UNIVERSITY of WASHINGTON | BOTHELL

SCHOOL OF BUSINESS

Academic Program Review - 2017

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(Year of Last Review: 2005)

Degrees:
Bachelor of Arts in Business Administration (BA)
Master of Business Administration (MBA)
Master of Science in Accounting (MS)

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SECTION 1: OVERVIEW OF THE UW BOTHELL SCHOOL OF BUSINESS

INTRODUCTION

The UW Bothell School of Business is a dynamic, passionate and ambitious community of students, scholars, business leaders and staff. We transform the lives of students and enhance the vitality of the community through innovative research and an exceptional education. Our journey as a School started humbly in a small office complex with five founding-faculty members. Over the last two decades, we have developed into an internationally recognized educational organization[1]. Key moments in our history include:

1990: UW Bothell campus established
1993: Business Program founded, Dr. Ken Walters as Director
2000: Business classes at current campus location
2008: Undergraduate option in accounting added
2009: Eastside Leadership Center in Bellevue (Bellevue-ELC)
2009: Leadership MBA launched
2010: Bellevue-ELC UG program launched
2011: Independent AACSB accreditation granted
2012: First executive program launched
2012: School of Business founded
2013: Dr. Sandeep Krishnamurthy named first Dean
2014: MS Accounting program launched
2015: Faculty governance system introduced
2016: First independent AACSB maintenance review
2016: First international executive program
2017: Economics minor launched

MISSION & ORGANIZATIONAL STRUCTURE

In 2016, faculty reviewed and voted to update the School's vision, mission and values-

Vision

We enhance the well-being of individuals, organizations, and society through leadership in business education and research. We are building an inclusive, interdisciplinary, and impactful academic community that encourages expression of diverse ideas and perspectives to enrich the lives of our students and other stakeholders.

Mission

As part of a public research university, we create, disseminate, and apply business knowledge to develop principled leaders and organizations in Washington and beyond.

We provide access to excellence in higher education through academic programs that promote a spirit of discovery, critical and analytical thinking, ethical reasoning, and respect for cultural and intellectual diversity. We collaboratively engage with local, national, and global academic and business communities to discover, advance, and apply knowledge for the common good.

Values

- Personal Ethics and Responsibilities: As individuals and collectively, we value honesty, integrity, truthfulness and trustworthiness and aspire to treat others with mutual respect and collegiality.
- Work Ethic: We value rigor in intellectual inquiry and the pursuit of excellence in all our endeavors.

[1] This report is being written within a two-year period from our last Association to Advance Collegiate Schools of Business (AACSB) accredited review (Spring 2016). Hence, it is informed by the accreditation report.

- Commitment to Diversity: At the University of Washington diversity is integral to excellence. The University of Washington Bothell is one of the most ethnically diverse universities in the nation. We recognize that the diversity inherent in the existing student body and their experiences expands the nature of dialogue in the school, and exposure to a variety of viewpoints produces higher quality results. Therefore, we cherish freedom of thought, welcome multiple frames of reference, and learning experiences that foster sensitivity and flexibility towards cultural differences, embody the global context, and reflect the interdisciplinary nature of business decisions. We respect all ideas, thoughts and approaches that embody deliberate and careful scholarship at the highest level.
- Commitment to Academic Values: We embrace a culture of leadership through knowledge. We respect knowledge and insights that have been validated by reason and rigor and will give primacy to them in making our choices. We accord greater respect to evidence-based reasoning than to declarations by fiat or argument by authority.
- Commitment to Collaboration: We value partnerships with all levels of the academic and business communities to promote holistic business education and research that advances the public good.

The current strategic plan of the UW Bothell campus is the 21st Century Campus Initiative, which covers our planning till 2020. The school is deeply aligned with the various aspects of this initiative and a detailed mapping is available in Appendix K. In addition, the campus has identified three distinctive practices: connected learning, community engagement, and, cross-disciplinarity (https://www.uwb.edu/academic-affairs/distinctive-practices). The School of Business is a campus leader in community engagement, as evidenced by our deep involvement in various campus initiatives in this area.

The School of Business offers three degree programs.

Bachelor of Arts in Business Administration: The baccalaureate degree in business administration is the largest program in the School of Business and focuses on providing students an overview of relevant business knowledge. The day-time classes attract a conventional college audience whereas the evening classes are focused on time-bound and place-bound working adults seeking degree completion. The Bellevue-ELC program adopts a cohort structure to support students in an offsite location. Students in both the Bothell and Bellevue-ELC programs are provided the foundations of business theory with a focus on critical thinking, ethics, and communications skills needed to succeed in an economically and culturally diverse global environment. Multiple opportunities for engaging with the business community through projects and internships are available. Options and concentrations available for each program are shown in Table 1.

Master in Business Administration: The School offers two evening MBA programs, the Technology MBA at Bothell and the Leadership MBA at Bellevue-ELC, catering to working adults seeking entry and mid-level business leadership positions. These programs emphasize analytical thinking and problem solving grounded in business theory and best practices. The core curriculum focuses on critical thinking, teamwork, and communication skills. Business community engagement is emphasized through informal interaction with

business leaders, community-engagement projects, and a management consulting class. A collaboration with the UW School of Pharmacy enables students to concurrently pursue PharmD and MBA degrees.

Master of Science in Accounting: This degree, offered at the Bellevue-ELC location, provides the foundational knowledge necessary for future CFOs and leaders of accounting firms and provides credits needed to satisfy the fifth year educational requirement necessary for CPA examination eligibility. This program distinguishes itself with an emphasis in accounting theory, connections to the accounting profession (e.g., Accounting Ethics Conference, Forensic Accounting class), and the use of data analytics.

Minors: The School of Business offers minors in Business and Retail Management, allowing students from across the UW campuses to acquire business knowledge. A minor in Economics is available to both Business and non-Business majors.

Table 1. *Undergraduate Degree Options and Concentrations*

	BOTHELL	**BELLEVUE - ELC**
OPTIONS	Accounting Marketing Supply Chain Management	Marketing Supply Chain Management
CONCENTRATIONS	Finance Management Management Information Systems Retail Management Technology and Innovation Management	Entrepreneurship Finance General Business International Business

Enrollment & Graduation Data. Tables 2 and 3 provide enrollment and graduation patterns for each of the three degree programs.

Table 2. *School of Business Enrollment Patterns by Degree, 2010-2017*

	10-11	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**
BA in Business	643	665	670	695	666	720	807
MBA	60	65	60	56	49	49	59
MS Accounting					18	27	20

Table 3. *School of Business Graduation Patterns by Degree, 2010-2017*

	10-11	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**
BA in Business	302	292	333	335	341	320	359
MBA	67	55	57	56	52	46	49
MS Accounting					5	22	18

Organizational Staffing. Appendix A provides the organization chart for the School of Business. The school is organized into three teams: the Dean's office, undergraduate programs, and, graduate programs. The Dean's office staff support fiscal/travel/budget, academic HR/payroll, special events, executive education, and web/CRM services. The undergraduate and graduate teams focus on student success at the Bothell and Bellevue-

ELC locations. The undergraduate and graduate teams have dedicated academic advisors as well as program coordinators and student workers who support admissions and day-to-day program operations. The school is supported centrally on multiple services. Business students also have a variety of campus-level academic support resources available, including the UW Bothell library with dedicated Business librarians, the Writing and Communications Center, the Quantitative Skills Center, computer labs, and multi-media equipment to support work on class assignments and prepare for exams.

Shared Governance and Stakeholder Inputs. The School of Business originated as a program within the UW with the faculty-as-a-whole acting as the governance mechanism. Key committees, such as personnel and curriculum, helped organize the activities. Over time, as the school grew in size and complexity, a faculty-led process instituted a new non-divisionalized governance process in the spirit of continuous improvement. We are currently organized into six academic groups (AGs) led by Area Coordinators (ACs): Accounting, Finance, Economics, Management & Organization, Marketing, and Operations Management & Information Systems. ACs are responsible for curricular integrity, faculty mentoring, and part-time faculty management. AGs differ from traditional departments in that they do not have budgetary authority and the AC is appointed by the faculty rather than the Dean. The AC is a tenured faculty, elected by respective AG members for a three-year term. Appendix D provides a summary of Area Coordinator duties.

Academic matters of the school are overseen by two key academic councils: the Graduate Council and the Undergraduate Council. Each council consists of representatives from each of the six AGs. The councils advise School faculty and administration on academic policies and practices within their respective purview and the coordination and integration of curriculum within their respective programs, including the review of all new course and program proposals and as needed, working with ACs and faculty to strengthen proposals to ensure the integrity and quality of School curriculum.

In keeping with the deep commitment to business community engagement, the school has organized these external advisory boards:

- The Dean's Advisory Board (https://www.uwb.edu/business/about/advisory) provides strategic guidance, helps build external partnerships and deepens the School's relationship with the business community. Currently, the board is focused on an annual fundraising gala and a student mentorship program.
- The MS Accounting Advisory Board (https://www.uwb.edu/business/about/ms-accounting-advisory-board) focuses on acting as ambassadors on the Program's behalf in building external relationships and assisting the program in achieving its mission of providing a quality education through contributions in areas such as internships, classroom connections, and faculty research.

BUDGET & RESOURCES

Financial Summary. Appendix B provides a summary of the School's three most recent biennia. As indicated in the budget summary, most of the School's revenue comes from state-supported university activities, with the remainder coming from Executive Education, non-degree programs, and fundraising. Over the past three biennia, on an average, 77% of

the total expenditure has been used for faculty and staff salaries and 4% of the state budget allocation has been used for operations.

Efficiency of Operations The school is a leader at the Bothell campus in instructional efficiency, as defined by faculty FTE/student credit hours. Between 2015 and 2018, the school has steadily made efficiency gains (19.7 to 24.1- a growth of over 22%) and now is a leading the campus on this front.

Table 4: UWB FTE Student-to-Faculty Ratios by School

School Name	2015	2016	2017	2018
Business	19.7	20.4	23.1	24.1
Central Administration	4.3	3.9	5.8	1.7
Education	11.7	12.5	13.2	15.2
FYPP	25.7	23.7	22.2	23.1
IAS	17.3	17.3	17.4	17.0
Nursing	19.3	14.9	16.1	18.5
STEM	16.5	15.3	16.6	17.6
Total	**17.4**	**16.5**	**17.3**	**18.2**

Internal Allocation of Resources. Faculty development funds are allocated using clearly outlined policies crafted by the Associate Dean of Faculty Affairs. These policies are widely shared across faculty. Faculty hiring is determined based on campus resource allocations and internal conversations with senior faculty. Staff hiring is coordinated through unit heads.

