




February 3, 2021

Daniel A. Reed
Senior Vice President for Academic Affairs
205 Park Bldg.
Campus

APPROVED:

 2/4/21
Daniel A. Reed Date
SVP for Academic Affairs

RE: Graduate Council Review
Dept. of Entrepreneurship & Strategy

 2/4/21
Ruth V. Watkins Date
President

Dear Vice President Reed:

Enclosed is the Graduate Council's review of the Department of Entrepreneurship & Strategy. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President Ruth Watkins for her review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,



David B. Kieda
Dean, The Graduate School

Encl.

XC: Matthew J. Higgins, Chair, Dept. of Entrepreneurship & Strategy
Taylor R. Randall, Dean, David Eccles School of Business
Rachel M. Hayes, Associate Dean for Faculty and Research, David Eccles School of Business

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The Graduate School - The University of Utah

**GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE**

October 28, 2019

The Graduate Council has completed its review of the **Department of Entrepreneurship & Strategy**. The External Reviewer was:

Nicholas Argyres, PhD
Vernon W. and Marion K. Piper Professor of Strategy
Olin School of Business
Washington University in St. Louis

The Internal Reviewer for the University of Utah was:

Kirsten R. Butcher, PhD
Associate Professor
Department of Educational Psychology

This report of the Graduate Council is based on the self-study submitted by the Department of Entrepreneurship & Strategy, the reports of the external and internal reviewers, and a response to the external report from the Department Chair. The Dean of the David Eccles School of Business endorsed the response of the Entrepreneurship & Strategy Chair.

DEPARTMENT PROFILE

Program Overview

The Department of Entrepreneurship and Strategy (hereafter “DE&S”) was formed in 2014 as a “spinout” from the Department of Management within the David Eccles School of Business (hereafter “Eccles School”). At the undergraduate level, DE&S offers a major, minor, and certificate in entrepreneurship. The Department also offers graduate-level courses that support several Eccles School master’s programs, including the professional, online, and executive MBA degree programs. In addition, DE&S serves PhD students with research interests related to entrepreneurship and strategy. In Fall 2019, the department initiated a new Master of Business Creation (MBC), an intensive nine-month professional degree program designed to give aspiring entrepreneurs the knowledge and skills needed to create or scale their businesses. Students in this program are expected to work full time on their business enterprises while also taking courses and participating in practicum labs. The MBC is unique, with no known counterparts elsewhere in the United States or the world (external review). Indeed, DE&S itself is one of the few departments in top-50 US business schools to combine entrepreneurship and strategy; this pairing makes the Department’s intellectual foundations somewhat “unusual,” which gives rise to potentially innovative synergies but also poses unique challenges (external review).

DE&S serves as the primary academic host to three centers and institutes on campus. The Lassonde Entrepreneur Institute is a nationally ranked hub for entrepreneurship and innovation offering programs in networking, business planning, startup support, innovation, community outreach, and more. The Goff Strategic Leadership Center provides strategic leadership experience to students via a strategic leadership course for MBAs, the undergraduate Goff Scholars program, and an interdisciplinary “Lassonde + X” program that is designed to allow undergraduates from any major to explore and practice entrepreneurship. Finally, the Sorenson Impact Center focuses on impact investing, impact management, program performance and innovation, and field building, all with an eye toward “marshal[ing] capital for social good.”

DE&S aspires to be among the world’s leading departments of entrepreneurship and strategy, and it appears to be on an upward trajectory. The *Princeton Review* rankings currently place the Department’s undergraduate and graduate entrepreneurship programs at #9 and #19, respectively, up from #15 and #23 the previous year. The *US News and World Report* ranks the undergraduate program at #15 overall (and #8 among public universities) and the graduate program at #24. High-profile faculty appointments, coupled with a “bold” pairing of entrepreneurship and strategy as departmental foci, gave DE&S “instant recognition in the academic community” (external review). The Department has set for itself an ambitious growth program. It plans to expand undergraduate and graduate course offerings in entrepreneurship, to offer a revised entrepreneurship minor that caters to students from the Eccles School and throughout campus, and is in the midst of inaugurating the residential master’s program in business creation.

