Academic Program Review
University of Washington, Bothell
Business Program

Contents: **Page**

List of Appendices:

Introduction

The University of Washington, Bothell ("UWB") was founded in 1990 and is one of two branch campuses of the University of Washington. The mission of the Bothell and Tacoma branch campuses was established by the Faculty Senate of the University of Washington in January 1990 as follows:

> "The branch campuses of the University of Washington have been established for the purpose of providing needed educational services for the central Puget Sound region. Appropriately located in this major urban area, the branch campuses make bachelor's and master's degree programs accessible to people throughout a four-county region – one campus serving primarily Snohomish and North King Counties, the other campus serving primarily Pierce, Kitsap and South King Counties. In accordance with the traditions of the University of Washington, the branch campuses are dedicated to the goals of providing educational programs that meet high academic standards and of fostering student success in these programs. This requires that the members of the branch campus community should be of the highest quality and should maintain the highest standards in all phases of the branch campuses' work.
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> The academic programs of the branch campuses are designed to respond to the educational needs of a diverse population that includes employed, commuting adults beyond the traditional college age. At the undergraduate level, the curriculum is comprised of upper division course of study.
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> The branch campuses seek to build and maintain strong ties with regional industries, businesses, civic agencies and organizations, and educational institutions. They pay particular attention to cooperation with neighboring community colleges and baccalaureate colleges, in order to satisfy the higher education needs of the central Puget Sound region. In service to the people of central Puget Sound, the branch campuses are committed to serving the full range of ethnic, social, and economic groups that comprise the area's population."

For its first ten years, the UW Bothell was located in a small business park. In 2000, the campus moved to its current location at the junction of Highways I-405 and 522. UW Bothell is co-located on this 128 acre site with Cascadia Community College. The two institutions share a bookstore, library and some other common services. One of the advantages of a newer campus is the state-of-the-art technology that was incorporated into its design. Each classroom features an e-podium, ceiling-mounted projectors and a drop-down screen. Wireless access is available to the Internet and our campus network throughout the campus. Finally, we have several computer labs equipped with up-to-date hardware and software.

The UWB Business Program began in 1993, and is one of five academic programs at the UWB. These programs, with enrollment data for the 2004-2005 academic year, are as follows:

	FTE	Total Headcount
Interdisciplinary Arts & Sciences	520	545
Business	**410**	**512**
Computing and Software Systems	143	200
Education	123	175
Nursing	93	177
Total	1,289	1,609

The Business Program offers both an undergraduate degree and an MBA. 79 of the Business Program FTE noted above are in the MBA program; the remaining 331 are undergraduates. The MBA program follows a cohort model with one class of approximately 40 students admitted each year. The undergraduate program currently offers only upper-division courses, and allows for concentration in one or more of five different subject areas which are identified below. Students transfer to the UWB Business Program after completing at least two years of study at a Community College or another four-year institution. Currently, the two largest feeder institutions to the UWB Business Program are Bellevue Community College and the Seattle Campus of the University of Washington, each of which contributed approximately 17% to our current enrollment.

During the 2004-2005 academic year, 45% of our business students received some form of financial aid.

Students in the undergraduate Business Program may (but are not required to) select from concentrations in Finance, Marketing, Management, Management Information Systems, and Technology and Information Management. These concentrations (pathways) are further described in Appendix C to this report.

The Business Program is served by fourteen tenure-track and three non-tenure-track faculty members who are allocated among our concentrations as follows:

Positions	**Mgmt.**	**Fin.**	**Mktg.**	**MIS/TIM**	**Total**
Professor	1	1	1		3
Associate Professor	2	1	2	1	6
Assistant Professor	2	2	1		5
Non-tenure track	1	1		1	3
Total Faculty	**6**	**5**	**4**	**2**	**17**

Steve Holland is the current Director of the Business Program. The Director reports to the Vice-Chancellor for Academic Affairs (Tom Bellamy), who in turn, reports to the Interim Chancellor of the campus (Steven Olswang). The Interim Chancellor reports to the Provost of the University of Washington (Phyllis Wise). The Director is supported by a staff consisting of an MBA admission and student services manager; two undergraduate advisors, a program coordinator, and two part-time administrative assistants.

Impact of the 2005 Legislative Session

State funding recently approved in the 2005 legislative session will have a dramatic effect on the future of UWB. The key provisions of the state budget that will impact UWB include those that call for 1) re-characterization of UWB as a four-year institution, 2) increases in overall student enrollment, and 3) construction of a south campus access to Highway 522.

The budget provides for admission of up to 125 lower division students in the fall of 2006. Planning is currently underway for development of the lower division curriculum, and while the impact of this development on the Business Program is not currently known, the transition to a four-year institution is expected to be gradual. In addition, the campus received state funding for 75 new FTE students at the upper division for the 2005-2006 academic year, of which 35 have been allocated to the Business Program. The Business Program has received funding for two new faculty lines in connection with this projected growth. Finally, construction of a south campus access to Highway 522 is expected to increase the overall capacity of the UW Bothell/Cascadia Community College campus to 10,000 students. Current capacity of the campus is limited to approximately 3,000 students, based on access from the Beardsley Blvd. exit from I-405.

As a general rule, this Self-Study document has been prepared based on the current state of the UWB Business Program, as opposed to anticipating the impact from the changes described above.

Section A: General Self-Evaluation

We believe the primary strengths of the UWB Business Program are as follows:

- We have a diverse and highly motivated student body. Undergraduate students transfer from some of the best community colleges in the state -- primarily Cascadia, Bellevue, Shoreline, Edmonds, Everett, and North Seattle -- and from the University of Washington, Seattle. MBA students are experienced professionals who work mostly for local high-tech companies in software development, aerospace, biotechnology, medical devices, and telecommunications. The students are generally well-prepared, motivated, and intelligent, though many have work and family responsibilities that reduce the amount of time they can devote to classes and extracurricular activities. A major challenge for us will be to maintain and increase the quality of entering students as we grow larger in the future.

