



University of Washington, Tacoma
Milgard School of Business

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Graduate Program Review
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**Graduate Program Review
University of Washington, Tacoma
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Fall 2005**

Introduction

Mission Statement

The mission of the Milgard School of Business is to offer high-quality undergraduate and graduate education for citizens of the state of Washington, especially in the South Puget Sound region. We seek to integrate innovative teaching, relevant scholarship and proactive service into our business and academic communities. We also are committed to advancing and disseminating business knowledge and theory and to cultivating collaborative relationships with the community.

Program History

The Business Administration unit at the Tacoma campus of the University of Washington officially began in 1993, with the five permanent faculty members arriving in 1994. The unit offered one undergraduate degree program with concentrations in Marketing and Management. Most students seeking admission were “nontraditional” students (fully employed adults with families returning to complete degrees) who attended on a part-time basis.

The Master of Business Administration (MBA) degree program was officially launched in winter 2001 as a part-time, three-year program designed for working professionals. The program was revised in 2005 to allow students to complete the program in 24 months (8 quarters). Students entering Autumn 2005 will have the option to enroll in a Financial Analysis track that helps prepare them for exams leading to the Charter Financial Analyst (CFA) designation.

A \$15 million endowment from Gary Milgard, Jim Milgard, and the Milgard Family Foundation named the unit in spring of 2003 and supported its elevation to School status. The Milgard School of Business is a non-departmentalized unit of the University of Washington, Tacoma.

Degree Programs

The Bachelor of Arts in Business Administration (BABA) offers six majors including Accounting, Finance, General Business, International Business, Management and Marketing. 400 students are currently enrolled in the program with 80% attending on a full-time basis. 166 graduated from the BABA program in 2005 and the program has over 1200 alumni to date.

The Master of Business Administration (MBA) curriculum is designed to build capabilities for managing change. 67 students are currently enrolled in the program. Over 90% of the incoming class in fall 2005 say they expect to complete the program in 24 months. The first class of 17 students graduated in spring 2003 and the program has 50 alumni to date.

Faculty and Staff

As of Autumn 2005, the Milgard School of Business has 21 faculty including the Dean, 14 tenure-track faculty, 3 senior lecturers, and 3 lecturers. Seven staff members provide recruiting, advising, and administrative services to the unit.

Diversity Statement

The Milgard School of Business at the University of Washington, Tacoma is committed to promoting respect for the diversity of our communities, and to supporting the educational needs of all our students. We seek to build a learning community where excellence, collaboration, and respect for others are the foundation enriching the lives and careers of our students, faculty, staff, and community partners.

Accreditation

The Milgard School of Business at the University of Washington, Tacoma is accredited (as of 2001) by the Association to Advance Collegiate Schools of Business (AACSB) in association with the University of Washington Seattle and Bothell campuses.

Section A: General Self-evaluation

Roles, Responsibilities and Strengths of the Unit

The Milgard School of Business (MSB) focuses upon education at the undergraduate and master's level and on research. We seek to be of service to business communities regionally, nationally, and internationally by creating knowledge and by educating current and future workers.

The youth of the MSB (11 years) and the Tacoma campus (15 years) mean there are relatively few barriers to innovation resulting from historical legacies. As a result, the MSB is nimble, adaptable and responsive to opportunities that arise. For example, in response to the growing importance of professional certification in business, faculty have developed a program to prepare students for the Chartered Financial Analyst professional examinations. Among the central strengths of the unit is the energy and enthusiasm of the faculty and staff. The opportunity to build and develop a new business school has attracted people who are involved and committed. For example, our small staff provides a great deal of personal attention to students, which has been central to attracting and retaining high quality students. The MSB also gained a new leader in July 2004 who has built solid relationships with the business community, resulting in new partnerships and enhancing the program's reputation.

Another key strength of the unit is the intellectual strength and interdisciplinarity of its faculty. The unit has been successful in attracting faculty from excellent institutions who are strong both as scholars and as teachers. The faculty is diverse in its academic and professional expertise, representing knowledge domains unique to business (such as accounting) as well as traditional domains that form the foundation of business knowledge (such as economics and psychology). The faculty is also diverse in its epistemological and methodological approaches to research. This variety of approaches to research results in different ways of knowing and different ways of teaching. Because the unit is small and non-departmentalized, faculty in different business disciplines have opportunities to discuss scholarly questions and curricular issues that span the business disciplines. Several faculty are conducting research in important emerging areas such as environmental accounting and sustainable business practices while others are internationally renowned scholars in accounting and marketing.

Excellence in teaching is a hallmark of the MSB. Faculty are student-focused and highly-engaged with teaching at both the undergraduate and graduate levels. Due to relatively small class sizes and the absence of teaching assistants, students and faculty interact closely and frequently. Students indicate that they feel the culture is similar to that of a small private university where most take great pride in the quality of their educational experience. In the classroom, faculty balance the theoretical and the practical with a goal of fostering broad intellectual development for students rather than narrow professional training. Faculty and students alike are technologically adept; state-of-the-art hardware and software tools are used across a wide range of courses. All MSB courses utilize a web-based course system (Blackboard) housed on the campus to support and enhance in-class learning.

A related strength of the unit is the attention to curriculum design and improvement at both the undergraduate and graduate levels. The undergraduate curriculum is built upon five competency

goals that are essential for business professionals: integrated business knowledge, teamwork, communication, strategic thinking and professionalism. Each course in the curriculum is designed to build one or more of these competencies (in addition to its topic-specific objectives). Faculty regularly review the competencies and courses, and we solicit input from students and employers to ensure the currency and value of the curriculum.

Unlike most master's degrees, the MBA emphasizes breadth rather than specialization, as managers need a global understanding of business to succeed. The MSB MBA program emphasizes change management and systems thinking across the curriculum to ensure that MBA graduates are prepared to take on or expand their leadership roles within their organizations. Core MBA faculty meet regularly to coordinate their efforts so that students can synthesize their learning across the business disciplines. Curricula and course content are reviewed annually and appropriate adjustments are made as needed to reflect advances in business knowledge and in pedagogical tools. Students tailor their choice of electives to their own interests. An annual student survey solicits student input on what elective courses are desired by the currently enrolled students. New elective courses are developed regularly in response to student requests.

The support of the regional community is a significant strength of the MSB and the Tacoma campus in general. This support is both financial and non-financial. Funds from the Milgard endowment support student scholarships and over the next several years will allow the creation of two research centers with endowed chairs. The Milgard School has a strong and active advisory board made up of representatives from the regional business community. The Business Advisory Board has provided essential input to the faculty (e.g. developing the MBA curriculum and the undergraduate Finance concentration) and has secured resources to support students, faculty, and the program's reputation. Leaders from the business community have supported the teaching and research mission of the MSB by guest lecturing and facilitating research projects in their organizations.

Success of the Unit as a Whole

The MSB is striving to move beyond its roots as a program to serve placebound students in the south Puget Sound area. We are successful when we are selected by students and business leaders for the excellence of our faculty and our degree programs rather than for our location.

With respect to teaching, a key success criterion is attracting and retaining a talented, diverse student body (See section E for more information). Currently, all our students are transfer students who come from dozens of different institutions including seven regional community colleges¹. Retaining new students through the difficult transition period during their first quarter is an important measure of the overall quality of staff and faculty.

Another significant success measure is the placement of graduates with employers or graduate programs. We rely on feedback from our Business Advisory Board concerning the performance of graduates that they've hired as employees. For MBA students, nearly all are fully employed when they begin the degree program and a majority of them earn promotions or new positions

¹ The Tacoma campus began admitting sophomores in Autumn 2005 and will admit its first freshman class in Autumn 2006.

prior to completing their degrees. Other success measures related to teaching include the percentage of students passing the CPA and CFA exams.

Our goal with respect to teaching students is to be both supportive and challenging. MSB faculty review grade statistics for all courses each academic quarter and are attentive to grade inflation concerns. Relative to other units on the Tacoma campus, the MSB has the lowest average GPAs. In graduate admissions, we benchmark our applicants' GMAT scores against those reported by top-ranked and regional institutions.

With respect to research, our faculty aim for high quality scholarship that is respected by our academic colleagues and/or by the business community. With a typical teaching load of six courses per year, we produce in smaller quantities than our colleagues at doctoral-granting institutions. Faculty are encouraged to publish at least one good quality journal publication each year. While peer-reviewed journal publications are the most important outcome measure, scholarly contributions in the form of books, edited chapters, white papers, and national conference presentations are also recognized as valid expressions of scholarship. Our research aspirations are higher than one would find at the regional Washington universities though not as high as one would find at the UW Seattle campus.

With respect to service, our faculty provide service to the unit, the campus, the university, professional societies and the community. In general, junior faculty are given minimal service responsibilities for the first year. Because of the lack of more senior faculty, assistant and associate professors have commonly taken on significant leadership roles.

