MICHAEL G. FOSTER SCHOOL OF BUSINESS
TEN YEAR SELF STUDY

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(At the advice of the Graduate School, this self-study draws heavily from Foster's accreditation report submitted to the AACSB in the 2010-2011 academic year.)

MISSION & VISION

The Foster School's mission is:

"We are a collaborative learning community of faculty, staff, students, alumni and business partners dedicated to the creation, application and sharing of management knowledge. We are recognized thought leaders whose research contributes to the understanding of important management issues. Our programs place special emphasis on leadership and strategic thinking. Our students are capable of leading teams, and ultimately organizations, and can roll up their sleeves to solve complex, unstructured, real-world problems."

The vision of the Foster School is:

"The Michael G. Foster School of Business has a long-term vision to be the *best* public business school in the US."

ORGANIZATIONAL STRUCTURE

As depicted in Appendix A, the Foster School consists primarily of five academic departments (Accounting, Finance & Business Economics, Information Systems & Operations Management, Management & Organization, and Marketing & International Business). Across our departments, Foster faculty has 75 tenure track professors, 15 senior lecturers and 9 full time lecturers as of fall 2011. (Please see Appendix B for names, ranks and a link to faculty vitas.) In addition, Foster has four Centers (The Global Business Center, The Business & Economic Development Center, The Center for Innovation & Entrepreneurship, and The Center for Leadership & Strategic Thinking). Other organizational units include Advancement, various degree programs and non-degree programs in Executive Education. (Please see Appendix C for recent information on rankings of various programs.)

DEGREE AND CERTIFICATE PROGRAMS

Undergraduate Program

The Undergraduate Program is a 4 year degree that leads to a Bachelor of Arts in Business Administration. Each year, approximately 200 freshmen are admitted directly and approximately 600 students are admitted as juniors. (Please see Appendix D for enrollment, demographic and graduation numbers for our degree programs.) Admission to freshmen direct is based primarily on high school GPA and SAT scores. Admission as a junior is based primarily on GPA in the first two years of college and performance on the Writing Skills Assessment test. In 2009-10, 2010-11 and 2011-12, respectively, Foster provided $466,022, $702,500 and $787,850 in scholarships to undergraduate students.

The Foster's Undergraduate Diversity Services is dedicated to helping underrepresented students achieve success in the undergraduate program. The following programs target high school and community college students, UW pre-majors and current business students: Young

Executives of Color, The Alliance for Learning and Vision for Underrepresented Americans, Business Bridge and The Business Educational Opportunity Program. In addition, Accounting 199 is a supplemental two credit course providing in-depth instruction and explanation about topics covered in Accounting 215. The Counseling Center provides workshops designed to prepare students in the Educational Opportunity Program to apply to the Foster School. Each quarter, the Instructional Center offers a six week program that prepares students to take the Writing Skills Assessment, which is required for admission. For more information, please visit: http://www.foster.washington.edu/academic/undergrad/Pages/UndergraduateProgram.aspx.

Full Time, Day MBA Program

The Full Time, Day MBA Program is a 2 year degree. In 2011-12, the typical student had a GMAT score of 675, about 6½ years of work experience and an average age of 29 (Appendix D). The MBA Program selects individuals with high potential for achievement in the management profession (i.e., those who have demonstrated the greatest capacity for high-quality academic work and who will contribute to the diversity of both the student body and the ranks of professional leaders). The program strives to create an environment that fosters a rich and satisfying learning experience and is representative of society as a whole. We believe that a diverse student body, reflected in age, racial or ethnic origin, cultural background, activities, accomplishments, career goals, life and work experiences, and fields of previous academic study, helps create such an environment. Although program requirements do not specify particular undergraduate courses or majors, prospective students are evaluated for their facility analytically reasoning and creatively. In addition, each applicant is evaluated in terms of: leadership potential, academic performance, GMAT scores and the ability to communicate clearly and persuasively. The Full Time, Day Program has an exceptionally high retention rate of 99%. In 2009-10, 2010-11 and 2011-12, Foster provided $754,450, $860,000 and $974,000 (respectively) in scholarships and fellowships to MBA students. For more information, please visit: http://www.foster.washington.edu/academic/mba/Pages/mba.aspx

Evening MBA Program

The Evening MBA is a 3-year degree program. In 2011-12, the typical student had a GMAT score of 645, approximately 6 years of work experience and an average age of 30 (Appendix D). Our objective in the admissions process is to select the students who have high potential for achievement in business. To meet this goal, the Program admits those individuals who demonstrate substantial capacity for high-quality academic work and who have the ability to reason analytically and creatively. In addition, each applicant is evaluated in terms of the *Ability to Communicate Clearly and Persuasively,* which is based on required essays. In selecting the entering class, we strive to create an environment that fosters a rich and satisfying learning experience and is representative of society as a whole. The Evening MBA Program has an exceptionally high retention rate of 98%.

With respect to recruitment of underrepresented minorities (URM), our earlier national effort was abandoned, and we began recruiting URM members primarily from the Puget Sound region. People in this region are more likely to have interests in remaining and attending graduate school here. A larger part of URM recruiting was shifted to the Evening instead of the

Full Time, Day program. As a result, URM enrollment has *tripled* across all Foster MBA programs in the past five years. For more information, please visit: http://www.foster.washington.edu/academic/eveningmba/Pages/eveningmba.aspx

Executive MBA Program (EMBA)

The EMBA is a 21 month degree program. In 2011-12, students had an average GMAT of 506, about 16 years of work experience and a median age of 40 (Appendix D). The EMBA admissions staff considers several selection criteria as part of its admissions process including: the student's probable contribution to the EMBA program; ability and willingness to commit the required time and energy to complete degree; likelihood of academic success (based on GMAT score and undergraduate GPA); and the applicant's potential for senior management (via the organization's letter of endorsement and three letters of recommendation). Applicants are required to obtain their employer's endorsement of their participation in the program (i.e., the organization must agree to release the student from employment responsibilities on class days). Students must also submit three letters of recommendation (which include assessment of a number of management attributes) and a personal statement addressing their current job, their career goals, and why they are applying for the program. The program has a 90% percent graduation rate. An important goal in all of the marketing, recruiting and admissions efforts by the EMBA Program is to ensure students represent the full and very broad range of perspectives, thereby providing diversity of thought in the classroom. Students demographics vary by: age; professional experience; gender; citizenship; race; educational background; employer size (entrepreneurs, small business through Fortune 500); employer type (public, non-profit, for profit); and industry. The EMBA Program has historically attracted a diverse student population through our general, ongoing marketing initiatives (e.g., advertising, inquiry generation, Alumni referrals, etc.). For more information, please visit: http://www.foster.washington.edu/academic/emba/Pages/EMBAVirtualTour.aspx

Technology Management MBA Program (TMMBA)

The TMMBA is an 18 month degree program. In 2011, students had an average GMAT of 590, about 12 years of experience in the technology industry and a typical entering age of 33 (Appendix D). Our objective is to select students who demonstrate a strong aptitude for business, demonstrate leadership capacity and have a strong commitment to completing program requirements. Applicants are selected not only for their potential to benefit from the program, but also for the experience and knowledge they can contribute to the class. An invitation for an interview is extended based on *Professional Experience*, *Demonstrated Leadership Potential, Education*, *Communication and Interpersonal Skills,* and GMAT scores. Since the inception of TMMBA in 2001, there has been a steady increase in the number of non-US citizens applying to the program. The majority of these students are in the US on H1 Visas and work for companies such as Microsoft Corporation, Amazon.com and The Boeing Company. The impact of this shift is a more diverse and global class cohort. For more information, please visit: http://www.foster.washington.edu/academic/tmmba/Pages/TMMBAHome.aspx

Global Executive MBA Program (GEMBA)

The Global Executive MBA program is a 12 month degree program. The first entering GEMBA cohort has 9 students each with about 15 years of work experience and a median age of 37 (Appendix D). While the first class has not yet graduated, preliminary indicators of academic performance in this cohort-based program are quite strong according to the faculty members who lead courses in the GEMBA Program. (The GEMBA faculty members generally teach similar courses in Foster's other executive teach these courses.) Like most Foster MBA offerings, the principal goal of GEMBA is to accelerate the leadership development of students entering the Program by expanding their knowledge of evidence-based theories, tools and frameworks in the set of management disciplines. The Program follows Foster's distinctive and mission driven emphasis on enhancing strategic thinking and leadership skills. The GEMBA Program prepares middle and senior managers to become top executives through advanced courses in global strategy, finance, business leadership and management. For more information, please visit http://www.foster.washington.edu/academic/gemba/Pages/GEMBA.aspx.

PhD Program

The doctoral program is a 4-6 year degree program. In fall 2011, entering students had the exceptionally high GMAT scores: 753 (Accounting), 733 (Finance & Business Economics), 725 (Information Systems & Operations Management), 727 (Management & Organization) and 730 (Marketing & International Business). Their typical entering age is 29 (Appendix D). The Doctoral Program seeks the very best students who aspire for an academic career as professors in top "research intensive" business schools. Admission is quite competitive, with GMAT scores now consistently above 700 and higher by over 20 points from 10 years ago. In 2010, for example, 511 individuals applied for 15 positions. In 2011, 369 individuals applied for 15 positions. (The drop off in applications may be due to an earlier due date for applications in fall 2011.) These numbers are increases from the 188 applicants in 2000. Most accepted students are now interviewed on campus. Proficiency in English is thoroughly checked through the Test of English as a Foreign Language and interviews. In 2009-10, 2010-11 and 2011-12, Foster provided $92,571, $118,745 and $356,963 (respectively) in support to our doctoral students; these dollar amounts exclude the Top Scholar Awards from the UW Graduate School.

Since 2000, the PhD program has participated in the PhD Project, which is held annually in Chicago to recruit African Americans, Hispanic Americans and Native Americans students. The PhD Project is a national effort to encourage underrepresented minority members to pursue doctorates in business. The KPMG Foundation remains the primary funder and administrator. (For more information, please visit: http://www.phdproject.org/index.asp.) As a result, we have two students from under-represented groups, an African American and a Hispanic American. We also participate in the National Name Exchange Academic Portal coordinated by the Graduate School. For more information, please visit: http://www.foster.washington.edu/academic/PhD/Pages/PhDProgram.aspx

Master in Public Accounting (MPAcc)

The MPAcc has tracks in Audit & Assurance and Tax. It is a one year degree that normally follows immediately after the undergraduate accounting degree. For fall 2011, the typical student has a GMAT of 607 for Audit and 583 for Tax and a median age of 22 for Audit and 25 for Tax. In 2009-10, 2010-11 and 2011-12, Foster provided $112,125, $165,600 and $110,000 (respectively) in scholarships (Appendix D).

Audit & Assurance. The primary purpose of the MPAcc-Audit Program is to prepare students for success in their accounting careers in public accounting, internal auditing or industry. Further, the Audit Program provides accounting students with the additional and required credits to take the CPA Exam in the State of Washington. The Program was designed with extensive input from partners of several large public accounting firms and emphasizes the skills needed to succeed in accounting, including risk management, effective communications, personal selling skills, problem solving and teamwork. The Audit Program is designed to give students a competitive edge when they enter their careers in professional accounting. The program includes significant interaction with the business community through guest speakers, joint projects with practicing auditors and business organizations, team competitions, receptions and internship opportunities. During winter quarter students have the opportunity to intern with a public accounting firm or one of its clients; their work experience for this supervised internship is awarded academic credits. The curriculum and the individual course offerings are updated regularly to ensure that the material stays current, relevant and challenging. For more information, please visit: http://www.foster.washington.edu/academic/MPAcc/Pages/mpacc-audit.aspx.

Taxation. The MPAcc-Taxation Program prepares graduate students for high-level careers in taxation in which economic decision-making depends on an in-depth knowledge of the tax code and its ramifications. The Program offers broad training in the technical aspects and complexities of both corporate and personal taxation. Tax students develop strategic thinking skills and learn to use tax law to optimize tax planning and compliance. They also gain a thorough understanding of the underlying theory of taxation, as well as tax policy considerations. Tax students also work to develop their leadership and communications skills and the attitudes, ethics, and sense of personal and social responsibility that accompany their profession. Full time students with an accounting background typically complete the 48 credits of the taxation track during the academic year. For more information, please visit: http://www.foster.washington.edu/academic/MPAcc/Pages/mpacc-tax.aspx.

Masters in Information Systems (MSIS)

The MSIS is a 12 month degree that is intended to follow immediately (or soon) after the Bachelor of Arts in Business Administration and was launched in January 2011 with 25 students who have a median age of 25. They had an average GMAT of 645 and undergraduate GPA of 3.5. A first class has not yet graduated. Further, the MSIS responds to business demands for a curriculum that provides professionals with tools that bridges the gap between business and technology. The standardized program educates MSIS students to understand the role of information technology within an organizational context and to identify the appropriate technology solution to either solve an existing business problem or create a new business opportunity. Building on the Foster School's strong emphasis on strategic thinking and leadership, this program teaches students how to critically analyze business situations and use innovative approaches that suit those situations in a manner consistent with the overall organizational strategy. Classes are offered on weeknights and weekends. For more information, please visit: http://www.foster.washington.edu/academic/msis/Pages/MSIS.aspx.

Certificate of International Studies in Business (CISB)

CISB is a rigorous, integrative academic supplement to the Bachelor of Arts in Business Administration. Through study abroad, foreign language immersion and area studies coursework, CISB students are equipped to meet the challenges facing business leaders in today's global economy. CISB combines business education with: foreign language training, area studies, international practicum and experience abroad. Students who complete the program earn a certificate from the Foster School, which is recorded on their transcripts. Students are members of one of seven language tracks: Mandarin Chinese, French, German, Japanese, Spanish, U.S. and a Custom Track for those interested in languages not covered in the other tracks. For more information, please visit: http://www.foster.washington.edu/academic/cisb/Pages/CertificateofInternationalStudiesinBusiness.aspx.

EXECUTIVE EDUCATION (NON-DEGREE)

Foster also provides specialized education to individuals who seek advanced knowledge but who do not want a formal degree (e.g., many of these people already hold advanced degrees). Executive Education creates and delivers leading edge executive education designed to support businesses in achieving their strategic goals in a rapidly changing and knowledge-driven, global economy. All programs offer practical ideas and relevant knowledge grounded in cutting-edge research and real-world experience. *Executive seminars* are brief, focused and practical professional development programs on topics of special interest to senior managers and executives. *Executive programs* typically are one or two week intensive educational experiences that explore various facets of business education from an executive's perspective. These programs offer an exploration of core business topics specific to the audience (such as bankers, minority business owners or international business leaders). Teaching focuses on tools and knowledge that participants can use to become more effective managers, analysts and decision-makers in their industry. *Executive Development Program (EDP)* is a nine-month educational experience that explores each facet of business enterprise from an executive's top-level view. The EDP examines fundamental management topics in a nine-month format that focuses on practical business applications. *Global Strategy and Leadership Program* is a two-week educational experience that offers executives and senior managers powerful ideas and useful tools for leadership, corporate entrepreneurship and international business strategy tuned to the realities of today's global economy. *Minority Business Executive Program* is a one-week education experience that assists minority business leaders face potential business challenges. Participants learn to utilize financial tools to make more effective decisions, develop and understand long-term strategic plans for growth and sustainability, market their products and services more effectively, manage their processes and projects more efficiently and develop their leadership skills. *Pacific Coast Bankers Program* provides knowledge and skills needed to make decisions in a volatile business environment, develops frameworks to assess your competitors, create business strategies, analyze opportunities and respond to changing markets. It also builds a valuable network of professional contacts. Program graduates work for some of the world's most influential banks. For more information, please visit: http://www.foster.washington.edu/executive/Pages/ExecutiveEducation.aspx.

SHARED GOVERNANCE AND INFORMATION SHARING

On a regular basis, the Dean meets with the School's external Advisory Board (which consists of major business leaders in the region, state and nation), Faculty Council (which consists of two elected faculty members per department), Advisory Committee (which consists of all department chairs and the three academic associate deans), Executive Committee (which consists of all associate and assistant deans), Directors Council (which includes all program directors in the School) and Staff Council (which consists of elected staff members). In addition, annual and separate meetings are held between the (a) Dean and academic associate deans, and all (b) new faculty, (c) tenured faculty, (d) assistant Professors and (e) lecturers. These meetings address the School's overall strategy for success and related tactics (e.g., how to enact our vision of being the best public business school in America). If changes to the Foster strategy are proposed, they are discussed with the Faculty Council. At least every five years, a faculty committee is asked to perform a comprehensive evaluation of the School's mission, vision and strategy, and any significant changes are discussed with the Faculty Council. The strategic implications of the School's budget are also discussed in the annual budget process.

Prior to a new faculty member's arrival at the Foster School, our explicit expectations for assistant professors, list of A and A minus journals, "New Instructor Reference Kit," which contains information that faculty commonly request, and guidelines for the third year renewal are sent to these persons. These items are shown in Appendices E, F, G and H, respectively.

Planning for the Undergraduate Program is the responsibility of the Associate Dean for the Undergraduate Program and the standing Undergraduate Program Committee while planning for our various MBA degrees is the responsibility of the Associate Dean for Masters Programs and the standing Masters Program Committee. Planning for the PhD Program is the responsibility of the Faculty Director of the PhD Program and the standing PhD Program Committee. Plans involving course changes are reviewed by the appropriate standing Program Committees and the Faculty Council. Planning is also done at the department and center levels. Department Chairs are responsible for planning in departments, whereas center directors are responsible for planning at the various centers (e.g., Center for Innovation & Entrepreneurship). Ultimately, the Faculty Council and Dean must approve program changes, and the Dean must approve changes in our Centers.

FACULTY MANAGEMENT

Quarterly Review of Teaching and other Performance Measures

For all classes, the Advisory Committee reviews the teaching ratings (from the UW standard forms) of all instructors. Faculty with low ratings (defined as ratings below 3.7 on a 5 point scale) are counseled by chairs and encouraged to avail themselves of various resources, inside and outside the School, to improve their performance. The Dean's office also has a comprehensive set of performance measures (e.g., teaching ratings, GMAT scores, ratings by recruiters, rankings, etc.) that are reviewed annually.

Annual Merit Evaluations and Annual Feedback

For tenure track faculty members, merit increases are based on evaluated performance in the areas of teaching, research and service for the prior year. In 2007-08 which is the last year merit money was available, for example, the focal year was 2006-07. Each faculty member is evaluated on a 1-9 scale for each of these three areas. Following Faculty Code, faculty members with higher rank evaluate people with lower rank. For full professors, people of comparable rank may provide feedback to the department chair. Separately, the department chair evaluates all professors within his or her department. In turn, the Advisory Committee receives all prior input (along with faculty commentary conveyed via the department chair) and makes its own evaluations for these three areas. Finally, teaching, research and service are weighted and combined into a single merit score. For assistant professors, the weights are .45, .45 and .10 respectively. For associate and full professors, the weights typically begin with .40, .40 and .20. Since the 2009-10 academic year, .10 is automatically shifted for tenured faculty (a) from teaching to research or (b) from research to teaching in order to maximize the individual faculty member's overall evaluation score. For example, weights for an associate professor might be .30 for teaching, .50 for research and .20 for service.

For principle, senior and full time lecturers, merit increases are based on evaluated performance in the areas of teaching and service. Like tenure track faculty, these areas are evaluated on the same 1-9 scales. Following Faculty Code, faculty members higher in rank evaluate the people lower in rank. Separately, the department chair evaluates all lecturers within his or her department. In turn, the Advisory Committee receives all prior input (along with department commentary conveyed via the department chair). For principal and senior lecturers, teaching (weighted at .80) and service (weighted at .20) are combined into a single merit score. For full time lecturers, merit increases are based on evaluated teaching performance only.

Following Faculty Code and pending money for merit pay increases, departments provide recommendations on specific salary adjustments to individual faculty members. Those of higher rank review the salaries of faculty members of lower rank. In turn, recommendations are made on which faculty members should receive extra consideration for higher pay increases based on their cumulative record. Among full professors within a department, they decide each year if and how their individual salaries should be reviewed. To help with these recommendations, AACSB salary data, which includes information from our peer schools by department, rank within departments and percentiles within rank, are provided to the departments. These recommendations are conveyed to the Advisory Committee.

Based on the process described above, performance feedback on teaching, research, service and a combined score is provided annually to all lecturers and professors. This feedback includes recommendations for improvement and progress towards promotion.

(Intended) Annual Merit Allocations

Annually, the Foster School hopes to allocate pay increases based on merit and cumulative record, presuming available funding. For both allocations, the goal is to reward individuals for strong performance in teaching, research and service. Since our last Ten Year Self Report, a goal at Foster is to keep faculty salaries of high performing faculty members competitive with the job market. Following the Faculty Code, the Dean consults each year with the Faculty Council on how money should be allocated. In 2007-08, which again was the last year of pay increases, the Council followed the Dean's recommendations on pay increases. Specifically, salary increases of 4.5% were allocated in 2008 as (a) 2% for all meritorious faculty members, (b) .75% for "additional merit" during the focal year of 2006-07, (c) .75% for cumulative record, (d) .5% for particularly strong records and (e) .5% for retention. Below, evaluations and allocations based on merit and cumulative records – as well as some additional considerations – are detailed.

Presuming availability of funds and from the total amount allocated to Foster, all meritorious faculty members are awarded a minimum 2% pay increase. Beyond this amount, an additional amount is allocated based on the overall merit score (described above; e.g., .75% in 2008). Thus, lower merit scores result in smaller pay increases beyond the 2% minimum, whereas higher merit scores result in higher pay increases beyond the 2% minimum. For new faculty members who join the Foster School after the focal (e.g., 2006-07) school year, a 2% minimum pay increase is awarded. For the remaining faculty members, a minimum cutoff score is typically determined. Those faculty members with scores above the minimum receive an additional merit increase beyond the 2%. In 2008, for example, 4.0 was selected, which was well below the mean merit score and based on a visual inspection of the distribution of all merit scores.

Cumulative Record Evaluations

Since 2000, the School has had a formal mechanism to evaluate cumulative record for tenure track faculty. First, the School selected 18 public business schools as our peer or comparison group. Second, we obtain salary data from AACSB International (which may well be the major accreditation body for colleges and schools of business in the world) on what these 18 peer schools collectively pay faculty members at selected percentiles. For example, it is common for salary data to be reported as the 90th, 80th, 70th, 60th, 50th, 40th, 30th, 20th and 10th percentiles (as well as the average and median) by rank in each department of the business school (e.g., Accounting). Third, each faculty member in the Foster School is judged by the Advisory Committee for his or her value to the School based on one's cumulative record. More specifically, the Committee examines: the individual's vita; our historical record for teaching, research and service evaluations; and "notable value to the School (e.g., teaching excellence in our more difficult courses; editorship of a major journal; officer in a major professional association)." In turn, the Advisory Committee judges whether each faculty member's overall value to the School is at the 10th (the lowest), 20th, 30th, 40th, 50th, 60th, 70th, 80th or 90th (the highest) percentile. In other words, the judgment is made as to which percentile best describes the faculty member's value based on his or her cumulative record and in comparison to our peer group. Each year, moreover, a faculty member's designated percentile is reviewed. Thus, one's percentile can be increased or decreased based on longer term trends or noteworthy accomplishments. Faculty members may request to see his or her percentile, and it will be provided by the department chair. Fourth, we subtract a faculty member's current salary from the corresponding AASCB salary amount. This difference is our first indication of one's compensation relative to his or her value to the School (a.k.a., one's salary "gap").

For principal, senior and full time lecturers, the cumulative record for teaching and service are also considered. For these lecturers, we draw information from one's vita and our historical records. AACSB data include an "instructor" category, but it is unclear how to compare instructor salaries with those of our principal, senior and full time lecturers. Thus, we do not use AACSB data to calculate these gaps.

Cumulative Record Pay Allocations

Since 2000, the School has had a formal mechanism to determine pay allocations based on one's cumulative record for tenure track faculty. We calculate a mathematical model that provides a specific dollar increase based on one's gap (i.e., the difference between our AACSB salary data and one's current salary). Thus, a smaller gap results in a smaller pay increase, whereas a larger gap results in a larger pay increase. Because the gap represents our estimate of a faculty member's overall value to the School for purposes of retention, motivation and fairness, we typically limit gap increases to those persons above some minimum percentile. In 2008, for example, the 50^{th} percentile was selected as the minimum or cutoff point. Thus, people who are at or above the 50^{th} percentile are judged to have a meaningful market value and to offer greater contributions to the School. For principal, senior and full time lecturers, an overall judgment is made as to their market-based value and longer term contribution to the School.

Additional Subjective Adjustments for Strong Records and Retention

After the initial allocations for merit and cumulative record, the chairs and three academic associate deans review the logic and fairness of the salary increases based on merit and cumulative record. Several different options are created with respect to the effects of different cut-off scores on additional merit and gap increases (i.e., a sensitivity analysis). These options are discussed and a recommendation is formulated. In turn, the options and the recommendation are presented and explained to the Dean. Based on this advice, the Dean may make additional allocations for strong records and retention (e.g., the Dean may allocate a portion of the available funds to minimize pay compression among assistant professors or to reward extraordinary performance). If additional adjustments are made by the Dean, he may consult with the associate deans and department chairs on these additional allocations before finalizing his decisions.

Promotion

Because promotion is so important to the success of individuals and the School, the Advisory Committee provides an informal assessment of the likelihood of a faculty member's possible promotion during the spring quarter *before* the official promotion review during the subsequent fall quarter. If a faculty member opts to go forward after this informal feedback or if a promotion decision is mandatory, the department chair assembles a promotion packet (with input from the faculty member) and seeks external evaluation letters from leading scholars in the field. Based on the total set of materials, the Department's senior faculty vote on recommendations for possible promotion. Based on all existing materials, including knowledge of the Department's vote, the School's promotion committee also votes on a recommendation for promotion. In a separate and unofficial capacity, the Advisory Committee may offer a separate recommendation for promotion. Finally, the Dean receives all prior information and renders a recommendation to the Provost on promotion.

Teaching Loads

Since our last report, the Foster School has implemented differential teaching loads for tenure track faculty. For tenure track faculty, the "normal" teaching load is five courses (on a quarter system). Based on the prior three years, however, an average research evaluation score of 5.0 or higher (on a nine point scale) earns a course reduction (or a four course load). An average research evaluation score of 3.0 to 4.9 results in the normal course load of five courses. An average research evaluation score of 2.9 or lower results in an additional course (or a six course load; the standard for a potential sixth course was implemented in 2008). For assistant professors, a course reduction may be granted in year one (i.e., a three course load), and a course reduction may be granted in year four, pending successful renewal of the three year contract (e.g., a three course load). For senior lecturers, the normal teaching load is seven courses. For full time lecturers, the normal load is nine courses. For department chairs, a two course reduction from their typical load is granted, and for associate deans, a three course reduction from their typical load is granted. For an editor-in-chief of a major journal, one or two course reductions may be granted, depending on the work load of the journal.

Faculty Development Budgets

Faculty members receive funds to enhance their research and teaching. Common expenses include, for example, laptops, books, journals, data sets, conference fees, travel and "webinars". Assistant professors and those tenured faculty members with a four course load receive $6000 annually. Tenured faculty with a five or six course load, principal lecturers and senior lecturers receive $2000 annually. Full time lecturers receive $1000 annually. Part time lecturers who teach at least four courses a year receive $500 annually.

BUDGET & RESOURCES

Revenue

In Fiscal Year (FY) 2011, our *state* revenue was $23.6 million, whereas revenue generated by the Foster School in non-state programs was $23.8 million. To grow revenues, the number of students in revenue generating graduate and executive education programs must expand. After our "breakeven point," for example, each additional student enrolled in the EMBA program generates approximately an extra $50K. For TMMBA the revenue per student is approximately $66K, and the net revenue is $26.4K. Towards enhancements to revenues, our new Paccar Hall and "Balmer Hall replacement building" (which opens summer 2012) allow for more students in these programs via larger classes (e.g., more students in our Masters in Professional Accounting and/or additional cohort groups [e.g., additional sections of evening MBA, EMBA, TMMBA]). In short, Paccar Hall and new Balmer replacement building are essential to growing our revenue streams. (Please see Appendix I for a budget summary.)

Development

Over the past decade, annual private philanthropy realized has grown approximately 500 percent, included a $92 million building completed in 2010. The number of endowed faculty positions more than doubled – to more than 60 distinct funds. The UW Business School was named for Michael G. Foster in September of 2007 as a result of The Foster Foundation reaching $50 million to advance education at our institution. In 2010-11, the PhD program support became a priority, resulting in more than $200,000 in current use awards for incoming doctoral students. Several recent major gifts are committed by alumni and friends overseas, illustrating an opportunity for more international fundraising in Foster's future. To broaden our base of alumni support and instill a culture of giving back, graduating class campaigns are benefitting from more time and energy. The results are record dollar and participation levels each of the last three years, including 99 percent participation in the full-time MBA program for 2011.

Budget Process

The Foster School's Budget Committee consists of the Dean, three academic associate deans, Assistant Dean for Finance & Administration, and Assistant Director of Finance & Administration. In May of each year, the Budget Committee requests departments, programs and centers to present their budgets, highlighting any previously requested cuts, plans for new hires, plans for new initiatives, etc. In turn, the Committee decides upon the specific activities to approve, reject or postpone. Based on overall funding and academic priorities, the Dean may request some units to revisit their budgets. The Assistant Dean for Finance & Administration then communicates what is approved and rejected to each of the units, and assembles a school-wide summary for the Committee's final review and approval in early June. Further, the Budget Committee convenes after the close of each quarter to review the budgeted and actual revenues and expenses for each unit. Any significant variances in revenue or spending must be explained by a unit director. During the last three years, ad hoc budget conversations have been much more frequent. Specifically, the Dean has held numerous meetings with individual units (e.g., Undergraduate & MBA Programs) to discuss the potential impact of university budget cuts. He consistently vets budget issues with the School's Executive and Faculty Advisory Committees. The Dean also initiates periodic discussions about topics outside of the School's operating budget (e.g., scholarship support for students and endowment support for faculty).

