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Preface

The Graduate School of Management (GSM) at the University of California, Davis (UCD) submits this Fifth Year Continuous Improvement Review Report as part of the continuous improvement review process of the Association to Advance Collegiate Schools of Business (AACSB).

Section 1. Innovation, Impact and Engagement

The GSM adheres to the high standards of the University of California, a global premier public university system. The School pursues high quality research, teaching, and service to society. The application of scholarship, creativity, and rigor at the GSM generates theoretical and practical knowledge relevant to organizations and their members. Examples of innovation, impact, and engagement over the review period include:

A. Innovation

• GSM faculty received a Department of Energy Green Electricity Network Integration (GENI) program grant, a Department of Energy Sunshot program grant, and a CalPERS Sustainable Investment Research Initiative grant. The School uses these grants to further innovative research and teaching in the mission-aligned areas of Green Energy and Sustainability.
• GSM faculty created knowledge about for-profit organizations by using a Marketing Science Institute grant to study mobile phone usage and by earning a best paper award related to the implications of telecommuting.
• In 2009, the School created the Charles J. Soderquist Chair in Entrepreneurship with a $1,000,000 endowment and the Child Family Institute for Innovation and Entrepreneurship with an endowment of nearly $5,000,000. This use of these funds emphasizes curiosity and creativity in the generation of practical knowledge.
• Professor Andrew Hargadon received a $1,700,000 NIH grant from the Frontiers of University Training to Unlock the Research Enterprise (FUTURE) program. This funding expanded professional growth opportunities for postdoctoral fellows in the biomedical sciences.
• The GSM published its innovative annual survey of Women in Leadership in California, a critical area in corporate governance. This mission-aligned study brings widespread attention to women in leadership and contributed to the passage of California Senate Concurrent Resolution 62 in 2013.

B. Impact

Academic

• GSM faculty ranked first in per-capita publications among peer, competitive, and aspirant comparison institutions in 2013.1
• GSM faculty ranked 13th globally in research by Financial Times in 2014.
• GSM faculty published 247 articles in peer-reviewed journals, 193 of which were in A journals. The 2013 median impact factor was 2.1 across all journals. GSM faculty research received 7,118 citations.
• GSM faculty served on 92 editorial boards at leading peer-reviewed journals, including 12 senior or lead positions and 76 secondary positions.
• GSM faculty received scholarly research grants by U.S. and international agencies including: the Australian Research Council, Higher Education Funding Council of England, National Institutes of Health’s

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1 Page 21 summarizes GSM per capita research compared to peer, competitive, and aspirant institutions.
Broadening Experiences in Scientific Training Program, National Science Foundation, Research Grants Council of Hong Kong, and U.S. Department of Commerce.

- GSM faculty served as invited visiting professors or scholars at Arizona State University, Imperial College London, London School of Economics, Nanjing University, National Taiwan University, Oxford University, University of California at Berkeley, University of Melbourne, and University of Miami.
- GSM faculty published two books on research methods following the Annual Davis Conference on Qualitative Research.

**Instructional**

- GSM faculty published six textbooks and two teaching cases in the areas of finance and accounting. Two textbooks in the area of organizational behavior are presently under contract.
- As part of the revised core MBA curriculum, 33 student teams completed a 10- or 20-week Integrated Management Project, which pairs corporations with groups of students who tackle a real-world business issue facing the organization.
- The Full-time MBA Class of 2014 reported an average starting compensation of $99,952, with a placement rate three months after graduation of 86%. Over the review period, the placement rate for Full-time MBA students averaged 91%, and the average starting compensation averaged $95,965.
- In fall 2013, the GSM conducted its first biennial round of interviews with thirty recruiters who hire GSM graduates. Feedback from recruiters showed that the IMPACT curriculum focuses on key areas that students need for career success.

**C. Engagement**

The GSM engages with the broader community in ways that have considerable practical impact. Students, faculty, and the GSM as a whole are continuously engaged with the community, as highlighted in the following examples:

**Student Engagement**

- GSM students apply business knowledge outside of the classroom in case competitions, business plan competitions, an international study trip, and integrated management projects.
- As part of their degree, every Full-time MBA student must complete an internship or other professional experience between their first and second year. Most Part-time MBA students continue full-time employment while completing their degree, applying what they learn in the classroom to their work.
- Working directly with the business community, Career Development personnel offer students career development activities such as communication skills and “elevator pitch” workshops, professional networking events, webinars, and mock interviews to prepare student for interviews and their career search.

**Faculty Engagement**

- GSM faulty published 43 practitioner-oriented or applied research papers.
The GSM partners on research projects with Mars Corporation, CalPERS, the Federal Reserve, the Securities and Exchange Commission, Yahoo, IBM, Google, and NASCAR.

The Center for Investor Welfare and Corporate Responsibility received a $340,000 CalPERS grant to provide a comprehensive review of research on sustainable finance and host a symposium on the same topic. The attendees at the June 2014 Sustainability and Finance Symposium included academics and practitioners from around the world.

Community Engagement

Since 2005, the GSM web speaker videos have been viewed more than 7 million times.

GSM faculty provided expertise to governmental agencies and special interest groups such as the State of California Department of Education, Kauffman Foundation, The Academy of Management, American Association for the Advancement of Science, Federal Reserve, US Security Exchange Commission, and International Monetary Fund.

The Child Family Institute for Innovation and Entrepreneurship received a $2,000,000 i6 Challenge Grant from the US Department of Commerce’s Economic Development Administration. In turn, the Institute provided funding for eleven academic ventures to accelerate their pace toward commercialization. Additionally, the Institute used a SEED grant of $15,000 to host the Food + Health Entrepreneurship Academy, which provides scientists and engineers working in the foods and health arena the opportunity to evaluate their research for market opportunities. Finally, the Institute received $30,000 to host 40 Humphrey Fellows at the International Innovation and Entrepreneurship Academy in 2013.

From 2009 to 2014, over 3,200 faculty, graduate students, undergraduates, and postdocs participated in Child Family Institute events, including the UC Entrepreneurship Academy, and the Big Bang! Business Competition.
Section 2. Situational Analysis

A. Historical, National, Local, and Other Factors Shaping the School’s Mission and Operations

The University of California, Davis (UCD) is one of ten campuses in the University of California system and is located in the Sacramento Valley (approximately 11 miles from the state capitol). Academically, UCD is organized into colleges and schools. The UCD colleges include the College of Agricultural and Environmental Sciences, College of Biological Sciences, College of Engineering, and College of Letters and Science. The professional schools include the Betty Irene Moore School of Nursing, School of Education, School of Law, School of Medicine, School of Veterinary Medicine, and the Graduate School of Management.

The GSM is organized as a single-department academic unit and runs as a single operational unit. In line with the norms of the University of California system, the School has a shared governance structure. Responsibilities for resource allocation are reserved in the Dean’s Office (Dean, Associate Dean for Instruction, Associate Dean for Academic Affairs, Assistant Dean of Finance and Administration). Governance over admissions and curriculum management is held by the faculty, which is led by a Faculty Executive Committee. Since October 2014, the school has been led by Interim Dean Ann Huff Stevens, former Chair and Professor in the Department of Economics at UC Davis. Stevens will remain in this position until a national search for the next dean, expected to begin in fall 2015, is completed.

There are four programs, offering two different degrees, included in the accreditation review: the Full-time MBA program, the Full-time Master of Professional Accountancy program, the Part-time MBA program in Sacramento, and the Part-time MBA program in the Bay Area.²

Table 1. GSM degree offerings

<table>
<thead>
<tr>
<th>Degree</th>
<th>Initial Year</th>
<th>Location</th>
<th>2014 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>1981</td>
<td>Davis</td>
<td>43</td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>1994</td>
<td>Sacramento</td>
<td>61</td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>2003</td>
<td>Bay Area/San Ramon</td>
<td>57</td>
</tr>
<tr>
<td>Master of Professional Accountancy (MPAc)</td>
<td>2012</td>
<td>Davis</td>
<td>39</td>
</tr>
</tbody>
</table>

B. Relative Advantages and Disadvantages

The GSM has a number of advantages that improves its stature and relevance to the larger business community. First, the GSM leverages the campus’ reputation and resources in the areas of energy efficiency and clean-energy technology, sustainable agriculture, and biological sciences. Directorships of the Center for Energy Efficiency and the Child Family Institute for Innovation and Entrepreneurship are held by GSM faculty members.