Challenges and Weaknesses

The most significant weakness of the program is the small size of the faculty. Additional faculty are needed to reach a "critical mass" that enables synergies in research and teaching. The faculty's size and diversity means that few faculty share areas of expertise, thus nearly all of us partner with colleagues from other institutions on research rather than our UWT colleagues. And while the faculty's composition should create opportunities for innovative research collaboration, in reality the overall youth of the faculty creates barriers to pursuing more risky research projects, and the demands of teaching and program development further reduce the time available to concoct and conduct creative research.

The faculty's expertise is broad rather than deep, giving us little "bench strength" in terms of subject matter expertise. The temporary absence of a faculty member from teaching (for instance due to a research quarter or sabbatical) creates challenges in staffing our regular course offerings. We rely on a few regular lecturers to help deliver our undergraduate curriculum, but finding qualified lecturers who meet student and faculty expectations for teaching quality is often difficult. Further, the small size of the faculty creates inefficiencies in teaching schedules. Most faculty teach four or five different course preparations each academic year, and due to program growth and changes, faculty course preparations often have varied notably from year to year. In the face of significant teaching demands, faculty invest the time and energy to ensure we serve students effectively but this reduces the time available for research and collaboration with each other.

Some faculty spend limited time on campus outside of class times and this negatively affects informal communication and trust within the unit. Although individual faculty members are well-connected across UW's campuses, formal connections between the MSB and other academic units on campus are not yet well developed. As the program grows, a stronger administrative structure and senior faculty leadership is needed to coordinate internally and externally. The size of the staff is also a concern. The MSB lacks the staff resources to support faculty research, to maintain contact with alumni and community members and to advance new initiatives or collaborations.

Beyond size, the MSB's other significant weakness is that it lacks a developed distinctive identity. The school's reputation is strong but largely regional. Further work is needed to clarify where we are going and in what we hope to excel. With such objectives in place, we need to further develop appropriate criteria, measures and benchmarks that will allow us to measure our progress.

Impact of Changes in the Field

The field of business has undergone significant change with respect to the body of knowledge in several key areas. Information systems, technology and computing have developed rapidly, affecting not only what students need to understand but also what tools faculty have for teaching and research. Many business schools have struggled to decide what content falls into the realm of necessary business knowledge and how to integrate this content into their curricula. Students at both the undergraduate and master's level are required to take core courses in information systems, but the content of the course has changed annually as knowledge and student capabilities advance. We no longer offer a focus in information systems at the undergraduate level. Instead, we offer IS courses that are available to all majors and have integrated IS content into courses in other areas. For example, we offer a course that emphasizes Visual Basic programming for financial applications that serves finance and accounting majors.

Another key area of growth and change is in international business. Global enterprise and our understanding of it continues to expand, affecting both research and teaching. Many courses integrate global issues and several internationally-focused courses are available to all business students.

Technical advances in the field of finance have created changes in teaching, as students needed more sophisticated mathematical and theoretical skills to master the material.

Increased interdisciplinarity across the field of business is evident, as is growing interest in connecting business to other disciplines. For example, the MBA degree has become more desirable than the Master of Public Administration degree for many people in public and non-profit organizations, changing the nature of our student population and the issues to which we must respond in the classroom. In response to this change, we encourage MBA students to complement their business courses by enrolling in elective courses offered by other programs on campus, and several students have done so. We also allow masters students from other programs to enroll in our MBA courses.

Business schools are expected to be more attentive to educating students in social responsibility, corporate governance, and business ethics. The impact of business decisions on society and the environment is under increased scrutiny as well, and scholarship in many business disciplines is now focused on such issues. The MSB soon will receive funds from an endowment to build a center addressing these issues through a variety of teaching and scholarly initiatives. The center will be multi-disciplinary to better address these complex concerns.

In some disciplines of business, faculty note growing acceptance of non-traditional research frameworks and methods. Interdisciplinary work that bridges discipline is also on the rise although still perceived as risky for junior faculty members.

Differences between Unit and Campus/University Perceptions of the Unit

Although MSB faculty and staff are active on campus-wide committees, formal collaborations with other academic units are not yet well established. For instance, our students have difficulty participating in the campus' Global Honors initiative because the program's design would require an additional year of study beyond required business courses. Accreditation requirements make it difficult to collaborate on teaching and curriculum issues. Other units would like us to offer a Minor in Business, but our ability to do so has been impeded by resource constraints and the growth in our own program. Similarly, colleagues in Nursing and in Education have added management, administration and leadership components to their graduate programs but partnerships in these efforts have been limited by resource constraints.

Governance

The unit was headed by a single administrator, the Director, until 2003, when an Associate Director was appointed. When the unit became a School in 2004, the unit's administrator was retitled Dean and the Associate Director became Associate Dean. Although there is considerable collaboration, the Dean is more focused on strategic matters and external stakeholders while the Associate Dean focuses more upon operational matters and internal stakeholders.

Faculty of all ranks participate in the governance of the unit. The faculty as a whole meets at least once monthly during the academic year for discussion and to vote on matters relating to admissions, curriculum, governance, staffing or other items within the purview of the faculty. The MSB has a Faculty Council that consists of four elected members. The Council provides guidance to the Dean on matters ranging from staffing to new initiatives. Two standing committees, Undergraduate and Graduate, administer the degree programs and recommend policy to the faculty as a whole. Selected faculty and staff serve as members of the Standing Committees. Faculty normally volunteer for service and serve three year terms on committees. Standing committee meetings are open to all faculty and their activities are reported upon electronically (via E-mail and a Blackboard website) and at regularly scheduled faculty meetings.

Systematic strategic planning occurs annually at a faculty retreat held each September. Typically new initiatives are brought to the faculty by the Dean, the Associate Dean, the Faculty Council, the Graduate Committee and the Undergraduate Committee. These committees and the faculty as a whole are responsible for implementing strategic plans.

The Graduate Committee plus one additional member of the faculty has been responsible for the self-study process. The group, consisting of four faculty and one staff member, initiated discussions regarding the self-study during 2005. A special faculty meeting devoted to discuss of self-study issues was held in March 2005 and a staff meeting was held in April. Online surveys soliciting feedback were conducted of faculty, staff, students and alumni. With additional faculty assistance, focus groups of undergraduate studies were held in spring 2005 to discuss issue relevant to those students. The faculty reviewed a rough draft of this self-study report in September (as did the staff) and discussion and comments were used to refine the draft. The small size of the faculty facilitated the involvement of all in the self-study process.

Mentoring and Support for Junior Faculty and Students

Junior faculty are supported with limited service responsibilities during the first 1-2 years of appointment and a one-quarter release from teaching 1-2 years prior to the promotion and tenure review. Formal mentoring of junior faculty was extremely limited until recently because of a lack of senior faculty within the unit and across the Tacoma campus in general. Excluding the chief administrator, the unit had one tenured business faculty member between 1994-2000 and no full professors during the period 2000-2005. With the recent promotions of several faculty to associate professor, the MSB has begun efforts to improve junior faculty mentoring. In 2003-4, the faculty adopted a mentoring process modeled on that of the Interdisciplinary Arts and Science faculty, whereby junior faculty were matched with senior faculty based on shared interests. Guidelines for the mentoring process are available at <http://www.tacoma.washington.edu/ias/resources/documents/MentoringGuidelines.doc> In addition to the feedback received through mentoring and informal discussion, assistant professors receive formal feedback annually from the senior faculty regarding their progress toward promotion and tenure.

Most graduate student mentoring occurs informally. Many students consult with the Graduate Program Advisor and the Graduate Program Coordinator on academic and career matters. The GPA and GPC regularly share information with students to assist their academic planning, and a Blackboard website has been established to facilitate information exchange. As the faculty has grown, students are increasingly seeking mentoring from faculty members who share their disciplinary interests (e.g. accounting, finance, management, marketing). No formal mentoring program has been established for graduate students because most MBA students enter the program fully employed with years of work experience, and the majority intend to continue working in the same field upon graduating. Contacts between current students and recent alumni are another source of informal mentoring regarding both academic and career matters. Graduate students sometimes leverage the personal networks of fellow students, alumni, faculty, and Advisory Board members for career advice and job opportunities. Graduate students take advantage of the career resources available on the Tacoma campus.

Undergraduate students rely on a mix of formal and informal mentoring. Peer and faculty mentoring occurs through student clubs such as the Business Student Ambassadors, Accounting Society, Marketing Society, etc. Faculty members and staff advisors commonly meet with undergraduates during their office hours to provide academic and career advice. Students make use of the Career Center on the Tacoma campus and utilize the larger resources of the University of Washington as well. Students seeking professional certification (for example those sitting for

the CPA or CFA exams) often form study groups that may meet regularly with faculty as they prepare.

