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November 26, 2012

To: James Jiambalvo, Dean, Foster School of Business

From: Gary Farris, Interim Dean

Rebecca Aanerud, Associate Dean for Academic Affairs

RE: Review of the Foster School of Business (2011-2012)

This memo outlines the recommendations from the review of the Foster School of Business. Detailed comments on the program can be found in the documents that were part of the following formal review proceedings:

- Charge meeting between review committee, academic unit, and administrators (November 7, 2011)
- Foster School self-study (January 11, 2012)
- Site visit (May 3-4, 2012)
- Review committee report (May 22, 2012)
- Graduate & Professional Student Senate Report (April 30, 2012)
- Foster School response to the review committee report (August 16, 2012)
- Graduate School Council consideration of review (November 1, 2012)

The review committee consisted of:

Sheri J. Mizumori, Professor and Chair, UW Psychology (Committee Chair)
Judith A. Thornton, Professor, UW Economics
Dan Dhaliwal, Professor and Department Head, Department of Accounting, Eller
College of Management, The University of Arizona
Stephen Mangum, Professor and Senior Associate Dean, Management and Human
Resources, Fisher College of Business, The Ohio State University

A subcommittee of the Graduate School Council presented findings and recommendations to the full Council at its meeting on November 1, 2012.

The Foster School consists of five academic departments (Accounting; Finance & Business Economics; Information Systems & Operations Management; Management & Organization; and Marketing & International Business) and four centers (Business & Economic Development Center; Center for Innovation & Entrepreneurship; Center for Leadership & Strategic Thinking; and Global Business Center). The school offers the Bachelor of Arts in Business Administration; Master of Professional Accounting; Master of Science in Business Administration; Master of Business Administration; Master of Science in Information Systems (MSIS); and Doctor of Philosophy (Ph.D.). The Foster School also offers its Executive Development Program (EDP), designed for individuals who seek advanced knowledge but do not want a formal degree.

The Council found the Foster School to be a very strong unit, noting the review committee's general high praise for the School's accomplishments and trajectory since the previous academic program review. After discussion, Council recommended continuing status for the school's degree programs, with the next review to be scheduled for the 2021-2022 academic year. Specific comments and recommendations regarding the school and its degree programs include the following:

Program Strengths

- Diverse and high-quality undergraduate and graduate students who manifest pride in and identify with their respective programs;
- A highly rigorous admissions process at both the undergraduate and graduate level;
- Engaged and committed tenure-track and non-tenure-track faculty as well as staff across the academic programs;
- The ability of Foster School leadership to look forward and take calculated risks to improve and distinguish its various programs;
- The Foster School's strong programmatic connections to Pacific Rim countries, particularly Korea;
- The Executive Education Program's outstanding efficiency and ties to major local companies;
- Full programmatic and logistical integration of the four centers into the school.

Challenges & Risks

- Doctoral-student concerns about a relatively low stipend, heavy teaching load, and lack of rapport with faculty advisors;
- General student concerns: access to the school/university alumni database to assist in career placement; insufficient electives; and significant variance among faculty with respect to professional experience;
- Faculty attrition, with upper-level losses resulting in heavy administrative loads for mid-career faculty;
- Reduced morale among faculty due to lack of salary adjustments;
- Faculty concern with what is deemed an overly mechanistic performance evaluation system;
- Lack of gender diversity among the school's academic leadership;
- Among junior faculty, miscommunications regarding recruitment packages and the realization of these packages;

- A relatively modest budget given similarly sized programs at benchmark institutions;
- Some instability in the still nascent MSIS program.

Areas of Concurrence and/or Disagreement

In its response to the review committee's report, the Foster School articulated its concurrence with most recommendations. In addition, the Foster School noted:

- Significant reductions in the teaching load for its doctoral students would reduce candidates' marketability for academic positions;
- During the 2012-13 academic year, the Foster School will consider changes to its faculty performance management system as well as clarify the criteria for summer support to junior faculty;
- Regarding student concerns raised during the review, the Foster School provided a strong rationale for keeping enrollment in specific programs separate, citing disparities in students' levels of professional experience;
- The Foster School noted the delicate balance between providing support for career services and its implications for reduced enrollment, namely that employers who fund students to enroll would frown upon School efforts that facilitate the rapid movement of their employees to other organizations.

Graduate School Council Recommendations

The Council endorses the review committee's findings and recommendations, and it wishes to express support for the Foster School's current and anticipated efforts to address the challenges and risks articulated as part of the review. In addition, the Council encourages the Foster School to give special attention to the following:

- *Diversity*: maintain awareness of diversity in the school and take concrete efforts to increase diversity among school leadership, faculty, and students;
- *Career center*: career placement is important for graduate students in business, and the school should have this service in place for its students in a way that best supports them.

The Council recommends continuing status for all the Foster's School's degree programs, with review in 10 years (2021-2022).

We concur with the Council's comments and recommendations.

cc: Ana Mari Cauce, Provost
Douglas J. Wadden, Executive Vice Provost
Debbie Wiegand, Assistant Dean, Undergraduate Academic Affairs
Tom Lee, Associate Dean for Academic & Faculty Affairs, Foster School
Members of the Foster School Review Committee
Members of the Graduate School Council
David Canfield-Budde, Academic Program Specialist, The Graduate School
GPSS President