The School also leverages its proximity to the state capitol in Sacramento, and to the technology-focused Bay Area. For example, close proximity to the state capital allows the finance and accounting faculty to partner with the California Public Employees’ Retirement System (CalPERS) and develop the Sustainable

² The Sacramento and Bay Area programs were referred to as the “Working Professional MBA” programs until 2012 when the names changed to the “Part-time MBA” programs.
Investment Research Initiative. In the Bay Area, the location of the MBA program attracts students with professional interest in the management of technology companies.

The GSM benefits from 32 world-class, tenure-track faculty members who are organized into five research disciplines: accounting, business analytics, finance, marketing, and organizational behavior. These faculty are highly-engaged in path-breaking research, and were ranked 13th worldwide for faculty research productivity by the Financial Times (2014). By 2014, GSM faculty held six endowed chairs at the university; at 19% of total School faculty, this is one of the highest ratios on the UC Davis campus.

The GSM has the additional advantage of excellent facilities. Gallagher Hall is located on the UC Davis campus in the Gateway Area. The 40,000-square-foot building is LEED Platinum Certified. The three-story building includes four classrooms, several seminar and conference rooms, a dedicated student lounge, an executive board room, numerous staff and faculty offices, dedicated interview and meeting rooms and the Innovation Lab, which is covered floor-to-ceiling in whiteboard.

The Bay Area program is housed in an 11,000-square-foot space in the Bishop Ranch office park in San Ramon. This location facilitates access to over 500 corporations located in Bishop Ranch, as well as the expanding number of Bay Area businesses in the fast-growing East Bay. The Sacramento MBA program is housed on the UC Davis-Sacramento campus in a state-of-the-art teaching building. The program shares space with the School of Medicine and the School of Nursing, providing the GSM access to potential students from the UC Davis Medical Center clinical and administrative staff. Both locations provide students convenient access to their programs and the 24-hour facilities provides study and meeting space for students.

The GSM also leverages a reputation for having a collegial culture in its high-quality academic programs. Thus, the school has deliberately kept its programs modest-sized, a valuable approach in an increasingly commoditized MBA market. The School’s small size and relatively short history can also present a disadvantage in terms of alumni giving and the school’s donor base. GSM currently has just over 3,400 alumni, who, although very dedicated, are mostly under age 60 and not prepared to make sizable gifts. Another challenge coincides with most public university programs in terms of fluctuating state funding. While the GSM has a diversified revenue base, approximately 27% of the operating revenue comes from state funding.

The GSM external relations and development team has focused on increasing direct contributions to the School. One such initiative is the GSM Class Gift Campaign in the Full-time MBA program. Since 2009, the GSM has achieved a 100% participation rate in every year except for 2013, collecting pledges or gifts totaling almost $80,000 with an average pledge amount of about $250 per student.

C. Challenges

One of the challenges the GSM faces is providing students with excellent instruction and services across the multiple program locations. Most faculty teach in all three of the MBA program locations - Davis, Sacramento, and San Ramon. Several procedures have been put in place to accommodate the demands for teaching at multiple locations. First, faculty receive additional research and teaching support funds for teaching courses in the San Ramon and Sacramento locations, which allow them to spend more time in these locations and to add teaching assistants to their courses. Second, the school has developed a system

\(^3\) During the 2009-2014 review period, the GSM included 34 Senate faculty members. As of January 2015, the GSM includes 32 Senate faculty members.
by which teaching across the three programs is arranged so that faculty teach the same course in all three locations, often during the same quarter. Thus, the number of course preparations per faculty member is reduced, as a trade-off for the extra time and complex scheduling necessitated by the multiple locations.

Competitive forces will continue to challenge the GSM in the future, including the increased number of MBA programs available world-wide, especially in the Bay Area, as well as a general US decline in demand for traditional two-year MBA and part-time MBA programs. During the past decade, there has also been a growing presence in Northern California of graduate business programs offered by universities from around the country, including Drexel University, Babson College and the Wharton School. This competition makes it critical that the GSM maintains and refines its advantages, including engagement by high-quality, research-focused faculty and delivery of highly relevant, cutting-edge instruction that meets the needs of students and employers.

D. Opportunities

To address these challenges, GSM faculty and staff are currently developing and evaluating proposals for several new degree programs to better meet student and employer needs and further diversify the GSM degree portfolio. These include:

- Bachelor of Science, Business Administration
- Master of Science, Business Analytics
- Juris Doctor/Master of Business Administration with Hastings College of Law
- Doctor of Medicine/Master of Business Administration with UCD School of Medicine
- Master of Public Health/Master of Business Administration with UCD School of Medicine

UCD does not currently offer an undergraduate degree in business administration, but there is clear demand for such a program on the UCD campus and throughout the state. As UCD proceeds with plans to add 5,000 undergraduates between 2012 and 2020, there is capacity for adding a business major without negatively affecting other undergraduate majors. The University’s new incentive-based budget model now systematically links funding from central campus to undergraduate student enrollment and majors, so that an undergraduate program would automatically bring new financial resources to the GSM as well.

Over the past 5-10 years, the number of specialized masters—and student interest in them—has grown considerably. The GSM Master of Professional Accountancy program has been very successful and the opportunity to expand the School’s degree offerings to meet student demand in these areas is compelling. Such programs, most notably a one-year Master of Science in Business Analytics now under development, would allow the GSM to capitalize on existing faculty expertise and strengths and grow the influence of the School.

The GSM also has an opportunity to expand its concurrent degree programs. The School is currently in negotiations to develop a concurrent degree relationship with the UC Hastings School of Law. In addition, given the changes underway in healthcare, the GSM is working with the health sciences programs at UC Davis to pursue additional concurrent degree relationships (e.g., MD/MBA).
Section 3. Progress Update on Concerns from Previous Review

A. Participation of Faculty across All Teaching Locations

Concern

The 2010 Team Visit Report includes a concern about the GSM’s ability to sustain a balance of participation by all faculty across all three locations, particularly the Bay Area program.

2015 Update

As the new programs were added in Sacramento and the Bay Area, faculty explicitly considered the issue of providing excellent instruction across three geographic locations. They concluded that the benefits of growing the School’s footprint justified taking on the challenge of delivering the MBA program in multiple locations. Attention has been given to ensuring that facility quality and available services in all three locations are comparable, and provide the same high-quality experience for both students and faculty across locations. The Associate Dean for Instruction uses a three-year curriculum planning schedule to help achieve this goal.

Teaching assignments for MBA courses are made with an explicit goal of maintaining equivalency in curriculum offerings across locations. As mentioned, instructors typically teach the same course at all three locations, often in the same academic quarter. This allows them to optimize course preparation, helping to offset the geographic challenge of teaching in different locations. Also, faculty receive additional teaching and research support allocations for teaching courses in Sacramento and San Ramon, further facilitating balance across the programs.

Appendix A summarizes information on faculty qualifications across program locations.

B. Maintenance of Coverage Ratios

Concern

Because of the School’s small number of faculty, coverage ratios are prone to sizeable variations due to maternity leaves, vacant positions, and other contingencies that are impossible to manage proactively. To the degree these are factors in coverage over time, the GSM should document these events and have them as part of the standard coverage reporting.

2015 Update

As noted above, the teaching assignments for all three MBA programs are planned on a three-year basis, allowing faculty sabbaticals and other leaves to be incorporated with manageable effect on course schedules. Annual requests for sabbaticals and leaves are evaluated for impact on course offerings by the Associate Dean for Instruction. Maintaining teaching coverage with appropriate numbers of faculty by qualification status across multiple programs is monitored in this planning process. In addition, the five faculty groups are evenly sized so that each group is large enough and has enough redundancy to cover courses as needed. Table 15-2 (Appendix A) shows that more than 62% of graduate student credit hours (and 45% of total student credit hours) are currently taught by faculty qualified in the scholarly academic category.
C. Accreditation Issues to be addressed in New Academic Programs

Concern

*The review committee encourages the Dean’s Office to... develop a reporting process that ensures accreditation issues are considered and handled in the implementation of any new [academic program] initiatives.*

2015 Update

The School’s internal review process for new programs includes consideration of accreditation issues, and final proposals must address any such concerns. The GSM Director of Academic Operations and Planning assesses faculty sufficiency in each new degree program. This permits sufficient lead time to allocate additional resources to address issues early in the review process. For example, the Director assessed accreditation requirements during the development of preliminary financial models for a proposed undergraduate business degree program. As a result of that assessment, the planning documents for the degree program now include embedded calculations to monitor staff and faculty sufficiency.