Section B: Teaching

Faculty Deployment

Tenure-track faculty teach six classes a year and senior lecturers are responsible for up to eight classes. The undergraduate classes are five credits, and graduate classes are four credits. The Dean teaches one course per year, the Associate Dean three courses per year, and the MBA director/GPC five courses per year. Faculty within each discipline decide teaching responsibilities based on expertise and interest. The following table provides a summary of expected faculty deployment in a “typical” year:

<i>Name</i>	<i>Title</i>	<i># courses per year (UG/MBA)</i>	<i># credits</i>	<i>Estimated total student credit hours</i>
Rick Abderhalden	Senior Lecturer	8/0	40	1250
Marinilka Barros-Kimbro*	Asst. Professor	5/1	29	860
Zoe Barsness	Assoc. Professor	4/2	28	860
Vanessa Chio	Asst. Professor	6/0	30	900
Sergio Davalos	Asst. Professor	5/1	29	980
Ehsan Feroz*	Professor	6/0	30	780
Mark Fiegener	Assoc. Professor	4/2	28	970
Janet Mobus	Asst. Professor	6/0	30	800
Gregory Noronha*	Professor	4/1	24	660
Stern Neill	Asst. Professor	5/1	29	860
Kent Nelson	Senior Lecturer	8/0	40	1150
Dorothy J. Parker	Senior Lecturer	8/0	40	1100
Jill Purdy	Asst. Professor	4/2	28	860
Gregory Rose	Assoc. Professor	6/0	30	900
Shahrokh Saudagaran	Professor & Dean	0/1	4	100
Eugene Sividas*	Asst. Professor	6/0	30	850
Tracy Thompson	Assoc. Professor	5/1	29	940
Douglas Wills	Assoc. Professor & Associate Dean	2/1	14	350

*New faculty as of Autumn 2005

Feedback Loops for Best Practices in the Unit

In prior years, faculty teaching in the undergraduate and graduate core have met quarterly to discuss relevant topics and share instructional experiences (e.g., student writing standards, use of team projects, pedagogical methods, student feedback). This has facilitated the coordination of learning objectives across the curriculum and the formation of a collective understanding among the faculty about expectations for student learning. These teaching conversation groups should be renewed to formalize feedback loops for best practices.

The undergraduate program maintains a competency-based model. Course offerings are periodically reviewed to assess deployment of this model across the curriculum. The undergraduate program has also initiated an annual survey of graduating seniors to gather student opinions on their educational experience and program resources. The graduate program collects

data annually from all students on achievement of learning objectives, quality of services, program impact, and course scheduling and offerings. These data are reported annually to the undergraduate and graduate committees.

Instructional Evaluation

Faculty use a number of tools to gauge the impact of teaching on student learning. These include course evaluations, small group instructional diagnoses (SGID), peer reviews, self-assessments and online surveys. The course evaluations are a standardized approach administered by the University of Washington's Office of Educational Assessment (OEA) to collect and report student ratings of instruction. The SGIDs are an open-ended process in which students provide feedback about the effectiveness of course content/structure and/or instructional technique in achieving the course's key learning objectives. Peer reviews entail a faculty colleague observing and providing feedback on classroom instruction. Self-assessments involve reflection on the instructor's own teaching and development of a teaching portfolio. An additional tool for gathering student feedback is online surveys which allows the instructor to assess specific areas of teaching and learning that are relevant to a particular course. Surveys of graduating seniors and MBA students are also administered annually in order to solicit student feedback about instructional effectiveness and other pedagogical and curricular issues. We describe some of these data in Section F of this report, where we discuss the standards by which we measure our success in achieving our objectives for the MBA and undergraduate programs.

These instructional evaluation methods capture the degree of teaching and learning effectiveness in a variety of areas and from a variety of perspectives. Faculty are encouraged to examine this feedback and improve in areas where indicated. Instructional evaluation is formalized in the annual performance review process, which requires inclusion of course evaluations for each course and a teaching review (SGID or peer review) of a single course.

Teaching Improvement Strategies

Faculty participate in teaching workshops at the campus, university, and discipline levels. Faculty continue to refine best practices in effective lecturing, discussion techniques, case-based instruction, and interactive simulations. Innovative pedagogy has been incorporated in the areas of experiential learning, instructional technology, and collaborative learning.

Opportunities exist in globalizing learning through curricular design and study abroad programs. There are additional opportunities in social responsibility including community-based learning, sustainability education, and corporate ethics, which may receive support from the Milgard Center for Corporate Leadership and Social Responsibility.

Involvement in Undergraduate Student Development and Scholarship

Currently, faculty engage in advising and mentoring on both an individual basis and as advisors to student organizations. Curriculum advising is performed by staff. Faculty supervise independent study projects and share research findings as part of classroom instruction. There are also instances of students engaging in research as part of class projects and by assisting a faculty member's scholarship. For example, in the TMKTG475 (Marketing Strategy) course, students have conducted customer surveys and depth interviews with executives and civic leaders.

In addition to sustaining these efforts, a pilot program is being launched to team “Milgard Scholars” with faculty members as a means of enhancing faculty involvement in undergraduate student development and scholarship. The program pairs high-caliber students with faculty mentors to define research goals, engage in scholarly research, and publicize research findings. One faculty member (Dr. Neill) is currently using two Milgard Scholars to help examine the marketing needs of local area businesses.

Section C: Research and Productivity

Scholarship in Context of MSB Goals

Establishing and maintaining an appropriate balance among teaching, scholarship, and service responsibilities is an on-going challenge for MSB faculty, both as individuals and as a collective. The espoused goals and expectations of the MSB with respect to these areas of faculty responsibility, as described in the MSB's Tenure & Promotion (T&P) criteria, make clear that all three areas are valued but "both scholarship and teaching receive greater weight than service activities in the tenure and promotion review process."

In practice, the balance of faculty time and effort in the past has been skewed toward service and teaching activities. The MSB (before 2004, the UWT Business Program) is only eleven years old and has been operating in "start-up mode" for much of that time, first with the growth and development of its several undergraduate concentrations, and now with its MBA program. As a result, MSB faculty have been asked to shoulder an extraordinary load of teaching and service to ensure the success of its programs while also fulfilling campus-level and university-level responsibilities. The AACSB accreditation review four years ago noted the risks being borne by MSB faculty, most of whom were untenured at that time, as they expended great efforts to support the program and campus while also trying to establish their own scholarly careers.

MSB faculty have recently begun to re-calibrate its actions to match its espoused goals regarding the balance of teaching, scholarship, and service. A number of mechanisms are in place to communicate and reinforce the shift in priorities from service toward scholarship. For example, the major part of a faculty member's service responsibilities is rendered through participation on standing committees. The time and effort demands of the various committees are collectively discussed so that faculty members can make informed decisions as they volunteer for service. Ad hoc service tasks are assigned carefully in light of current teaching and service assignments of individual faculty, and tend to fall less heavily on tenure-track faculty.

The goal-setting and performance review processes (i.e., annual performance and merit salary review, the 3-year review) of the MSB are other important communication channels through which faculty become better informed about the espoused goals and expectations of the MSB. In the fall faculty establish individual goals for the coming academic year in the areas of teaching, scholarship and service. Each faculty member discusses his or her goals with the Dean, who ensures that the individual goals are consistent with MSB goals and expectations. At the conclusion of the year faculty members complete a report that describes their activities and goal accomplishment in the three areas of responsibility. This report serves as the basis for the annual performance and merit salary reviews conducted by the Dean and by faculty senior in rank to the reviewee. The reviews provide feedback about the degree to which faculty efforts to balance teaching, scholarship, and service are consistent with the school's goals and expectations. The reviews also serve as the point of departure for the faculty member's goal-setting process the following year.

Retention, Promotion, and Salary Practices

Faculty retention, promotion, and salary decisions are all based upon review of an individual's teaching, research, and service record in light of the MSB mission and T&P criteria, and in

accordance with the procedures outlined in the UW Faculty Code. Salary decisions, which are made annually for each faculty member via the performance and merit review process, involve the Dean and faculty senior in rank to the reviewee. A faculty review committee evaluates the merit of the reviewee for the current academic year based on the data contained in the reviewee's annual report. The committee submits its recommendation to the Dean along with a document that contains feedback for the reviewee. The Dean forwards his merit recommendation to the Vice Chancellor for Academic Affairs, and the Dean may append additional feedback to the review document. The review document becomes part of the reviewee's annual performance review, and is discussed in the face-to-face meeting between Dean and reviewee at the end of the academic year. Retention decisions are made before the end of an assistant professor's third year and involve the Dean and faculty senior in rank to the reappointment candidate. The faculty review committee bases its evaluation on the data contained in a portfolio, assembled by the candidate, that contains evidence of the candidate's accomplishments to date and future potential in the areas of teaching, scholarship, and service. As with the merit review process, the faculty review committee forwards its recommendation to the Dean along with a document that contains feedback for the candidate. The Dean forwards his reappointment recommendation to the Vice Chancellor for Academic Affairs. The Dean may also append additional feedback to the review document, which is sent to the candidate after the reappointment decision is made. Promotion decisions follow the same general pattern as above, except the promotion candidate's assembled portfolio of accomplishments and potential is more extensive, two faculty committees may be involved – e.g., in the case of promotion from to associate professor, a T&P review committee and a committee of MSB senior faculty both review the candidate's file – and the feedback documents provided to the candidate during the process are strictly evaluative.