- We have an outstanding faculty. We are fortunate to be able to attract scholars who have a strong commitment to building and developing this institution while interacting closely with students and conducting high-quality research. We have a good mix of disciplines and backgrounds among the faculty. We also have a number of faculty members, full- and part-time, who have significant experience working in a business environment. Faculty governance is exceptionally strong in the Business Program. All major decisions (and some minor ones) require faculty consultation and approval. Faculty and staff meet together at least six times per year and the faculty meets on its own at least three times per year. Faculty members are involved in all stages of strategic planning, curriculum review, and self-study. These often require additional meetings.

- We have a skilled and dedicated staff. They take very seriously the mandate to make the student's experience here productive and enjoyable. Their support enables the faculty to increase its productivity as well.

- Our undergraduate business program provides a well-integrated business education. All students are Business majors, but may take concentrations in Management, Marketing, Finance, Technology and Innovation Management, and Management Information Systems. We are good at connecting students to the business community through class projects, internships, and guest speakers. We are strong in integrating technology into the classroom and teaching business students how to communicate with technology professionals.

- Our MBA Program has a strong technology focus and an experienced and diverse student body. The cohort nature of the program allows students to develop close professional relationships among themselves and allows them to learn from each other as well as from the faculty. We have recently completed an overhaul of the curriculum that will place even greater emphasis on integration across functional areas of business and broaden the scope of topics covered.

- We have an inclusive culture with close collaboration between faculty, staff, students, alumni, and administration. Everyone cares very much about the quality and future direction of the Business Program. Faculty governance is very strong.

- We recently created a Business Program Advisory Council composed of business leaders who serve as advocates on our behalf. They provide advice on curriculum and program development, help to connect students and faculty members to the business community, and assist the program in attracting new resources. The current members of our Business Program Advisory Council are as follows:

Individual	*Position*
Thomas Clement	President and CEO; Pathway Medical Tech.
Stephen Connelly	Fin. Dir. 747/767/777 Programs; Boeing Co.
Stephen Dennis	Retired CEO; Quadrant Homes
Edith Feild	Sr. Dir. of Service Ops; Philips Med. Systems
Peggy Goodison	Sr. Project Manager; Kenworth Truck Co.
Nishit Mehta	CEO; HyGen Pharmaceuticals
Gerald McMorrow	Chairman and CEO; Diagnostic Ultrasound
Philip (Flip) Morse	Sr. V.P. Administration; Nintendo of America
Dale Peinecke	President and CEO; Giddens Industries
Dr. Steven Quay	Chairman and CEO; Nastech Pharmaceuticals
Randy Serroels	VP Operations; Therus Corporation
Marianne Short	VP of Human Resources; Seattle Mariners
Judy Sorenson	CFO; Advanced H20, Inc.
Tod Turner	CEO; LINQware, Inc.
Melissa Widner	General Partner; Seapoint Ventures
Karen Winger	VP, Bellevue Commercial Bkng, Wells Fargo

The primary challenges we face include the following:

- We are too small to be efficient. At this stage of our development there are lots of institution-building tasks to be accomplished by a small faculty along with the need for continuing productivity in teaching, research, and other service. The result is a tradeoff between institutional development and scholarly productivity. We are fortunately at the stage now where our foundation is strong enough that we can proceed more slowly with institutional development than was possible during the early years of the program, allowing faculty members the opportunity for greater scholarly development. Our small size also limits the scope of the curriculum. We hope to grow out of this problem in the relatively near future.

- The local business community has been for the most part indifferent to us. During the early years of the program, most of the effort was devoted to internal program development. Very little effort was spent on developing relationships with the business community. This is now changing but progress has been slow. The creation of the Business Program Advisory Council was an initial step. The major challenge is identifying who among local business leaders might develop an interest in our program.

- We do not yet have a strong alumni base of support. Our alumni are small in number and tend to be in the early stages of their careers. We are working to strengthen our relationships with alumni.

- The student body is not very cohesive, and most are not involved in campus life at all. Most students are working part- or full-time and many have family responsibilities. Many are on campus only at night. The schedule and the student body make it impossible to schedule events when students are likely to be on campus and not in class. Student organizations are, with some exceptions, not very strong. The Business Program is attempting to promote and support them as much as possible.

- Our culture developed when the Business Program was even smaller than it is now. A major challenge will be maintaining an inclusive culture while growing larger with the necessary division of the duties of institutional development into subgroups, rather than the entire faculty.

Our focus has understandably evolved during the past 12 years. With regard to teaching, we believe that we have an increased obligation and opportunity to prepare our students for the ethical challenges they will face in their careers. The many recent failures in corporate governance have received much attention in our classrooms, as has the regulatory response to these incidents. We must also increase our emphasis on the global dimensions of business, and on the roles of technology and intellectual property in the creation of business value.

With regard to research, in the initial stages of the growth and development of our institution, faculty members devoted most of their time to building curriculum and institutional procedures. This took away from their time for scholarship. At this point, faculty members are able to conduct research that impacts local, national and global conversations. With regard to service, we now have a stronger focus on community service, especially service learning, than we have in the past.

We measure the success of individual faculty and staff members with conventional methods: student evaluations, yearly activity reports, etc. As far as the unit as a whole, we have a graduating student survey that we request all students to complete during their last quarter on campus; one for undergraduates and one for MBA students. In addition, we receive ongoing informal feedback through the Business Student Ambassadors and the MBA Association; student organizations that serve an advisory role to the faculty and staff. Finally, we have also conducted focus-group sessions with some of our alumni.

Section B: Teaching

A schedule of our faculty teaching loads is as follows. Unless otherwise indicated by a note, these are actual classes and student credit hours from UWB for the 2004/2005 academic year.