Faculty

The external reviewer notes that “most business schools struggle with diversifying their faculty,” and DE&S is no exception. According to the self-study, the Department has 8 tenure-line faculty, 12 career-line faculty, and 12 adjunct faculty. Of the 8 tenure-line faculty, 2 are assistant professors, 2 are associate professors, and 4 are full professors. Only 1 of the 8 tenure-line faculty is female, down from 2 in 2016 due to a retirement; all 8 tenure-line faculty members identify as white. Career-line faculty include 5 women and 7 men, all of whom are white (although the self-study reports that the racial/ethnic identity of one lecturer is “unknown”). Among adjunct faculty, 10 are male and 2 are female; all but 2 are white, with the exceptions identifying as Hispanic. Tenure-line faculty acknowledge the need to diversify the DE&S faculty and express a willingness to discuss strategies for achieving this goal.

The external reviewer worries that the ratio of tenure-line to career-line and adjunct faculty is currently too low. The department’s academic reputation hinges on the production of high-impact research and scholarship, which will ultimately require DE&S to expand the number of research-active faculty and create a critical mass for generating a “truly vibrant intellectual community” (external review). Moreover, the size and composition of the tenure-line faculty means that junior faculty members often shoulder undue service demands, despite the Department’s best efforts to limit their service obligations as they progress toward tenure. For these reasons, the external and internal reviewers both encourage the Department to hire additional faculty, and the internal reviewer underscored the need to provide active mentoring for junior faculty members as they negotiate the tenure track.

With respect to hiring, the Department’s innovative coupling of entrepreneurship and strategy presents distinct challenges. Much of the growth in student demand since the Department’s founding has occurred in entrepreneurship, but faculty scholarship and recruitment efforts tend to focus more on strategy. To date, DE&S has had more success recruiting faculty in strategy, which is a well-established academic field, and less success in the area of entrepreneurship, where strong job candidates are difficult to find. The departmental response to the external review points out that DE&S hired two new tenure-line faculty members in Spring 2019, but the response does not specify their areas of teaching or research.

Owing to the small size of DE&S’s tenure-line faculty, career-line and adjunct faculty engage in much of the teaching. Some of the Department’s career-line and adjunct faculty are excellent teachers, and adjunct instructors—many of whom are business leaders and successful innovators—help maintain the Department’s connection to the “real-world” business community. Nevertheless, the reviewers identified two sources of concern regarding non-tenure-line faculty. First, according to the external reviewer, “DESB [Eccles School] and the Department are more reliant on adjunct faculty than many of the business schools that DESB wishes to surpass” in the rankings. As previously noted, the reviewer recommends hiring additional research-active faculty in order to enhance the Department’s scholarly reputation. Second, faculty members and students alike expressed concerns about the quality and consistency of instruction offered by career-line and especially adjunct faculty. The internal and external reviewers both indicated that instructional quality among adjunct faculty in particular is highly variable, even in basic respects; for example, students recounted instances of missing syllabi and infrequent course meetings. Moreover, assigned workloads in courses taught by adjunct instructors are sometimes out of step with the Eccles School average.

To resolve these issues, some career-line faculty expressed a desire for additional support such as teaching feedback, orientation sessions, and enhanced teaching resources. Support is currently available to faculty members who request it, but there seems to be a desire for a more proactive approach, as many

career-line and adjunct faculty do not always know when or whom to ask for support. It is not always clear, for instance, what teaching resources are available to them in the Eccles School versus the Department.

One final area of concern noted in both reviews pertains to the need for more open communication among faculty in the Department. Tenure-line faculty members noted a lack of transparency and input in the decision-making processes that affect them, which often occur in a “top-down” manner (presumably flowing from the Eccles School to the Department, although the reviews remain vague on the matter). Career-line faculty also pointed to the existence of a communication gap between themselves and tenure-line faculty in the Department. Career-line faculty sometimes feel that their role within DE&S is poorly defined. They report that they rarely meet with tenure-line faculty to discuss the Department’s teaching mission and that they are seldom invited to departmental functions such as brown bag talks. In the Department response to the external review, some of these concerns are attributed to “the fact that the department rather rarely meets as a full department faculty.”