Mentoring of Junior Faculty

MSB goal-setting and performance review processes are formal channels through which senior faculty provide a limited form of mentorship. Within these processes senior faculty give written feedback about the teaching, research, and service activities and accomplishments of junior faculty members, and offer guidance regarding progress toward promotion and tenure. However, the advice rendered through these channels is tied to T&P guidelines. In general, the written reviews give little if any substantive guidance to faculty members regarding the content or direction of their research.

Interpersonal relationships represent a potentially more powerful mentorship channel, but our efforts here have been hindered by two limiting factors. First, until recently the supply of potential mentors has been quite small. From 2000-2005 there were no full professors in the MSB other than the Dean/Director, and the number of associate professors totaled two from 2000-2002, three in 2002-2003, and four in 2003-2004. There were no senior faculty in Marketing between 1999-2003, none in Accounting until the Dean arrived in fall 2004, and MIS has never had a senior faculty member. Consequently, senior faculty have been stretched thin – they have taken on additional service responsibilities in order to “protect” junior faculty – and so have had little time to devote to mentoring activities. Second, the nature and extent of mentoring advice that can be provided by senior faculty has been frustrated by the fact that, in most cases, there is little overlap between the research interests of junior and senior faculty, even those whose research falls within the same business discipline. The conversations between senior and junior faculty tend to be “shallow,” that is, more about offering moral support and general

comments about the research process than about the substance of scholarship within a particular discipline. As a result, junior faculty tend to save their “deep” conversations about scholarship for individuals who more closely share their research interests, such as advisors from graduate school, researchers met at conferences, and co-authors at other universities.

We expect to see significant growth in mentorship efforts and outcomes in the near term. With recent promotions and new hires, the MSB faculty roster in fall 2005 includes three full professors (including the Dean) and six associate professors. Given the improved ratio of potential mentors to junior faculty and the spreading of service responsibilities across a larger number of faculty, senior faculty will have greater opportunity to mentor junior faculty. In addition, MSB faculty have recently adopted a mentoring process modeled on that of the Interdisciplinary Arts and Science faculty at UWT. Guidelines for the mentoring process are available at

<http://www.tacoma.washington.edu/ias/resources/documents/MentoringGuidelines.doc>. The lack of overlap in the research interests of junior and senior faculty remains a concern, although the extent to which this issue is problematic should decrease over time as junior and senior faculty interact within the mentoring process.

MSB Research Impacts

The scholarship conducted by MSB faculty has influenced various streams of research in the different business disciplines in a number ways. The results of our research have appeared in a wide array of outlets, including top tier academic journals (e.g., *Administrative Science Quarterly*, *Journal of Marketing*, *Accounting Review*, and *Academy of Management Journal*), topic-focused academic journals, conference proceedings, practitioner-oriented publications, and grant-sponsored research monographs. MSB faculty have presented their research to academic colleagues at various regional, national, and international conferences, to UW business and non-business colleagues at research colloquia, and to management audiences at regional and local seminars and workshops. One faculty member has published a book of her research, another has published a textbook and a reference volume, and nine have contributed chapters to edited volumes. Some of our scholarship has appeared in journals devoted to pedagogical issues or has produced other teaching-related published material such as case studies, instructor’s manuals, and in-class exercises. Most of our faculty have successfully competed for internal funding for their research from university sources, and nine faculty have received external grant funding for projects.

MSB faculty also influence the stream of discourse in their fields through their scholarly service activities. Virtually all tenure-line faculty have served as reviewers for multiple conferences and multiple journals, including many of the premier business journals. Three faculty members currently serve on editorial boards of major journals, and three others have done so in the past. Most of our faculty members have served as chairs or discussants at major academic conferences.

Collectively, the scholarship of MSB faculty has impacted our relevant stakeholders in a manner that is consistent with the mission of our school:

“ . . . We seek to integrate innovative teaching, relevant scholarship and proactive service into our business and academic communities. We also are committed to advancing and disseminating business knowledge and theory and to cultivating collaborative relationships with the community.”

Heterogeneity of Faculty

Although the typical doctoral program in any of the business disciplines is somewhat interdisciplinary in orientation, doctoral training in business differs markedly across its disciplines because each draws heavily from a different subset of the social sciences. As a result, while faculty members with doctorates in the same business discipline tend to exhibit some degree of shared understanding about research paradigms and methodologies, faculty members trained in different disciplines can vary widely with respect to these matters. Consequently, communication difficulties across the disciplines are common in business schools, particularly in large and departmentalized schools.

The fact that the MSB is a small, non-departmentalized school on a small campus mitigates these communication difficulties. We have monthly (at least) meetings of the entire faculty, and school-level service assignments usually involve faculty from multiple disciplines. Faculty offices are in close proximity; most faculty offices are located on two floors of the Dougan building, with four faculty offices are located in a separate building about 100 yards away. All of these factors enhance our ability to coordinate on teaching and service responsibilities and manage the school effectively.

Collectively, the MSB faculty has expertise in a wide range of theories, research methodologies, and areas of application. This diversity is represented by the following (very) short list of faculty research interests:

- Financial reporting in emerging capital markets, particularly those in Asia.
- The impact of alternative work arrangements – such as the use of temporary employees, telecommuting, and virtual teams – on group processes and effectiveness.
- Cultural differences in consumer behaviors and values.
- The reciprocal relationship between organizations and institutional forces that generate change over time.
- Non-judicial dispute resolution systems.
- The origins of financial institutions.
- Organizational sense-making under conditions of complexity and ambiguity.
- Public interest accounting.
- Transfers of management knowledge, including cross-cultural transfers.
- The application of neural networks and genetic algorithms to finance problems.
- Informal and emergent forms of coordinated collective action.
- The processes by which executives attempt to align information technology decisions with business strategy.
- Gender issues in the accounting profession.

The diversity of our research expertise and interests – *within* the business disciplines as well as *between* the disciplines – is a significant strength for the school, as it creates a vast potential for effective collaboration. On the other hand, our diversity may also be a weakness. In general,

there is not much overlap among the research interests of faculty members, even those from the same discipline. Perhaps faculty believe that the lack of common ground with their colleagues would make collaborations time-intensive and less efficient than other research options such as sole-authoring or working with co-authors from earlier projects. Or, perhaps faculty members are simply unaware of the common ground that may actually exist with their peers. Whatever the reasons, there have been relatively few research collaborations among MSB business faculty.

Effects of Contextual Change on MSB Research

Businesses and other organizations don't stand still; they can't afford to. The forces of competition pressure businesses and organizations to change continually in order to survive. Business scholars have noted that competitive pressures are now driving businesses to pay greater attention to micro-level issues such as cross-functional collaboration, to process (rather than structure), and to the management of organizational knowledge. At the same time, these pressures are also producing a greater concern among executives for macro-level issues such as corporate governance, sustainability and social responsibility, and globalization.

Business scholarship is mirroring these changes in a number of ways. As a result of the micro-level changes that are blurring the boundaries between different functional areas, we are witnessing a growing acceptance of interdisciplinary research and an increased number of interdisciplinary journal outlets. Similarly, the greater concern of executives for macro-level issues such as globalization is being matched by scholars in each business discipline who are devoting more attention to the exploration of these issues. The sense of what methodologies are acceptable for studying these topic areas also appears to be shifting. In particular, the growing acceptance of non-traditional frameworks, qualitative research methods, critical perspectives, and process-related data is noteworthy.

MSB faculty members are well positioned to take advantage of these changes in business scholarship. As indicated by the abbreviated list of faculty research interests outlined earlier, MSB faculty are studying a number of issues relating to cross-cultural concerns in management and marketing, sustainable enterprises, corporate governance, the behavior of cross-functional teams, and the infusion of IT within organizational activities.

Impediments to Productivity

The primary impediment to MSB research productivity follows from the small size of our faculty relative to the teaching and service responsibilities required to develop our fast-growing undergraduate and graduate programs. In short, the available time for building our individual research programs is less than we would like. Secondary impediments include limited human and financial resources. Without doctoral students, and with masters students who are fully-employed while attending school, graduate assistants are not readily available to reduce part of the teaching load or to assist with research. The opportunity to "buy out" teaching responsibilities (i.e., course releases via external funding) to generate more research time is constrained by the joint effects of our small faculty and broad curricula, which make it difficult to find acceptable replacement instructors. The lack of significant overlap in the research interests of our small faculty increases the overhead costs of establishing research collaborations that might otherwise increase productivity. With little discretionary funds earmarked currently

for research, the school has limited ability to pay for routine research incidentals such as postage for mail surveys or work-study students to assist with data entry.

An important element of the long-term solution to these impediments will be the successful recruitment and hiring new faculty. A larger faculty will not only enable us to lighten the service load on individual faculty members by spreading the service responsibilities among more people, the concomitant increase in student FTE will also allow us to rationalize our course scheduling in ways that will yield fewer course preparations per faculty member per year. And, each new faculty line represents an opportunity to hire scholars who share, extend, and/or complement the research interests of our incumbent faculty.

