with the practice of management (Bennis and O'Toole, 2004). Faculty members and MBA students have different experiences and interests, and hence many business school faculty members do not identify with their MBA students and their students no longer identify with them (Minzburg, 2004). Students in this research implied that they preferred those professors who could bring in experience and knowledge of the real business world. The findings from the MBA students in this research disclosed their expectations of learning more practical managerial knowledge and gaining exposure to real world business experience, which are consistent with some scholars’ arguments (Rynes et al. 2003; Datar, et.al. 2010) about MBA students’ expectations. However, the findings from this research do not explicitly support previous studies (Minzberg, 2004; Bennis and O’Toole, 2004) regarding the gap between research knowledge and the practical skills desired. In many cases, hiring outside adjunct faculty is a purposeful institutional strategy to lower costs in an effort to offset shrinking government funding. The practices of redistribution of labor in the researched business schools that bring in outside specialists and some aspects of contract research and quasi-enterprises that connect faculty with the real business world and in turn bring in those experience to the classrooms in some ways satisfied many of the MBA students’ learning expectations and enhanced their hands-on learning experience although there was criticism about adjunct faculty members’ teaching pedagogy and quality of teaching. Such practices are not unusual in faculties of medicine, law and architecture and the research conducted in those departments is more applied and practical in nature while theory and methodological rigor to applied problems are still in these disciplines. Essentially, business education is innately in a good position to build partnerships with corporate enterprise and can incorporate advice and knowledge from real world experience into curriculum development (Bennis and O’Toole, 2004). However, the reality is that many tenure stream faculty members in business schools do not consider this kind of approach that connects theory and practice in their
research and teaching or perhaps business schools do not encourage such a notion (Bennis and O’Toole, 2005). Consequently, findings in this study implied that MBA students experience different types of faculty during their studies: the pure academic and theoretical type with no real world knowledge and experience, faculty that mix the theoretical and the practical knowledge, and purely practical adjunct faculty.

The findings in this study illustrated that the gap between what students expect and what they learn about practical business experience and knowledge does not grow when the practices of the redistribution of labor and some aspects of contract research and quasi-enterprises are exercised. However, it is likely that the gap between theory and practice in business knowledge production and teaching increasingly grows when tenure stream faculty members have to centre their research around their own disciplines for tenure promotion purposes rather than examine the pragmatic issues involved. As such, findings in this research implied that some commercial behaviors, such as some aspects of the marketing strategies and customer service implemented to satisfy business schools’ market interests, have in many ways shifted business schools’ focus to closing the gap between theory and practice, while practices such as the redistribution of labor and some aspects of contract research and quasi-enterprises have helped with taking up these duties.

Summary

In this chapter, I summarized the results of the surveys and interviews from the two researched business schools that answered the three research questions. I put the findings from Rotman and Schulich together to present a picture of whether and how commercial behaviors influence students’ experience and expectations. The findings showed a similar and consistent trend in the two researched business schools. Then, I discussed the linkages among the findings, the literature and commercialization in business education in order to provide some implications about students’ perspectives, experiences and expectations.
CHAPTER EIGHT: CONCLUSIONS AND RESEARCH LIMITATIONS

Introduction

In this chapter, I located some major implications of MBA students’ experience from the present study in the context of commercialized educational programs in higher education and deliberate about what can be learned from the experience of MBA programs and MBA students in business schools. Then I briefly summarized the research from its intention to its findings. Finally, research limitations were presented.

Some discussions from the implications of MBA students’ experience for commercialized educational programs in higher education

The findings from students’ experiences implied that some commercial behaviors enhance students’ learning. However, some of them also generate risks to the academic spirit. In the previous chapters, when looking at students’ experiences of commercial behaviors based on Gould’s six corporate ethos, the findings suggested that the practice of management and productivity development systems facilitate and broaden students’ learning experiences while the practices of the redistribution of labor and some aspects of contract research and quasi-enterprises improve students’ learning experiences by bringing more practical and real world business knowledge into the school and closing the gap between theory and practice in students’ business learning. In addition, the practice of budget control on the one hand indirectly intensified students’ expectations and learning experience but on the other excluded those who were not able to afford the program or impaired the experiences of those who had to work during their study. The practices of marketing strategies and customer service were perceived as good commercial behaviors in terms of enhancing the value of students’ MBA degrees and providing students better career services. In general, the findings from the students’ voices suggest that commercial practices are perceived as good if they facilitate student learning, enhance degree values and students’ career chances.
Is the MBA students’ major expectation for their degree the learning of managerial knowledge? The qualitative findings implied that students cared more about career prospects and the brand value of their degree than about their learning experience. From students’ perspectives, some commercial behaviors, such as marketing strategies and customer services, in this research were perceived to be good if they were exercised to satisfy their expectations in terms of career opportunities. While focusing majorly on students’ career opportunities was perceived to be good, it may be a negative conduct in terms of threatening academic spirits. From the perspective of traditional academic values, business schools are not carrying much weight of their academic and societal missions in terms of preparing future managers for the public business community if their efforts are focused on students’ personal career expectations and opportunities and success.

Traditionally, higher education institutions are treated as a public good in the early history before the prevalence of commercialization. It is worthy to pursue higher education for its own sake and higher education should serve the public interests of the broader context of society. It is believed that the university should zero in on producing knowledge and exploring truth (Flexner, 1930), be devoted to enhancing study and learning and provide graduates with liberal arts mentality to the society (Newman, 1852). Higher education institutions’ policies and practices should attempt to fulfill these missions. Today, the social role of higher education is shifting from serving the public good to private financial interests and higher education institutions are forced to take commercial behaviors far more seriously due to the cutback of subsidies from governments, technology innovation and competition in the educational market. History shows that business schools, being part of the higher education system, were established with an aim or were requested to demonstrate a large capacity for public usefulness and service. Nowadays, business schools increasingly are voluntary and forced to cater to the enormous market-driven need for program choices and career services for those who are able to afford them. The customer service orientation of educational programs and credentials that concentrate on career opportunities consequently places less importance on liberal arts, social responsibility and values based learning (Chorney, 2008). In this sense, when students are immersed in a commercialized environment that focuses on career-oriented, business-related knowledge, faculty and research, it is likely that teaching and learning about taking up social responsibility
and societal missions becomes difficult as students tend to see many of these ideas as theoretical, unrelated and disengaged from the business world outside.

Have business schools abandoned their promise of serving society and the public community at large and shifted their focus from serving academic and societal missions to satisfying students’ wants and encouraging them explicitly and implicitly to purchase the MBA degrees? The findings from students’ experiences in this study confirm that the focus of the researched business schools is promoting the notion between degree value and successful future careers in sales terms and serving in a customer oriented mentality to those who are hooked by an intention of switching and advancing careers and eventually increasing their salaries. Students from this research indicated that there is no lack of social value-based education in their curriculum. In fact, they were exposed to curriculum of issues related to the public society such as business ethics as well as environmental sustainability, however, whether students perceive these issues as theoretical or unrelated to their careers were not discovered but worth further exploring. In addition, findings from student’ experiences also confirm that the notion of operating business schools like businesses does increasingly encourage MBA students to see themselves as consumers of a commodity that is the MBA degree. As such, circumstances such as public business schools seeking privatization, the application of a user-pays philosophy and an upward trend of raising tuition fees are often validated by the business and commercialization mentality. In this sense, it is not surprising to find from this research that students perceive their degrees to have great potential value for future career and that only those who are willing to pay high fees deserve such credentials and admission to the wealthy club. This may explain why there were a high percentage of research participants who did not perceive the practice of budget control in the present study as students perceived the high tuition as justified.

Students in this research indicated that they were not studying at the business schools for the love of learning, and their ultimate goal was to further their careers. In this sense, the findings resonate what Pfeffer and Fong (2004) contended that MBA students increasingly consider their education, credential and the time they spend with high opportunity cost at their business schools as a process to an economic end, an approach of securing lucrative employment and a passport to a wealthy and superior societal club. It is definitely not necessarily negative to include a monetary benefit to their pursuing an MBA degree. However, with the growing
commercialization of business education in terms of proposing the relationship between career and credential, students are likely more exclusively looking at the financial investment and are less likely to perceive the relationships between knowledge and ethical practice, less likely to treat education as something significant in itself, and less likely to use their education with the intention of advancing business society in general (Pfeffer and Fong, 2004; Chorney, 2008). The interests of the MBA students for themselves are centered around careers, networking and capitalism rather than other significant components in the larger business community such as business ethics, sustainability and social responsibility although such notions were conveyed through curriculum. The major focus on satisfying students’ career needs in business schools, which is totally different from their original emphasis, will result in merely shaping the curriculum and services to suit students’ career expectations, rather than equipping them with the values of liberal arts and service to the public community. Findings from this research imply that business schools nowadays are creating a glamorous image so as to expand their business, but they have failed to keep many of their promises. In this sense, business education in many cases not only break their promises to their MBA customers in terms of high-paying career possibilities but also break their promises to higher education in terms of fulfilling traditional academic values and missions to serving society and the public community at large by educating tomorrow’s managers with relevant professional and moral training.