Students

The DE&S self-study (Table 3.1) reports that the Department enrolled 39 undergraduate majors in 2017, up from 32 in 2014. (The self-study also reports enrollment numbers for 2011, 2012, and 2013, but these figures antedate the founding of the Department.) Less than a third of students in 2017 were female (n=12, or 31%), compared with 19% in 2014 (n=6). In 2017, 31 of 39 students identified as white (79%); 2 (5%) identified as Hispanic/Latino, 3 (8%) as two or more races, and 3 (8%) as “non-resident alien.” The Department acknowledges that the underrepresentation of women and minorities is an ongoing problem, not only at the University of Utah but in business schools nationwide. Efforts to increase diversity by engaging in concerted advertising campaigns and by staffing more courses with women appear to have increased the share of female and minority students enrolled over time. It is nevertheless difficult to track percentages and ratios from one year to the next due to the small numbers of students enrolled in DE&S overall—the addition or subtraction of only a few students in any category can alter percentages dramatically.

Undergraduate students report being very satisfied with the quality of education they receive in DE&S. They praise the level of support they receive from faculty and feel that their level of academic preparation is strong. Nevertheless, students also expressed some frustration with the mentoring they receive, indicating that Eccles School advisors are often unable to offer informed support for the entrepreneurship major or concrete career guidance in the field of entrepreneurship. Students also report confusion about the kinds of resources available to them at the Lassonde Studios, the Goff Strategic Leadership Center, and the Sorenson Impact Center. The linkages these institutes and centers have with the Department could be better advertised to students.

In contrast with undergraduate students’ overall satisfaction with their educational experiences, PhD students expressed a good deal of frustration and disappointment. A major issue is an apparent lack of communication between faculty and students. Although PhD students feel that faculty members are high quality, dedicated, and available to students, there is a lack of clear and systematic mentoring in the program. Both the external and internal reviewers indicated that PhD students are often unaware of program requirements and that advising responsibilities seem to be diffused across faculty members. Compounding this issue is the fact that new students are not assigned an advisor upon entering the program, and they do not select a committee chair until the end of their second year. Although students feel they can go to any faculty member for informal advice and consultation, they report receiving conflicting advice from faculty mentors. Finally, PhD students expressed a desire to collaborate more closely and frequently with faculty on

research projects, to help further their training. Finally, the external reviewer pointed to a mismatch between incoming students' general lack of quantitative training and the kinds of quantitative skills faculty members expect them to acquire in the program.

Curriculum

The Department offers a major, minor, and certificate in entrepreneurship. The major comprises 26 hours of required credits, three of which are electives. The minor and certificate require 16 and 18 credit hours, respectively. In 2017-18, DE&S awarded 24 bachelor's degrees in entrepreneurship, with an additional 10 minors and 8 certificates. The Department offers 19 undergraduate-level courses in entrepreneurship, seven courses in strategy, two general education courses, and three courses for Block U and the Honors Program. As noted in the internal review, the relatively small size of the tenure-line faculty may compromise the Department's ability to manage and staff such a large complement of courses while also maintaining high standards of quality. The number of course offerings might also need to be brought into closer alignment with student enrollments: as it currently stands, there are nearly as many undergraduate courses offered (31) as there are undergraduate majors enrolled (39).

Some students complained that program requirements, particularly for the minor and certificate, are vague. In contrast, the entrepreneurship major is perhaps too structured, allowing students to take only a single elective course. Another issue is that instructional quality often varies across faculty members, especially in courses taught by adjunct professors. According to the internal review, students pointed out that "the same class could vary widely in content, expectations, and student experience from one semester to another."

In addition to the undergraduate curriculum, DE&S offers courses that support several MBA degrees: a full-time (day) program, a professional MBA, online and executive MBAs, and, beginning in Fall 2019, a new Master of Business Creation (MBC). The MBC is an intensive 33-credit, two-semester, full-time degree program. Students entering this program are expected to devote 14 hours a day, six days a week, to their studies. They are also expected to launch a new business enterprise within nine months of entering the program. According to the external reviewer, the MBC program "promises to contribute to the school's teaching mission and to the local business community, as well as to draw more resources to the department and school." The internal reviewer tempers this enthusiastic appraisal by cautioning that the introduction of the new master's degree will "almost certainly [lead] to faculty overloads" unless additional faculty can be hired. The Department offers eight graduate-level courses in entrepreneurship, one of which is at the PhD level, and 21 graduate-level courses in strategy, six of which are at the PhD level.

