

**Responses to the Review Committee' Recommendations
August 16, 2012**

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The Foster School greatly appreciates the Review Committee's hard work, detailed questions, and thoughtful recommendations. Below, we offer our responses to the Committee's recommendations.

"1. The University and the School move as aggressively as possible to resolve faculty and staff salary issues resulting in salary compression and inversion and putting the School's competitive standing seriously at risk. We realize that this is a system wide situation of which the institution's leadership is well aware, and we applaud the leadership for the manner in which the crisis has thus far been handled. We underline the severity of the situation and repeat our sense that the stakes are high, that the situation is dire, and that should a systematic exit of talent commence, that it could be most difficult to stop and from which to recover."

- We concur with the Committee. At the start of fall quarter, 2012, we believe that faculty morale is high at Foster due to new facilities and strong faculty hires. Based on informal observations, staff morale may be declining. From AACSB salary surveys of our peer public business schools, the salaries of Foster faculty appear to be significantly below that of our competitors. (We have no corresponding salary surveys for our staff.) On a limited and very selective basis, however, the School awarded retention pay increases to some key faculty and staff. Nonetheless, the great progress made by the Foster School since the last review is at risk from potential faculty turnover, decline in morale and loss of the unique Foster culture (which is identified by the Review Committee as something "special").

"2. The University and the School seriously explore instituting some type of undergraduate program fee or college specific tuition supplement as a funding source for growing the faculty to address student concerns around elective availability and for financing important enhancements such as the launch and maintenance of Foster School specific undergraduate career management services."

- We concur with the Committee. An undergraduate program fee is sorely needed at the Foster School, presuming that the fee is used to enhance the program (e.g., offer more elective courses, increase the number of tenure track faculty, expand career services and bolster the availability of scholarships). Conversations with the Provost on such a fee are on-going but appear to be stymied by the GET program.

“3. The School actively monitors and addresses the competitiveness of the support package (stipend and teaching workload) offered to Foster Ph.D. students, recognizing quality of entering students to be a significant contributor to faculty research productivity and to Ph.D. student placements in Research I institutions.”

- Increasing support for out doctoral students is a top priority for the Foster School. Each year, we monitor the financial packages offered at major public business schools in the country. On average, the package we offer students is \$5,000 - \$7,000 per year below our peer Schools. We have been attempting to decrease this gap by raising scholarship support for Ph.D. students. We certainly aspire to bring funding for all of our doctoral students to market rates.
- Regarding teaching duties for doctoral students, we are on the high side relative to our peer institutions. That said, it is difficult to determine just how much of a deterrent our teaching requirement is towards attracting the best students to our doctoral program. Some faculty and doctoral students believe that having at least some involvement with teaching duties before entering the academic teaching profession is valuable towards obtaining a job. Going to zero teaching is not widely endorsed. Nonetheless, we will watch for a potential negative effect on our doctoral student recruitment.

“4. The School examines its past practices and its current opportunities for proactively increasing the gender diversity in its leadership ranks. Where efforts have been made in the past and opportunities extended but declined, there may be opportunity to learn from further diagnosis and evaluation.”

- We concur with the Committee. At the time of the Self Study, Committee visit and this response, Foster has three female full professors. One is currently in a leadership role. Specifically, she is a current Department Chair and an editor of a major journal in organizational behavior. In the future, this person is certainly someone who would be considered for an associate dean position. A second female full professor has been a department chair and informed us that she “hated” the job. Because of recent and anticipated turnover among senior members in her Department, this person agreed tentatively (though reluctantly) to serve again as Department Chair. As matters unfortunately turned out, this person (along with her husband, another full professor in the same Department) resigned effective the end of summer quarter, 2012, to take positions at another business school. Looking forward, another female has been promoted to full professor effective September 16, 2012. We hope that she will be willing to serve in a leadership role in the near future. Two longer serving, female associate professors, who would be excellent in administration, informed us that they do not wish to hold administrative roles until they earn promotion to full professor.

“5. The School consider possible adjustments to its faculty performance management system, possibly addressing tenure track faculty perceptions as to its mechanistic approach and non-tenure track faculty concerns as to whether the system adequately recognizes valued non-teaching contributions.”

- The School’s Faculty Council studied this issue during the 2010-11 and 2011-12 school years. Recommendations on changes to our faculty performance management system are expected during the 2012-13 school year. To date, the Council recognizes the difficulty of more finely tuning our evaluation system. Nonetheless, the School’s Dean and associate deans are quite eager and interested to receive their recommendations.