In the short-term, we are implementing three strategies to mitigate these impediments to faculty research productivity. First, the Dean is developing additional financial resources that will be dedicated to faculty research needs. Starting 2005-2006, funding for professional development will rise to \$2,000 per tenure-track faculty member, a significant increase over past funding levels (\$500). The Dean is also working on generating sufficient resources from external sources to start a summer research support program for MSB faculty in 2006. These resources are being generated from a combination of contributions from the local business community, alumni, professional development programs, and other events. Our success in attracting and retaining high caliber business faculty will depend largely on our ability to offer competitive compensation packages. At most quality business schools this includes some level of summer research support. The Seattle campus provides one to two months of summer research support for research active faculty.

Second, we are exploring ways to protect faculty time for scholarship. For example, we have taken great strides forward this past year in rationalizing the curricula of our undergraduate concentrations and managing the class schedule to reduce the number of course preparations by faculty members. As a result of these efforts, several faculty have moved from a 2-2-2 quarterly teaching load to a 3-3-0 load (i.e., one quarter free of teaching responsibilities), and more faculty than before are now teaching multiple sections of the same course in the same quarter. Future efforts in this direction could involve exploring ways to support a 5-section per year teaching load and to facilitate course releases (e.g., via buy-outs).

Third, we are trying to develop and support an organizational culture that more strongly values research and scholarship. Research colloquia provide a regular, ongoing forum for presenting research findings and encouraging the exchange of ideas. Although we have initiated colloquia (e.g., "brown bags") in the past, these efforts were not sustained. We are now re-committing ourselves to these activities and expect that, given our recent addition of four new faculty members, these efforts will become easier to sustain. Information about research workshops and seminars offered in departments of the UW-Seattle business school are now being broadcast to MSB faculty, and several faculty have already participated. As noted earlier, we have also adopted a mentorship model whereby senior faculty will become more directly engaged with the research of junior faculty research. And, we will soon begin efforts to develop a vision for the roles our two Milgard-endowed Centers can play in contributing to a stronger research culture in the MSB and other UWT programs.

Staff Productivity and Development

The MSB unit provides a connection to information related to productivity of its staff. The UW has a Work Life Office that aims to help employees balance issues outside of work that may have an impact on their productivity. UW also has an Employee Assistance Program, UW Carelink.

Every year, UW Tacoma recognizes two staff members for their outstanding contributions to the campus with the UWT Distinguished Service Award (DSA). At present the department does not have any formalized means of recognition or reward. Efforts to promote, reward, and recognize the contributions of staff are ongoing.

Support programs to foster professional development are in place from the department level up through the campus-wide level. Resources are provided by the department to attend professionally relevant programs, conferences, trainings, or classes. Campus-wide support is provided through a university level Training & Development (T&D) unit that conducts for-credit training courses. They also have an e-Learning program which provides flexible, on-demand training for registered participants. UWT also brings courses (T&D for-credit courses, as well as others) on campus on a quarterly basis depending on need and interest. And too, we have the Continuing Studies Office. Lastly, an opportunity exists via a campus-wide Professional Development Task Force that attempts to encourage staff to pursue professional development opportunities. Staff are encouraged to participate in these activities.

Section D: Relationships with Other Units

Connections between MSB faculty and other units at UW Tacoma, UW Seattle and UW Bothell include joint efforts in teaching, research, and service. All three Business Programs of the University of Washington are jointly accredited by AACSB International. In addition, MSB faculty members frequently collaborate with faculty from other institutions on research.

In recent years, a number of MSB faculty members have provided substantial teaching support to faculty in other units across the University of Washington. MSB faculty members are also actively involved in campus-wide efforts at UWT to enhance teaching effectiveness. A few specific examples of these efforts include:

- Vanessa Chio regularly guest lectures in Divya McMillan's Interdisciplinary Arts and Science Course Global Networks, Local Identities. Dr. Chio has served multiple times as a member of the Diversity Panel in the Master of Social Work program's Cultural Diversity and Societal Justice course (TSOCW504).
- Zoe Barsness and Jill Purdy helped Rachel May develop an interdisciplinary Conflict Management Practicum (TSMIN437) that focuses on international conflict and justice in post conflict societies. Dr. Barsness and Purdy team taught this course with Dr. May, as an overload without remuneration, in Spring 2004.
- Sergio Davalos has taught an introductory Java programming course in the Computing and Software Systems Program. Several of Dr. Davalos Information Systems courses are also open to CSS students, who frequently enroll in these courses.
- Zoe Barsness will be teaching a strategy course in the UW Seattle Evening MBA program in Winter 2006.
- Tracy Thompson and Vanessa Chio regularly collaborate with Urban Studies and Interdisciplinary Arts and Sciences, the home of the Global Honors Program, in their capacity as International Business faculty and advisors of the MSB Global Business Society.
- Vanessa Chio has worked with Brian Coffey, Director of International Programs, to develop study abroad opportunities for UWT students in Asia.
- Stern Neill has collaborated with other members of the UWT Teaching and Learning Roundtable to develop and deliver campus-wide teaching and learning events focused on the delivery of similar subject matter in different disciplines and the introduction of new technologies in the classroom. In addition to Dr. Neill, Tracy Thompson, Zoe Barsness, Jill Purdy have all been members of the Teaching and Learning Roundtable.
- Vanessa Chio has worked with faculty from the Education and Nursing Programs to develop frameworks for teaching diversity. Dr. Chio has presented these frameworks at the annual UWT Diversity Institute.
- Kent Nelson, Stern Neill and other MSB faculty frequently observe peers from other UWT units in the classroom and facilitate small group student forums to help peer faculty across campus enhance their teaching.

In the research arena, MSB faculty members have co-authored papers with faculty from the UWT Education program and UWB. Faculty members engaged in such efforts include Jill

Purdy and Mark Fiegenger. All MSB faculty have co-authored papers with faculty from other institutions. These institutions include Harvard University, Notre Dame University, Pennsylvania State University, Southern Methodist University, University of British Columbia, University of Michigan, and University of Utah to name just a few.

Members of the MSB faculty also participate in research symposia at UW Seattle and UW Bothell. A few examples of other forms of collaboration with other units include

- MSB co-sponsored a national professional development accounting conference on Financial Reporting with the UWS Business School Department of Accounting in Spring 2005
- Tracy Thompson is a member of the Northwestern International Business Educators' Network (NIBEN) at the Global Business Center at the UW Seattle.
- Stephan Sefcik of the UW Business School has served on promotion and tenure committees at MSB in the past two years.

We hope to strengthen our relationship with the Business programs of the other two UW campuses in the future through additional cooperative efforts such as co-sponsoring conferences or professional development seminars and greater cross-participation in faculty research workshops. These efforts would be facilitated if greater support in terms of funding for visits, research equipment, and software was available. This would facilitate efforts to bring in outside researchers for workshops and seminars at UWT.

In terms of service, MSB faculty members have been active across the UWT campus and on a variety of UWS and tri-campus committees. A few recent examples include

- Mark Fiegenger is currently a UWT representative to the UW faculty Senate.
- Zoe Barsness is one of two UWT representatives to the UW Faculty Council on Tri-Campus Policy.
- Tracy Thompson served as Chair of the UWT Faculty Council on Tenure and Promotion.
- Mark Fiegenger is serving as Chair of the UWT Faculty Council on Faculty Affairs.
- MSB faculty members actively involved in the 2707 Implementation Process include Vanessa Chio and Zoe Barsness. Dr. Chio served as a member of the Curriculum Work Group and Dr. Barsness as a member of the 2707 Steering Committee.

Finally, collaboration between the MSB students and other student populations on the UWT campus is strengthening. With the launch of the Global Honors program, a small group of MSB International Business students are engaged in interdisciplinary study with other students from across campus. A growing number of our students also come to UWT after completing their first two years at UWS.

Formal collaborations between the MSB and other academic units on campus are not yet well established. While the MSB faculty strongly desire to support the rest of the campus more formally, they are heavily committed already in terms of time and energy to develop and strengthen its own internal programs. Even so, there is a recognition among MSB faculty that opportunities for cross-disciplinary collaboration can and will be beneficial to the school and our programs as the MSB grows and strengthens itself. The university could aid us in this process by providing additional funding and formal recognition for collaborative endeavors. MSB faculty

feel that research collaboration would be more likely to develop if faculty had incentives to team teach with other faculty across campus. The launch of joint programs, such as the Global Honors Program, should also help to establish interdisciplinary relationships. Finally, the establishment of a business minor would enhance levels of collaboration between MSB and other UWT faculty even more strongly. To this end, the MSB faculty has already begun discussions about the design and launch of such a minor.

Section E: Diversity

The University is committed to providing a supportive environment for all members of its community and ensuring that each is included in the life of the University in ways that benefit professional development and success. Underrepresented groups can vary by field, but are most commonly identified by gender, race, or ethnicity.

Gender

In schools of business, gender diversity remains a concern, particularly for graduate students and in recruiting faculty. Trends over the past decade show an increasing proportion of females enrolling in and earning graduate degrees in business. Nationwide, women earn about half the baccalaureate business degrees awarded annually. However, males are still disproportionately represented in MBA programs. Women typically comprise about 30% of students in MBA programs in the US according to Business Week (2004).