As another example, in developing the Masters of Professional Accountancy (MPAc) program, the Assistant Dean of Finance and Administration thoroughly reviewed accreditation requirements, including faculty ratios, resource allocation and consistency with the GSM’s overall mission and goals, at each stage of the proposal development. As the proposal advanced through the GSM faculty and UCD-wide approval processes, consideration was given to any potential impact on accreditation status.

D. Implementation of Assessment Systems

Concern

*The full implementation of the evaluation and assessment systems and examples of how these are used to enhance the curriculum and quality of the student experience should be featured in the next report to the AACSB.*

2015 Update

In 2010, the GSM established a faculty Task Force on Assessment of Learning (AoL) in 2010. That task force developed a set of learning goals and subgoals based on research on current MBA skill and knowledge needs. This has guided ongoing assessment efforts, as detailed in Section 6 below.
Section 4. Strategic Management and Innovation

A. Mission and Vision Statements

GSM Mission Statement
As part of the world’s premier public university system, the University of California, we pursue significance, excellence and scholarly rigor in our research, teaching and service to society. We emphasize curiosity, creativity, and high standards in the generation and transmission of theoretical and practical knowledge relevant for for-profit and non-profit organizations.

GSM Vision Statement
The vision for the School is to serve as an engine of economic prosperity in our region and globally. Economic prosperity involves wealth creation as well as fostering opportunities for upward economic mobility for all citizens. Promoting economic prosperity operates at two levels. First, the School must be a supplier of first-class business and management leadership to public and private, medium- and large-sized organizations. Second, the School must act as a catalyst to help small, entrepreneurial companies bring innovations to market.

B. Strategic Management Planning Process and Outcomes

An updated strategic framework for the school was created in 2011 after completing 18 months of meetings during which former Dean Steven Currall met with students, employers, faculty, alumni, staff, and other stakeholders to collect their thoughts and feedback. Table 2 provides the results of that process, beginning with the five identified strategic initiative areas, and includes examples of achievements, outcomes, and funding impacts for each.

Table 2. GSM strategic initiatives, outcomes, and funding

<table>
<thead>
<tr>
<th>Strategic Initiative</th>
<th>Actions/Outcome</th>
<th>Funding Impact and Source</th>
</tr>
</thead>
</table>
| Strengthen and expand the faculty | • Hired three faculty members between 2009-14  
• Continued emphasis on research and teaching excellence, with financial rewards via the University advancement system and GSM-specific summer compensation, research excellence and program development funds  
• Began new program development to support additional faculty hires | • Approximate annual cost of $868,000 for three faculty with funding from both state and self-supporting degree program revenues  
• Ongoing pool in excess of $1 million (from self-supporting degree program revenues) for faculty summer compensation  
• Potential sources for future hires are self-supporting program fees or central campus funding |
| Steward our resources        | • Developed Organizational Excellence process and metrics to measure progress  
• Reviewed and adjusted budget and staffing allocations                                                    | • Expenditures stabilized in 2013-14 to align with revenues                                 |
### Strategic Initiative

<table>
<thead>
<tr>
<th>Build our visibility</th>
<th>Actions/Outcome</th>
<th>Funding Impact and Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engaged with California Public Employees’ Retirement System (CalPERS) on Sustainable Investment Research Initiative</td>
<td>Grant funded project brought visibility and more than $300,000 in external funding to School</td>
</tr>
<tr>
<td></td>
<td>Worked with Child Family Institute for Innovation &amp; Entrepreneurship (CFIIE) to train scholars from a variety of disciplines to engage in business development</td>
<td>CFIIE trained 1,200 participants, supported by $7.7 million in external (donor and grant) funding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhance corporate connections</th>
<th>Actions/Outcome</th>
<th>Funding Impact and Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developed and expanded Integrated Management Project into Full-time and Part-time MBA programs</td>
<td>Approximate annual cost increase of $100,000 over current curriculum offering, supported by existing revenue base</td>
</tr>
<tr>
<td></td>
<td>Expanded corporate relations staff to engage on placement, projects, executive education, fundraising</td>
<td>Better placement outcomes based on placement rate/compensation/firms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Innovate our academic programs</th>
<th>Actions/Outcome</th>
<th>Funding Impact and Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reformed curriculum and incorporated Integrated Management Projects and Articulation and Critical Thinking class (IMPACT)</td>
<td>$1.95 million in annual revenue from MPAc program</td>
</tr>
<tr>
<td></td>
<td>Developed and launched a Master in Professional Accountancy program</td>
<td>$150,000 in initial expenditures on Leadership Development Program over two years, funded from Full-time MBA program professional degree fees</td>
</tr>
<tr>
<td></td>
<td>Developed and delivered a Leadership Development Program, and enhanced Orientation programming</td>
<td></td>
</tr>
</tbody>
</table>

In 2012-13, the School’s senior leadership identified key metrics to track and measure progress in implementing the updated strategy. Soliciting input from the different staffing areas, these metrics included key areas such as faculty scholarship, admissions success, corporate engagement and placement outcomes. The School identified more than 40 measurable metrics underlining the School’s mission statement and key initiatives. Through a series of meetings, senior leadership consolidated the list to 18 key performance metrics (Appendix B). While data for most of these metrics were already being collected by the GSM, this process formally assigned the data collection responsibilities to specific staffing units.

In 2013-14, the UCD Organizational Excellence unit met with GSM staff in small groups to examine work flows and administrative processes with the goal of identifying potential efficiencies and helping set work priorities to meet the goal of better resource stewardship. From those sessions, preliminary suggestions emerged for potential reorganization of work processes and possible unit reorganizations. In spring 2014, the senior leadership discussed these ideas and proposals to determine which ones to implement, considering strategic changes to staffing units, staff work processes, and available metrics and data. Enrollment and revenue challenges in 2013-14 resulted in additional discussions involving the School’s senior leadership around the optimal size and composition of staff. The School made some organizational changes and a small number of staff reductions to reduce costs while maintaining services and programs serving students and other constituencies.
A key achievement in the area of **building visibility** was the awarding of a multi-year grant from the nation’s largest public pension fund, CalPERS, to former Dean Steven Currall and faculty member Brad Barber, for work on sustainable investments. This partnership with CalPERS continues through executive education programs. Another successful and visible part of the school is the Child Family Institute, which connects scholars with networks and methods for converting their research into profitable business enterprises.

The strategic goals of **enhancing corporate connections and innovating our academic programs** were both addressed by curricular reform to develop a new course in Articulation and Critical Thinking and to introduce integrated management projects into the core curriculum. In their final year of study, teams of students partner with firms to complete projects. This exposes students to real world projects and provides connections to a growing set of corporate partners. Another key achievement is the successful launch of the Master of Professional Accountancy program, which was designed for students to efficiently meet the new California CPA requirements in nine months. Additional detail on the MPAc program and IMPACT curriculum are provided on pages 24 and 42, respectively.

The five strategic initiatives provide a focus for ongoing program development and reform. Faculty-led initiatives under these areas are discussed, first internally among the faculty and with the Dean’s office, and then with groups of outside stakeholders, including alumni and corporate partners. This assures that new programs are connected to faculty and school strengths and needs, but also serve the broader business community. As a school, the GSM continues its strategic planning processes beginning with a series of meetings intended to further develop a vision for the next five to ten years. In early 2015, the GSM faculty and leadership plans to meet with the UCD Provost, alumni and corporate partners, and experts from other top business schools for a series of visioning sessions to develop the School’s next set of long-term objectives, and to prepare for the upcoming national search for the next dean.

C. Intellectual Contributions, Impact, and Alignment with Mission

The GSM faculty is organized around five areas of scholarship: accounting, business analytics, finance, marketing, and organizational behavior. Table 3 summarizes the research impact of the GSM scholarship areas. Additional qualitative analyses for each area of scholarship are provided in separate sections following the table. Finally, summary indicators of the intellectual contributions of the School as a whole are given.

