

UWT Milgard School of Business Program Review

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Review Committee Report: May 27, 2006

Background

The Milgard School of Business (MSB) Review Committee consisted of three local members from each of the University of Washington campuses (Eric Zivot [Chair], Department of Economics, UWS; Daniel Jacoby, Department of Interdisciplinary Arts & Sciences, UWB; June Lowenberg, Department of Nursing, UWT) and two external members (Carolyn Callahan, Sam M. Walton School of Business, University of Arkansas; David Van Fleet, School of Global Management and Leadership, Management Department, Arizona State University at the West). On January 10, 2000 the local members of the Review Committee met with representatives from the University administration to discuss the review process, and to go over a preliminary charge letter. The administrative representatives included the following: Ana Mari Cauce (Provost's Office), Suzanne Ortega, Melissa Austin, and David Canfield-Budde (Graduate School), Alan Wood (Chancellor's Office UW Tacoma). The MSB site visit occurred on February 8 and February 9, 2006. The Review Committee held informal working breakfast meetings on the mornings of February 8 and 9, and formal working dinner meetings on the evenings of February 8 and February 9. On the first day of the site visit, the Review Committee held meetings from 7:00 am until 7 pm; on the second day the Review committee held meetings from 7:30 am until 3:30 pm. On the second day, an exit interview was held from 1:30 to 3:30. From 1:30 to 2:30, the Review Committee presented an overview of its findings to representatives of the University administration (Suzanne Ortega, Melissa Austin, Ana Mari Cauce, Christine Ingebritsen, Alan Wood) and the representative of the MSB (Shahrokh Saudagaran). The findings were then discussed with the representative of the MSB present. From 2:30 to 3:30, further discussion of the findings commenced without the MSB representative. The Review Committee's report was prepared with the input of all committee members.

Executive Summary

The main objectives of the MSB program review are a critical assessment of the academic and educational quality of the School, and a recommendation regarding the continuation of the B.A. and MBA programs offered by the School.

With regard to educational quality, we find that undergraduate and graduate programs of the MSB are healthy, generally well run, and effectively achieve their educational goals for their students. The School's faculty shows an extraordinary enthusiasm for teaching and student involvement, and the School has established a reputation for excellent teaching at the undergraduate and graduate level.

With regard to academic quality, we see a committed faculty that is intellectually and demographically diverse and that has accomplished much in a short period of time and with limited resources. New faculty hires and an energetic new Dean are setting the course to improved research productivity.

We have confidence in and high regard for current leadership, faculty, program and advisory group, but acknowledge that in dealing with the present, the MSB leadership must overcome a legacy of sometimes harmful actions. Looking to the future we see many opportunities, but the latitude of the MSB to define a productive and distinctive image hinges upon its uncertain and demanding relationships with UW Seattle and the larger campus on which it is housed.

We recommend that the MSB continue with its undergraduate and MBA programs, and that the School be reviewed again in ten years.

We offer the following characterizations regarding the strengths of the MSB:

Undergraduate and MBA Academic Programs

- Rigor and quality with focus on the student
- Innovative faculty teach with strong student engagement
- Outstanding teaching
- High student satisfaction
- Excellent facilities
- Good faculty access and communication
- Excellent staff with great student satisfaction
- CFA track is a highly desirable niche
- Unique positive character of the MBA program (change management)

Faculty

- Intellectually and demographically diverse faculty
- Extraordinary dedication and enthusiasm for program and mission
- Passion for high quality teaching

Leadership

- Enthusiasm of majority for new Dean's direction and support for research
- Creativity in dealing with resource constraints to support improved research productivity

Regional and Community Support

- Active and supportive Business Advisory Board
- Integration of local business community with undergraduate and MBA programs
- \$15 million Milgard endowment

We also see several challenges that the MSB must successfully deal with to remain a viable and successful School:

Resource Limitations

- Faculty salary and number of faculty
- Constrained faculty size relative to program responsibilities
- Staff must grow with size of program