Other Sources of Funding. In response to budget issues and uncertainties, we are leveraging our talented faculty and community partners to create alternate revenue sources. The School realizes additional funding from executive education and fundraising.

The UW Bothell School of Business acts as a strategic talent management partner with corporations. Executive education offers the organization multiple benefits- 1) Provide access to target audience different from degree programs, 2) Create development opportunities for faculty members, and, 3) Build transformational relationships with companies. Here is a summary of our executive education efforts:

- Initiated in 2013 with a customized program for Vertafore.
- Partnership with Indonesian airline, Lion Air, delivering a multi-million dollar executive education program involving assessment, curriculum and leadership coaching for this organization with over 6,000 employees.
- Collaboration with T-Mobile providing on-going leadership development education in a blended learning format (face-to-face and web-based). To date, we have provided 164 sessions amounting to approximately 5,000 employees.
- The Accelerating Social Transformation program was offered in Autumn 2017 in partnership with the Evans School of Public Policy and Governance.

For FY 2015- 2017, executive education efforts yielded estimated revenues of $1,732,113 from purely customized programs. Surpluses (after expenses) are generally used to support faculty research and build future executive education programs.

Fundraising. The School has made a commitment to traditional fundraising. The School collaborates with UW Bothell Advancement to nurture relationships with donors whose interests align with the vision, mission and efforts of the School. The school's board organizes an annual fundraiser that last raised over $60,000 for scholarships and student support. The School will participate in a UW-wide fundraising campaign and has set a goal of $3.5 million.

ACADEMIC UNIT DIVERSITY

In keeping with the UW's emphasis on diversity and inclusion, the School of Business has explicitly articulated a commitment to diversity as part of its values (see page 2). The school has also prepared this statement to be used in the curriculum management process:

> *The School of Business considers the diversity of the school community to be one of its greatest assets. The best education and business solutions derive from consideration of the widest possible variety of ideas, experiences, intellectual interests, and worldviews. We are committed to maintaining an inclusive community where diversity is celebrated in all its forms and where all people are respected as we work together to learn.*

The school suitably participates in campus groups focused on diversity and inclusion. The school serves a diverse student population (see Appendix E) and consists of diverse faculty and staff (Appendix F).

Notably, diversity has increased significantly within the Business faculty since the last program review. At the time, our group had 18 full-time faculty members, with only two women, none of them tenured. We now have 31 full-time faculty members, including 12 women, two who were successfully promoted to our tenured ranks. We fully expect this number will continue to grow. Our faculty has also become more ethnically diverse. In 2007, at least two thirds of the faculty members were born and raised in the United States. Today, more than 70% of our current faculty were born abroad and come from countries such as Argentina, China, Colombia, Estonia, France, India, Romania, South Korea, and Turkey.

We continue to explore ways to better support the needs of our diverse faculty and staff. A Cultural Action Group, consisting of and co-led by faculty and staff members, provides advice to the Dean on how the School can create a better work environment where voices are not lost, and strong bonds of collaboration, trust, respect, and mutual understanding are formed.

SECTION 2: TEACHING AND LEARNING

STUDENT LEARNING GOALS AND OUTCOMES

Each degree program in the School of Business has defined learning goals and outcomes. The learning goals and outcomes for the Bachelor of Science in Business Administration and Master of Business Administration have been reviewed under the accreditation process of the Association to Advance Collegiate Schools of Business (AACSB). All three degrees will be included in the next maintenance review in 2021.

Bachelor of Arts in Business Administration Program Outcomes and Learning Goals:

- **Critical Thinking and Analysis.** Students will develop a critical and analytical approach to formulating sound business decisions.
- **Ethical Reasoning.** Students will develop the ability to employ ethical reasoning when engaging in business decision-making.
- **Written and Oral Communication.** Students will develop the necessary skills to be effective communicators, both in writing and orally.
- **Business Knowledge**. Students will develop the knowledge and skills that are necessary for success in a business career.
  - *Financial Information*. Apply principles of financial analysis to assess a firm's performance, financing options, investment choices, and risk and return of investments.
  - *Economic Principles*. Apply principles of economic analysis to model and solve management problems.
  - *Quantitative Methods*. Use quantitative methods to model management problems.
  - *Behavioral Theories*. Apply behavioral theories to understand the management of individuals and organizations.
  - *Social Theories*. Apply social theories to understand the management of individuals and organizations.
  - *Value Creation*. Understand the management and measurement of value creation processes within the organization and allocation of the created value across owners, other investors and stakeholders.

Master in Business Administration Program Outcomes and Learning Goals:

The MBA Program develops business leaders who think globally and engage with stakeholders to create sustainable competitive advantage.

- **Leadership and Teamwork.** Exercise effective personal leadership and work collaboratively.
- **Analysis.** Integrate theories and analytical methods across business functions to make decisions and solve problems.
- **Social Perspective.** Apply models, theories and methods of managing groups and organizations.
- **Global Perspective**. Implement business strategies that reflect an understanding of differences in culture, values, and perspective.
- **Ethical Reasoning**. Develop integrative solutions that address the divergent needs of stakeholder groups while upholding fundamental ethical principles.

- **Communication**. Communicate ideas and convey complex arguments in a clear, concise, and persuasive manner.

Master of Science in Accounting Program Outcomes and Learning Goals:

- **Graduates will understand accounting's role in facilitating and communicating the creation and preservation of value in organizations.**
  (1) Graduates will identify accounting measures useful in evaluating the enterprise's and management's ability to create stakeholder value and explain how the accounting process and measurement methods produce these measures.
  (2) Graduates will identify and discuss the limitations of accounting information in the measurement of value creation and maintenance.
- **Graduates will understand the professional body of knowledge in accounting.**
  (1) Graduates will demonstrate their understanding of the conceptual foundations of accounting.
  (2) Graduates will apply discipline-specific technical and conceptual knowledge to address accounting issues and problems in business contexts.
- **Graduates will demonstrate mastery of problem solving skills using both conceptual and quantitative analysis.**
  (1) Graduates will apply critical thinking, problem solving, and economic reasoning skills to analyze complex accounting problems.
  (2) Graduates will recommend feasible solutions to complex problems that recognize the strategic role of accounting in business, organizations and society.
- **Graduates will demonstrate mastery of academic and professional research skills required for professional success.**
  (1) Graduates will identify appropriate research resources, including both professional and academic research databases and literatures, to gather data and information relevant to a problem.
  (2) Graduates will use identified research resources to produce and analyze information and develop solutions to problems.
- **Graduates will demonstrate proficiency in communication skills in a professional business setting.**
  (1) Graduates will produce clearly-written documents conveying accounting information in both technical and non-technical terms.
  (2) Graduates will construct and deliver informative and persuasive oral presentations appropriate for the profession.
- **Graduates will understand how globalization impacts business and professional practices.**
  (1) Graduates will demonstrate an international perspective and appreciation for social, cultural and political differences among countries.
  (2) Graduates will explain how differences among countries influence global business and professional practices.
- **Graduates will understand and be able to apply ethical principles and professional standards in their careers.**
  (1) Graduates will explain the significant ethical challenges facing the profession.

(2) Graduates will apply ethical principles, accounting regulations and professional standards in their analyses of complex situations to make informed decisions consistent with stakeholders' expectations.

- **Graduates will understand and demonstrate development of a professional career orientation.**
  (1) Graduates will set career goals reflecting a long-term professional view.
  (2) Graduates will understand the importance of networking, developing professional relationships and becoming involved in professional organizations.
  (3) Graduates will understand how to work with others and function in a team setting, actively learning from the experience of members of the profession.

Evaluation of Student Learning. AACSB accreditation requires assurance of student learning. The School develops and maintains a multi-year plan for performing learning assessments, ensuring that all learning goals are regularly assessed. Most of the assessments are done in class, using embedded written case analyses or knowledge exams. The Director of Accreditation works with faculty to define, develop and administer the assessment tool, as well as to ensure unbiased scoring and evaluation.

Assessment of Student Satisfaction. The School of Business uses several methods for assessing student satisfaction:

Course evaluations: Course evaluations, which are administered at the end of each quarter in almost all courses, provide an indicator of student satisfaction within the classroom environment. The Dean and the academic directors review the evaluation summaries to identify potential issues and subsequently discuss low scores with instructors to ascertain root cause and needed actions to improve the student experience.

Graduating student surveys: Graduating student surveys are administered by both the School and campus. The campus survey is administered six months after graduation, and it the same for all majors, addressing employment status, career preparation, and overall satisfaction with student experience. This survey also provides results specific to under-represented students. The School's survey is administered in the month prior to the end of academic year, and in addition to satisfaction factor includes specific reference to the program learning goals and features.

Junior student surveys: In late April/early May, students in their first year in the undergraduate Business program (typically their junior year of undergraduate studies) are asked to complete a survey regarding their experience with the program to date.

Resulting Improvements and Changes. The data from assessment of learning and the various surveys are used by the Undergraduate and Graduate Councils, the program academic director, and the Director of Accreditation to identify trouble spots as well as opportunities for improvement in the curriculum and student satisfaction and retention. Appendix G provides a summary of Assurance of Learning process outcomes for the undergraduate Business program, and Appendix H provides a summary of Assurance of Learning process outcomes for the MBA program (as reported in our last AACSB accreditation review).

Graduate Program Curriculum Management: The School of Business engages in periodic review of its graduate programs' curriculum. In AY2011-2012, there was a major, comprehensive review of the MBA programs. This was a faculty-led process. This process that was in place at that time was an ad hoc committee of the faculty appointed by the the Dean of the Business School. The committee also had the support of the program staff. The staff Program Manager worked with the faculty as an ex-officio member. Staff and faculty embarked on a data collection process over the year to feedback from students, competitive benchmarking, curricular, and other inputs. The faculty led committee also engaged in one-on-one discussions with various members of the faculty.