TEACHING & LEARNING: Undergraduate Program

Student Goals and Learning

From our recent and successful reaccreditation by the AACSB International in 2010, the Foster School established and formalized our on-going "assurance of learning." The process began by bringing together leaders of all the degree programs to explore learning goals that are common or unique to curricula. We discussed the feasibility of implementing a single set of learning goals for the School, but one standard set was not feasible. Each program differed too much in their foci. Instead, different goals across undergraduate, masters and PhD programs are needed to meet the mission and vision of the Foster School.

The following learning goals were determined by the Associate Dean for the Undergraduate Program and a committee of faculty (a.k.a., Core Course Coordinators). Upon graduation, Bachelor of Arts in Business Administration students will demonstrate*: (1) strategic thinking skills, (2) communication skills, (3) leadership and team skills, (4) understanding of the ethical environment of business, (5) an understanding of a global business perspective and (6) disciplinary competence of core concepts related to the study of business*. Next, the undergraduate program considered the three following questions when developing the assessment process to ensure continuous improvement for meeting this accreditation requirement. *What are the specific objectives, assessments or measurements for each of the goals? How are learning goals measured in the undergraduate program? How does the assessment/measurement of the learning goals become a standard process documentation of our efforts over time?*

[Please see Appendix K for a detailed explanation of the method for the following Results.]

Results

It is somewhat difficult to generalize from the subjective results of our five different rubric assessments. (Please see Appendices L & M for a detailed description of our rubrics.) Even where Core Course Coordinators feel we are achieving our learning goals, suggestions are noted on how we could improve further. Overall, we are on track to achieve these goals and objectives but still a significant way from accomplishing them. We improved the dialog among faculty teaching the respective Core but significant variability remains. The rubrics provide a framework for discussion among faculty, even if they choose to apply them in different assignments or at different points in their course. Core Course Coordinators review results each quarter and year to emphasize over-arching goals/objectives and discuss effective methods.

For our objective measurements of the learning goals, we did not obtain our 80% "stretch" goal (80% of students achieving 80% on the quizzes.) However, we did implement plans to work on improving our performance. As indicated in the table below, we range from 41% to 84%.

Table 4: Students Achieving 80% Across All Quizzes 2008-2010

ACCTG 215 Average	84%
ACCTG 225 Average	47%
BECON 300 Average	41%
FIN 350 Average	45%
IS 300 Average	47%
MGMT 200 Average	47%
MGMT 300 Average	58%
MGMT 320 Average	73%
MKTG 301 Average	68%
OPMGT 301 Average	56%
QMETH 201 Average	65%
Overall Average	**57%**

Summary

In spite of the large amount of work to date, our efforts remain a work in progress. We made great strides in "getting all faculty members on the same page." We established an "anchor syllabus" for each Core class; set an 80/20 rule (80% specified content; 20% at the discretion of the instructor) across sections to reduce cross-sectional variability in course content; and we hold regular meetings within each Core to ensure a continuous dialog by faculty about goals, objectives and progress. In short, we made significant progress in establishing, monitoring, implementing, revising and accomplishing our undergraduate learning goals. Nonetheless, substantial work remains. We put in place a standardized process that not only requires, but more importantly, facilitates a continuous self-assessment. Fundamentally, we believe, "you get what you measure…." As long as we are constantly thinking about what we want our students to be and what we want our students to do, we will be making progress towards our over-arching goal of continuous improvement.

TEACHING & LEARNING: MBA Programs

Curricula in Foster MBA Programs are managed reflectively, with substantial stakeholder input over the years. In fact, several critical curricular innovations in the last five-to-ten years were driven by student, faculty and recruiter feedback on the quality of curriculum execution; in particular, strong emphasis was placed on recruiter perceptions of student abilities in "soft skills" areas such as communication and team building. Beginning in 2007-08, the Foster School embarked on a formal assurance of learning initiative to manage curricula using direct measures of student achievement. The purpose of this continuous and ongoing initiative is to provide systematic and documented information that permits the faculty to manage curricular structure, strategy and execution in order to improve the level of achievement on agreed-upon student learning outcomes. The assurance of learning process at Foster occurs in five distinct stages.

Definition of learning goals and objectives

In 2007-08, preliminary drafts of desired learning outcomes were completed by the Masters Programs Committee ("MPC," a standing faculty committee with minority, rotating student membership) in consultation with the Faculty Directors of the various Foster MBA Programs as well as the Associate Dean for Masters Programs. Because all Foster MBA Programs share a common philosophy and mission to provide transformative learning experiences with a distinguishing focus on strategic thinking and leadership, our mission-driven goals and objectives (as well as many assessments) are broadly shared across MBA Programs. Formal approval for these goals and objectives was provided by the Faculty Council in fall quarter of 2008-09. We envision setting goals and objectives annually but anticipate only minor evolution in these desired outcomes in accord with the deliberative, reflective evolution of our teaching mission.

Alignment of learning goals with curricula

In 2007-08, the Associate Dean for Masters Programs worked with the faculty members on the MPC, MBA Program Faculty Directors and individual faculty members who lead the required courses in each MBA program to map learning goals in individual courses. We anticipate making small changes in the learning goal curriculum map each year as we add/subtract courses and reassign content coverage for specific courses.

Development of methods and measures for assessing learning

Draft rubrics for each objective were created in 2007-08 by the Associate Dean for Masters Programs in consultation with the MPC, the Faculty Directors for the four active MBA Programs, and select members of the Faculty Council. Those latter bodies provided critical feedback, and a set of rubrics was adopted during winter quarter 2009. On an annual basis, rubrics are revisited for possible improvement towards providing a valid, reliable picture of student performance against learning goals. Rubrics will also be revised if the set of learning goals and/or objectives themselves change.

Collection and analysis of data

Student performance relative to Faculty Council-approved standards on each learning objective was comprehensively assessed in 2008-09. For the purposes of expediency, student submissions from prior years were used as the basis of embedded assessment evaluations for many learning goals. Performance on this initial set of assessments provides a baseline from which future curricular management can be reviewed. Only assessment data from the academic year in question are used to generate the annual assurance of learning report.

Dissemination of data, discussion, and curriculum improvement

For reasons of expediency, the student performance data collected early in 2008-09 were shared with committees of program faculty and staff later in 2008-09. Based upon these early results, curriculum structure and execution changes were planned for 2009-10 throughout Foster MBA programs. Moving forward, faculty directors for the various Foster MBA Programs—in consultation with the Associate Dean for Masters Programs—will present assurance of learning data to the MPC at the onset of the following academic year for analysis and discussion. Changes proposed by the MPC will receive up or down votes within that body and—as appropriate—will be reviewed by the Foster Faculty Council and the University of Washington Graduate School Curriculum Committee. The approval of the two latter bodies is necessary for any structural change in the curriculum (e.g., new courses or course revisions impacting credits, broad content coverage).

Program learning goals for each Foster MBA program as well as the current curricular mapping to goals by program are detailed in Appendix N. Assessment methods and measures for the current year are highlighted below. As shown in Appendices O through V, a "five column" approach (which was begun for our recent AACSB accreditation) is adopted to report learning goals and objectives, the assessment tool(s) and method(s) used, assessment results, interpretation of results, and recommended actions for each learning objective. In particular, one table is provided for each of the four active Foster MBA Programs: Appendix P reports on the Full Time, Day MBA; Appendix Q reports on the Evening MBA; Appendix R reports on the EMBA; and Appendix S reports on the TMMBA. Appendix T shows a sample assignment task for each learning objective as well as details of the rubric used to evaluate assessment materials. (Please see Appendices N-T for an explanation of the following summary.)

Summary

The ultimate success of our assurance of learning initiatives depends not only upon assessment of current performance but also upon sharing data insights from assessment with faculty, adoption of strategies to address performance gaps and the successful execution of those strategies in the curriculum. The Foster School of Business employs oversight systems for the management of the Masters programs' curricular roles and responsibilities that broadly involve and encourage faculty collaboration. These systems include annual review of assessment findings by the MPC, four annual meetings of the faculty who teach courses in the four respective programs and multiple meetings of the faculty who teach core courses in each quarter (at least one meeting per quarter for each program). As such, we are confident that—while our assessment results show that much remains to be done toward improving student learning outcomes—our program of using systematic, rigorous and mutually-supported evaluation of learning outcomes as an input to refining our curriculum structure and delivery is sound.

TEACHING & LEARNING: PhD Program

The doctoral program is quite different from our other programs in that we have very little "shared' experience across the five departments (e.g., no "core" courses). As such, our goals, objectives and the criteria to assess them must be aggregated across individual departments. With that in mind, goals, objectives and metrics are described below. Following the School's vision to be the best public business school in America, our goal is to graduate outstanding scholars, teachers and members of the academic community. Our first assessment was conducted during spring and summer quarters 2009, and deliberations on actions occurred in the following 2009-10 school year.

Goal #1: To graduate research scholars who contribute to their areas of expertise

Objective criteria #1. Doctoral students are authors on research papers of high quality.

Assessment measure. Seventy percent of students meet the objective by graduation at the end of spring quarter. Students provide their updated vita to program coordinator for his count of papers that are targeted to outlets on the Foster list of top tier journals (Appendix F).

2009 Result. One hundred percent completion

Objective criteria #2. Doctoral students present at least one research paper at a national or regional meeting of recognized academic associations (e.g. Academy of Management, American Accounting Association, American Finance Association, American Marketing Association and INFORMS).

Assessment measure. Seventy percent of students meet the objective by graduation at the end of spring quarter. Students provide their updated vita to program coordinator for his count.

2009 Result. One hundred percent completion

Goal #2: To graduate outstanding classroom teachers

Objective criteria #1. New doctoral students must successfully pass a teaching preparation course in their first quarter in the program. By the end of the quarter, students must plan and teach satisfactory practice lessons, and demonstrate understanding of learning objectives and active learning approaches.

*Assessment measure.*_ Eighty percent of the students present (a) lessons with clear objectives, (b) a teaching approach that is tailored to the needs and objectives of the students and course, and (c) lessons that actively involve students in learning. Doctoral students provide their course materials to the program coordinator. The Faculty Director and coordinator make these judgments.

2009 Result. Eighty percent of the students successfully completed the criterion.

Objective criteria #2. New doctoral students successfully pass the teaching preparation class and become successful teaching assistants. Student teaching performance will be monitored and feedback provided.

Assessment measure. Seventy percent of the students receive an average teaching evaluation of 3.7 on the unadjusted teaching average of the first four items from the University and Foster's standard teaching form by the end of spring quarter. The Undergraduate Program Office provides the program coordinator with these student teaching ratings, who counts the number of students who meet the 3.7 goal.

2009 Result. Sixty-three percent of the students successfully completed the criterion.

Goal #3: Students have an in-depth understanding of the theory and research in their respective academic areas

Objectives Criteria #1. Doctoral students pass their written "area exams" on their substantive area of expertise

Assessment measure. Seventy percent of the students successfully pass their area exams on their first attempt. Each fall quarter, the program coordinator complies and records these successful exams.

2009 Result. One hundred percent completion

Objective criterion #2. Doctoral students successfully complete their Ph.D. general exam (i.e., dissertation proposal) and the final defense of their dissertation.

Assessment measure. Seventy percent of students successfully defend their doctoral dissertations as judged by their official supervisor committee. At the end of spring quarter, the program coordinator compiles, counts and reports these data.

2009 Result. One hundred percent completion

Goal #4: Students have outstanding writing and oral communication skills

Objective criteria #1. All doctoral students present a research paper to their departmental faculty prior to taking their general exam.

Assessment measure. Seventy percent of students present a research paper to their faculty prior to their general exam. The faculty members assess dimensions that include clarity of research questions, hypotheses follow from the arguments, interesting theory and novel application. At the end of fall quarter, the department's representative to the faculty PhD committee provides data to the program coordinator, who compiles the results.

*2009 Result.*_ Seventy-two percent of the students successfully completed this criterion.

Objective criteria #2. Students prepare and present research proposals in their PhD seminars during their first two years in the program.

Assessment measure. Seventy percent of all students successfully present their proposals. At the end of spring quarter, the department representative to the PhD committee provides these data to the program coordinator, who compiles the results.

2009 Result. One hundred percent completion

Goal #5: Students are effectively socialized in the norms and ethical expectations of the academic life

Objective criteria #1. One hundred percent of first year doctoral students have a faculty "mentor" to help students learn the norms and expected behaviors of academic roles. Students will rate their mentors.

Assessment measure. Eighty percent of the students rate their mentors as exemplary or satisfactory on mentoring students on professional and ethical norms. By the end of spring quarter, the PhD office will distribute a questionnaire with which to collect these ratings. The program coordinator will compile and report these results.

2009 Result. One hundred percent completion

Objective criteria #2. One hundred percent of first year doctoral students have a session in their first year teaching preparation class that covers ethics in the classroom and in research. Students will be given a "case" to resolve and be evaluated specifically on this component of the class by the instructor.

Assessment measure. Students' cases will be rated on (a) determining and choosing effective approaches for maintaining appropriate boundaries, (b) designing fair evaluation processes and (c) connecting guidance in academic integrity to course instructions. Eighty percent of the students rate as satisfactory of understanding in ethical issues in research and teaching. At the end of fall quarter, these ratings will be obtained from the instructor, and the program coordinator compiles and reports the results.

2009 Result. Did not collect these data during spring quarter 2009

Summary

We successfully reached many of our goals for the PhD program. For our first goal, all of our graduating students are authors on high quality research papers and presented papers at major conferences. Our second goal is to produce PhD students who are good teachers. Whereas 80% of the first year students learned the fundamentals of teaching preparation and delivery, only 63% of our students who taught in our undergraduate program, received a 3.7 on their student ratings form (our goal was 70%). This lower than expected score is likely due to two factors: (1) our "teaching" class for PhD students was in transition and may have been less effective and (2) some of the admitted students had unacceptable low English skills. As a result, three changes are implemented. First, stricter entry guidelines are imposed for new students. For the incoming class during fall, 2010, all students with English as a second language must pass both the Graduate School and Foster School minimums for acceptable English speaking ability as determined by standardized tests. Second, all incoming graduate students must attend the Graduate School seminars on teaching effectiveness during fall quarter of their first year. Third, the teaching effectiveness course that is required for all incoming PhD students their first year is redesigned. In contrast to prior years, a full time faculty member has assumed responsibility for this course. The faculty member has considerable teaching experience and is committed to doing the class for the next three years. As such, all students are required to pass this course. Our third goal is demonstrating an understanding of the theory and research in their area of study. All students who took their area exam passed and then successfully defended their PhD proposals. Our fourth goal is the demonstration of their effectiveness at written and oral communication skills. Seventy-two percent passed the presentation requirement of their 2nd year paper, and 100% successfully wrote and presented research proposals in their Ph.D. seminars. Although our goal of 70% is met for the 2nd year presentation, greater emphasis by faculty mentors on student preparation is implemented and should yield a higher pass rate. Our fifth goal is the understanding of norms and expectations of an academic life, and it is only partially reached. All the students rated their mentors as satisfactory or better in the transmission of this knowledge. The second standard is the successful evaluation and resolution of case studies dealing with ethical issues. It was not tested because this material was not included in the first year teaching course but will be included during fall quarter, 2010.

In sum, we are pleased with our success on many of these goals. During summer, 2010, data on goals for the 2009-2010 were gathered. Starting in the fall of 2010, the PhD committee and the Faculty Director of the Doctoral Program review these data to determine next steps toward goal attainment. Whereas we looked at where we fell short of reasonable goals in 2008-09 and took corrective actions, we are now moving to a stronger focus on reaching and exceeding the goal levels. We will also discuss the possibility of setting new goals.

BEYOND THE CLASSROOM

A great business school must offer more than outstanding faculty and classroom experiences. We must also encourage frequent faculty-student-community interactions and outside-the-classroom educational experiences. Towards this end, we offer the following.

Center for Innovation and Entrepreneurship (CIE)

CIE promotes entrepreneurial learning and discovery to students—from undergraduates to PhD candidates—across the University of Washington by offering resources, curriculum, real-world experiences, plus access to the Seattle entrepreneurial and start-up community. These students become leaders who challenge the status quo and change the way we do business. The *UW Business Plan Competition* is the marquee event for the Center. In the past twelve years, the Business Plan Competition has successfully: awarded $812,000 in prize money to 78 student companies; involved over 400 judges, mentors, sponsors, supporters, alumni and the business community annually; promoted student ideas and new venture creation; and provided an opportunity for business, science and engineering students to present new business plans to Seattle area venture capitalists, entrepreneurs and investors. The *UW Environmental Innovation Challenge* involves interdisciplinary student teams that define a clean-tech problem, design and develop the solution, produce a prototype and a business summary that demonstrates market opportunity. The teams are judged by industry experts, entrepreneurs and clean-tech investors on their prototypes, their pitches and business summaries, and the potential impact of their innovations. Aimed at entering freshman, the Lavin Entrepreneurship Program prepares innovative-minded undergraduate students for careers in entrepreneurship. By combining entrepreneurship curriculum with hands-on learning, Lavin Scholars gain the experience, skills and knowledge that serve as a foundation for future business ventures, whether at a start-up or within a larger, established firm. For more information, please visit: http://www.foster.washington.edu/centers/cie/Pages/cie.aspx.

Global Business Center (GBC)

GBC develops global business expertise by hosting and sponsoring outstanding international education initiatives. The Global Business Center secured a *CIBER grant for $1.55 million* from the US Department of Education in 2010 and celebrated its 21st year in fall quarter 2011. This funding along with other contributions supports programs and students at all levels in the Foster School and beyond. Doctoral students can attend research consortia or receive summer fellowships. Master's students can earn a global business certificate; participate in the global business forum (a weekly speaker series that features leaders from global businesses and non-profit organizations); attend global study tours; participate in international exchange programs; and enroll in business language study and international courses. Undergraduates receive counseling, services and support to earn the Certificate of International Studies in Business (described above). Undergraduates not interested in the certificate also receive support to study abroad, attend study tours and find international internships. The GBC offers scholarships specifically for funding study abroad opportunities. The Foster Buddy Program pairs an incoming exchange student with a Foster undergraduate to help orient them to the School and UW. Buddies email with the incoming students before their arrival, meet them upon arrival, and act as a friend during their stay. In particular, we are most proud that 33% of all Foster undergraduates have studied abroad as compared to a national average of 7-10%.

The GBC hosts competitions that provide student experiences that go beyond the classroom. The *Global Business Case Competition* is an annual international event that brings together undergraduate students from the United States and twelve to fourteen other countries to compete in a challenging business case study. The *Global Social Entrepreneurship Competition* invites students from the UW and around the world to find creative and commercially sustainable ways to reduce poverty and affect positive social change in developing economies. The annual *IKEA International Case Competition* asks teams of UW undergraduate business students to apply their knowledge and skills to a real life international business problem. Other GBC services includes an international listserv and blogs that heighten awareness of international opportunities, as well as a podcast that discusses the value of traveling abroad and one's future career. For more information, please visit: http://www.foster.washington.edu/centers/gbc/Pages/globalbusiness.aspx.

Business Education and Economic Development Center (BEDC)

Since 1995, the BEDC engages *students* in experiences that bolster the competitiveness of hundreds of minority-owned, women-owned and other small businesses. As a result, the BEDC generated more than $55 million in new revenue and created more than 1000 new jobs across the state of Washington and enabled over 1000 students to work for 250 companies operated by minorities and women. For students, specific opportunities include: consulting with participating companies, scholarships and participating in the Diversity in Business Case Competition. For businesses, opportunities include: mentoring from executives, student consultants, accessing minority focused executive education, earning a Business Certificate (aimed at CEO's and other executives of minority owned businesses) and hiring summer interns. The Center provides access to research through, for example, the National Diversity in Business Research Conference, the Washington Minority Small Business Survey, which is the only statewide minority business survey in the nation, sponsored research and business leader connections. For more information, please visit: http://www.foster.washington.edu/centers/bedc/Pages/bedc.aspx.

Center for Leadership and Strategic Thinking (CLST)

CLST focuses on pairing and growing leadership and strategic thinking at all levels of organizations with every organizational member. We assume that leadership and strategic thinking are increasingly distributed throughout organizations at all levels, across functions and indeed in many instances across geographical and cultural boundaries. Organizations that are better at resourcing every employee to lead horizontally, diagonally and up are also better prepared to optimize and sustain growth. Thus, CLST focuses on integrating rigor and relevance in terms of how leadership and strategic thinking are developed. With this focus on integration, the Center intends to separate itself from the many other centers and programs available for developing leadership that do not have rigorous evidence that what they've recommended works. Our brand promise is to develop leaders who think differently and make a difference, and this promise is built on 90 years of history and exemplified by all who graduate from the Foster School. Our initiatives include a Strategic Leadership Model (which means testing a model of strategic leadership development that enhances the leader and follower interface at all levels of organizations), Leadership ROI (which creates validated tools to help calculate an organization's return on leadership development efforts), Business Partnerships (which develops signature strategic relationships with innovative organizations to create experiential "cases without borders"), field leader labs (which establish collaborative partnerships with regional, national and global organizations that create high impact, relevant and rigorous strategic leadership projects that advance both the partnering organization's leadership effectiveness and the center's research agenda), and the Foster Panel (which collaborates with the Foster School community of 5,000 alumni to encourage them to remain actively engaged with the Foster School to help shape curriculum, shape experiences for the current student body, and challenge the school to test and develop new approaches to advancing leadership development while receiving continued high value development support). For more information, please visit: http://www.foster.washington.edu/centers/leadership/Pages/leadership.aspx.

Sales Program

The Sales Program prepares undergraduate students for a challenging and rewarding career in sales and sales management. Sales leaders who make a difference in today's business environment think strategically, apply ethical practices, create lasting partnerships with customers, manage accounts and develop new business. We help students succeed in all these ways and make a positive impact in any industry, locally or across the globe. The Sales Program has partnered with leading businesses—such as Automatic Data Processing, First Command, Johnson & Johnson, McKesson, Microsoft, PepsiCo and US Bank—to make the student experience exceptional. The Sales Certificate Program offers students a rewarding complement to an undergraduate degree. UW students from all majors work with business leaders in leading U.S. companies, polish sales skills, and get real world experience to prepare for a career in sales and sales leadership. For more information, please visit: http://www.foster.washington.edu/academic/sales/Pages/sales.aspx.

BROAD SCHOLARY IMPACT FROM FOSTER

Direct Evidence

A major strength is our very accomplished faculty and long tradition of innovative social science. Long ago, for example, Professor William Sharpe conducted his landmark and Nobel Prize winning work on the capital asset pricing model while at the (then) UW School of Business. (As an aside, Professor Sharpe endowed an annual best paper award for Foster School's *Journal of Finance and Quantitative Analysis)*. More recently, other active and influential streams of research are evident. For instance, the Final Report of the AACSB International, *Impact of Research*, listed the work of Professors **Terence Mitchell** and **Thomas Lee** on employee turnover as having, "intellectual contributions that have had an impact on practice or policy" (page 43). In 2009, J.L. Heck ("Most Prolific Authors in the Accounting Literature over the Past Half-Century: 1959-2008," February) counted Professor **Terrence Shevlin** in the top 1% of most prolific accounting research; Professors **Robert Bowen** and **James Jiambalvo** in the top 2%; and Professors **David Burgstahler, Jane Kennedy, Shiva Rajgopal** and **Stephan Sefcik** in the top 4%.

Editors-in-Chief of Top Tier Journals in Business

Currently, Professor **Paul Malatesta** serves as Editor of the *Journal of Finance and Quantitative Analysis*, and Professor **Xiao-Ping Chen** serves as Editor of *Organizational Behavior and Human Decision Processes.* In the last 10 years, moreover, Professor **Terrence Shevlin** served as Editor of the *Accounting Review (2002-2004)*, and Professor **Thomas Lee** served as Editor of the *Academy of Management Journal (2002-2004)*. (Per Appendix F, all of these journals are A level.)

Presidents of Major Professional Associations

Professor **Jonathan Karpoff** served as President of the Financial Management Association in 2007-08. Dr. Karpoff's presidency also involved the following sequence of positions: Vice President-Program in 2005; President Elect in 2006-07; Past President in 2008-09; Member, Board of Trustees in 2009-present. Professor **Xiao-Ping Chen** served as President of the International Association for Chinese Management Research in 2006-08. Dr. Chen's presidency also involved the following sequence of positions: Program Chair in 2002-04; Senior Vice President in 2004-06; and Past President in 2008-10. Professor **Thomas Lee** served as President of the Academy of Management in 2007-08. Dr. Lee's presidency also involved the following sequence of positions: Vice President Elect and Professional Development Workshop Chair in 2004-05; Vice President and Program Chair in 2005-06; President Elect in 2006-07; and Past President in 2008-09.

Major Honors

In the Department of Accounting, Professors **David Burgstahler** (2002), **Shivaram Rajgopal** (2006) and **Mark Soliman** (2009) received the "Notable Contributions to the Accounting Literature" in the past decade from the American Accounting Association. In the Department of Management & Organization, Professor **Terence Mitchell** received the Life Achievement Award from the Organizational Behavior Division of the Academy of Management in 2010. Also in the Department of Management & Organization, Professors **Bruce Avolio, Thomas Lee** and **Terence Mitchell** are Fellows of the Academy of Management and Society for Industrial and Organizational Psychology.

Other Major Honors and Awards for Research Articles by Departments

Department of Accounting. From the American Accounting Association (AAA), Professor **Jane Kennedy** served as President of the Accounting, Behavior and Organization section in 2000-01. Professor **Frank Hodge** is currently this section's President Elect. Professor **Dawn Matsumoto** is President Elect of the Financial Accounting & Reporting section. Professor **Terry Shevlin** served as President of the American Tax Association in 2007-08. Professor **David Burgstahler** served as Vice President of the Publications Committee of the AAA in 2007-09.

Department of Finance & Business Economics. Professor **Jon Karpoff** received the William F. Sharpe Award for Scholarship in Financial Research for the best article in the *Journal of Finance and Quantitative Analysis* in 2008, and the Griliches Prize in Empirical Economics for an article in the *Journal of Political Economy* in 2003. Professor **Stephan Siegel** received the Best Article Award from the Financial Management Association for a paper in the *Journal of Financial Economics* in 2010. Senior Lecturer **Lance Young** Received the Fama-DFA Prize for the Best Paper Published in the *Journal of Financial Economics* in 2009.

Department of Information Systems & Operations Management. Professor **Anjana Susarla** received the 2009 Microsoft Prize a paper at the *International Network of Social Networks Analysis* XXIX Sunbelt Conference. Professor **Yong-Pin Zhou** received the *Faculty Early Career Development Award* from the National Science Foundation, 2007-2012. Professor **Hamed Mamani** received the William Pierskalla Best Paper Award for excellence in Health Care and Management Science from INFORMS in 2006. Professor **Theodore Klastorin** received the Best Paper Award for an article in *IIE Transactions* in 2009. Professor **Mark Hillier** received the Best Paper Award for an article in *IIE Transactions* in 2001.

Department of Management & Organization. From the Academy of Management (AOM), Professor **Terrence Mitchell** received the following awards: Best Article Award in *the Academy of Management Journal* in 2010; Best Article Award in *Organizational Research Methods* (sponsored by the Research Methods Division of the AOM) in 2010; Outstanding Practitioner Publication in Organizational Behavior from the AOM's Organizational Behavior Division in 2005 (with Professor **Thomas Lee**); Outstanding Publication in Organizational Behavior from the AOM's Organizational Behavior Division in 2001 (with Professor **Thomas Lee**); and Best Article Award in the *Academy of Management Review* in 2001. Assistant Professor **Ryan Fehr** received the Best Paper for New Directions in Conflict from the AOM's Conflict Resolution Division in 2009 and 2011. Senior Lecturer **Christina Fong** received the Best Article Award in the *Academy of Management Learning Education Journal* in 2005. Professor **Suresh Kotha** received Stevens Institute Best Paper Award on Corporate Entrepreneurship from the Babson Research Conference in 2005.

Department of Marketing & International Business. From the American Marketing Association (AMA), Professor **Robert Palmatier** received the following awards: the Maynard Award for "significant contributions to marketing theory and thought" for a 2008 article in the *Journal of Marketing;* the Louis Stern Award for the best channels paper for a 2009 article in the *Journal of Marketing*; and the AMA Best Services Article Award for a 2009 article in the *Journal of Marketing*.

Foster PhD Students

The following major awards were earned by our doctoral students: **Amanda Winn** (Department of Accounting) received the 2011 Deloitte Foundation Doctoral Fellowship in Accounting. **Guo Yin Zhang** (Department of Information Systems & Operations Management) received the Graduate School Fund for Excellence and Innovation Award in 2003. **Hossein Ghasemkhani** (Department of Information Systems & Operations Management) received the Best Paper Award at the Annual Workshop on Information Technology (held in St. Louis, MO) in 2010. **Ting-Ju (Jack) Chiang** (Department of Management & Organization) received the 2011 First Prize Winner Li Ning Dissertation Proposal Grant from the International Association for Chinese Management Research**. H. Dennis Park** (Department of Management & Organization) received the 2011 Technology and Innovation Management (TIM) Division of the Academy of Management, Dissertation Award. **Dong Liu** (Department of Management & Organization) received the 2010 Best Student Paper at the Human Resources Division of the Academy of Management.