<table>
<thead>
<tr>
<th>Faculty Area</th>
<th>Total Citation Count per Google Scholar, September 2014</th>
<th>Number of Senate faculty (adjusted for new and departing)</th>
<th>Median Thomson Impact Factor*</th>
<th>Number of peer-reviewed journal articles</th>
<th>Number of peer-reviewed journal articles / Senate faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>924</td>
<td>6.2</td>
<td>1.8</td>
<td>53</td>
<td>8.55</td>
</tr>
<tr>
<td>Business Analytics</td>
<td>423</td>
<td>5</td>
<td>1.69</td>
<td>56</td>
<td>11.20</td>
</tr>
<tr>
<td>Finance</td>
<td>4795</td>
<td>6.8</td>
<td>2.66</td>
<td>70</td>
<td>10.29</td>
</tr>
<tr>
<td>Marketing</td>
<td>324</td>
<td>6</td>
<td>2.65</td>
<td>24</td>
<td>3.83</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>652</td>
<td>8</td>
<td>2.55</td>
<td>44</td>
<td>5.50</td>
</tr>
<tr>
<td>Total</td>
<td>7118</td>
<td>32</td>
<td>Na</td>
<td>247</td>
<td>7.69</td>
</tr>
</tbody>
</table>

| Mean Citation Count per Senate faculty (7,118+ 32) | 222.44 |
| Number of peer-reviewed journal articles / Senate faculty | Na |

*Source: www.impactfactorsearch.com/2013
Accounting

Figure 1. Accounting research themes and topics

<table>
<thead>
<tr>
<th>Reporting</th>
<th>• how accounting and reporting affects capital markets, managers’ incentives, social and environmental sustainability and the behavior of non-profit entities</th>
</tr>
</thead>
</table>
| Securities                         | • issues in securities fraud litigation  
• analysis of Securities and Exchange Commission (SEC) filings  
| Credit Markets                     | • how credit markets reflect accounting choices and regulation  
| Costs and Controls                 | • how firms design optimal cost measurement and control systems that link to supply chain management practices, facilitate transactions with external parties, and determine accounting fees and agency costs |

Impact of Accounting Intellectual Contributions

The impact of the faculty work is evidenced by the citations to the published work, awards, service on journal editorial boards, and invitations to speak at events. Examples of such impact include:

Citations

• Over the past five years, the faculty members of the accounting group published 53 articles, of which 41 were published in journals with a median journal impact factor of 1.80.\(^4\)
• Two faculty members have in excess of 14,000 downloads each of their work (all time scores).
• One faculty member ranked in the top 0.15 percent of authors (394/262,000) for SSRN downloads.
• The publications of the accounting faculty are well cited by others, with two faculty having over 800 Google citations to their published work since 2009.

Influencing business and society

• Professor Griffin’s research on determinants of market efficiency was cited by the Supreme Court in Halliburton Co. v. Erica P. John Fund, Inc., 2013 WL 4855972 (2013).
• Professor Anderson’s scholarship has reached practitioners around the world, as she was asked to deliver the Birkett Lecture to CPA Australia in 2012.
• Professor Yetman was appointed to assist the State of California in determining the educational requirements necessary to become a Certified Public Accountant.

Awards

• Government and Nonprofit Section Annual Meeting Best Paper Award, American Accounting Association (2013)
• Notable Contributions to Auditing Literature Award, American Accounting Association (2013)
• Notable Contribution to Management Accounting Literature Award, American Accounting Association (2012)
• Accounting Educator of the Year Award, California Society of Certified Public Accountants (2012)
• Overall Best Paper Award, Corporate Governance and Financial Markets Conference (2012)

\(^4\) In any given year, the impact factor is the average number of citations received per paper published in that journal during the x preceding years. For example, if a journal has a five-year impact factor of 3 in 2013, then its papers published in 2008-12 taken collectively received 3 citations each on average in indexed publications in 2013.
• *Best Paper Prize*, New Zealand Institute for the Study of Competition and Regulation, Inc. (2011)
• *Greatest Influence on Practice Award*, American Accounting Association (2010)
• *Peter Brownell Best Accounting and Finance Manuscript Award*, Accounting and Finance Association of Australia and New Zealand (2010)
• *Best Paper*, Accounting Horizons (2010)

**Editorial boards**

- Senior Editor, *Production and Operations Management*
- Editor, *The Accounting Review*
- Co-editor, *Accounting Horizons*
- Associate Editor, *Journal of International Accounting Research*

**Speaking events**

- Naval Post-Graduate School (2014)
- Keynote plenary speaker at the Annual Conference of the Accounting and Finance Association of Australia and New Zealand (2013)
- AOS Research Conference on Management Accounting in Beijing, China (2013)
- Georgetown University (2011)
- Auckland Region Accounting Conference (2010)
- Chartered Institute of Management Accountants (2009)

**Business Analytics**

*Figure 2. Business analytics research themes and topics*

<table>
<thead>
<tr>
<th>Computational Mathematics</th>
<th>• real-world applications in production/operations/supply chain management, statistical estimation, bioinformatics, and the management of energy systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Strategy</td>
<td>• the economics of technology&lt;br&gt;• technology products and industries&lt;br&gt;• versioning (market segmentation by offering differentiated products/services)</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>• the use of stochastic models to study industrial procurement, service distribution, and delivery</td>
</tr>
</tbody>
</table>

The business analytics group includes five Senate faculty members who produce intellectual contributions that span the spectrum, from highly leveraged, abstract work to fairly specific, applied work. Two faculty members hold endowed chair appointments, such as Jerome J. and Elsie Suran Chair in Technology Management and Robert W. Glock Endowed Chair.

**Impact of Business Analytics Intellectual Contributions**

The impact of the faculty work is evidenced by citations, awards, service on journal editorial boards, and invitations to speak at events. Examples of such impact include:
Citations
- During the review period, the business analytics faculty has published 56 articles in Thomson-tracked scientific journals, which garnered 423 Google citations. The median impact factor of the journals in which the group published was 1.69.

Influencing business and society
- Work from the Business Analytics faculty has informed critical real world policies, including the design of systems for electronic medical records and hospital scheduling practices.

Awards
- **Best Paper Award**, Computational Management Science (2012)
- **Best Paper Award**, eBusiness Section, Institute for Operations Research and the Management Sciences (2010)
- **Best Paper Award**, Third Annual International OCSAMSE Conference (2010)
- **Best Paper Award**, First China Workshop on Information Management (2009)

Editorial boards
- Editor-in-Chief, *IMFORMS Journal on Computing*
- Senior Editor, *Production and Operations Management*
- Associate Editor, *Decision Sciences Journal*
- Associate Editor, *Journal of Electronic Commerce Research*

Speaking events
- Visiting Professor, Nanjing University, Nanjing, China (2014)
- Distinguished Visiting Chair Professor, National Taiwan University (2012-13)
- Plenary Speaker, International Network Optimization Conference, Hamburg, Germany (2011)

Finance

---

**Figure 3. Finance research themes and topics**

<table>
<thead>
<tr>
<th>Asset Pricing</th>
<th>Corporate and Consumer Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>quantitative models for computing valuations of assets</td>
<td>behavior of financial institutions; credit card markets</td>
</tr>
<tr>
<td>role of financial analysts in asset price discovery</td>
<td>impact of news events and investors’ differences of opinions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Investor Behavior</th>
<th>Behavioral Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>on-line trading and mutual fund performance</td>
<td>psychological biases of investors in financial markets</td>
</tr>
<tr>
<td>asymmetry of response to good and bad news</td>
<td>gender-related overconfidence in stock trading</td>
</tr>
</tbody>
</table>

Impact of Finance Intellectual Contributions

The impact of the faculty work is evidenced by citations, awards, service on journal editorial boards, and invitations to speak at events. Examples of such impact include:
Citations

- In the last five years, the members of the finance group produced 87 academic papers, of which 70 papers were published journal articles. The median impact factor for these journals is 2.66.
- Published papers received a total of 4,795 citations, as per Google Scholar, September 2014.
- A member of the GSM finance faculty was recognized as a top fifty finance author as ranked by total citations in the paper, “The Relative Significance of Finance Journals, Authors and Articles.”