Understanding MBA students’ experiences and expectations in commercialized educational programs will help business schools better understand the ways in which commercial behaviors impact students’ learning and how these behaviors influence their expectations of their MBA programs. The findings from this research inform that various commercial behaviors carry different advantages and disadvantages in terms of enhancing students’ experience of teaching and learning as well as their expectations for doing their MBA program. The findings also imply that business schools understand students’ expectations of an MBA degree very well and are marketing hard to this mentality so as to compete in the market. Are MBA students aware of what has been promoted and what has failed to be delivered as promised? The findings from this research provide a confirmed answer. However, students not only have invested much time, money and energy together with expensive opportunity costs when leaving their jobs for study, but also understand the risk that publicly criticizing their programs can have a destructive impact on their schools’ fame and therefore potentially hurt how they will be perceived in the job market.
afterwards (Dater, et al, 2010). In this sense, without serious complaints from their customers’ demand side and with the potential of losing business, business schools will continue to employ some of their commercial behaviors to intensify career expectations and potentially ignore overall academic values such as producing practical research with scientific rigor and equipping tomorrow’s managers with the practical skills needed in the business community. Instead, they will go on under the cover of the university to produce irrelevant knowledge, do business and continue to benefit from their commercial performance.

The original mission of business education was to educate tomorrow’s managers who can demonstrate a large capacity for public usefulness and service. Today the mission of business education in many cases is to promote the value of obtaining a passport that leads to lucrative careers and to help seek for high-paying jobs. The shift of educational mission also has shifted from satisfying students’ needs (for becoming managerial leaders with social and moral responsibility) to their wants (for larger potential economic returns from jobs). What business schools do today is to try to increase students’ wants but fail to satisfy these promised services rather than equip students to fulfill their needs by conveying genuine elements of the academic, social and professional requirements to become strong and qualified managers. Providing better student services to enhance the learning experience is compulsory. However, this does not mean satisfying every aspect of customers’ wants such as high-paying jobs unless these wants were promised by the service providers and/or these wants are genuinely connected to traditional academic missions such as critical thinking and intrinsic interest in learning business subject matter. In many cases, the findings in this study implied that the researched business schools are conducting commercial behaviors to facilitate students get their career wants more than academic needs.

The findings in this research do recognize some advantages of taking up commercial behaviors. Those behaviors that enhance the management and administration of student profiles and enhance the learning experience should definitely be continued. However, the practices that eventually shift the focus of business education from traditional educational missions to meet market needs should be modified. Today, business schools in many ways have lost hold of their genuine academic values and missions in the university setting. Students very often overemphasize the importance of career opportunities (Bok, 2003). In addition, MBA students’
career mentality in many cases is even reinforced purposely by business schools. Business schools once were supplicants struggling to be part of the higher education system but have changed their visions and missions to satisfying customers’ wants without considering if these wants are consistent with traditional academic values. From the students’ perspectives, the findings in this present study indicate that students trust schools’ program design and choices and believe what the schools do they do for the students’ good. Kuh, Gonyea and Williams (2005) and Keeling (2006) argued that students’ behaviors and expectations are affected by a certain culture and climate of campus environment. A recent study also indicates that MBA students’ values can be changed by the socialization of their business education in business schools (Krishnan, 2008). In this sense, if business schools are to facilitate students’ learning experience to be more related to academic subject matters and to fulfill their educational and social missions rather than enhancing students’ career perspectives and market interests, the commercialized culture that enhances more self-oriented values should be modified. Nevertheless, the prerequisite is that business schools should collectively be willing to sacrifice market benefits and to consider repositioning their current roles in higher education and society.

The above findings and discussions can be provided to the overall higher education system as references and some lessons of potentially threatening academic spirits can also possibly be learned from MBA students’ experience within the commercialized educational environments. The findings and their implications in this research definitely cannot entirely be generalized to all business schools and to higher education in general; however, in some circumstances, they provide good references to those traditional educational departments and programs in the university settings that are seeking commercialization. If they follow what business schools do and emphasize enhancing students’ career prospects or market-driven needs, there will be a high possibility that they will come across similar situations to those that business education has and potentially lose the academic spirit and mission in general. Eventually, higher education institutions will become trade and vocational institutions that only look at career prospects rather than places that produce knowledge, provide professional training, and socialize students with liberal arts and general education as well as social cultural development.
Summary of This Research Project

The purpose of this study was to explore the intersection of the commercialization of higher education and student experience. More specifically, the purpose of this study was to understand better how students’ expectations, perceptions and experience of teaching and learning are influenced by commercial behaviors in their institutions. By understanding students’ experiences of the commercialization of higher education, this research could help to reveal ways to improve the students’ experience, development and success. The findings also help policy makers and administrators to modify commercial activities by eradicating the elements that constrain students’ academic development and success.

I chose business schools as one of the relative examples of commercialization of educational programs in higher education, and their MBA students as the research populations. Two business schools in the Greater Toronto Area were chosen as the research sites. Based on the intent of the research, three research questions were formulated and a conceptual framework was built up. The literature review included three major areas: the commercialization of higher education and graduate student development and experience; a historical review of business education and how MBA program enter the marketplace and commercialize themselves in the university setting.

Commercial behaviors at the two researched business schools were identified that reflected the contemporary corporate ethos in higher education. These identified commercial behaviors were utilized to help research participants understand the context of the commercialization of their business schools and were used to explore participants’ experiences. A mixed method approach was used to answer the three research questions with different levels of students’ experiences and expectations in this study. An online survey with a Likert scale was utilized to collect quantitative data to answer the research questions. The survey included questions which inquired into the demographic characteristics of the respondents, their familiarity with certain commercial terminology, whether or not respondents perceived certain commercial practices, and their views of these commercial practices and to what extent these practices influenced their experiences of teaching and learning and their program expectations.
There were 310 usable surveys received from the two major research institutions, including 140 from the Rotman School of Management at the University of Toronto and 170 from the Schulich School of Business at York University. The survey results showed that MBA students at Rotman and Schulich overall recognized most of the commercial terminology and somewhat recognized commercial terms embedded in higher education. The exceptions were contract research and quasi-enterprises. Quantitative findings also indicated that survey participants in the two researched institutions perceived the practice of marketing strategies the most, followed by customer service orientation and budget controls. Survey participants in the two researched business schools commented that budget control was relatively neutral while marketing strategies and customer service orientation were seen as positive. Quantitative findings also indicated that the practice of customer service orientation had a relatively higher influence on the studied experience of teaching and learning than those of budget control and marketing strategies. The practices of marketing strategies and customer service orientation were reported to have moderately higher influence on the MBA program expectations than the practice of budget control. Statistical numbers from the two researched institutions illustrated similar tendencies in the findings.

A set of interview questions, coupled with commercial examples identified at Rotman and Schulich, were listed in the interview protocol that aimed to help participants understand the studied commercial ethos so as to explore more insights from the participants. There were a total of 20 interviewees in this research project, including 10 from Rotman and 10 from Schulich. The one-on-one in-depth interviews revealed information explaining the extent to which MBA students’ experiences of teaching and learning, as well as their expectations of doing the MBA, were influenced by the six studied commercial practices. Participants also identified other commercial activities, based on their perspectives, conducted in their institutions. They expressed how they experienced these activities and to what extent these activities influenced their experience of teaching and learning and their program expectations, if any.

The interviews also solicited insights from the participants about their overall MBA experience and the related issues they thought influenced their experience of learning and their expectations of their programs. The findings suggested that factors such as the curriculum design, program pace and workload, faculty, diversified student body and team work played
significant roles in shaping the students' learning experience in business education.

Discussions of the themes that emerged from this research were carried out in ways that would assist policy makers and administrators understand MBA students’ experience of the commercialization of business education in higher education in order to enhance the student experience, learning and development. Some discussions and implications are provided as references to the overall higher education system. The limitations of this research and suggestions for future research were also discussed.

**Research Limitations**

Understanding student experience helps facilitate students’ learning and development. This research helps understand some aspects of students’ experiences of the commercialization of business education in higher education in the era of academic capitalism. However, the historical review of business education suggests that the whole commercialization process of the MBA has not been entirely propelled by the contemporary notion of the commercialization of higher education, in particular those voluntary forces of commercial behaviors that emerged from the business focus of the MBA programs. In this sense, the MBA student experience in this study may cover those commercial behaviors that are not part of contemporary practices.

Secondly, according to CanadianBusiness (CanadianBusiness, 2010), the total full-time MBA population at Rotman was 545 students and at Schulich was 692 in 2010, whereas in Ontario the total full time MBA population was 2,412, with an average of 186 and a median of 98 students in the Ontario MBA programs. Since there are different sizes of business schools, their degree of commercialization of MBA programs would be different. In this sense, although Rotman and Schulich full-time students in 2010 comprised nearly 51.3% of the Ontario MBA population, certain conclusions may not be generalizable to other business schools due to their different scopes, size and the extent of commercial practices conducted in each business school respectively. However, the findings may be instructive and foundational to any institution-level examination.

Thirdly, since MBA students may expect and want commercialization activities to be conducted in their institutions while students in other programs may not, the findings of this
research cannot be generalized to commercialized educational programs in higher education. In other words, the findings of this research can only serve as a reference for higher education institutions when they are planning and initiating policies for commercializing a program and other institutional behaviors.

Lastly, since the survey research participants at Schulich were recruited through Facebook and only those who were engaged with this social network were invited, the sampling may not cover the whole MBA population at Schulich.
References


1. Invitation letter

Dear Rotman School of Management Students,

You have been invited to participate in a survey of business school students regarding your perception of whether or not corporate activities in an academic setting have an influence on your experiences and expectations of teaching and learning. My name is Wes Chiang and I am a doctoral student in the Department of Theory and Policy Studies at OISE/University of Toronto. This research is under the supervision of Dr. Tony Chambers.

My project is entitled, "Commercialization of Higher Education, MBA students' experiences and expectations". The intent of this study is to get a better understanding of whether or not corporate practices in the academic setting have impacts on students' experiences and expectations. In particular, I am interested in exploring the degree to which your experiences and expectations of teaching and learning during the business school study are influenced, if any, by commercial activities.