Research Productivity

- Building research culture without sacrificing academic student centered program quality and teaching excellence
- Embrace the UWT mission of interdisciplinary collaboration across the campus

Instruction

- Provide more electives and more flexible course offerings
- Provide better integration and use of relevant business tools in classes
- Accommodate working students who have special needs with group oriented courses

Governance

- Create collective understanding of the vision and strategic plan for the School
- Create a more formal governance structure
- Provide clear, consistent, and regular feedback for promotion and tenure
- Provide coherent and dependable mentoring of junior faculty
- Ensure that new senior faculty understand the investment and distinctive accomplishments of existing faculty

In the following sections, we summarize our review of the faculty, MBA and undergraduate programs, and elaborate more on the strengths and challenges mentioned above.

Faculty

Composition

The Business Administration unit at UWT began in 1993 with 5 permanent faculty members and only one senior faculty member. Today, the MBS currently has 21 full time faculty members consisting of 15 tenured or tenure-track faculty, 3 senior lecturers, and 3 lecturers. Among the tenured or tenure-track faculty, 6 are assistant professors, 6 are associate professors, and 3 are full professors. Among the tenured or tenure-tracked faculty, 6 are women (40%). This is almost double the national average for percent women in faculty at business programs.

Only within the last few years has the faculty started to achieve a critical mass of senior faculty members. The new Dean started in 2004, and the 2 full professors were hired last year. Associate professors were hired in 2002 and 2003.

Until recently, the background of the faculty was highly concentrated in management and organizational behavior. The recent hiring has added strength in accounting, finance, and marketing.

Ranking of School relative to Peer Institution

The MSB should identify peer institutions that are similar in terms of programs, urban location, size, and/resources (e.g., the University of Baltimore and Arizona State University at the West campus). Comparisons could then be made with regard to teaching loads, salaries, scholarly productivity, and the like. This information should be vital to a fuller understanding of the MSB's strengths and weaknesses in the future.

Productivity

In terms of research productivity, the self study states that the research aspirations of the MSB are higher than one would find at the regional Washington universities, although not as high as one would find at the UW Seattle campus. The research record of the current faculty reflects this claim. However, at a startup institution productivity includes many difficult to measure intangibles involving program development, institutional service and student relationships.

There must be clarity of the vision on the quality (acceptable target journals) and quantity of peer reviewed articles. Given the close tie of the School to the business community, they may wish to consider high quality practice oriented target journals.

The research performance history of the faculty, however, is uneven. In particular, the research performance has picked up markedly since the hiring of new senior faculty. A great deal of this unevenness has to do with the unique circumstances of building a new program that existing faculty faced. In addition to high teaching loads, lack of senior faculty, and very limited support for research activities, junior faculty service demands were also much higher than junior faculty typically face in a business school operating at steady-state. Additionally, faculty in this early period were required to participate in extensive campus building. Moreover, in line with the early mission of UWT, the faculty created a student-centered program that emphasized high quality teaching and student interaction. The research culture was also quite different early on than it is now, and standards for promotion and tenure for junior faculty were perceived as ambiguous with respect to research productivity. For example, in discussions with some of the existing faculty, it was often remarked that, early on, only one or two publications were sufficient for tenure.

Going forward, it is important that the new senior faculty understand the investment and distinctive accomplishment of the existing faculty in building the business program and

School. The School also faces the challenge of building a research culture without sacrificing the academic student centered program quality.

The new Dean has taken positive steps toward building a stronger research culture within the School, and he is praised by the majority of faculty for these efforts. To encourage and promote research, the Dean has implemented the following strategies:

- Allowed the stacking of classes into 2 quarters so as to have a quarter off from teaching to concentrate on research.
- Worked to limit the number of course preps (e.g., in the past preps could be as high as 5 per year).
- Increase the travel funding to attend conferences of each faculty member from \$500 to \$2000.
- Provide some summer research support starting summer 2006
- 1 Quarter relief from teaching for junior faculty prior to tenure

Based on data for the 2005-2006 schedule of classes, most of the faculty are taking advantage of the course stacking and the average number of preps has been decreased.