Program Effectiveness and Outcomes Assessment

As per the DE&S self-study, program effectiveness and outcomes assessment falls under the purview of the Eccles School. The Eccles School self-study indicates that the Undergraduate Curriculum Committee has identified five "learning assurance goals" that are guided by the Association to Advance Collegiate Schools of Business (AACSB) Assurance of Learning expectations. These goals include essential business knowledge, problem solving skills, effective communication, entrepreneurial (or strategic) mindset, and engaged citizenship. The internal reviewer expressed concern that these assurance goals do not appear to align with corresponding sets of clearly defined objectives, metrics, and measurement methods. This lack of specificity is most readily apparent for the learning assurance goal of greatest relevance for DE&S: "Entrepreneurial (or Strategic) Mindset." This goal seeks to "foster the capability to employ innovative and

entrepreneurial mindset and skills as appropriate” (Table 5.1.1 of the Eccles School self-study), but an accompanying note indicates that “objectives and measurements for this goal are still being developed,” and no information is given as to how achievement of this goal is measured. As the internal review report states, “the lack of specific information on objectives and metrics in this area is a significant concern, as DE&S was formed in 2014 and offers both a major and minor undergraduate degree.”

The self-study does not report other metrics associated with program effectiveness for DE&S, such as department-specific retention, graduation, or job-placement statistics. None of the documents provided—the internal report, the external report, or the DE&S self-study—discuss the plan for program effectiveness or outcomes assessment with respect to the Department’s new Master of Business Creation program.

Facilities and Resources

As of July 2018, most of the Department is housed in the new Garff Building. Despite being pleased with the space and resources available to them, faculty members noted that communication has been hampered because not all of them have moved to the new location. Due to projected growth in the DE&S in particular and the Eccles School in general, some faculty expressed concerns that these “physical divisions” will be difficult to resolve.

There appears to have been some confusion among undergraduate students as to whether they were allowed in the Garff Building. Such confusion is especially troubling given that student advising is located on the first floor of that building. According to the internal reviewer, this situation reveals a need for clearer communication with and outreach to students.

Faculty conversations regarding how best to strengthen the associations DE&S maintains with the Lasonde Entrepreneur Institute and the Goff Strategic Leadership Center are ongoing. Questions remain, for example, as to the precise nature of the relationship between the Lasonde Studios, DE&S, the Eccles School, and the University of Utah. Likewise, DE&S faculty would like to interface more effectively with the Goff Strategic Leadership Center. Additional work needs to be done to coordinate relations among these entities, in order to ensure a “productive future alignment” going forward (internal review).

COMMENDATIONS

1. Since its founding in 2014, the DE&S has pushed the boundaries of business education. Few business schools combine a focus on entrepreneurship and strategy the way this department does, and the new Master of Business Creation is the first of its kind. The Eccles School and DE&S are to be commended for their “bold” and innovative efforts on these fronts.
2. DE&S has recruited world-class and award-winning faculty members who are passionately committed to both research and teaching. Faculty productivity in terms of publications is high and has garnered recognition from the academic community.
3. Undergraduate students express high satisfaction with the quality of their education. Students praise tenure- and career-line faculty, in particular, for the support they provide and classroom experiences that prepare them for the world of work.

4. The Department's linkages with the Lassonde Entrepreneur Institute, the Goff Strategic Leadership Center, and the Sorenson Impact Center offer students a variety of resources and experiences for enhancing their educations.

