

February 6, 2018

To: David Eaton, Vice Provost and Dean
Graduate School

Rebecca Aanerud, Associate Dean for Academic Affairs
Graduate School

From: Howard Smith, Dean
Milgard School of Business, UW Tacoma
Chair, UW Bothell School of Business Review Committee

Nives Dolsak, Professor
UW College of Environment and Marine Affairs

Tim Wilkinson, Dean
Whitworth School of Business

Chung-Shing Lee, Professor and Dean
School of Business, Pacific Lutheran University

Re: UW Bothell School of Business Review Committee Report

The UW Bothell School of Business Review Committee was charged by the Graduate School to conduct a review of the UW Bothell School of Business under the direction of the Office of Academic Affairs and in coordination with the Office of Undergraduate Academic Affairs, the School of Business at UW Bothell and the Office of the Provost. Our job was to make recommendations about the status of the School's degree programs, to provide an independent assessment of the "health" of the unit and to give advice on how it can be improved (see charge letter dated November 3, 2017).

Attached is our report. All members of the review committee have read the report and agree with its findings.

Report of the Ten-Year Review Committee
for the
School of Business, University of Washington Bothell

February 5, 2018

Summary

The overall conclusion of the review committee is that the School of Business (SoB) has made notable progress in the intervening 10-years since its last review in 2006-2007. Judging from a wide range of qualitative and quantitative data presented by the School coupled with extensive personal/group interviews, it is clear that the School is delivering high quality undergraduate and graduate education consistent with the aspirations of the University of Washington. The review committee respectfully recommends that the SoB be approved for a full ten-years until the next review occurs and that the School be given consideration for aligning the next review with a pertinent accreditation visit by the Association to Accredite Collegiate Schools of Business (AACSB).

In this report we consider the **strengths** of the School and assess the academic and educational quality of the academic unit as guided by four important **guiding questions**:

- 1) Are they doing what they should be doing?
- 2) Are they doing it well?
- 3) How can they do things better?
- 4) How should the University assist them?

This assessment leads to a set of **recommendations** for consideration by the SoB.

Lastly, this report addresses four **focused questions** which the SoB has sought specific comment from the review team:

- 1) How does the SoB identify, evaluate, prioritize and leverage opportunities for partnerships with other units within the UW and beyond?
- 2) How does the SoB align its efforts in community engagement with the campus rhetoric and how does it convey its “applied” brand without diminishing the rigor of existing programs and research and building alignment among faculty
- 3) How can the SoB best support its mission and vision under a new resource framework (i.e., RCM) and quantum?
- 4) What are the best faculty management practices to align the multiple stakeholders within the University, ensure the voice of its faculty is heard and enhance the vibrancy, vitality, and, sustainability of the SoB professoriate?

Strengths

Findings from this 10-year review suggest that the School of Business is to be commended for the following notable achievements:

1. Attainment and maintenance of AACSB accreditation
2. Student accolades for the School’s delivery of quality and cost-effective education
3. Faculty and staff have significantly invested in building and maintaining a first-rate school that serves community degree and non-degree needs

4. Senior faculty have sacrificed their research and professional aspirations during the early stages of their careers at UW Bothell to create academic infrastructure essential to the evolving School
5. The Dean and School management team should be commended for their insightful leadership, conscientious stewardship of public and private resources, respect for the University's/School's values and governance policies, and sensitivity to serving UW Bothell students and the local community.
6. The faculty aspires to very high research expectations. This is particularly impressive given the fact that the School does not have a Ph.D. program, lacks graduate research assistants, and has minimal research funding. The faculty regularly publish in top journals. The research culture at UW Bothell is commendable!
7. New hires to the School of Business are from top Ph.D. programs. This signals that UW Bothell is "on the map" as a good place to land for newly minted graduates from excellent programs.
8. The faculty and staff exhibit a collaborative culture where education of students is the paramount concern.