The Dean is also supporting an organizational culture that more strongly values research and scholarship by encouraging in-house research colloquia and participation in the research seminars at the UWS business school and UWB.

Recruiting

The School has been very successful with recent recruiting. In the last 4 years, a new Dean, 2 full professors, and 2 associate professors were hired. This hiring has boosted the research productivity of the faculty and has broadened the intellectual base in the core fields of accounting, finance, and marketing. It has allowed for the creation of the new Certified Financial Analyst (CFA) track in the MBA program, and for the creation of new elective courses in the undergraduate and MBA programs.

An important challenge the School faces in recruiting high quality candidates is that compensation packages offered by the School are not competitive with typical business schools. For example, assistant professor mean salaries at the UWS business school in the areas of accounting and finance are almost 50% higher than the mean salaries at MSB (salary differences in the fields of marketing and management are much smaller). UWS faculty also have substantially lighter teach loads (4 courses per year) than MSB faculty (6 course per year), and have the luxury of using teaching assistants. Furthermore, UWS compensation packages typically offer summer support as well as course relief. The new senior faculty comment that a reduction in the teaching load from 6 to 5 courses would have a major impact on ability to hire high quality new faculty.

Some of the success that the MSB has enjoyed with recent hires has to do with the unique character of UWT. All of the new faculty noted that they were attracted to the newness of the School and to the excitement of being able to build and shape the School. Since

the School is still building and shaping its identity, there is the opportunity to continue to recruit entrepreneurial faculty. The two Milgard-endowed Centers provide an outstanding opportunity to attract such faculty.

Promotion and Tenure

Of the assistant professors who have come up for tenure, 4 have been promoted to associate professor. However, in the past 5 years, only 2 of 7 have been promoted and 1 decision has been extended until next year. This failure rate, in excess of 70%, suggests that either the School must determine whether its P&T standards are appropriate given the conditions of its faculty's service, whether it provides clear and appropriate mentoring and support, and whether it has the ability to recruit the quality of faculty that can survive this environment.

This recent P&T history has contributed to some of the strains and low morale among some faculty, both junior and senior. It also reflects the fault lines between those who wish to pursue the renewed emphasis on research and those who want to maintain more of the balance between teaching and scholarship that has until recently characterized the Business Program and University of Washington, Tacoma as a campus.

Mentoring

The self-study notes that until recently, there have been few senior faculty in the School, and thus mentorship for junior faculty was severely limited. Now that there is a core of senior faculty, the mentoring of junior faculty should be greatly improved. In particular, the growth in the size of the faculty has allowed, for the first time, both junior and senior faculty in the fields of accounting, finance, management, and marketing. This should improve mentoring and research collaboration opportunities for the junior faculty. Policies need to be developed, along with faculty conversations, to insure that the mentoring process is consistently implemented.

So far, the new senior faculty have not had much time to concentrate on mentoring efforts given the teaching loads and new course preparations. They acknowledge the value of mentoring junior faculty and have participated in mentoring activities at their previous universities. They feel that mentoring works best if it is done informally. The associate professors note that this is the first year in which there is sufficient depth in the School to even consider serious mentoring activities. They also feel that informal mentoring works best. Some junior faculty also mention poor mentoring in the past due to the lack of senior faculty, but are optimistic that mentoring will improve with the recent hiring of new senior faculty. We suspect that these are inevitable strains when senior faculty are recruited from outside to promote cultural shifts among faculty who have invested heavily of themselves to produce a successful program.

Improved informal mentoring will help the professional development of the junior faculty. However, the Dean also needs to make clear to the junior faculty the School's expectations for promotion and tenure. The junior faculty comment that the perceived

standards for tenure are a moving target. To this end, the School has updated its Guidelines for Interpreting Promotion & Tenure Criteria. The School also has formal goal-setting and performance review processes for junior faculty that are tied to the P & T criteria. The Dean also meets annually with all faculty to discuss teaching, service and research activities.