The Milgard School of Business attracts and graduates females at a higher rate than the national average. One explanation is that the campus as a whole attracts older students who may have interrupted or deferred higher education (a group that is predominantly female). Another factor may be the relatively large proportion of female faculty compared to other business schools. At the top 100 business schools, women comprise on average less than 22% of the faculty (Financial Times, 2005). The MSB faculty is currently 41% female. In comparison, the UW Seattle Business School faculty is 31% female.

Student Gender Data Since Program Inception

Program	Period		Enrolled	Degree Earned	Retention in Program
Undergraduate	1993-2004	Male	44.1%	42.5%	86.3%
		Female	55.9%	57.5%	85.6%
		Total Students	1544	964	85.9%
Graduate	2000-2004	Male	59.1%	52.8%	89.1%
		Female	40.9%	47.2%	84.2%
		Total Students	93	36	87.1%

Data includes non-matriculated graduate students and post-baccalaureate fifth year undergraduates

Ethnicity

Ethnicity data for undergraduate students is presented in two time periods: prior to and after the passage of Initiative 200 which prohibits preferential treatment in education based on such factors as race and ethnicity.

Student Ethnicity Data – Undergraduate

Ethnicity	Enrolled		Degree Earned		Retention in Program	
	1993- <u>2000</u>	2001- <u>2004</u>	1993- <u>2000</u>	2001- <u>2004</u>	1993- <u>2000</u>	2001- <u>2004</u>
African American	3.7%	5.5%	4.2%	4.5%	90.6%	94.7%
American Indian	1.2%	1.9%	0.9%	1.1%	60.0%	100.0%
Asian	12.5%	15.3%	11.9%	17.2%	77.6%	90.5%
Caucasian	66.3%	53.4%	66.8%	50.4%	82.4%	92.1%
Hawaiian/Pacific Islander	1.2%	0.9%	0.4%	0.7%	60.0%	100.0%
Not Indicated	15.8%	23.0%	15.8%	26.1%	82.2%	88.0%
Total Students	857	687	696	268	81.7%	91.3%

According to the Graduate Management Admissions Council, in 2002 Caucasians comprised 84.7% of MBA students, African Americans comprised 4.1%, and Asians 6.7%. Generally in MBA programs, American Indians and Hawaiian/Pacific Islanders are underrepresented.

Student Ethnicity Data – Graduate 2000-2004

Ethnicity	Enrolled	Degree Earned	Retention Rate
African American	1.1%	0.0%	100.0%
American Indian	0.0%	0.0%	N/A
Asian	3.2%	2.8%	100.0%
Caucasian	78.5%	77.8%	86.3%
Hawaiian/Pacific Islander	1.1%	2.8%	100.0%
Not Indicated	16.1%	16.7%	86.7%
Total Number of Students	93	36	

Comparison of Teaching Loads

All tenure track faculty teach a course load of six (6) classes per year regardless of rank, ethnicity, gender or race (see Section B). When possible, reductions in teaching loads have been made to support faculty with significant administrative duties, namely the associate Dean and the MBA director. Senior lecturers teach a course load of eight (8) classes per year.

Diversity Initiatives

We have a diverse faculty, and the student body also reflects diverse populations. Consequently, diversity issues are always present in our deliberations about curricular and pedagogical matters, and in our recruitment of new faculty and staff. These issues are also prominent in several of our courses, especially in management, marketing, communication, and international business courses.

In addition, the MSB has taken a number of steps to ensure that our working environment values diversity and supports all faculty, staff, and students, including members of underrepresented groups. One of our faculty members – Dr. Vanessa Chio – served as co-chair for the Chancellor’s Task Force on Human Diversity (2003-2004), which was formed to assist the campus in identifying and responding to diversity issues. Several of our faculty, staff, and students have participated in university-wide, campus-wide, and community-based forums devoted to the discussion of diversity issues. We have created and prominently posted a diversity statement for MSB, and have collaborated in the development of the campus-wide diversity statement. MSB advisers post information about scholarship and internship opportunities that are available to students from under-represented groups, and collaborate with faculty to bring this information to the attention of students.

MSB advisers have worked with members of the Business Student Ambassadors organization to help them extend recruiting efforts into the Community College classrooms (and eventually, perhaps, into high school classrooms) where we will be able to get our message to a more diverse population. GOMAP from the UW-Seattle campus was invited to UWT in May 2005 to begin conversations with graduate advisers about minority recruiting and financial aid resources.

At this time the MSB does not appear to be having any problem recruiting and retaining students from underrepresented populations. However, advisers feel they are operating in somewhat of a vacuum with respect to the recruitment of a diverse student body. They would like more information from the University about appropriate diversity goals, and more direction on how to meet these goals.

Section F: Degree Programs

Master of Business Administration (MBA) Degree

The Milgard School of Business MBA degree is designed for working professionals who want to enhance their abilities to respond, manage, and lead change. The primary goal of the MBA is to provide current and future managers with the knowledge necessary to succeed in an increasingly dynamic and complex environment. The program emphasizes change management and systems thinking throughout the curriculum to ensure that MBA graduates are prepared to take on or expand their leadership roles within their organizations. This emphasis on change management is our point of distinction. The program was originally designed to be a 3-year, part-time program for in-career professionals. Starting in fall 2005, the revised course offerings and schedule will permit students to complete the program in 2 years. A description of the MBA curriculum appears in Appendix I. We have designed this curriculum to promote the following learning objectives so that our students will learn to:

- Analyze organizations as complex systems
- Diagnose organizational problems and design solutions
- Implement change effectively
- Develop people and build teams
- Scan the global business environment and identify important trends
- Make strategic decisions under conditions of risk and uncertainty
- Choose technologies that support productivity
- Allocate organizational resources strategically
- Recognize the social, political, ethical and environmental consequences of management decisions

We measure our success in achieving these learning outcomes via student grades, on-going faculty review of MBA courses and curriculum, information about the career advancement of our graduates, and student surveys.

MBA learning objectives are embedded within each of our courses, and so student grades in these courses help us measure student achievement of the learning objectives. The average grade received by MBA students across all courses since fall quarter 2003 is 3.5. During this time, 94% of course grades have been 3.0 or higher, and only 3% of grades have fallen below the passing (2.7) grade. As these data indicate, the vast majority of our students have demonstrated an acceptable level of achievement of our learning objectives, and most students have performed at a level much higher than “acceptable.”

The grades and academic progress of individual students are reviewed quarterly by the MBA Advisor. These data, as well as data gathered from faculty and student sources (including course evaluation data), inform the members of the Graduate Program Committee as they assess course and curriculum effectiveness throughout the year. This review process has led the Graduate Program Committee to implement significant changes in the MBA curriculum over the past few years, such as the recent replacement of the TBUS590/599 capstone sequence by alternative course offerings.

Another performance measure for assessing the effectiveness of the MBA program concerns the career advancement of our students. Nearly all of our MBA students are fully employed when they begin the degree program. In the past, MBA students were surveyed informally every year about career changes. Based on this data, we estimate that a majority of our students earned promotions or took on new positions prior to completing their degree, and others did so a short time after they graduated. Beginning in 2005-2006, the MBA office is using the new SIS database to track student career changes from the time of their first contact as a prospective applicant through their tenure in the MBA program and, eventually, as alumni.

MBA students are surveyed annually in order to formulate their collective assessment of the effectiveness of the entire program. Data from the most recent survey show that students feel the UWT MBA program is largely successful in achieving most of its learning objectives. As the data in the table below indicate, average MBA student ratings are 3.7 or higher (on a 1-5 point scale, where '1' = 'strongly disagree' and '5' = 'strongly agree') for seven of the nine learning objectives. In response to the two lowest rated items – “scan the global business environment and identify important trends” and “choose technologies that support productivity” – the program offered Information Systems elective courses during the past year, and will offer an Economics course this coming spring quarter. The Graduate Program Committee is also considering adding a new core course, International Management, to the MBA curriculum, and an International Accounting elective will also be offered.

<u>Learning Objective</u>	<u>Mean Rating</u>
Analyze organizations as complex systems	4.2
Diagnose organizational problems and design solutions	4.0
Implement change effectively	3.9
Develop people and build teams	3.9
Scan the global business environment and identify important trends	3.1
Make strategic decisions under conditions of risk and uncertainty	3.7
Choose technologies that support productivity	3.2
Allocate organizational resources strategically	3.7
Recognize social, political, ethical & environmental consequences of mgmt decisions	3.8

Other data from the survey also attest to the overall quality of the MBA program. “Faculty knowledge and expertise,” “teaching effectiveness,” and “instructor responsiveness” received average ratings of 4.1, 3.7, and 4.4, respectively, on the same 5-point scale. 68% of MBA students rate the instructional effectiveness of MSB faculty as either “very good” or “excellent.” In addition, 87% of respondents “agree” or “strongly agree” that the program has improved the knowledge and skills needed in their current job, and 81% “agree” or “strongly agree” that the program has improved their prospects for future career enhancement.