Influencing business and society

- Finance faculty regularly speak at key policy institutions, such as the Board of Governors of the Federal Reserve System, Federal Reserve Banks of New York and Chicago, the International Monetary Fund, the Securities and Exchange Commission.
- Two textbooks written by GSM faculty members in finance have been widely adopted by a number of top business schools nationwide (e.g., Wharton) and throughout the University of California campuses.

Awards

- Graham and Dodd Scroll Award, Chartered Financial Analysts Institute (2014)
- Carr and Stephanie Bettis Distinguished Scholar Award, Arizona State University (2013)

Editorial boards

- Co-editor, Journal of International Economics
- Co-editor, Journal of Financial Services Research
- Department Editor (Finance), Management Science
- Associate Editor, Journal of Empirical Finance
- Associate Editor, International Journal of Industrial Organization

Speaking events

- Keynote speaker, Hungarian National Bank (2013)
- Presenter, 10th Joint Meeting of Shadow Financial Regulatory Committees in Tokyo, Japan (2013)
- Visiting Scholar, International Monetary Fund (2012-13)

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Marketing

Figure 4. Marketing research themes and topics

### Consumer Behavior
- new methodologies that companies can use to optimize the returns on promotional investments

### Marketing Models
- models of how to spend company advertising dollars over time when the company uses national and multiple local or regional ad campaigns to generate total company sales

### Marketing Technology
- innovative technology for marketing decision-making using real world data

**Impact of Marketing Intellectual Contributions**

The impact of the faculty work is demonstrated by awards, service on journal editorial boards, and invitations to speak at events. Examples of such impact include:

**Citations**
- The marketing group has published 24 articles in top journals which garnered 324 Google citations. The median Thomson-tracked impact factor for their articles is 2.65, with a maximum of 32.54.

**Influencing business and society**
- Moving beyond standard academic talks, marketing faculty have spoken at many business and non-profit venues including Yahoo, IBM, and Stanford Blood Center.
- Recognition by California Air Resources Board for *Potential Design, Implementation and Benefits of a Feebate program for New Passenger Vehicles in California*

**Awards**
- *Kvantum Research Excellence Grant*, Kvantum, Inc. (2013-14)
- *Best Paper Award*, Journal of Interactive Marketing (2010)
- *Best Paper Award*, 13th IFAC Symposium on Control Problems (2009)

**Editorial boards**
- Editorial Advisory Board Member, *Journal of Choice Modelling*
- Reviewer, *Journal of Marketing*
- Reviewer, *Management Science*
- Reviewer, *Production and Operations Management*

**Speaking events**
- Visiting Professor, French Ministry of Education (2014)
- Visiting Professor, Advertising Educational Foundation (2012)
- Co-chair, 8th Global Marketing Dynamics Conference, Jaipur, India (2011)
- Co-chair, Bay Area Marketing Symposium, San Ramon, CA (2010)
Organizational behavior

Figure 5. Organizational behavior research themes and topics

| Perception | • how individuals experience and manage the images, reputations, and identities they perceive regarding their organizations  
• how firms manage perceptions |
| Knowledge Sharing | • how knowledge sharing relates to job mobility, the careers of individuals, and social context |
| Cognitive Processes | • processes that drive legitimation, identity, and competitive dynamics |
| Innovation | • how innovation is influenced by communities of scientists and their network ties to each other |

Impact of Organizational Behavior Intellectual Contributions

The impact of the faculty work is demonstrated by the citations to the published work, awards, service on journal editorial boards, and invitations to speak at events, and widespread media coverage of research findings in the popular business press. Examples of such impact include:

Citations
• The organizational behavior group published 44 papers in peer-reviewed journals. The median Thomson-tracked impact factor of these publications is 2.55.
• Peer reviewed journals articles garnered 652 Google citations during the review period, with all-time citations for the group’s research numbering over 25,000.

Influencing business and society
• Faculty research has been featured in numerous popular business press outlets, including *Time Magazine*, *Forbes*, *the Wall Street Journal*, and the *New York Times* Business section. For example, faculty research on telecommuting and face time at work was featured in a *Wall Street Journal* video-cast that attracted over 20,000 viewers. This research was also referenced in dozens of print outlets and featured in live interviews on *National Public Radio* and *BBC Radio*.
• Faculty have participated in numerous conferences involving academics and practitioners as a means of translating scholarly findings into real-world applications. For example, faculty have participated in the Oxford University Centre for Corporate Reputation Annual Symposium that brings together corporate executives from large multi-national corporations with international researchers to discuss how research can be used to improve corporate reputation management.

Awards
• *Grand Vulcan Award for Entrepreneurship and Impact*, Rice University (2014)
• *Fellow*, American Association for the Advancement of Science (2013)
• *Senior Fellow*, Kauffman Foundation (2010-12)
• *Best Book Award*, Social Issues in Management Division, Academic of Management (2013)
• *Paper of the Year Award*, *Human Relations* (2010)
• *International Research Fellow*, Oxford University (2010-14)
• **Olympus Emerging Educational Leader Award**, National Collegiate Inventors & Innovators Alliance (2009)
• **Member**, Macro Organizational Behavior Society (2009)

Editorial boards
• Senior Editor, *Organization Science*
• Editorial Board Member, *Administrative Science Quarterly*
• Editorial Board Member, *Academy of Management Journal*
• Editorial Board Member, *Strategic Management Journal*

D. Infrastructure Supporting Faculty Intellectual Contributions Development

The Dean’s Office provides guidance and financial resources in support of faculty research. Financial resources dedicated to the development of intellectual contributions at the GSM include:

**Summer Compensation**
Approximately $1.2 million in summer compensation was allocated by the Dean to GSM faculty during 2013-14. Allocations are based on performance during the previous year with consideration given to personnel action outcomes, research productivity, teaching performance and service to the School. Once a rate is determined by the Dean for each faculty member, the salary is issued as support of summer activities, which primarily consists of research.

**Endowed Chairs**
GSM faculty hold six endowed chairs. At 19% of school faculty, this is one of the highest chair-to-total-faculty ratios on the UCD campus. Each year, endowed chair holders report their activities to the GSM Dean and make budgetary requests for research and teaching activities for the upcoming academic year. Endowed chair funds may be used to support research activities, teaching, or professional development. In 2013-14, nearly $150,000 was distributed to chair holders to support their activities on behalf of the School.

**Research and Teaching Funds**
In 2013-14, the GSM allocated $470,000 in research and teaching funds to faculty, with an average of slightly more than $15,000 per faculty member. Once allocated, the faculty member has a high level of discretion in the use of the funds, including the purchase of data, software and equipment, teaching assistance, research assistance, journal subscriptions, professional organization membership fees, conferences expenses, and journal submission fees.

**Campus Research Awards and Programs**
GSM faculty may apply for a **Research Travel Grant ($800)** from the UCD Academic Senate. These grants support travel to meetings if funding is not available from an external source. Priority is given to faculty members who make presentations of their research at an event with a national or international audience.

With this financial support, the intellectual contributions of the GSM faculty have been numerous. Figure 6 shows that the GSM faculty ranks first in per capita journal publications in comparison with the schools from the GSM peer, competitive, and aspirant groups.
The following tables show faculty contribution by research and publication type. The predominant faculty contribution is through peer-reviewed publications, and this holds for all areas. However a significant component of that work is on applied topics, which leads to the variety of awards, recognition, and applications to policy and business as summarized earlier in Section C.