The new Dean has put much effort into revising and making more transparent the promotion and tenure standards. However, there still exists a division of opinion among the senior faculty with regard to research output and quality. The “old guard”, who has a management focus, has a different view of research activity than the “new guard”, who has an accounting and finance focus. This division of opinion, along with a fairly major shift in the research standards for tenure, has created a fair amount anxiety among the junior faculty who are currently up-for-tenure or who will be soon up-for-tenure. This is particularly the case because, of seven assistant professors who came up for promotion and tenure in the past five years, only two have received tenure, one has had her case extended, three have been denied tenure (one of these was moved to the senior lecturer track), and one left knowing he would not receive tenure. Full-time lecturers play an important role in departmental curriculum. In some instances these individuals have been recruited from former tenure line positions. As highly qualified professionals they deserve, too, mentoring for continued professional development.

Recommendations

We make the following recommendations regarding faculty issues and productivity:

- The Dean is doing the right thing with his strategies for improving research productivity. It must, however, also be clear that UWT research expectations will be distinguished from those in Seattle until or unless its resource base is equivalent to that in Seattle. This is not likely any time in the immediate future. Likewise the desire to be a strong regional program involves other commitments as well as research. These include teaching, which has been highly valued in the program in the past. These must be recognized and rewarded. Similarly, faculty who were hired under different APT guidelines, should not be judged for promotion based on the recent, revised guidelines.
- Provide clear, consistent, and regular written feedback to junior faculty regarding promotion and tenure decisions
- Try to raise more funds to support research activities
- Encourage faculty (especially junior faculty) to apply for Royalty Research Fund (RRF) grants
- Encourage internal research colloquiums.
- Encourage more interaction with UWS (attend seminars)
- Have a goal of reducing teaching load of research active faculty to five courses
- Senior lecturers should receive unambiguous multi-year terms of employment.

MBA Program

Description

The MBA program was approved in 2000 and started admitting students in 2001. The program emphasizes change management and systems thinking throughout the curriculum which distinguishes it from other MBA programs in the area. The program was originally designed as a 3-year, part-time program for in-career professionals. Starting in fall 2005, the program also began offering a 2-year program. Most of the students starting in fall 2005 have chosen the 2-year program. In addition, with the hiring of a new senior finance faculty member with CFA experience, the program will begin offering a CFA track that is designed to prepare students for the level I CFA exam.

The current MBA student profile is 58% male, 42% female. The average GMAT score is 580, and the range of the GMAT scores is 500 – 740. The average full-time work experience after college is 6.75 years, and the average GPA at entrance to the program is 3.57 (out of 4.0)

For the first 4 years of the program, there was little growth in the number of students enrolled and the average cohort size was about 20 (self-study pg. 33). There was a big jump (50%) in enrollments in 2005. It is too early to tell if this represents permanent increase in the trend rate of enrollments, but the growing awareness and recent changes in the program should make it more attractive to potential students.

Evaluation

The recent graduates of the program were generally very pleased with their experience. They thought that the classes were well integrated and reflected the theme of change management. Because of the small size of the faculty and program, some students were disappointed by the limited course offerings.

They appreciated that the program was not a “cookie-cutter” stamped MBA program. The recent hiring has tilted the intellectual scale of the faculty toward the more traditional business fields of accounting, finance and marketing, and this is being reflected in the course offerings of the program. Some of the recent graduates of the MBA program worry that the management emphasis of the program may be in jeopardy.

The small size of the faculty and some recent faculty turnover has been somewhat disruptive for some of the MBA classes, and this has had a negative impact on some of the MBA class evaluations. In one case the replacement faculty hired at the last minute to staff a class did not work out well. Many students filed complaints and were upset because the MSB was slow to react to the situation.

Because all of the students work full time, group projects are often difficult to manage. Several students noted that this is a unique challenge faced by the School.