Faculty Member	Courses Taught	Credits Taught	Student Credit. Hrs.	Notes
Steve Holland - Director	1	5	160	
Karen Brown	5	25	805	a
Jacqueline. Meszaros	5	25	880	b
Kevin Laverty	5	25	895	c
James Burton	5	25	935	
Patricia Kelley	5	25	660	
Walt Freytag	8	40	1210	
James Miller	5	25	845	
Gowri Shankar	5	25	850	d
Ufuk Ince	5	25	933	e
Ron Tilden	6	30	1170	
Sundar Balakrishnan	5	25	585	
Sandeep Krishnamurthy	5	25	875	f
Pete Nye	5	25	860	
Mary Huneke	5	25	815	g
Paul Collins	5	22	699	h
Alan Leong	8	40	1155	

Notes:

a) Prof. Brown taught one of these courses at UWS.
b) Prof. Meszaros was on unpaid leave of absence for the first of two years to serve as a Director at the National Science Foundation. This is a representative teaching load for her.
c) Prof. Laverty taught one of these courses at UWS, and received a two-course release for serving as Vice Chair of the General Faculty Organization in 2004-05.
d) Prof. Shankar had a research release for Spring 05. Actual class data from Spring 04 has been substituted.
e) Because he regularly teaches a two-credit MBA class, Prof. Ince alternates between 6 classes one year, and 4 the next. This is a representative average of two years.
f) Prof. Krishnamurthy was on sabbatical for the entire academic year. This is a representative teaching load for his position.
g) Prof. Huneke was on medical leave for Fall 04. Actual class data from Fall 03 was substituted.
h) Prof. Collins was on sabbatical in Winter and Spring 05. Actual class data from Winter and Spring 04 was substituted.

The above table is a reflection of our standardized approach to allocating teaching responsibilities: Tenured and tenure-track faculty members normally teach five classes per year, each for five credits. Usually, one would be in the MBA program and four in the undergraduate program. In the proposed new MBA curriculum, however, the standard MBA class will change from five to four credits. Full-time lecturers teach eight classes per year, each for five credits. Course releases are occasionally allowed for approved service assignments at either the program, campus, or university level.

The primary tool used to evaluate the instructional effectiveness of faculty is student evaluations, although classroom observation by peers are also used at times.

Other than classroom teaching, our faculty members are involved in the student learning experience in many ways. They supervise internships and independent studies, and serve as informal mentors. They also serve as advisors for our student organizations such as the Financial Management Association, the MBA Association, and the Entrepreneurs Network. There have also been several examples of student involvement in research and scholarship - for example, students serving as co-authors of papers or research assistants. Students have also participated in faculty research presentations.

In the coming year we will be working to strengthen our assessment of student learning. Currently, the only data we collect at the program level are from graduating student surveys. The data from the survey of MBA students in 2003 was a major impetus for the thorough review and overhaul of the MBA program just completed (discussed in greater detail in Section F). During 2004 we formed a faculty ad-hoc committee specifically for the purpose of researching best practices in the area of student learning assessment techniques. This committee has recently completed its report, and we will be revisiting this subject during the 2005-2006 academic year with the goal of a more structured approach to the assessment of student learning.

We approach the goal of improving classroom effectiveness of faculty as a process of continual improvement. The Program Director and our senior faculty serve as mentors for their colleagues. In addition, we have provided funds for faculty members to travel to seminars designed to improve teaching. We also encourage faculty members to use the services of the Teaching and Learning Center on campus. Finally, we support and encourage our faculty to participate in the "Teaching Circles" program sponsored by the Office of Academic Affairs. Teaching Circles is an interdisciplinary forum in which teachers share and discuss classroom experiences. The forum creates an on-going opportunity for participants to speak across disciplines in ways that spur pedagogical innovation and revitalize thinking, writing, and teaching. Participation also provides faculty and academic staff with evidence of peer review of teaching for merit, promotion, tenure and reappointment. Each participant is supported by a modest stipend for materials or travel.

Section C: Research and Productivity

Our faculty consists of a diverse set of academic backgrounds and business experiences. We have a high level of communication across disciplines because we are a single faculty without formal sub-program structures. All faculty offices are located in two adjacent buildings on our Bothell campus. We communicate frequently as a result of monthly faculty meetings and other service-oriented duties.

Tenured and tenure-track faculty members are expected to make a contribution in each of the three areas of teaching, research, and service. Faculty members not on the tenure track contribute in teaching and service. Generally speaking, it is up to the individual faculty member to manage and balance the competing demands from these responsibilities. Teaching loads are standardized, and are usually known at least a year in advance. Most faculty members satisfy a substantive portion of their service requirement through participation in standing committees; the demands of which also tend to be known in advance.

As a general rule, faculty members are given little if any direction as to the subject matter for their research. Faculty research encompasses a full range of methodologies: e.g., theory development, mathematical modeling, empirical work with primary survey data, empirical studies using databases available through the University of Washington, empirical studies based on experimental data, qualitative research, and simulations. We maintain many of the typical differences across disciplines owing to functional perspectives, and what we believe to be important in research and education. We have monthly research symposia where faculty members can present their research. These are attended regularly by faculty members from every discipline.

The primary opportunity for mentoring junior faculty occurs in conjunction with the annual merit review, where specific feedback is provided regarding the contribution to teaching, research, and service. The annual merit review also gives explicit advice on “progress toward tenure and promotion”. These comments are provided in the form of written documentation from the Business Program Personnel Committee. In addition to this written feedback, each junior faculty member also has at least two conferences per year with the Program Director. One provides the opportunity to obtain additional feedback and clarify any questions he or she may have with regard to the merit review. The other provides the opportunity to discuss plans for the future. Senior faculty members may choose to meet with the Director to discuss their merit reviews. Associate Professors meet with him every other year to discuss their plans, full Professors every three years.

In addition to the mentoring that occurs in connection with the annual merit review process, informal mentoring occurs throughout the year as various faculty members co-operate in joint teaching or research/publication projects. A recent example is a published study on the impact on stock price and volume resulting from addition or deletion from the Small Cap 600 index fund; conducted by Associate Professor Miller and Assistant Professor Shankar.

Decisions involving faculty retention, promotion, and compensation are made based on a review of each individual's record in teaching, research, and service. An assessment of instructional competency is based primarily on student evaluations, although self-assessment and other evidence including peer evaluations are also considered. Assessment of the contribution to scholarly research is based primarily on the quality and quantity of published research. Contributions to service are coordinated by the Program Director. Generally speaking, decisions regarding faculty retention, promotion, and compensation follow the standards of the UW Faculty Code.