Table 4. Portfolio of intellectual contributions by research type

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Business Analytics</th>
<th>Finance</th>
<th>Marketing</th>
<th>Organizational Behavior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic or Discovery Scholarship</td>
<td>57</td>
<td>56</td>
<td>84</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>Applied or Integration/Application Scholarship</td>
<td>5</td>
<td>7</td>
<td>18</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Teaching and Learning Scholarship</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>
Table 5. Portfolio of intellectual contributions by publication type

<table>
<thead>
<tr>
<th></th>
<th>Accounting</th>
<th>Business Analytics</th>
<th>Finance</th>
<th>Marketing</th>
<th>Organizational Behavior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-Reviewed Journals</td>
<td>53</td>
<td>56</td>
<td>70</td>
<td>24</td>
<td>44</td>
<td>247</td>
</tr>
<tr>
<td>Research Monographs or Book Chapters</td>
<td>4</td>
<td>1</td>
<td>14</td>
<td>4</td>
<td>25</td>
<td>48</td>
</tr>
<tr>
<td>Academic/Professional Meeting Proceedings</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Competitive Research Awards Received</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>18*</td>
</tr>
<tr>
<td>Textbooks</td>
<td>4</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Cases</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Other Teaching Materials</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Other IC Types</td>
<td>1</td>
<td>9</td>
<td>11</td>
<td>2</td>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>

*Eighteen awards were received, and therefore, those intellectual contributions are counted twice in the “portfolio of intellectual contributions by publication” table.

E. Financial Strategies and Allocation of Resources

Appendix C provides a five-year overview of GSM revenues and expenses. Revenues were driven primarily by student fees, gift and endowment funds, and general funds from the campus. The School increased its revenue base by developing the new Masters of Professional Accountancy (MPAc) program and expanding self-supporting program opportunities. To keep pace with cost pressures and program innovations, there have also been student tuition and fee increases. From 2009-10 to 2013-14, these efforts translated into a 20% increase in revenues.

Figure 7. GSM annual revenue, 2009-14

![Figure 7. GSM annual revenue, 2009-14](image-url)
The School has allocated its financial resources in accordance with its strategic goals focusing on faculty strength, stakeholder visibility, corporate connections, resource stewardship, and program innovation. GSM leadership has sought—and invested in—starting programs and closing gaps to improve the GSM’s relative strategic position or to create new growth for the school in these areas. Overall, the strategy has been to identify opportunities, create a plan for leveraging them, invest appropriate resources, and assess the results.

Implementation of new programs and curricular improvements required strategic investments, which led to a 39% growth in expenditures over this five-year period. The most significant expenditure increases were related to faculty and staff salaries and benefits. Increases in faculty salaries and benefits reflect the need to be competitive with other institutions. Staff salary and benefit increases included investing in new hires associated with programs such as MPAc, Executive Education, the Child Family Institute for Innovation and Entrepreneurship, as well as Student Affairs. These investments were largely funded by the school’s reserve funds, which had grown to $6 million by June 2012, as well as some funding from new contracts and grants.

However, in light of MBA enrollment decreases and slow growth in other revenues, steps were taken to reduce staff and other expenses beginning in 2014-15. Staffing decisions were made according to the needs in the School’s degree programs and to take a more conservative approach to executive education. New faculty hiring was slowed, and departing faculty were not immediately replaced. As a result, the school is projected to break even in 2014-15 while still setting aside funds and resources to develop new degree offerings that will fund future revenue growth.

Figure 8. GSM annual expenditures, 2009-14

Financial Contingencies
As of July 1, 2014, the school had a healthy $4.75 million in financial reserve. This includes $2.25 million in operating accounts and an additional $2.5 million in a fund functioning as an endowment that generates annual income. These funds are available to offset fluctuations in annual revenues and expenses and at 19% of prior year expenditures, are well within the 10% to 25% guidance issued by the University.
F. New Degree Programs: Master of Professional Accountancy (MPAc)

California Senate Bill 819 (effective 1/1/2014) requires 30 hours of college credit beyond the bachelor’s degree before a candidate can sit for the Uniform Certified Public Accountant Exam. Twenty of those hours must be in accountancy and related topics; an additional ten hours must be in ethics and professional responsibilities. Currently, the one-year MPAc program is one of only a few programs in the state that meets these requirements and provides accounting talent to a variety of organizations.

The program welcomes applications from a variety of students from various academic backgrounds such as economics, statistics and art history. The program has a limited set of prerequisites so that the student body is diverse. In general, the program targets students who earned an undergraduate degree from an accredited university, have high grade point averages and GMAT scores, and demonstrate strong professional promise.

Students in the MPAc program cannot transfer academic credit from another institution, and must take all courses as they are offered. Table 6 outlines the courses as they were offered during in 2013-14.

<table>
<thead>
<tr>
<th>Table 6. MPAc degree program map</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Quarter</strong></td>
</tr>
<tr>
<td>ACC 211 Tax Reporting and Analysis</td>
</tr>
<tr>
<td>ACC 241 Auditing and the Accounting Profession</td>
</tr>
<tr>
<td>ACC 271 Accounting Ethics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MPAc program adopted the same learning goals as the MBA program. Data are collected, analyzed and reviewed by the faculty using the same processes as described in Section 6 of this report.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement for the first two graduating classes was very strong with 89% of the 2013 and 2014 MPAc graduates accepting employment within three months of graduation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 7. Sample of organizations employing MPAc graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting Firms</strong></td>
</tr>
<tr>
<td>Deloitte</td>
</tr>
<tr>
<td>Ernst &amp; Young</td>
</tr>
<tr>
<td>KPMG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for the MPAc degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional faculty comprise a mixture of full-time (tenure track) faculty, and part-time (working CPA professional) faculty. Additionally, the director (academic administrator) for the program teaches an average of one course per quarter during the academic year.</td>
</tr>
</tbody>
</table>

All classes are taught at the state-of-the-art facilities in Gallagher Hall (the same building used for the MBA program). The GSM provides technology support and the MPAc has three full-time staff to support the students and faculty.
Section 5. Participants – Students, Professional Staff and Faculty

A. GSM Students

“UC Davis has a very special group of students...Every report I have heard about your students has been great...There’s a lot more to education than just the basic curriculum and UC Davis should be proud of turning out first-rate human beings.”

-Warren Buffett (February 7, 2014)

Changes in Student Trends

Student trends over the past five years include greater competition for students, more part-time students seeking placement assistance, and a small but noticeable number of part-time students completing their degrees in two years instead of the typical three.

- **Full-time Program Enrollment.** Figure 9 shows the total enrollment in the Full-time programs since 2009-10. Enrollment in the Full-time MBA program has decreased over the past five years by about 25%. This is attributable to a general decrease in applicants to the Full-time MBA program and the decision to maintain overall student body quality. Enrollment in the Full-time MPAc program has increased, resulting in overall higher annual full-time student enrollments.

![Figure 9. Full-time program enrollment trend, 2009-15](image)

- **Part-time Program Enrollment.** Figure 10 shows the total enrollment in the Part-time MBA programs since 2009-10. Student enrollment in the Part-time MBA programs has been relatively steady within a 10-12% range. Students are completing their degrees in less time so fewer students remain for a
fourth year, lowering total yearly enrollment. New enrollments, particularly in the Bay Area MBA program, have fluctuated more with a downward trend over the past three years. This is due to a decrease in MBA applicants and increased competition in the Bay Area MBA market.

Diversity. The percentage of international students in the full-time MBA program has increased over the past five years. This is a result of a decision in 2009 to increase the international perspective in the GSM classroom. The School has also had strong representation from women—with a decrease in the Full-time MBA incoming class and an increase in the Part-time MBA incoming class in 2014. Percentages of under-represented minorities have been relatively stable with stronger results in the Part-time MBA program.

Changes in Student Services
Changes in the array of student support offered have focused on improving career outcomes and academic support services. Throughout the review period, the Career Development staff has added programs such as:

- **Online Pre-MBA Career Curriculum**, which includes webinars on the topics of career self-assessment, preparing MBA résumés and cover letters, creating an “elevator pitch,” job strategies, and preparation for informational interview. Through the online portal, the Career Services staff schedule interview and submission deadlines, and provide materials related to career development.
- **Orientation programming** that focuses on career development by providing expert speakers, elevator pitch exercises, dining and professional dress workshops, case competitions, mock interviews, culture workshops for international students, and practice for networking opportunities.
- **Academic year programming** that include monthly workshops with topics such as targeted search strategies, social media, interviewing, personal brand awareness, and negotiation.
- **The GSM Communication Program** developed as an outgrowth of faculty research on which skills employers seek in MBA graduates. Students hone their communications skills, build a stronger professional foundation, and prepare to achieve their next step career goals. The four main
competencies are verbal, non-verbal and written communication, as well as emotional intelligence. Activities include bi-monthly small group meetings for English as a second language students and strategic communication workshops, quarterly improvisation workshops and alumni coaching.