The Certified Financial Analyst (CFA) track represents an attractive niche for the MSB relative to competing programs in the area. The CFA track is strongly supported by several local companies (e.g., Russell Investments). Currently, 8 students are committed to take the level I exam in June. Because the track is new, it is difficult to tell if the students will be prepared for the exams.

With a more focused set of programs/courses, the MSB has the potential to have its MBA with a CFA option “named”. This is potentially a strong and unique program and, particularly if the Seattle campus would cooperate and not compete, this could be a program that could benefit the whole state.

Placement

Since all of the MBA students are employed and the program is very young, it is difficult to evaluate how the MBA program improves the career opportunities of its graduates. Some of the students expressed the desire to have more career support services and information. However, many of the graduates who the review committee met with have obtained new positions since graduation.

Recommendations

We make the following recommendations to help improve the MBA program:

- Implement measures to evaluate impact of program on career outcomes of students
- Continue to develop the Certified Financial Analyst track
- Consider cooperative advertising and marketing with UWS business program

Undergraduate Program

Description

According to the HEC Board summary (self-study Appendix H), the Business Administration unit is the second largest undergraduate program (next to Interdisciplinary Arts and Sciences) at UWT. Currently there over 400 majors, and the program has grown at an annual rate of 5% over the past 5 years. All of the students admitted into the program are community college transfers. The acceptance rate into the program is about 70%. This suggests strong student interest by good students.

The areas of concentration (approximate % of students) are: Accounting (40%), Finance (20%), General Business (20%), International Business (5%), Management (10%), and marketing (5%). This seems to be a large number of concentrations for a relatively small faculty, but there do not appear to be any major problems associated with that at this time. While management has been the historical core of the program, accounting is by far the most popular area of concentration. New faculty hires are consistent with meeting this student demand.

Evaluation

The undergraduate program is very popular and, by all measures, student satisfaction is high. The program is distinguished by small classes, individual attention, informal faculty mentoring, and ample internship opportunities in the local community. The program has established a reputation for innovative teaching with strong student engagement.

We were particularly impressed with the group of 20 or so undergraduates we met with as part of the review process. They generally raved about their experiences in the program, the quality of teaching, the availability of faculty, and the attentiveness of the staff. There were, however, some minor complaints. Some students complained that there are not enough elective courses. Some students thought that some of the general topics courses were not as well taught as they should have been. Perhaps the biggest complaint was that some students thought that technology was not being adequately utilized in some classes. For example, some students were upset that typical business software (like Microsoft Excel) was not integrated into the core classes and felt that this puts them at a disadvantage when they go on the job market. This view was shared by some of the local employers in their email communications with us. It should be relatively easy to increase the use of this level of technology in core classes in the future.

Historically, there has not been much research collaboration between the faculty and the students. However, the new Milgard Scholar program will increase the opportunities for research collaboration.

Placement

The MSB currently does not track the job-finding activities or placement history of its graduates, so it is difficult to evaluate the effectiveness of the program in this regard. The MSB also does not keep track of the career opportunities available for students, and relies on the UWT and UWS career development centers for job related information. This is clearly an area in which improvement should be made.

Impact of Change to 4 year campus

UWT is beginning a transition from a senior-level institution to a full-fledged four-year undergraduate program. It is difficult to predict the impact of this reorganization will have if the MSB participates fully in curriculum development, campus planning, and course development. The coming transition will impose additional strains on the research capacity of the faculty that require thoughtful and clear understandings regarding the limits to which one's participation in one activity is encouraged to substitute for participation in another. The relations between the Milgard School of Business and the larger UWT campus will be profoundly shaped by the extent of their participation in the construction of lower division general curriculum requirements that define the UWT experience. The MSB may choose to stand aside from the lower division offerings, but this is likely to further divide it from the shared understandings developed among the rest of UWT faculty.

