August 12, 2008

Dear Linda:

I am pleased to submit the Graduate School of Management's five year academic plan for your review. This plan has been reviewed by our faculty Executive Committee and has my support. We have also submitted the plan to the Interim Provost and Executive Vice Chancellor, Barbara Horwitz.

I thank you for reviewing this document. Please contact me or Mary McNally, Assistant Dean of Business and Finance, at 752-7365 or mmmcnally@ucdavis.edu should you or your staff members have any questions.

Sincerely,

Nicole Woolsey Biggart, Dean
Graduate School of Management

Enclosure
Graduate School of Management (GSM) – Academic Plan (2009-2014)

Purpose and Context of the Academic Plan

The purpose of this plan is to outline our programmatic priorities for the next five years (2009-2014). We describe three planning scenarios: steady state (30 faculty FTE), 7% growth (an increase of 2 FTE), and a more ambitious 17% growth in faculty FTE (an increase of 5 FTE). Given that we have two self-funded MBA programs and a third full-time MBA program that is largely self-funded, we believe the growth scenarios are feasible in light of State budget reductions. The academic plan will serve the dual purpose of revealing our planning priorities to the campus and to our accrediting institution, the Association to Advance the Collegiate Schools of Business (AACSB).

The mission of the Graduate School of Management is to be a leader in management research and education. As part of the world’s premier public university, we pursue significance, excellence and scholarly rigor in our research, teaching and service to the people of California. We emphasize curiosity, creativity, and high standards in the generation and transmission of theoretical and practical knowledge relevant for business. This mission guides our planning process and serves as the foundation for our academic plan.

In addition to our mission, the campus has inspired us to adopt the following guiding principles and objectives for this plan given that it will become part of an overarching campus plan:

1. The plan should be developed from both the campus-wide perspective as well as from the perspective of the GSM.
2. The plan should preserve current strengths and build on them.
3. The plan should consider new areas of discovery, scholarship and creativity that are essential for the continued academic development of the campus.
4. The plan should identify and support campus-wide areas of academic excellence for UC Davis.
5. The plan should encourage collaboration across organizational boundaries and evaluate opportunities to leverage resources and forge partnerships to maximize scarce resources.
6. The allocation of faculty positions by the Provost and the Deans should be guided principally by the priorities set during the academic planning process.

We believe it important to provide a context for our planning exercise by describing the three MBA programs within our business school. The GSM’s programs include 3 MBA programs in three different locations: the full-time, 2-year MBA program located on the UC Davis campus; the 3-year, part-time Sacramento Working Professional MBA program located in down-town Sacramento; and the 3-year, part-time Bay Area Working Professional MBA program located in San Ramon, California. All three programs have the same degree requirements (72 quarter units or 24, 3 unit courses) and are taught by the same faculty members.

We currently enroll approximately 55 students per year in the full-time program, 60-63 students per year in the Sacramento program; and 75 students per year in the Bay Area program. We have 30 ladder rank FTE and we employ approximately 38 lecturers and visitors per year. In addition, we offer an undergraduate Technology Management minor which presently enrolls close to 190 students and we offer 2 undergraduate accounting courses (Elementary Accounting 11A and 11B) to approximately 1300 students each year.

The GSM Planning Process

The GSM planning process involves developing a draft plan with the Executive Committee and requesting review and modification by various constituencies in the GSM including faculty members and administrators. The timeline and steps for completion are defined in Appendix 1.
Features of the Plan

The features of the plan include a description of the program priorities, targeted faculty size and diversity goals, anticipated curriculum modifications, MBA student enrollment goals, assessment mechanisms, and resource challenges and opportunities.

Programmatic Priorities
The GSM believes the highest programmatic priorities for the next 5 years are to:

(1) maintain and enhance high quality research output by GSM faculty members and maintain and improve research collaboration within the GSM and across campus through interdisciplinary partnerships. GSM faculty member research was recently ranked in the top 50 in the nation for the number of research papers downloaded from the Social Sciences Research Network.