Foster MBA students

In head-to-head, school-blind case competitions, Foster MBA students won or placed in over 60% of the competitions entered in the past five years. Most recently, for example, twelve (out of over 100) teams from across the US were selected as finalists at the National Net Impact MBA Case Competition; three of these finalists are from Foster. We are quite proud that a Foster team (which consists of **Nick Stiritz, Allison Takeuchi, Lindsey Reh** and **Trent Huntington)** won the overall competition. Further Foster MBA teams have won the National Venture Capital Investment Competition more than any other program.

Program graduates who have impacted their academic field

From the American Marketing Association, **Natalie Mizik** (UW PhD, 2002, now at the University of North Carolina, Chapel Hill) received the Varadarajan Award for Early Career Contributions to Marketing Strategy in 2011. From the American Marketing Association, **Stanley Slater** (UW PhD, 1988, now at Colorado State University, Colorado Springs) received the Mahajan Award for Lifetime Achievement in Marketing Strategy in 2011.

FUTURE DIRECTIONS

The State of Washington requires all programs and units being reviewed to provide a statement of "continuing need." Rather than simply addressing this requirement by reiterating previous sections of this self-study, we offer the following about our future.

Where have we have been and Where is Foster Headed?

As mentioned, the Foster School's vision is to be the best public business school in America. Towards that vision, Dean Jim Jiambalvo declared early in his deanship (in approximately 2005) that the (then) UW Business School needed to accomplish three initial but significant goals. First, the School needed a major naming gift in order to have the funds available to accomplish our two other initial goals and our many tactical objectives (e.g., entrepreneurial activities to enhance student learning, and faculty research and teaching). In 2007, we became the Michael G. Foster School of Business. In particular, the Foster School is very proud to be named after this local entrepreneur who (along with his family) generated and spread substantial wealth in the state of Washington and who leaves an on-going legacy of giving via the Foster Family Foundation.

Second, the Foster School needed world class facilities in order to compete with other major public (e.g., the Haas School at UC Berkeley) and private (e.g., Stanford) business schools to attract the best graduate and undergraduate students and faculty. In fall of 2010, our new, state of the art, Paccar Hall opened, and we believe it is among the most beautiful and desirable facilities in America. Thus far, it has been exceptionally well received by current and prospective students, alumni, Foster faculty, and faculty and staff from other institutions. In the summer of 2012, we anticipate the opening of our second new building, which will house the Dean's office (including a large multipurpose room), other administrative offices, student career services, the Center for Innovation and Entrepreneurship, and additional classrooms. The second new building will further add to the attraction of the Foster School to prospective students and faculty, and to our general national and international reputations.

Third, we needed to increase the size of the Foster faculty. In the last 6 years, we have hired approximately 30 new faculty members; unfortunately, we had approximately the same number of faculty departures (e.g., retirements, resignations, denial of tenure). Although size remains essentially constant, the Foster faculty is re-energized and enhanced with the addition of extraordinary individuals with exceptional records in research and teaching (e.g., Bruce Avolio & Zoe-Vonna Palmrose entered as endowed full professors, whereas Shelly Jain and Elizabeth Umphress entered as tenured associate professors) or potential (e.g., Assistant Professors Oliver Luck arrived from Yale; Emily Cox arrived from Stanford; Hamed Mamani arrived from MIT; and Thomas Gilbert arrived from UC Berkeley). In a very real sense, the Foster faculty is even more highly engaged with research and student learning from the classroom and domestic and overseas organizations.

Looking forward, Foster must continue to expand the faculty with exceptional researchers and teachers. Towards this end, we are hiring five new tenure track faculty members in 2011-12. We must also continue to enhance student experiences that go beyond the classroom. As described above, our Center for Innovation and Entrepreneurship, Global Business Center, Business and Economic Development Center, Center for Leadership and Strategic Thinking, and Sales Program offer undergraduates and graduate students meaningful and highly individualized opportunities. Our students work on research and in business and non-government organizations. They are encouraged to visit companies and people in other countries via our exchange relationships with other universities and our overseas short tours.

In the next five years, Dean Jim Jiambalvo said, "It's all about the people." At some point, we expect the state to fund pay increases for faculty and staff. At such time, a major effort must be made to bring the salaries of our well-performing faculty closer to market-based levels (defined by our UW peer group). Further, the salaries of our well-performing staff must also be brought closer to market, which may mean national or local levels.

What Opportunities Does the Unit Wish to Pursue and What Goals Does it Wish to Reach?

Whereas our "strategic goals" are described above, we must also enact a number of tactical objectives. First, we hope to differentiate Foster from our peer institutions (e.g., other major business at state flagship campuses) in terms of leadership and strategic thinking. Thus, we took two specific actions. With respect to research, we hired Professor Bruce Avolio (perhaps the most well-known and respected management scholar in leadership research in the world) in 2007 to found and lead our Center for Leadership and Strategic Thinking. Through the Center, we have generated a number of partnerships with local and national businesses in order to create research opportunities for faculty and students. In addition to Foster Faculty, the Center involves a number of post docs, doctoral students and undergraduates in its research. With respect to teaching, the Associate and Assistant Deans who lead our various degree programs seek to infuse research-based knowledge and practice on leadership and strategic thinking throughout our curricula. In our full time, day MBA program, for instance, we have required a leadership course in the first year, and we offer a leadership elective in the second year. In addition, we offer numerous opportunities for experiential based leadership training. In our EMBA program, for example, we offer two required courses in the general leadership domain and another required that offers a more experiential education as well. (Because these programs serve students with quite different levels of experience, their classes and experiential educations are correspondingly different.) When taken together, we believe that we are moving toward "standing out from the pack."

Second, we continue to recruit outstanding students. Based on the SAT and GMAT scores reported above, our current students are extremely strong. Given our new Paccar Hall, the second new building, our excellent faculty and numerous student opportunities, we expect even stronger students to be drawn to our many degree and non-degree programs.

Third and related to the two points above, we must improve communicating the brand of the Foster School of Business. Among our initiatives, we sponsor a monthly "Dean's Leaders to Legends" breakfast in which leaders from iconic companies and highly visible but younger companies share their experiences with our students, faculty, alumni and other community members. Like faculty members, our staff members are active and visible in their respective professional organizations (e.g., GMAC, CIBER, AACSB). We began a public relations campaign that includes the following: on an annual basis, we create and send to all business school deans and directors of MBA programs at accredited business schools baseball card-like "faculty cards" that highlight the major accomplishments of current and new faculty members; launched a print and electronic advertising campaign entitled, "Not All MBAs are alike"; and sponsored programs that appeared on National Public TV. Over time, we believe that these actions will help move the Foster name "above the pack."

Fourth, we expanded our educational services to the community via more choices for executive education. In the non-degree area, we are expanding our offerings. For example, we offer a long-standing summer course to Korean executives from the SK Corporation; we would like to offer more tailored educational programs to other major corporations. For those who do not want to a degree (e.g., those with doctorates or other terminal degrees, working executives who want additional formal education but not to the extent of an EMBA program, or individuals who want an educational experience as a "warm-up" to a formal degree in business), we offer a one-year certificate program entitled, "Executive Development Program." We also provide educational experiences in our two week summer "The Banking School" to professional bankers. Via such expanded educational services, we also hope to improve our Foster brand while enhancing our revenues.

Fifth, we hope to expand enrollment in self-sustaining programs. Simply put, state support is decreasing. In order to enact our vision of being the best public business school in America, we must enhance our revenues in order to increase our excellence in research and teaching and to offer an array of learning experiences for our students, alumni and community. Towards this objective, we launched the Global Executive MBA and Master of Science in Information Systems in 2011.

How does Foster Intend to seize these Opportunities and Reach these Goals?

First, we are pursuing a sizable naming gift for the second new building. This gift would provide additional funds for enhancing excellence in research, teaching, service, and other experiences for faculty, students, alumni and other Foster supporters. It also allows us to pay off construction debt. This gift is critical to accomplishing our strategic goals and larger vision.

Second, we will establish an Undergraduate Career Services Center in fall 2012. A world class business school must place 100% (or nearly so) of its students in 21st century jobs and careers. As such, Foster and **all** other major business schools in America offer a vast array of high quality services aimed at placing MBA students. Meanwhile, many of our competitor business schools now offer corresponding services to their undergraduate students. To respond to the "market," to enhance the employment and career prospects of our undergraduates and to meet the employment needs of our local and state employers (who are also our strong supporters), we hired a career services director, and he is currently assembling a team of career counselors for this new Undergraduate Center. Needless to say, such placements are good for individual students, Foster, the University of Washington and the state of Washington.

It is also important to note a common experience at many major business schools. Because the burden on the companies that hire Foster (and other UW) students is lessened via the availability and convenience of a larger pool of qualified and prepared MBA *and* undergraduate business students, the likelihood of more companies willing to visit and hire from the Foster School (and the larger UW student population) increases substantially.

Third, we continue our efforts to grow the size of our faculty. As such, we are recruiting new faculty in each of our five departments in 2011-12. We believe that a larger faculty will produce more and better quality research and teaching. Equally important, students will have greater opportunities to work and learn from a larger Foster faculty.

THE FOSTER IMPACT

Based on our most recent alumni survey, we estimate that the Foster School has educated nearly 2000 company founders, who are responsible for creating 3,450 companies that employ 293,000 people and generate annual revenues of $82 billion. More than 2,400 of those companies are headquartered in the state of Washington and employ 181,000 people and generate $51 billion in annual revenues to spur the state's economy.

The survey sought input on a range of topics regarding the Foster School experience, and the impact of its graduates. More than 8,000 of just over 37,000 living alumni responded, an excellent 22 percent response rate (alumni surveys typically draw a response rate between 10 and 20 percent, according to national averages). Among the key findings:

- Some 97 percent of Business School alumni—from both graduate and undergraduate programs—reported being satisfied or very satisfied with their overall experience as a business student at the UW. Also, 95 percent of alumni reported being either well-prepared or very well-prepared for success upon graduation.
- In the imprecise science of reputation measuring, alumni most often described the Foster School as "professional," but would prefer to see it perceived as "career-enhancing" and "nationally ranked." In terms of other differences between current and preferred image, alumni would like the School to be seen as "forward," "innovative" and "real-world."
- Most alumni (70 percent) reported they are working in the discipline in which they received their degree. Here's the breakdown of all responding alumni by job function: 27 percent work in accounting/finance, 21 percent work in management, 15 percent work in sales/marketing, and 36 percent work in other areas.
- Perhaps most revealing, though, are the economic impact figures—especially considering they are based on the productivity of just 8,000 of the 37,000 living alumni of the Business School, merely the tip of the iceberg.

For more information, please visit: bschool.washington.edu/alumni/survey.shtml.

THE VIRTUOUS CYCLE

At the turn of the century, the (then) UW Business School was good business school but one in need of: more engaged faculty, students and alumni; stronger community support; a naming gift; and new facilities. Since 2000, our faculty members not only continue to publish research in the best journals but are now recognized leaders by producing highly influential research (e.g., the many awards mentioned above). Further, Foster faculty engaged in editing major journals (e.g., *The Accounting Review*) and leading major professional organizations (e.g., the Academy of Management) or their major divisions (e.g., Tax). Since about 2005, a strong effort was launched to improve teaching. For example, teaching evaluations are reviewed each quarter with the intent to identify and resolve problems before they become an issue. Exceeding UW requirements, performance feedback is provided annually to all faculty members. When taken together, the Foster faculty substantially affects the larger business academy and practice.

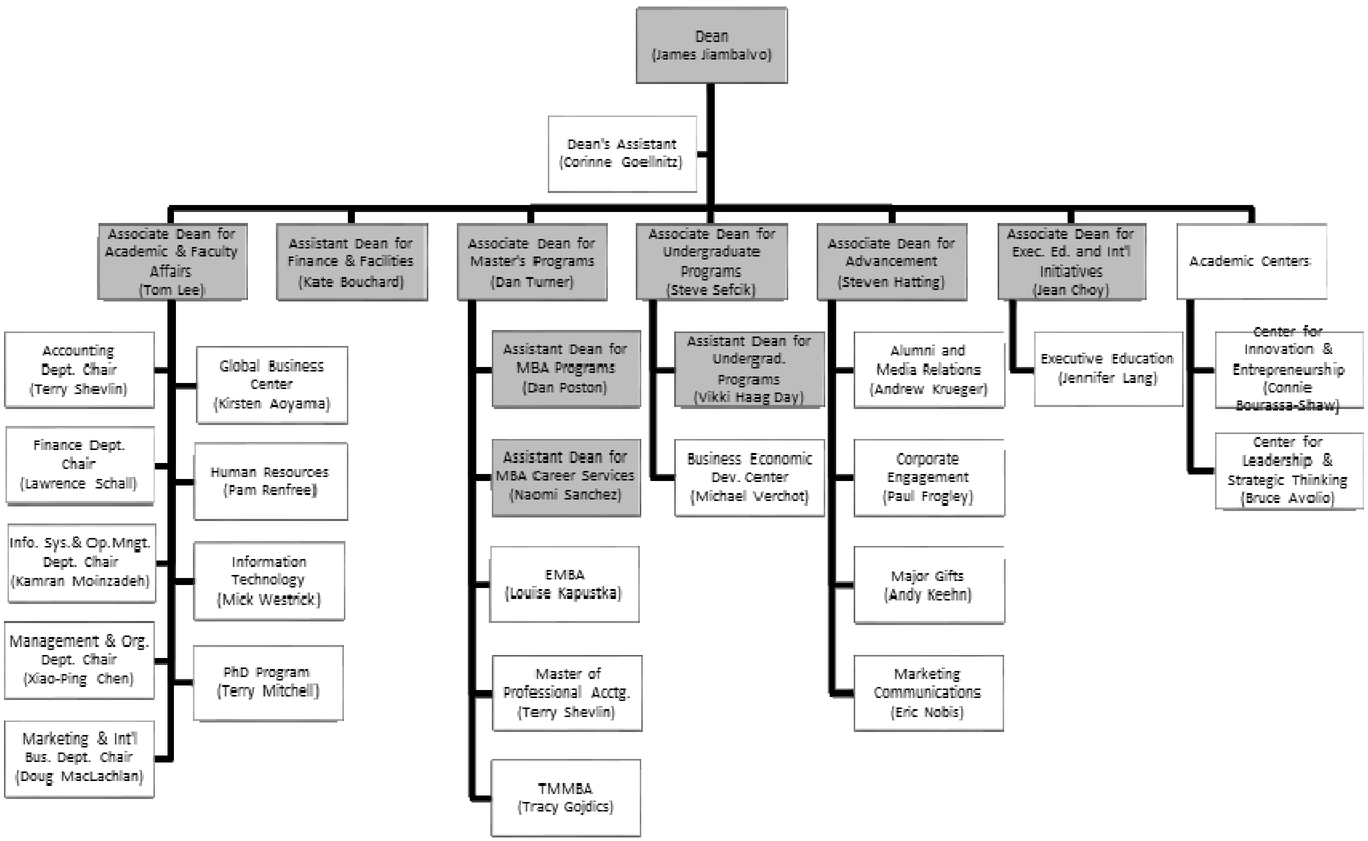
Since 2000, our students and alumni are heavily involved with Foster via our Centers and (non-degree) Programs. Our students and alumni fill much needed 21st century jobs and create new companies, which is facilitated by our Center for Innovation & Entrepreneurship.

Equally important, many of our students and the companies they create seek "to apply the power of business to solve pressing social problems in the world," which is facilitated by our Global Social Entrepreneurship Case Competition in the Global Business Center. For those students and alumni who aspire to found or work in minority and female owned and operated businesses, our Business and Economic Development Center offers many educational and work opportunities. For those who want to work in Seattle's iconic retail companies, Foster offers highly personalized educational and work opportunities via our Sales Program. In addition to the Foster Advisory Board, each Center and (non-degree) Program has an advisory board as well. Including guest speakers, which are most often generated from these boards, Foster engages approximately 1000 business leaders each year from the local, state and national levels to interact and advise our students. Thus, Foster brings students, alumni and community supporters together create opportunities and transform lives.

Since our Foster naming gift in 2007, the opening of the new Paccar Hall in 2009 and the opening of the second new building in 2012, the amount and intensity of interactions between and among faculty, students, alumni and the community greatly intensified. Clearly, we've gotten better. Since 2009, we've gotten exceptionally better (i.e., substantially increased rate of improvement). In 2012 and beyond, we'll get better even faster. Thus, Foster is poised to make more major strides toward our accomplishing our vision, namely, being the best public business school in America.

APPENDIX A

FOSTER'S ORGANIZATIONAL CHART



APPENDIX B

Faculty vita access is available via intranet address provided (below) on Foster's SharePoint site. Username and password are required and provided. The vitas are filed by department and include all fulltime Faculty.

https://intranet.bschool.washington.edu/units/faa/Faculty%20Vitas/Forms/AllItems.aspx
User Name: 10ystudy
Password: huskies2012

Accounting

Robert Bowen	Prof.
Dave Burgstahler	Prof.
Roland Dukes	Prof.
Weili Ge	Asst. Prof.
James Gillick	Sr. Lecturer
Frank Hodge	Assoc. Prof.
James Jiambalvo	Prof.
Jane Kennedy	Prof.
Dawn Matsumoto	Assoc. Prof.
Debra Medlar	Sr. Lecturer
Jane Reich	FT Lecturer
William Resler	Sr. Lecturer
Steven Rice	Sr. Lecturer
Zoe Vanna Palmrose	Prof.
Steve Sefcik	Prof.
Terry Shevlin	Prof.
D. Shores	Assoc. Prof.
Mark Soliman	Assoc. Prof.
Lloyd Tanlu	Asst. Prof.
Jake Thornock	Asst. Prof.
William Wells	Sr. Lecturer
Elizabeth Widdison	FT Lecturer

Finance & Business Economics (FBE)

William Bradford	Prof.
Jonathan Brogaard	Asst Prof (Acting)
Kathryn Dewenter	Assoc. Prof.
Thomas Gilbert	Asst. Prof.
Debra Glassman	Sr. Lecturer
Jarrad Harford	Prof.
Alan Hess	Prof.
Christopher Hrdicka	Asst. Prof.
Avi Kamara	Prof.
Jonathan Karpoff	Prof.
Adam Kolasinski	Asst. Prof.
Jennifer Koski	Assoc. Prof.
Paul Malatesta	Prof.
Frances Maloy	FT Lecturer
Ed Rice	Assoc. Prof.
Larry Schall	Prof.
Stephan Siegel	Asst. Prof.
Lance Young	Sr. Lecturer

Management and Organization (M&O)

Bruce Avolio	Prof.
Jeffrey Barden	Asst. Prof.
Greg Bigley	Assoc. Prof.
Warren Boeker	Prof.
Xiao-Ping Chen	Prof.
Emily Cox	Asst. Prof.
Ryan Fehr	Asst. Prof.
Christina Fong	Sr. Lecturer
Jane George-Falvy	FT Lecturer
Morela Hernandez	Asst. Prof.
Charles Hill	Prof.
Vandra Huber	Prof.
Ruth Huwe	FT Lecturer
Michael Johnson	Asst. Prof.
Thomas Jones	Prof.
Suresh Kotha	Prof.
Thomas Lee	Prof.
Terry Mitchell	Prof.
Scott Reynolds	Assoc. Prof.
Sonali Shah	Asst. Prof.
Kevin Steensma	Prof.
Elizabeth Umphress	Assoc. Prof.

Info Systems & Op Mgmt (ISOM)

Deb Dey	Prof.
Bruce Faaland	Prof.
Ming Fan	Assoc. Prof.
Mark Hillier	Assoc. Prof.
Apurva Jain	Assoc. Prof.
Ted Klastorin	Prof.
Atanu Lahiri	Asst. Prof.
Hamed Mamani	Asst. Prof.
Kamran Moinzadeh	Prof.
Shaosong Ou	Sr. Lecturer
Manoj Parameswaran	Sr. Lecturer
Martha Pilcher	Sr. Lecturer
Thomas Schmitt	Assoc. Prof.
Andrew Siegel	Prof.
Erich Studer-Ellis	Sr. Lecturer
Yong Tan	Assoc. Prof.
Yong-Pin Zhou	Assoc. Prof.

Marketing & International Business (MIB)

Nidhi Agrawal	Assoc. Prof.
Oleta Beard	FT Lecturer
Fabio Caldieraro	Asst. Prof.
Gary Erickson	Prof.
Mark Forehand	Assoc. Prof.
Shelly Jain	Assoc. Prof.
Judi Kalitzki	Sr. Lecturer
Doug MacLachlan	Prof.
Detra Montoya	Asst. Prof.
Robert Palmatier	Assoc. Prof.
Jack Rhodes	FT Lecturer
Oliver Rutz	Asst. Prof.
Ann Schlosser	Assoc. Prof.
Jeff Shulman	Asst. Prof.
Elizabeth Stearns	Sr. Lecturer
Jessica Stone	FT Lecturer
Daniel Turner	Sr. Lecturer
Jack Whelan	FT Lecturer
Richard Yalch	Prof.
Jonathan Zhang	Asst. Prof.

APPENDIX C
FOSTER SCHOOL RANKINGS

US News & World Report 2012

Undergraduate Program

#20 overall & #11 among public schools
#10 Accounting
#12 International Business
#18 Management Information Systems
#18 Management
#19 Entrepreneurship

MBA Programs

Full Time, Day	#37 overall & #15 among public schools
Evening	#15 overall & #9 among public schools
Executive	#23 overall & #7 among public schools

Business Week 2011

Evening MBA

#10 Overall	
Student Satisfaction:	#17
Student Grade for:	
Teaching Quality	A+
Caliber of Classmates	A+
Curriculum	A+
Academic Quality Rank	#10
Post-Graduation Rank	#11

Business Week 2010 Full Time MBA

#31 Overall & #12 among public schools
#21 for job placements
#2 Marketing
#5 Accounting
#6 Communication Skills

Financial Times 2010 Full Time MBA Program

#86 World
#45 USA overall & #20 USA public schools

Economists 2010 Full Time MBA Program

#32 World
#18 overall in USA & #4 among USA public schools

APPENDIX D
ENROLLMENT, GRADUATION, DEMOGRAPHIC AND OTHER NUMBERS FOR DEGREE PROGRAMS

Degree Program-Foster School of Business	*2008-09 Enrollment*	*2008-09 # Degrees Granted*	*2009-10 Enrollment*	*2009-10 # Degrees Grants*	*2010-11 Enrollment*	*2010-11 # Degrees Granted*
FT MBA	225	109	218	105	226	109
PT MBA	265	62	286	110	289	81
Undergraduate	1869	776	1848	741	1947	673
EMBA	159	89	134	69	134	64
TMMBA	170	87	155	83	136	72
MPAcc – Audit	43	42	44	44	49	47
MPAcc-Taxation	45	45	43	43	45	43
PhD	84	8	84	7	80	13

Graduate Teaching Assistants-Total FTE

Graduate TAs 2008-09	Graduate TAs 2009-10	Graduate TAs 2010-11
80	66	77

Full Time Instructional Faculty

FT Instructional Faculty 2009-10	FT Instructional Faculty 2010-11	FT Instructional Faculty 2011-12
104	103	99

Undergraduate Program*
Fall 2011: 1875 students enrolled; 53% men; Asian/Pacific 28%, Black/African American 3%, Hispanic 3%, White/Caucasian 49%, ethnicity unknown 4%, others less than 1%
Fall 2010: 1947 students enrolled; 52% men; Asian/Pacific 31%, Black/African American 2%, Hispanic 4%, White/Caucasian 52%, ethnicity unknown 4%, others less than 1%
Fall 2009: 1848 students enrolled; 54% men; Asian/Pacific 29%, Black/African American 2%, Hispanic 4%, White/Caucasian 53%, ethnicity unknown 4%, others less than 1%
Day, Full Time MBA Program*
Fall 2011: 247 students enrolled; 66% men; Asian/Pacific 15%, Hispanic 3%, White/Caucasian 55%, ethnicity unknown 9%, others less than 1%
Fall 2010: 226 students enrolled; 62% men; Asian/Pacific 16%, Hispanic 2%, White/Caucasian 54%, ethnicity unknown 12%, others less than 1%
Fall 2009: 218 students enrolled; 63% men; Asian/Pacific 16%, Hispanic 4%, White/Caucasian 45%, ethnicity unknown 6%, others less than 1%

Evening MBA Program*

Fall 2011: 292 students enrolled; 66% men; Asian/Pacific 17%, Black/African American 2%, Hispanic 3%, White/Caucasian 55%, ethnicity unknown 8%, others less than 1%

Fall 2010: 289 students enrolled; 70% men; Asian/Pacific 20%, Black/African American 3%, Hispanic 3%, White/Caucasian 51%, ethnicity unknown 8%, others less than 1%

Fall 2009: 286 students enrolled; 71% men; Asian/Pacific 19%, Black/African American 5%, Hispanic 3%, White/Caucasian 54%, ethnicity unknown 7%, others less than 1%

PhD Program*

Fall 2011: 81 students enrolled; 62% men; Asian/Pacific 7%, Black/African American 2%, Hispanic 2%, White/Caucasian 30%

Fall 2010: 80 students enrolled; 62% men; Asian/Pacific 7%, Black/African American 2%, Hispanic 2%, White/Caucasian 27%

Fall 2009: 84 students enrolled; 63% men; Asian/Pacific 10%, Black/African American 1%, Hispanic 2%, White/Caucasian 32%

EMBA Program*

Fall 2011:57 students enrolled; 54% men; Asian/Pacific 18%, Black/African American 4%, Native American 4%, White/Caucasian 66%, others less than 1%

Fall 2010: 72 students enrolled; 78% men; Asian/Pacific 24%, Hispanic 8%, White/Caucasian 60%, others 1%s

Fall 2009: 64 students enrolled; 80% men; Asian/Pacific 20%, Hispanic 5%, Native American 2%, White/Caucasian 69%, others less than 1% or less.

TMMBA Program (Please note that these students begin in January of each year)*****

Winter 2011: 62 students enrolled; 74% men; Asian/Pacific 37%, Hispanic 3%, White/Caucasian 45%, ethnicity unknown 11%, others 3% or less

Winter 2010: 72 students enrolled; 75% men; Asian/Pacific 28%, Black/African American 4%, Hispanic 6%, White/Caucasian 39%, ethnicity unknown 24%

Winter 2009: 83 students enrolled; 81% men; Asian/Pacific 23%, Black/African American 2%, Hispanic 6%, White Caucasian 59%, ethnicity unknown 7%, others 2% or less

MPAcc Program*

Fall 2011: 102 students enrolled; 52% men; Asian/Pacific 16%, Hispanic 2%, White/Caucasian 77%

Fall 2010: 90 students enrolled; 41% men; Asian/Pacific 19%, Black/African American 2%, Hispanic 4%, White/Caucasian 72%

Fall 2009: 87 students enrolled; 52% men; Asian/Pacific 26%, Black/African American 2%, Hispanic 3%, White/Caucasian 58%

MSIS Program*

Fall 2011: 25 students enrolled; 44% men; Asian/Pacific 72%, White/Caucasian 28%

GEMBA Program

6 men & 3 women; 6 international students attending on F-1 visas (4 from Korea, 1 from Thailand, 1 from China); 1 Indian-American; 1 Korean American; 1 unknown)

*The ethnic groups are US based numbers. International students are not reported (except for GEMBA).

APPENDIX E
ADVISORY COMMITTEE EXPECTATIONS FOR ASSISTANT PROFESSORS
November 8, 2005

This document clarifies the expectations held by the School's Advisory Committee on the job performance of assistant Professors. Furthermore, the Committee recognizes that each Department may enact these expectations somewhat differently. For example, research, service and teaching are somewhat compensatory. The exact nature of that compensation may vary slightly by department.

Research

Excellence in research is critical to achieving tenure and is an overarching goal for junior faculty. Excellence in research includes scholarship that is judged important and meaningful by both Sr. faculty and external colleagues. Publication in top tier journals is expected. The expected quantity of output can vary and depends on factors such as norms for the field, contribution by the author and impact of the work, but in general, successfully promoted faculty generate four to six top tier publications before promotion.

Teaching

Excellence in teaching is critical to achieving tenure and is another goal for assistant Professors. Excellence in teaching includes but is not limited to being well received by students as is reflected in achieving high scores on student evaluations. Other ways of making important contributions to the teaching mission of the School include helping others be better teachers (e.g., sharing materials), having up-to-date materials, providing instruction that is beyond textbook materials, and writing cases. It is also important that the assistant Professor can teach at a high level in the graduate level programs.

Service

For junior faculty, some service is expected, but service is less relevant toward promotion and tenure. In particular, junior faculty members are expected to be an active member of the Business School community.