Bachelor of Arts in Business Administration Degree

The Milgard School of Business has created an innovative student-focused undergraduate curriculum. The Bachelor of Arts in Business Administration program strives to create an effective learning environment by offering small classes, individual attention, faculty mentoring, ample internship opportunities, and the chance to get involved in a variety of campus

organizations. The program is designed to prepare students for entry into professional positions in business and government. A description of the undergraduate curriculum appears in Appendix J.

The undergraduate curriculum is built upon five competency goals that business professionals say are critical for success in the 21st century: integrated business knowledge, teamwork, communication, strategic thinking and professionalism. Each course in the curriculum, in addition to its topic-specific objectives, aims to develop one or more of these competencies. Faculty regularly review the competencies and courses, and we solicit input from students and employers to ensure the currency and value of the curriculum. Students learn and apply the specific skills associated with each competency in the core courses, refine and practice the competencies in their concentration, and use and demonstrate the competencies in additional coursework as they fine-tune skills for their professional careers. The five competencies are as follows:

- **Teamwork** – teamwork requires interdependence to achieve a common goal. Interpersonal skills that support teamwork include leading, following, managing conflict and attending to individual differences.
- **Communication** – Communication is the ability to create and exchange meaning with others in a variety of contexts. Communication is comprised of skills in speaking, writing, reading and listening. Additional aspects include giving and receiving feedback, constructing and interpreting symbolic and nonverbal messages, and employing various media technology.
- **Strategic Thinking** – Strategic thinking is the process of proactively recognizing, framing and analyzing opportunities and problems in a dynamic environment. Strategic thinking requires considering multiple stakeholders in creating, evaluating and implementing systematic solutions on an ongoing basis. Additional aspects include managing ambiguity and complexity and being a catalyst for change.
- **Integrated Business Knowledge** – Integrated business knowledge is understanding and applying principles, concepts, models and skills from the various fields of business administration and their interrelationships.
- **Professionalism** – Professionalism is adopting the social norms and standards of the business profession. Professionalism embodies ethical, accountable and socially responsible behavior and commitment to continuous individual development.

We measure our success in achieving these competencies in multiple ways. Members of the undergraduate curriculum committee have facilitated focus groups to uncover student perceptions of the degree to which the educational experience at UWT is helping them develop the five business competencies. The small group instructional diagnosis (SGID) course evaluation technique (mentioned in section B) surfaces important data about student perceptions about the design and execution of a course; these data inform subsequent faculty discussions about the design of courses and concentrations. Also, because the competencies (learning objectives) are embedded within each of our business courses, student grades in these courses help us measure student achievement. Over the past five years, the average grade received by undergraduate business students across all courses is 3.1, which indicates that the vast majority of our students are demonstrating an acceptable level of achievement of the business competencies.

Another, more holistic measure of MSB success in teaching is demonstrated by the attraction and retention of a talented, diverse student body (see section E for more information). The MSB is striving to move beyond its roots as a program that serves placebound students in the South Puget Sound area. We are successful when we are selected by students and business leaders for the excellence of our faculty and our degree programs rather than for our convenient location. Currently, all our students are transfer students who come from dozens of different institutions including seven regional community colleges². Retaining new students through the difficult transition period during their first quarter is an important measure of the overall quality of staff and faculty. Yet another significant success measure is the placement of our graduates with employers or graduate programs. We rely on feedback from our Business Advisory Board concerning the performance of graduates that they have hired as employees.

Finally, an online survey of all graduating seniors is administered annually in order to learn more about students' assessment of MSB goal achievement with respect to the competencies. Data from the most recent survey show that graduating seniors feel the undergraduate business program is quite successful in enhancing all five competencies. As the data in the table below indicate, average student ratings are 4.0 or above (on a 1-5 point scale measuring the degree to which the MSB developed/enhanced a competency, where '1' = 'very little' and '5' = 'a great deal') on all five learning objectives. In addition, 89% of graduating seniors said they feel "satisfied" or "very satisfied" with the quality of instruction in the MSB.

<u>Competency</u>	<u>Mean Rating</u>
Teamwork	4.0
Communication	4.1
Strategic thinking	4.2
Integrated business knowledge	4.4
Professionalism	4.0

Until 2004 the TBUS400 capstone course incorporated multiple assignments that were used to measure students' progress toward the core competencies. The assessment standards recently instituted by the AACSB business school accreditation organization are inconsistent with the assessment mechanisms of the TBUS400 course. As a result, the pedagogical objectives and content of the TBUS400 course have been changed, and the undergraduate curriculum committee is currently designing new assessment mechanisms that will measure competency achievement in ways that are consistent with the AACSB standards.

Undergraduate Involvement in Faculty Research

Undergraduates become involved with the research of MSB faculty in a number of ways. Most faculty have supervised several students in independent study projects. Many faculty share their research as part of classroom instruction, such as by asking students to critique or apply the

² The Tacoma campus began admitting sophomores in Autumn 2005 and will admit its first freshman class in Autumn 2006.

research findings as an assignment. Some faculty have used student assistants in their research projects.

Career Options

At present, MSB advisers and faculty hear about the career options being pursued by students only through interpersonal channels, such as direct contact with students and word-of-mouth from other students. There are no formal systems within the MSB to track either the job-finding efforts of graduates or their career progress. Similarly, there are no formal systems in the MSB to keep track of the career opportunities currently available for students, although position announcements from the UWT Career Development Center are often broadcast to business students via the UWBTBIZ listserv.

The Alumni Office is creating an online survey to query this information from alumni of all UWT programs (i.e., the survey will not be program specific). Nationally, however, student participation in alumni surveys is extremely low, and the UWT career center has found this to be the case as well. MSB staff are currently developing tools and resources to connect with alumni and gather their career-related information.

Undergraduate Advising/Recruiting

Six staff members support the business school, three of who handle all undergraduate and graduate advising, recruiting and internships. Business advisers provide strong recruiting and support for the top six community colleges in the region. They regularly attend transfer fairs, meet with faculty and advisers on the community college campuses and offer application workshops.

All business students are required to meet individually with a business adviser during a 2-week period in June. Advisers create individual course plans that show the classes the student must take to fulfill degree requirements. The plan is based on a student's concentration, part- or full time attendance and preference for day or evening classes. A 'mini-orientation' takes place to help students adjust to expectations, workload, and prepare for class in autumn quarter. During summer quarter, advisers audit all continuing student files to ensure that they are making progress toward their degree. Revised course plans are mailed to continuing students in August.

State-mandated Accountability Data

The table below describes MSB performance along three accountability measures mandated by the Washington State Legislature: undergraduate Degree Efficiency Index (DEI), undergraduate Retention Rate, and the Mean Time to Degree. The steady improvements in Retention Rate and Mean Time to Degree reflect the efforts and skills of our advising staff, improvements in the undergraduate curriculum, and the evolving demographic composition of our student body toward younger students who are attending school on a full-time basis.

<u>Academic Year</u>	<u>U/G DEI</u>	<u>U/G Retention Rate</u>	<u>U/G Mean Time to Degree*</u>
2004-2005	88.8	96.3	NA
2003-2004	89.5	93.3	2.2
2002-2003	86.3	85.4	2.3
2001-2002	87.1	87.0	2.5
2000-2001	85.6	85.9	2.5
1999-2000	88.0	80.5	2.4
1998-1999	90.3	81.8	2.7
1997-1998	86.2	81.2	2.5
1996-1997	83.6	77.4	NA
* Mean time to degree measured in “calendar years”			

Section G: Graduate Students

Recruitment

Between seven and nine on-campus MBA Information Sessions are held during the academic year to acquaint potential students with the program, admission requirements and the application process. Every phone, mail, and email inquiry about the MBA program elicits a letter announcing the MBA Information Session schedule and inviting attendance. Follow-up letters thanking Information Session attendees are mailed within 2 days following the session. Over the past four years, approximately twenty-five percent of on-campus Information Session attendees subsequently applied to the MBA program. The MBA program also recruits at the UWT Graduate Program Information Sessions held twice each quarter, in which staff from all six UWT Graduate Programs provide information to prospective graduate students.

Several off-campus MBA Information Sessions are also held each year at large organizations located within the South Puget Sound region. Past sponsors of these off-campus MBA Information Sessions include State Farm Insurance, Intel, Wells Fargo Bank, Multicare, Sound Credit Union, Brown and Brown Insurance, Weyerhaeuser, Frank Russell Company, and the City of Tacoma. The MBA program also recruits at several South Puget Sound community events each year, such as the University of Puget Sound Fall Employer Expo, the UWT South Sound College Fair, the Davita College Fair, and the Multicare All College Fair.

The UWT Graduate Adviser's Council (GAC) meets monthly to discuss advising and recruiting issues of common concern across the UWT campus, including those pertaining to the diversity of our student population. The GAC discusses the types of events that might be well attended by underrepresented groups, and promotes the events using media that can reach those groups. For example, the All Graduate Program Nights recruiting events used print advertisements in several newspapers, banners on program websites and on the UWT main website, and emails announcing the events are sent to all prospective grad students who have contacted UWT in the past. The MBA Adviser collaborates with advisers of other programs at campus-wide events such as New Student Orientation and the campus Education Fair, and at many community events such as the annual Ethnic Fest in Wright Park.