The result of the AY2011-2012 year review process identified a set of changes to the programs. Specifically, in response to the curriculum review data a number of suggestions were made to the Dean's office and the faculty. The consequence of these deliberations was that starting in AY2012-2013 the MBA program curriculum was changed significantly. The MBA program from the then existed model of 16 courses, totaling 74 credits, to the current model that entails 18 courses for a total of 72 credits. Currently, the students in both the TMBA and LMBA programs take the same set of eleven required courses. These eleven courses are offered in both locations to the two programs. The students in each LMBA and TMBA take these elven classes with their cohort. This means that each of these courses is offered as two separate sections. This allows the instructors to tailor the material to each cohort based on the specific flavor of the cohort as deemed appropriate by the instructors of the two sections.

In addition, there are two specialized required courses that are unique to each program. The students then take five electives from the larger set of courses open to both cohorts. These changes, in response to student feedback, benchmarking and market conditions, allowed the school to provide an increased set of elective courses (i.e., increased from two to five). A later assessment by the faculty of these implementations led to a decision to offer variable-credit electives. This meant that it provided an opportunity to respond quickly to student needs by allowing for elective courses to be developed at the size and scope appropriate for the topic. These set of changes has enabled the school to a more responsive and innovative curriculum. This has led to the development of exciting new opportunities with high-impact for the region with our community and industry partners. These include classes such as the Global Study tour (with trips to Ghana, Chile, Argentina, China, Brazil, Thailand, Cambodia, and the forthcoming one to France); as well as Management and Applied Consulting class (that works with industry partners such as Starbucks and Boeing).

Recently, with its continued growth, the school has moved to a new model. With the formation of areas, it was decided to establish an elected body. This newly formed Graduate Council consisting of members of the various areas have been actively benchmarking, discussing and obtaining feedback from various constituencies. This is ongoing, multi-phase, review consistent with the new directives of the council for continuous improvement. Among the efforts so far, include establishment of a curriculum review process that could be executed at a regular cadence that will go on with the rotating council memberships. The process as envisaged and currently developed by the council includes solicitation of feedback from multiple stakeholders, including alumni, local

business professionals, MBA administration and staff, and MBA faculty. In parallel, a competitive analysis of aspirational and peer MBA programs are also carried out. The results from this data collection exercise is used for identifying areas of improvement and changes (if any). The council then makes an open call for proposals, consolidates multiple inputs received from faculty, and advises the Dean and the faculty on any necessary changes. A faculty vote is required to make actionable changes. In 2017, this process was initiated to start the next comprehensive review of both the MBA and MS accounting programs. The appointment of an Associate Dean of Graduate Programs in December, 2017 in part reflects the review that wanted to establish a more clear leadership structure.

Undergraduate Program Changes: The undergraduate Business core underwent one significant curriculum change during the five-year accreditation review period. Based on direct and indirect measures, the faculty acknowledged that the Written Communications and Ethical Reasoning learning goals needed to be better addressed in the curriculum. Previously, writing and ethics were addressed across the core. In Fall 2013, BBUS 307: Business Writing became a required core course in the Bothell program. For the undergraduate program at the Bellevue-ELC, the learning goals of ELCBUS 382: Business, Government and Society were enhanced to require a writing component and better address the ethics component.

More recently, based on student feedback, the faculty agreed to remove the non-Business course requirements from the undergraduate Business degree requirements. In place of the non-Business course credits, students are now able to take either Business or non-Business courses, allowing them to explore and learn theories, practices, and techniques more in-line with their educational needs and desires.

INSTRUCTIONAL EFFECTIVENESS

As noted above, course evaluations are administered at the end of each quarter in almost all courses. Both full-time and part-time faculty, address their course evaluations in their annual review, a process informed by the UW faculty code. In addition, peer evaluations are required at regular frequencies; once/year for all non-tenured and lecturer-track full-time faculty, one every three years and in the year prior to promotion for tenured faculty. Faculty members are also encouraged to seek additional assistance and feedback for self-improvement of teaching. This may be from any faculty member, the UW Bothell Teaching and Learning Center, or a professional conference.

Various improvements have been made in response to assessments of teaching effectiveness, including:

- Recorded lectures: These are used to provide an alternate learning path for students who are having difficulty with a concept or method and to support those who might miss class due to travel or sickness.
- Classroom response systems (e.g., Poll Everywhere): These allow instructors to quickly gather and aggregate responses from all students. This not only provides the instructor with real-time assessment of student learning, but also participation by all students.

- Video-based learning feedback system: Our pre-tenured faculty are working with the Teaching and Learning Center in a collaborative group to receive feedback based on videos of lectures.

TEACHING AND MENTORING OUTSIDE THE CLASSROOM

Independent Studies and Internships: Both undergraduate and graduate students can earn academic credit for independent research studies and internships under the guidance of a faculty member. This is done under a mutually-agreed on learning contract. For the undergraduate program, almost 10% of the students participate in an internship for academic credit and about 5% do an independent research paper. Business students have presented their efforts at the UW Undergraduate Research Symposium. Our students have regularly applied to the prestigious all-UW Mary Gates scholarship with one finalist (2010) and two winners (2014, 2017).

Student Business Clubs: The School of Business also supports four student-led programs/clubs that encourage professional development.

- Beta Alpha Psi (BAP) is an honorary and professional organization for accounting students that complement members' formal education with invaluable networking opportunities, career guidance, and service to the community.
- The Financial Management Association (FMA) helps prepare students in the financial industry by providing opportunities for personal and professional growth as well as creating and enhancing relationships with the business community through student-oriented events and community service.
- Delta Sigma Pi (DSP) develops members in professional skills, leadership, ethics, and service while building lifelong business networks and friendships.
- MBA Association (MBAA) providing a platform for MBA students to learn from experienced professionals and connect with students, alumni and community leaders.

Academic Advising*:* Each of our academic programs has at least one advisor to assist individual realize their academic success. This includes understanding program requirements, planning a course of study, completing required applications, petitions and forms, and resolving issues and challenges. Business advisors proactively help students plan their study program and can assist those facing non-academic challenges by connecting them with campus resources. Business advisor hours are established such that they are available at the various locations and times our students attend classes.

Career Advising: The Career Center empowers UW Bothell students to explore academic pursuits and career interests, build effective job search skills, and connect with the employment community. Its offerings include résumé and cover letter critiques, mock interviews, graduate school guidance, internship and job listings, career fairs and information sessions, and career search preparation workshops. The academic advisors encourage business students to use these resources, and they work with Career Center staff to understand and develop opportunities for Business students.

The School of Business implemented a Career Development Program to provide personalized interactive resources to meet the unique needs of our graduate students. The

School provides 3-5 career workshops and individual career coaching sessions are available during the year with professional career coaches. Students have the opportunity to work on career development activities such as career assessments, résumé critiques and interviewing skills. Sufficient support and staffing are determined by student satisfaction surveys and feedback.

SECTION 3: SCHOLARLY IMPACT

Since the last program review, the School of Business has doubled the number of full-time faculty. During the last academic year, the school had 33 full time faculty members and 45 part-time lecturers. Of the full-time faculty, 29 faculty members have PhDs from various internationally acclaimed and top-ranked institutions. Only four full-time faculty do not hold Ph.Ds. The part time lecturers are a mix of academics from nearby institutions and executives from local businesses who complement the curriculum delivery with practical knowledge. Appendix C provides additional information on Business faculty.

Faculty Research Productivity. Our faculty is engaged in primarily discipline-based research. Appendix I provides the five-year summary of intellectual contributions by our faculty, as reported in our last accreditation review. Since 2008, across all ranks, a total of 81 peer reviewed publications have been produced by School of Business faculty. Of these, over 25% are in the prestigious UT Dallas List or Financial Times lists. Such intellectual activities are consistent with our mission of creating "A distinguished faculty recognized for its excellence in teaching and research." Appendix J provides a high-level summary of the faculty research productivity within the 2008-2015 time-frame.

Faculty Scholarly Achievements. Below are some samples of faculty research accomplishments:

- Dr. P.V. (Sundar) Balakrishnan was invited as a keynote speaker at the NASMEI international conference and serves as the Associate Editor for Information Technology and Management.
- Dr. Camelia Bejan was appointed on the scientific committee of ERMAS, a prestigious international economics research community including Nobel prize winners.
- Dr. Juan Camilo Gomez had a visiting appointment at the Kellogg School of Management at Northwestern University.
- Dr. Deanna Kennedy was invited to join the Associate Editor panel for the Group and Organization Management Journal. She was awarded a grant by NASA to write a technical report.
- Dr. Hyoryung Nam won the Marketing Science Institute's prestigious H. Paul Root Award.
- Dr. P.K. Sen was awarded the UW Bothell Distinguished Research, Scholarship, and Creative Activity Award.
- Faculty service on editorial boards in the past five years-
  - Sri Devi Duvvuri - Marketing Science
  - Sandeep Krishnamurthy - Journal of Interactive Advertising
  - Sophie Leroy - Academy of Management Journal, Journal of Business and Psychology
  - Gulru Ozkan-Seely - IEEE Transactions in Engineering Management
  - Surya Pathak - Journal of Operations Management

Student Research. About 5% of our undergraduate students choose to do an independent research project with a faculty member. Frequently, these involve collaborating with faculty on their research. Over the last seven years, we have had number of nominations, finalists and winners. Most recently, a School of Business student, Randy Wang, was awarded the prestigious all-UW Mary Gates scholarship. His interdisciplinary research

orientation and collaboration with Dr. Kennedy were noteworthy reasons for this recognition.

Alumni Impact. Graduates of the School of Business have demonstrated a professional impact on the field. The following examples illustrate where our alumni make visible contributions in their field:

- Aseem Datar, Chief of Staff, Microsoft Azure, Puget Sound Business Journal 40-under-40, Geekwire Geek of the Week
- Rachel Ford, Founder, Souldust LLC
- Nathan Hatfield, VP, Recursion Pharmaceuticals
- Kat Khachatourian (Wolf), Vice President, QualChoice Health
- Travis Muhlstein, Head of Game Experiences Product at NVIDIA
- Jay Naillon, Director, T-Mobile
- Jennifer Olsen, CEO, Resourceful HR, Puget Sound Business Journal 40-under-40
- Jason Therrell, Senior VP, UBS
- Steve Texiera, General Manager, Microsoft
- Jeff Washatka, Head, Amazon Web Services Website
- Robert Wright, CEO, Wright Wealth Management

Faculty Promotion, Tenure (P&T), and Mentoring. As part of the UW, the school adheres to the UW faculty code and Presidential Orders in making promotion and tenure decisions. In addition, the school provides guidelines to all tenure-track faculty to assist them in the process. Currently, the school is in the process of revising its guidelines and anticipates a vote in short order. A comprehensive document addressing annual review, reappointment and promotion of lecturers is also available as part of the public record.