I do not have access to your contact information. The information gathered from the questionnaires will be kept in my desk drawer, protected by a combination lock at home. The data will continue to be confidential in other future publications, public presentations and other reports if they are to be used. All data will be destroyed five years after this research is done.

Given that the responses are anonymous, there is no method by which I can allow participants to withdraw after submitting the survey. Consequently, any request of withdrawal from this study after submitting cannot be applied in this case.

This survey can be completed comfortably within 15-20 minutes depending on your circumstances. Participants will not be judged or evaluated and at no time will you be at risk of harm. Your voluntary participation in this study would be highly appreciated. All information you provide will remain confidential. Your name is not required on this questionnaire. If there are any questions that you would not like to answer, please skip them.

If you have any questions, please feel free to contact me at (416) 803-6303 or at wes.chiang@utoronto.ca. You may also contact my supervisor, Dr. Tony Chambers at (416) 978-1215 or at tony.chambers@utoronto.ca. Finally, you may also contact the University of Toronto Office of Research Ethics for questions about your rights as a research participant at (416) 948-3272 or at ethicsreview@utoronto.ca. By completing the survey, you are indicating that you are willing to participate in the study and you are fully aware of the conditions outlined above. Thank you.

Sincerely yours,

Wes C. Chiang
PhD Candidate, Higher Education
Theory & Policy Studies in Education,
OISE/University of Toronto
252 Bloor Street West, 8-271
Toronto ON M5S 1V6
Canada
wes.chiang@utoronto.ca; 416-803-6303

Dr. Tony Chambers
Assistant Professor
Higher Education, TPS
OISE/University of Toronto
252 Bloor St. W. 8-220
Toronto, ON M5S 1V6
Tel. (416) 978-1215
tony.chambers@utoronto.ca
2. Consent agreement

As the researcher will be receiving completely anonymised surveys, there is no method by which he can allow the participants to withdraw after submitting the data. Consequently, any request for withdrawal from this study after submitting cannot be applied in this case.

*1. Consent agreement

- I would like to participate.
- I would not like to participate.
3. Section one- Student profile

1. What specific graduate program did you choose to specialize at Rotman?
   - MBA
   - Other (such as IMBA, EMBA and so on)
   - [Other (please specify)]

2. What year of the graduate program are you in at Rotman?
   - Year 1
   - Year 2
   - Year 3
   - Other
   - [Other (please specify)]

3. Gender
   - Female
   - Male
   - Other

4. What was your undergraduate major?
   - Business & Commerce
   - Engineering
   - Other
   - Humanities and Social Sciences
   - Physical Sciences
   - Life Science
   - Health sciences
   - Other (please specify)

5. At what age did you enroll in a graduate program at Rotman?
   - 25 or under
   - 26-30
   - 31-35
   - 36-40
   - 41 or above
6. Did you hold a graduate degree before entering the graduate program at Rotman?

- No
- Yes

If yes, what degree is that?

7. How many years of work experience did you have before the start of the graduate program at Rotman?

- 2-5 years
- 5-8 years
- More than 8 years

8. What industry did you work in before enrolling in the graduate program at Rotman?

- Government
- Business
- Education
- Manufacturing
- Technology
- Healthcare
- Other

Other (please specify)

9. What was your primary concern about the graduate program before enrolling at Rotman? (Please only choose one answer)

- Program characteristics (such as flexibility of taking courses, academic reputation, professional reputation, timetables and scheduling, small class enrollment, diversity of course offerings and so forth)
- Obtaining professional skills (such as critical thinking, problem solving, presentation, team building, interpersonal, writing, work independently and so forth)
- Obtaining areas expertise (such as business function areas, general business, business ethics, global and international, marketing, finance, human resources and so on)
- Other

Other (please specify)
10. What is your status in the graduate program at Rotman?

- Full time student
- Part time student
- Other

Other (please specify)

11. Residency Status

- International Student
- Domestic Student

12. What is the major support for your tuition? (Please only check one)

- Myself
- My employer
- Government support
- University support
- Loans
- Other

If other, please specify

13. Please check below terms that you recognize. (Please do not judge any values of these terms); D/K: Don’t Know

<table>
<thead>
<tr>
<th>Term</th>
<th>Unfamiliar</th>
<th>Somewhat</th>
<th>Familiar</th>
<th>Very familiar</th>
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<tbody>
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<td>Commercialization and Privatization of Higher Education</td>
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<td>Budget controls</td>
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<td>Marketing strategies</td>
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<td>The redistribution of labor</td>
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<td>The outsourcing of tasks</td>
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<td>The development of contract research and quasi-enterprises</td>
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<td>Corporate liaisons for the production and sale of knowledge</td>
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<td>Customer service orientation</td>
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4. Section Two- Student experiences

Prior to answering below questions, please review the description of each practice and examples provided. The description and examples will offer clarification and explanation regarding the activities conducted in your institution. Please check which description most strongly correlates to your experience.
5. The practice of budget control

Budget control practices include the use of responsibility centered budgeting/management (RCE/RCM), insufficient resources provided but needed for your success with your program, contribution margin reports to analyze the productivity and cost-effectiveness of programs, all relevant activities that attempt to lower operating costs.

Examples of this practice might include: tuition fees raised to levels needed to cover unsubsidized operating costs, user fees for student services and so forth.

1. To what degree is the practice of budget control implemented in your graduate business program:
   - Never
   - Little
   - Somewhat
   - Much
   - Very much
   - DK
6. The practice of budget control:

Examples of this practice might include: tuition fees raised to levels needed to cover unsubsidized operating costs; user fees for student services and so forth.

1. The practice of budget control is commercialized:

- [ ] Strongly disagree
- [ ] Disagree
- [ ] Neutral
- [ ] Agree
- [ ] Strongly agree
- [ ] DK

2. My view of the practice of budget control in my graduate business program is:

- [ ] Very negative
- [ ] Negative
- [ ] Neutral
- [ ] Positive
- [ ] Very positive
- [ ] DK

3. The practice of budget control: (i.e. 1: Never; 2: Little; 3: Somewhat; 4: Much; 5: Very much; DK: Don’t Know)

<table>
<thead>
<tr>
<th>To what degree does the practice of budget control improve the quality of your interaction with faculty members?</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>To what degree does the practice of budget control enhance your opportunity to work collaboratively with fellow students?</td>
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<td>To what degree does the practice of budget control enhance your opportunity to engage in active learning, such as group research and presentation activities?</td>
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<td>To what degree does the practice of budget control promote timely feedback from faculty on your performance and assignments?</td>
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<td>To what degree does the practice of budget control allow you more sufficient time and opportunity to research, prepare, and present required assignments?</td>
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<td>To what degree does the practice of budget control encourage faculty to convey expectations on your performance/ success in and out of classes?</td>
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<td>To what degree does the practice of budget control encourage faculty to demonstrate respect for student diversity (background, experiences, etc.)?</td>
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<tr>
<td>To what degree does the practice of budget control intensify your expectations of program characteristics, such as flexibility of taking courses, program reputation, timetables and scheduling, individual attention, small class enrollment, diversity of course offerings and so forth?</td>
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<td>To what degree does the practice of budget control enhance your expectations of obtaining better professional skills in critical thinking, problem solving, presentation, team building, interpersonal, writing, work independently, and so forth?</td>
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<tr>
<td>To what degree does the practice of budget control strengthen your expectations of getting better knowledge of areas expertise, such as general business, business ethics, global and international, cultural diversity, marketing, finance and human resources so on?</td>
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7. The practice of budget control - if implemented:

Examples of this practice might include: tuition fees raised to levels needed to cover unsubsidized operating costs; user fees for student services and so forth.

1. If implemented, the practice of budget control would be commercialized:
   - [ ] Strongly disagree
   - [ ] Disagree
   - [ ] Neutral
   - [ ] Agree
   - [ ] Strongly agree
   - [ ] DK

2. If implemented, my view of the practice of budget control in my graduate business program would be:
   - [ ] Very negative
   - [ ] Negative
   - [ ] Neutral
   - [ ] Positive
   - [ ] Very positive
   - [ ] DK

3. The practice of budget control if implemented: (i.e. 1: Never; 2: Little; 3: Somewhat; 4: Much; 5: Very much; D/K: Don’t Know)

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<th>Impact</th>
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<th>2</th>
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<tbody>
<tr>
<td>If implemented, to what degree does the practice of budget control improve your interaction with faculty members?</td>
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8. The practice of marketing strategies

The practice of marketing strategies includes the growing use of media advertising with the targeting of main audiences, the use of promotional rhetoric and corporate-styled logos, the development of public relation offices entrusted with producing focused press releases.

Examples of this practice might include: branding the name and logo of "Rotman" rather than the name of university in promotional brochures, web banners, newspapers and magazines, using the name of "Rotman School of Management" to participate QS World MBA and World MBA Fair, establishing Media Contact Office to bridge people, school and society, providing various MBA program options, raising tuition fees to certain levels, offering scholarship and bursaries and so forth.

*1. To what degree is the practice of marketing strategies implemented in your graduate business program:

- Never
- Little
- Somewhat
- Much
- Very much
- DK
9. The practice of marketing strategies:

Examples of this practice might include: branding the name and logos of “Rotman” rather than the name of university in promotional brochures, web banners, newspapers and magazines, using the name of “Rotman School of Management” to participate QS World MBA and World MBA Fair; establishing Media Contact Office to bridge people, school and society; providing various MBA program options, raising tuition fees to certain levels, offering scholarship and bursaries and so forth.