The primary impediment to faculty productivity is one that has already been mentioned: we are too small to be efficient. A significant amount of faculty time is spent on administrative issues related to the continued growth and development of the business program. Typical administrative needs include managing curriculum development, student admissions, student learning assessment, and issues related to promotion and compensation of faculty and staff. While we are excited about our opportunity for continued growth, the demands placed on us in the near future as a result of the recently passed state budget will stress this situation even further. Plans are underway for accommodating growth in enrollment, expansion of the curriculum, and conversion to a four-year institution.

An important part of the long-term solution to these problems will be the recruitment and hiring of new faculty. We are currently recruiting for three tenure-track faculty members and expect to add at least two more next year.

Our staff consists of the following:

Don Whitney: Manager of MBA Admissions and Student Services
Marge Baylor: Academic Advisor
Connie Pace: Academic Advisor
Susan Yates: Program Coordinator
Lisa Brockman: Administrative Assistant (20 hours a week)
Kathryn Chester: Administrative Assistant (30 hours a week)

Communication and cooperation among the staff is excellent. Both of our current advisors have more than 5 years experience in the UW system. Staff members are encouraged to pursue professional development programs sponsored by the University.

There are no specific programs for recognition and rewards of the Business Program staff, but many such programs exist at the campus level. UWB recently initiated a quarterly Administrative Services "STAR" award, to recognize outstanding performance in an administrative roll. Winners receive $50 in cash, a framed certificate, and their name engraved on a rotating STAR award plaque. The campus also conducts an annual Staff Appreciation Event and publishes a monthly Administrative Services newsletter. All staff members are also members of the General Staff Organization.

Section D: Relationships with other units

Effective collaboration with UW Seattle is critical to our success. Our collaboration with the UW Business School is particularly important and includes joint efforts in teaching, research, and service. All three Business Programs of the University of Washington are jointly accredited by AACSB International.

In recent years a number of faculty members from the UWB Business Program have taught courses at UW Seattle, and a number of UWS faculty have taught courses here.   A few specific examples include

- Pete Nye regularly teaches a Marketing course in the UW Seattle Executive MBA program.
- Kevin Laverty regularly teaches a class in Environmental Management at UW Seattle
- Karen Brown taught a course in Project Management for the Master's in Information Systems program last year
- Alan Leong taught a course in Operations Management for the MBA program at UW Seattle last summer
- Dorothy Paun of the UW School of Forestry has taught Sales Management at UWB in recent summers.
- Vandra Huber of the UW Business School taught an MBA-level course in Organizational Management this year and will do so again next year

In the research arena, UWB faculty members have frequently co-authored papers with faculty from the UW Business School. Faculty members engaged in such efforts include James Burton, Karen Brown and Patricia Kelley. We have also had guest presentations from UW Seattle faculty at our monthly departmental research symposiums. Most recently, Shiva Rajgopal presented the results of an extensive survey of CFOs regarding financial metrics that drive business decisions. Members of the UWB faculty also participate in research symposia at UW Seattle.

There have also been other forms of collaboration with UW Seattle. A few recent examples include

- Former UWB Business faculty member Ken Walters completed a report for the university entitled, "Creating the Future: University of Washington-related Startup Companies (1974-2003)."
- Kevin Laverty has been named Director of the University of Washington Graduate Certificate Program in Environmental Management.
- Douglas MacLaughlin and Reza Moinpour of the UW Business School have served on promotion or tenure committees at UWB in the past two years.

Finally, there is a fair amount of collaboration between the UW Seattle and UW Bothell student populations as well. Many of our students come to UWB after completing their first two years at UWS and still reside on the Seattle campus. There are also a number of current UWS students enrolled as Minors in Business at UWB, as this option is not available at UWS. Three examples of shared student experiences across the two campuses are:

- MBA students from UWB participated in UW Global Study Tours during the past year to India, China, Japan, and Thailand.
- Members of the UWB chapter of Delta Epsilon Chi, an organization for students interested in marketing, recently participated in regional and national marketing plan competitions as part of the UW team.
- In recent years at least one team from UWB has participated in the annual Business Plan Competition sponsored by the UW Seattle Center for Entrepreneurship.

We hope to strengthen our relationship with the business schools of the other two UW campuses in the future through additional cooperative efforts such as co-sponsoring conferences or professional development seminars and greater cross-participation in faculty research workshops.

Section E: Diversity

Students

The student body of the UWB Business Program is culturally and ethnically diverse. A summary of the ethnicity of students entering the last two MBA cohorts, and the last two fall undergraduate sessions is as follows:

Ethnic Origin:	**2004 MBA Cohort**	**2003 MBA Cohort**	**2004 Fall Undergraduate**	**2003 Fall Undergraduate**
Caucasian	65%	66.6%	57.7%	40.3%
Asian	10%	15.4%	18.2%	29.5%
African-American	2.5%			1.4%
Hawaiian/Pac. Islds.		2.6%	1.5%	
Other	22.5%	15.4%	22.6%	28.8%
Total	100%	100%	100%	100%
Gender:				
Male	75%	69%	57%	54%
Female	25%	31%	43%	46%
Total	100%	100%	100%	100%

The above data is captured from traditional ethnic classifications on the student application and does not fully capture the rich cultural diversity of our student population. For example, we have a relatively high percentage of students from former Soviet republics, Eastern Europe, and the Middle-East, most of whom are likely included in the Caucasian classification above. From perusal of the student names listed in the "Other" category, it is also apparent that as a group they contribute greatly to the ethnic and cultural diversity of our campus.

The diversity of our campus is evident not just from the varied ethnicity of our students, but more importantly, from their level of engagement. Typically our most well attended social event of the year is "International Cultural Night" which is hosted by our Intercultural Student club and features international cuisine, entertainment, and native dress. Another indication of the rich cultural fabric at UWB is the composition of our student government. The incoming slate of 5 officers includes 2 international students, including the President who is Iranian.

We value the cultural diversity of our campus, and take many overt actions to protect it. A key element of our campus mission statement is to "..provide a dynamic community of multicultural learning." The faculty actively support this mission statement in both their research as well as the classroom environment. Various examples of this support are evident in the faculty CV's attached in Appendix G.