(2) maintain and improve the high quality of the internationally recognized full-time MBA program and the Sacramento Working Professional and Bay Area Working Professional MBA programs. The GSM has been ranked as one of the top 50 business schools in the country by US News and World Report for the last 13 years. This ranking is important to a business school in that it drives faculty and student recruitment.

(3) embrace strategic partnerships through our joint degree offering with the School of Law and our concurrent degree offerings with other Schools and Colleges on the campus including our most popular concurrent degree offering with the College of Engineering. In this context, we are considering an arrangement with the Moore School of Nursing. Working with the new Moore School of Nursing would involve offering another set of core courses (excluding our statistical analysis course) and one health care management elective over a two year period, for a total of six courses, to the nursing students pursuing a Master's degree. This arrangement would require at minimum an additional allocation of 2 faculty FTE. If the nursing program enrolled in excess of 65 students per year an extra set of core courses would be required. This expansion would require an allocation of a total of 4 faculty FTE at minimum. Given that we currently offer the core curriculum four times per year: twice in the Bay Area, once in Sacramento, and once in the full-time program, we need to be mindful of adequate Senate faculty coverage of the core courses.

(4) maintain the high quality technology management undergraduate minor. The minor presently enrolls 190 students. The program offers 6 courses to undergraduate students majoring in engineering and the biological and physical sciences to complement their studies with courses in business and management. We are excited that this program continues to thrive.

(5) continue to fulfill the School's service mission by building upon the School's Centers of Excellence (the Center for Entrepreneurship and the Center for Investor Welfare), providing publicly accessible research such as the UC Davis Study of California Women Business Leaders, and delivering executive education programs such as the Wine Executive program.

(7) enhance giving and revenue generating opportunities through concerted development and external relations efforts, the Wine Executive Program, and the Working Professional MBA programs.
Alternatives Considered

The GSM faculty members have considered other program opportunities in recent years including the discussion held at the last faculty retreat in August, 2006. The faculty members evaluated areas including: an undergraduate business program; additional Executive Education programs; expanded concurrent degree programs; and specialized Master's programs. At that time, faculty members concluded that we need to keep strengthening our current program offerings and not introduce new ones.

Our current priorities focus on the same theme of building on our current strengths. The largest potential step forward involves working with the Moore School of Nursing to provide a management component to their Master's degree program.

Targeted Faculty Size and Diversity Goals
The targeted faculty size in 5 years is 35 FTE. At present, we have 30 FTE. With the projected growth in the Bay Area Working Professional MBA program and the possible arrangement with the Moore School of Nursing, we have a growth target of 5 FTE in five years; 2 to 4 FTE for the School of Nursing depending on the annual class size and 1-3 FTE for the Bay Area program. We currently have 38 lecturers teaching 65 courses for the GSM in all three MBA programs for the 07-08 academic year. We would like to increase the number of courses taught by Senate faculty in all three programs.

It will be less beneficial to our program if we employ lecturers and visitors to teach as opposed to ladder rank faculty if we do not attain additional FTE for growth. The foremost distinguishing feature of our program is that ladder rank faculty members teach in all three MBA programs. Our approach permits us to attract high achieving students and is a defining feature of our program. This is also highly important for our accreditation status. We must maintain that at least 75% of all student credit hours are taught by ladder rank faculty.

We are committed to pursuing our diversity goals to hire at minimum two African Americans, one Latino, and one woman. We have had success in recent years hiring women. Currently we have 10 on faculty compared to 1990 when we had one. We continue to pursue candidates in these underrepresented areas through aggressive advertising and contacting colleagues in the field to recommend candidates.