1. The practice of marketing strategies is commercialized:

   - Strongly
   - Disagree
   - Neutral
   - Agree
   - Strongly agree
   - DK

2. My view of the practice of marketing strategies in my graduate business program is:

   - Very negative
   - Negative
   - Neutral
   - Positive
   - Very positive
   - DK

3. The practice of marketing strategies:(i.e. 1:Never; 2:Little; 3: Somewhat; 4: Much; 5: Very much; D/K: Don’t Know)

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<th>Statement</th>
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10. The practice of marketing strategies - if implemented:

Examples of this practice might include branding the name and logo of “Rotman” rather than the name of university in promotional brochures, web banners, newspapers and magazines, using the name of “Rotman School of Management” to participate OS World MBA and World MBA Fair, establishing Media Contact Office to bridge people, school and society, providing various MBA program options, raising tuition fees to certain levels, offering scholarship and bursaries and so forth.

1. If implemented, the practice of marketing strategies would be commercialized:

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<th>Strongly</th>
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disagree

2. If implemented, my view of the practice of marketing strategies in my graduate business program would be:

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<th>Very negative</th>
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3. The practice of marketing strategies if implemented (i.e. 1: Never; 2: Little; 3: Somewhat; 4: Much; 5: Very much; D/K: Don’t Know)

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11. The practice of customer service orientation:

The customer service orientation comprises of expanding student-life operations and experiences by providing mentoring and advice to enhance student services; streamlined digital enrollment systems; career counseling and internship placement as well as the growth of corporate connections will also be highly utilized to augment students' career prospects; maintain good relationship with students and alumni.

Examples of this practice might include: MBA Program Services Office (PSO), Rotman Ambassadors, mentorship program, Rotman corporate connection centre, Rotman career services management system, career development centre web portal, Rotman Alumni network and so forth.

*1. To what degree is the practice of customer service orientation implemented in your graduate business program:

- Never
- Little
- Somewhat
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- Very much
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12. The practice of customer service orientation:

Examples of this practice might include: MBA Program Services Office (PSO), Rotman Ambassadors, mentorship program, Rotman corporate connection centre, Rotman career services management system, career development centre web portal, Rotman Alumni network and so forth.

1. The practice of customer service orientation is commercialized:

   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree
   - DK

2. My view of the practice of customer service orientation in my graduate business program is:

   - Very negative
   - Negative
   - Neutral
   - Positive
   - Very positive
   - DK

3. The practice of customer service orientation: (i.e. 1: Never; 2: Little; 3: Somewhat; 4: Much; 5: Very much; DK: Don't Know)

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13. The practice of customer service orientation, if implemented:

The customer service orientation comprises of expanding student-life operations and experiences by providing mentoring and advice to enhance student services; streamlined digital enrollment systems; career counseling and internship placement as well as the growth of corporate connections will also be highly utilized to augment students’ career prospects.

Examples of this practice might include: MBA Program Services Office (PSO), Rotman Ambassadors, mentorship program, Rotman corporate connection centre, Rotman career services management system, career development centre, web portal, Rotman Alumni network, and so forth.

1. If implemented, the practice of customer service orientation would be commercialized:
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree
   - DK

2. If implemented, my view of the practice of customer service orientation in my graduate business program would be:
   - Very negative
   - Negative
   - Neutral
   - Positive
   - Very positive
   - DK

3. The practice of customer service orientation if implemented: (i.e. 1:Never; 2:Little; 3: Somewhat; 4: Much; 5: Very much; DK: Don’t Know)

   If implemented, to what degree does the practice of customer service orientation improve your interaction with faculty members:
   - 1 2 3 4 5 DK

   If implemented, to what degree does the practice of customer service orientation enhance your opportunity to work collaboratively with fellow students:
   - 1 2 3 4 5 DK

   If implemented, to what degree does the practice of customer service orientation enhance your opportunity to engage in active learning such as group research and presentation activities:
   - 1 2 3 4 5 DK

   If implemented, to what degree does the practice of customer service orientation promote timely feedback from faculty on your performance and assignments:
   - 1 2 3 4 5 DK

   If implemented, to what degree does the practice of customer service orientation allow you more sufficient time and opportunity to research, prepare and present required assignments:
   - 1 2 3 4 5 DK

   If implemented, to what degree does the practice of customer service orientation encourage faculty to convey expectations on your performance success in and out of classes:
   - 1 2 3 4 5 DK

   If implemented, to what degree does the practice of customer service orientation encourage faculty to demonstrate respect for student diversity (background, experiences, etc.):
   - 1 2 3 4 5 DK

   If implemented, to what degree does the practice of customer service orientation intensify your expectations of program characteristics such as flexibility of taking courses, program reputation, timelines and scheduling:
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   If implemented, to what degree does the practice of customer service orientation enhance your expectations of obtaining better professional skills in critical thinking, problem solving, presentation, team building, interpersonal, writing, work independently and so forth:
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   If implemented, to what degree does the practice of customer service orientation strengthen your expectations of getting better knowledge of areas of expertise such as general business, business ethics, global and international, cultural diversity, marketing, finance and human resources so on:
   - 1 2 3 4 5 DK
14. Thank you!

Thank you. You have completed answering the questions in this survey. If you would like to receive the results of this study, please send me a message at wes.chiang@utoronto.ca and I will forward it to you once this study has been completed. Thank you again for your help.
Dear Rotman School of Management Students,

This letter is to invite you to participate in the research for my PhD thesis. My project is entitled, “Commercialization of Higher Education, MBA students’ experiences and expectations”. My name is Ching-Hsiao (Wes) Chiang, and I am a doctoral student in the Department of Theory and Policy Studies at the Ontario Institute for Studies in Education/University of Toronto, under the supervision of Professor Tony Chambers.

The intent of this study is to get a better understanding of how commercial practices in the academic setting impact on students’ experiences and expectations. In particular, I am interested in exploring to what extent, if any, your experiences and expectations of teaching and learning during the MBA study are influenced. I will be interviewing 7-8 participants in your institution for this study. The participants will be current MBA students. The data will be collected for the purposes of a PhD thesis and perhaps for subsequent research articles and publications.

If you agree to participate in my research, you will be asked questions about your perceptions of what commercialization is and how it influences your experiences and expectations during your study at the MBA program. As the interview proceeds, I may ask questions for clarification or further understanding, but my part will be mainly to listen to you speak about your experiences, expectations and reasons why you believe such commercialization practices influence your experiences and expectations.

There are no anticipated risks and this project has been approved by the Ethics Review Office of the University of Toronto. Participation is voluntary and you are assured that you may withdraw at any time during or after the interview without consequence, penalty and judgment from this project. You can refuse to answer any questions in the interview or choose to terminate the interview at any time. You will not be evaluated and at no time will you be at risk of harm. If you choose to withdraw from the study after the interview, all associated data collected from the interview will be immediately destroyed. The interview will be a private, audio-taped interview lasting about an hour.

Through the use of a pseudonym, your identity will be protected. No reference to your personal contact information or identity would appear in the interview transcript or in any other oral or written communications or publications arising from your interview. The information gathered from the interview will be kept in strict confidence, stored at my desk drawer protected by a combination lock at home. They will only be accessible by my thesis supervisor, Dr. Tony Chambers, and me. The data will continue to be confidential in other future publications, public presentations and other reports if they are to be used. After five years, I would destroy all information arising from your interview. Every effort will be made to comply with the Freedom of Information and Protection Privacy Act to maintain confidentiality to the fullest extent by law.
As a thank you for your time and involvement in this study, we would like to offer each interview participant a Chapters/Indio gift voucher worth $20.00.

If you have any questions, please feel free to contact me at (416) 803-6303 or at wes.chiang@utoronto.ca. You may also contact my supervisor, Dr. Tony Chambers at (416) 978-1215 or at tchambers@oise.utoronto.ca. Finally, you may also contact the University of Toronto Office of Research Ethics for questions about your rights as a research participant at (416) 946-3272 or at ethics.review@utoronto.ca.

Thank you very much for considering this invitation. We look forward to hearing from you.

Sincerely yours,

Ching-Hsiao (Wes) Chiang
Doctoral Student
OISE/University of Toronto
252 Bloor St. W. 6-271
Toronto, ON M5S 1V6
Tel: (416) 803-6303
e-mail: wes.chiang@utoronto.ca

Dr. Tony Chambers
Assistant Professor
Higher Education, TPS
OISE/University of Toronto
252 Bloor St. W. 6-220
Toronto, ON M5S 1V6
Tel : 416-978-1215
e-mail : tchambers@oise.utoronot.ca

As evidenced by my signature below, I am indicating that I am willing to participate in an audio-taped interview in conjunction with Ching-Hsiao (Wes) Chiang’s doctoral research project. I have received a copy of this letter, and I am fully aware of the conditions above.

Print Name: ______________________  Signature: ______________________

Telephone:_________________________  Email:_________________________

Date:______________________________

[ ] I would like to receive a summary of the findings of this study.
[ ] I agree to have my interview audio recorded.
   Please keep a copy of this form for your records.
(Possible Commercial practices in your institution)

Do you know what commercialization is in higher education? Please email me your answer to wes.chiang@utoronto.ca before reading below description. Thank you.

1. The practice of management and productivity development systems:

The process of creating management and productivity development systems could be done by developing college/university cooperation to restructure curriculum and cultivate knowledge; developing academic department structures within schools and colleges to gather and focus areas of knowledge development; using computer software and systems to keep track of students, alumni and employees, and so forth.