Guiding Questions

Are they doing what they should be doing?

Given the recent reaffirmation of accreditation by AACSB, the review team was easily able to establish that the School of Business is doing what it should be doing. Only 25% of business schools in the U.S. meet the rigorous accreditation standards of AACSB which means, by definition, that the School of Business delivers an excellent educational program to its students. Our recommendations are made with the proviso that the School is doing what it should be doing. There is nothing inherently "wrong" with the UW Bothell business school. Suggestions for improvement are only offered as possible directions that the business school might want to consider along with other options that are already likely to be under consideration by the business faculty and staff.

The School of Business already operates fee-based degree and non-degree programming at the Eastside Leadership Center in Bellevue. We suggest that this effort be expanded based on revenue sharing between the School and the University, with eighty to ninety percent of the revenue remaining within the School. Funds generated can be used to support new staff positions and staff development, as well as professional development for the faculty. Such funds could also be used as a reliable stream for summer research support and other program needs.

In addition to the expansion of revenue generating programs, we strongly encourage the University's leadership at all levels to recognize the School of Business as a significant contributor to the overall mission of the campus. A university typically has a number of "front doors," such as athletics and the fine arts that showcase what it has to offer and connects it to the wider community. A business school can be a wonderful front door for a university because it provides an entree to area businesses that can provide internships, jobs, and funding. However, for smaller schools it is unusual for a business school dean to be able to organize and manage external relationships without the ongoing support and strategic partnership of an office of institutional advancement. We therefore strongly recommend that UW Bothell assign a senior

and experienced advancement officer to work closely with the School in order to create and execute a development strategy that takes advantage of the deep wealth of the eastside population and corporate sector. The person should be a full-time chief development officer with a great deal of knowledge about the local business community and a strong interest in advancing the school of business. Further, we recommend that UW Bothell engage an experienced, outside consultant, to assist in the development of an organizational and strategic approach to fundraising. Any success that the School of Business has in its fundraising efforts will most assuredly be to the overall benefit to UW Bothell.

Undergraduate and graduate students expressed their interest in receiving more help in obtaining internships, practical work experience, and ultimately, jobs in their fields of study. The students were uniformly interest in, and even hungry for, experiential learning opportunities. Our impression is that these opportunities do exist at UW Bothell, but they are dependent upon the conscientiousness of individual students to seek them out and to make the most of the opportunities that are present. We suggest that a staff person be assigned to work solely with business students and that this person should have an office where there is a high concentration of business students. This would allow this staff member to get to know the backgrounds, ambitions, capabilities, and interests of individual students, and to then connect students with the business community through experiential opportunities that will maximize employment opportunities in selected career fields. This staff person can:

- Network with the business community to create internships while connecting institutional advancement to potential donors.
- Organize professional development activities, such as mock interview events that bring large numbers of business managers to campus to interact with students.
- Connect students with job opportunities and report placement rates.
- Conduct “treks” to Seattle businesses so that students can learn about the amazing business opportunities that surround them.

Are they doing it well

The mission of the UW Bothell Business School is to “create, disseminate and apply business knowledge to develop principled leaders and organizations in Washington and beyond.” The School is committed to providing “access to excellence in higher education through academic programs that promote spirit of discovery, critical and analytical thinking, ethical reasoning, and respect for cultural and intellectual diversity.” In addition, engagement with “local, national, and global academic and business communities” is a core element of their mission. This mission is closely aligned with the three core pillars of the UW Bothell campus mission; cross-disciplinarity, connected learning, and community engagement.

It is our assessment that the School is successful in all elements of its mission. This assessment is based on the review of the School’s self-study, the documents submitted for the 2015 AACSB 5-year maintenance review, as well the committee’s 2017 site visit on January 22nd and 23rd.