RECOMMENDATIONS

1. DE&S should formulate an explicit strategic plan that does the following: (a) articulates the Department's overarching identity and mission; (b) clarifies the relationship between the Department's emphases in entrepreneurship and strategy; (c) proposes a growth strategy for recruiting additional research-active faculty and managing the number of course offerings; (d) addresses junior faculty members' desire for additional mentoring; and (e) specifies the Department's ties with the Lassonde Entrepreneur Institute, the Goff Strategic Leadership Center, and the Sorenson Impact Center.
2. A long-term strategic plan should include efforts to increase diversity among faculty and students. The Department should develop a concrete plan for recruiting female faculty members and faculty members from underrepresented groups. It should also consider ways to diversify the student body.
3. The Department should provide additional support and mentoring to new or inexperienced instructors, especially given its reliance on adjunct faculty. The quality and consistency of instruction should also be monitored. At minimum, the Department should ensure that all departmental, school, and university requirements regarding syllabi, class meeting times, student workloads, etc., are being met.
4. The Department should work with the Eccles School's Undergraduate Curriculum Committee and the Office of Undergraduate Studies to identify clear learning objectives, metrics, and measurements for assessing the "Entrepreneurial (or Strategic) Mindset" learning outcome. The Department should also develop learning outcomes and assessments for its new Master of Business Creation program.
5. Measures should be taken to build community and improve communication among tenure-line, career-line, and adjunct faculty, as well as between faculty and students. Tenure-line faculty might consider inviting career-line and adjunct faculty representatives to participate in faculty meetings, particularly when teaching-related issues will be discussed. Career-line faculty, adjunct instructors, and PhD students might also be invited to participate in brown bag seminars and other departmental events. And it is important to ensure that all students, undergraduate and graduate, receive focused mentoring.

Submitted by the Ad Hoc Committee of the Graduate Council:

Wade M. Cole (Chair)
Professor, Department of Sociology

Christopher A. Reilly
Professor, Department of Pharmacology and Toxicology

College Name
David Eccles School of Business

Department Name
Entrepreneurship

Program
All

Faculty Headcount

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full-Time Tenured Faculty					4	4	4	6
	Full-Time Tenure Track					3	4	4	2
	Full-Time Career Line/Adjunct Faculty					5	7	9	8
	Part-Time Tenure/Tenure Track					1	0	0	0
	Part-Time Career Line/Adjunct Faculty					0	0	1	0
	Total					13	15	18	16
With Masters Degrees	Full-Time Tenured Faculty								
	Full-Time Tenure Track								
	Full-Time Career Line/Adjunct Faculty					2	4	4	3
	Part-Time Tenure/Tenure Track								
	Part-Time Career Line/Adjunct Faculty					0	0	5	2
	Total					2	4	9	5
With Bachelor Degrees	Full-Time Tenured Faculty								
	Full-Time Tenure Track								
	Full-Time Career Line/Adjunct Faculty								
	Part-Time Tenure/Tenure Track								
	Part-Time Career Line/Adjunct Faculty					0	0	1	0
	Total					0	0	1	0
Total Headcount Faculty	Full-Time Tenured Faculty					4	4	4	6
	Full-Time Tenure Track					3	4	4	2
	Full-Time Career Line/Adjunct Faculty					7	11	13	11
	Part-Time Tenure/Tenure Track					1	0	0	0
	Part-Time Career Line/Adjunct Faculty					0	0	7	2
	Total					15	19	28	21

Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Direct Instructional Expenditures						4,296,256	4,697,746	5,185,268
Cost Per Student FTE				0	0	11,510	12,294	13,300

Student FTE from Cost Study by Instructor's Status with the University

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Full-Time					11	10	10	10
Part-Time					3	4	2	1
Teaching Assistants					0	0	1	0

Funding

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Grants								
State Appropriated Funds			1,573,759	1,958,493	748,473	830,012	4,620,677	5,069,954
Teaching Grants								
Special Legislative Appropriation								
Differential Tuition								

Student Credit Hours and FTE

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
SCH	Lower Division				843	1,416	1,368	1,755	1,719
	Upper Division				4,566	6,153	6,324	6,776	6,619
	Basic Graduate				2,350	2,370	2,230	1,845	2,118

	Advanced Graduate	92	98	108	110	121
FTE	Lower Division	28	47	46	59	57
	Upper Division	152	205	211	226	221
	Basic Graduate	117	119	111	92	106
	Advanced Graduate	5	5	5	6	6
FTE/FTE	LD FTE per Total Faculty FTE		4	3	5	5
	UD FTE per Total Faculty FTE		15	16	18	19
	BG FTE per Total Faculty FTE		9	8	7	9
	AG FTE per Total Faculty FTE		0	0	0	1