Examples of this practice might include: the use of Rotman web portals, the design of various degree options with other faculty and institutions: such as full time two-year MBA, part-time three year Morning MBA, JD/MBA, BASc/MBA, Collaborative programs in Asia-Pacific Studies.

2. The practice of budget controls:

Budget control practices include the use of responsibility centered budgeting/management (RCB/RCM), insufficient resources provided but needed for your success with your program; contribution margin reports to analyze the productivity and cost-effectiveness of programs; all relevant activities that attempt to lower operating costs.

Examples of this practice might include: tuition fees raised to levels needed to cover unsubsidized operating costs; user fees for student services and so forth.

3. The practice of marketing strategies:

The practice of marketing strategies includes the growing use of media advertising with the targeting of main audiences; the use of promotional rhetoric and corporate-styled logos; the development of public relation offices entrusted with producing focused press releases.

Examples of this practice might include: branding the name and logo of “Rotman” , rather than the name of university in promotional brochures, web banners, newspapers and magazines; using the name of “Rotman School of Management” to participate QS World MBA and World MBA Fair; establishing Media Contact Office to bridge people, school and society; providing various MBA program options, raising tuition fees to certain levels, offering scholarship and bursaries and so forth.

4. The practice of redistribution of labor:

Redistribution of labor includes outsourcing tasks; hiring outside experts to teach specialized courses and hire adjunct faculty to fill positions to cope with enrollment expansion.
Examples of this practice might include: hiring outside specialists to teach specialized courses and up-to-date professional practices; recruiting adjunct faculty to teach introductory courses.

5. The practice of development of contract research and quasi-enterprises:

The practice of the development of contract research and quasi-enterprises includes corporate liaisons for the production and sale of knowledge; focus on contract research projects directly linked to corporate and government needs; and global outreach in seeking knowledge development partners.

Examples of this practice might include: establishing research centres to include various business research areas and contracted research projects; inviting corporations to form learning partnerships and customizing programs and results-oriented learning solutions for their corporate clients; co-held programs, exchange students and enhance connections with other institutions globally; program partnership with global academic and private institutions and so forth.

6. The customer service orientation:

The customer service orientation comprises of expanding student-life operations and experiences by providing mentoring and advice to enhance student services; streamlined digital enrollment systems; career counseling and internship placement as well as the growth of corporate connections will also be highly utilized to augment students’ career prospects.

Examples of this practice might include: Rotman Ambassadors, mentorship program, Rotman corporate connection centre, Rotman career services management system, career development centre, web portal and so forth.

(Interview protocol and semi-structured interview questions)

-Background to the study

Thank you for agreeing to take part in my doctoral study and being interviewed. My project is entitled, “Commercialization of Higher Education, M.B.A. students’ experiences and expectations”. The intent of this study is to get a better understanding of how contemporary commercialization practices in academic settings impact on students’ experiences and expectations. In this interview, I would like you to share with me your experience in the M.B.A. program.
-Explain the role of the student participant

As a participant in this study, your role is to share your experiences of your education in the M.B.A. program and your home institution. I would like to collect data by interviewing you. The interview is to ensure that I properly represent your experiences in the best way possible.

- Consent forms and data protection

The interview will last for about an hour and will be recorded by an audio recorder. Your identity will be anonymous. Only me and my supervisor, Dr. Tony Chambers will have access to the data. Data will be used in the research context for the completion of the requirements for my Ph. D. in Theory and Policy Studies in Education. Your real name will never be used.

In addition, the interview can be terminated at any time at your discretion. You also have the right to withdraw from this study after this interview process. Please contact me in writing if you decide to do so. All files related to your interview will be deleted and your signed consent form will be sent back to you if you decide to withdraw from this study.

-Semi-structured Student Interview Questions

1-1 What can you tell me about your experience with any of these commercial practices that is associated with experience of teaching and learning? What was the effect of this experience on you personally?

(Participants will be reminded for examples of below practices)
1. Management and productivity development systems
2. budget controls
3. marketing strategies
4. redistribution of labor
5. development of contract research and quasi-enterprises
6. customer service
7. commercial practices identified by participant

1-2 Would you please identify which of these activities/practices that you think are the commercial activities/practices in your business school?

1-3 What is your view of these commercial practices? Good or Bad? Why are they good? Why are they bad? Or they make no difference to you?

1-4 Are there examples of commercialization other than these in your business school? What are they?

2 Regardless of these examples, how would you define commercialization?

3 Was your educational experience influenced by commercialization? If so how?

   By how much: a lot, somewhat, a little, none?

4 Were there factors other than commercialization that influenced your experience? What were they? Were they more or less influential than commercialization?
5 Do you have any original hopes and expectations about the MBA program? What are they? Are they starting to come true? Have they changed? What changed them?

6-1 Do you think that the commercial practices in your business school have changed your expectations in some way?
(Participants will be reminded for examples of below practices)
1. management and productivity development systems
2. budget controls
3. marketing strategies
4. redistribution of labor
5. development of contract research and quasi-enterprises
6. customer service
7. commercial practices identified by participant

6-2 Which practices changed your expectations? How did they change your expectations?

7. Can you tell me about any experiences in your MBA study that have opened your eyes to an issue or that have changed your attitude(s) in some way or have assisted or hindered your learning, development and success? For example, the case study teaching method, adjunct faculty and so on?

8 Would you like to add any further comments?
1. Invitation letter

Dear Schulich School of Business Students,

You have been invited to participate in a survey of business school students regarding your perception of whether or not corporate activities in an academic setting have an influence on your experiences and expectations of teaching and learning. My name is Wes Chiang and I am a doctoral student in the Department of Theory and Policy Studies at OISE/University of Toronto. This research is under the supervision of Dr. Tony Chambers.

My project is entitled, “Commercialization of Higher Education: MBA students’ experiences and expectations.” The intent of this study is to get a better understanding of whether or not corporate practices in the academic setting have impacts on students’ experiences and expectations. In particular, I am interested in exploring the degree to which your experiences and expectations of teaching and learning during the business school study are influenced, if any, by commercial activities.

I do not have access to your contact information. The information gathered from the questionnaires will be kept in my desk drawer protected by a combination lock at home. The data will continue to be confidential in other future publications, public presentations and other reports if they are to be used. All data will be destroyed five years after this research is done.

Given that the responses are anonymous, there is no method by which I can allow participants to withdraw after submitting the survey. Consequently, any request of withdrawal from this study after submitting cannot be applied in this case.

This survey can be completed comfortably within 15-20 minutes depending on your circumstances. Participants will not be judged or evaluated and at no time will you be at risk of harm. Your voluntary participation in this study would be highly appreciated. All information you provide will remain confidential. Your name is not required on this questionnaire. If there are any questions that you would not like to answer, please skip them.

If you have any questions, please feel free to contact me at (416) 803-8303 or at wes.chiang@utoronto.ca. You may also contact my supervisor, Dr. Tony Chambers at (416) 978-1215 or at tony.chambers@utoronto.ca. Finally, you may also contact the University of Toronto Office of Research Ethics (Ref #2015-004) at York University at (416) 735-5914 or at ethics.review@utoronto.ca, or Office of Research Ethics (Ref #2010-004) at York University at (416) 948-3272 or at ethics.review@utoronto.ca. By completing the survey, you are indicating that you are willing to participate in the study and you are fully aware of the conditions outlined above. Thank you.

Sincerely yours,

Wes C. Chiang
PhD Candidate, Higher Education
Theory & Policy Studies in Education,
OISE/University of Toronto
252B Bloor Street West, 6-271
Toronto ON M5S 1V6
Canada
wes.chiang@utoronto.ca; 416-803-8303

Dr. Tony Chambers
Assistant Professor
Higher Education, TPS
OISE/University of Toronto
252 Bloor St. W. 6-220
Toronto, ON M5S 1V6
Tel. (416) 978-1215
tony.chambers@utoronto.ca
2. Consent agreement

As the researcher will be receiving completely anonymous surveys, there is no method by which he can allow the participants to withdraw after submitting the data. Consequently, any request for withdrawal from this study after submitting cannot be applied in this case.

1. Consent agreement

- I would like to participate
- I would not like to participate
### 3. Section one- Student profile

1. **What specific graduate program did you choose to specialize at Schulich?**
   - [ ] MBA
   - [ ] Other (such as IMBA, EMBA and so on)
   - [ ] Other (please specify)

2. **What year of the graduate program are you in at Schulich?**
   - [ ] Year 1
   - [ ] Year 2
   - [ ] Year 3
   - [ ] Other
   - [ ] Other (please specify)

3. **Gender**
   - [ ] Female
   - [ ] Male
   - [ ] Other

4. **What was your undergraduate major?**
   - [ ] Business & Commerce
   - [ ] Engineering
   - [ ] Other
   - [ ] Humanities and Social Sciences
   - [ ] Physical Sciences
   - [ ] Life Sciences
   - [ ] Health Sciences
   - [ ] Other (please specify)

5. **At what age did you enroll in a graduate program at Schulich?**
   - [ ] 25 or under
   - [ ] 26-29
   - [ ] 30-34
   - [ ] 35-39
   - [ ] 40 or above
6. Did you hold a graduate degree before entering the graduate program at Schulich?
   ○ No
   ○ Yes
   If yes, what degree is that?