The school offers three degrees: Bachelor of Arts in Business Administration (BA), Master of Business Administration (MBA), and Master of Science in Accounting (MS). The faculty developed clearly articulated learning goals for their undergraduate and graduate degrees, measuring to what extent students accomplish the goals set in the School's mission. Following the requirements of the AACSB accreditation review, the School developed an assessment instrument for each learning goal. This instrument is applied to assess the level of success as well as to identify areas of improvement. The Self-study clearly demonstrates the School's success in a large majority of areas. Less-than-expected outcomes are in the areas of written and oral communication as well as in quantitative reasoning. In response, the School has developed and already implemented changes in selected courses as well as additional writing support. It is the committee's opinion that the implemented strategies will result in students' reaching expected levels in these areas in a few years.

The School's self-study also provided information on the ways and the extent to which the School supports the UW Bothell campus initiatives, including growth, institutional sustainability, diversity, student-centered support, community engagement, innovation, and sustainability. Further, the self-study assessed to what extent various student activities contribute to the UW Bothell 3C initiative (cross-disciplinarity, connected learning, community engagement). Here the committee notes a large number of activities that connect students' learning to school's local partners, including internships, in-class projects consulting projects, study abroad, and mentorship programs. This high level of engagement was also noted in the committee's conversation with students and with the advisory board. Projects in accounting, operations, and consulting stood out in this respect.

How can they do things better

According to the conversations with administrators, faculty, staff, students and other stakeholders, the Program Review Committee suggests that the School of Business at UW Bothell can do things better by directly addressing the following issues.

1. Unified workspace: Currently the School of Business is located in several different places on campus. To accommodate the growth of the student enrollment and create synergy among academic disciplines, the School should have its own building that hosts administration, faculty offices, and classrooms.
2. Tenure and promotion process: The School is headed in the right direction by developing specific criteria and expectations for tenure-track faculty to meet the tenure and promotion requirements. The School should also develop criteria and clear expectation to encourage associate professors to apply for promotion to the rank of full professor.
3. Support for tenured faculty: The School should provide more support for student and faculty scholarship. In addition, the School needs to provide support (e.g., additional staff for administrative responsibilities) for the faculty to establish close relationships with local firms and business leaders through student-faculty research and community engagement consulting projects. This will build a solid foundation for fundraising.
4. Support for tenure-track faculty: Summer research grants should be extended for more than the current three-year limit to support tenure-track assistant professors for research and publications. Also, the School should also encourage collaborative research and allow tenure-track faculty more time to conduct research.

5. Support for lecturers: The School should encourage and provide support for lecturers to meet the AACSB Instructional Practitioner faculty status.
6. Support for administrative staff: The School has a group of innovative and entrepreneurial staff. However, the number of staff has been stagnant while other areas are growing rapidly. Employee retention and career advancement are also two serious issues within the School. Instead of replacing employee turnovers, the responsibilities have been distributed to the lower level. There is almost no career advancement opportunity for staff in the School. The School should address employee turnover and career advancement issues in a broader context.
7. Undergraduate students: The School should actively address student's concerns about offering more elective courses, encouraging faculty to invite more guest speakers and offering more field trips or company visit opportunities. A dedicated career and internship advisor/coordinator should be hired to help students plan and develop their careers earlier.
8. Graduate students: The School should leverage career services in UW main campus to provide more managerial level career opportunities, rather than entry-level positions, to graduate students. Also, the School should address student's concerns about the coordination of curriculum among faculty (e.g., reducing overlapping course contents), incorporating more industry-content into the curriculum (rather than primarily focusing on academic content), improving student team performance (e.g., rotating team members during the academic year), and providing more support for international students.
9. Advisory Board: The School should continue working with the Board to explore opportunities to name the School of Business and construct a new building for the School. In addition, the School should encourage faculty to work with board members to improve the practicality of the curriculum (e.g., working with Boeing executives to review the supply chain management curriculum as well as collaborating with CFA Institute to revise the finance curriculum).
10. Business partners: The School should work closely with their business partners, following the examples of T-Mobile and the Boeing Company. These collaborations help to: develop faculty-student research and/or consulting projects, provide internship and career opportunities for both undergraduate and graduate students, and partner with other schools or divisions to develop innovative and cross-disciplinary programs.
11. Eastside Leadership Center (ELC): Leverage ELC's academic and executive leadership programs as well as facilities for expanding the networks and building community relationships. After the assignment of a full-time advancement officer to the School, the Dean of the School of Business should more actively engage the local business community. For example, the Dean should attend events organized by the Bellevue Chamber of Commerce on a regular basis.
12. Growth strategy: Despite growing rapidly in student enrollments in recent years, the School needs to plan strategically how to differentiate its value propositions and emphases from the UW Seattle main campus in order to sustain its growth. The School should make its curriculum more relevant to the local economy and aim to become a community engagement campus. The School also needs to engage with local company's human resources department to design and implement curriculum and educate students that anticipate the market demands in the coming decades