“6. The School and the University assess whether establishment of a clinical or professional practice faculty track might be an appropriate mechanism for addressing career aspiration goals of highly performing non-tenure track faculty and the concerns of some executive students about the work experience level of some faculty teaching in their programs.”

- The School supports establishing clinical or professional practice faculty with the titles of “assistant professor, associate professor and professor” connected with these positions. The School’s Associate Dean for Masters Programs (who is himself a Senior Lecturer) is actively investigating this issue.

“7. The School re-examine its communications and promises related to the availability of faculty summer support beyond the initial hiring contract, making sure that expectations are being set with mutual understanding.”

- Beginning in the 2012-13 school year, we will further clarify the criteria for faculty summer support to new professors after the initial three years of guaranteed summer support ends. This task falls to the Associate Dean for Academic & Faculty Affairs. That said, there are annual meetings among the dean, associate deans and all assistant professors where criteria are discussed and time is allotted for responding to questions.

“8. The School continues to nurture the truly extraordinary efforts and accomplishments of the School’s Centers, these Centers being well aligned with the strategic direction of the School.”

- The School is very much aware of the true excellence in our Centers (i.e., Center for Innovation & Entrepreneurship, Business & Economic Development Center, Global Business Center, and Sales Program). We will make every effort to support their continued outstanding work. Further, we thank the Review Committee for recognizing the contributions from our Centers.

“9. The School seriously considers the relatively few student concerns raised in the GPSS survey and highlighted in this report, with the goal of acting on those items which can improve further on the already very high satisfaction expressed by Foster students.”

- A. “The satisfaction indicators are somewhat less positive for the MSIS program, this being understandable given that the program is currently in start-up phase and experiencing the range of issues that accompany the start of any new program.”
 - The faculty director is working with program faculty to continuously improve this program which is, as noted, a new initiative.
- B. “Students indicate some dissatisfaction with limitations placed on student access to the school/university alumni database. This is an issue faced by many business schools and a number of viable approaches exist for handling access in such a way as to support student career management objectives while not overwhelming alumni with student requests. These are worthy of further exploration by the School.”
 - As noted in item 10 (below), we hope that creation of the new Undergraduate Career Services group will go a long way toward meeting student needs and increasing student satisfaction. In particular, we believe that this group will assess and coordinate students’ desires to contact graduates in ways that enable our alumni outreach to be increasingly effective and mutually

respectful. Further, we believe their new offices in Business Hall will further enhance student satisfaction with career services and facilitate communication and engagement with our alumni and friends in the business community.

- C. “The survey indicates some student concern over a lack of “bonding” between Ph.D. students and their faculty advisors. Based on our conversations with students, our assessment is that this sentiment varies significantly across departments and across individuals, possibly concentrated in the Finance area where reportedly no student has passed the qualifying exam on the first attempt in at least the last three years. This warrants further exploration as well.”
- In the Department of Accounting, the faculty considers doctoral students as colleagues (or junior partners). Doctoral students are engaged in many aspects of Department life, and a culture of inclusion is created for our doctoral students. We have a party or picnic in the summer of every year in which all doctoral students and their families are invited. It is hosted at the home of a faculty member, and all faculty and their spouses are invited as well. These events are warm, social interactions in which faculty and doctoral students get to know each other on a personal level and generally lead to a sense of closeness (a.k.a., bonding) between students and faculty. Doctoral students are invited to join the faculty at our "after the workshop" reception for visiting presenters. Because these receptions occur regularly on Friday afternoons, doctoral students and faculty interactions build a sense of collegiality. We also encourage doctoral students to be full participants in our annual, joint research conference with the Universities of Oregon and British Columbia. In 2012-13, the department is underwriting much of the cost for doctoral students' attendance at the conference; the conference is hosted by UBC for the first time in decades. Finally, we frequently include doctoral students in faculty research projects, often leading to co-authored publications.
 - In the Department of Finance & Business Economics (FBE), the student perception appears to be in error. From summer 2009 to summer 2011, three doctoral students passed their qualifying exams in their first attempts. In summer 2012, moreover, two of three doctoral students passed their exams in their first attempt; unfortunately, one student did not pass and will retake the exam. Further, all first year doctoral students in FBE are assigned a mentor who is responsible to guiding the students as they navigate their first year.
 - In the Department of Information Systems and Operations Management (ISOM), several activities have been recently introduced to facilitate the bonding process. First, the department chair and members of the department's doctoral program committee meet with the new students early each academic year and share their expectations in the first two years of study. Second, there are: weekly department seminars; a readings workshop in which a faculty member assigns a paper that is then read and discussed by all participants; and a year-long “special topics” course in which a different faculty member teaches a different topic each year.
 - In the Departments of Management & Organization (M&O) and Marketing & International Business (MIB), a faculty mentor is assigned to each doctoral student upon arrival at Foster. The mentor is responsible to advise the student on classes, research and general “survival” issues until a permanent advisor is selected by the student. In both M&O and MIB, students are encouraged to work with one or more faculty members and to co-author papers with them. Each year, moreover, both departments hold social events during fall (e.g., a welcome back party) and spring (e.g., an end of year celebration) quarters. Students are also engaged with faculty recruiting and visitors.
 - In sum, every doctoral student at Foster has substantial opportunity to bond, learn and develop into a scholar.
- D. “In both the survey and in our site visit meetings, MBA students expressed concern over what they perceive to be a lack of sufficient electives in specific areas: operations management,