Recommendations

We make the following recommendations to help improve the undergraduate business program:

- Implement process to track career information of graduates
- Make some effort to track or follow-up graduates in terms of employment history
- Improve career information
- Until more faculty are in place, consider reducing the number of concentrations
- Increase the use of technology in core classes

Staff

Six staff members support the MSB. The quality of the staff is uniformly praised by the faculty and the students. The staff is currently able to support adequately the undergrad and MBA programs.

Undergraduate program

To service the undergraduate program, there are 2 full time staff members for approximately 400 majors. All students admitted to the School are required to meet with an advisor to develop a plan of study, and they must meet with an advisor if changes are to be made. All students get into their classes if they follow the plan set out by the advisors. Problems only occur if students deviate from the plan.

Student access to the advisors appears to be adequate. Many students report that they get a very high level of service from the advisors. However, the staff finds it hard to provide service to students who do not meet with them directly. The main student complaints appear to be associated with the scheduling of classes.

The staff feels that, if the program were to continue to increase any further in size, then support will start to suffer unless more staff is hired. The staff feels overworked, and they are uncertain about how to manage growth if additional resources are not provided.

MBA program

To service the MBA program, there is one graduate advisor for 67 students. There is very little if any support to handle international students. The graduate advisor notes that there is a general lack of support for graduate services across the UWT campus.

Recommendation

We make the following recommendation regarding the MSB staff:

- University administration needs to provide funds to allow the staff needs to grow in relation to the sizes of the undergraduate and MBA programs.
- The staffing needs should be reviewed and addressed as they affect retention, placement and ultimately program quality.

Department Culture and Climate

Diversity of Faculty and Students

Faculty and students have considerable diversity in gender, nationality, and interests. There are, however, relatively few African Americans (especially among the graduate student population and none among the faculty). This likely contributes to a separation of MSB from the rest of the campus which appears to more fully reflect Tacoma's urban population. It is hard to gauge the extent to which faculty successfully cultivate a respect and appreciation for cultural diversity. The Business students we talked with did see themselves as different from students in other programs, whom they appear to find less directed.

Morale

The overall morale of the department is fairly high. The faculty is optimistic that the School is moving in an upward trajectory, and they are enthusiastic about the leadership and direction from the new Dean. Nonetheless, the recent elevation of the business program to the status of a School creates predictable tensions as program life become more impersonal and as shared history diminishes. It will be essential to maintain respectful conversations between emerging factions as the pressures of research expectations drive an increasing differentiation of needs and interests. These adolescent years for MSB and UWT will determine whether the program achieves the distinction it seeks.

Governance

MSB faculty have played a significant role in campus and multi-campus governance, though the experience of one faculty leader denied tenure in a controversial decision has produced some ambivalence about the benefits of such participation.

The MSB has its own Faculty Council designed to produce consultation between faculty and their leaders. It operates relatively informally, and for some this means that the areas of its authority and its rule structure are not fully understood. Many faculty are content with the role of faculty governance, but some find decision-making and agenda setting less than transparent. This is understandable given the number of shifts in leadership that UWT faculty have experienced.

Recommendations

We make the following recommendation to help improve the culture and climate of the MSB:

- More full faculty meetings over the next year or two to engage in creating clear expectations and normative views of the tenure and promotion process, the decision-making process of the school, and the ways of balancing research with teaching and service within the constraints of the MBS and the UWT campus.

Role within University and Community

MSB is affected by its relationship to the rest of the UWT campus as well as by that with the larger UW. UWT strives to be an excellent urban campus. Yet, comparisons with the larger UW inevitably become defensive, especially with regard to scholarship. While campus leaders have frequently maintained that UWB and UWT are free to pursue excellence in their own distinctive ways, there continues to be a lingering belief—underscored by Seattle review of campus programs and P&T cases,—that home rule resulting in substantial deviations from Seattle would not be tolerated.