APPENDIX F
Foster A and A Minus Journals

Accounting

- Accounting Review
- Journal of Accounting Research
- Contemporary Accounting Research
- Journal of Accounting & Economics
- Review of Accounting Studies
- Accounting, Organization & Society (A MINUS)

Finance & International Business

- Journal of Finance
- Journal of Financial Economics
- Review of Financial Studies
- Journal of Finance & Quantitative Analysis

Management & Organization

- Academy of Management Journal
- Academy of Management Review
- Administrative Science Quarterly
- Strategic Management Journal
- Organization Science
- Organizational Behavior and Human Decision Processes
- Personnel Psychology (A MINUS)

Marketing & International Business

- Journal of Marketing Research
- Journal of Marketing
- Journal of Consumer Research
- Marketing Science
- Journal of Consumer Psychology (A MINUS)

Information Systems & Operations Management

- Management Science
- Information Systems Research
- Management Information Systems Quarterly (MIS Quarterly)
- Informs Journal of Computing (A MINUS)
- Journal of Management Information Systems (A MINUS)
- Manufacturing and Service Operations Management
- Operations Research
- Production and Operations Management
- IIE (Institute of Industrial Engineers) (A MINUS)
- European Journal Operations Research (A MINUS)

APPENDIX F
Foster A and A Minus Journals (Continued)

Additional A Journals

- Journal of Applied Psychology
- Psychological Bulletin
- American Sociological Review
- Journal of Personality & Social Psychology
- American Economic Review

APPENDIX G

New Faculty Reference Guide

Foster School of Business

Issued: October 10, 2006
Revision 15, April 2011

Authored by:

Nola-Jean Bamberry
Jane Reynolds
Rick McPherson

Online Version Available at:
https://intranet.bschool.washington.edu/resources/Documents/Forms/AllItems.aspx

Welcome

Welcome to the Michael G. Foster School of Business!

The Foster School exists to inspire and develop the next generation of business leaders. We know that well run organizations have the power to change the world, and so we offer our students the opportunity to develop their leadership skills and their ability to think strategically—both essential to success in business. Like the world-class institution to which we belong, the Foster School is a center for innovation and thought leadership, and we're pleased you have decided to be a part of this as one of our faculty. Our collaborative learning community includes faculty, staff, alumni, and business leaders who are dedicated to providing an outstanding educational experience to more than 3,500 students each year.

The Foster School's rich array of programs includes: undergraduate, full-time and evening MBA, Executive MBA, Technology Management MBA, Global EMBA, executive education, and a research-based doctoral program to train scholars who will contribute to advancing business education and practice.

Our vision is to transform what has always been an excellent business school, with an exceptional reputation for scholarship, into one of the nation's premier institutions for business education. We're making significant strides.

We've formed strong relationships with our region's iconic companies including Amazon, Boeing, Microsoft, Nordstrom, and Costco. In October 2010, we dedicated one new facility—PACCAR Hall—and a second new building is scheduled to open in the summer of 2012. And, we've worked to retain and attract incredible instructors.

These accomplishments are integral in shaping our students' life-long learning and their success in their education and careers; the strongest indicator of our success.

To help you achieve success in your new role, we have assembled the attached "New Instructor Reference Guide" to help you come up to speed quickly on our policies, processes, and the resources available to help with your course development and delivery.

Colleagues, department chairs, and department administrative assistants are also very willing to answer questions or help you in any way.

I wish you the best. Thanks for joining our team.

James Jiambalvo

Jim Jiambalvo

Dean, Michael G. Foster School of Business
Kirby L. Kramer Chair in Business Administration

Foster School New Faculty Reference Guide

Department	
Chair:	Contact number:
Administrative Assistant:	Contact number:

Sections:

We have prepared this to provide you information and tips for starting as new member of the Foster faculty. Most of this information, along with other resources, is also available on the MyUW web gateway or on the Foster School of Business intranet (https://intranet.bschool.washington.edu/Pages/default.aspx). This document gives you a quick reference. Since this brief document does not speak to many situations, we encourage you to become familiar with MyUW as it provides answers and connections to many questions you may have and resources you'll need. The University Factbook (http://www.washington.edu/admin/factbook) also contains a wealth of information.

Note: If you are reading this document on a computer with an internet connection, the links will take you directly to the web sites. Download the New Faculty Reference Guide from the Intranet under the Documents tab:

https://intranet.bschool.washington.edu/resources/Documents/Forms/AllItems.aspx

1.0 Getting Started:

1.1 Department administrative assistant: Each Foster School department (Accounting, Management and Organization, etc.) has an administrative assistant who processes new employee paperwork, updates academic systems with instructors' assigned courses, and obtains computer access usernames (UW NetID). The department administrative assistants are a valuable resource for making your transition easier.

1.2 New Employee Orientation:

1.2.1 UW Academic Human Resources provides an online orientation covering University polices and processes. New employees can find a number of useful facts here:

http://www.washington.edu/admin/acadpers/prospective_new/welcome.html. The orientation covers topics such as: obtaining your Husky Card (UW ID card), parking and other transportation options including the fabulous U-Pass, workplace safety, leaves (e.g. sick, family/medical, professional, vacation), and basic responsibilities as a faculty member, ethics, and professional development.

1.2.2 A "Checklist for New Faculty and Academic Staff" is available at http://www.washington.edu/admin/acadpers/tools/new_faculty_checklist.pdf.

1.2.3 UW employees must request approval in advance of engaging in and report "outside activities" on an annual basis to avoid potential conflicts of interest. The University recognizes the value in its professional staff participating in consulting and other professional activities beyond their UW employment, but limits the amount of time allowed on such work to fewer than 13 days per quarter and less than 1 day per week. A more complete definition of what is included as an outside activity, and the process for obtaining approval is explained at http://www.washington.edu/admin/acadpers/faculty/outside_profwork.html. A report of activities, even if you have none, is completed annually each Fall. The online form for reporting activities is available on the information page. You will receive a reminder to complete the annual report early in the Fall quarter. Discuss any concerns with your department administrative assistant.

1.3 University ID Card (Husky Card): All UW employees receive a "Husky Card" used throughout campus to access and pay for services computer check out, library services, parking, etc.). General information about services associated with the Husky Card is found at http://www.hfs.washington.edu/huskycard/default.aspx?id=76&menu=0. Husky Cards are available in the lower level of Odegaard Libarary. The Husky Card can also serve as a "debit card" for purchasing meals and supplies at campus facilities. Activate the debit card function at https://huskycard.hfs.washington.edu/webapps/portal/frameset.jsp. Balances on the Husky Card appear on MyUW. Of vital importance if you are teaching in Paccar Hall is that your Husky Card provides electronic access to the building and to classrooms/conference rooms and the Faculty Lounge in Paccar Hall.

1.4 UW NetID: Once employment paperwork is processed and an employee ID number assigned, you can obtain a UW NetID and temporary password at https://uwnetid.washington.edu/newid/. This gives access to the University's computing systems and establishes a personal UW email account.

1.5 Inside Foster Intranet Access: The Foster School of Business operates a secure intranet site that provides school specific information available to faculty and staff. Once the UW NetID has been established, Foster faculty and staff can request a log in and password for the intranet by contacting the Business School Help desk via e-mail at bacshelp@uw.edu or phone at 206.543.8003. More information about the Foster Intranet site is listed below.

1.6 Department Budget Code: Many services such as copy centers, printing centers, copy machines, and test scoring require a department budget code, which you can obtain from your department administrative assistant. Discuss any budget or expenditure guidelines with the administrative assistant or department chair.

2.0 Finding Your Way Around:

2.1 Foster School Buildings: The Foster School operates in four adjacent buildings in the area called "Upper Campus – North Central":

- Paccar Hall (classrooms, some faculty offices, Orin's Place café, copy center, technology center, and team meeting rooms, computer labs, and the Foster Library which includes several student team rooms)
- Mackenzie Hall (Dean's office, Undergraduate program, MBA program, Ph.D. program, Ph.D student and faculty offices, Center for Leadership and Strategic Thinking, Development, IT, Advancement, mailroom).
- Lewis Hall (faculty and staff offices, Business and Economic Development Center, Center For Innovation and Entrepreneurship, Global Business Center, and the MBA Career Services Center)
- Bank of America Executive Education Center (Executive Education program office and classrooms, and facilities management).

The following map link identifies the various facilities: http://www.washington.edu/home/maps/.

2.2 Parking and Transportation: Public transportation passes (discounted) and campus parking permits are available through UW Parking Services, located at the University Transportation Center at 3745 15th Ave NE. The UW encourages employees to use public transportation. All parking on campus requires a permit or daily payment. Faculty parking information is available at http://www.washington.edu/commuterservices/parking/. Parking permits require an application (see website), a Husky Card, driver's license, and vehicle information. Permits are issued on a short term, quarterly, or annual basis, depending on the length of your contract. Commuter tickets purchased quarterly in books of 26 are a good alternative if you can limit driving to campus on average to twice a week. Parking Services assigns permits based on Sr.ity and availability.

2.3 Offices, Phone Numbers, Voicemail, Access Keys and Mailboxes: These items are administered through your department. You will receive an office assignment from your department administrative assistant (probably shared for lecturers and PhD students), a phone number, keys, and a mailbox. Mailboxes are located either next to the Finance and Administration Office in Mackenzie Hall or in the 5th Floor staff lounge in Paccar Hall. The Foster School "box number" or "mail drop" is 353200 for MacKenzie Hall and 353226 for Paccar Hall If you have questions about facilities, check with your department. Keys to your office are available from the Business School Facilities team offices in the Bank of America Executive Education Center building Room 228A. Contact them via e-mail at shortwav@uw.edu or rahawkins@uw.edu, or phone 206-543-4751 to arrange a pickup time at their office. Note that Paccar Hall itself, class rooms and office areas (after normal building opening times) are accessed using your Husky Card. Your card should be automatically added to the access database, but make sure it works properly; if it doesn't, contact a member of the Facilities team as noted above.

2.4 Supplies: Pens, notepads and other basic supplies are found in the Paccar faculty lounge; the MacKenzie mailroom has deeper inventory. Specific supplies not regularly stocked may be ordered through your department administrative assistant.

2.5 Conference Room reservations: There are multiple conference and team rooms located throughout Paccar Hall, the Foster Library, and a few in MacKenzie Hall. Rooms are reserved using the Resource Scheduler system (Foster Intranet>Resources>Foster Facilities>Resource Scheduler) or by having your Department's administrative assistant reserve a room for you. The policies regarding room reservations are posted on the Foster Intranet>Resources>Foster Facilities. Student teams may reserve "study rooms" in Paccar Hall and in the Library using a reservation process with which they familiar.

2.6 Copy Centers and Copy Machines: Self-service copy machines are at various locations in Paccar, MacKenzie and Lewis Halls. Please use the staffed copy center in Paccar Hall Room 439 as much as possible. Copies made at the copy center cost your department less than those made at the self-service machines, and you don't have to deal with the inevitable paper jams. The smaller machines are reserved for short jobs. Esrefra Sulejmanpasic and others, who staff the copy center work very hard to ensure your copies are delivered on time—even when you give them rush jobs. You may drop your jobs off to their mailbox in Paccar Hall after hours. You may also submit jobs via e-mail (maccopy@uw.edu) or through enabling the networked printers/copiers on your computer. Contact the Foster IT Help Desk (bacshelp@uw.edu) to help configure your computer to enable this option or look on the Inside Foster Intranet>Resources>IT Wiki pages. Any of these copy services, including use of the self serve copy machines require a department budget code. Please be sure to follow appropriate copyright protection policies when copying documents or images (see policies below). As an alternative to photocopies, many instructors post materials for students on Blackboard or another a course website, thus saving paper and resources. Copyright protection guidelines still apply, although guidelines for online materials differ on some points from those for paper copies and are sometimes unclear. If you are unsure about a point, following a conservative interpretation is the safest choice.

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2.7 Foster School Intranet Web page: You will find useful information on the Foster School Intranet website https://intranet.bschool.washington.edu. This is a website driven by Microsoft "Sharepoint" software and offers many features for faculty and staff to customize web pages and group pages in addition to the school run pages. The most useful sections for faculty include: the Announcements, Events and Resource sections. The Resources section has literally hundreds of links to information. Specific Business School items include sections on Foster facilities and Foster technology with many guides about how to use the facilities and technology in the classrooms and on the desktop.

2.8 Food Services: Paccar Hall has the Orin's Place café on the "second' floor for drinks, sandwiches, soups and other snack items. Parnassus, a café in the basement of the Art Building, is east of Mackenzie, and the Burke Museum café is near the 45th Street entrance to the University. McMahon residence hall also offers a full service cafeteria called "The 8". You can use a Husky Card, credit card in most locations, or cash.

3.0 Computer Systems and Email

3.1 MyUW Web page Portal: MyUW is the gateway to information and resources at the University: https://myuw.washington.edu. A UW NetID and password, obtained from your department administrative assistant, are necessary for access. A UW NetID stands for **U**niversity of **W**ashington **Net**work **Id**entification. Your UW NetID and password are your account for accessing your UW information and other online services.

3.1.1 The MyFrontPage section contains your course listings (see My Class Resources below) and comes pre-loaded with common information you can delete or supplement according to your needs.

3.1.2 This portal contains tabs with extensive lists of resources available at the University of Washington. Tabs across the top cover various subject areas and various user groups.

3.1.3 University directories (faculty, staff, and students), calendars, and other daily reference items are available under the "References" and "Calendar" tabs. The Intranet has a Foster specific directory.

3.2 Email: You can set up and manage access to your email account from MyFrontPage in the email section. There are many options for email applications; in addition to the information here, please see http://www.washington.edu/itconnect/email/. The basic application is WebPine, which runs in a web browser. When you have a UW NetID to access MyUW, you can set up your email account (UW NetID@uw.edu).

3.3 University Systems: Over time, you should explore the many systems and search tools. To begin, the following applications may be of interest:

3.3.1 The required course management system at the Foster School is Blackboard. Using a web browser as the interface, the system provides a simple way to create web pages with course syllabi, a course calendar, announcements, lecture materials (for viewing/downloading), project instructions, course materials in various media, and secure student grades. The system also has tools for setting up online quizzes, an assignment drop box, surveys, and online collaboration. For an overview, see http://otel.uis.edu/blackboard/bb7whatsnew.htm. To use Blackboard in courses, contact the Foster School Technology Center by email: techlab@u.washington.edu, phone: 206-616-9049 or in person, at Mackenzie Hall, Room 227. An online tutorial for logging on to Blackboard is available at: http://bschool.washington.edu/in/techlab/etutorials/blackboard.shtml. Training classes are held periodically, and individual training and ongoing assistance are available at the Technology Center. Dive in – it's a great tool to help instructors and students!

3.3.2 The UW also has a suite of course management tools known collectively as "Catalyst." For an overview of the tools go to http://catalyst.washington.edu/tools/. The Catalyst tools include course website templates, web based quizzes and surveys, digital drop boxes, and many class collaboration tools. The technology assistants at the Foster School Tech Center can help set up these tools. The Catalyst group also holds quarterly workshops which are listed on the Catalyst homepage. Contact Catalyst assistance for faculty by email at catalyst@u.washington.edu, by phone at (206) 616-8154, or during drop-in hours from noon to 5pm at the Center for Teaching, Learning, and Technology in Odegaard Library, Room 230.

3.3.3 The My Class Resources section of MyUW provides a course catalog description, instructor class description (customizable by section instructors), classroom information, finals date, class roster, and other information. Access it through MyUW, MyFrontPage. In this area, you can edit and post information about your class that is visible to students. There are several class resources that you can manage such as an Instructor Course Description (your own customized version of what is in the general course catalog), grading system, link to a course website, textbook, library reserves, scheduled date and time of the final exam, You must update this information each quarter before the start of the term, preferably as soon as you make these decisions. Once you make changes, the University's system updates the next business day and provides a description of the class, requirements, etc.

3.3.4 My Class Resources also allows you to create electronic class lists and an email distribution list that you can then use to send emails to all students in a class. Pictures of students from their Husky Card are also posted in this section.

3.4 Technology Support is available for from several sources.

3.4.1 Foster IT services provides acquisition, set-up and maintenance of hardware and network systems. They will also purchase and install supplemental software. Contact bacshelp@uw.edu or phone 206.543.8003 for help.

3.4.2 The Foster Technology Lab, located in Paccar 597 (techlab@uw.edu), provides help with the basic office programs (Word, Excel, etc.), web page development tools, Blackboard, and video or audio production. See the services available at the Foster School Technology Center (http://bschool.washington.edu/in/techlab/services.

3.4.3 UW Technology supports many of the University resources listed on the MyUW "Faculty" tab such as Webpine and Catalyst. Access their services by sending an email to help@u.washington.edu or calling 206.543.5970.

3.4.4 Lew Thorson (lthorson@u.washington.edu, 206.543.7125, 537 PCAR) provides support for statistical analysis, programming, and working with databases.

4.0 University Policies & Practices

4.1 General University policies that are important to review:

4.1.1 The Online New Employee Orientation and Outside Employment and New Employee Checklist, as noted in the "Getting Started" section above.

4.1.2 Computing and Network Use Policies (http://www.washington.edu/itconnect/policy/) describe important matters including appropriate use of University resources, the public nature of records and electronic communication, University ownership of copyrights.

4.1.3 Records Retention Policies (http://f2.washington.edu/fm/recmgt/retentionschedules/gs/general). Typical items retained by instructors include:

- **Exams and Answer Sheets:** A record of student answers to examination questions.
  NOTE: This retention period applies to those graded exams not retrieved by the student.
  Official Copy: Academic Departments
  Retention: 1 quarter after the end of the quarter in which the exam was given
  Disposition Method: Shred
  NOTE: A sample of each exam and its answer sheet should be retained with Course History Files.

- **Papers, Projects and Other Assignments by Students:** A record of papers, projects and other assignments submitted by students in fulfillment of course or degree requirements.
  NOTE: This retention period applies to those assignments not retrieved by the student after they are graded.
  Official Copy: College/School or Department
  Retention: 1 quarter after the end of the quarter in which the assignment was graded
  Disposition Method: Shred

4.1.4 Student Records Privacy Laws: The Family Education Rights and Privacy Act (FERPA) provides guidelines regarding information privacy for students. Common actions that violate FERPA include public posting of grades associated with a person's name or identifying number (e.g. Student ID) or using email to communicate grades. You may use Blackboard, which is considered a "secure" system, to communicate grade information. Any written work that has a grade associated with a student's name or ID must be shredded if not returned. The UW has established specific guidelines for faculty to protect students' privacy: http://www.washington.edu/students/reg/ferpafac.html.

5.0 Instructional Resources: The following resources offer ideas for becoming an excellent instructor.

5.1 Instructional Evaluation**:** At the end of each quarter, students will evaluate their experience in your course. For a preview of the course evaluation areas, check the forms at: http://www.washington.edu/oea/services/course_eval/index.html (Form A or B of the survey applies to most Foster School courses.) These surveys are automatically ordered for each course and delivered to your mailbox. The packet includes complete instructions for how to administer the surveys.

You are also encouraged to use mid-course feedback techniques to identify areas for improvement. You can do that through class discussion, written feedback (anonymous), online survey tools available in Blackboard or Catalyst, or a Small Group Instructional Diagnosis (SGID) consultation with a staff member from the Center for Instructional Development and Research (See below).

5.2 Foster School Teaching Effectiveness Coaching: Foster has a faculty coach, Susy Schneider, who can assist with delivery techniques, connecting with students, lesson structure, using effective, relevant examples, Q/A techniques, cold calling, setting expectations, continuity, identifying main points, and giving feedback. Susy can help develop improvement plans based on student feedback and/or suggestions provided by an SGID. Her office is 221 Mackenzie, and you can contact her by sending email to schnes@u.washington.edu or calling 221-5686

5.3 University Instructor Development Resources: The "Teaching" tab on the top of MyUW has several university-level resources for instructors. These include:

- The Center for Instructional Development and Research (CIDR) (http://depts.washington.edu/cidrweb/)
- Teaching @ the UW (http://www.washington.edu/teaching/)
- The UW Teaching Academy (http://www.washington.edu/uaa/teachingacademy/)

The CIDR website has excellent resources available for help in thinking through course development: http://depts.washington.edu/cidrweb/resources/designtools.html. Staff members are also available to help you get confidential feedback from your students. Many instructors schedule an SGID (Small Group Instructional Diagnosis) mid-quarter, in which a consultant observes your class for about an hour, then interviews the students for half an hour, and prepares a summary of the class's strengths as well as suggestions for improvement.

5.4 Academic Calendar: You can find the UW Academic Calendar online at http://www.washington.edu/students/reg/calendar.html or through the MyUW "Calendar" tab. This calendar offers:

- Dates of Instruction - beginning and ending dates for each quarter
- Application Deadlines
- Registration Deadlines
- Deadlines for Adding/Dropping Courses or Complete Withdrawal
- Tuition/Fee Assessment Deadlines
- Final Exam Schedule
- Grade Deadlines
- A quarterly time schedule that includes holidays is available at http://www.washington.edu/students/timeschd/.

5.5 Course Specific Information: Sample syllabi and course materials are available from numerous sources:

- Department administrative assistants (they keep copies of past syllabi on file) and know others who have taught the class before.
- Department chairs.
- Course description websites (http://www.washington.edu/students/crscat).
- Instructors' individual websites.
- For undergraduate core courses, there is an instructor resources website maintained by the course coordinator. These provide sample syllabi, course materials, course activities and schedules. Your department may have a portfolio of materials for your course. Ask your department administrative assistant for any resources they have.

5.6 Textbook(s) and other materials selection: With the exception of core classes, instructors typically select the textbook and other course materials. Core and foundation courses have a standardized curriculum that typically have the same or a limited choice of textbooks. Check with your department administrative assistant or chair to see if your course has a standard textbook. If you are teaching an undergraduate core course, a course coordinator is available to introduce you to the basic course structure and materials. Resources for selecting a textbook and course materials include:

- A course portfolio (described above)
- Prior course syllabi
- Instructors who have taught the class previously
- Department chair
- Department administrative assistants
- For core undergraduate classes, a course coordinator

5.6.1 Textbook publishers provide free "review" copies for instructors. Register with the publishers to make online orders, and you can place them through your publisher representative. Many publishers now provide review copies online through CourseSmart. Your department administrative assistant can give you the contact information for the current reps. Note that you need to order textbooks through your department administrative assistant approximately 8-10 weeks prior to the start of a course.

5.6.2 Custom course packs, with your selection of materials such as book chapters, case studies, articles, and other documents, can be arranged through a variety of sources. These customized texts allow instructors to tailor a set of materials for a course's needs. UW Publications can copy course packs for students to purchase at the UW Bookstore: http://www.washington.edu/admin/pubserv/copy/coursepacks/copy.cp.faculty1.html. Other means for developing course packs include primisonline.com, Xanedu.com, or placing materials on the course website. In developing course packs, follow the University's copyright policies: http://depts.washington.edu/uwcopy. UW Publications will obtain copyright clearance, but requires at least two weeks.

5.6.3 Business cases, articles, and videos are available from various sources at the University libraries and the departments. Harvard Business School Publishing and Darden Business Publishing offer cases and information about teaching with cases.

5.6.4 The library course reserves allow students to access reserve materials, which may include a copy of the course textbook, in one of the libraries. In addition, the library offers E-Reserves, an online service. The library will host articles and media on E-Reserves, but instructors are responsible for copyright clearance. Request library reserves through http://www.lib.washington.edu/services/course/.

5.7 Classroom Equipment, Layout, and Computer Labs:

5.7.1 General Classroom Information: Access specific information about your classroom's layout and equipment by clicking on the "room info" link in MyUW under My Class Resources. Use the following website to find descriptions of all campus classrooms, as well as online forms for reporting equipment, fixture, or furniture problems and requesting equipment from UW Classroom Support Services: http://www.css.washington.edu/Classrooms. Outside Paccar Hall, the equipment in each classroom varies significantly. Most classrooms have overhead transparency projectors and TV/VCRs. Some have built-in computers and computer projection units, but most do not. Those with podiums that have built-in equipment require an "A/V key" (also known as the "IOFA key" available from Classroom Support Services, 035 Kane Hall. Before the quarter starts, review the room set-up and determine if you need additional equipment. The Techlab in Paccar 193 has laptops and projectors available for check out and UW's Classroom Support Services also has equipment that can be set up for the whole quarter if it is not resident in the classroom. Equipment is limited so book EARLY! The request form for additional equipment is available at: http://www.washington.edu/classroom/equipment/request/.

5.7.2 **Paccar Hall Classrooms and Technology** - Classroom lighting, projectors, screens, video and audio systems are managed through a single computerized interface from the podium. The Foster Technology Center (techlab@uw.edu) can provide hands on instruction with the system. Download your own copy of the user manual from the Technology Center page on the Foster Intranet site>Resources>Foster Technology>Technology Center, or use the one in the drawer of the podium. Most Paccar classrooms are also equipped with Blu-Ray/DVDs, document cameras, microphones and video recording equipment. This equipment can be complex – **we strongly recommend that you visit your classroom in advance to practice using these controls.**

5.7.2.1 Classrooms are programmed to be unlocked when classes are scheduled in the room. If the class is locked, use your Husky Card to gain access.

5.7.2.2 The podiums have a drawer that requires the above referenced "A/V Key".

5.7.2.3 Computer interface: most Paccar classrooms have a built-in computer ready to display your materials accessed online or memory stick. If you prefer to use a laptop, there is **usually** a cable in the locked drawer. However, you are advised to bring your own cable as a back up. If you have a Mac, you'll also need the appropriate adapter.

5.7.2.4 If you choose to utilize the classroom computer you will need to log in using your UW Net ID and password. This will grant you access to the computer and to the internet.

5.7.2.5 The Paccar Hall classrooms are also equipped with video cameras and audio systems so that class sessions can be recorded and can also be broadcast via "MediaSite" if that is of interest to an instructor. Information on this tool is located on the Foster Intranet>resources>Foster Technology>Technology Center Site.

5.7.2.6 Paccar Classroom support: the Paccar Labs team provides support for using the classrooms in Paccar Hall. They reside in Paccar 193 or can be reached at 206.685.8294, or at. pachelp@uw.edu. A phone in each classroom gives you an immediate connection to the Paccar classroom support team. They can supply missing cables, (some) adaptors, troubleshoot equipment problems, and make some repairs.

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5.8 Computer Labs: Computer labs on the first floor of Paccar Hall are available for classroom use. Make reservations through the Resource Scheduler (available on the Foster Intranet>Resources>Foster Facilities>Resource Scheduler. Computer labs are also available in other buildings in the campus if the Foster labs are reserved – contact your Department Administrative Assistant to schedule with the UW's Classroom Scheduling Office.

5.9 Branded Foster Materials: PowerPoint templates, electronic letterhead, and Foster logos are available on the intranet under Brand>Brand Tools.

5.10 Class Speakers: The Advancement office has a list of people who are interested in speaking to Foster classes and their area(s) of expertise. If you have a speaker to your class, please let the Dean's office know, and they will send a thank you letter recognizing the school's appreciation of their contribution.

5.11 Updating the Class Description: You should put online a description of your course content, course objectives and instructional methods so students can review then when planning each quarter's class schedule. This will help students know what to expect from your course. Update course descriptions by accessing http://www.washington.edu/students/icd/welcome.html.

6.0 Testing, Grading, Academic Honesty, and Resources for Students

6.1 Faculty Resource on Grading (FROG) includes UW policies, procedures and forms, good practices, departmental averages, academic conduct issues, and student disability issues. (http://depts.washington.edu/grading/)

6.2 Using ScorePak® (a.k.a. "Scantron") Forms for Tests: If you plan to use multiple choice or true/false exam questions, consider using the ScorePak® forms. These are the familiar "bubble shaded" forms that students purchase and bring to class on exam day. The Office of Educational Assessment (OEA) can score exams and provide reports based on student scores, answers by question, etc. – typically with a day turnaround. The on-campus OEA office is in Mary Gates Hall on the Lower Level. For additional information, see the website: http://www.washington.edu/oea/services/scanning_scoring/index.html. Note that you will need to fill out a scoring key answer sheet available at the OEA offices, and provide a departmental budget number to pay for the service.

6.3 Your Role in Promoting Academic Integrity

As an instructor, you have an important role in promoting a culture of academic integrity. Research shows that the most effective deterrents are a student culture in which cheating is unacceptable and a school environment shaped by both policies and honor codes

(McCabe, 2001). The Foster School has implemented an Undergraduate Code of Conduct (see below). The MBA Program has used an honor code for several years and has a document with specific instructions for faculty. If you are teaching in that program, please talk with the program office.

Including the code of conduct in your syllabus or an assignment reinforces the message, but the message should be part of the class culture. You are a role model who communicates Foster norms and helps shape student culture. Include a discussion of ethical questions related to course material to show that ethics is a professional matter.

Be explicit about your expectations for academic integrity, and for papers and tests, set clear guidelines about issues such as students working together. Some strategies for promoting academic integrity are simply good teaching tactics, for example, being clear about expectations and guidelines for assignments, being sure that the resources to complete an assignment are within students' reach, and ensuring that students are on track with an appropriate timeline. Finally, if you find students cheating, take action.

The following Foster School produced videos were designed to give students specific examples of what constitutes Academic Misconduct and to clearly demonstrate its negative effects:

Plagiarism: http://www.youtube.com/watch?v=sQGBhZ0ov6o

Cheating Sucks: http://www.youtube.com/watch?v=TWfITgqKXYQ

McCabe, Donald L., Linda Klebe Trevino, and K.D. Butterfield. "Cheating in Academic Institutions: A Decade of Research." *Ethics & Behavior* 113 (2001): 219-232.

6.3.1 Undergraduate Code of Conduct

Foster
School of Business
UNIVERSITY OF
WASHINGTON

Undergraduate Code of Conduct

I will uphold the fundamental standards of honesty, respect, and integrity,
and I accept the responsibility to encourage others to adhere to these standards.

HONESTY: I will be truthful with myself and others.

RESPECT: I will show consideration for others and their ideas and work.

INTEGRITY: I will be a leader of character. I will be fair in all relations with others.