Faculty and Staff

The following table provides information about the gender and ethnic diversity of our faculty and staff:

Ethnic Origin:	Faculty	Staff
Caucasian	13	6
Asian	4	0
Total	17	6
Gender:		
Male	13	1
Female	4	5
Total	17	6

Faculty teaching loads and service assignments are standardized and there is no variability based on gender or ethnic origin.

Section F: Degree Programs

1. Master's Degree

UWB initiated its Masters of Management degree in 1998. In 2000 the curriculum was modified and the degree changed to an MBA. The first cohort of the new MBA program started in the fall of 2001. In November 2003 a committee was organized to perform a comprehensive review of the MBA program. The committee was chaired by Professor Sundar Balakrishnan and included Professors Karen Brown, James Miller, Gowri Shankar, Kevin Laverty, Steve Holland (ex officio), as well as staff member Don Whitney. The committee's charge was to review all aspects of the MBA program, including curriculum, scheduling, support, teaching effectiveness, students, tuition and fees, leadership, culture and relationships with local businesses.

In April 2004, the committee issued its "State of the UWB MBA: A Review of the Program" report, which served as the basis for the subsequent modifications to the program which are described below. This report is available in its entirety for your review. In addition, the following abstract of the work performed by the committee, and their key findings, will be informative to this discussion.

Work of the MBA Program Review Committee

The committee performed a very thorough and comprehensive review of the MBA program. The information gathering phase included data collected from the following sources:

- Documents related to the original formation of the program
- Course syllabi
- Teaching evaluations
- Graduating student surveys

In addition, the committee solicited input from various classes of stakeholders:

- Substantially all faculty members were interviewed by a member of the committee. Faculty comments were summarized and compiled into a matrix of 16 topical issues. Examples of these topical issues include vision for the program, teaching effectiveness, recruiting, placement, etc.

- Ten students from the class of 2004 provided input to the process. The committee members met with the students in a group interview format to solicit initial and informal feedback. Then the students were asked to gather their thoughts over the winter break and submit a memo in early January with their thoughts about suggested improvements to the program.

- Our Business Advisory Council met on February 11, 2004 as one of their regularly scheduled semi-annual meetings. Approximately an hour and a half of this meeting was dedicated to collecting feedback about our MBA program. Professor Karen Brown facilitated this discussion during which we asked our advisory council for input on two questions:
    - What qualities are you looking for in MBA graduates?
    - What suggestions do you have for our MBA program?

- Alumni feedback was solicited from a group of 12 graduates we assembled that included representation from each of our graduating classes. Professor Sundar Balakrishnan led a two-hour focus group discussion with the alumni. The format allowed for brainstorming and unstructured feedback, but also specifically solicited input from the alumni regarding the following:
    - Did the MBA program make a difference in your career and how?
    - How can we best measure the impact of our MBA program?
    - What is your goal/vision for the MBA program and how can we best support you now?

The final step of the committee's fact finding research was to perform competitive benchmarking against local area schools and national benchmark schools. The following schools were included in the benchmarking study:

Local Area Schools	*National Schools*
UW Tacoma	Harvard Business School
UW Seattle – Evening program	Kellogg School of Mgmt.
UW Seattle – EMBA	MIT – Sloan School of Mgmt.
UW Seattle – TM MBA	Univ. of Penn. – Wharton School
Seattle University	Georgia State University
City University	

The benchmarking study, which was conducted primarily through web research and personal interviews, collected data related to the following attributes of each program:

- Program Information – The total number of students, the number admitted annually, and the total number of faculty, staff and alumni.
- Costs – Total tuition costs for both residents and non-residents; as well as additional program and application fees.
- Schedule Options – Such as part-time, full-time, evening, and cohort.
- Length of the Program – Expressed in terms of total credits and classes required to graduate; number of core versus elective credits, etc.
- Core Classes – The specific core classes required for each program
- Non-standard program features – Special features such as residency weeks, retreats, and workshops.
- Class Scheduling – Number of courses offered each term, evening and weekend options, etc.

- Admissions Information – Average GMAT and TOEFL scores for each program, and the extent to which work experience is required and incorporated into the admissions process.
- Demographic Data – Specifically for the fall 2003 entering class, we captured ethnic and gender information, GMAT median and range, academic background, and the average number of years' work experience.

At the conclusion of this data and fact-gathering process, the committee produced a document titled "Summary of Issues". Again, this document is available in original form for your review. What follows is a summarized version of the committee's findings, which were organized according to the following 5 topical issues:

1. Vision, mission, and positioning – We do not appear to have the clarity of strategic intent that we had when the Masters of Management Program was launched in 1998. Should we be an "innovative tech" MBA, a "generalist" MBA, or something else?

2. Identity – Being part of the UW is a double-edged sword. It gives us greater visibility, but the comparison by students to the UW Seattle MBA program is inevitable. How is our program different from the UW Seattle, and how do we communicate these differences to potential students, employers and the business community?

3. Curriculum – The structure of our program, which requires students to take classes twice a week for nearly 21 months nonstop leads to student burnout. Also, many weaknesses in the coverage and/or overlap of topics were mentioned in feedback solicited from faculty, students and alumni.

4. Student expectations – Students have "non-productive expectations" that are detrimental to the learning environment. Examples are higher priority commitments at their jobs, being late or missing class altogether, inappropriate use of laptops, etc. Some students also expect greater resources and facilities such as an MBA student lounge, food options, placement assistance, networking opportunities, etc.

5. Program management – Faculty staff and students all expressed the need to have a clearly identified leader for the MBA program, who would work with the faculty on curriculum and coordination issues and work with students on all issues related to the MBA program. Students also thought there was room for improvement in teaching effectiveness. All groups reiterated the need to establish stronger ties with the business community in the region. While the number of applicants to our program has shown steady growth, faculty and staff feel that we need stronger applicants. The lack of placement services is seen as a negative by some students, and in some cases may be impacting our ability to attract strong candidates to the program. Finally, we need to address the issue of potential expansion of our program through the addition of a second cohort in each year.

Proposed MBA Program Revisions

Based on review of the committee's findings, the faculty determined that our MBA program was not meeting all of our objectives, and that a wholesale modification of the program was in order. In September 2004, the faculty dedicated the entirety of the annual faculty retreat to addressing the issues raised by the committee. In addition, throughout the 2004-2005 academic year, the faculty met on several occasions to revamp the MBA program. All aspects of the MBA program were debated and many were modified. New learning goals were adopted and the curriculum was revised and updated.