Anticipated Curriculum Changes and Challenges

Our Educational Policy Committee continues to monitor our curriculum to respond to all of our constituencies' needs. We review our core, breadth and elective curricula to ensure we synchronize with market demands and the latest research in all fields. At this time we do not expect significant changes to our core curricula; however, we often adapt our elective courses to reflect the latest research and professional trends.

MBA Student Enrollment Goals

On an annual basis, in both growth scenarios (7% or 17%) we expect to enroll 65 day students per year for a total of 130 students in the 2 year program at any one time. We expect to enroll 65 Sacramento students per year in the three year program (or 131 FTE=.67*65*3 over a three year period since this is a two year program completed in 3 years). If we work with the Moore School of Nursing, the Sacramento program would grow by an additional 65-100 students per year. This would require us to offer our core curriculum twice or three times per year in the Sacramento program and would likely involve teaching at the School of Medicine's Medical Education Building in Sacramento. Finally, we expect to enroll up to 100 Bay Area students (or 201 FTE=.67*100*3 over a three year period). Our emphasis in all three programs is on quality of program delivery.
In summary, we would aim to offer the core curriculum once per year in the full-time program, once in the Sacramento program, and twice in the Bay Area program. We would add one or two sections in the Sacramento program for the Moore School.

Without additional FTE, in the steady state scenario, we would still plan for small growth in our full-time program given that we will have a new facility located on the south-entry to UC Davis across from the Mondavi Center for the Performing Arts and next to the Buehler Alumni Center. We believe this will provide our program with increased visibility and will help us recruit more students. We expect the Bay Area annual student enrollment to ramp up to 100 students per year given that we are currently offering the core curriculum twice per year in the Bay Area and have capacity to expand enrollment. The Bay Area program is a young program that started in the 2005-06 academic year with 45 students and now has a total of 177 students (where 77 enrolled this 2007-08 academic year).

**Assessment Mechanisms to Measure Success**

We measure success through a variety of measures that enable us to see whether we have achieved our program learning objectives. The GSM has established a process used to develop and update our learning goals and to see if they have been achieved. The process has the following steps:

1. Establish and revise learning objectives – The GSM faculty members review the program objectives and proposed revisions. The current version of the program objectives were approved by the faculty on September 4, 2007.
2. Identify and compile direct measures of learning including: course grades; success with consulting center and internship projects; and the learning assessment rubric (attached).
3. Identify and compile indirect measures of learning including: student surveys; alumni surveys; faculty surveys – annual retreat input; student evaluations of courses; faculty area reviews; student placement rates.
4. Assess data collected – faculty committee analyzes data over time; faculty committee compares full-time and Working Professional program data.
5. Analyze external evaluation findings and recommendations including those from 5-7 year program reviews and accrediting institution reviews (the Association to Advance the Collegiate Schools of Business (AACSB)).
6. Develop recommendations – the Educational Policy Committee at the GSM makes recommendations to the faculty at large.
7. Implement program revisions – faculty vote on recommendations and those viewed favorably are implemented. GSM is a relatively small business school with typically one or two faculty members teaching a particular course. The faculty member has a strong influence on which measures are implemented in his or her course. Learning objectives and program expectations are published in the student MBA handbooks, program policies and procedures documents, and faculty resource guides.
8. Monitor and evaluate program changes – this evaluation informs program objectives.

We engage in this process to ensure that our standards of quality education are met.

**Resource Challenges and Opportunities**

The GSM faces the following challenges and opportunities in the coming five years:

1. Faculty compensation – We recently reached an agreement with campus and adopted a new salary scale that tracks the AASCB top 25 schools’ salaries. We believe this scale will permit us to retain and attract highly productive faculty members. Even so, faculty compensation remains a challenge. The GSM prides itself on the ability to have ladder rank faculty teach in all three of our programs at all three of our locations. To continue this high quality offering, our salaries must remain competitive.
2. Marketing demands for our two self-funded programs – Our marketing budget has doubled in the last two years as we aim to expand both of our Working Professional
programs at two locations. An extensive marketing program is necessary due to the competitive challenges from other public and private universities and colleges primarily in the Bay Area. We develop and purchase print advertisements in newspapers; purchase radio spots; design and purchase billboard advertising in airports; maintain a professional website; and design and produce a variety of mailing (both traditional and electronic) circulars. The staffing and operating expenses associated with these tasks will continue to be a challenge. We attribute the increase in Bay Area enrollment to this effort, however and see further marketing opportunities.