6.3.2 Why Do Students Cheat?

Students are more likely to cheat if they think it is the norm. In classes graded on a curve, students may feel disadvantaged if they see their peers cheating. In this situation, students rarely report each other. Other common reasons are frustration with a difficult assignment and running out of time. Also, if students see there are no consequences for cheating, they are more likely to risk the chance of getting caught.

Illustrations of Information to Give Your Students:
Being clear about your expectations is important because students in a public institution have a legal right to due process, which protects their property right to an education. The UW Faculty Resources on Grading (FROG) site (http://depts.washington.edu/grading/conduct/index.html#role) offers this guideline:
Note: *Since an important element of due process is the giving of notice of expected behavior, classroom expectations/criteria should be placed in the syllabus and on your faculty web page and announced during class. This notice is an important prerequisite for establishing fair rules of behavior.*

Here are examples of statements you might put in your syllabus and a sample syllabus. Note how the guidelines in your syllabus should relate to the kinds of assignments and tests in your course.
http://depts.washington.edu/cidrweb/syllabus/integrity.html

http://depts.washington.edu/cidrweb/syllabus/BIOL100/info.htm

UW statement that explains the *Student Conduct Code* *(WAC 478-120*:
http://depts.washington.edu/grading/issue1/honesty.htm

6.3.3 What Steps Can I Take to Prevent Cheating and Plagiarism?

6.3.3.1 Undergraduate Program Required statements in syllabi and exams:

- On syllabus:

  "By being a student in this course you acknowledge that you are a part of a learning community at the Foster School of Business that is committed to the highest academic standards. As a part of this community, you pledge to uphold the fundamental standards of honesty, respect, and integrity, and accept the responsibility to encourage others to adhere to these standards."

- Put the following on major assignments/exams just above a signature line:

  "By signing below you acknowledge that you are a part of a learning community at the Foster School of Business that is committed to the academic standards of honesty, respect, and integrity, and that you adhered to these standards while completing this exam."

6.3.3.2 Your departmental colleagues can offer some practical strategies appropriate to the classes you are teaching. If you are trying to solve a specific problem, you could browse the numerous tips available from sources like these:

Preventing Academic Misconduct
http://depts.washington.edu/grading/conduct/prevention.html

Guidelines for Faculty and Instructors on Preventing Academic Misconduct
http://depts.washington.edu/grading/conduct/artsandsciences.html

Cheating, Academic Dishonesty and Honor Code Policy
http://www.vcu.edu/cte/resources/tlc/8_0_cheating_honor_code.htm

Anti-Plagiarism Strategies for Research Papers
http://www.virtualsalt.com/antiplag.htm

Bibliography

Plagiarism: some sources on causes and incidence
http://wrt-howard.syr.edu/Bibs/PlagIncidence.htm

6.3.4 How Do I Detect Plagiarism?

When students copy and paste material, or even insert passages slightly changed from the source, the "voice" or tone in the paper often becomes recognizably different. Watch for these shifts and check suspicious passages to see how they differ from the rest of the paper. They may sound like more professional writing or may simply have a different voice. Sometimes large passages copied and pasted from a source like Wikipedia may not quite fit the assignment, for example, providing a standard overview of a country's history instead of a focused look at aspects most relevant to the assignment. Also watch for surprising changes in writing or language proficiency from assignment to assignment. Checking whether material that seems to be plagiarized is from an online source is a simple matter of doing a Google search for a distinctive phrase.

Blackboard has a feature called "SafeAssign" which checks turned in work against a database of papers, similar to TurnItIn.com. It provides a significant deterrent effect at the very least.

6.3.5 What Are the Foster School and UW Procedures for Cases of Cheating or Plagiarism in Undergraduate Classes?

First, the instructor should try to resolve the issue by talking with the student. After discussing with the student, you believe a student has plagiarized or engaged in any other form of academic misconduct, gather any supporting evidence and report the matter to the Undergraduate Program Dean to determine if further steps should be taken. The student may also appeal any action as well. The following information from the UW Faculty Resources On Grading (FROG) illustrates the options an instructor has and ways to inform students of their right to appeal.

http://depts.washington.edu/grading/conduct/index.html#talking

This appeal procedure follows the sequence outlines in UW regulations:
http://depts.washington.edu/grading/conduct/reporting.html

For answers on a range of questions concerning academic misconduct, check this FAQ site on FROG:
http://depts.washington.edu/grading/conduct/index.html

6.4 **Services to Help Students Succeed:** Many services are available to help students be successful in their college experience. These include:

- Odegaard Writing & Research Center (http://depts.washington.edu/owrc/
- **Center for Learning and Undergraduate Enrichment (CLUE) has study groups, tutoring, a writing center, and exam reviews (http://depts.washington.edu/clue/index.php**
- UW Counseling Center (http://depts.washington.edu/counsels/)
- Office of Minority Affairs and Diversity Instructional Center (http://depts.washington.edu/ic/graphics/index.php?style=graphics)
- UW International Services Office (http://depts.washington.edu/uwiso/about.shtml)

- A variety of organizations and activities identified on the student section of the Foster School website (http://foster.washington.edu/current_students.html).
- If you have a student showing signs of trouble, you may wish to talk to a counselor in the UPO to see if anyone has some background knowledge. Don't wait for the student to come talk with you.

7.0 Foster School Mission, Vision and Initiatives:

FOSTER SCHOOL OF BUSINESS *2010 - 2011*

Mission

We are a collaborative learning community of faculty, staff, students, alumni and business leaders dedicated to the creation, application and sharing of management knowledge.

In carrying out our mission, our programs place special emphasis on leadership and strategic thinking. Our faculty are recognized thought leaders whose research contributes to the understanding of important management issues. And our students are capable of leading teams and, ultimately, organizations and can roll up their sleeves to solve complex, unstructured real-world problems.

Vision

The Michael G. Foster School of Business has a long-term vision to be the best public business school in the US.

We recognize that public universities have a distinct mission and funding model compared to private universities which is why we have chosen to measure ourselves against the nation's best public research institutions. Our goal to be the best is not simply about bragging rights or media rankings. It is about being the best at fulfilling our public mission to advance knowledge through research and to prepare the business leaders of tomorrow by providing students with a transformational learning experience.

Initiatives

Our plan for achieving this vision involves the following initiatives:

1. Differentiate the school in terms of leadership and strategic thinking.
2. Complete world-class facilities.
3. Expand roster of outstanding faculty.
4. Continue to recruit outstanding students.
5. Develop an undergraduate career center.
6. Demonstrate improvements in communicating the brand of the Foster School of Business.
7. Expand executive education to further our school's standing in the community and enhance funding.
8. Expand enrollment in self-sustaining degree programs.
9. Successfully launch the Global Executive MBA and Masters in Information Systems programs.

Foster
School of Business

8.0 Expectations for Undergraduate Courses:

8.1 Challenging Coursework: Courses should challenge students. The undergraduate business students are very capable since admission to the degree is competitive and draws from a pool of students who have already met the University's selective admission criteria. Challenge, however, does not mean simply requiring a lot of work. Rather, it involves assigning higher level thinking tasks that extend the students' abilities. Bloom's Taxonomy is a useful guide for analyzing the cognitive challenge your assignments present:

Knowledge – ability to recall information
Comprehension – ability to interpret facts, compare, contrast
Application – ability to solve problems, use information in new situations
Analysis – ability to see patterns and identify components
Synthesis – ability to integrate knowledge, use ideas to create new ones
Evaluation – ability to make and judge arguments based on evidence

The following site illustrates how to use Bloom's Taxonomy in assignment design: http://www.umuc.edu/ugp/ewp/bloomtax.html.

8.2 Integration of Strategic Thinking and Leadership: In line with the school's mission and goal to differentiate the Foster brand in terms of strategic thinking and leadership, instructors should strive to address these concepts, regardless of the subject. In your annual performance evaluation, you will be asked to demonstrate how you have integrated these concepts in to your course(s).

8.3 Courses in the Degree Program: Typically, undergraduate students take lower-division prerequisite courses and then apply to the Foster School to complete the degree their junior and Sr. years. A few high achieving students are admitted earlier. A page on the Undergraduate Program website (http://foster.washington.edu/undergrad/program.shtml) will guide you through the degree options, course requirements, and requirements for admission. By looking at the degree structure, you can see where your students are in the program, and you can anticipate their concerns.

8.4 Foster School Grading Guidelines are as follows: The median course grades for undergraduate classes should be in the ranges of 2.9 to 3.1 for 200 level courses, in the range of 3.1 to 3.3 for 300 level courses, and in the range of 3.2 to 3.4 for 400 level courses. Exceptions must be rare and justified to the Undergraduate Program Dean.

The FROG site (see above) gives a summary of grading practices in the Foster School classes by department.

8.5 Student Performance Evaluation (Grading) and Final Examinations: The FROG website also has useful materials about methods for assessing student performance (a.k.a. grading) at http://depts.washington.edu/grading/plan/index.html. In addition, the resources identified above in Section 5.3 are good sources for developing assessment appropriate to each course.

Please note that it is Foster School policy that all courses should have final exams. Exceptions require approval by the department chair. University policy requires that final exams occur during final exams week, not the last week of class.

8.6 Blackboard: All undergraduate and MBA instructors should use Blackboard, a web-based classroom management system. Blackboard tutorials, help and sample class sites are available from the Technology Center (techlab@uw.edu).

9.0 Tips for Teaching in the MBA Program:

9.1 The MBA program operates on a cohort basis for the required core classes. The core courses are integrated; the MBA Office has various methods to ensure they are aligned and integrated, as well as graded consistently. See Barby Pearson in the MBA Office if you are teaching a core course.

9.2 Avoiding Repeated Course Material: When teaching elective courses, you should be aware of the materials and cases covered in the core curriculum the first year. It is important not to duplicate case studies taught in the core.

9.3 Blackboard: Instructors are required to use Blackboard for all MBA classes.

9.4 MBA Grading: For graduate level courses, check with the MBA Office, as these courses have a particular set of guidelines.

10.0 Employee/Employment Matters: The "Faculty/Staff" tab on the top of MyUW contains many helpful links for UW employees. It includes an "Employee Self Service" website for processing items such as address changes, directory listings, income tax withholding, etc. An individual's "earnings statement" (pay information) is posted here.

11.0 Department Specific Information and Resources: The individual Foster School departments can provide any additional information, resource links, or guidelines. Your department administrative assistant is a good place to start.

Reminder: Most of the information above is available through links on MyUW or the Foster Intranet. In addition, you can find information by using the "Search" field in the upper right corner of MyUW to search just MyUW or all the UW web pages.

Authors: This document was developed by Rick McPherson, Jane Reynolds and Nola-Jean Bamberry as an aid to new instructors at the Foster School. We hope it will help you get on the right track to developing and using the resources available to you to become excellent instructors. Please contact us if you have any questions!

Suggestions and Corrections: We hope to improve this document continually. If you have suggestions for items this document should cover or have corrections to web links or statements, please email them to Jane Reynolds at janegf@uw.edu.

APPENDIX H
GUIDELINES FOR THE THIRD YEAR RENEWAL
Prepared by the Dean's Advisory Committee, May 4, 2010

The spirit of this document is to help assistant Professors better understand the decision for a third year contract renewal. For a renewal, the assistant Professor should be judged as making good progress towards promotion to associate Professor. There are two somewhat compensatory factors. First, contract renewal typically entails two top tier publications (or unconditional acceptances). Second, judgments by one's Sr. colleagues, Department Chair, the Advisory Committee and the Dean that one's record of teaching is good; these judgments are affected by formal student ratings, teaching difficulty of the course (e.g., required core course vs. elective, very large lecture section vs. elective) course materials (e.g., types of exams, lecture notes, cases, videos, and such), informal student comment (e.g., to an associate dean or department chair) and participation with course coordinators.

The compensatory judgments in the renewal decision can be based on the following.

1. Overall number of top tier and other publications (e.g., more top tier publications may compensate somewhat for mediocre teaching)
2. Overall quality of teaching (e.g., exceptional teaching may compensate for only a single top tier publication)
3. Number of 2nd and 3rd round "revise & resubmits"
4. Research awards from major academic associations (e.g., Academy of Management)
5. Number of coauthors on a published article and number of single authored articles
6. Number of ad hoc reviews for major journals
7. Number of presented papers at major academic meetings or prestigious conferences (e.g., American Marketing Association)
8. Number of invited scholarly addresses or workshop presentations at major business schools, other professional schools (e.g., engineering, government, public affairs, medicine) and/or liberal arts departments (e.g., economics, psychology, sociology)
9. Invited participation in doctoral consortia at a major meeting (e.g., INFORMS, American Finance Association)
10. Order of authorship (in those disciplines in which order signals contribution)
11. Active and high quality participation in department workshops
12. Commenting on colleagues' papers

The process for renewal is as follows.

1. During winter quarter of the assistant's third year, the Department Chair seeks a recommendation from the Advisory Committee on a contract renewal. In turn, the Advisory Committee will offer a specific recommendation on renewal versus non-renewal.
2. The Chair will convey that recommendation to the Department's Sr. faculty for a spring quarter vote.
3. If the Department vote is in conflict with the Advisory Committee's recommendation, the Advisory Committee will deliberate and offer a separate recommendation to the Dean.
4. If a renewal is granted by the Dean, the assistant Professor receives an automatic course reduction in year.

APPENDIX I
BUDGET SUMMARY

	FY06	FY07	FY08	FY09	FY10	FY11
REVENUES:						
Tuition & Subsidy in State Supported Programs	17,007,000	18,294,000	19,870,000	20,093,000	18,635,000	23,600,000
Tuition in Fee Based Programs	16,706,000	16,031,000	19,180,000	19,609,000	18,196,000	19,497,000
Center Gifts and Revenue	1,430,000	1,010,000	1,140,000	1,999,000	3,195,000	2,465,000
Other Gifts & Non-sponsored Grants	1,631,000	1,975,000	2,130,000	1,740,000	1,578,000	1,397,000
Other Income	581,000	1,034,000	760,000	661,000	556,000	599,000
Total Revenue	**37,355,000**	**38,344,000**	**43,080,000**	**44,102,000**	**42,160,000**	**47,558,000**
EXPENDITURES:						
Faculty Salaries	17,493,000	18,080,000	19,460,000	21,160,000	20,167,000	19,871,000
Staff Salaries	5,617,000	6,077,000	6,560,000	7,140,000	7,267,000	7,486,000
Hourly, Excess Compensation, Overtime	1,225,000	869,000	960,000	1,002,000	874,000	908,000
Benefits	1,735,000	1,663,000	1,860,000	2,043,000	2,274,000	7,355,000
General Ops (non-salary, including contracts)	9,050,000	9,529,000	9,910,000	10,068,000	8,971,000	8,935,000
University Overhead Charges	1,755,000	1,766,000	1,960,000	2,090,000	1,983,000	1,914,000
Total Expenditures	**36,875,000**	**37,984,000**	**40,710,000**	**43,503,000**	**41,536,000**	**46,469,000**
NONENDOWED ANNUAL SURPLUS (rev-exp)	**$ 480,000**	**$ 360,000**	**$ 2,370,000**	**$ 599,000**	**$ 624,000**	**$ 1,089,000**
Market Value of Endowments at Year End:	**$81.1 million**	**$97.9 million**	**$100.9 million**	**$84.5 million**	**$95.0 million**	**$107.9 million**

APPENDIX J
UNDERGRADUATE LEARNING

What are the specific objectives, assessment or measurements for each of the goals?

Each learning goal was considered and learning objectives identified. An activity that the Foster School implemented was a review of the individual Core courses and their role in our curriculum. Anchor syllabi with established learning goals were created and instructors increased coordination across the various offerings. As such, fourteen Core Course Coordinators (CCCs) were appointed to manage each individual core course. In 2009-10, they were:

Accounting	
215	Associate Professor Frank Hodge
225	Full Time Lecturer Elizabeth Widdison
Finance & Business Economics	
FIN 350	Professor Jarrad Harford
B ECON 300	Sr. Lecturer Ali Tarhouni
Management	
200	Part Time Lecturer Hugh Judd
300	Full Time Lecturer Jane George-Falvy
400	Associate Professor Scott Reynolds
430	Assistant Professor Jeff Barden
Marketing & International Business	
MKTG 301	Full Time Lecturer Leta Beard
IBUS 300	Sr. Lecturer Alan Muller
BCMU 301	Full Time Lecturer Jack Whelan
Information Systems & Operations Management	
Q METH 201	Professor Bruce Faaland
IS 300	Sr. Lecturer Shaosong Ou
OPMGT 301	Associate Professor Apurva Jain

Message from Associate Dean Steve Sefcik on Core Course Coordinators

As a result of the lengthy Core Curriculum Review we have undertaken, the committee agreed that the Undergraduate CORE constitutes the foundation upon which each concentration, and, in fact, the entire Business degree is built. The CORE is blocking and tackling. It is called the "CORE" because it is absolutely central to our mission. I see the CORE as the basic "tool box" that all graduating Business students need to carry. It is necessary, though certainly not sufficient, to be a successful business person. In that sense, it must be a point of parity with other world-class Undergraduate Programs. We can distinguish our Program by our concentrations, electives, clubs, activities, and other learning opportunities. But, without a good foundation, it is likely not to enable us to accomplish our goals.

Historically, perhaps because there have always been several sections taught by different instructors, our CORE has been 'hit or miss.' The committee agreed that it is essential for our success to strive towards reducing variance and integrating across the core courses by selecting course coordinators. You have been chosen by your department chair and me to be a CORE COURSE COORDINATOR (CCC).

I'm looking for confirmation that they are, in fact, state of the art, up to date, and best practices in your respective fields. We do not need to re-invent the wheel here. It is absolutely essential for our success. Maybe because it is so "basic" is why it has gone overlooked and without a critical evaluation for so long. As a point of parity (in Jim's words), they have to be all that and then some…I'm not worried about the flavor of the week, nor all the bells and whistles. Instead, I'm looking to make sure they are sufficiently comprehensive and rigorous. I'm looking to see if they have taken every opportunity to incorporate leadership and strategic thinking wherever they can. I'm looking to see if they are going to provide the background necessary to continue on in the study of Business.

That's why I need your expertise and where your role comes in. While it may sound like an "old," already existing position, the responsibilities have been changed. First and foremost, it will be compensated directly or indirectly. As such, coordinators will be held accountable for the quality of their CORE classes/section. Responsibilities include, but are not limited to:

Selecting a common text
Preparing a common syllabus
Maintaining a common (generic) course website
Identifying the necessary content (80/20 rule)
Specifying common assignments (if any)
Benchmarking against a set of target schools for currency, relevance, innovations, changes, etc.
Creating a plan for quality control/improvement (see attached examples from the Finance Department)
Meeting with others instructors periodically (during the quarter) to identify issues/problems.
Keeping track of instructor performance
Meeting with Chair and Associate Dean to report progress
To track assurances of learning
Identify primary learning objective(s)
Develop standard, rotating questions (minimum of 12) in an objective format that tie to primary learning objectives and test on fundamentals covered in your core course.

How are learning goals measured in the undergraduate program?

We discussed following options for measuring learning goals in all upper-division courses: the change in our students (comparing their initial skills in designated goals to how they performed those skills at time of graduation); outside the classroom experiences (i.e., experiential learning); or learning in Core courses. Ultimately, the first two options could not be implemented because not all students share enough common experience for us to assess our overall performance, though substantial anecdotal information suggests considerable outside of classroom experiential learning occurred via our student clubs and our Centers. For the majority of our assessment, we elected to implement assurances of learning in courses that *all* Foster undergraduates are required to complete: specifically the fourteen Core classes (or pseudo-core in the case of B CMU 301). This subset of course work is not without its own issues: By electing to measure our success with lower division courses (specifically ACCTG 215 and 225, MGMT 200 and QMETH 201) we commit to tracking our success with assurances of learning for students taking prerequisites to the Foster School who may not be admitted into or end up pursuing the business curriculum. Because our lower-division Core builds a foundation for the nine required upper-division Core courses, we could not ignore the teaching/learning process at the 200-level even though it meant the assurances of learning process would touch 4000 additional students in 58 course offerings. In addition, our student body is comprised of 20% transfer students who complete their lower division Core (ACCTG 215, ACCTG 225, MGMT 200 and Q METH 201) outside the purview of Foster (and the University of Washington) so we are not able to measure those students' performance.

How does the assessment/measurement of the learning goals become a standard process documentation of our efforts over time?

We then identified which Core measured each learning goal and how we could effectively measure the School's success at "teaching" our undergraduates the information and skills which supported the School's mission. Our biggest challenge was, and remains, how to measure assurances of learning for over 1800 students per year, across 248 offerings of the fourteen Core (approximately 11,370 individual class enrollments). Some learning goals were more objective in how we could measure success. For example:

> "Students will demonstrate disciplinary competence of core concepts related to the study of business, such that, students will apply functional area concepts and theories appropriately."

This learning goal lends itself to more "objective" measurement. Therefore, we adopted a multiple-choice quiz-type format to assess how well students learned (achieved technical competency) in subject-specific knowledge. All students enrolled in the following courses were assessed for their knowledge of the established learning goals: ACCTG 215, ACCTG 225, B ECON 300, FIN 350, IS 300, MGMT 200, MGMT 300, MGMT 320, MKTG 301, OPMGT 301 and Q METH 201. To prevent students from "getting wise" to the process, a series of (at least) twenty-five questions addressing the learning goals for each course was created from which a sample of five questions was selected for each examination period (quarter). Then, we rotated through the questions for each quarter's assessment for each class. Each quarter, for example, students enrolled in one of these Core courses received email notification to complete the brief quiz that measures how well Foster addressed key learning objectives in the respective course. This email provided a link to a secure five question quiz. The assessment tracks completion and provides an analysis of how each student did on each question. It also provides overall analysis of each question. The assessment had no impact on the student's grade (i.e., the quiz was not a part of the course but administered outside of it).

Other learning goals require more qualitative assessment. For those goals, courses were identified as imparting the knowledge and skills in order to select existing course assignments (across all offerings of the course) for assurance of learning review. Faculty created rubrics to measure each assignment for how well students met their respective assurance of learning. (Please see **Appendix L** for a detailed description of the specific learning goals and rubrics.) These assignments were then reviewed by the Course Coordinator and faculty teaching the Core, using a common rubric. Because this process is more time intensive, not all assignments from all students were reviewed. Thus, we selected a representative sample of students to assess, and we set up multiple year rotations. (Please see **Appendix M** for the sampling plan for these rotations immediately after the rubrics.)

The following goals were considered in the classes identified. Student will demonstrate: (1) strategic thinking skills (MGMT 430); effective communication skills (B CMU 301/302); understanding of the ethical environment of business (MGMT 320); an understanding of a global business perspective (I BUS300); and interpersonal skills and team behaviors (MGMT 300).

Core Course Coordinators met with instructors on a quarterly basis to review how students were meeting their specific course learning goals and objectives. These meetings generated discussions on how they could alter instruction methods to more effectively communicate concepts and theories. Ultimately, our efforts (including those for AACSB re-accreditation) provide evidence and information that will facilitate how our instructors can potentially modify what and how we teach our undergraduates on an ongoing basis. In addition, they create an open forum that facilitates discussion among instructors on best practices and ways to improve. All our assessment efforts give feedback on how well we teach these critical skills, knowledge, and theory to Foster students who will graduate to make a difference in the business community.

The overarching goals of leadership and strategic thinking are applied differently in each of the fourteen Core. At the lower-division, 200-level, our faculty introduce students to the value of strategic thinking and leadership. We then move from an implicit approach in 300-level Core to an explicit application of theory in the 400-level capstone course. Strategic thinking and leadership is evaluated at the individual level (through papers and exams), the group level (through papers and presentations) and finally, in the capstone, at the individual level again for a paper and the team dynamic of a group presentation.

APPENDIX L
LEARNING GOALS, OBJECTIVES, RESULTS AND NEXT STEPS

Learning Goal (what we want our students to be)	Learning Objective (What we want our students to do)
Upon graduation, BABA students will demonstrate strategic thinking skills.	Students will identify a business problem; propose, analyze and develop viable solutions and defend the position, employing analytical and critical thinking skills. Students will utilize appropriate quantitative and qualitative analysis on a business problem.
Upon graduation, BABA students will demonstrate effective communication skills.	Students will create position papers, memos intended to inform and persuade. Students will cogently and effectively present their ideas in an oral format.
Upon graduation, BABA students will demonstrate leadership and team skills.	Students will assume leadership roles, articulating a vision of teams and groups to which they belong. Students will learn how to be a great team member and identify when to step up to be the leader of a team. Students will develop good interpersonal skills and team behavior.
Upon graduation, BABA students will demonstrate an understanding of the ethical environment of business.	Students will understand their own individual role in a business assuring an ethical environment. Students will recognize and be sensitive to ethical issues.
Upon graduation, BABA students will demonstrate an understanding of a global business perspective.	Students will identify the challenges & opportunities associated with conducting business in global markets Students will recognize and understand cross-cultural communication issues.
Upon graduation, BABA students will demonstrate disciplinary competence of core concepts related to the study of business.	Competency will be determined for each core class by students completing a set of course-specific assessments tied to individual course goals/objectives. Students will apply functional area concepts and theories appropriately.

STRATEGIC THINKING SKILLS LEARNING GOAL

Learning Goal (what we want our students to be): Upon graduation, BABA students will demonstrate strategic thinking skills.

Core Assessed: MGMT 430

Learning Objective (What we want our students to do): Students will identify a business problem; propose, analyze and develop viable solutions and defend the position, employing analytical and critical thinking skills.

Specific Assessments

A common final project or case study will be assigned in the capstone course and using a rubric approved by the faculty a random sampling of the projects will be evaluated for the above learning objective. Since annual data is available, but not compiled, we report spring 2010 data as evidence that over the two year period students are capable of analyzing, proposing and defending solutions, using analytical and critical thinking skills when provided a business problem. The average of the measured rubric item was 2.42 on a 3 point scale. On average, students met or exceeded expectations.

Spring 2010 Average Rubric Score

	AVERAGE
Item1	2.52
Item2	2.38
Item3	2.51
Item4	2.41
Item5	2.39
Item6	2.43
Item7	2.28
Item8	2.43
Total	**2.42**

Learning Objective (What we want our students to do): Students will utilize appropriate quantitative and qualitative analysis on a business problem.

Specific Assessments

A common final project or case study will be assigned in the capstone course and using a rubric approved by the faculty a random sampling of the projects will be evaluated for the above learning objective. Since annual data is available, but not compiled, we report spring 2010 data as evidence that over the two-year period students are capable of analyzing, a business problem both quantitatively and qualitatively. The average of the measured rubric item was 2.42 on a 3 point scale. On average, students met or exceeded expectations. *(Please see Average Rubric Score table above.)*

Next Steps

To reduce variation across sections in terms of the types of deliverables, we will:

- Require one or more writing assignments that require students to a) analyze the business environment and the firm, b) brainstorm strategic options and weigh their relative merit, and c) propose an implementation plan that mirrors the recommendations of the organization change literature (e.g., John Kotter's *Leading Change*).
- Implement a competitive simulation in every section.
- Make the assessment of learning rubric more objective.
- Require one exam for each section that comprehensively covers course material.

RUBRIC FOR STRATEGIC THINKING SKILLS

Learning Objectives for Mgmt 430

Learning Goal (What we want our students to be): Upon graduation, students will demonstrate strategic thinking skills.

Learning Objective (What we want our students to do): Students will develop the conceptual skills required to analyze strategic problems, select strategies required to solve those problems, and demonstrate understanding of what it takes to implement the strategies they identify.

Specific Assignment

A project or case study that requires the strategic analysis of an enterprise will be assigned to individual students. Students will be expected to do the following:

- Analyze competitive trends in a market in which the enterprise competes, or wishes to compete, identifying opportunities and threats.
- Identify the strengths and weaknesses of the enterprise.
- Describe the current business and functional strategies of the enterprise.
- Articulate the different strategies (including the current strategies) that could be used to exploit any opportunities, counter threats, build on strengths and correct weaknesses.
- Decide which strategies are the most appropriate.
- Articulate the steps that must be take to implement those strategies.

Students will be required to submit detailed written answers. Using the strategic thinking framework given below, each student will be evaluated.

Desired Traits

The framework identifies 8 traits that we would like our students to exhibit. These traits are as follows:

1) Uses appropriate conceptual frameworks to analyze competitive trends in a market (e.g. Porter's five forces model).
2) Extracts opportunities and threats from the analysis of competitive trends.
3) Uses appropriate conceptual frameworks to identify the strengths and weaknesses of an enterprise (e.g. the resource based view of the firm, core competencies).
4) Draws upon established strategic concepts to discuss different strategies (e.g. Porter's

generic business level strategies).

5) Uses logical reasoning to identify the different strategies that the enterprise might pursue (e.g. describes how strategies can exploit opportunities, counter threats, build on strengths and correct weaknesses).
6) Uses logical reasoning to select favored strategies.
7) Describes what must be done at the functional level, and at the organizational level, to implement those strategies.
8) Draws upon data to support his or her analysis. Does not make assertions that are not supported by evidence.

For each trait, a student must be assigned into one of three categories: exemplary (scores 3), acceptable (scores 2), and unacceptable (scores 1). The goal is for the vast majority of our students to achieve average ratings of acceptable or better (i.e. 2 or better). The framework given below summarizes the traits, and gives suggestions as to what might be considered exemplary, acceptable, and unacceptable.

Strategic Thinking Framework

1) Uses appropriate conceptual frameworks to analyze competitive trends in a market
    - 3 - Uses recognized concepts and frameworks. Is able to clearly articulate the big picture.
    - 2 - Uses recognized concepts and frameworks
    - 1 - Analysis is ad hoc and not based on a good understanding of concepts and frameworks.