The UWT GAC met with Dean Butler about GOMAP for the first time in May 2005, and plans to meet annually in the future. At this stage, graduate advisers are learning about UWS GOMAP and beginning the process of bringing a similar version to UWT. The recruitment of underrepresented groups and financial aid for individuals from such groups are key areas of concern in these early discussions. We have links to diversity and other graduate student resources on our website

Retention

Retention rates for the MBA program (by cohort) appear in the table below

Year	Admitted	Denied	Enrolled	Withdrew	Graduated
2000-1	20	8	20	3	17
2002	20	17	15	6	9
2003	21	12	21	1	20
2004	22	12	19	2	-
2005	31	12	31	0	-

Common reasons for student withdrawal from the program include family pressures, insufficient financial support, and job changes or moves. With a dedicated full-time MBA adviser to work with student schedules and problems, withdrawals have become less common. Letters and emails are sent to students on-leave to encourage and support their return. Beginning in 2004, UWT began offering more financial support (scholarships) for graduate students, and MSB is now also increasing its scholarship funding. Students are notified of scholarship opportunities by emails, flyers and postings to BlackBoard.

In addition to financial support, the MBA program also tries to improve retention through academic and social means. Students are repeatedly informed about the CTLT (Center for Teaching, Learning, and Technology), who provide invaluable assistance on writing and research assignments. MBA seminars and workshops offered throughout the year encourage cohort groups to mingle, share experiences, and strengthen the ties between student and program. UWT held its first all students' campus orientation on September 16, 2005 to foster a more cohesive campus as we begin the transition to a 4-year school. MBAs had a program orientation time slot and were then integrated into the campus-wide event, which included participation in a graduate student social hour, a workshop on grad issues, and workshops on the library, plagiarism, and other issues. Orientation was a collaborative effort that included advisers, other staff, UWT Alumni Relations, the Advancement Office, and the campus Diversity office.

Advising

The MBA program's Blackboard website lists the policies and guidelines of the MBA program, and it is regularly updated with new program information. The communication of Academic Program expectations is also a prominent part of the MBA Orientation every fall quarter. Time to degree and average completion rates are discussed at MBA Information Sessions and are posted on the MBA Blackboard website.

Student degree plans are posted on the MBA Blackboard website and are accessible to students at any time. The MBA Adviser reviews each student's advising plan when they register for classes, and updates the plan after grades are received at the end of the quarter. If a problem arises (e.g., a student fails a class), the student is sent a letter describing the problem, the relevant policy, and proposed solutions, and an appointment is made with the MBA Adviser to resolve the problem. Examples of advising plans for each program (2-year, 2-year CFA option, and 3-year) appear below.

Two Year Degree Plan (all course are 4 credits)				
<u>Sept 2005</u> 507 Individual and Group Dynamics	<u>Autumn 2005</u> 501 Finance 502 Organizational Processes	<u>Winter 2006</u> 503 Accounting 504 Marketing	<u>Spring 2006</u> 506 Strategy Elective	<u>Summer 2006</u> 505 Info Systems Elective
<u>Sept 2006</u> 508 Integrated Systems	<u>Autumn 2006</u> 570 Organizational Change Elective	<u>Winter 2007</u> 560 Forecasting Change Elective	<u>Spring 2007</u> TMGMT 532 Strategic HR Mgmt Elective	<u>Summer 2007</u> Elective Elective

Two Year Degree Plan with CFA Option				
The four elective courses noted in <i>italics</i> below assist students in preparing for the Chartered Financial Analyst® Level I examination. Further information on the CFA is available at http://www.cfainstitute.org/cfaprogram . Subject to change within the curriculum framework. All courses are four credits				
<u>Sept 2005</u> 507 Individual and Group Dynamics	<u>Autumn 2005</u> 501 Finance 502 Organizational Processes	<u>Winter 2006</u> 503 Accounting 504 Marketing	<u>Spring 2006</u> 506 Strategy Economic Theory	<u>Summer 2006</u> 505 Info Systems Elective
<u>Sept 2006</u> 508 Integrated Systems	<u>Autumn 2006</u> 570 Organizational Change Financial Statement Analysis	<u>Winter 2007</u> 560 Forecasting Change Investments I	<u>Spring 2007</u> TMGMT 532 Strategic HR Mgmt Investments II	<u>Summer 2007</u> Elective Elective

Three Year Degree Plan

This degree plan is flexible and can be customized to individual needs within the curriculum framework. All courses are four credits.

<u>Sept 2005</u>	<u>Autumn 2005</u>	<u>Winter 2006</u>	<u>Spring 2006</u>	<u>Summer 2006</u>
507 Individual and Group Dynamics	501 Finance	503 Accounting Elective	506 Strategy Elective	505 Info Systems
<u>Sept 2007</u>	<u>Autumn 2007</u>	<u>Winter 2007</u>	<u>Spring 2007</u>	
	502 Organizational Processes Elective	504 Marketing Elective	Elective Elective	
<u>Sept 2008</u>	<u>Autumn 2008</u>	<u>Winter 2008</u>	<u>Spring 2008</u>	
508 Integrated Systems	570 Organizational Change	560 Forecasting Change Elective	TMGMT 532 Strategic HR Mgmt	

Career Development

The vast majority of our students are fully employed while they pursue the MBA degree, and so we focus our efforts on career development rather than job placement. Past career development activities have included:

- Career development seminars, involving speakers from the Tacoma business community
- Guest speakers within MBA courses
- Informal career counseling by faculty and staff

The MBA Adviser and the Manager of the UWT Career Development Center recently established a Graduate Student Resume Workshop targeted to MBAs and all other UWT grad students. The MBA Adviser periodically sends information about career related events and opportunities to MBA students over the MBA_Tacoma listserv. Students are surveyed each year about the types of seminars and workshops – supplemental to their coursework – they would like to participate in.

Inclusion in Governance and Decisions

Every spring quarter, teams of MBA students conduct interviews of the applicants to the program. The documented results of these interviews provide invaluable information to the MBA Program Committee as they select the *next* year's incoming class of students. The annual student survey provides valuable feedback about student perceptions of the MBA program, and that information is quickly incorporated into program planning efforts. For example, the MBA student survey conducted in winter 2004 identified the following five courses as the electives that students would most like to see offered: Financial Statement Analysis, Project Management, Business Law, another Finance elective, and Negotiation & Conflict Management. As of the 2005-2006 academic year, each of those five courses will have been offered either as a standalone course or (in the case of Financial Statement Analysis) as major component of a course.

The Milgard School of Business follows the procedures for a grievance process as stipulated in Volume 4, Part 3, Chapter 11, Section 2 of the University of Washington Handbook (the relevant sections quoted below).

1. The student shall first discuss the matter with the instructor before the end of the following academic quarter (not including summer quarter).
2. A student who is not satisfied with the instructor's response may submit, no later than ten class days after his or her discussion with the instructor, a written appeal to the chairperson of the department (or the dean in a non-departmentalized school or college), with a copy of the appeal to the instructor. Within ten calendar days of receipt of the appeal, the chairperson shall consult with the instructor to determine whether the evaluation of the student's performance was fair and reasonable or whether the instructor's conduct in assigning the grade was arbitrary or capricious. Should the chairperson believe the instructor's conduct to be arbitrary or capricious and should the instructor decline to revise the grade, the chairperson (or the dean in a non-departmentalized school or college), with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of that department to evaluate the student's, or students', performance and assign a grade. The dean and provost shall be informed of this action.

In the case of the MSB the designated "chairperson of the department" is the Associate Dean.

There have been two grievances that have been perused to the point of requiring a faculty vote. Both grievances, although independent, were based on the grading procedures of a single instructor for a specific course.

The first grievance related to a grade adjustment. The instructor adjusted grades on a class-wide basis after being informed she had used the incorrect scale for the University of Washington. The student argued that his grade had not been adjusted in the same proportion as other students in the class. The initial investigation concluded that there might have been a problem with the adjustment procedure. The case was brought to the faculty and upon hearing the evidence the faculty declined to take further action. As such, the student's grievance was declined.

In the second grievance a student, taking the class on a pass/no pass basis, argued that her work warranted a passing grade. The student had received a "no pass" both before and after the aforementioned grade adjustment. After an investigation the Associate Dean concluded that with the confusion regarding the grading standards it was justified to have other faculty members (trained in that academic area) assess the student's work. The Associate Dean requested approval from the faculty to appoint a committee to evaluate the student's work and assign a grade. The faculty approved. Two faculty members independently assessed the student's work and both concluded the work warranted a passing grade. The student's grade was then changed to a "pass."

As a result of these grievances new instructors are given a more thorough orientation on the grading standards of the University of Washington. In addition, an in-class teaching evaluation is conducted within the first half of an instructor's first class to ensure, among other things, students clearly understand the grading procedures.