Each year, all faculty members are required to self-report the intellectual activities and outputs as part of their annual review report. Typically three personnel committees are formed: Lecturer-track Faculty, Junior Faculty and Senior Faculty. Committee members are faculty senior in rank to the faculty the committee will review. Each committee reviews performance and issues a report to the Dean; the report is the basis for the Dean's determination of a faculty's merit assessment that determines the annual merit adjustment of salary. Per code, Assistant Professors meet with the Associate Dean of Faculty Affairs on an annual basis to discuss their intellectual progress. These goals are shared with the personnel committee, and the faculty members are encouraged to refer to these goals when preparing their annual review. These goals meetings are required for Associate Professors on a bi-annual basis. Currently such a process does not exist for the Lecturer-track faculty.

Senior faculty are typically available to meet with any faculty member on a continuing basis throughout the year, and the recent increase in the ranks of associate professor with tenure has further strengthened the mentorship culture in the School. It is common to see junior faculty reaching out to their senior colleagues for guidance related to teaching, research, and service.

Faculty Research Support: The UWB School of Business has demonstrably committed to strengthening the research culture of our school. It has not been easy given that we do not host a PhD program, our five-course annual teaching load for tenure-track faculty and a

number of financial constraints. Still, progress is evident. Here are some of our most important achievements:

- Since 2009, it became official policy for the school to accommodate teaching schedules of tenure-line faculty so, every year, they can have one quarter strictly dedicated to research.
- In 2011 the school received independent accreditation from AACSB. Since then, the faculty compensation for most hires has been set at the 75th percentile of AACSB-accredited institutions.
- Our searches for full-time faculty have considerably increased the scope of our applicant pools. For example, our 2014 and 2015 searches for assistant professors in Economics had 405 and 394 applicants respectively.
- We are proud of the quality of the faculty we have been able to recruit. Since 2012 we have recruited graduates from universities such as Stanford University (2), University of Minnesota (2), Columbia University (2), Wharton, UC San Diego, Georgia Tech, and University of Maryland.
- The school has committed to using surplus resources from Executive Education and ancillary sources to support research-active faculty. This has allowed to support our faculty in multiple ways:
  - New hires have reduced teaching in year one of employment.
  - Some of our new hires have received summer support for the first few years.
  - Starting 2017, every full-time faculty member has been awarded a support budget of $2000. Faculty members are free to spend this amount on any research/teaching related activities. Typical expenditures include hiring graders, hiring research assistants, association membership fees, copy editing fees and submission fees.
  - The previous amount is over and above the conference support a faculty receives for presenting at major conferences (up to two conferences are supported).
- Created a weekly Research Speaker Series and an annual Dean's Distinguished Speaker Series that has included a number of well-known scholars, including Profs. Frank Page (Indiana), Ritu Agrawal (Maryland), David Kreps (Stanford), and Mary E. Barth (Stanford).
- Access to databases: The University of Washington has access to many research databases through Wharton Research Data Services (WRDS) and the School of Business at Bothell shares this access. The cost sharing for these services is coordinated through the Dean's Office at Foster School at Seattle. The databases include, CRSP, Compustat and most other databases that are acquired under the University of Washington license.

SECTION 4: FUTURE DIRECTIONS

In the last ten years, the School of Business has realized significant growth and maturity despite difficult budgetary conditions, salary freezes, limited resources, and fast changing global business and technology environment. At the time of the last review, the world had just been introduced to smartphones, the recession was yet to hit, Big Data was not commonplace, and machine learning was reserved for the top computer science programs. Even as we look forward to our next ten years, the global business environment has already taken a tremendous leap forward, piggy-backing on the radical technology innovations, in turn facing incredible challenges as well as opportunities. A natural question is, given the fast changing business landscape, how should we plan for the future?

The School of Business employs the UW Bothell's 21st century campus initiative as a guide to develop and implement its strategies (see Appendix K for a detailed mapping). As we look to the future, we envision the School of Business to be well-known as an exceptional environment where students learn, faculty create and disseminate knowledge, staff work to support the School's mission, and the community. We want to be the school of choice, locally and globally, with academic programs recognized for promoting the spirit of discovery, critical and analytical thinking, ethical reasoning, and respect for cultural and intellectual diversity. We want to be more prominently placed on the national and international maps with respect to faculty research. We want staff to feel empowered in their areas of responsibility and valued for their contributions. We want to be a preferred educational partner for our business communities for solving their business challenges and employing our graduates. As a School, we want to establish our reputation and ranking across the portfolio of our programs, shedding the tag of school that is in its development stages and joining some of the top educational institutions in the world.

In order to realize this vision, the School's strategic plan identifies seven strategic areas of emphasis.

1. Enhance and grow our undergraduate programs.

Updated core curriculum and options. In order to continue to attract quality and diverse students and to maintain our high retention rates, we need to ensure our core curriculum and available options meet the evolving needs of the business community. Our programs need to be rigorous and market-relevant.

Interdisciplinary Collaboration. An Actuarial Science minor is currently being designed in collaboration with Mathematics faculty.

Off-campus growth: With campus classroom resources at capacity, enrollment on the Bothell campus has been capped at 5,300 FTE. However, there is no restriction on off-campus and online growth. The School of Business anticipates growing undergraduate programs at Bellevue-ELC and in other suitable Eastside locations.

Enhanced pedagogy. The school is exploring online, hybrid and in-class as potential technology enhancement to the future student learning experience.

Economics major: Currently, the Bothell Campus does not offer students the possibility of majoring in Economics. Our faculty are in the process of transitioning our successful Economics minor (over 35 active students) into a major.

2. Enhance and grow our graduate programs.

Updated graduated curriculum. As noted earlier in this report, curriculum review of the MBA and MSA program have been performed. The graduate council along with the Associate Dean of Graduate Programs will work with the faculty on analyzing the review data and outlining future plans.

Joint Masters Degrees. Moving forward, we want to expand collaborative master's programs similar to our current partnerships. Pathways could include direct enrollment in MBA classes or development of business courses specific to the discipline.

Graduate certificates and pathway development. There is interest in developing a portfolio of graduate certificates to cater to multi-disciplinary educational needs of the community. Potential topics include leadership, operations management, data analytics, and, cybersecurity.

3. Design and deliver innovative Executive Education programs.

Executive education remains a significant corporate engagement strategy of the school. In the coming years, we anticipate new initiatives to support existing and new corporate partners. Our current partners, T-Mobile and Lion Air, remain actively engaged and we anticipate future Executive Education revenues to be about 20% of the school budget.

4. Leverage the community to deliver rigorous and relevant programs.

We recognize the value of close collaboration with the business community. The school plans to pursue these areas:

- Leveraging the increased visibility in the community to pursue high-impact strategic partnerships.
- Deepening alumni engagement and connecting them to current students and programs.
- Enhancing the depth and number of classes that are community-based.
- Building affiliate, coop programs and internships to support student transition to the workplace.

5. Promote innovative research and research productivity and impact.

The school is deeply committed to supporting innovative research programs. There is a recognition that we are a collection of diverse intellectuals who come from various research traditions. In the future, we will emphasize-

- The creation of metrics to objectively assess the impact of our faculty's research on multiple stakeholders.
- The development of a resource plan to support faculty with interdisciplinary interests.
- The identification of synergies between faculty areas of research.

6. Support innovation in the classroom and teaching excellence.
The School has instituted an award to support teaching excellence for the undergraduate, MBA and MSA programs for FT and PT faculty. In the future, we will support-

- Leveraging data analytics and other associated trends to enhance classroom impact and student learning.
- Effective teaching techniques in a changing collegiate environment.
  - Connecting to a technology-enabled generation of students.
  - Rethinking the classroom environment.
- Creating sustainable teaching loads for faculty and staff with raising expectations of community engagement and impact.

7. Enhance the work environment of the School of Business*.*
We recognize that, in addition to strategy, an explicit commitment to strengthening the culture is necessary to sustain and balance the lives of faculty and staff. Building on the work of the Culture Action Group, we commit to developing a high-impact and nurturing culture that supports faculty and staff. We expect to continue using evidence-based decision making to clearly demonstrate a continuous improvement in our culture.

PART B UNIT-DEFINED QUESTIONS

1. ***How do we identify, evaluate, prioritize and leverage opportunities for partnerships with other units within the UW and beyond?***

The school has identified partnerships as a sustainable growth strategy (e.g., UW School of Pharmacy, UW Bothell School of Nursing and Health Studies). At the same time, some partnerships have not flourished as planned (e.g., MS in Systems Engineering with School of STEM).

As we move forward in this approach, the questions that we are grappling with include-

- Strategic fit- How do the current partnerships support each other in creating a coherent whole? What might be the criteria to turn down a partnership?
- Values congruence- How do we establish if a partner is committed to the same cultural values?
- Faculty buy-in- How do you align faculty from multiple units with different views of the world?
- Mutual benefit- How do we build partnerships that can lead to mutual student and faculty impact? What might be a way of dealing with unbalanced exchanges?
- Financial sustainability- How do we put structures in place to ensure the financial well-being of a partnership?
- Collaboration value- How do we signal our willingness to build partnerships throughout the UW and beyond?

We would be open to input on other considerations or frameworks that would be helpful to us in the future.

2. ***How do we align the School's efforts in community engagement with the campus rhetoric? How do we convey our "applied" brand without diminishing the rigor of existing programs and research and building alignment among faculty?***

UW Bothell has made a strategic commitment to community engagement as a campus priority, including the potential adoption of the Carnegie "community engaged university" classification. The School of Business is a campus leader in community engagement and has a rich history on this front, in both academic program curricula and faculty research. In our last AACSB accreditation renewal, the review team commended us for our "applied" branding and advocated building differentiation strategies that further developed this distinctive feature.