The scheduled date for implementation of the new MBA program is Fall 2006. The proposed new curriculum is included as Appendix I. For comparison purposes, we have also included the curriculum of our current MBA program as Appendix J. In comparison to the current curriculum, the new one provides greater breadth of topic coverage, a higher level of integration of topics within and across courses, and allows students to choose a limited number of electives. The number of credits (74), time to completion, and starting date remain the same.

Compared to most part-time MBA programs, the proposed program is distinctive in the following ways.

- Because of the cohort nature of the program, the program will be able to offer a higher level of integration across courses and across quarters, providing students with the "big picture" rather than functional "silos."
- Also because of the cohort nature of the program, students develop more as a team. By beginning the program with a major retreat, team development occurs very rapidly.
- The program has a strong emphasis on managing in technology-driven businesses.
- The student body comes with extensive and diverse professional experience.

The foundations of business are covered during the first five quarters of the seven-quarter program. The last two quarters serve as a capstone experience built around an integrated business practicum.

Learning Goals of Proposed MBA Program

The new MBA Program will have the following sixteen learning goals. The five goals marked with an asterisk ("*") will be addressed in virtually every course. The remaining learning goals are cross-referenced to the curriculum in Appendix I.

General Knowledge Learning Goals

1. **Critical Thinking*** - Evaluate the quality of ideas and arguments and view problems and issues from multiple perspectives.
2. **Interdisciplinary Focus** – Analyze and solve problems by integrating concepts from multiple disciplines.

3. **Communication*** - Communicate ideas both verbally and in written form in a clear, concise, persuasive manner and understand and convey complex arguments using both quantitative and qualitative sources of information.
4. **Ethical Reasoning*** - Employ ethical reasoning when engaging in decision-making.
5. **Self-Awareness –** Develop personal and social competencies to enhance management of oneself and of one's interpersonal relationships in organizational settings.

Business Knowledge Learning Goals

6. **Business Theory –** Understand and apply the most current theories that affect business, including theories relating to legal issues; financial models; social, behavioral & economic systems; marketing frameworks; and strategic developments.
7. **Business Research –** Conduct and evaluate research using appropriate methods and tools and gather relevant information from both primary and secondary sources.
8. **Quantitative Analysis –** Use statistical and mathematical models and techniques in conducting research to inform business decisions.
9. **Global Perspective*** - Understand how trade theory and policy, international institutions (e.g., WTO, EU, and regional trade agreements) and national differences in culture and economic/legal/political systems affect business strategy, operations and performance.
10. **Value-creation Perspective –** Analyze and evaluate opportunities for the creation, delivery, and retention of value-added activities in the organization.
11. **Stakeholder Perspective –** Understand how stakeholders such as customers, competitors, employees, shareholders and governments influence business decisions, globally and locally, and how managers influence these groups.
12. **Technology Perspective*** -Understand how to manage innovation, analyze new and emerging technologies, and integrate existing technologies with corporate strategy, structure, processes, and human capital.
13. **Information and Decision-making Perspective –** Understand the dynamics of human information processing & effective decision-making (i.e., perceptions, sources of bias, framing, individual style, etc.) and apply appropriate tools in making decisions.
14. **Leadership& Teamwork Perspective –** Apply psychological and sociological theory to develop and lead individuals, teams and organizations and to be an effective member of a team or organization.
15. **Entrepreneur's Perspective –** Understand the process of creating new businesses and new ventures within existing firms.
16. **Diversity and Multicultural Perspective –** Foster the desire to understand and empathize with issues related to diversity and multiculturalism, and develop the competencies necessary to work effectively in diverse and multicultural settings.

Professor Sandeep Krishnamurthy has been appointed to the newly-created position of MBA Program Coordinator and is responsible for implementation of the new program. His major responsibility is to work with the faculty to ensure that the MBA curriculum is delivered in an integrated and innovative way that emphasizes the role of technology in managing modern organizations. More specifically, the Coordinator will:

- conduct meetings with faculty members who teach in the MBA Program.
- ensure that changes to the MBA curriculum are reviewed and approved at the appropriate levels within the campus and university.
- assist the Director in recruiting and interviewing visiting and adjunct faculty as needed to teach in the MBA Program.
- lead the orientation for new MBA students each fall.
- join the Director in regular meetings with MBA students.

2. Bachelor's Degree

UWB offers a Bachelor of Arts degree in Business Administration. To be eligible for graduation, students must complete 180 academic credits (including transfer credits) and satisfy certain other specific graduation requirements. The student must maintain a cumulative GPA of 2.0 for all classes taken at UWB, and must achieve a minimum grade of 1.7 in each class offered by the Business Program.

The program emphasizes effective oral and written communication, teamwork in a diverse workforce, entrepreneurial management in high-tech companies, and skills for working in the global business environment. For students already employed in business, the program strengthens and refines critical skills and increases knowledge of the principles and techniques of business management. For those seeking employment, the program offers a foundation for new careers in our technology-driven regional economy. The program currently offers upper-division classes only.

The discussion that follows addresses the learning objectives, admission requirements and structure of our undergraduate degree program. A brief description of all classes included in the undergraduate curriculum is included as Appendix K. As previously mentioned, we have spent considerable time and effort during the past two years restructuring our MBA program and curriculum. We envision a similar effort over the next one to two years to evaluate and modify our undergraduate program.

The primary learning objectives of the core undergraduate curriculum are outlined below. At the conclusion of this section we present a table which cross-references each specific learning objective to its treatment in the core curriculum.