How should the University assist them?

The academic and educational quality of the unit is exceptional given the resources that the School of Business has to utilize. Clearly, the faculty and staff of the School have been very prudent in how resources are deployed to meet student and community demands, especially pertaining to undergraduate and graduate degree programs. However, there is very limited resource bandwidth and the School continually walks a fine line between having sufficient resources to fulfill their duties/mission and exceeding the prudent capacity of available resources.

The move to responsibility centered management (RCM) seemingly enhances the School's ability to control its own destiny and ability to manage accreditation standards, but it appears that the initial base RCM budget was not overly generous and in some respects deficient in supporting the School at an appropriate professional level given expectations and performance. There are no escrowed funds serving as a contingency pool in the event that sudden pressure is placed on the School due to unpredicted high enrollments. In this scenario higher enrollments and tuition are needed by the University as a whole, yet faculty teaching load demands are already high and thus are inconsistent with the School's ability to cover additional classes. In such scenarios across the country, business schools are typically asked to deliver higher credit hours regardless of insufficient permanent faculty coverage; to use temporary adjuncts; and to thereby erode the ability to maintain accreditation.

One answer to the question of how the University can assist the School is to encourage the faculty to grow fee-based degree and non-degree programs with the assumption that the School shares in the financial largesse created by orchestrated higher enrollment. This suggestion is precisely in alignment with the recently adopted RCM framework.

Another vital and promising strategy pertains to fundraising. Given the ongoing UW campaign, it appears that the University is missing an important opportunity to aggressively promote the School of Business and, in turn, the University as a whole. If the University dedicates a full-time chief development officer and the School frees up time for the Dean to concentrate on external fundraising, the combination could be quite impressive. Indeed, the School has already reconfigured its management structure by establishing two Associate Deans to address internal operations. The Office of Advancement could capitalize on this opportunity. Admittedly, the fundraising milieu for UW Bothell has several serious challenges for tapping the vast wealth of individuals and high tech firms. In particular, Bothell is located at the outer reach of Bellevue. Unlike other academic units at UW Bothell, the School of Business is rapidly expanding its undergraduate and graduate degree programs at the Eastside Learning Center. Perhaps two hundred yards from Microsoft's campus, the School of Business has established a foothold that can be the basis for more deeply penetrating the corporate and private pockets of wealth on the Eastside.

Recommendations

Given information available to the Program Review team, the following areas should be carefully considered to instill improvements within the School:

1. Encourage the School to grow tuition and fee-based degree and non-degree programs at the Eastside Leadership Center in Bellevue based on prudent revenue sharing between the School and University. This will provide supplemental funding essential to support key School initiatives such as: a dedicated career center to meet student internship and placement needs; staff development and the creation of new staff positions; and faculty professional development, especially a reliable stream of funding for summer research and teaching enhancement.
2. Develop a strategic facility plan to construct a dedicated building that aggregates the currently dispersed faculty and staff and that facilitates best practice student services. Utilize the plan as the guiding concept to initiate a fundraising campaign (perhaps embedded within the current campaign). Focus on acquiring a gift that names the School (establishes the brand) and use the proceeds from the gift to build a building. Follow-up this phase with fundraising for endowed faculty positions.
3. Assign a full-time chief development officer to the School. Capitalize on the deep wealth of the eastside population and corporate sector as a strategic initiative to boost fundraising not only for the School of Business but as collateral benefit to other academic units. Expand the administrative roles and fiscal support of the School's associate deans in order to free the dean up for expanded fund raising activities
4. Create a career planning and placement manager/center within the School that responds to corporate human resource needs, expands student internships, and increases student/alumni career/job achievement. Utilize the center to meet School placement goals while at the same time supporting central career/placement efforts as well as non-business major student job placement
5. Establish a strategic plan to better capitalize on the wide range of faculty, staff and student services at the Seattle campus. Open pathways for UW Bothell students to access the breadth of student services and academic offerings at main campus
6. Develop a well-articulated path with requisite resource support essential for enabling associate professors to achieve promotion to full professor
7. Provide one-month summer support every summer to untenured assistant professors thereby enhancing their ability to reach the high standards of the School and promotion to associate professor
8. Maintain a stable budgetary framework for the School. Work with campus stakeholders to develop a plan that ensures the smooth transition to a resource framework that supports the mission and future growth of the School (e.g., hiring new tenure track faculty, launching new revenue-generating programs, and self-funding the annual cost increases).
9. Create a plan for managing staff resources that addresses career ladder options
10. Encourage the School to revisit its strategic plan and decide on a limited set of specific areas in which it will strive to achieve, and be recognized for, distinctiveness (e.g., as has been done with Accounting)

On the basis of the review, the impressive performance of the School of Business, and the fruitful opportunities reflected by the preceding suggestions for improvement, the review team recommends that the next program review occur ten years hence.

Focused Questions

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

The School of Business has been very successful in forging partnerships both within the University (e.g., School of Pharmacy on Seattle Campus) and externally with corporate partners (e.g., T-Mobile and Boeing). It has demonstrated that it has the ability to identify such opportunities and then to methodically pursue them. From the information shared with the review team, much of this success stems from Dean Krishnamurthy's connections and astute understanding of the possible value added from such partnerships. In the case of T-Mobile and Boeing, there is huge upside potential as the relationships mature. There is such impressive potential that the School might want to consider the need to diminish risk with such opportunities by purposefully limiting the involvement of expensive permanent faculty. Using adjunct faculty would be beneficial in maintaining essential staffing for this and similar non-degree programs without compromising the AACSB coverage needed in degree programs.

At this point in the School's evolution, it is very appropriate to think more about what partnerships to not pursue, than over-focus on building partnerships, just to build partnerships. Given access to world-class high-tech corporations that can be served at the Eastside Learning Center and the Dean's track record in relationship-building with these global powerhouses, it appears that the School should carefully seek long-term partnerships with corporations whose brand enhances the School's brand rather than partnering with any opportunity that comes along. As partnerships with high performing global corporations mature, and the School's administrative infrastructure grows and matures, the School could then begin to extend its reach to more local or medium-size corporations whose brands also uplift the School of Business.

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

The School explicitly requested the review committee to provide feedback on how they can "align the School's efforts in community engagement with the campus rhetoric". While the school clearly communicates how students' projects connect with partners from the local business community, engagement with non-governmental organizations and/or governmental agencies is less visible. The committee recommends that the School should consider formulating a learning goal "application of business knowledge and skills to solve public problems". Through its regular assessment of learning goals, the School would then have a carefully developed metric of students' community engagement that could be reported to the AACSB (that as of 2017 requires assessment of "engagement") as well as communicated to the UW Bothell leadership. Several existing courses and projects could be used to assess the extent to which students reach this goal. For example, the Forensic accounting course, which enables students to work on real-life problems presented by the King County District Attorney's office, could incorporate an assessment instrument for this purpose. Other opportunities could include: an extension of BBUS 110 where a clinic could be developed and offered in public libraries; in BBUS 449, students could assist a not-for-profit organization; in BBUS 421, students could develop a social marketing strategy for addressing a public problem. In sum, assessment of such learning goal would enable the School to communicate community engagement beyond current

activities, such as conference organization, expansion of the advisory board, guest lectures, and company tours.