7. How many years of work experience did you have before the start of the graduate program at Schulich?
   ○ 2-5 years
   ○ 5-8 years
   ○ More than 8 years

8. What industry did you work in before enrolling in the graduate program at Schulich?
   ○ Government
   ○ Business
   ○ Education
   ○ Manufacturing
   ○ Technology
   ○ Healthcare
   ○ Other
   Other (please specify)

9. What was your primary concern about the graduate program before enrolling at Schulich? (Please only choose one answer)
   ○ Program characteristics (such as flexibility of taking courses, academic reputation, professional reputation, timetables and scheduling, small class enrollment, diversity of course offerings and so forth)
   ○ Obtaining professional skills (such as critical thinking, problem solving, presentation, team building, interpersonal, writing, work independently and so forth)
   ○ Obtaining areas expertise (such as business function areas, general business, business ethics, global and international, marketing, finance, human resources and so on)
   ○ Other
   Other (please specify)
10. What is your status in the graduate program at Schulich?
- Full time student
- Part time student
- Other

Other (please specify)

11. Residency Status
- International Student
- Domestic Student

12. What is the major support for your tuition? (Please only check one)
- Myself
- My employer
- Government support
- University support
- Loans
- Other

If other, please specify?

13. Please check below terms that you recognize. (Please do not judge any values of these terms); D/K= Don’t Know

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<thead>
<tr>
<th>Term</th>
<th>Unfamiliar</th>
<th>Somewhat</th>
<th>Familiar</th>
<th>Very familiar</th>
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4. Section Two- Student experiences

Prior to answering below questions, please review the description of each practice and examples provided. The description and examples will offer clarification and explanation regarding the activities conducted in your institution. Please check which description most strongly correlates to your experience.
5. The practice of budget control

Budget control practices include the use of responsibility centered budgeting/management (RCB/RCM), insufficient resources, and programs. Contribution margin reports are used to analyze productivity and cost-effectiveness of programs. Relevant activities attempt to lower operating costs.

Examples of this practice at Schulich might include: tuition fees raised to levels needed to cover unsubsidized operating costs, user fees for student services, and so forth.

**1. To what degree is the practice of budget control implemented in your graduate business program:**

- Never
- Little
- Somewhat
- Much
- Very much
- DK
6. The practice of budget control:

Examples of this practice at Schuich might include: tuition fees raised to levels needed to cover unsubsidized operating costs; user fees for student services and so forth.

1. The practice of budget control is commercialized:

- Strongly agree
- Disagree
- Neutral
- Agree
- Strongly agree
- D/K

2. My view of the practice of budget control in my graduate business program is:

- Very negative
- Negative
- Neutral
- Positive
- Very positive
- D/K

3. The practice of budget control (i.e. 1:Never; 2:Little; 3: Somewhat; 4: Much; 5: Very much; D/K: Don’t Know)

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7. The practice of budget control - if implemented:

Examples of this practice at Schulich might include: tuition fees raised to levels needed to cover unsubsidized operating costs; user fees for student services and so forth.

1. If implemented, the practice of budget control would be commercialized:
   - [ ] Strongly disagree
   - [ ] Disagree
   - [ ] Neutral
   - [ ] Agree
   - [ ] Strongly agree
   - [ ] DK

2. If implemented, my view of the practice of budget control in my graduate business program would be:
   - [ ] Very negative
   - [ ] Negative
   - [ ] Neutral
   - [ ] Positive
   - [ ] Very positive
   - [ ] DK

3. The practice of budget control if implemented: (i.e. 1:Never; 2:Little; 3: Somewhat; 4: Much; 5: Very much; D/K: Don’t Know)

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8. The practice of marketing strategies

The practice of marketing strategies includes the growing use of media advertising with the targeting of main audiences, the use of promotional rhetoric and corporate-styled logos, the development of public relation offices entrusted with producing focused press releases.

Examples of this practice at Schulich might include: branding the name and logo of “Schulich” rather than the name of York University in promotional brochures, web banners, newspapers and magazines; using the name of “Schulich School of Business” to participate QS World MBA and World MBA Fair; establishing Media Relations Office to bridge people, school and society, providing various MBA program options, charging high tuition fees, offering scholarship and bursaries, branch offices in Beijing, Moscow, Seoul and Mumbai and so forth.

*1. To what degree is the practice of marketing strategies implemented in your graduate business program:

 〇 Never 〇 Little 〇 Somewhat 〇 Much 〇 Very much 〇 DK
9. The practice of marketing strategies:

Examples of this practice at Schulich might include: branding the name and logo of "Schulich" rather than the name of York University in promotional brochures, web banners, newspapers and magazines; using the name of "Schulich School of Business" to participate in World MBA and World MBA Fair, establishing Media Relations Office to bridge people, school and society; providing various MBA program options, charging high tuition fees, offering scholarship and bursaries, branch offices in Beijing, Moscow, Seoul and Mumbai and so forth.

1. The practice of marketing strategies is commercialized:
   - Strongly
   - Disagree
   - Neutral
   - Agree
   - Strongly agree
   - DK

2. My view of the practice of marketing strategies in my graduate business program is:
   - Very negative
   - Negative
   - Neutral
   - Positive
   - Very positive
   - DK

3. The practice of marketing strategies:(i.e. 1:Never; 2:Little; 3: Somewhat; 4: Much; 5: Very much; D/K: Don’t Know)

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1. If implemented, the practice of marketing strategies would be commercialized:
   - Strongly disagree
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</tbody>
</table>
11. The practice of customer service orientation:

The customer service orientation comprises of expanding student-life operations and experiences by providing mentoring and advice to enhance student services, streamlined digital enrollment systems, career counseling and internship placement as well as the growth of corporate connections will also be highly utilized to augment students' career prospects.

Examples of this practice at Schulich might include: Schulich mentorship program, Schulich career development centre, Schulich career portal gateway and intranet system, Student Service Office and so forth.

*1. To what degree is the practice of customer service orientation implemented in your graduate business program:

- Never
- Little
- Somewhat
- Much
- Very much
- Don't know
12. The practice of customer service orientation:

Examples of this practice at Schulich might include Schulich mentorship program, Schulich career development centre, Schulich career portal gateway and intranet system, Student Service Office and so forth.

1. The practice of customer service orientation is commercialized:
   - [ ] Strongly
   - [ ] Disagree
   - [ ] Neutral
   - [ ] Agree
   - [ ] Strongly agree
   - [ ] DK
   disagree

2. My view of the practice of customer service orientation in my graduate business program is:
   - [ ] Very negative
   - [ ] Negative
   - [ ] Neutral
   - [ ] Positive
   - [ ] Very positive
   - [ ] DK

3. The practice of customer service orientation: (i.e. 1:Never; 2:Little; 3: Somewhat; 4: Much; 5: Very much; DK: Don’t Know)

| To what degree does the practice of customer service orientation improve the quality of your interaction with faculty members: | 1 | 2 | 3 | 4 | 5 | DK |
| To what degree does the practice of customer service orientation enhance your opportunity to work collaboratively with fellow students: | 1 | 2 | 3 | 4 | 5 | DK |
| To what degree does the practice of customer service orientation enhance your opportunity to engage in active learning, such as group research and presentation activities: | 1 | 2 | 3 | 4 | 5 | DK |
| To what degree does the practice of customer service orientation promote timely feedback from faculty on your performance and assignments: | 1 | 2 | 3 | 4 | 5 | DK |
| To what degree does the practice of customer service orientation allow you more sufficient time and opportunity to research, prepare, and present required assignments: | 1 | 2 | 3 | 4 | 5 | DK |
| To what degree does the practice of customer service orientation encourage faculty to convey expectations on your performance/success in and out of classes: | 1 | 2 | 3 | 4 | 5 | DK |
| To what degree does the practice of customer service orientation encourage faculty to demonstrate respect for student diversity (background, experiences, etc..): | 1 | 2 | 3 | 4 | 5 | DK |
| To what degree does the practice of customer service orientation intensify your expectations of program characteristics, such as flexibility of taking courses, program reputation, timetables and scheduling, individual attention, small class enrolment, diversity of course offerings and so forth: | 1 | 2 | 3 | 4 | 5 | DK |
| To what degree does the practice of customer service orientation enhance your expectations of obtaining better professional skills in critical thinking, problem solving, presentation, team building, interpersonal, writing, work independently and so forth: | 1 | 2 | 3 | 4 | 5 | DK |
| To what degree does the practice of customer service orientation strengthen your expectations of getting better knowledge of areas expertise, such as general business, business ethics, global and international, cultural diversity, marketing, finance and human resources so on: | 1 | 2 | 3 | 4 | 5 | DK |
13. The practice of customer service orientation, if implemented:

The customer service orientation comprises of expanding student-life operations and experiences by providing mentoring and advice to enhance student services; streamlined digital enrollment systems; career counseling and internship placement as well as the growth of corporate connections will also be highly utilized to augment students' career prospects.

Examples of this practice at Schulich might include: Schulich mentorship program, Schulich career development centre, Schulich career portal gateway and intranet system, Student Service Office and so forth.