I. Critical thinking/analysis goals:
   a. View social and business problems from multiple perspectives. (circumspection)
   b. Model and simplify problems to facilitate understanding and solution. (modeling)
   c. Use graphs and numbers to describe and clarify business problems. (numeracy-expository)
   d. Interpret numerical data and statistical information and explain their managerial implications. (numeracy-interpretive)
   e. Develop hypotheses about business problems and issues and conduct systematic and discriminating research to test those hypotheses. (systematic research)

II. Communication/writing goals:

a. Writing

i. Mobilize and organize evidence and logical arguments to persuasively support a position or recommendation. (ideas and arguments)

ii. Write clearly organized papers with coherent, well developed paragraphs, logical transitions and little redundancy. (rhetorical control)

iii. Construct persuasive, grammatically correct sentences which are easily understood by the target audience. (language control)

iv. Critically review and edit the written work of colleagues. (editing)

b. Oral Presentation

i. Make concise, persuasive presentations to critical audiences. (presentation)

ii. Engage thoughtful extemporaneous dialog. This requires both active listening and "thinking on your feet". (active listening/dialog)

III. Management Theory and Practice

a. Understand information presented in corporate financial statements, prospectuses, investment surveys, business plans, and the financial press. (financial information)

b. Apply principles of economic analysis to model and solve management problems. (Economic principles)

c. Use quantitative methods to model management problems: inferential statistics, optimization, constrained optimization, simulation. (quantitative methods)

d. Apply social and behavioral theories to understand the management of individuals and organizations. (social/behavioral theories)

e. Appreciate how customers, competitors and government influence business decisions across national boundaries; and understand how business influences customers, competitors and government. (stakeholder perspective)

Admission Requirements

General requirements:

- A minimum of 80 quarter credits; including 10 credits of English composition, 15 credits of Natural Science, 15 credits of Humanities, and 20 credits of Social Sciences
- A cumulative grade point average of 2.5 or higher
- Two years of a single foreign language in high school or two quarters of a single foreign language in college.

- Five (5) credits each of:
    - Statistics
    - Calculus
    - Introduction to financial accounting
    - Fundamentals of financial accounting
    - Managerial accounting
    - Microeconomics
    - Macroeconomics
    - Introduction to law or business law

In addition to the above admission requirements, applicants to the Business Administration program are required to complete an assessment of their writing and critical thinking skills prior to application.

Program Structure

Once admitted to the program, the curriculum features five core courses, the opportunity to select from five optional areas of concentration, various course electives, and two capstone courses.

Core Courses (25 Credits) - Core Courses are designed to provide students with a strong base of business knowledge in essential fields of study. The following 5-credit, 300 level courses are the foundation for advanced study and should be taken during the students' first year at UWB:

- BBUS/BSKL 300 – Management of Organizations/Team-Building Skills
- BBUS 310 - Managerial Economics
- BBUS 320 – Introduction to Marketing Management
- BBUS 340 - Operations and Project Management
- BBUS 350 - Business Finance

Program Concentrations (20 to 25 Credits) – Students may (but are not required to) select from one of the following 5 concentrations.

- Management
- Management Information Systems
- Marketing
- Technology and Innovation Management
- Finance

For the 2005-2006 academic year, the Finance, Management and Marketing concentrations will be available to both day-time and evening students; whereas the Management Information Systems and Technology and Innovation Management concentrations will not be fully obtainable by an evening (only) student. Students not selecting a specific concentration are free to select classes from any of the concentrations for a self-directed learning experience.

Appendix C contains specific information about the requirements and electives for each individual concentration (pathway).

Electives (30 to 35 Credits) – Business students are required to take 15 credits offered through our Interdisciplinary Arts and Sciences program, and an additional 15-20 credits that can be from business, liberal studies, computing, education or the health classes offered by the UWB nursing department. Many students elect to complete a second concentration in the business program with these elective credits.

Capstone Courses (10 Credits) – The UWB undergraduate business degree culminates with the completion of the following two capstone classes:

- Business Policy and Strategic Management
- Global Environment of Business

These classes are intended to provide an integrative experience for students, drawing on the specific course material learned at UWB in such a way as to present a comprehensive view of realistic business strategy issues in a global environment.

Summarizing the components or the curriculum described above, a typical graduating student would have a profile of academic credits as follows:

Transfer credits	90
Core business classes	25
Credits in concentration	20-25
IAS electives	15
Other electives	15-20
Capstone courses	10
Total Credits	180

Treatment of the Primary Learning Objectives in the Core Curriculum
** Indicates significant emphasis

	Components of Core Curriculum						
	300	310	320	340	350	470	480
Critical Thinking/Analysis							
A. Circumspection	**					**	**
B. Modeling	**	**					**
C. Numeracy – expository		**	**		**		
D. Numeracy – interpretive		**	**		**		
E. Systematic research			**				
Communication/Writing							
A1. Ideas and arguments	**				**		**
A2. Rhetorical control	**						
A3. Language control	**						
A4. Editing							
B1. Oral presentation	**			**			**
B2. Active listening/dialog					**		**
Theory and Practice							
A. Financial information		**			**		
B. Economic principles		**			**	**	**
C. Quantitative Methods							
a. Inferential statistics		**					
b. Optimization		**		**			
c. Simulation				**	**		
D. Social/Behavioral theories							
a. Social	**						**
b. Behavioral	**						**
E. Stakeholder perspective							
a. Customers		**					
b. Competitors	**	**					
c. Governments	**						**

Section G: Graduate Students

Recruitment and Retention

Recruitment for our MBA program is the shared responsibility of both faculty and staff and is a multi-dimensional approach. At least once a month we conduct "information sessions" on campus for prospective students. These sessions are coordinated by Don Whitney, the Manager of Admissions and Student Services for the MBA program, but they also include participation by faculty and alumni. The purpose of the information sessions is to provide students with an overview of both the admission requirements to the program, as well as a realistic description of the MBA experience itself. During these information sessions we emphasize the importance of diversity to our program – that is, diversity in terms of ethnic and cultural background, gender, academic background and professional experience. Part of our outreach to underrepresented groups is accomplished through personal follow-up after these information sessions. Don often personally contacts many of the participants at the information sessions, but is particularly interested in those candidates who could bring unique perspectives or experiences to the program.

Generally these information sessions are conducted on the UW Bothell campus, however it is becoming more common to host them at local businesses in the area. In short, we look for opportunities whenever and wherever we can to promote the program in the local business community.

In addition to information sessions, other key aspects of our recruitment effort are the MBA program website and brochure. Both of these marketing tools evidence outreach to underrepresented groups. We also are using our newly-formed Business Advisory Council as an entrée to promote our MBA program to the companies whom our advisors represent.