Assessment of career development activities is done by documenting attendance, surveying participants, and taking feedback from students both in-person and by email.

Academic and Student Services has also augmented its offerings in the following areas:

- **Math Camp**, an 18-hour intensive, pre-enrollment program that strengthens the basic quantitative skills of incoming MBA students who need additional preparation before enrolling.
- **Quantitative Fundamentals**, a pre-enrollment four-module, on-line course that covers algebra, calculus, probability, and statistics to measure and bolster every student’s quantitative skills.
- **Academic Review Panel**, which meets with each student who is placed on academic probation. The Panel identifies resources needed by students to return to good academic standing and meets periodically with students to assess progress.

Assessment of these activities is done by reviewing results of student assessments for Math Camp and Quantitative Fundamentals, by successful return to good academic standing for the Academic Review Panel, and by student surveys and feedback for all three programs.

B. GSM Professional Staff

The School has over 60 full-time equivalent staff positions, representing $8.8 million and over 35% of the School's budget in 2013-14. This team of professionals provides the mission-related support services needed to operate the School and covers research, instructional services, student learning, admissions, academic assistance, career advising and placement, alumni and public relations, fundraising and information technology. The School’s professional staff are organized to link related services and support, as summarized below. (Appendix D has an organizational chart).

- **Research/Intellectual Contributions – Academic Operations and Planning.** This unit provides faculty research support and promotes the highest possible publication-quality output. Staff assist faculty with data collection, journal submission editing, information compilation, statistical results and research collaboration. In addition to a full-time staff researcher, additional student researchers are hired as needed. The annual performance review of the staff researcher includes a survey to faculty to determine satisfaction rates.
- **Student Learning – Academic Operations and Planning.** This unit manages curriculum planning, course scheduling and instructional staff. It also serves as liaison with the University on standards, policies and procedures for instruction, and instructor performance. Staff sufficiency is assessed based on compliance with campus deadlines and policies, as evaluated by the Associate Deans for Instruction and for Academic Affairs.
- **Instructional Services – Project and Instructional Resources Office.** This unit delivers instructional and operations support, as well as management of course materials delivery and website/materials maintenance. Instructor and student feedback is used as an indicator of staff sufficiency at each campus location.
- **Student Admissions – Admissions.** Under faculty direction, this unit handles student recruitment and admissions strategies and execution, development and implementation of an extensive marketing and outreach program to develop a strong pool of applicants, evaluation of applicants for admission
in a competitive selection process, and management of overall student enrollment. Sufficient support and staffing are present if the school experiences continual growth in qualified applicant pools, enrollment goals are met, and selected students are successful in the program. Based on trends in MBA admissions, the staff has been increased over the past two years.

- **Student Academic Assistance – Academic and Student Services.** This unit oversees the student experience for MBA and MPAc degree programs. The unit designs, proposes and implements student support programs, policies and procedures affecting student enrollment, student activities and clubs, program management, leadership development, international exchange programs and academic advising. The staff is also responsible for scholarship awards, and serves as a liaison with University departments, including University Registrar, Graduate Studies, Graduate Financial Aid, Student Accounting, Student Health Center and Student Judicial Affairs, as well as other professional schools. Sufficient support and staffing are determined by student satisfaction surveys and feedback.

- **Career Advising and Placement – Career Development.** This unit directs the overall career development of all MBA and MPAc students (programming highlights are given on page 24 of this report). The staff engages employers to further the GSM brand and create internship and employment opportunities for students. Sufficient support and staffing are determined by assessing placement rates, as well as student satisfaction surveys.

- **Alumni Relations – Development and External Relations.** This unit manages alumni engagement and fundraising programs. They oversee the School’s giving campaigns, and create alumni events and volunteer opportunities. Staff serve as a liaison between student clubs and alumni, meet with alumni to collect feedback, and solicit financial support. Sufficient support and staffing are determined by discussions with the Assistant Dean of Development and External Relations and weekly meetings with Development staff to strategize milestones and deadlines.

- **Public Relations – Marketing and Communications.** This unit cultivates a positive, global reputation for the School through strategic communications, messaging, market positioning, advertising, content development, and social media. The staff provide marketing and communications support for student recruitment, fundraising, faculty research publicity, and internal audiences. The unit also engages in strategic outsourcing of projects to graphic designers, media buyers, photographers, printers and central campus support services. Sufficient support and staffing is present if the unit meets the marketing and communications needs of the School within a given budget.

- **Fundraising – Development and External Relations.** This unit administers all aspects of the School’s development and external activities. This includes ensuring strategic implementation of advancement processes including prospect identification, cultivation, solicitation, stewardship, gift processing, and gift acknowledgement. Sufficient support and staffing are monitored by setting, tracking and reviewing annual business planning and metrics, done in close association with the University’s Associate Vice Chancellor for Development.

- **Information Technology for Degree Programs – Information Technology.** This unit provides computer support, server and system administration, software development, classroom technology design and support, information security, network infrastructure, and web development. Sufficient support and staffing is present if the Dean, faculty and IT staff determine that needs are being met, response times are reasonable, and outstanding work orders are below an agreed-upon number.

**Staff Development**

UCD Staff Development and Professional Services (SDPS) offers online and classroom-based training on nearly 300 topics for staff. Staff can also elect to earn one of twelve certificates. All staff are required to participate in annual ethics training. The SDPS also offers confidential career counseling, a resource library, online toolkits and management consultation on learning and performance support.
At the School level, supervisors are expected to convey continuous, constructive feedback and performance expectations to staff members. Each staffing unit typically meets weekly to review upcoming projects and deadlines. The GSM also holds an annual staff retreat to build community and outline goals and large-scale initiatives for the upcoming year. The GSM also provides funds to staff members who require training or attendance at professional meetings outside of the campus.

Every staff member is evaluated annually using the **Employee Performance Appraisal Report (EPAR)**. The process starts with the employee developing a summary of accomplishments for the previous year. The supervisor then provides feedback and recommendations for future training and development. The EPAR is then routed to a secondary supervisor and human resources for review. Based on the performance rating and available University funding for the year, the staff member may receive a salary increase.

### C. GSM Faculty

**Members of the UCD Academic Senate**

Three levels of policy govern the GSM faculty: policy formed at the School level, university policy as outlined in the [UC Academic Personnel Manual](#), and the system-wide policies of the [UC Regents](#). These policies follow the models of faculty organization and management commonly found at US public universities.

Tenure-track faculty are considered members of the Academic Senate (Senate faculty) and include those at the ranks of assistant professor, associate professor and professor. For the 2013-14 academic year, the GSM Senate faculty included:

- 18 Professors
- 9 Associate Professors
- 5 Assistant Professors

**Senate Faculty Recruitment, Hiring, and Orientation Processes**

Each year, the GSM Dean’s Office solicits input from the five faculty research groups on faculty needs. The Dean and Associate Deans use this information to prioritize school faculty needs over a three-year period in a faculty recruitment request to the Provost. For this report, the GSM must provide the priority and timing of each hiring request, and the planned source of funding for the position. The Provost responds with a specific authorization for the upcoming year and start-up funds for the faculty recruitment.

Once authorized, the Dean appoints a search committee. Each committee member must attend a [Strength through Equity and Diversity (STEAD)](#) workshop prior to the start of the formal, international search. Advertisements are posted in academic journals and trade publications. After forming an initial applicant pool, the committee evaluates the group to determine if the pool is diverse enough and if candidates meet basic qualification requirements. From that pool, the recruitment committee creates a “shortlist” of candidates to interview. After on-campus interviews of these candidates, the committee recommends 1-2 candidates to the department which selects the top candidate by confidential vote of all Senate faculty members. Offers are formalized and extended by the Dean and Vice-Provost.

UCD and the GSM have several tools to aid in the recruitment of faculty. These include:

- **UCD Partner Opportunities Program (POP)** provides a variety of recruitment services, with the most common being assistance for a partner/spouse who is looking for employment opportunities.
• **UCD Mortgage Origination Program (MOP)** provides competitive [first mortgages](#) to eligible faculty and senior managers to offset the negative impact of California housing prices.