1. If implemented, the practice of customer service orientation would be commercialized:
   - [ ] Strongly
   - [ ] Disagree
   - [ ] Neutral
   - [ ] Agree
   - [ ] Strongly agree
   - [ ] DK

2. If implemented, my view of the practice of customer service orientation in my graduate business program would be:
   - [ ] Very negative
   - [ ] Negative
   - [ ] Neutral
   - [ ] Positive
   - [ ] Very positive
   - [ ] DK

3. The practice of customer service orientation if implemented: (i.e. 1:Never; 2:Little; 3: Somewhat; 4: Much; 5: Very much; D/K: Don't Know)

| If implemented, to what degree does the practice of customer service orientation improve your interaction with faculty members? | 1 | 2 | 3 | 4 | 5 | DK |
| If implemented, to what degree does the practice of customer service orientation enhance your opportunity to work collaboratively with fellow students? | 1 | 2 | 3 | 4 | 5 | DK |
| If implemented, to what degree does the practice of customer service orientation enhance your opportunity to engage in active learning, such as group research and presentation activities? | 1 | 2 | 3 | 4 | 5 | DK |
| If implemented, to what degree does the practice of customer service orientation promote timely feedback from faculty on your performance and assignments? | 1 | 2 | 3 | 4 | 5 | DK |
| If implemented, to what degree does the practice of customer service orientation allow you more sufficient time and opportunity to research, prepare, and present required assignments? | 1 | 2 | 3 | 4 | 5 | DK |
| If implemented, to what degree does the practice of customer service orientation encourage faculty to convey expectations on your performance in and out of classes? | 1 | 2 | 3 | 4 | 5 | DK |
| If implemented, to what degree does the practice of customer service orientation encourage faculty to demonstrate respect for student diversity (background, experiences, etc.)? | 1 | 2 | 3 | 4 | 5 | DK |
| If implemented, to what degree does the practice of customer service orientation intensify your expectations of program characteristics, such as flexibility of taking courses, program reputation, timetables and scheduling, individual attention, small class enrollment, diversity of course offerings and so forth? | 1 | 2 | 3 | 4 | 5 | DK |
| If implemented, to what degree does the practice of customer service orientation enhance your expectations of obtaining better professional skills in critical thinking, problem solving, presentation, team building, interpersonal, writing, work independently and so forth? | 1 | 2 | 3 | 4 | 5 | DK |
| If implemented, to what degree does the practice of customer service orientation strengthen your expectations of getting better knowledge of areas expertise, such as general business, business ethics, global and international, cultural diversity, marketing, finance and human resources so on? | 1 | 2 | 3 | 4 | 5 | DK |
14. Thank you!

You have completed answering the questions in this survey. If you would like to receive the research results for this study, please email me your correspondence and I will forward it to you once this research is done.

wes.chiang@utoronto.ca Thank you.
Dear Schulich School of Business Students,

This letter is to invite you to participate in the research for my PhD thesis. My project is entitled, “Commercialization of Higher Education, MBA students’ experiences and expectations”. My name is Ching-Hsiao (Wes) Chiang, and I am a doctoral student in the Department of Theory and Policy Studies at the Ontario Institute for Studies in Education/University of Toronto, under the supervision of Professor Tony Chambers.

The intent of this study is to get a better understanding of how commercial practices in the academic setting impact on students’ experiences and expectations. In particular, I am interested in exploring to what extent your experiences and expectations of teaching and learning during the MBA study are influenced. I will be interviewing 7-8 participants in your institution for this study. The participants will be current MBA students. The data will be collected for the purposes of a PhD thesis and perhaps for subsequent research articles and publications.

If you agree to participate in my research, you will be asked questions about your perceptions of what commercialization is and how it influences your experiences and expectations during your study at the MBA program. As the interview proceeds, I may ask questions for clarification or further understanding, but my part will be mainly to listen to you speak about your experiences, expectations and reasons why you believe such commercialization practices influence your experiences and expectations.

There are no anticipated risks and this project has been approved by the Ethics Review Office of the University of Toronto (#24588) as well as the Office of Research Ethics at York University (#2010-004). Participation is voluntary and you are assured that you may withdraw at any time during or after the interview without consequence, penalty and judgment from this project. You can refuse to answer any questions in the interview or choose to terminate the interview at any time. You will not be evaluated and at no time will you be at risk of harm. If you choose to withdraw from the study after the interview, all associated data collected from the interview will be immediately destroyed. The interview will be a private, audio-taped interview lasting about an hour.

Through the use of a pseudonym, your identity will be protected. No reference to your personal contact information or identity would appear in the interview transcript or in any other oral or written communications or publications arising from your interview. The information gathered from the interview will be kept in strict confidence, stored at my desk drawer protected by a combination lock at home. They will only be accessible by my thesis supervisor, Dr. Tony Chambers, and me. The data will continue to be confidential in other future publications, public presentations and other reports if they are to be used. After five years, I would destroy all information arising from your interview. Every effort will be made to comply with the Freedom of Information and Protection Privacy Act to maintain confidentiality to the fullest extent by law.
As a thank you for your time and involvement in this study, we would like to offer each interview participant a Chapters/Indigo gift voucher worth $20.00.

If you have any questions, please feel free to contact me at (416) 803-6303 or at wes.chiang@utoronto.ca. You may also contact my supervisor, Dr. Tony Chambers at (416) 978-1215 or at tony.chambers@utoronto.ca. Finally, you may also contact the University of Toronto Office of Research Ethics for questions about your rights as a research participant at (416) 946-3272 or at ethics.review@utoronto.ca and Office of Research Ethics at York University at (416) 736-5914 or at acollins@yorku.ca.

Thank you very much for considering this invitation. We look forward to hearing from you.

Sincerely yours,

Ching-Hsiao (Wes) Chiang
Doctoral Student
OISE/University of Toronto
252 Bloor St. W. 6-271
Toronto, ON M5S 1V6
Tel: (416) 803-6303
e-mail: wes.chiang@utoronto.ca

Dr. Tony Chambers
Assistant Professor
Higher Education, TPS
OISE/University of Toronto
252 Bloor St. W. 6-220
Toronto, ON M5S 1V6
Tel: 416-978-1215
e-mail: tony.chambers@utoronto.ca

As evidenced by my signature below, I am indicating that I am willing to participate in an audio-taped interview in conjunction with Ching-Hsiao (Wes) Chiang’s doctoral research project. I have received a copy of this letter, and I am fully aware of the conditions above.

Print Name: ______________________ Signature: ______________________

Telephone:_______________________ Email:_______________________

Date:__________________________

[ ] I would like to receive a summary of the findings of this study.
[ ] I agree to have my interview audio recorded.
Please keep a copy of this form for your records.
(Possible Commercial practices in your institution)

Do you know what commercialization is in higher education? Please email me your answer to wes.chiang@utoronto.ca before reading below description. Thank you.

1. The practice of management and productivity development systems:

The process of creating management and productivity development systems could be done by developing college/university cooperation to restructure curriculum and cultivate knowledge; developing academic department structures within schools and colleges to gather and focus areas of knowledge development; using computer software and systems to keep track of students, alumni and employees, and so forth.

Examples of this practice might include: the use of Schulich Intranet to organize your portfolio and course selections; the design of various degree options such as MBA, MFA, MA, IMBA, JD/MBA, and programs co-delivered with Faculté des Sciences de l’Administration de l’Université Laval in Quebec City a MBA degree.

2. The practice of budget controls:

Budget control practices include the use of responsibility centered budgeting/management (RCB/RCM), insufficient resources provided but needed for your success with your program; contribution margin reports to analyze the productivity and cost-effectiveness of programs; all relevant activities that attempt to lower operating costs.

Examples of this practice might include: tuition fees raised to levels needed to cover unsubsidized operating costs; user fees for student services and so forth.

3. The practice of marketing strategies:

The practice of marketing strategies includes the growing use of media advertising with the targeting of main audiences; the use of promotional rhetoric and corporate-styled logos; the development of public relation offices entrusted with producing focused press releases.

Examples of this practice might include: branding the name and logo of “Schulich”, rather than the name of York University in promotional brochures, web banners, newspapers and magazines; using the name of “Schulich School of Business” to participate QS World MBA and World MBA Fair; establishing Media Relations Office to bridge people, school and society; providing various MBA program options, charging high tuition fees, offering scholarship and bursaries, branch offices in Beijing, Moscow, Seoul and Mumbai and so forth.

4. The practice of redistribution of labor:

Redistribution of labor includes outsourcing tasks; hiring outside experts to teach specialized courses and hire adjunct faculty to fill positions to cope with enrollment expansion.
Examples of this practice might include: hiring outside specialists with professional certificates to teach specialized courses and up-to-date professional practices such as accounting, policy and entrepreneurial studies; recruiting adjunct faculty to teach introductory courses.

5. The practice of development of contract research and quasi-enterprises:

The practice of the development of contract research and quasi-enterprises includes corporate liaisons for the production and sale of knowledge; focus on contract research projects directly linked to corporate and government needs; and global outreach in seeking knowledge development partners.

Examples of this practice might include: co-held programs, exchange students and enhance connections with other institutions globally; Responsible Business with a specialization of Sustainable Enterprise and Business Ethics, sustainable business enterprise; program partnership with global academic and private institutions; custom programs for corporate and deliver managerial knowledge through Schulich Executive Education Centre and Sustainable Enterprise Centres.

6. The customer service orientation:

The customer service orientation comprises of expanding student-life operations and experiences by providing mentoring and advice to enhance student services; streamlined digital enrollment systems; career counseling and internship placement as well as the growth of corporate connections will also be highly utilized to augment students’ career prospects.

Examples of this practice might include: Schulich mentorship program, Schulich career development centre, Schulich career portal gateway and intranet system and so forth.

(Interview protocol and semi-structured interview questions)

-Background to the study

Thank you for agreeing to take part in my doctoral study and being interviewed. My project is entitled, “Commercialization of Higher Education: M.B.A. students’ experiences and expectations”. The intent of this study is to get a better understanding of how contemporary commercialization practices in academic settings impact on students’ experiences and expectations. In this interview, I would like you to share with me your experience in the M.B.A. program.