2) Extracts opportunities and threats from the analysis of competitive trends.
    - 3 - Clearly makes the logical link between competitive analysis and opportunities and threats. Recognizes the dynamics and uncertainties of a situation.
    - 2 - Lists opportunities and threats and links them to competitive analysis.
    - 1 - Opportunities and threats are not obviously derived from the competitive analysis.

3) Uses appropriate conceptual frameworks to identify the strengths and weaknesses of an enterprise.
    - 3 - Uses recognized concepts and frameworks to identify strengths and weaknesses. Is careful to back up arguments with data.
    - 2 - Uses recognized concepts and frameworks to identify strengths and weaknesses.
    - 1 - Strengths and weaknesses generated in an ad hoc way with no reference to evidence or frameworks.

4) Draws upon established strategic concepts to discuss different strategies.
    - 3 - Shows superior understanding of the different strategic options open to an enterprise. Understanding based on established concepts. Articulates strategies in a clear and precise manner.
    - 2 - Shows understanding of the different strategic options open to an enterprise. Understanding based on established concepts.
    - 1 - Does not clearly articulate strategies. Does not draw upon established concepts.

5) Uses logical reasoning to identify the different strategies that the enterprise might pursue.

- 3 - Uses logical reasoning to select favored strategies. Demonstrates clear reasoning skills. Articulates in a compelling manner why the enterprise should pursue certain strategies.
- 2 - Demonstrates reasoning skills.
- 1 - Fails to use logical reasoning or data to support selection of recommended strategies.

6) Describes what must be done at the functional level, and at the organizational level, to implement those strategies.
   - 3 - Shows a solid grasp of what must be done to turn a strategy into action. Articulates steps that must be taken at the functional and organizational level. Prioritizes those steps. Recognizes constraints that may make implementation difficult.
   - 2 - Shows a solid grasp of what must be done to turn a strategy into action. Articulates steps that must be taken at the functional and organizational level.
   - 1 - Does not clearly articulate what must be done to implement strategies.

7) Draws upon data to support his or her analysis. Does not make assertions that are not supported by evidence.
   - 3 - Shows good command of case facts. Does additional research, if appropriate. Consistently backs up statements with data.
   - 2 - Shows knowledge of facts. Makes a reasonable attempt to back up statements.
   - 1 - Does not show command of the facts. Makes assertions that are unsupported by data.

COMMUNICATIONS SKILLS LEARNING GOAL

Learning Goal (what we want our students to be): Upon graduation, BABA students will demonstrate effective communication skills.

Core Assessed: B CMU 301/302

Learning Objective (What we want our students to do): Students will create position papers and memos intended to inform and persuade.

Specific Assessments

A common project will be assigned in BCMU 301/302 and using a rubric approved by the faculty a random sampling of the projects will be evaluated for the ability to persuade the reader to a point of view. Following initial resistance to utilizing a common assignment, B CMU 301/302 faculty embraced the adoption of a single rubric to assess a required "basic" informative message" assignment. We reaffirmed the value of the Writing Skills Assessment (used in the admission process to "level" our assessment of writing skills prior to entry). Instructors assert that students admitted to Foster demonstrate competency but not excellence as writers. Further, faculty determined that students exceed the mean (of the medians) on the rubric.

QUARTER	MEAN SCORE
Winter 2009	13
Spring 2009	11
Summer 2009	9.4
Autumn 2009	10
Winter 2010	11.1
Spring 2010	11.5
Overall Average	**11**

8/15 is a minimum acceptable score

Learning Objective (What we want our students to do): Students will cogently and effectively present their ideas in an oral format.

Specific Assessments

An oral presentation will be assigned in B CMU 301/302 and using a rubric approved by the faculty a random sampling of the presentations will be evaluated. The intent was to have one individual score (a sample of) oral presentations separate from the grading instructor. However, due to significant budget deficiencies, this individual was laid off. Thus, our BCMU 301/302 faculty are not able to objectively apply a rubric independent of their own grading practice

Next Steps

To be admitted into the Foster Undergraduate Program students must already be “competent” writers. However, we should not be content to make them slightly more competent, but rather we should to strive to produce excellent writers. This may include a wholesale revision of the required communication course.

RUBRIC FOR COMMUNICATION SKILLS

Name:______________________________ Score_________________

Written Communication Rubric for Informational Messages			
Evaluative Criteria	**Exceeds Expectations (3)**	**Meets Expectations (2)**	**Fails to Meet Expectations (1)**
Development	Very good coherent, logical, concrete fully realized development of ideas	Adequate development. Ideas are clear but could be more vividly or concretely realized.	Vague, thinly developed and poorly realized development of ideas.
Organization/Format	Provides clear, logical organizational scheme. Uses headings, lists, charts, diagrams effectively to support clear exposition	Provides organization and formatting that generally maintains focus and easy for reader to understand. Could use headings, lists, etc. more effectively	Uses few headings or paragraph breaks, shows weak ability to organize and focus ideas on the page.
Sentence Structure, style, tone	Uses good sentence structure throughout, offers varied sentence sentences for good style. Appropriate tone for audience and situation.	Generally uses good sentences with a few poorly worded or awkward phrases.	Sentence fragments, run-ons, or overly passive, stilted, hard to understand sentences.
Grammar/Punctuation	Shows correct grammar throughout, makes no error. Excellent use of punctuation conventions	Generally uses correct verbs, tenses, pronoun, agreement, danglers, etc., with 1-2 minor errors. Good use of punctuation conventions	Commits several grammatical errors that detract from the paper's readability and writer’s credibility. Poor use of punctuation.
Spelling /Word Choice/Typos	Uses correct spelling throughout and demonstrates strong vocabulary skills	Has spell-checked but may miss a typo or use an inappropriate word/term	Many typos, misspelled words, poor word choice, and shows only basic vocabulary level

LEADERSHIP AND TEAM SKILLS LEARNING GOAL

Learning Goal (what we want our students to be): Upon graduation, BABA students will demonstrate leadership and team skills.

Core Assessed: MGMT 300

Learning Objective (What we want our students to do): Students will learn how to be a great team member and identify when to step up to be the leader of the team.

Specific Assessment

Using a peer assessment model with a rubric developed by faculty, consistently over 80% of the students met the standard for leadership-oriented behavior.

AVG Team Rubric Score by Quarter

	SP09	AU09	WI10	SP10
N	190	291	240	199
Team Avg[1]	6.4	2.4	2.5	2.5
% meets standard	82%	91%	92%	95%

[1] *SP09 Team measured with a 7-point scale, beginning AU09, 3-point scale adopted.*

Learning Objective (What we want our students to do): Students will develop leadership potential by enhancing their interpersonal skills and team behavior.

Specific Assessment

Using a peer assessment model with a rubric developed by faculty, consistently over 80% of the students met the standard for teamwork-oriented behaviors.

AVG Leadership Rubric Score by Quarter

	SP09	AU09	WI10	SP10
N	190	291	240	199
Leadership Avg[1]	6.1	2.4	2.4	2.4
% meets standard	81%	91%	89%	89%

[1] *SP09 Leadership measured with a 7-point scale, beginning AU09, 3-point scale adopted.*

Learning Objective (What we want our students to do): Students will assume leadership roles, articulating a vision of teams and groups to which they belong.

Specific Assessments

Percentage of students who take leadership in Foster School student organizations (self-reported count, data will be gathered by UPO).

Academic Year	% in Student Organization Leadership Roles
2009-2010	9.8
2008-2009	8.2
2007-2008	5.2
2006-2007	4.8

Next Steps

We will create a better administration system for the Team and Leadership peer assessment survey. Foster is piloting a new software system that has 360^0-assessment survey capability, which could significantly reduce the administrative time spent compiling results. Further, the new system could allow instructors to give students more detailed timely feedback on their performance, and include reference norms to help them improve.

RUBRIC FOR LEADERSHIP AND TEAM SKILLS

MGMT 300 Team Evaluation Form

Please assess yourself and your teammates on the following behaviors that have been reported as critical for the successful completion of projects. Read each statement carefully, and indicate the number that indicates the extent to which the person has demonstrated this behavior. **Please note that for some items, it might be IMPOSSIBLE to exceed expectations!** Again, read carefully! Use your assessments of the components of each broad measure (Teamwork, Leadership) to form the basis of an overall assessment. It is **not the sum or even the average** of all the individual scores, rather make a summary rating. Use the following scale:

3	2	1
Exceeds Expectations	Meets Expectations	Below Expectations

	TM1	TM2	TM3	TM4	TM5	TM6
Teamwork						
Attends all team meetings, as per team policies						
Arrives promptly to team meetings						
Completes assigned work						
Is prepared for each team meeting						
Provides advance notice for late/missed meetings						
Participates in discussions						
Communicates ideas clearly						
Is open to criticism/questioning						
Acknowledges expertise of others						
Does not dominate discussions						
Willing to give and take; flexible						
Listens attentively to others						
Follows through on promises/deliverables						
OVERALL TEAMWORK (1-3 Score)						
Leadership						
Establishes direction and goals						
Encourages participation and commitment						
Demonstrates positive energy						
Solicits divergent opinions from others						
Shares leadership with other members						
Suggests important issues for discussion						
Keeps discussion focused on key issues						
Does not wait to be told what to do						
Helps others when own work is finished						
Demonstrates awareness of impact on others						
Provides constructive feedback to others						
Takes responsibility for advancing team performance						
OVERALL LEADERSHIP (1-3 Score)						

ETHICAL ENVIRONMENT OF BUSINESS LEARNING GOAL

Learning Goal (what we want our students to be): Upon graduation, BABA students will demonstrate understanding of the ethical environment of business.

Core Assessed: ACCTG 215, **MGMT 200 & MGMT 320**

Learning Objective (What we want our students to do): Students will understand their own individual role in a business assuring an ethical environment.

Specific Assessments

In a course-embedded assignment (such as a paper) the student will demonstrate awareness of his/her individual role related to legal and ethical issues in business. Using a rubric approved by the faculty, a random sampling of the projects will be evaluated for sensitivity to ethical issues. Student performance dramatically improved from the previous year (average = 5.76)

Students meet expectations

2009-2010Summary of Rubric Scores

	R1	R2	R3	R4	R5	R6	R7	Total *(Sum of Means)*
Mean	1.54	1.28	1.47	1.36	1.18	1.24	.72	8.78
St. dev.	.73	.80	.66	.71	.81	.81	.64	4.01

(2 = good, 1 = fair, 0 = poor)

On average, students met the expectation by demonstrating an understanding of the ethical environment of business (overall average 1.25)

Learning Objective (What we want our students to do): Students will recognize and be sensitive to ethical issues.

Specific Assessments

In a course-embedded assignment (such as a paper) the student will demonstrate awareness of legal and ethical issues and a framework for resolving them. Using a rubric approved by the faculty, a random sampling of the projects will be evaluated for sensitivity to ethical issues. With regard to specific items, students seemed to adequately identify the ethical issues involved in the dilemma they were presented and recognized that this situation represented a conflict of moral consequences and principles. To a lesser extent, students recognized that their actions had implications for other parties, but students had a more difficult time recognizing that others would see the issue differently than they would and that their own biases affected their view on this issue.

Computerized multiple-choice test that covers the domain of the core business curriculum

Metric: Number of correct responses

- At least 82% of the students in ACCTG 215 correctly answered 80 percent of the quiz questions. Students' performance on the quiz reflects that we are adequately addressing ethical issues in ACCTG 215.
- Only 42% of students in MGMT 200 correctly answered 80 percent of the quiz questions. Students' performance on the quiz reflects that we are inadequately addressing ethical issues.
- 73% of students in MGMT 320 correctly answered 80 percent of the quiz questions. Students' performance on the quiz reflects that we are addressing ethical issues in MGMT 320 but have some work to do to reach our 80% goal.

In graduating Sr. surveys, students will self-report an understanding of ethical issues.

Academic Year	% self-reporting understanding of ethical issues
2007-2008	67%
2008-2009	69%
2009-2010	71%

Next Steps

ACCTG 215 faculty will continue to monitor/modify the quiz questions in order to achieve the AOL goal of having **every** student score 80 percent or better on the ethics quiz. In MGMT 200, we suggest modifications to certain questions, and deleting others. With these changes, the questions should be clearer and more relevant. Despite marked improvement from last year in MGMT 320, we are considering the following changes for 2010-2011. a) We continue to weigh the option of using a second dilemma that elicits other decision-making skills sets. The single most important challenge to doing so is the opportunity cost—if we take time to assess students with an additional dilemma, some other aspect of the course will have to be dropped. b) We continue to discuss the criteria used in this evaluation. While the instructors agree that all seven areas are important, limited resources suggest that some prioritization must occur, and we have not tried to reach any consensus on how these criteria might be organized. We continue to include issues of ethics in out-of-the-classroom situations. All students are asked to accept the Foster Undergraduate Code of Conduct, while vast opportunities are offered in student clubs and organizations and during staff-lead workshops to further infuse an understanding of ethical issues across the School. Finally, professional ethics, standards and related issues are covered in area-specific course content across the undergraduate curriculum.

RUBRIC FOR ETHICAL ENVIRONMENT OF BUSINESS

GRADING: For accreditation purposes, responses will be assessed according to the following rubric. If an instructor would like to make responses to this question part of his/her final exam score, any grading criteria the instructor deems relevant can be used.

Ethics Rubric			
Traits	**Good**	**Fair**	**Poor**
Correctly identifies the facts and ethical issues.	Shows good appreciation for the facts and the ethical issues involved.	Shows reasonable appreciation for the facts and ethical issues.	Fails to show an appreciation for the facts and ethical issues.
Extrapolates the consequence of action to other parties.	Recognizes all stakeholders and fully explores consequences.	Recognizes stakeholders and explores some of the consequences fairly effectively.	Fails to recognize all stakeholders or explores consequences ineffectively.
Assesses utilitarian trade-offs among the parties involved.	Assess key trade-offs and does so effectively.	Assesses some of the trade-offs and does so fairly effectively	Fails to assess trade-offs or does so ineffectively.
Understands a hierarchy of moral principles.	Recognizes and appreciates a hierarchy of moral principles.	Recognizes and shows reasonable appreciation for some of a hierarchy of moral principles.	Shows no understanding of a hierarchy of moral principles.
Appreciates how varying conceptions of justice/fairness can result in different evaluative conclusions.	Effectively demonstrates appreciation for different conceptions of justice/fairness.	Demonstrates fair appreciation for different conceptions of justice/fairness.	Shows no appreciation for different conceptions of justice/fairness.
Looks at transactions from the perspective of other parties including corporate, government, and social ones.	Effectively recognizes the perspectives of other parties.	Fairly adequately recognizes the perspectives of others.	Fails to recognize the perspectives of others or does so poorly.
Recognizes own personal biases that can influence decision-making outcomes.	States assumptions and identifies and clarifies personal beliefs.	States assumptions and identifies but does not clarify personal beliefs.	Does not state assumptions or does not identify personal beliefs.

GLOBAL BUSINESS PERSPECTIVES LEARNING GOAL

Learning Goal (what we want our students to be): Upon graduation, BABA students will demonstrate an understanding of a global business perspective.

Core Assessed: I BUS 300

Learning Objective (What we want our students to do): Students will identify the challenges and opportunities associated with conducting business in global markets.

Specific Assessments

An embedded common project or case study will be assigned. Using a rubric approved by the faculty, a random sampling of the projects will be evaluated for the above learning objective. This objective was examined using six rubric items. Average scores range from 2.47 to 2.6 on a 3 point scale. On average, students met or exceeded expectations on all categories/items.

Average Rubric Scores Per Item, 2008-2010

Rubric Item	Avg Score
Systematic Analysis	2.47
Range of Issues	2.47
Modes of Services Markets	2.58
Identify & Frame Issues	2.49
MNE & Govt. Relationships	2.56
"Soft" Issues	2.60

Learning Objective (What we want our students to do): Students will recognize and understand cross-cultural communication (cultural-intelligence) issues.

Specific Assessments

An embedded common project or case study will be assigned. Using a rubric approved by the faculty, a random sampling of the projects will be evaluated for the above learning objective. Over the two-year period the cross-cultural communication (cultural intelligence) rubric item was 2.27 on a 3 point scale. On average, students met or exceeded expectations.

Average Rubric Scores Per Item, 2008-2010

Rubric Item	Avg Score
Reflect Upon Biases	2.27

Next Steps

Based on numerical averages, we are successful in preparing students to identify challenges and opportunities associated with conducting business in global markets. While we met our goal in the second objective, we can improve on preparing students to recognize and understand cross-cultural communication (cultural intelligence) issues.

RUBRIC FOR THE GLOBAL BUSINESS ENVIRONMENT

UNDERSTANDING THE GLOBAL BUSINESS ENVIRONMENT RUBRIC: IBUS 300

Trait	**Exemplary (3)**	**Acceptable (2)**	**Unacceptable (1)**	**NA**
Is able to analyze national business environments systematically	Considers formal institutions like political and economic systems, relations with governments, as well as informal institutions like cultural dimensions, high versus low context etc.	Consideration limited to formal political or macroeconomic aspects	Unable to apply tools or frameworks systematically to compare national business environments	
Can discuss a range of strategic issues that firms face in the cross-border setting	Will consider e.g. issues of control & coordination, entry modes, overcoming the liability of foreignness, the OLI paradigm in relation to one another	Is able to discuss individual strategic issues in isolation	Is unable to identify, define or discuss the strategic issues facing a multinational enterprise	
Can distinguish between various modes of servicing foreign markets	Understands the relationship between trade and FDI as well as non-equity forms of market entry	Captures some of the distinctions but mixes up terminology; has difficulties explaining how FDI represents an internalized market that can substitute for trade	Is unable to identify, define or discuss various modes of serving foreign markets	
Can identify 'real world' international business-strategic problems and frame them in meaningful ways	Can take a case or article and reframe it to structure the problem functionally using tools, concepts and frameworks from the class	May be able to recognize the problem but is not able to structure it effectively using tools from class	Is unable to identify, frame or discuss real world international business problems in meaningful ways	
Can discuss the relationship between multinationals and host countries / governments	Understands the difference between offshore outsourcing and FDI; can distinguish between the costs and benefits of both to the firm and the host country	Can identify some of the costs and benefits of FDI versus trade and other modes, but does not discuss them systematically	Is unaware of the distinction between trade and FDI effects, is unable to identify costs and benefits to firm or countries.	
Can consider "soft" issues (environmental, social and governance) issues that arise in the international context and how they may vary across countries	Considers the cultural setting of ethics and ESG and the types of problems that arise; and the different types of strategies that firms can employ to deal with such problems	Is able to discuss ESG issues in generic terms, but has difficulty appreciating divergent (national) perspectives and approaches	Fails to see ESG issues as a facet of international business or interprets such issues and their relevance from a personal perspective	
Is able to reflect upon the biases inherent to one's own position and perspective, as emerges from one's own cultural / institutional frame (cultural intelligence)	Recognizes own biases and makes them explicit; able to relate personal perspective to alternative ideal-types	Understands that there are different ways to look at a situation but may have difficulty explaining and interpreting those differences systematically	Projects own interpretations onto problems that arise in the international setting in ways that are dysfunctional	

DISCIPLINARY COMPETENCY OF CORE CONCEPTS LEARNING GOAL

Learning Goal (what we want our students to be): Upon graduation, BABA students will demonstrate disciplinary competence of core concepts related to the study of business.

Core Assessed: ACCTG 225, B ECON 300, FIN 350, IS 300, MGMT 300, MGMT 320, MKTG 301, OPMGT 301 & Q METH 201

Learning Objective (What we want our students to do): Students will apply functional area concepts and theories appropriately.

Specific Assessments

Method: In-house designed computerized multiple-choice quiz that covers cognitive outcomes in the core curriculum.

Metric: Number of correct responses.

Students Achieving 80% Across All Quizzes 2008-2010

ACCTG 225 Average	47%
BECON 300 Average	41%
FIN 350 Average	45%
IS 300 Average	47%
MGMT 300 Average	58%
MGMT 320 Average	73%
MKTG 301 Average	68%
OPMGT 301 Average	56%
QMETH 201 Average	65%
Overall Average	**56%**

Next Steps

Where needed, questions on technical competency have to be refined to meet overarching course objectives. Annually questions will be reviewed in order to replace them with new questions that better assess content, strike bad content, and reduce ambiguity to ensure that the evaluation process is fine-tuned as courses continue to change.

APPENDIX M
RUBRIC SAMPLING

Rotation of Representative Sample for Rubrics

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
B CMU 301/302	AB	IJKL	DEFGH	MNOP	QRS	TUVWXYZ	ABC	IJKL	DEFGH	QRS	MNOP
I BUS 300	C	MNOP	IJKL	QRS	TUVWXYZ	DEFGH	QRS	ABC	IJKL	DEFGH	TUVWXYZ
MGMT 300		QRS	MNOP	TUVWXYZ	IJKL	ABC	DEFGH	MNOP	QRS	IJKL	ABC
MGMT 320	DEF	TUVWXYZ	QRS	IJKL	ABC	MNOP	IJKL	DEFGH	TUVWXYZ	ABC	QRS
MGMT 430	GH	ABC	TUVWXYZ	DEFGH	MNOP	QRS	MNOP	TUVWXYZ	ABC	MNOP	DEFGH

Historical Data: Number of Students by Last name

	Spr '08	Win '08	Aut '07	Spr '07	Win '07	Aut '06	Aut '05	Aut '04
A	51	53	57	56	59	55	56	54
B	85	93	90	84	89	89	92	95
C	134	144	149	145	148	141	138	139
D	81	90	81	76	77	76	67	70
EF	81	86	84	73	76	71	78	78
G	70	71	65	55	58	53	55	73
H	122	132	126	126	131	131	134	134
IJ	51	53	54	57	55	54	58	61
K	106	109	100	94	98	89	95	95
L	132	140	128	141	142	144	139	138
M	127	126	129	119	127	128	110	116
NO	87	94	86	86	89	82	76	84
P	82	92	82	79	80	75	62	68
QR	75	80	80	68	72	61	52	68
S	140	150	148	130	139	143	153	156
T	103	104	101	990	87	91	80	96
UV	33	32	31	31	31	29	29	25

W	93	100	100	209	116	102	78	92
XYZ	57	60	28	50	54	58	62	62

2008-2009 **Rotation of Representative Sample**

	Spr '08	Win '08	Aut '07	Spr '07	Win '07	Aut '06	Aut '05	Aut '04
AB	136	146	148	140	158	154	148	149
C	134	144	149	145	148	141	138	139
DEF	162	176	165	149	153	147	145	158
GH	192	203	191	181	189	184	189	107
IJK	157	162	154	151	153	143	153	156
L	132	140	128	141	142	144	139	138
M	127	126	129	119	127	128	110	116
NOP	169	186	168	165	169	157	138	152
QRS	215	230	238	198	211	204	205	214
TUVWXYZ	286	296	260	289	288	280	249	275

On average each category has over 120 students.

2009-2010 **Revised Rotation of Representative Sample**

	Spr '08	Win '08	Aut '07	Spr '07	Win '07	Aut '06	Aut '05	Aut '04
ABC	270	290	296	285	296	285	286	288
DEFGH	354	379	356	330	342	331	334	355
IJKL	289	302	282	292	295	287	292	294
MNOP	296	312	297	284	296	285	248	268
QRS	215	230	228	198	211	204	205	224
TUVWXYZ	286	296	260	1280	288	280	249	275

APPENDIX N
MBA PROGRAMS

Program Learning Goals & Curriculum Alignment

Appendix O provides a mapping of the Foster curriculum in each of the six Foster MBA Programs as it contributes to each learning goal established by the faculty. Collectively, program faculty and the MPC are confident that our mission-driven learning goals receive broad coverage in our curriculum.

Assessment Methods & Measures, 2008-09

Of the six Foster MBA Programs, only four actively enrolled students in 2008-09. Learning goals and their alignment with curriculum were established for both the Global MBA and Global Executive MBA Programs, but assessments were not conducted because these programs have not yet begun. The faculty and Foster School leadership anticipate offering versions of these programs in future years. For the four remaining active MBA Programs (Full Time Day MBA, Evening MBA, Executive MBA and Technology Management MBA), learning goals were assessed ***comprehensively*** by relying primarily on course-embedded measurement supplemented by select demonstration assessments under the guise of program-level requirements of students. Because 2008-09 is our initial year of formally pursuing a comprehensive AACSB assurance of learning program, most assessments are based on work submitted by students in the preceding academic years. In short, building an assessment system, winning approval by the faculty and conducting assessments within the same year proved infeasible. In 2009-10 and in all future years, Masters Programs at Foster will employ embedded and demonstration assessments from the current academic year in question only. Assessments will be completed on a 3-year cycle, and approximately one-third of total MBA assurance of learning goals will be assessed each year.

For 2008-09, the Associate Dean for Masters Programs worked under the guidance of the Faculty Council and faculty portions of the MPC to identify individual courses in which course-embedded assessments might be conducted, to solicit the support of the appropriate faculty member and to collect a sample of student submissions. In those few instances in which course-embedded assessments proved unworkable, demonstration assessments were collected by staff members in academic programs under the direction of the Associate Dean.

Appendices P, Q, R and S follow the AACSB “five column” approach to summarize the learning goals and objectives, assessment procedure, findings and follow-up actions for each Foster MBA Program. Please note that we established general targets of 75% of students or greater producing work earning “Exemplary” or “Competent” ratings for each of the learning objectives we established. This percentage may be revisited in future years following the establishment of our initial baseline.

Discussion of Findings & Overview of Curriculum Modifications, 2008-09

Although the high level objectives and goals of our MBA curricula are generally consistent across programs, the way we create learning experiences differs materially among programs. In exploring the results from the 2008-09 assessment in comparison with our established threshold of 75% or more of submissions meriting “Exemplary” or “Competent,” we noted several common strengths across programs, a few common weaknesses across programs and a few issues that were evident in only a subset of Foster MBA programs.

Common strengths in mission-driven learning goals across Foster MBA programs:

1. Students’ ability to frame unstructured organizational challenges and opportunities and to present a compelling line of logic for a recommended course of action that addresses them, while using the unique position of the organization. Student submissions demonstrate strengths relative to objectives **ST-1** and **ST-2** (Strategic Thinking 1 and 2).

2. Students' ability to communicate information and persuade in writing and in oral presentations. These demonstrate strengths relative to learning objectives **L-1** and **L-2** (Leadership 1 and 2).
3. Students' abilities to operate in technology mediated environments. These skills, evident in the only program in which they were assessed (TMMBA) demonstrate strengths relative to objectives **T-1** and **T-2** (Technology 1 and 2).
4. Students' abilities to define broad macroeconomic conditions (as well as their drivers in culture, national institutions, etc.) across various countries in the global environment. Student submissions demonstrate strength relative to learning objective **G-1** (Global 1)

Common weaknesses in mission-driven learning goals across Foster MBA programs:

1. Students' inability to consider sufficiently and incorporate the dynamics of competition into their decision making. This demonstrates a weakness relative to learning objective **ST-3** (Strategic Thinking 3).
2. Students' inability to utilize fully stakeholder theory to recognize a <u>*broad*</u> range of potentially divergent interests in managerial decision environments. This demonstrates a weakness relative to learning objective **E-2** (Ethics 2).

Mixed results in the execution of our curriculum were evidenced:

1. Students' ability to apply ethical frameworks of utilitarianism and deontology. Performance was generally quite strong in MBA programs featuring a true ethics course (e.g., a version of a core course in *Ethical Leadership*) but was weak in the TMMBA Program, a curriculum which lacked a formal required ethics course; instead, ethics content was addressed in a short (1-2 day) seminar setting. The assessment performance demonstrates a weakness in TMMBA relative to objective **E-1**.
2. Students' ability to apply comparative understanding of national economic conditions to organizational challenges and opportunities. In particular, a significant minority of students struggled with appreciating the ***challenges*** of operating in a global environment; most students did understand the implications of global conditions on organizational opportunities. However, taken together this demonstrates some weakness relative to objective **G-2** (Global 2).

The faculty's collective responses to the issues outlined above are reflected in the "Action" portion of the "Results, Interpretation, and Action" columns in **Appendices R-T**. Most involve faculty development in particular courses, the addition of a specific deliverable in a course (such as the multi-period simulation added to the EMBA curriculum designed to demonstrate the dynamics of competition) or a change in the way a current deliverable is positioned and debriefed with students.

A few structural changes to Foster MBA curricula, however, are required. These changes will occur in the Technology Management MBA Program and entail the addition of two new courses. The first is a 2-credit course designed to address deficiencies in students' transactional skills in professional communications, and the second is a 2-credit course in *Ethical Leadership* designed to mirror the learning experience provided by similar courses in other Foster MBA Programs. Structural changes in curricula require several levels of approval both within the Foster School and more broadly across the campuses of the University of Washington. These initiatives have general pre-approval by the MPC, but formal course proposals will be evaluated by the MPC, the Faculty Council and the University of Washington Graduate School Curriculum Committee during 2010-11. The courses will be offered temporarily as "Special Topics" courses in the TMMBA Program pending future approval by these curriculum bodies.