Enrolled Majors

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Undergraduate Pre-Majors								
Undergraduate Majors				21	17	24	29	25
Enrolled in Masters Program								
Enrolled in Doctoral Program								
Enrolled in First-Professional Program								

Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Undergraduate Certificate				0	6	2	7	4
Graduate Certificate								
Bachelors				26	19	31	25	19
Masters								
Doctorate								
First-Professional								



Memorandum of Understanding Department of Entrepreneurship & Strategy Graduate Council Review 2018-19

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on June 4, 2020, and concludes the Graduate Council Review of the Department of Entrepreneurship & Strategy. Daniel A. Reed, Senior Vice President for Academic Affairs; Taylor R. Randall, Dean of the David Eccles School of Business; Rachel M. Hayes, Associate Dean for Faculty & Research of the David Eccles School of Business; Todd R. Zenger, Chair of the Department of Entrepreneurship & Strategy; David B. Kieda, Dean of the Graduate School; and Katharine S. Ullman, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on October 28, 2019. The working group agreed to endorse the following actions:

Recommendation 1: DE&S should formulate an explicit strategic plan that does the following: (a) articulates the Department's overarching identity and mission; (b) clarifies the relationship between the Department's emphases in entrepreneurship and strategy; (c) proposes a growth strategy for recruiting additional research-active faculty and managing the number of course offerings; (d) addresses junior faculty members' desire for additional mentoring; and (e) specifies the Department's ties with the Lassonde Entrepreneur Institute, the Goff Strategic Leadership Center, and the Sorenson Impact Center.

In terms of formulating a strategic plan, Chair Zenger expressed commitment to gathering wide input and generating a plan in the months ahead. Dean Kieda asked to be updated on this at the end of the academic year (April 2021). Indeed, the items listed in this recommendation are ones that the Department has thought about creatively, particularly with respect to leveraging their ties with institutes and centers to enhance research in the Department, as well as changing course offerings. They have also been active in faculty recruitment efforts. This continues to be a high priority given pressing needs to support departmental initiatives and build on their reputation. The recruitment landscape is highly competitive, making a case for stacking two offers in one year to maximize success, acknowledging this may result in recruitment gaps at other times. The group also discussed the strategies required to find faculty in the entrepreneurship arena, which has only recently emerged as a discipline. Although this was cited as a challenge during the review, Chair Zenger felt that, with lots of fields feeding into this specialty, it was not an impediment to keeping the Department disciplinarily balanced at the caliber they aspire to. Diversity of the faculty is also dependent on future hiring, as discussed further below.

Recommendation 2: A long-term strategic plan should include efforts to increase diversity among faculty and students. The Department should develop a concrete plan for recruiting female faculty members and faculty members from underrepresented groups. It should also consider ways to diversify the student body.

The Department recognizes that gender and racial/ethnic diversity is central to their growth and success. With this seen as critical to next hires, the Department needs to be sure that a diversity action plan is integrated into their overall strategic plan. This would include not only recruitment strategies and resource allocations, but also ways to ensure that the Department is visibly inclusive and committed to strong mentorship of junior faculty. One concrete step that the Department has taken is to develop a postdoctoral program that they hope will attract top talent from a diverse pool and potentially become a pipeline for faculty recruitment. Prior to the current hiring freeze, they were successful in recruiting a female student from Berkeley into this program and they will proactively seek other candidates, once hiring is possible, from forums such as dissertation consortia in which they participate. At the undergraduate level, Dean Randall stated that School-wide trends in diversity are good; specifically, the Office of Budget and Institutional Analysis reports 24% domestic students of color in Fall 2019 vs 19% five years prior to that, with female students holding around 32% during this time. The Department, in turn, had 13% domestic students of color and 25% female students in Fall 2019 and must make concerted efforts to attract diverse students. One tactic being taken is to have female professors teaching in introductory classes. Notably, the inaugural class of the Master of Business Creation program was 33% female and had 33% domestic students of color. Creating a diversity action plan will be an opportunity to prioritize next steps to building a diverse, inclusive community at all levels.