strategy, and leadership being those most mentioned. These perceived gaps are likely attributable to faculty turnover and to constrained financial budgets, and warrant attention as the School considers hiring priorities.”

- The leadership of the MBA Programs and the School’s Advisory Committee note students’ desire for a broader array of electives. Given the size of the Day and Evening MBA Programs and current budget realities, however, the number of electives that we can offer in each academic area is constrained. The School aims to balance the curricular desires of students, recruiters and employers with the faculty in the academic departments who are available to teach courses. In addition to regular recruiter and employer feedback through the Employer Advisory Board, we survey students annually with on their preferences for courses in the subsequent year. Significant gaps are noted and prioritized, and we encourage departments to meet those gaps in their hiring. When funds are available and student demand is strong, we occasionally reach outside the tenure track faculty to a part-time lecturer who we believe is capable of leading a high quality learning experience in the course. These tactics have resulted in, for example, hired faculty to teach courses in pricing, marketing via digital media and business solutions for social issues in the last two years. Should Foster’s funding situation improve in the near future, a sizable portion will be reinvested in broadening the elective portfolio for students.
- E. “In some cases concerns expressed by the students surveyed are reflective of the underlying nature of business school academic programs and consequently are likely to appear in the survey results of almost any business school and therefore less likely to be actionable. One such example is that of a perceived lack of flexibility in some 7 program requirements and curricula. Particularly in the case of executive oriented degree programs, the standard format industry wide is that of a lock step program in which electives are relatively few in number and often selected through a group process. Where increased flexibility in offerings would be nice, the economics of executive programs, in terms of the size of the student population and the costs of section delivery, preclude greater flexibility.”
- We concur with the Review Committee that additional curricular flexibility in cohort-based programs such as Executive MBA (EMBA) and Technology Management MBA (TMMBA) is desirable. Unfortunately, the economics of these programs are such that electives are infeasible at the small class sizes that would be implied. Mixing these more seasoned, savvy and mature populations with the generally younger, less-experienced students of the Day and Evening MBA Programs is not conducive to a strong learning experience in elective courses; the disparity in prior experience is simply too challenging. When possible, we offer short (typically optional) addenda to the program experiences of EMBA and TMMBA students in lieu of electives. For example, TMMBA students have the option of a 2-credit course in Entrepreneurial Finance, and EMBA students are exposed to a variety of guest speakers over lunch on class days to help round out their curricular experiences.
- F. “In terms of other student comments, students in EMBA and other executive oriented programs expressed some concern over the youthfulness and lack of corporate work experience of some of their faculty. This type of comment is not unique to programs at Foster but possibly could be helped by staffing pressures brought on by unanticipated exits among senior faculty due to the financial crisis. Related to one possibility discussed earlier in our report, this type of situation is often improved by the presence of a clinical or professional practice faculty track for these faculty tracks generally increase a school’s ability to attract Ph.D. qualified individuals who have also held high level positions in corporate life. These faculty who have in essence lived dual lives, with part of their career in academia and part of their career in corporations, are generally very much appreciated by executive level student populations.”