APPENDIX O
CURRICULUM MAP

	Curriculum Coverage					
Learning Goal **(Goal abbreviation)**	**Full Time Day MBA**	**Evening MBA**	**EMBA**	**TMMBA**	**GMBA***	**GEMBA***
Upon graduation, MBA students will think strategically about organizational challenges and opportunities. (**ST**)	BA 500 – Competitive Strategy BA 500 – Leading Teams and Organizations BA 501 – Applied Strategy BA 501 – Financial Strategy BA 501 – Strategic Marketing Management BA 502 – Global Strategy	FIN 502 – Financial Strategy MGMT 502 – Competitive Strategy MKGT 501 – Strategic Marketing Management MGMT 500 – Leading Teams & Organizations	EMBA 520 – Corporate Finance EMBA 521 – Leading High Performance Organizations EMBA 532 – Strategic Marketing Management EMBA 542 – Marketing Strategy EMBA 552 – Global Management II EMBA 553 – Corporate Entrepreneurship EMBA 558 – General Management & Strategy	TMMBA 505 – Marketing High-Technology Products & Services TMMBA 512 – Corporate Financial Strategy TMMBA 520 – New Product & Internet Marketing TMMBA 523 – Change Management TMMBA 528 – Competitive Strategy TMMBA 528 – Technology Commercialization Capstone	BA 505 – Competitive Strategy BA 505 – Financial Strategy BA 505 – Leading Teams & Organizations BA 505 – Strategic Marketing Management	BA 505 – Competitive Strategy BA 505 – Financial Strategy BA 505 – Leading Teams & Organizations BA 505 – Strategic Marketing Management

	Curriculum Coverage					
Learning Goal (Goal abbreviation)	**Full Time Day MBA**	**Evening MBA**	**EMBA**	**TMMBA**	**GMBA***	**GEMBA***
Upon graduation, MBA students will demonstrate mastery of leadership skills. (**L**)	BA 501 – Leading Teams & Organizations MGMT 510 – Developing Leadership Skills	MGMT 500 – Leading Teams & Organizations MGMT 510 – Developing Leadership Skills	EMBA 502 – Teamwork & Managerial Effectiveness EMBA 503 – Managing in the Workplace EMBA 506 – Enhancing Leadership Effectiveness EMBA 521 – Leading High Performance Organizations EMBA 529 – The CEO & The Board of Directors EMBA 534 – Ethical Leadership	TMMBA 500 – Technology & Teamwork TMMBA 510 – Managing People in Technology Companies TMMBA 524 – Leading High Performance Organizations TMMBA 528 – Professional Communication (newly proposed special topics course for future year curriculum)	BA 505 – Leading Teams & Organizations MGMT 510 – Developing Leadership Skills	BA 505 – Leading Teams & Organizations MGMT 510 – Developing Leadership Skills GEMBA 500 – Effective Communications
Upon graduation, MBA students will understand the ethical environment of business. (**E**)	MGMT 504 – Ethical Leadership	MGMT 505 – Ethical Leadership	EMBA 534 – Ethical Leadership	TMMBA 528 – Ethical Leadership (newly proposed special topics course for future year curriculum)	BA 505 – Ethical Leadership	BA 505 – Ethical Leadership
Upon graduation, MBA students will have a global perspective. (**G**)	BA 500 – Leading Teams & Organizations BA 502 – Global Strategy BECON 501 – Analysis of Global Economic Conditions	BECON 501 – Analysis of Global Economic Conditions MGMT 500 – Leading Teams & Organizations	EMBA 531 – Global Economic Environment of the Firm EMBA 551 – Global Management I EMBA 552 – Global Management II	TMMBA 507 – Analysis of Domestic and Global Economic Conditions TMMBA 523 – Leading Organizational Change TMMBA 551 – Global	BECON 505 – Analysis of Global Economic Conditions BA 505 – Leading Teams & Organizations	BECON 505 – Analysis of Global Economic Conditions BA 505 – Leading Teams & Organizations

	Curriculum Coverage					
Learning Goal (Goal abbreviation)	**Full Time Day MBA**	**Evening MBA**	**EMBA**	**TMMBA**	**GMBA***	**GEMBA***
				Management I TMMBA 552 – Global Management II		
Upon graduation, MBA students will understand the opportunities and challenges of managing in technology-mediated environments. (**T**)	NA	NA	NA	TMMBA 500 – Technology & Teamwork TMMBA 505 – Marketing High-Tech Products & Services TMMBA 520 – New Product & Internet Marketing TMMBA 528 – Technology Commercialization Practicum	NA	NA

* Please note that both GMBA and GEMBA core courses existed only as concepts in 2008-09 as these programs admitted zero students. The Foster School has tentative plans to revive these programs in future years, and the faculty designed this tentative curriculum mapping with that resurgence in mind.

APPENDIX P
FULL TIME DAY MBA ASSESSMENT, 2008-09

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
Upon graduation, MBA students will think strategically about organizational challenges and opportunities. (**ST**)	In case settings, our students will employ appropriate analytical techniques to identify management challenges & opportunities, generate & compare alternatives, and develop recommendations. (**ST-1**)	Random sample (33%) of students enrolled in BA 501 – *Strategic Marketing Management* (n= 30)	Embedded assessment in BA 501, Winter 2007 – Students submitted 5 page written deliverable for *Biopure Corporation* case based upon task of providing persuasive recommendation to management regarding what Biopure management should do at the time of the case and answered additional directed questions.	17% - Exemplary 70% - Competent 13% - Emerging <u>Interpretation</u>: Most students were able to effectively construct an aligned view of a clear problem/opportunity, a common objective that would represent success for addressing this problem/opportunity, and a set of alternatives that would be judged against the objective to produce a recommendation. The roadblock for many "Competent" students was at the stage of identifying problem significance. <u>Action</u>: Faculty will continue to reinforce fundamental decision making model in BA 500—*Competitive Strategy* and BA 501—*Strategic Marketing Management* courses.
	In case settings, our students will demonstrate an ability to provide recommendations based upon the unique strengths and weaknesses of the organization in order to capitalize upon opportunities and mitigate threats. (**ST-2**)			47% - Exemplary 47% - Competent 7% - Emerging <u>Interpretation</u>: By the middle of the 1st year core, students show a strong ability to use notions of competitive advantage in generating recommendations. Students whose work product was judged "Competent" rather than "Exemplary" typically focused more heavily upon organizational strengths to the detriment of consideration of organizational weaknesses. This is consistent with the course housing the assessment's focus on providing unique value to customers but general lack of focus on the advantages of other competitors engaging customers in other segments. <u>Action</u>: Continue current structure and teaching execution in key courses. Faculty development to reinforce notion of "points of inferiority" as representing positive points of difference owned by competing firms.

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
	In case settings, our students will produce recommendations that consider competitive response. (**ST-3**)			13% - Exemplary 47% - Competent 40% - Emerging <u>Interpretation</u>: A significant percentage of students wrongly consider competition as a static variable. While a sizeable percentage demonstrate reasonable competency, few are able to use multiple methods (e.g., capability estimates via analysis of the balance sheet, point estimates based upon past behavior or game theory) of accounting for competition in decision making. <u>Action</u>: Faculty development in *Competitive Strategy* (BA 500) and *Strategic Marketing Management* (BA 501) courses to stress dynamics of competitive response; case discussions should include "what happened" updates that emphasize both initial outcomes of decision as well as competitive response. Faculty development in *Microeconomics* (BA 500) to reinforce applicability of game theory to competitive response. If the issue persists in future periods, we may consider adoption of a multi-period, multi-player business simulation to stress competitive dynamics.
Upon graduation, MBA students will demonstrate mastery of leadership skills. (**L**)	Our students will produce professional quality written business documents such as memos and reports intended to inform and persuade. (**L-1**)	Random sample (33%) of students enrolled in BA 501 – *Strategic Marketing Management* (n= 30)	Embedded assessment in BA 501, Winter 2007 – Students submitted 5 page written deliverable for *Biopure Corporation* case based upon task of providing persuasive recommendation to management regarding what Biopure management should do at the time of the case and answered additional directed questions.	13% - Exemplary 60% - Competent 27% - Emerging <u>Interpretation</u>: Some students—especially those with ESL backgrounds—faced challenges in basic grammar and spelling. More importantly, too many students had a difficult time organizing their arguments within the document. Occasionally students provided unnecessary detail in one area while omitting a key fact, assumption, or piece of logic in another. <u>Action</u>: Use writing assessments in MGMT 510 – *Developing Leadership Skills* to triage student abilities in written communication at program onset. Ongoing faculty development in case courses early in core (especially BA 500 – *Competitive Strategy* and BA 501 – *Strategic Marketing Management* to reinforce organizing frameworks for

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
				persuasive logic, e.g., the Minto "pyramid principle."
	Our students will deliver professional quality presentations. (**L-2**)	Randomly selected sample of 49% of students presenting cases in BA 501 – *Strategic Marketing Management* (n=44)	Embedded assessment in core marketing course, Winter 2007. – Student teams presented persuasive recommendations to peers and faculty regarding what Biopure management should do at the time of the case. Each speaker was evaluated individually during his/her portion of the presentation.	48% - Exemplary 50% - Competent 2% - Emerging <ins>Interpretation</ins>: Many students have substantial skill in crafting and delivering presentations, a result that is not surprising given the recent creation of MGMT 510 – *Developing Leadership Skills* and that courses focus upon oral presentations. The motivation for the course came from recruiter feedback, and the course was created to provide students with the skills to make persuasive presentations of management recommendations. <ins>Action</ins>: Continue assessment, coaching, and development plan to improving communications skills in MGMT 510.
Upon graduation, MBA students will understand the ethical environment of business. (**E**)	In case settings, our students will recognize ethical issues and the positions advocated by teleological and deontological ethical philosophies. (**E-1**)	Random sample (50%) of students enrolled in MKTG 579 – *Advanced Marketing Strategy* (n= 27)	Embedded assessment on section of Advanced Core Option (MKTG 579 Spring 2008, *Advanced Marketing Strategy*). Students submitted 5 page written deliverable for *Brita Products Company* case based on task of providing persuasive recommendation to management regarding what Brita management should do at the time of the case and answered additional directed questions. The case raises substantial ethical questions around	30% - Exemplary 59% - Competent 11% - Emerging <ins>Interpretation</ins>: When confronted with a direct question requiring classification of a philosophical position, students demonstrated strong abilities to classify perspectives on the teleological-deontological spectrum. This is perhaps not surprising in that the ethics course was taught concurrent to the Advanced Core Options courses. A few students seemed to be unclear that teleological and utilitarian perspectives are effectively the same. <ins>Action</ins>: Continue re-enforcing key ethics concepts in required *Ethical Leadership* core.
	In case settings, our students will identify critical organizational stakeholders and recognize both their shared and divergent objectives. (**E-2**)			11% - Exemplary 52% - Competent 37% - Emerging <ins>Interpretation</ins>: Few students formally invoked stakeholder theory as a means of considering variety in objectives, interests, and perspectives. Many students considered a few—but not all—critical stakeholders.

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
			branding and marketing of perceived (not real) functional health benefits associated with the product.	Action: Faculty development in MGMT 504 – *Ethical Leadership* to ensure that students can identify multiple critical stakeholders in an unstructured case problem.
Upon graduation, MBA students will have a global perspective. (**G**)	Our students will define key components of a country's macroeconomic environment and give examples of how environmental components differ across countries. (**G-1**)	Random sample (33%) of students enrolled in BA 501 – *Strategic Marketing Management* (n= 30)	Embedded assessment in BA 501, Winter 2007 – Students submitted 5 page written deliverable for *Biopure Corporation* case based upon task of providing persuasive recommendation to management regarding what Biopure management should do at the time of the case and answered additional directed questions.	23% - Exemplary 57% - Competent 20% - Emerging Interpretation: In response to a direct question inviting a comparison, most students recognized important differences across nations. Many of the students in the "Exemplary" category supplemented basic macroeconomic understanding with additional frameworks for contrasting nations such as Hofstede's Cultural Dimensions. Student submissions placed in the "Emerging" category were most frequently rated in that box as a result of identifying only 1 or some similarly small number of contrasts across two different cultures. Action: Faculty development in BECON 501 – Analysis of *Global Economic Conditions* to debrief compare and contrast exercise. Faculty development across core to stress applicability of macroeconomic forces in functional areas. Faculty development in BA 500 – *Leading Teams & Organizations* to stress applicability of Hofstede framework to other disciplines.
	In case settings, our students will identify the challenges & opportunities associated with operating in global markets and employ appropriate tools to address the challenges and capitalize upon the opportunities. (**G-2**)			20% - Exemplary 46% - Competent 33% - Emerging Interpretation: Again under the context of a direct question, a significant plurality of students recognized challenges/opportunities and provided clear managerial implications for a firm operating in a global environment. Still, a significant minority of students fell into the "Emerging" category. The majority of those responses recognized challenges but did not provide appropriate depth to address them. Action: Faculty development in BA 502 –*Global Strategy* to

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
				include case highlighting challenges and opportunities of a domestic firm going international. HBS case (Shurguard Self-Storage: Expansion to Europe) targeted for this use.

APPENDIX Q
EVENING MBA ASSESSMENT, 2008-09

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
Upon graduation, MBA students will think strategically about organizational challenges and opportunities. (**ST**)	In case settings, our students will employ appropriate analytical techniques to identify management challenges & opportunities, generate & compare alternatives, and develop recommendations. (**ST-1**)	Random sample (56%) of students enrolled in IBUS 579 – *Global Strategy* (n=30).	Embedded assessment in IBUS 579, Winter 2007 – Students submitted 5 page written deliverable for *Biopure Corporation* case based upon task of providing persuasive recommendation to management regarding what Biopure management should do at the time of the case and answered additional directed questions. .	20% - Exemplary 63% - Competent 17% - Emerging <u>Interpretation</u>: Most students were able to effectively construct an aligned view of a clear problem/opportunity, a common objective that would represent success for addressing this problem/opportunity, and a set of alternatives that would be judged against the objective to produce a recommendation. Submissions falling into the “Emerging” category tended to focus only upon a single solution without reasonable consideration of other options <u>Action</u>: Faculty will continue to reinforce fundamental decision making model in *Competitive Strategy* and *Strategic Marketing Management* courses.
In case settings, our students will demonstrate an ability to provide recommenda tions based upon the unique	37% - Exemplary 57% - Competent 7% - Emerging <u>Interpretation</u>: Having completed the majority of the Evening core, students show a strong ability to use notions of competitive advantage in generating recommendations. Students whose work product was judged			

Learning Goal		Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
	strengths and weaknesses of the organization in order to capitalize upon opportunities and mitigate threats. (**ST-2**)	"Competent" rather than "Exemplary" typically focused more heavily upon organizational strengths without consideration of organizational weaknesses. This is consistent with the course housing the assessment's focus on providing unique value to customers without significant consideration of "points of inferiority." Action: Continue current structure and teaching execution in key courses. In both *Competitive Strategy* and *Strategic Marketing Management*, reinforce that any business model presents not only competitive advantages but also actual or latent disadvantages, as well.			

Learning Goal		Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
	In case settings, our students will produce recommendations that consider competitive response. (**ST-3**)	13% - Exemplary 50% - Competent 37% - Emerging Interpretation: Akin to the situation in other Foster MBA Programs whose outcomes were explored via assurance of learning, a significant minority of students in the Evening MBA Program underestimate the importance of competitive dynamics in deciding upon future courses of action. While a sizeable percentage demonstrate reasonable competency, few are able to use multiple methods (e.g., capability estimates via analysis of the balance sheet, point estimates based upon past behavior or game theory) of accounting for competition in decision making. Action: Faculty development in *Competitive Strategy* (MGMT 502) *and Strategic Marketing Management* (MKTG 501) courses to stress dynamics of competitive response; case discussions should include "what happened" updates that emphasize both initial outcomes of decision as well as competitive response. Faculty in these courses will leverage game theory content taught in BECON 501 and financial statement analysis content delivered in ACCTG 500 to reinforce point and capability estimates of competitive response.			

Learning Goal		Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
Upon graduation, MBA students will demonstrate mastery of leadership skills. (**L**)	Our students will produce professional quality written business documents such as memos and reports intended to inform and persuade. (**L-1**)	Random sample (56%) of students enrolled in IBUS 579 – *Global Strategy* (n=30).	Embedded assessment in IBUS 579, Winter 2007 – Students submitted 5 page written deliverable for *Biopure Corporation* case based upon task of providing persuasive recommendation to management regarding what Biopure management should do at the time of the case and answered additional directed questions. .	20% - Exemplary 63% - Competent 17% - Emerging Interpretation: Student submissions in the "Emerging" category generally exhibited problems in the organization of arguments within the document. Occasionally students provided unnecessary detail in one area while omitting a key fact, assumption, or piece of logic in another. Some student, especially those with ESL backgrounds working in technical roles/industries, faced challenges in basic grammar and spelling. Action: Use writing assessments in MGMT 510 *Developing Leadership Skills* to triage student abilities in written communication at program onset. Ongoing faculty development in case courses (especially MGMT 502 – *Competitive Strategy* and MKTG 501 – *Strategic Marketing Management*) to reinforce organizing frameworks for persuasive logic, e.g., the Minto "pyramid principle." .	

Learning Goal		Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
	Our students will deliver professional quality presentation s. (**L-2**)	Randomly selected sample of 25% of students presenting TiVo cases as part of a required Evening MBA Program event in MGMT 510 – *Developing Leadership Skills* (n=17)	Demonstration assessment via Evening MBA Program case competition, Spring 2007. – Student teams presented persuasive recommendatio ns to peers and faculty regarding what TiVo executives should do at the time of the case. Each speaker was evaluated individually during his/her portion of the presentation.	35% - Exemplary 53% - Competent 12% - Emerging <u>Interpretation</u>: Many students have substantial skill in crafting and delivering presentations, a result that is not surprising given both the fact that the audience regularly delivers oral presentations as part of their normal professional workload and the recent creation of MGMT 510 – *Developing Leadership Skills*. That courses focus heavily upon oral presentations. <u>Action</u>: Continue assessment, coaching, and development plan approach to improving communications skills in MGMT 510.	
Upon graduation, MBA students will understand the ethical environme nt of business. (**E**)	In case settings, our students will recognize ethical issues and the positions advocated by teleological and	Census of students enrolled in MKTG 579 – *Advanced Marketing Strategy* (n= 14)	Embedded assessment in one section of Advanced Core Option (MKTG 579, Summer 2008 – *Advanced Marketing Strategy*). Students	21% - Exemplary 64% - Competent 7% - Emerging <u>Interpretation</u>: Students deliverables demonstrated generally strong abilities to classify perspectives on the teleological-deontological spectrum. The vast majority had taken the required *Ethical Leadership* course (MGMT 505) immediately prior to the start of this	

Learning Goal		Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
	deontological ethical philosophies. (**E-1**)		submitted 5 page written deliverable for *Brita Products Company* case based upon task of providing persuasive recommendation to management regarding what Brita management should do at the time of the case and answered additional directed questions. The case raises substantial ethical questions around branding and marketing of perceived (though not real) functional health benefits.	course, and they directly applied the frameworks of the preceding class (sometimes even referencing analogies to particular cases covered in the course). Action: Continue re-enforcing key ethics concepts in required *Ethical Leadership* core.	
	In case settings, our students will identify critical organizational stakeholders and recognize both their shared and divergent objectives. (**E-2**)			15% - Exemplary 85% - Competent 0% - Emerging Interpretation: All students formally invoked stakeholder theory to address the divergent interest of various organizational stakeholders. Responses in the “Exemplary” category frequently cited distant stakeholders such as “current and future citizens of the planet” in describing the environmental impacts of the creation and disposal of plastic bottles, the carbon footprint associated with shipping bottled water, etc. Note that some of this performance may have been influenced by recent media attention to the environmental issues associated with bottled water. Action: Continue as planned with MGMT 505 – *Ethical Leadership*.	
Upon graduation, MBA	Our students will define key	Random sample (56%) of students enrolled in IBUS 579 – *Global Strategy* (n=30).	Embedded assessment in IBUS 579,	13% - Exemplary 63% - Competent 23% - Emerging	

Learning Goal		Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
students will have a global perspective. (**G**)	components of a country's macroeconomic environment and give examples of how environmental components differ across countries. (**G-1**)		Winter 2007 – Students submitted 5 page written deliverable for *Biopure Corporation* case based upon task of providing persuasive recommendation to management regarding what Biopure management should do at the time of the case and answered additional directed questions. .	Interpretation: In response to a direct question inviting a comparison, most students recognized important differences across nations. Students in the "Emerging" category generally recognized only current economic differences and not the underlying cultural, social, and institutional differences that enabled them. Students in the "Exemplary" category supplemented basic macroeconomic understanding with thoughts on "corruption indices" or used frameworks such as Hofstede's Cultural Dimensions. Action: Faculty development in BECON 501 – *Analysis of Global Economic Conditions* to debrief compare and contrast exercise. Faculty development in BA 500 – *Leading Teams & Organizations* to stress applicability of Hofstede framework to other disciplines. Addition of a cross-cultural component in the optional BA 545 – *Global Business Forum* course to explore underlying drivers of global differences in terms of underlying systems. Continuing requirement of 2 global perspectives activities to meet graduation requirements.	
	In case settings, our students will identify the			7% - Exemplary 57% - Competent 37% - Emerging Interpretation: Few students were	

Learning Goal		Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
	challenges & opportunities associated with operating in global markets and employ appropriate tools to address the challenges and capitalize upon the opportunities. (**G-2**)			able to provide detailed implications of both the opportunities and challenges associated with global opportunities in pursuit of organizational goals. Student responses in the "Emerging" category disproportionately explored opportunities, sometimes to the exclusion of the challenges. We need to instill a balanced view in our students' minds regarding the merits of global initiatives. Action: Inclusion of case-based session in MKTG 501 –*Strategic Marketing Management* to include module on the challenges and opportunities of a domestic firm going international (*Citibank: Launching the Credit Card in Asia-Pacific*). The faculty member leading the course will ensure that both risks and rewards are considered by students.	

APPENDIX R
EXECUTIVE MBA ASSESSMENT, 2008-09

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
Upon graduation, MBA students will think strategically about organizational challenges and opportunities. (**ST**)	In case settings, our students will employ appropriate analytical techniques to identify management challenges & opportunities, generate & compare alternatives, and develop recommendations. (**ST-1**)	Randomly selected 23% of students enrolled in EMBA 532—*Strategic Marketing Management* (n= 20)	Embedded assessment in EMBA 532, Autumn 2007 – Students submitted 5 page written deliverable for *Biopure Corporation* case based upon task of providing persuasive recommendation to management regarding what Biopure should do at the time of the case and answered additional directed questions.	35% - Exemplary 50% - Competent 10% - Emerging <u>Interpretation</u>: Not surprisingly, most mid-career students in the EMBA Program did a good job structuring logic that built to a recommendation. The two submissions placed in the “Emerging” category did not appropriately use the notion of objectives as common decision rule criteria; both exhibited logic that confused a true objective (a desired outcome, a what) with a task (a how), and this made it difficult-to-impossible to compare alternative courses of action against a common scorecard. <u>Action</u>: Faculty development in EMBA 532 to reinforce fundamental decision making model introduced in EMBA 558—*General Management & Strategy*.
	In case settings, our students will demonstrate an ability to provide recommendations based upon the unique strengths and weaknesses of the organization in order to capitalize upon opportunities and mitigate threats. (**ST-2**)			40% - Exemplary 55% - Competent 5% - Emerging <u>Interpretation</u>: Student submissions reflect a deep understanding of the nature of competitive advantage and its application to management decision making. The lone submission in the “Emerging” category considered only strengths and did not reflect upon organizational weaknesses in deciding upon the appropriate course of action. <u>Action</u>: Continue current structure and teaching execution in key courses. Limited faculty development in EMBA 532 to reinforce that any organizational characteristic is likely to be both a benefit for achieving some goals and a detriment for pursuing others.

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
	In case settings, our students will produce recommendations that consider competitive response. (**ST-3**)			20% - Exemplary 70% - Competent 10% - Emerging <u>Interpretation</u>: Submissions reflected a strong understanding of the nature of competition in this market. “Exemplary” responses considered the dynamic nature of competition while those in the “Competent” category—still recognizing competitive strengths—were prone to consider competition as a 1-shot or 2-shot game. “Emerging” responses did not consider any aspect of competitive dynamics nor recognize that competitors may do better to create value than the focal firm. <u>Action</u>: We recommend addition of the Markstrat simulation in EMBA 542—*Marketing Strategies* as means of reinforcing competitive dynamics.
Upon graduation, MBA students will demonstrate mastery of leadership skills. (**L**)	Our students will produce professional quality written business documents such as memos and reports intended to inform and persuade. (**L-1**)	Randomly selected 23% of students enrolled in EMBA 532—*Strategic Marketing Management* (n= 20)	Embedded assessment in EMBA 532, Autumn 2007 – Students submitted 5 page written deliverable for *Biopure Corporation* case based upon task of providing persuasive recommendation to management regarding what Microsoft should do at the time of the case and answered additional directed questions.	45% - Exemplary 55% - Competent 0% - Emerging <u>Interpretation</u>: Students are well-prepared to construct professional business documents intended to inform and persuade. This may have more to do with selection attributable to the EMBA recruiting and admissions process rather than being a consequence of the program experience. <u>Action</u>: Continue executing curriculum as planned.

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
	Our students will deliver professional quality presentations. (**L-2**)	Randomly selected 28% of students enrolled in EMBA 532—*Strategic Marketing Management* (n= 24)	Embedded assessment in EMBA 532—*Strategic Marketing Management*. Acting as consultants to the executive team, students delivered an oral presentation to colleagues and the instructor regarding what the firm features in each case should do at the time of the case. While different students had different cases to analyze and make recommendations, the task was the same across all students.	46% - Exemplary 50% - Competent 4% - Emerging <u>Interpretation</u>: Again, perhaps due to selection, EMBA students show strong abilities to deliver high quality oral presentations. Students in the "Exemplary" category distinguished themselves in providing a well-defined story arc or other organizing principle to frame their presentations relative to peers in the "Competent" and "Emerging" categories. The lone presentation in the "Emerging" category came from a student with a technical background form whom English was not a native language. <u>Action</u>: Continue with student "business challenge" presentations during initial quarters with follow-up presentation skills workshops for remedial performers. Stress notions of presentation architecture in addition to transactional presentation skills such as generating engagement, making eye contact, modulating tone, etc.
Upon graduation, MBA students will understand the ethical environment of business. (**E**)	In case settings, our students will recognize ethical issues and the positions advocated by teleological and deontological ethical philosophies. (**E-1**)	Randomly selected 24% of students enrolled in EMBA 532—*Strategic Marketing Management* (n= 21)	Embedded assessment in both Regional & North America sections of EMBA 532—Strategic Marketing Management in Autumn 2007. Students submitted 5 page written deliverable (plus exhibits) for *Brita Products Company* case based upon task of providing persuasive recommendation to management regarding what Brita management should do at the time of the case and answered additional directed	24% - Exemplary 76% - Competent 0% - Emerging <u>Interpretation</u>: By the first quarter of year 2, EMBA students are able to consistently frame proposed actions in the utilitarian-deontological spectrum. Submissions in the "Exemplary" category differed from those in the "Competent" category in terms of their ability to provide compelling examples of additional positions that would fit along the spectrum. <u>Action</u>: Continue executing curriculum as planned.
	In case settings, our students will identify critical organizational stakeholders and recognize both their shared and divergent objectives. (**E-2**)			19% - Exemplary 52% - Competent 29% - Emerging <u>Interpretation</u>: While the majority of students can recognize the differing interests of multiple stakeholders, few were able to identify the broad societal impacts on both human health and the environment that were relevant for this case.

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
			questions. The case raises substantial ethical questions around branding and marketing of perceived (though not real) functional health benefits.	Action: All students clearly understand the "mechanics" of stakeholder theory, but those in the "Emerging" category do not exhibit depth of thought when applying it. We urge faculty development in applied content domains, and we will begin with the addition of a class module on "ethical issues in marketing" beginning next autumn.
Upon graduation, MBA students will have a global perspective. (**G**)	Our students will define key components of a country's macroeconomic environment and give examples of how environmental components differ across countries. (**G-1**)	Randomly selected 23% of students enrolled in EMBA 532—*Strategic Marketing Management* (n= 20)	Embedded assessment in EMBA 532, Autumn 2007 – Students submitted 5 page written deliverable for *Biopure Corporation* case based upon task of providing persuasive recommendation to management regarding what Microsoft should do at the time of the case and answered additional directed questions	25% - Exemplary 60% - Competent 15% - Emerging Interpretation: Under the context of a directed question, most students recognized important differences across nations. Submissions in the "Emerging" category focused upon contrasts between counties on a very small number (1-2) dimensions rather than considering the multi-dimensional nature of global differences. Action: Inclusion of specific developmental assignment (tentatively targeting EMBA 532 via case *Citibank: Launching the Credit Card is Asia-Pacific*) requiring explicit consideration of inter-country differences.
	In case settings, our students will identify the challenges & opportunities associated with operating in global markets and employ appropriate tools to address the challenges and capitalize upon the opportunities. (**G-2**)			10% - Exemplary 65% - Competent 25% - Emerging Interpretation: Again under the context of a directed question, the majority of students recognized significant challenges and/or opportunities presented by global operations and provided clear managerial implications for a firm operating in a global environment. The one-quarter of submissions which fell into the "Emerging" category all focused on either global opportunities or global challenges but not both simultaneously. Action: Faculty development in EMBA 551 – *Global Management* to ensure that students have practice in dealing with implications of global opportunity regardless of whether the implications are positive or negative.