(3) Admissions and recruitment requirements – This year we expect to conduct over 120 information and recruitment sessions for all three programs. We also review approximately 600 applications annually. Applications have increased 15% above 2007 for the 2008 academic year. As a professional school, we have very formal processes for recruitment that require staff time and financial resources. Much like our marketing and communications program, the recruitment efforts have also paid dividends with increased enrollments and we see further opportunity here.

(4) Administrative support for 3 locations – Given that we are now a 3 campus School, we require staffing and administrative support (including IT, financial, and facilities management) for all three locations. We recently hired a full-time staff member for our Bay Area program and earlier this year we hired a full-time staff member for our Sacramento program. Staffing and administrative support further require a commitment of school resources which can be challenging in a largely self-funded environment.

(5) Student expectations – Our students are high achieving professionals and expect high quality teaching and student support. We provide professional teaching materials, support in the classroom, career counseling services, and have a dedicated staff member for each of our three programs. We also provide financial and information technology support for our student clubs in all three programs. We are fortunate to have such competent and professional students, yet with that comes the necessary financial and staffing commitments to meet and exceed their expectations.

(6) Requiring faculty to teach in three locations – We believe the GSM is unique to the UC Davis campus in that we are truly a three campus business school. As mentioned before, we also expect our ladder rank faculty members to teach in all three locations. We reimburse out-of-pocket expenses for overnight travel to the Bay Area and travel to our Sacramento campus, but nonetheless our faculty members make an extra effort to teach in these locations which requires time and commitment.

Summary

The scholarly presence of the Graduate School of Management in the nation and in the region has been steadily improving for the last 26 years. Applications by students are increasing, and the research reputation of the faculty is growing. Several avenues exist for the School to expand its reach. This plan describes the program in steady state with moderate growth associated with securing our new building on the UC Davis campus and a two growth scenarios involving a possible partnership with the Moore School of Nursing (2-4 faculty FTE) and expanding ladder rank faculty to teach in our Bay Area Working Professional program (1-3 faculty FTE). We recommend the pursuit of both growth scenarios to bring the expertise of the Graduate School of Management to a wider array of potential students. The additional faculty will allow the Graduate School of Management to approach critical mass in research and teaching, and continue its ascent to be one of the very best MBA programs in the nation.
Appendix 1: The GSM Planning Process

The GSM planning process involves developing a draft plan with the Executive Committee and requesting review and modification by various constituencies in the GSM including faculty members and administrators. The timeline and steps for completion are as follows:

(1) Meet with Executive Committee to define draft program priorities, targeted faculty recruitment, and general curriculum changes for a steady state and growth scenarios—February 19, 2008

(2) Circulate draft plan from step 1 to Educational Policy Committee and Dean's office (including Assistant Deans) – by March 1, 2008.

(3) Meet with Educational Policy Committee regarding curriculum proposals and assessment mechanisms to measure success of any proposed change. Review in the context of the established program learning objectives (established for the program September, 2007). Obtain input from Educational Policy Committee by March 30, 2008.

(4) Obtain revision from Dean's office including Assistant Deans on priorities, faculty hiring targets and resource needs by April 15, 2008.

(5) Provide a draft plan for review by faculty by mid-May. Hold faculty meeting in mid-May to obtain input.

(6) Dean's office refines plan in consultation with the Executive Committee based on faculty input by mid-June.

(7) Submit to the Provost and Executive Vice Chancellor, and Academic Senate by August 31, 2008.