Notably, the school recognizes that there is no implied contradiction between "applied work" and research. Indeed, impactful research derives from engaging with key community partners. For instance, our Lion Air executive education effort motivated a cross-disciplinary paper around the intersection of cost and operations management. Indeed, the most impactful research might originate from the community and coupled with our faculty's keen intellectual interests fructify into nationally-renowned research.

The School of Business has pursued a multi-pronged strategy towards integrating the business community in its mission to deliver relevant and rigorous business education. We strongly believe that developing an identity and offering signature programs will heavily rely on engaging the business community when developing curriculum and programs. This will spread word-of-mouth as well as help us in sharing the ownership with our community partners. Eventually this will help us develop and solidify our own brand in the region. As a start, we have been doing the following to establish and communicate our community identity:

- *Community-based curriculum*. There are number of course offerings across the undergraduate and graduate programs that provide students learnings built around a community project.
  - Introduction to Operations Management (MBA) - Students assess operational issues in local-area firm and provide improvement recommendations.
  - Project Management (UG, MBA) - Students typically engage with local non-profits or governmental agencies and generate a project plan for various scenarios. Undergraduate classes also work on plan execution.
  - Business Consulting, (UG, MBA) - Students assess strategic issues for firms and provide recommendations. Undergraduate students typically work with small to medium size companies or non-profits. Graduate consulting students address problems for large multi-national firms and present their findings to the C-Suite.
  - Marketing Intelligence (UG, MBA) - Students work with firms to assess marketing issues ranging from consumer behavior analysis to marketing campaign development.

  In addition, many of our courses involve the community through guest speakers and student research projects.

- *Community-engagement in new program development.* When developing new programs, we have involved community stakeholders. For example, for the Supply Chain Management option, we interviewed and surveyed leaders in supply chain management at local companies. For the MS in Executive Leadership with the School of Nursing and Health Studies, we worked with the senior leadership at Swedish hospital, the potential students, and the Nursing faculty to develop a relevant business curriculum.
- *Bringing thought leaders on to campus.* Major corporate figures are invited to campus to speak to our faculty. An example includes Ram Charan, nationally renowned business thought leader.
- *Executive-in-residence program*. Dean Krishnamurthy initiated an executives-in-residence program in 2011. As part of this program, the Dean selects business leaders who are passionate about sharing their experiences with undergraduate and MBA students and the academic community at large. These talented executives provide business students practical advice, mentorship, and an insider's understanding of the nuances and complexities of corporate life.

- *Professional Conferences and Speakers on Campus*. The School of Business hosts a number of professional conferences on campus. An example is the Accounting Ethics Conference, which provides CPAs with 4 hours of WBOA approved Ethics CPE credits and 4 hours of Technical CPE credits (8 hours total). Other partnerships are under discussion.
- *Dean's research seminar series*. The School of Business provides interdisciplinary research seminars throughout the school year as well as two Dean's Distinguished Research Speaker. As part of the distinguished speaker series, we have hosted a number of well-known scholars, including Profs. Frank Page (Indiana), Ritu Agrawal (Maryland), David Kreps (Stanford), and Mary E. Barth (Stanford).
- *Community-engaged mentorship*. Professionals from the community serve as mentors to our students through a variety of programs.

As we proceed in this direction to position the school as a campus leader in community engagement, we are faced with these questions-

- *Intellectual Freedom:* How does one support faculty research agendas that might not derive from regional problems or situations?
- *Creating a Coherent Faculty Intellectual Identity:* As we support and sustain faculty with diverse intellectual streams of work, how do we not create a culture of us vs. them and credibly communicate an intellectual identity to the international business school community?
- *Recruitment Impact:* How will the increased emphasis on community engagement affect our ability to recruit and retain faculty?
- *Building Role Differentiation*: How can we successfully build a coherent faculty whole with professors with varying levels of commitment to community engagement? Will this require supporting different faculty titles?

3. ***How can we best support our mission and vision under a new resource framework (i.e., RCM) and quantum?***

The School has multiple opportunities for launching new majors, minors, options and certificates as well as on-going accreditation requirements for continuous improvement of existing programs and sustainment/enhancement of research excellence. In addition to these competing resource demands, the campus and the university have enacted initiatives, such as the transition to Responsibility Centered Management (RCM) and target faculty ratios (TT, Lecturer, and PT), that impact available resources.

Beginning in FY 2018, UW Bothell has transitioned to a "hybrid" responsibility center management (RCM) budget model. This change in budget model affects only the campus' state operating budget and the School of Business directly in the following ways:

- The School of Business' FY 2017 budget will function as the school's baseline budget during a three year phase-in of the RCM model. During the next three years, UW Bothell will review the RCM model and make any decisions about possible re-basing or subvention across the five schools.

- 70% of incremental tuition dollars from FY 2017 will be allocated to the five schools, with 30% of incremental tuition dollars being retained by central administration. The incremental tuition dollars will be allocated proportionately across the five schools and First Year Programs (FYPP) based on the previous year's student FTE generate (80%) and major headcount (20%). Schools will also receive a proportion of any state allocations meant to offset annual salary increases or fringe benefit load rate changes.
- Beginning in FY 2019, schools are expected to self-fund annual cost increases from annual salary increases, faculty promotions, fringe benefit load rate changes and operational cost increases. In FY 2018, the incremental tuition dollars being subjected to the RCM budget model represents approximately 4% of UW Bothell's operating budget.

As we proceed in this direction to position the school as a campus leader in community engagement, we are faced with these questions:

- *Stable Budgetary Framework:* How do we work with campus stakeholders to identify a resource framework to support future growth?
- *Business School Building:* How do we create a visual identity and a unified workspace in the current budgetary climate?
- *Faculty Support and Management:* How will we be able to support and sustain faculty aspiring to contribute in line with suitable benchmarks?
- *Supporting National Aspiration:* How does the changing campus budgetary climate affect our aspiration to create a nationally-renowned framework?

4. ***What are the best faculty management practices to align the multiple stakeholders within the university, ensure the voice of our faculty is heard and enhance the vibrancy, vitality, and, sustainability of the School of Business professoriate?***

The school is committed to supporting faculty at all ranks and ensuring their success. In the spirit of continuous improvement and in response to multiple unsuccessful P&T cases over the last five years, the School of Business has actively and collaboratively revised its Promotion and Tenure Guidelines. A vote is expected in January 2018. At the same time, a comprehensive document outlining the process and criteria for the review, reappointment and promotion of lecturers has been finalized.

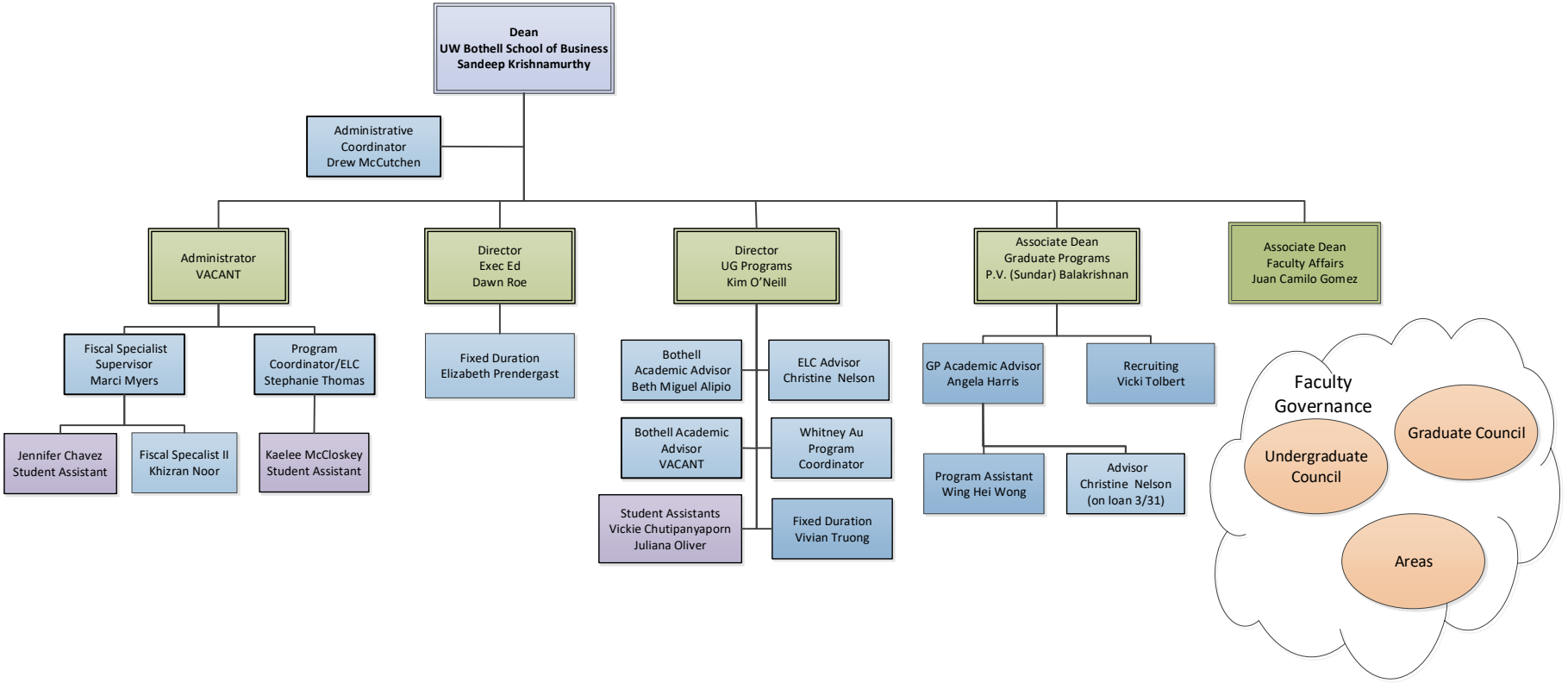
We continue to grapple with questions of this nature:

- *Communicating the Intent of the School of Business Faculty:* How do we gain support for the voice of the faculty at various levels within the UW?
- *Culture*: How do we build a cohesive and vibrant culture celebrating the strengths of various faculty members?
- *Mentoring Faculty*: How do we create structures to systematically support faculty at different ranks?