Recruitment efforts continue after applications are received from prospective students. All applicants who pass an initial qualifications screening are personally interviewed by a member of our MBA admissions committee. The MBA admissions committee consists of three faculty members plus the Manager of MBA Admissions and Students Services. During these personal interviews we learn more about the applicant and have an opportunity to give the applicant a personal point of contact, follow up on any questions or concerns he or she may have, and generally advocate for the benefits of the MBA program. The MBA admissions committee makes the final decision regarding acceptance to the program based on review of the student application, including two required essays, supplemented by information obtained in the personal interview.

We monitor the efficacy of our recruitment efforts by tracking statistics such as the number of applications received each year, the percentage of accepted applicants who enroll, and the average GPA and GMAT scores of each incoming class. While we have seen positive trends in these statistics over most of the past few years, we still have a significant challenge and opportunity in marketing our MBA program. We need to substantially increase awareness of our program in the regional business community, and stimulate greater demand for a UW Bothell MBA.

Student retention has not been a significant issue for us. Each year we seem to have one or two students who withdraw from the program, due to personal extenuating circumstances. For example, we have had students withdraw due to pregnancy, military service, and changes in responsibilities in their careers. While we are somewhat limited by the cohort nature of our program, we have tried to be flexible and minimize attrition by working with the students regarding challenges they may face. For example, we have developed a pathway for a three-year part-time program for a small number of students. We also generally allow students to take a one-year leave from the program if the nature of their competing priority is temporary. For the last four years (during which the MBA program has existed in its current format) we graduated 149 of the 163 students who initially entered the program.

Communicating Academic Program Expectations

Throughout the recruiting process we carefully and frequently communicate realistic academic program expectations to the applicants. As you would suspect, however, the students' interest in the demands of the program are heightened once admitted. After admission we continue to prepare students for their upcoming academic experience through the following three forums:

1. The MBA Orientation Program – Each September we conduct a 3-hour orientation program for new students. This program features brief comments by our Chancellor, Business Program Director, Ombudsman and representatives of many other student services departments. The Professors for the first quarter classes provide a brief introduction to the class and familiarize students with what to expect. We have presentations by alumni on tips for success in the program, and how to manage the competing demands from work, family, and academic priorities. Finally, we break the new students into discussion groups which are led by teams of 2^{nd} year MBA students and also include alumni. In these discussion groups new students can receive personalized information and feedback to help them develop realistic expectations about the MBA program experience.
2. The Graduate Student Handbook - We produce a graduate student handbook for each student in an incoming class. The handbook has a welcome letter from the Director of the Business Program, and also much valuable information about campus resources, student organizations, academic integrity, MBA participation policies, and the Graduate School policies and procedures. The handbook also has a picture and brief bio of all members of the entering class.
3. The MBA Leadership and Team Development Program - The Leadership and Team Development Program provides new MBA students with the opportunity to begin to develop relationships with their new peers, to assess their leadership and team skills, and to formulate an action plan for skill development. The program includes a day of team-building activities at an off-campus retreat center plus a day of leadership development activities on campus.

Placement of Graduates/Career Development

The UW Bothell MBA is designed for working professionals. The overwhelming majority of students enter the program having already initiated their careers. There are several references in the guidelines for the preparation of this self-study document that request information and statistics regarding placement of graduates. Similarly, Appendix E to this report is supposed to be a record of the placement of graduates over the last 3 years. Generally speaking, we don't believe this information is relevant to the UWB MBA program. In lieu of the focus on the placement of graduates, we believe the following discussion of our Career Development activities is more appropriate.

In recognition of the fact that the majority of our students hold managerial positions in business organizations, we sponsor several career development activities designed to add value to their roles in these organizations. Our career development activities include:

- Leadership Speaker Series – The leadership speaker series features top regional executives presenting relevant issues related to management of their organizations. Students also have an opportunity to interact with the executives in an informal discussion before the presentation. These sessions are typically conducted quarterly, and precede the commencement of the regular MBA class for the evening.

- Executive Networking Dinner and Roundtable –The annual Executive Networking Dinner and Roundtable features a catered dinner, after which the MBA students have the opportunity to network with several executives from the local business community. The format calls for students to select two specific executives to meet with during the evening in small discussion groups for approximately 60 minutes each.

- MBA Career Coaching Program – The MBA career coaching program is available to both students as well as alumni. The cost of this program is $50 per person, although students have $30 of this cost subsidized by a student services activity fee. Under this program the participant completes a resume and two-page statement of their career challenges, aspirations, etc. These documents are submitted in advance to one of four career coaches, who then conduct a one-on-one session with the student or alum.

- Career Seminars – These seminars are offered on an ad-hoc basis by the Career Services office at UWB. Career seminars feature presentations by human resources executives and other professional development counselors on topics related to managing your career. Specific presentations conducted during the last two years were titled, "Managing Your Career in the New Millennium", "Me, Inc. – Going Public With Your Career", and "Marketing Yourself Inside Your Organization".

Much of our focus on career development activities is conducted under the auspices of the MBA Professional Development Group. This group was specifically formed to create opportunities for professional development of our students. The group includes representation from current students, all prior graduating classes, staff, and three external professional development organizations. The MBA Professional Development Group is responsible for selecting the speakers for the Leadership Speaker Series and otherwise supports most of the professional development activities noted above.

Governance, grievances, etc.

There are several opportunities for students to participate in governance of the MBA program. The most specific and formal approach is through participation of the MBA Association ("MBAA"). The mission of the MBAA is to represent the interests of all MBA students at UW Bothell. The MBAA strives to improve educational, social, and business opportunities by fostering interaction among the administration, faculty, MBA candidates, alumni, other business schools, and the business community. All MBA students and alumni are encouraged to participate in the association's management, meetings, and activities.

In addition to the MBAA, the MBA Professional Development Group mentioned above provides another opportunity for students to participate in governance of the program – specifically with respect to professional development.

There have been no formal grievances filed with respect to the MBA program during the last 3 years, or ever, as far as the current administration is aware. We also do not have graduate student service appointees such as teaching or research assistants.