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

The School currently has many opportunities for launching new programs and it continues to improve the existing programs to meet the increasing market demands for business education. Both initiatives require significant amount of resources and supports from the University. Given the transition of implementing the new Responsibility Centered Management (RCM) budgetary model and target faculty ratios, the sources and availability of School's resources and its ability to launch and maintain existing programs will be significantly impacted.

The RCM model is designed to support the achievement of academic priorities within an institution and allows for a budget which closely follows those priorities. The School can take advantage of the RCM model by assuming the operational and budgetary authority and allowing it to prioritize their missions. The School can pursue new revenue sources and retain these funds for growth purposes. However, the School will be responsible for its own expenses, including hiring new faculty, launching new revenue-generating programs and certificates, and financing the annual cost increases. The Bothell campus should do more to recognize the contribution of the School, especially in terms of instructional efficiency, given the limited faculty resources. In order to maintain a stable budgetary framework, the School needs to work with campus stakeholders. Develop a plan that ensures the smooth transition to a resource framework that supports the mission and future growth of the School.

The School needs to work with both internal (e.g., advancement office) and external stakeholders (e.g., advisory board members and industry partners) to develop a strategic plan for naming the School and to raise funds to build a new unified workspace for faculty, students, and staff.

The School also needs to develop an overall strategy and implement a plan to support and coordinate faculty activities (e.g., student/faculty scholarships and industry consulting projects) to establish close relationships with local companies and business leaders. This will build a solid foundation for raising additional funds to sustain faculty who aspire to contribute toward suitable benchmarks.

Finally, given the changing campus budgetary climate and incentives, the School should seek additional sources of revenues and adopt a strategy of selective excellence by differentiating its value propositions and curricula emphasis. This could maximize resources and effectively utilize existing capabilities to support its aspiration of becoming a nationally renowned community engagement campus.

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?

Attempting to mandate or administratively configure alignment of multiple University stakeholders with the School of Business' professoriate will likely not yield the results that the School is seeking. A more grass-roots approach may be more productive that creates alignment from the bottom-up.

Ironically, faculty members of the School of Business are dispersed across campus as far as the location of their professional offices. This geographic/spatial dispersion was intended to create interdisciplinary sharing. However, it seems that this strategy has not delivered results as pertains to shared academic standards. Several other approaches for building a shared and more embraced voice are possible.

Engaging and embedding faculty in collaborative programs across campus offers promising strategies for forging better relations with academic units. This approach can gradually raise the voice of School of Business faculty as other academic units begin to understand the high standards that the School has adopted. Examples include:

- Pursue joint degrees
- Engage non-business faculty in non-degree programs
- Engage non-business faculty to teach or co-teach undergraduate and graduate courses
- Invite non-business faculty to present their research at a monthly brown-bag research consortium
- Engage non-business faculty in the research of business faculty
- Create research funding that supports non-business faculty who collaborate with business faculty
- Establish four visiting scholar scholarships (e.g., \$1,000 each) that encourage non-business faculty to publicly share their research and to be active in research and teaching colloquia presented by the School
- Encourage cross-disciplinary/cross-academic-unit teaching teams to offer cross-listed courses in other countries as means to build deeper professional relations among the professoriates

The preceding suggestions present opportunities for non-School of Business faculty to personally engage with School of Business faculty. Face-to-face interactions will offer opportunities for non-School of Business faculty to better understand the rigor of the School's research and a better appreciation for faculty research productivity given the School's high average student enrollment per course.