PART C: APPENDICES

Appendix A

School of Business Organizational Chart



Appendix B
Budget Summary (2012-2017)

Table 1: Funding Sources Over Three Biennia

Sources of Funding/Revenue	Biennium 2011-13		Biennium 2013-15		Biennium 2015-17	
	2012	2013	2014	2015	2016	2017
GOF	5,370,329	5,526,321	5,921,692	6,663,621	6,976,129	7,666,357
DOF	346,571	134,300	182,208	-	-	-
RCR	24,900	1,342	2,706	1,893	4,350	-
Revenue*	319,088	636,035	761,322	302,220	822,514	523,717
Grants & Gifts*	244,845	131,998	186,597	151,715	224,925	104,294
Fellowships, Scholarships, Endowments*	151,221	45,775	195,383	17,468	226,805	53,850
Fee-Based	1,305,016	1,524,646	1,233,419	1,221,024	1,806,782	508,113
Grand Total	**7,761,968**	**8,000,417**	**8,483,327**	**8,357,941**	**10,061,505**	**8,856,332**

Table 2: Percentage Category Spend

Uses of Funding/Revenue	Biennium 2011-13		Biennium 2013-15		Biennium 2015-17	
	2012	2013	2014	2015	2016	2017
GOF	75.8%	72%	75%	74%	77%	85%
DOF	3.8%	2.8%	1.8%	0.2%	0.0%	0.0%
RCR	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Revenue	2.5%	8.1%	7.4%	6.4%	5.0%	7.5%
Grants & Gifts	2.7%	1.1%	1.3%	1.1%	1.0%	2.0%
Fellowships, Scholarships, Endowments	0.1%	0.1%	0.0%	0.0%	0.4%	0.2%
Fee-Based	14.9%	16.3%	14.4%	18.6%	16.4%	4.8%

Legend

Acronyms	Remarks
GOF	General Operating Funds supporting university activities
DOF	Discretionary Operating Funds
RCR	Research Overhead Funds
Revenue*	Funds related to MBA program fee, WSA fee, and executive education. In Table 2, Revenue relates to salary and benefits related expenses to provide the corresponding services.
Grants & Gifts	Funds received/spent from Grants and Gifts
Fellowships, Scholarships, Endowments	Funds received/spent towards fellowships, scholarships and endowments
Fee-Based	Funds received/spent for fee-based programs

Appendix C
Background Summary of School of Business Faculty

Name	Rank	Area	Highest Degree	Date of First Appointment to the School	Adjunct / Affiliate
FULL-TIME FACULTY					
Balakrishnan, Sundar	Professor	Marketing	PhD 1988	1994	
Holland, Steven	Professor	Economics	PhD 1983	2002	
Krishnamurthy, Sandeep	Professor	Marketing	PhD 1996	1996	
Sen, Pradyot	Professor	Accounting	PhD 1985	2012	
Collins, Paul	Associate Professor	Management	PhD 1986	1997	
Doogar, Rajib	Associate Professor	Accounting	PhD 1994	2013	
Gomez, Juan Camilo	Associate Professor	Economics	PhD 2003	2006	
Li, Ying	Associate Professor	Finance	PhD 2006	2009	
Miller, James	Associate Professor	Finance	PhD 1992	1998	
Pathak, Surya	Associate Professor	Ops & MIS	PhD 2005	2008	
Shankar, Gowri	Associate Professor	Finance	PhD 1991	2000	
Bejan, Camelia	Assistant Professor	Economics	PhD 2005	2014	
Boss, Alan	Assistant Professor	Management	PhD 2009	2009	
Chatterjee, Joydeep	Assistant Professor	Management	PhD 2011	2011	
Duvvuri, Sri Devi	Assistant Professor	Marketing	PhD 2001	2014	
Francetich, Alejandro	Assistant Professor	Economics	PhD 2013	2015	

Hardin, Lorna	Assistant Professor	Accounting	PhD 1983	2002	
Kennedy, Deanna	Assistant Professor	Ops & MIS	PhD 2009	2010	
Keskin, Tayfun	Assistant Professor	Ops & MIS	PhD 1996	1996	
Leroy, Sophie	Assistant Professor	Management	PhD 2007	2014	
Li, Yu (Valerie)	Assistant Professor	Accounting	PhD 2010	2010	
Nam, Hyoryung	Assistant Professor	Marketing	PhD, 2012	2015	
Oh, Hyung-Il	Assistant Professor	Accounting	PhD 2014	2014	
Ozkan-Seely, Gulru	Assistant Professor	Ops & MIS	PhD 2009	2015	
Trapido, Denis	Assistant Professor	Management	PhD 2008	2015	
Wei, Xiahua (Anny)	Assistant Professor	Economics	PhD 2013	2013	
Medlar, Deborah	Senior Lecturer	Accounting	PhD 1992	1998	
Polinski, Paul	Senior Lecturer	Accounting	PhD, 2000	2015	
Tilden, Ron	Senior Lecturer	Accounting	MBA 1988	2001	
Nedita, Codrin	Lecturer	Economics	PhD 2010	2016	
Nishihara, Ceri	Lecturer	Marketing	PhD 2012	2012	
O'Neill, Kim	Lecturer	Ops & MIS	MBA 2006	2007	
PART-TIME FACULTY					
Andrews, Helen	Lecturer Part-Time	Finance	MBA 1991	2016	
Badshah, Akhtar	Lecturer Part-Time	Management	PhD 1993	2015	Jackson School of International Studies
Ballard, Andrew	Lecturer Part-Time	Ops & MIS		2012	
Bellini, Marco	Lecturer Part-Time	Marketing	MBA 2006	2013	

Breysse Cox, Molly	Lecturer Part-Time	Management	PhD 2016	2016	Foster School of Business
Campbell, Ritchie	Lecturer Part-Time	Economics	PhD 1977	2009	
Carmichael, Roderick	Lecturer Part-Time	Finance	MBA 1987	2005	
Chughtai, Aslam	Lecturer Part-Time	Ops & MIS	DAE 1990	2016	
Coughlin, Patrick	Lecturer Part-Time	Accounting	MS 1978	2015	
Dayley, Marlowe	Lecturer Part-Time	Marketing	MBA 2003	2017	
Detroit, Patrick	Lecturer Part-Time	Ops & MIS	MBA 2017	2017	
Dimeo, Michael	Lecturer Part-Time	Management	PhD 1995	2005	Foster School of Business
Dunn, Ed	Lecturer Part-Time	Management	Sc.D. 1976	2012	
Dusche, Michael	Lecturer Part-Time	Marketing	BS 1984	2008	
Dye, Jennifer	Lecturer Part-Time	Marketing	MBA 2016	2017	
Emert, Stan	Lecturer Part-Time	Management	JD 1978	2006	
Ervick, Michael	Lecturer Part-Time	Management	MBA 2000	2017	
Freytag, Walt	Principal Lecturer, Emeritus	Management	PhD 1981	1995	
Geasey, Richard	Lecturer Part-Time	Marketing	MBA 1992	2013	
Gekler, Robert	Lecturer Part-Time	Ops & MIS	MBA 1991	2008	
Genkin, Alla	Lecturer Part-Time	Ops & MIS	MSCF 2007	2009	
Gibson, Susan	Lecturer Part-Time	Marketing	MA 1976	2011	
Hadley, Douglas	Lecturer Part-Time	Finance	MBA 1979	2017	
Hayman, Ester	Lecturer Part-Time	Management	PhD 2013	2016	

Henly, Samuel	Predoctoral Teaching Assoc. II	Economics	MA 2013	2015	
Hildebrand, Debra	Lecturer Part-Time	Ops & MIS	MBA 2010	2015	Professional & Continuing Education
Hughes, Ernie	Lecturer Part-Time	Ops & MIS	Ed.D 1997	2010	Information School
Hyman, Marc	Lecturer Part-Time	Accounting	MBA 1985	2013	
Jensen, Marc	Lecturer Part-Time	Ops & MIS	MBA 2013	2015	
Khaleghi, Dariush	Lecturer Part-Time	Management	MBA 1998	2017	
Lambruschini, Sherill	Lecturer Part-Time	Management	PhD 2016	2016	
Laplante, Nelson	Lecturer Part-Time	Economics	MA 2006	2016	
McClain, Lee	Lecturer Part-Time	Finance	MBA 1990	2012	
McNickle, David	Lecturer Part-Time	Ops & MIS	MA 1994	2015	
Nishanov, Vitaly	Lecturer Part-Time	Management	PhD 1981	2013	Foster School of Business
Pajanen-Dierks, Johanna	Lecturer Part-Time	Ops & MIS	MBA 2013	2015	
Penny, Richard	Lecturer Part-Time	Marketing	PhD 1983	2016	
Percinkova-Patton, Irena	Lecturer Part-Time	Marketing	PhD 2013	2014	College of Arts and Sciences
Perry, Don	Lecturer Part-Time	Ops & MIS	PhD 1993	2011	
Reinnoldt, Jim	Lecturer Part-Time	Marketing	MBA 1981	2001	
Sakay, Suzana	Lecturer Part-Time	Marketing	MBA 2013	2017	
Sanders, David	Lecturer Part-Time	Marketing	MA 2016	2016	
Sarwar, Shahid	Lecturer Part-Time	Ops & MIS	MBA 1997	2016	

Shaw, Carol	Lecturer Part-Time	Marketing	MA 2016	2016	
Shaw, David	Lecturer Part-Time	Management	PhD 1996	2015	
Singh, Surinder	Lecturer Part-Time	Management	MBA 1968	2011	
Sulewski, Tom	Lecturer Part-Time	Accounting	BS 1990	2010	
Umetsu, Laura	Lecturer Part-Time	Marketing	JD 2013	2015	
Von Nordenflycht, Andrew	Visiting Associate Professor	Management	PhD 2004	2015	
Wright, Robert	Lecturer Part-Time	Finance	BA 2014	2016	
Yeigh, Bjong (Wolf)	Adjunct Professor	N/A	PhD 1995	2015	Chancellor; School of STEM
Yeung, Daniel	Lecturer Part-Time	Finance	MBA 2003	2016	

Appendix D

Area Coordinator Job Duties

The Academic Coordinator (AC) role is a part-time administrative position. During the academic year the AC shall help to oversee her/his Academic Group faculty (AG) in matters pertaining to:

1) Teaching (e.g. student evaluations, course-related issues)
2) Integrity of AG course offerings (e.g. AY course offerings, fit with needs of concentrations, match with faculty capabilities)
3) Faculty maintenance (e.g. # and type of courses taught, conferences attended, research needs)
4) Faculty recruitment (e.g. f/t faculty as needed, meeting and approving p/t faculty recruited by Director UG Programs)
5) AG meetings (as needed, but no less than once per quarter)
6) Evaluation and prioritization of School strategic and academic opportunities (with Dean)
7) Dean's Executive Council meetings.