-Explain the role of the student participant

As a participant in this study, your role is to share your experiences of your education in the M.B.A. program and your home institution. I would like to collect data by interviewing you. The interview is to ensure that I properly represent your experiences in the best way possible.
- Consent forms and data protection

The interview will last for about an hour and will be recorded by an audio recorder. Your identity will be anonymous. Only me and my supervisor, Dr. Tony Chambers will have access to the data. Data will be used in the research context for the completion of the requirements for my Ph. D. in Theory and Policy Studies in Education. Your real name will never be used.

In addition, the interview can be terminated at any time at your discretion. You also have the right to withdraw from this study after this interview process. Please contact me in writing if you decide to do so. All files related to your interview will be deleted and your signed consent form will be sent back to you if you decide to withdraw from this study.

-Semi-structured Student Interview Questions

1-1 What can you tell me about your experience with any of these commercial practices that is associated with experience of teaching and learning? What was the effect of this experience on you personally?
   (Participants will be reminded for examples of below practices)
   1. Management and productivity development systems
   2. budget controls
   3. marketing strategies
   4. redistribution of labor
   5. development of contract research and quasi-enterprises
   6. customer service
   7. commercial practices identified by participant

1-2 Would you please identify which of these activities/practices that you think are the commercial activities/practices in your business school?

1-3 What is your view of these commercial practices? Good or Bad? Why are they good? Why are they bad? Or they make no difference to you?

1-4 Are there examples of commercialization other than these in your business school? What are they?

2 Regardless of these examples, how would you define commercialization?

3 Was your educational experience influenced by commercialization? If so how? By how much: a lot, somewhat, a little, none?

4 Were there factors other than commercialization that influenced your experience? What were they? Were they more or less influential than commercialization?

5 Do you have any original hopes and expectations about the MBA program? What are they? Are they starting to come true? Have they changed? What changed them?

6-1 Do you think that the commercial practices in your business school have changed your expectations in some way?
(Participants will be reminded for examples of below practices)
1. management and productivity development systems
2. budget controls
3. marketing strategies
4. redistribution of labor
5. development of contract research and quasi-enterprises
6. customer service
7. commercial practices identified by participant

6-2 Which practices changed your expectations? How did they change your expectations?

7 Can you tell me about any experiences in your MBA study that have opened your eyes to an issue or that have changed your attitude(s) in some way or have assisted or hindered your learning, development and success? For example, the case study teaching method, adjunct faculty and so on?

8 Would you like to add any further comments?
University of Toronto
Office of the Vice-President, Research
Office of Research Ethics

PROTOCOL REFERENCE #24588
November 11, 2009

Dr. Anthony Chambers
OISE/University of Toronto
252 Bloor St.
Toronto, ON
M5S 1V6

Mr. Ching-Hsiao Chiang
OISE/University of Toronto
252 Bloor St.
Toronto, ON
M5S 1V6

Dear Dr. Chambers and Mr. Chiang,

Re: Your research protocol entitled “Commercialization of Higher Education: M.B.A Students' Experiences and Expectations”

ETHICS APPROVAL

Original Approval Date: November 11, 2009
Expiry Date: November 10, 2010
Continuing Review Level: 1

We are writing to advise you that a member of the Social Sciences, Humanities & Education Research Ethics Board has granted approval to the above-named research study, for a period of one year, under the REB’s delegated review process. Please ensure that you submit an Annual Renewal Form or a Study Completion Report at least 30 days prior to the expiry date of your study.

All your most recently submitted documents have been approved for use in this study.

Any changes to the approved protocol or consent materials must be reviewed and approved through the amendment process prior to its implementation. Any adverse or unanticipated events should be reported to the Office of Research Ethics as soon as possible.

If your research has funding attached, please contact the relevant Research Funding Officer in Research Services to ensure that your funds are released.

Best wishes for the successful completion of your project.

Yours sincerely,

Daniel Gyewu
Research Ethics Coordinator
Dear Dr. Chambers and Mr. Chiang,

Re: Your research protocol entitled, "Commercialization of Higher Education: M.B.A Students' Experiences and Expectations" by Dr. A. Chambers (supervisor), Mr. C. Chiang (PhD candidate)

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ETHICS APPROVAL

Original Approval Date: November 11, 2009
Expiry Date: November 10, 2011
Continuing Review Level: 1
Renewal: 1 of 4

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We are writing to advise you that you have been granted annual renewal of ethics approval to the above-referenced research study through the REB’s delegated process. Please note that all protocols involving ongoing data collection or interaction with human participants are subject to re-evaluation after 5 years. Ongoing projects must be renewed prior to the expiry date.

Please ensure that you submit an Annual Renewal Form or a Study Completion Report 15 to 30 days prior to the expiry date of your study. Note that annual renewals for studies cannot be accepted more than 30 days prior to the date of expiry as per our guidelines.

Any changes to the approved protocol or consent materials must be reviewed and approved through the amendment process prior to its implementation. Any adverse or unanticipated events should be reported to the Office of Research Ethics as soon as possible. If your research has funding attached, please contact the relevant Research Funding Officer in Research Services to ensure that your funds are released.

Best wishes for the successful completion of your project.

Yours sincerely,

Marianna Richardson
Research Ethics Coordinator

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OFFICE OF RESEARCH ETHICS
McMurrich Building, 12 Queen's Park Crescent West, 2nd Floor, Toronto, ON M5S 1S8 Canada
Tel: +1 416 946-3273 • Fax: +1 416 946-3763 • ethics.research@utoronto.ca • http://www.utoronto.ca/for-researchers/administration/ethics/
Memo

To: Mr. Ching-Hsiao Chiang, Doctoral Student, University of Toronto
   Wes.chiang@utoronto.ca

From: Alison M. Collins-Mrakas, Sr. Manager and Policy Advisor, Research Ethics
      (on behalf of Daphne Winland, Chair, Human Participants Review Committee)

Date: Friday 8th January, 2010

Re: Ethics Approval

Commercialization of Higher Education: MBA Students’ Experiences

I am writing to inform you that the Human Participants Review Sub-Committee has reviewed and approved the above project.

Should you have any questions, please feel free to contact me at: 416-736-5914 or via email at: acollins@yorku.ca.

Yours sincerely,

Alison M. Collins-Mrakas M.Sc., LLM
Sr. Manager and Policy Advisor,
Office of Research Ethics
Memo

To: Mr. Ching-Hsiao Chiang, Doctoral Student, University of Toronto
   Wes.chiang@utoronto.ca

From: Alison M. Collins-Mrakas, Sr. Manager and Policy Advisor, Research Ethics
   (on behalf of Wade Cook, Chair, Human Participants Review Committee)

Date: December 3rd, 2010

Re: Ethics Approval

Commercialization of Higher Education: MBA Students' Experiences

With respect to your research project entitled, “Commercialization of Higher Education: MBA Students' Experiences”, the committee notes that, as there are no substantive changes to either the methodology employed or the risks to participants in and/or any other aspect of the research project, a renewal of approval re the proposed amendments to the above project is granted.

Should you have any questions, please feel free to contact me at: 416-736-5914 or via email at: acollins@yorku.ca.

Yours sincerely,

Alison M. Collins-Mrakas M.Sc., LLM
Sr. Manager and Policy Advisor,
Office of Research Ethics

To: Mr. Ching-Hsiao Chiang, Doctoral Student, University of Toronto
   Wes.chiang@utoronto.ca

From: Alison M. Collins-Mrakas, Sr. Manager and Policy Advisor, Research Ethics
      (on behalf of Wade Cook, Chair, Human Participants Review Committee)

Date: Friday January 7th, 2011

Re: Ethics Approval

Commercialization of Higher Education: MBA Students' Experiences

With respect to your research project entitled, “Commercialization of Higher Education: MBA Students' Experiences”, the committee notes that, as there are no substantive changes to either the methodology employed or the risks to participants in and/or any other aspect of the research project, a renewal of approval re the above project is granted.

Should you have any questions, please feel free to contact me at: 416-736-5914 or via email at: acollins@yorku.ca.

Yours sincerely,

Alison M. Collins-Mrakas M.Sc., LLM
Sr. Manager and Policy Advisor,
Office of Research Ethics
RESEARCH ETHICS: PROCEDURES to ENSURE ONGOING COMPLIANCE

Upon receipt of an ethics approval certificate, researchers are reminded that they are required to ensure that the following measures are undertaken so as to ensure on-going compliance with Senate and TCPS ethics guidelines:

1. **RENEWALS:** Research Ethics Approval certificates are subject to annual renewal.
   a. Researchers will be reminded by ORE, in advance of certificate expiry, that the certificate must be renewed
      i. Researchers have 2 weeks to comply to a reminder notice;
      ii. If researchers do not respond within 2 weeks, a final reminder will be forwarded. Researchers have one week to respond to the final notice;
   b. **Failure to renew an ethics approval certificate or** (to notify ORE that no further research involving human participants will be undertaken) **may result in suspension of research cost fund and access to research funds may be suspended/withheld**

2. **AMENDMENTS:** Amendments must be reviewed and approved **PRIOR** to undertaking/making the proposed amendments to an approved ethics protocol;

3. **END OF PROJECT:** ORE must be notified when a project is complete;

4. **ADVERSE EVENTS:** Adverse events must be reported to ORE as soon as possible;

5. **AUDIT:**
   a. More than minimal risk research may be subject to an audit as per TCPS guidelines;
   b. A spot sample of minimal risk research may be subject to an audit as per TCPS guidelines.

**FORMS:** As per the above, the following forms relating to on-going research ethics compliance are available on the Research website:
   a. Renewal
   b. Amendment
   c. End of Project
   d. Adverse Event