The larger context of tri-campus relations is only slowly being worked out. UWT and UWB had, until 2001, operated under the assumption that their local handbooks reserved for themselves campus control over curriculum and P&T decisions. However, when the UW Senate required the campuses to become full-fledged members of that body, efforts to secure and implement campus handbooks and home rule were largely suspended while a tri-campus committee met to establish Senate powers of review. Flexibility is regarded as important to allow for evolving relationships as the newer campuses mature to the point where they can provide more of their own infrastructure. However, in the absence of clear rules that define the respective powers of campus faculty and their administrations, flexibility readily turns into fear on the part of those who seek less traditional academic cultures. Thus, there is concern that administrators and faculty will choose to navigate ambiguity by taking the least risky course.

Perceptions by other Units

The MSB is highly regarded by the other units of UWT. It is perceived to be very rigorous, and much like UWS in terms of research; although, there is concern on many parts of campus that they are emulating UWS too much in that regard. This reflects the larger, ongoing, and evolving tension between the relationship of research and teaching within the UWT mission. The MSB is a powerful presence and impacts the growth and direction of UWT. As the MSB grows it will have a larger impact on the character of UWT.

Interaction with Other Units

There is good service interaction, but the research interaction does not seem to reflect the interdisciplinary focus of the UWT campus. Since interdisciplinary research is

emphasized at UWT, it may be advisable for the School to actively design research team models or some vehicle that makes this more likely to occur. With respect to service, the MSB classes are open to non MSB students. MSB faculty often guest lecture in classes offered outside the MSB. However, there is not enough flexibility in course offerings or enough faculty to allow more interdisciplinary teaching and research. The Interim Vice Chancellor for Academic Affairs is encouraging negotiation with the Dean to have MSB faculty teaching outside the MSB. This could be in the form of team teaching. However, additional resources would be required for this to happen. For example, the administration could provide funding for temporary faculty to fill MSB core needs so that regular MSB faculty could participate in interdisciplinary teaching.

Alumni and Advisory Board

The business advisory board (BAB) consists of 30 top executives from small to medium sized local companies. They hold three year terms and meet with the Dean and other faculty regularly throughout the year. The BAB provides financial assistance, internships and jobs for undergraduate and MBA students, and advice for instruction (e.g., feedback on important trends in industry). They also have political influence in Olympia and have collectively lobbied for increased support to UWT.

The BAB is very active and has expressed a willingness to do more for the School if asked. They remark that the new Dean has energized the board and there is a lot of excitement and activity.

The new Dean has a good relationship with the advisory committee and could probably increase the amount of resources available through more active fundraising activities.

Tri-Campus Issues

There does not appear to be much formal interaction between the MSB and the business programs at the Seattle and Bothell campuses.

Some UWS faculty members have been on UWT promotion and tenure committees. This has caused some anxiety for junior faculty because it is felt that the UWS faculty is too research focused and do not appreciate or fully understand the UWT program.

MSB distinguishes itself from the UWS business program in the following ways. The MSB sells interdisciplinary activities as a feature of the program. It offers a smaller campus, with smaller classes and more personal attention. It also provide more of a regional focus with strong ties to the local business community.

MSB is not trying to be a small clone of the UWS program. It is not as research focused as UWS because it lacks the resources to offer faculty smaller teaching loads and discretionary funds for research, but it also is not a pure teaching school (e.g. like California State University at Fullerton)

However, the identity of the MSB is somewhat in limbo because the UWT campus needs to clarify its mission with respect to the UWS campus. As UWT becomes a “full-fledged” university, relations with the Seattle campus may grow strained unless careful cooperation occurs during the transition.

Recommendations

We make the following recommendations regarding the role of the MSB within the University and the Community

- Make more use of the Business Advisory Board
- It is probably too early to develop a business minor. The small size of the current faculty has too much on its collective plate now and should not be spreading itself thinner until it gets everything it currently has strengthened and secure.
- Consider cooperating with the UWS business program in advertising and marketing efforts.

Concluding Remarks

We were impressed with what the Milgard School of Business has built with such limited resources. It was a pleasure to conduct the review.