Compensation and administrative support will be provided commensurate with the above responsibilities and collectively negotiated by all ACs and the Dean for a term of 3 years.

Appendix E

Business Student Diversity

Ethnic Distribution of Undergraduate Students

	AY10-11	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16	AY16-17
African American	1.7%	2.8%	3.1%	2.9%	2.4%	3.1%	4.1%
American Indian	1.1%	0.6%	0.6%	0.3%	0.2%	0.3%	0.2%
Asian American	28.9%	28.6%	28.5%	28.5%	27.5%	28.2%	28.1%
Caucasian	52.4%	50.0%	45.8%	43.3%	41.9%	39.3%	38.5%
Hawaiian/Pacific Islander	0.8%	0.7%	0.6%	0.7%	1.1%	0.6%	0.5%
Hispanic	4.2%	4.0%	3.7%	6.0%	6.8%	6.8%	6.2%
International	4.5%	6.0%	9.7%	12.2%	14.7%	15.6%	16.7%
Two or More Races		1.5%	4.5%	4.5%	4.4%	5.1%	4.4%
Unknown	6.4%	5.2%	3.6%	1.6%	1.2%	1.1%	1.2%

Diversity of MBA Students

	AY10-11	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16	AY16-17
Gender (m%)	74.2%	66.7%	59.3%	57.4%	59.6%	67%	62%
Gender (f%)	25.8%	33.3%	40.7%	42.6%	40.4%	33%	38%
Reported Ethnic Diversity (%)	25%	30.1%	28.4%	33.1%	32.7%	29%	45%
Average Work Experience (yrs)	8	6	7	7	9	12	7

Diversity of MS Accounting Students

	AY14-15	AY15-16	AY16-17
Gender (m%)	37%	30%	43%
Gender (f%)	63%	70%	57%
Ethnic Diversity (%)	32%	80%	69%

Appendix F

Faculty and Staff Diversity

Year	Female	Male	Null Race	American Indian	Asian	Black	Hispanic	Pacific Islander	Two or More Races	White	Total
2010	6	19	3	1	7	0	2	0	1	11	25
2011	7	20	2	1	6	0	2	0	1	15	27
2012	10	23	4	1	7	0	1	0	1	19	33
2013	10	22	5	1	7	0	1	0	1	17	32
2014	12	20	3	1	11	0	1	0	2	14	32
2015	13	22	4	1	11	0	2	0	2	15	35
2016	13	19	5	1	11	0	2	0	2	11	32
2017	13	20	5	1	11	0	2	0	2	12	31

Appendix G

Undergraduate Assurance of Learning: Goals, Outcomes, Actions, and Plans

Learning Goal	Assessment Method	Years Assessed	Outcomes	Actions	Future Plans
Critical Thinking and Analysis	Embedded essay in capstone course Indirect measures	AY1213 AY1415	Expectations sufficiently met on all indicators.	None required; continue to monitor and look for improvement opportunities.	Collect data again in Spring 2017. Consider expanding rubric. Meanwhile, explore standardized test.
Ethical Reasoning	Embedded essay in capstone course Indirect measures	AY1213 AY1415	Expectations sufficiently met on all indicators.	Since just one assessment after implementation of BBUS 307 and ELCBUS 382, continue monitoring and looking for possible improvements. Improved communication of curriculum to students.	Collect data again in Spring 2016. Explore standardized test.
Written Communication	Embedded essay in capstone course Indirect measures	AY1213 AY1415	Realized some improvement in direct measures but anecdotal evidence and indirect measures indicate need for further improvement.	Since just one assessment after implementation of BBUS 307 and ELCBUS 382, continue monitoring. Explore next steps in improving writing as well as leveraging and reinforcing BBUS 307 learning throughout the core.	Collect data again in Spring 2016. Explore standardized test.

				Consider alternative approach to writing in ELCBUS program.	
Oral Communication	Embedded video presentation in capstone course Indirect measures	AY1314	Direct measures indicate below desired performance.	Add oral communication to BBUS 320 learning goals with individual assignment/assessment.	Collect data in Spring 2016.
Financial Information	Embedded exam questions in ELCBUS/BBUS 350 Indirect measures	AY1415	Expectations sufficiently met on all indicators with consideration for exam issues. Improvements identified to exam content.	Revise exam content for clarity, consistency, and improvements.	Collect data again in Spring 2016 using revised measures.
Economic Principles	Embedded exam questions in ELCBUS/BBUS 310	AY1415	Direct measures below expectations.	Under review for concurrence on possible actions.	Collect data after improvement action identified and implemented.
Quantitative Methods	Embedded exam questions in BBUS 340. Indirect measures	AY1314 AY1415	Direct measures indicate slightly below desired performance. Improvements identified to exam content.	Revise exam content for clarity and consistency.	Collect data again in Fall 2015 using revised measures.

Behavioral Theories	Embedded exam questions in BBUS/ELCBUS 300 and 320	AY1415	Expectations met on all indicators. Improvements identified to curriculum.	Curriculum refinement to better ensure content coverage.	Collect data again in Fall 2015.
Social Theories	Embedded exam questions in BBUS/ELCBUS 300	AY1415	Expectations met on all indicators. Improvements identified to curriculum.	Curriculum refinement to better ensure content coverage.	Collect data again in Fall 2015.
Value Creation	Embedded exam questions in BBUS/ELCBUS 320	AY1415	Expectations met on all indicators. Improvements identified to exam content.	Revise exam content for clarity and consistency.	Collect data again in Fall 2015.

Appendix H

MBA Assurance of Learning: Goals, Select Outcomes, Actions, and Plans

Learning Goal	Assessment Method	Years Assessed	Outcomes	Actions	Future Plans
Leadership and Teamwork	Embedded essay in BBUS 531 Indirect measures	AY1415	Direct measures indicate slightly below desired performance. Identified opportunities to improve curriculum and embedded essay.	Curriculum and essay refinements.	Collect data again in Fall 2015.
Analysis	Embedded exam questions in BBUS 509 Indirect measures	AY1415	Expectations sufficiently met on all indicators. Improvements identified to curriculum and exam content.	Curriculum and exam refinements.	Collect data again in Fall 2015.
Social Perspective	Embedded essay in BBUS 510 Indirect measures	AY1415	Direct measures indicate slightly below desired performance. Identified opportunities to improve curriculum and embedded essay.	Curriculum and essay refinements.	Collect data again in Spring 2016.
Global Perspective	Embedded essay in BBUS 507 Indirect measures	AY1415	Met expectations on embedded essay. Identified opportunity to improve course learning goals.	Establish common learning objectives for the course.	Collect data again in Fall 2016.

Ethical Reasoning	Embedded essay in BBUS 507 and 510 Indirect measures	AY1213 AY1415	Met expectations on embedded essay.	None required; continue to monitor.	Collect data again in Spring 2017. Consider expanding rubric.
Written Communication	Embedded essays in BBUS 507 and 510 Indirect measures	AY1213 AY1415	Direct measures indicate slightly below desired performance.	In core courses, increase individual writing assignments with impact on the individual's course grade. AY1415 assessment under review.	Collect data after improvement action identified and implemented.
Oral Communication	Embedded video presentation in BBUS 507 Indirect measures	AY1314	Direct measures indicate below desired performance.	Faculty members in core courses encouraged to assign individual student presentations or team presentations that require each team member to present.	Collect data again in Spring 2016.

Appendix I

Five-Year Summary of Intellectual Contributions
2010-2015

Faculty	Portfolio of Intellectual Contributions									Summary of Types of ICs[10]		
	Peer Reviewed Journals [1]	Research Monographs [2]	Books [3]	Chapters in Books[4]	Peer Reviewed Proceedings [5]	Peer Reviewed Paper Presentations [6]	Faculty Research Seminar [7]	Non-Peer Reviewed Journals [8]	Others [9]	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Tenure Track Faculty												
Balakrishnan, P.V. (Sundar)	6			1		13			3[11]			23
Bejan, Camelia	7					14	10		8[12]			39
Boss, Alan	7					6	2		10[13]	1	2	22
Chatterjee, Joydeep	1					13	8		10[14]	1		31
Collins, Paul	1	1		2		5	1		2[43]			12
Doogar, Rajib	3			1		7	10		4[15]			25
Duvvuri, Sri Devi	2					7	2		2[16]			13
Gomez, Juan Camillo	4					1	6		5[17]			16
Hardin, Lorna							1		1[18]			2
Hoehn-Weiss, Manuela	2					10	5		6[20]	1		22
Holland, Steven[21]	1	2				2	3					8
Kennedy, Deanna	9			1	5	22	8			1		44
Keskin, Tayfun	2			1	7	12			11[22]	4		29
Krishnamurthy, Sandeep[23]	2								1			3
Laverty, Kevin						3			3[24]			6
Leroy, Sophie	2					10	3		13[25]			28
Li, Ying	3					7	4		7[26]			21
Li, Yu (Valerie)	1					5	6		2[27]			14
Lo, Allison									5[28]			5

Miller, James	1					5			3[29]			9
Nye, Pete	1					6		1	1[30]	4		5
Oh, Hyung-Il						12	3		3[31]			18
Pathak, Surya	6					13	2		6[32]			27
Sen, Pradyot	1					10	2		17[33]			30
Shankar, Gowri[34]	1					2						3
Wei, Xiahua (Anny)					2	9	6		7[35]			24
Full Time Lecturers												
Fleming, Brandon	1						2		4[36]			7
Freytag, Walter[37]												
Medlar, Deborah												
Nishihara, Ceri	2								4[38]			6
O'Neill, Kim[39]												
Palm, Phil												
Tilden, Ron												
Part Time Lecturers												
Alsoudi, Vincent												
Arabshahi, Payman	6											6
Badshah, Akhtar			1								1	
Ballard, Andrew												
Barnett, Gerald								1				1
Bellini, Marco												
Bernstein, Robert												
Carmichael, Roderick												
Cocales, Dana												
Datar, Aseem												
Dimeo, Michael												
Emert, Stan												
Eppley, Mark												
Geasey, Richard												
Gekler, Robert												
Genkin, Alla												