APPENDIX S
TECHNOLOGY MANAGEMENT MBA ASSESSMENT, 2008-09

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
Upon graduation, MBA students will think strategically about organizational challenges and opportunities. (**ST**)	In case settings, our students will employ appropriate analytical techniques to identify management challenges & opportunities, generate & compare alternatives, and develop recommendations. (**ST-1**)	Randomly selected 51% of students enrolled in TMMBA 505 (n= 42)	Embedded assessment in TMMBA 505, Summer 2009 – Students submitted 5 page written deliverable for *Microsoft adCenter* case based upon task of providing persuasive recommendation to management regarding what Microsoft should do at the time of the case and answered additional directed questions.	17% - Exemplary 48% - Competent 36% - Emerging Interpretation: Many students had difficulty using an aligned view of a clear problem/opportunity, a common objective that would represent success for addressing this problem/opportunity, and a set of alternatives that would be judged against the objective to produce a recommendation. Action: Faculty development to reinforce fundamental decision making model in Competitive Strategy (new TMMBA 504) and TMMBA 505 courses.
	In case settings, our students will demonstrate an ability to provide recommendations based upon the unique strengths and weaknesses of the organization in order to capitalize upon opportunities and mitigate threats. (**ST-2**)			45% - Exemplary 48% - Competent 7% - Emerging Interpretation: By mid-Program, students show a strong ability to use notions of competitive advantage in generating recommendations. This may be exaggerated given that the assessment was in a marketing course, a discipline that stresses differentiation. Action: Continue current structure and teaching execution in key courses.

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
	In case settings, our students will produce recommendations that consider competitive response. (**ST-3**)			29% - Exemplary 45% - Competent 26% - Emerging Interpretation: Over one-quarter of students sampled consider competition as a static variable. Action: Faculty development in *Competitive Strategy* (newly designed and approved TMMBA 504) and TMMBA 505 courses to stress dynamics of competitive response; case discussions should include "what happened" updates that emphasize both initial outcomes of decision as well as competitive response. If the issue persists in 2009-10, consider a multi-round simulation such as Markstrat or Capsim to drive home learnings about market dynamics.
Upon graduation, MBA students will demonstrate mastery of leadership skills. (**L**)	Our students will produce professional quality written business documents such as memos and reports intended to inform and persuade. (**L-1**)	Randomly selected 51% of students enrolled in TMMBA 505 (n= 42)	Embedded assessment in TMMBA 505, Summer 2009 – Students submitted 5 page written deliverable for *Microsoft adCenter* case based upon task of providing persuasive recommendation to management regarding what Microsoft should do at the time of the case and answered additional directed questions.	26% - Exemplary 45% - Competent 33% - Emerging Interpretation: Too many students (often those with technical backgrounds) do not write memos and professional documents that meet contemporary standards for professionalism, conciseness, and ability to persuade. Action: Creation of new course sequence (TMMBA 509 – *Professional Communications*) approved by Masters Programs Committee. The course consists of seminar, workshops, and personal coaching to improve written and oral communications skills. The course will be offered for 0.5 credits/quarter over 4 quarters pending Foster Faculty Council and UW Curriculum Office approval. This will be offered as a special topics class if approval is not granted in Autumn 2009.
	Our students will deliver professional quality presentations. (**L-2**)	Randomly selected sample of 24% of students matriculating from Program (n=21)	Demonstration assessment associated with Technology Commercialization Capstone Competition, Spring 2009 – Student teams presented	33% - Exemplary 43% - Competent 24% - Emerging Interpretation: Many students have substantial skill in crafting and delivering presentations. A significant minority do not meet professional standards, especially as they relate to creating concise presentations and delivering them in an

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
			persuasive technology commercialization plan. .	engaging, compelling manner. Action: Creation of presentations skills content domain in newly proposed TMMBA 509 – *Professional Communications* (see details in Action for section L-1 above).
Upon graduation, MBA students will understand the ethical environment of business. (**E**)	In case settings, our students will recognize ethical issues and the positions advocated by teleological and deontological ethical philosophies. (**E-1**)	Randomly selected 36% of students enrolled in TMMBA 505 (n= 30)	Embedded assessment in TMMBA 505, Summer 2009 – Students answered an essay-based exam question in the *GolfLogix: Measuring the Game of Golf* case related to the ethics of a proposed marketing communications and branding campaign advocated by one case actor and opposed by another.	0% - Exemplary 17% - Competent 83% - Emerging Interpretation: Students in the TMMBA Program lack formal ethics training. Students are generally not prepared to speak meaningfully about ethics issues beyond a discussion in layman's terms. Action: Introduce new 2-credit course (TMMBA *526 – Ethical Leadership*) to provide rigorous grounding in ethics fundamentals and stakeholder theory. This action was approved by the Masters Programs Committee and awaits the approval of the Foster Faculty Council and UW Curriculum Office as of the filing of this report.
	In case settings, our students will identify critical organizational stakeholders and recognize both their shared and divergent objectives. (**E-2**)			13% - Exemplary 47% - Competent 40% - Emerging Interpretation: Students are more comfortable expressing general notions of differences of perspective and interests across the organization but generally lack the ability to formalize those notions via tools such as stakeholder theory. In particular, students in the "Emerging" category identified only internal interests and not those outside the organization. Action: Creation of formal ethics content domain in newly proposed TMMBA 526 – *Ethical Leadership* (see details in Action for section E-1 above).
Upon graduation, MBA students will have a global perspective. (**G**)	Our students will define key components of a country's macroeconomic environment and give examples of how	Randomly selected 51% of students enrolled in TMMBA 505 (n= 42)	Embedded assessment in TMMBA 505, Summer 2009 – Students submitted 5 page written deliverable for *Microsoft adCenter* case based upon task of	21% - Exemplary 62% - Competent 16% - Emerging Interpretation: Under the context of a directed question, most students recognized important differences across nations. Many of the students in the "Exemplary" category supplemented basic macroeconomic understanding with

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
	environmental components differ across countries. (**G-1**)		providing persuasive recommendation to management regarding what Microsoft should do at the time of the case and answered additional directed questions. One of those questions pertained to assessing the global opportunities for adCenter, asking students to present recommendations for the global marketplace.	frameworks such as Hofstede's Cultural Dimensions Some students in the "Emerging" category provided only surface-level differences or offered only a very limited number of differences in contrasting two nations. Action: Modified content domain in TMMBA 507 – *Macroeconomics* to include a compare and contrast deliverable for students.
	In case settings, our students will identify the challenges & opportunities associated with operating in global markets and employ appropriate tools to address the challenges and capitalize upon the opportunities. (**G-2**)			14% - Exemplary 55% - Competent 31% - Emerging Interpretation: Again under the context of a directed question, a significant plurality of students recognized challenges/opportunities and provided clear managerial implications for a firm operating in a global environment. Still, a significant plurality of students fell into the "Emerging" category, and the vast majority of those simply recognized challenges but did not provide appropriate depth to address them. Action: Faculty development in TMMBA 504 – *Competitive Strategy* and TMMBA 552 – *Global Management* to ensure that students have access to one or more frameworks for dealing with the opportunities and challenges presented by global diversity.

Learning Goal	Learning Objective	Sample for Assessment	Assessment Method	Results, Interpretation, and Action
Upon graduation, MBA students will understand the opportunities and challenges of managing in technology-mediated environments (**T**)	In case settings, our students will appreciate the ability of technology to enable organizational goals. (**T-1**)	Randomly selected 51% of students enrolled in TMMBA 505 (n= 42)	Embedded assessment in TMMBA 505, Summer 2009 – Students submitted 5 page written deliverable for *Microsoft adCenter* case based upon task of providing persuasive recommendation to management regarding what Microsoft should do at the time of the case and answered additional directed questions.	43% - Exemplary 48% - Competent 10% - Emerging Interpretation: Given the focus of the Program and industry experience of participants, students generally grasp the importance of technology in achieving higher order outcomes for the organization. Some students fell short in explaining why the technological issue presented in the case presented significant strategic opportunity/risk to achieve broad organizational outcomes, instead focusing upon the more micro technological and functional area management challenges as well as short-run financial outcomes. Action: Faculty development in TMMBA 504 – *Competitive Strategy* and TMMBA 515 – *Strategic Management of Innovation* to ensure that technology is connected firmly in minds of students to underlying business value and achievement of strategic goals.
	In case settings, our students will recognize the challenges associated with producing and marketing technology products & services and apply appropriate tools to address those challenges. (**T-2**)			36% - Exemplary 60% - Competent 5% - Emerging Interpretation: Given the focus of the Program and industry experience of participants, students are generally well-equipped to grasp the issues associated with managing in technology environments and have appropriate tools (rapid prototyping and testing, contingent planning, etc.) to manage in these turbulent environments. The case used for assessment was heavily tech, focused, and it is possible that the top two box percentages may be overstated. Action: Ongoing faculty development across the curriculum to stress technology as application area for cases, classroom discussion examples, and simulations. We will continue to emphasize the important frameworks of risk mitigation in the finance and spreadsheet modeling domains (scenario analysis, sensitivity analysis, simulation).

APPENDIX T
SAMPLE ASSIGNMENT TASKS AND RUBRICS FOR FOSTER MBA LEARNING OBJECTIVES

Objective ST-1: In case settings, our students will employ appropriate analytical techniques to identify management challenges & opportunities, generate & compare alternatives, and develop recommendations.

Sample Assignment Task

Please read the *Biopure Corporation* case included in your course packet. Your task is to offer a *persuasive* recommendation to the firm's CEO Carl Rausch and executive team regarding what they should do at the time of the case. Please feel free to use any theories, tools, or frameworks you have seen in the MBA curriculum or your previous academic and professional experiences to create and frame your recommendations. Your submission should not exceed 5 typewritten pages plus any supporting exhibits.

Evaluation Rubric

Dimension	Exemplary (4 points)	Competent (2 points)	Emerging (1 point)
Problem Identification	Clearly identifies a specific problem or small number of problems. Demonstrates that this is the most critical problem for the organization to address at this time.	Identifies a specific problem but does not demonstrate why this is the most significant problem for the organization to address.	No problem is clearly identified –OR– only a symptom of underlying problem is identified.
Objective(s)	Identifies multiple SMART objectives that align with higher order organizational goals and that may be used to discriminate amongst alternatives.	Identifies at least one SMART objective aligned with higher order organizational goals	Does not identify clear objective(s) that may be used to compare various alternatives or chooses objective not aligned with higher order organizational goals.
Evaluation of Alternatives	Evaluates each of several alternatives against a common objective or set of objectives that the organization should pursue. Summarizes each alternative's attractiveness in terms of how it performs against the objective(s).	Considers multiple alternatives but does not use objective dimension as summary of each alternative's attractiveness; argues qualitative "pros and "cons" only.	Does not consider multiple alternatives.
Recommendation	Provides strong detail in outlining preferred recommendation. Includes timeline, financial impact, risks, and appropriate contingent actions or provides very strong depth in one or more key areas.	Provides reasonable detail in outlining preferred recommendation but misses two or more of timeline, financial impact, risks, and appropriate contingent actions.	Provides no or minimal detail in implementation sketch of preferred alternative. Does not address timeline, financial impact, risks, and appropriate contingent actions.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (12 or more points)**	**Competent (6-11 points)**	**Emerging (6 or fewer points)**

Objective ST-2: In case settings, our students will demonstrate an ability to provide recommendations based upon the unique strengths and weaknesses of the organization in order to capitalize upon opportunities and mitigate threats.

Sample Assignment Task

Please read the *Biopure Corporation* case included in your course packet. Your task is to offer a *persuasive* recommendation to the firm's CEO Carl Rausch and executive team regarding what they should do at the time of the case. Please feel free to use any theories, tools, or frameworks you have seen in the MBA curriculum or your previous academic and professional experiences to create and frame your recommendations. Your submission should not exceed 5 typewritten pages plus any supporting exhibits.

Evaluation Rubric

Dimension	Exemplary (4 points)	Competent (2 points)	Emerging (1 point)
Unique Strengths	Analysis reflects a deep understanding of *enduring* business strengths along multiple dimensions. Leverages these business strengths in offering a unique solution to the organizational challenge or opportunity.	Analysis considers some but not all critical organizational strengths. One or more strengths are based upon temporary or otherwise fleeting advantages. Critical advantages not fully leveraged in solution.	Analysis ignores all unique organizational strengths/competencies in developing solution to the organizational challenge or opportunity. Advocates a solution that is appropriate for any generic organization.
Unique Weaknesses	Analysis reflects a deep understanding of *enduring* constraints of the organization stemming from persistent, systemic organizational characteristics.	Analysis considers some but not all critical organizational weaknesses. One or more weaknesses are based upon temporary disadvantages that could be addressed with minimal real resource investment by the firm.	Analysis ignores all unique organizational weaknesses/missing competencies in developing solution to the organizational challenge or opportunity. Recommended solution ignores one or more critical organizational weaknesses.
Organizational Goals	Preferred course of action consider all critical aspects of organizational context in addressing the organizational challenge or opportunity. Recommended course of action is closely tied to achievement of one or more important organizational goals.	Preferred course of action considers some aspect of organizational context in addressing the organizational challenge or opportunity. Recommended course of action is loosely connected to one or more important organizational goals.	Preferred course of action does not consider context of organizational challenge or opportunity. Recommended course of action is not connected to one or more important organizational goals.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (9 or more points)**	**Competent (5-8 points)**	**Emerging (4 or fewer points)**

Objective ST-3: In case settings, our students will produce recommendations that consider competitive response.

Sample Assignment Task

Please read the *Biopure Corporation* case included in your course packet. Your task is to offer a *persuasive* recommendation to the firm's CEO Carl Rausch and executive team regarding what they should do at the time of the case. Please feel free to use any theories, tools, or frameworks you have seen in the MBA curriculum or your previous academic and professional experiences to create and frame your recommendations. Your submission should not exceed 5 typewritten pages plus any supporting exhibits.

Evaluation Rubric

Dimension	Exemplary (4 points)	Competent (2 points)	Emerging (1 point)
Competitor Recognition	Analysis recognizes all relevant competitors whether direct or indirect, current or potential.	Analysis considers all relevant, current direct competitors but omits one or more important indirect or potential competitors. (Potential, non-current competitors are only likely to be relevant for decisions with long term consequences. Indirect competitors are more likely to be relevant for strategic rather than tactical organizational decisions.)	Analysis admits existence of neither direct nor indirect competitors.
Competitive Reaction	Analysis includes both capability and point estimates of competitive response. Supported with tools from functional areas of management, e.g., financial statement analysis for capability estimate, game theory for point estimate, etc.	Analysis considers only point or only capability estimates of critical competitors. **OR** Analysis considers both point and capability estimates but does not support these with tools from underlying functional areas.	Does not consider likely competitive response in recommendation or contingent actions. Considers competition as a "static" variable that does not change and evolve over time.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (6 or more points)**	**Competent (4-5 points)**	**Emerging (3 or fewer points)**

Objective L-1: Our students will produce professional quality written business documents such as memos and reports intended to inform and persuade.

Sample Assignment Task

Please read the *Biopure Corporation* case included in your course packet. Your task is to offer a ***persuasive*** recommendation to the firm's CEO Carl Rausch and executive team regarding what they should do at the time of the case. Please feel free to use any theories, tools, or frameworks you have seen in the MBA curriculum or your previous academic and professional experiences to create and frame your recommendations. Your submission should not exceed 5 typewritten pages plus any supporting exhibits.

Evaluation Rubric

Dimension	**Exemplary (4 points)**	**Competent (2 points)**	**Emerging (1 point)**
Thesis & Purpose	The purpose and focus of the writing is clear to the intended reader.	The purpose and focus of the writing is usually clear to the intended reader, but some sections are unclear.	The overall purpose and focus of the writing is not clear to the intended reader or the writing lacks a common focus.
Development of Ideas	All significant ideas are supported with effective examples, references, or details.	Most ideas are supported with effective examples, reference, or details.	Most ideas are not supported and/or the reasoning is flawed.
Logic & Organization	Organizes ideas logically with effective transitions. Ideas are developed cogently. Thoughts are expressed completely but concisely.	Often develops unified and coherent ideas with clear organization. Thoughts are not expressed completely or in a redundant manner.	Does not develop ideas cogently; organization is lacking or ineffective.
Spelling & Grammar	Writing is essentially free of spelling and grammatical errors.	Writing contains minor spelling and grammatical errors, i.e., 1-2 per page.	Writing contains frequent spelling and grammatical errors, i.e., several per page.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (12 or more points)**	**Competent (6-11 points)**	**Emerging (6 or fewer points)**

Objective L-2: Our students will deliver professional quality presentations.

Sample Assignment Task

Read the Biopure Corporation case. Your task is to offer a persuasive recommendation to the firm's CEO Carl Rausch and executive team regarding what they should do at the time of the case and to communicate this recommendation orally. Please feel free to use any theories, tools, or frameworks you have seen in the MBA curriculum or your previous academic and professional experiences to create and frame your recommendations. You will have up to 15 minutes of uninterrupted speaking time in which to deliver your recommendation to your colleagues and instructor; they will be serving as surrogates for the Biopure executive team. At the conclusion of your presentation, the executive team (at the direction of your instructor serving as CEO) may ask a series of questions about your analysis and recommendation. You have 8 minutes in which to address these concerns.

Evaluation Rubric

Dimension	Exemplary (4 points)	Competent (2 points)	Emerging (1 point)
Audience Engagement	Presenter engages the audience at the introductory states of the presentation and works consistently to maintain that engagement.	Presenter works occasionally to engage the audience but allows for substantial periods during which attention and interest may wander.	Presenter does not make an attempt to engage the audience during the presentation or does so ineffectively.
Organization	Purpose and focus of each section of the presentation is clear. Sections of the presentation are logically linked and build toward a consistent message, conclusion, or implication.	Presentation has a reasonable organizing structure but alignment between some sections is unclear.	Presentation lacks a logical structure. There is no consistent organizing principle. No alignment with a consistent message, conclusion, or implication.
Verbal Delivery	Excellent voice, enunciation, tone, and pace. Voice is loud and modulated. Enunciation is clear. Pace respects audience's ability to process information; neither too quick nor too slow. Consistently conveys interest and excitement in subject.	Often demonstrates appropriate voice, enunciation, tone, and pace. Some minor awkward pauses or rapid pace segments. Voice understandable for majority of presentation. Often conveys interest and excitement in subject.	Rarely demonstrates appropriate vice, enunciation, tone, or pace. Frequent awkward pauses or portions of rapid speech. Some portions unintelligible. Conveys little interest in subject or reads frequently from notes.
Non-Verbal Delivery	Consistently demonstrates appropriate body language and eye contact. Relaxed body position. Maintains eye contact throughout majority of presentation. Uses gestures effectively without extraneous movements. Engages individual members of the audience in serial fashion.	Often demonstrates appropriate body language and eye contact. Makes occasional references to notes or screen. Occasionally rigid body position. Generally maintains eye contact across wide sections of the audience.	Does not demonstrate appropriate body language or eye contact. Frequently turns to face screen (away from audience) or focuses upon notes. Does not make frequent eye contact with the audience or ignores entire sections of audience. Maintains position throughout presentation. Uses few/no gestures.
Use of Media and/or Props	Appropriate, professional, and well-designed visual aids are used consistently. Slides balance white space with text and visuals. Slides feature signposts, descriptive slide titles, or similar organizing tools.	Appropriate, professional, and well-designed visual aids are frequently used. Slides have minor issues in balance or font size.	Does not use appropriate, professional, and well-designed visual aids. Slides have significant issues in layout or organization.

Dimension	Exemplary (4 points)	Competent (2 points)	Emerging (1 point)
Responsiveness to Questions	Relevant questions are answered fully. Answers utilize support from previous reflection or a consistent logical structure. Crux of any misunderstood question is probed by respondent.	Relevant questions are generally addressed but response may be somewhat off target or not fully supported. Some questions misunderstood by respondent.	Relevant questions posed are not answered. Answers do not match questions posed. No significant attempt to probe question.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (18 or more points)**	**Competent (9-17 points)**	**Emerging (8 or fewer points)**

Objective E-1: In case settings, our students will recognize ethical issues and the positions advocated by teleological and deontological ethical philosophies.

Sample Assignment Task

It is clear from the *Brita Products Company* that the firm's shareholders have benefited from the cultivation of strong, favorable, and unique brand associations as well as some implied health benefits that are not actually delivered by the product (i.e., the so-called "health halo" mentioned in the case). Some observers have questioned the ethical appropriateness of such brand development and messaging strategies. What ethical issues (if any) should Brita executives consider as they make decisions about how to market Brita solutions? Why (or why not) is it appropriate for Brita to pursue these initiatives in this marketplace? What other parties beyond shareholders (if any) should Brita executives consider as they formulate and execute the firm's marketing strategies?

Evaluation Rubric

Dimension	**Exemplary (4 points)**	**Competent (2 points)**	**Emerging (1 point)**
Recognition of Ethical Issues	Shows strong awareness of ethical issues involved with a decision, challenge, or opportunity. Most all critical issues are noted.	Shows reasonable awareness of the ethical issues associated with a decision, challenge, or opportunity. Recognizes most obvious ethical issues but misses one or more of importance.	Shows limited awareness of ethical issues associated with a decision, challenge, or opportunity. Recognizes few if any ethical issues inherent in the situation.
Classification of Philosophy	Consistently and correctly categorizes positions or proposed actions in the teleological-deontological taxonomy. Classification is supported with examples and counter-examples.	Frequently categorizes positions or proposed actions in the teleological-deontological taxonomy. Classification is stated but not fully supported.	Does not invoke taxonomy of teleology-deontology or does so incorrectly.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (6 or more points)**	**Competent (4-5 points)**	**Emerging (3 or fewer points)**

Objective E-2: In case settings, our students will identify critical organizational stakeholders and recognize both their shared and divergent objectives.

Sample Assignment Task

It is clear from the *Brita Products Company* that the firm's shareholders have benefited from the cultivation of strong, favorable, and unique brand associations as well as some implied health benefits that are not actually delivered by the product (i.e., the so-called "health halo" mentioned in the case). Some observers have questioned the ethical appropriateness of such brand development and messaging strategies. What ethical issues (if any) should Brita executives consider as they make decisions about how to market Brita solutions? Why (or why not) is it appropriate for Brita to pursue these initiatives in this marketplace? What other parties beyond shareholders (if any) should Brita executives consider as they formulate and execute the firm's marketing strategies?

Evaluation Rubric

Dimension	Exemplary (4 points)	Competent (2 points)	Emerging (1 point)
Stakeholder Awareness	Recognizes all relevant stakeholders. Explores important consequences of decision or recommended action for stakeholders.	Recognizes some relevant stakeholders. Explores some but not all of the consequences of decision or recommended action –OR– explores particular consequences partially but not fully.	Fails to recognize many relevant stakeholders. Explores few consequences of decision or recommended action –OR– explores particular consequences but does so ineffectively.
Hierarchy of Rights Awareness	Recognizes and appreciates the hierarchy of rights across stakeholders.	Recognizes and appreciates some but not all aspects of the hierarchy of rights across stakeholders.	Fails to consider hierarchy of rights across stakeholders.
Trade-Off Assessment	Assesses key trade-offs among stakeholders and does so effectively.	Assesses some trade-offs among stakeholders and does so effectively.	Fails to assess trade-offs among stakeholders or does so ineffectively.
Personal Bias Awareness	States assumptions clearly and identifies personal beliefs. Explores impact of bias on decision or recommended action.	States some assumptions clearly. Identifies some but not all personal beliefs. Partially explores impact of bias on decision or recommended action.	Does not state assumptions clearly or identify personal beliefs. Impact of bias on decision or recommended action not considered.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (12 or more points)**	**Competent (6-11 points)**	**Emerging (6 or fewer points)**

Objective G-1: Our students will define key components of a country's macroeconomic environment and give examples of how environmental components differ across countries.

Sample Assignment Task

For part two of this exercise, I would like you to invest up to two pages of text describing how you would adjust your recommended strategy or its implementation (if it all) for Microsoft adCenter for one non-US/non-Canadian market. You may use supporting exhibits as appropriate if they allow you to make a point more succinctly or persuasively than you would in the text. If there is some import aspect of the recommendation or its implementation that you would change, please explain why; if not, please explain why your recommendation is robust to global differences. Please do not invest more than two pages of text in Part Two of the deliverable.

Evaluation Rubric

Dimension	Exemplary (4 points)	Competent (2 points)	Emerging (1 point)
Awareness of Global Factors	Provides clear and detailed identification of relevant factors in macroeconomic, cultural, legal, and institutional categories.	Identifies most of relevant factors in macroeconomic, cultural, legal, and institutional categories.	Incompletely Identifies relevant factors in macroeconomic, cultural, legal, and institutional categories.
Comparison of Global Factors	Compares and contrasts global factors across nations or regions. Explains what is both similar and distinct across relevant regions under consideration.	Compares and contrasts global factors across nations or regions. Explains only what is distinct across relevant regions under consideration.	Does not compare or contrast global factors across nations or regions. Focuses upon only one region without explicit consideration to other areas.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (6 or more points)**	**Competent (4-5 points)**	**Emerging (3 or fewer points)**

Objective G-2: In case settings, our students will identify the challenges & opportunities associated with operating in global markets and employ appropriate tools to address the challenges and capitalize upon the opportunities.

Sample Assignment Task

For part two of this exercise, I would like you to invest up to two pages of text describing how you would adjust your recommended strategy or its implementation (if it all) for Microsoft adCenter for one non-US/non-Canadian market. You may use supporting exhibits as appropriate if they allow you to make a point more succinctly or persuasively than you would in the text. If there is some import aspect of the recommendation or its implementation that you would change, please explain why; if not, please explain why your recommendation is robust to global differences. Please do not invest more than two pages of text in Part Two of the deliverable.

Evaluation Rubric

Dimension	Exemplary (4 points)	Competent (2 points)	Emerging (1 point)
Analysis of Global Factors	Offers clear, accurate, and detailed impact of most relevant global factors for decision at hand. Provides strong implications for management decision.	Offers accurate assessment of impact of some important global factors for decision at hand. Provides some implications for management decision.	Offers incomplete analysis of relevant global factors or erroneously forecasts factor impact for decision at hand. Provides little or no implication for management decision.
Recommendation Impact	Provides recommendation that fully leverages global opportunities or challenges. Implementation plans are consistent with analysis of global economic factors.	Provides recommendation that partially leverages global opportunities or challenges. Most aspects of implementation plan are consistent with analysis of global economic factors.	Provides recommendation that does not leverage global opportunities or challenges. Proposed recommendation and implementation is not consistent with analysis of global economic factors.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (6 or more points)**	**Competent (4-5 points)**	**Emerging (3 or fewer points)**

Objective T-1: In case settings, our students will appreciate the ability of technology to enable organizational goals.

Sample Assignment Task

For part one of this written exercise, I would like you to present a clear, concise, and persuasive recommendation to Microsoft's executive team regarding what the firm should do at the time of the case. Note that your recommendation may differ materially from the course of action that Microsoft has pursued with adCenter and related products of late; this may be due to a different understanding of the challenges and opportunities the firm faces, different goals, or simple differences in perspective about the merits of various strategic and tactical options. While the case itself presents six so-called strategic options, please do not feel confined to choose one or more options from this set.

Evaluation Rubric

Dimension	Exemplary (4 points)	Competent (2 points)	Emerging (1 point)
Technology Awareness	Identifies all relevant technological challenges or opportunities in a case decision.	Identifies some relevant technological challenges or opportunities in a case decision.	Identifies no relevant technological challenges or opportunities in a case decision.
Technology Impact	Frequently estimates the appropriate impact of successful use or deployment of the technology toward achieving desired organizational outcomes.	Sometimes estimates the appropriate impact of successful use or deployment of the technology toward achieving desired organizational outcomes.	Rarely or never estimates the appropriate impact of successful use or deployment of the technology toward achieving desired organizational outcomes. Does not reference technology with respect to achieving desired organizational outcomes.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (6 or more points)**	**Competent (4-5 points)**	**Emerging (3 or fewer points)**

Objective T-2: In case settings, our students will recognize the challenges associated with producing and marketing technology products & services and apply appropriate tools to address those challenges.

Sample Assignment Task

For part one of this written exercise, I would like you to present a clear, concise, and persuasive recommendation to Microsoft's executive team regarding what the firm should do at the time of the case. Note that your recommendation may differ materially from the course of action that Microsoft has pursued with adCenter and related products of late; this may be due to a different understanding of the challenges and opportunities the firm faces, different goals, or simple differences in perspective about the merits of various strategic and tactical options. While the case itself presents six so-called strategic options, please do not feel confined to choose one or more options from this set

Evaluation Rubric

Dimension	Exemplary (4 points)	Competent (2 points)	Emerging (1 point)
Awareness of Technological Risk	Identifies most significant impediments to incorporating a technology into a product or service. Assesses technological readiness and proposes actions that will mitigate technological risk or lessen its impact should it materialize.	Identifies some significant impediments to incorporating a technology into a product or service. Assesses technological readiness and proposes actions that will partially mitigate technological risk or dampen its impact should it materialize.	Identifies no significant impediments to incorporating a technology into a product or service. Does not consider technological risk or its impact on the decision at hand.
Awareness of Market Risk	Identifies all significant behavioral changes and real resource investments required by customers. Proposes specific actions that will alleviate market risk or contingent actions that will minimize its impact.	Identifies some significant behavioral changes and real resource investments required by customers. Proposes actions that will partially alleviate market risk or contingent actions that will decrease its impact.	Identifies few or no behavioral change and real resource investments required by customers. Does not propose actions that address likelihood or impact of market risk.
TOTAL POINTS FOR SUBMISSION: __			
SUMMARY CLASSIFICATION (Mark only one)	**Exemplary (6 or more points)**	**Competent (4-5 points)**	**Emerging (3 or fewer points)**