- Balancing academic and professional qualifications among faculty is a challenge for any institution. Unanticipated losses of faculty who lead courses in our EMBA Program have been particularly troublesome this year, and we are working to hire faculty who have both strong academic and professional qualifications. However, those faculty who are both academic experts and who possess significant professional experiences in their fields are rare. As a result, we deploy them reflectively across the portfolio of MBA programs to provide a balanced approach to achieving the Foster mission. We strive to build the professional acumen of our faculty by encouraging consulting when appropriate, supporting professional conference attendance and connecting faculty with industry professionals (often as guest speakers) to provide a balanced learning experience for students. The School has experienced some difficulty in attracting and retaining “professional practice” teaching faculty with a high level of teaching acumen, and we believe that the University of Washington could help in this area by revising the teaching titles it assigns to faculty outside the tenure track and research-oriented positions. (Please see our response to recommendation #6 above.)
- G. “One other comment stands out in the student survey, one that again is not unique to Foster. This is the increase in calls for enhanced career counseling services for students in executive and evening graduate programs. While these program segments have historically been populated by employed students planning on progressing in their current organizations, these programs increasingly are populated by students seeking a more fundamental change to their career path or who are currently without employment that they view as adequate. From our discussions, we believe that Foster leadership is aware of this issue and considering whether to ramp up career management support to these program segments.”
- Providing support for career services with employed students requires a very delicate balance. Employed students often receive substantial support from their employers in the form of funding, release from certain work functions or both. Typically, these employers frown upon the Foster School offering career services that facilitate the rapid movement of their employees to other companies and organizations. As such, we offer basic support for career services (e.g., career planning) to these populations without providing the full range of skills that would draw a negative reaction from employers. With respect to specific programs, we offer the following remarks.
 - The overwhelming majority of Executive MBA Programs across the globe offer (or are considering doing so) career management services. Thought program directors must navigate the expectations of both students (who are increasingly financing the majority – if not all – of their program costs) and their employers (who are minimally releasing their employees from work time), career management is a fundamental and critically important service in an EMBA program to mid-career professionals. The Foster EMBA program staff has included a dedicated, half-time career counselor for students and alumni since December, 2007. Typical services include: interest assessment; resume review; interviewing techniques; assistance with informational interviews, including introductions to company specific or industry of interest students or alumni; salary or exit negotiations; group sessions for unemployed students, etc. Additionally, we work with the MBA Career Center and our Technology Management MBA colleagues to provide transparency and, where practical, consistent career management services and access to hiring organizations. Whereas in the past, the onus has been on students to request one-to-one, customized assistance from our career counselor, career management services in the EMBA Program will feature increased, prescriptive topic sessions to better equip our students to succeed in pursuing their internal or external career opportunities in 2012-13.
 - The Technology Management MBA program recognizes the need for our students and alumni to have access to exceptional career services and resources. As such we focus a great deal of energy in this area. In particular, none of our students are fully sponsored by their companies; in fact, a great majority receives no funding or educational benefit from their companies. Nearly all

TMMBA students are self-funded, and take government or personal loans to finance their education. Students, who enter the TMMBA program desire to advance their careers. As a result, career-services is vital to provide the tools, connections and best practices to achieve their career goals. We provide a variety of services including one-on-one career coaching, workshops and webinars focused on resume help, interviewing, salary-negotiating and mastering the informational interview. Additional material is provided on Blackboard and in-person at our program orientation. Additionally, we require students to submit a resume and complete the Career Leader assessment as part of the Professional Communications course at the onset of the program. Deliverables are reviewed, and feedback is given. Over the years, demand for services has increased, and the TMMBA Program responded by broadening the “career services team” to include support from two additional staff members. In 2012-13, we are hiring a part-time career coach to work with our Associate Director, who leads TMMBA career services. We continue to provide targeted programming and timely follow up to alumni and students.

“10. We note that the School has identified a strong market niche, taking advantage of the characteristics of the Seattle workforce to provide graduate business training to students with superior quantitative and engineering skills. We also approve the School's move to create a specific Business School career services center to link graduates with these rapidly-changing professional markets. We might add a recommendation noting that we commend their expansion of business-related career services.”

- We sincerely appreciate the kind remarks on our use of the “market niche” and our new Undergraduate Career Services group. We see this new group as a major source of improved student services and competitive advantage for the Foster School.

Once again, we thank the Review Committee for the hard work and thoughtful recommendations.