Recommendation 3: The Department should provide additional support and mentoring to new or inexperienced instructors, especially given its reliance on adjunct faculty. The quality and consistency of instruction should also be monitored. At minimum, the Department should ensure that all departmental, school, and university requirements regarding syllabi, class meeting times, student workloads, etc., are being met.

While Chair Zenger stressed that this recommendation implied a characterization that was not fair to generalize, with the Department's teaching ratings above average within the School, he acknowledged that there were areas important to address. Since the review, three significant changes relevant to this recommendation are 1) a deliberate reduction in reliance on adjunct instructors, 2) concerted streamlining of courses offered, and 3) increased teaching oversight, including standardizing instruction in courses with multiple sections. Having a course head and team develop shared plans has helped, but in some cases, there is still a fair amount of freedom. In addition, there are still instances where adjunct instructors teach unique courses that need a different level of supervision. Dean Kieda suggested forming a faculty committee to look at this issue and make recommendations to the Department and Chair regarding teaching oversight and onboarding practices.

Recommendation 4: The Department should work with the Eccles School's Undergraduate Curriculum Committee and the Office of Undergraduate Studies to identify clear learning objectives, metrics, and measurements for assessing the "Entrepreneurial (or Strategic) Mindset" learning outcome. The Department should also develop learning outcomes and assessments for its new Master of Business Creation program.

Capitalizing on resources within the Eccles School, as well as those available university-wide, the Department will make a plan for assessing the "Entrepreneurial (or Strategic) Mindset" learning outcome. They will also ensure that there are assessments in place for the learning outcomes that were developed for the Master of Business Creation program. With a goal to finish this within a year, next steps include incorporating plans and progress into the 3-year interim report on learning outcomes assessment (https://ugs.utah.edu/learning-outcomes-assessment/loa_reports.php) and continuing the process of feedback to make continuous improvements to curriculum.

Recommendation 5: Measures should be taken to build community and improve communication among tenure-line, career-line, and adjunct faculty, as well as between faculty and students. Tenure-line faculty might consider inviting career-line and adjunct faculty representatives to participate in faculty meetings, particularly when teaching-related issues will be discussed. Career-line faculty, adjunct instructors, and PhD students might also be invited to participate in brown bag seminars and other departmental events. And it is important to ensure that all students, undergraduate and graduate, receive focused mentoring.

Chair Zenger's response letter noted that career-line faculty are included in most faculty meetings and that the Department now has teaching development meetings where career-line faculty are taking the lead. We discussed how the Master of Business Creation program has demanded close collaboration between tenure- and career-line faculty, which has been very positive. To further improve engagement and communication, Dean Kieda suggested the Department create a statement regarding the role of career-line faculty, including participation in departmental meetings and decisions, and RPT expectations for retention and promotion. Clearly articulating what is allowed and what is expected eliminates uncertainty. Our conversation also revealed that School-wide attention to career-line policies would be worthwhile and is something that Associate Dean Hayes expressed interest in. Meeting with AVP Sarah Projansky would be informative to see how other colleges handle the range of roles that career-line faculty play in different departments. Regarding PhD students, the Department has shifted to a postdoctoral training emphasis and at this point is not continuing to admit doctoral students. The current students have completed coursework and are focused on dissertation research. Ensuring that these students have a high-quality training experience is now the priority in this area. If this is a decision to permanently discontinue the program, the Department should notify the Graduate School to put the degree into abeyance, with the intention of formally moving to restart/discontinue after taking some period of time to evaluate this program's support of the Department's strategic plan.

Memorandum of Understanding
Department of Entrepreneurship & Strategy
Graduate Council Review 2018-19
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This memorandum of understanding is to be followed by regular letters of progress, upon request of the Graduate School, from the Chair of the Department of Entrepreneurship & Strategy. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting may be scheduled during AY 2022-23 to discuss progress made in addressing the review recommendations.

Daniel A. Reed
Taylor R. Randall
Rachel M. Hayes
Todd R. Zenger
Matthew J. Higgins (incoming chair)
David B. Kieda
Katharine S. Ullman



David B. Kieda
Dean, The Graduate School
February 3, 2021