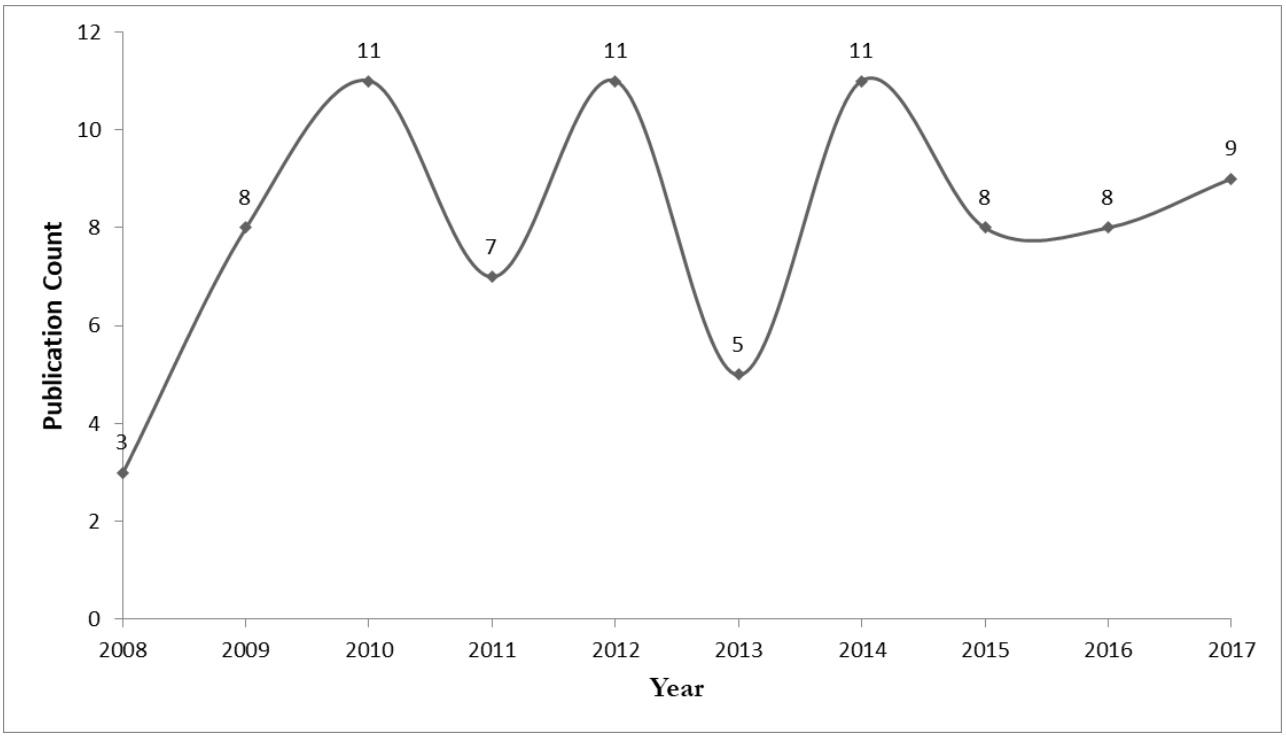
Gibson, Susan												
Hansen, John												
Hildebrand, Debra												
Hyman, Marc												
Ignatovski, Stefan												
Laplante, Nelson												
Larson, Carl												
Levenhagen, Mike									2[41]			2
Marin, Monica	1								3[42]			4
McClain, Lee												
McNickle, David												
Millet, Blaine												
Nefcy, Pauline												
Nishanov, Vitaly												
Novsky, Leo												
Odegaard, Mary Ann												
Pajanen-Dierks, Johanna												
Percinkova-Patton, Irena						3						3
Pereira, Javier												
Perry, Don												
Price, Bill												
Reinnoldt, Jim												
Rufo, Ken												
Ruiz, Everardo												
Shah, Ketan												
Sharma, Arun												
Singh, Surinder												
Spector, Robert												
Stutz, Jonathan												
Sulewski, Tom												
Yu, Lorraine												

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs (teaching/pedagogical, practice/applied and/or discipline-based research)
3. Books (textbooks, professional/practice/trade, and/or scholarly)
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. Faculty Research Seminar (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc.)
10. Summary of ICs should reflect total number of ICs in each category (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship
11. Publicly available working papers (2), Peer Reviewed Web Based Appendices (1)
12. Publicly available working papers (4), Working Paper or Under Review (4)
13. Published article in Journal of Healthcare Management (1), Working Paper and Under Review (9)
14. Reviewer (4), Working Paper or Under Review (6)
15. Working Paper or Under Review (4),
16. Publications under review (2)
17. Working Paper or Under Review (5)
18. Working Paper or Under Review (1)
19. Working Paper or Under Review (8)
20. Working Paper or Under Review (6)
21. Steve Holland was Associate Dean for Graduate Programs from 2013 to 2014.
22. Working Paper or Under Review (11)
23. Sandeep Krishnamurthy was the Director of the School of Business from 2010-2013 and the Dean of the School of Business from 2013-present
24. Working Paper or Under Review (3)
25. Working Paper or Under Review (13)
26. Working Paper or Under Review (9)
27. Working Paper or Under Review (2)
28. MOST RECENT CV FROM 2010 – Working Paper or Under Review (5)
29. Working Paper or Under Review (3)
30. Working Paper or Under Review (1)
31. Working Paper or Under Review (3)
32. Working Paper or Under Review (6)
33. Working Paper or Under Review (17)
34. Dr. Shankar was Associate Director/Associate Dean for Business Program 2009-2013
35. Working Paper or Under Review (6), Magazine article 2011 (1)
36. Working Paper or Under Review (4)
37. Walt Freytag was Associate Director for the School of Business from 2010-2013
38. Working Paper or Under Review (4)
39. Kim O'Neill was Director of Undergraduate Programs 2014-2015
40. Non-peer reviewed publications or presentations (10)

41. Working Paper or Under Review (1), new course design (1)
42. Working Paper or Under Review (3)
43. Under Review (R&R) (2)

Appendix J
Faculty Research Productivity

Publication Counts over 2008-2017



Publication Counts by Area

Areas	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
ACCT						1	1	2		1.5	5.5
ECON		1		0.5	2	0.25	2			2	7.75
FIN	0.66	2				2.5	1		2		8.16
M&O	1	1	4	4	5		2	3	2	1	23
Marketing	1.34	3	2	1.5	1	0.25	1.5	1		2	13.59
OMIS		1	5	1	3	1	3.5	2	4	2.5	23
Total	**3**	**8**	**11**	**7**	**11**	**5**	**11**	**8**	**8**	**9**	**81**

Appendix K

School of Business Strategic Initiatives and Actions in Support of UW Bothell 21st Century Campus Initiatives

Seven Pillars of Strategy	School of Business Strategic Initiative	Sample Outcomes in Support of Strategy
1. **Growth:** Serve the citizens of Washington by providing increased access to a premier public education.	Move from an MBA to a portfolio of graduate programs Recruit an intelligent, motivated, and diverse student body	✓ Transformed from Business Program to School of Business to enable growth ✓ Expanded in the Bellevue through the addition of two new degree programs: MS Accounting and BA in Business Admin ✓ Added Retail Management minor and concentration to BA program ✓ Created first Executive Education program
2. **Resourcefulness:** Build institutional sustainability through sound, creative use of financial and human resources.	Move from un-departmentalized school to shared faculty governance Move from stand-alone business school to collaboration with local partners and externals	✓ Adopted fee-based self-sustaining budget model for the introduction of MS in Accounting and the Bellevue-ELC undergraduate program ✓ Closed the Business Development Center and the Center for Student Entrepreneurship since level of impact did not justify the resource allocations ✓ Considered an Executive Masters in Communication and did not offer due to resource considerations
3. **Diversity:** Enhance campus commitment to diversity and inclusiveness.	Recruit an intelligent, motivated, and diverse student body	✓ Enhanced Business student and faculty diversity ✓ Created Women + Business leadership camp
4. **Student-centered:** Enhance student services to support academic success and enrich student life.	Move from stand-alone business school to collaboration with local partners and externals Recruit an intelligent, motivated, and diverse student body	✓ Introduced mentorship program for Bellevue-ELC undergraduate program ✓ Expanded the number of internships offered to all undergraduates ✓ Introduced an Excel requirement to enhance teaching pedagogy opportunities and employability of students ✓ Deepened commitment to Business student organizations such as Financial Management Association (FMA), BAP, and BOLD
5. **Community:** Deepen and broaden community engagement and research.	Move from stand-alone business school to collaboration with local partners and externals	✓ Expanded and strengthened the advisory board of the school ✓ Introduced the undergraduate Retail Management program ✓ Added two thought leadership events: Icons of Retail and Accounting Ethics Conference
6. **Innovation:** Support signature strengths in interdisciplinary scholarship and innovative thinking.	Strengthen the research culture Move from stand-alone business school to collaboration with local partners and externals	✓ Since 2008, our faculty has produced 81 peer reviewed manuscripts ✓ MBA Business Consulting course provides students access to real-life problems at companies such as Starbucks, Nordstrom and Lion Air ✓ Forensic Accounting course provides students with a chance to work on real-life problems provided by the King County District Attorney's office ✓ Created an innovative Executive Education program for Vertafore

7. **Sustainability:** Develop environmental and human sustainability		✓ Added an elective course in Sustainable Business to the BA and MBA programs ✓ Faculty conducting research in the area of manufacturing and carbon-emission reduction.

Supporting the Campus 3C initiative

A brief taxonomy of student activities and their relationship to the 3Cs is shown below (the darker the shading, the greater the intensity).

	Cross-disciplinarity	Connected Learning	Community Engagement
Internships			
Guest lectures			
Tours of companies			
In-class projects			
Study Abroad			
Business consulting project			
Mentorship programs			
Clubs/Activities (BOLD, FMA, BAP)			
Visits to Corporate Annual Meetings			
Wall Street student trip			
Accounting Ethics Conference			
Faculty research projects			
Student Independent Research projects			