• **GSM Faculty Salary Plan** was adopted in 2007 and is based on the top 25 schools in the AACSB DataDirect database. The salary plan is specific for each research group within the school and is located in [Appendix C](#). As appropriate, cost of living adjustments to faculty salaries are authorized by the UC Regents; the GSM also implements these same adjustments to the salary plan.

• **GSM Summer Compensation Plan** was updated in 2014 and allows GSM faculty to earn additional support for their research, teaching and service activities. The current summer compensation policy is located in [Appendix C](#).

• **Course releases** are generally extended to all new faculty members during their first two years to allow time to settle into their new role and advance their research.

• **GSM research and teaching funds** are allocated annually. These funds may be used for supplies, equipment, travel, or conference fees.

The most recent faculty recruitments were in the areas of accounting and finance. Professor of Accounting **Shannon Anderson** was hired in 2010. Professor of Finance **Robert Marquez** was hired in 2012. Professor of Accounting **Hollis Skaife** was hired in 2013. ([Appendix G](#) contains their curriculum vitae.) The GSM is currently recruiting for an Assistant Professor of accounting, with a tentative start date of July 1, 2015.

Onboarding at the School includes meeting with faculty in the research group, planning teaching assignments with the Associate Dean for Instruction, and receiving guidance on personnel actions from the Associate Dean for Academic Affairs. New faculty members also meet with staffing units to complete employee paperwork (GSM Business Office), purchase computers (Information Technology), and receive School and campus policy information (Academic Operations and Planning). At the campus level, the Office of the Vice Provost-Academic Affairs hosts a new faculty workshop and brown bag series.

**Senate Faculty Management Policies**

The GSM conducts three levels of review for academic personnel actions. At the department level, there is an ad hoc committee of two faculty members and the Associate Dean for Academic Affairs, who, after the full GSM faculty votes, prepares the recommendation for the Dean. At the decanal level, the Dean may request a review by the faculty personnel committee (comprised of two GSM faculty members and one non-GSM faculty member). At the campus level, the Vice Provost-Academic Affairs (VPAA) and Committee on Academic Personnel complete the final review. Depending on the personnel action, the VPAA may delegate final approval for some routine actions to the Dean.

The UC [Academic Personnel Manual](#) (APM) sets forth the policies, procedures, and norms for faculty performance. The most general norm is that the research, teaching, and service activities of a faculty member must reflect “superior intellectual attainment” for the period under review. While tradeoffs may differ across the activities, the overall performance norm of “superior intellectual attainment” must always be met or exceeded in each of the three areas. Additional information about the criteria used to evaluate the research, teaching and service activities of the candidate are provided below.

**Research**

The University’s criterion of “superior intellectual attainment” requires evidence of quality and productivity of research. Quality of research reflects factors such as peer assessment, journal, visibility, and societal impact. Other indicators of faculty intellectual contributions are citations, awards, editorships, or service to national/international bodies. Textbooks, reports, circulars, and similar publications are normally considered
evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education are judged as research/creative work when they present new ideas or original scholarly research.

Faculty are responsible for maintaining an up-to-date record of their intellectual contributions, which they enter into a secure web site (at UCD, called My Info Vault).

Teaching

Evidence of high quality in teaching is an essential criterion for appointment, advancement, or promotion. Under no circumstances is a tenure commitment made unless there is clear documentation of ability and diligence in the teaching role. In judging the effectiveness of a candidate’s teaching, reviewers consider multiple criteria, including the candidate’s command of the subject and ability to organize and present material with force and logic.

When evaluating the candidate, the opinions of students, graduates who have achieved notable professional success since leaving the University, and other faculty members are taken into consideration. Evidence for all cases of advancement or promotion includes:

- Evaluations and comments solicited from students for all courses taught
- A quarter-by-quarter enumeration of the number and types of courses taught, their level, their enrollments, and the percentage of students represented by evaluations for each course
- Identification of any new courses taught or identification of old courses when there was substantial reorganization of approach or content
- Listing of any awards or formal mentions for distinguished teaching
- A self-evaluation of the candidate’s teaching (optional)
- Evaluation by other faculty members of teaching effectiveness

Service

When evaluating the service of a candidate, recognition is given to scholars who prove themselves to be able administrators, and who participate in faculty governance and the formulation of departmental and University policies. The following activities are also recognized as service when evaluating a candidate: service to the community, state and nation; service on student-faculty committees and as advisers to student organizations; and, participation in recruitment, retention, and mentoring of students that furthers diversity and equal opportunity efforts within the University.

Senate Faculty Retention Programs

Work-Life Programs

The UC Davis campus employs several work life balance programs to support faculty in honoring their often competing commitments to both family and career. Governed by APM-760, “Family Accommodations for Childbearing and Childrearing,” options include childbearing leave, active modified service duties (course reduction), extension of clock (delay of tenure review), postponements (delay in merit review), and appointment to part-time positions. Additional campus programs and resources include a breastfeeding program, child care services, elder care referrals, and family friendly recruitment practices.
Sabbaticals

Sabbaticals are granted to enable participants to engage in intensive programs of study to become more effective teachers and scholars and to enhance their services to the University. For each quarter of active service, a faculty member earns one sabbatical credit. Twenty-seven credits are required to take a full year of sabbatical leave.

Research Support Services

Research support services are provided at the campus level by the UCD Office of Research. Services include assistance in securing extramural funding, compliance, interdisciplinary research support, InnovationAccess (dissemination of discoveries made at UCD), and venture development.

Mentorship

Faculty members discuss their work and career advancement with senior faculty in their research group, with the Associate Dean for Academic Affairs, and the Dean. Senior faculty members often work with junior members on course and curriculum development and provide guidance on developing a research agenda. The Associate Dean for Academic Affairs assists faculty regarding professional concerns and administrative issues. The Associate Dean also takes an active role to ensure faculty members receive the administrative support they need and to advise them on their advancement options.

Senate Faculty Sufficiency

As mentioned in Section 4, the GSM faculty are divided into five research areas: accounting, business analytics, finance, marketing, and organizational behavior. These research areas meet regularly (alone and with the Associate Dean for Instruction) to develop faculty hiring requests, plan course offerings in their area of expertise, review course syllabi, and support faculty research. The number of Senate faculty members is considered sufficient if the School consistently offers academic programs that meet accreditation standards and intellectual contributions are similar to peer and competitive institutions.

Members of the Academic Federation

For the 2013-14 academic year, members of the UCD Academic Federation at the GSM included:

- 2 Continuing Lecturers
- 40 Lecturers
- 1 Academic Administrator

Federation Recruitment, Hiring and Orientation Processes

The Associate Dean for Instruction is responsible the recruitment and management of lecturers. Once the Associate Dean identifies instructional need, a search plan is created and advertisements are posted. Advertisements are placed on the GSM and UC RECRUIT websites. The GSM Recruitment Committee reviews applicants and makes a recommendation to the Associate Dean. If the Associate Dean agrees with the recommendation, the candidate creates a syllabus that is then reviewed by the GSM Committee on Courses. Once both committees recommend the candidate and syllabus to the Associate Dean, a salary is determined.

Visiting Professors are included here because the GSM management policies for visiting professors is most similar to the management policies for lecturers.
using the UC lecturer salary scale and based on the candidate’s qualifications and experience. Once a salary has been determined, the candidate is given an offer letter outlining salary, responsibilities, and union rights. Along with the offer letter, the candidate is given a survey to fill out, which includes questions to help GSM staff determine the AACSB faculty qualifications of the candidate.

In 2014, the Associate Dean for Instruction launched an orientation, a website, and a coordinated schedule of weekly emails to familiarize lecturers with GSM teaching policies, procedures and resources. The orientation was run for all lecturers and full-time faculty to update them on new policies and procedures, and to answer any questions they had about instruction, course management, and course development.

*Federation Management Policies*

Following the [union contract](#) for lecturers and the [GSM’s Assessment for Non-Senate Faculty Procedures](#), the review process for rehiring lecturers begins with a detailed review of the instructor’s past course evaluations. The Associate Dean for Instruction may elect to rehire the lecturer for the same course, not rehire the lecturer based on poor course evaluations, or require the lecturer to participate in professional development before being rehired.

Lecturers are reviewed for merit increases in the sixth, tenth, and fourteenth quarters of service and every three years after a continuing appointment (described below). During these merit increase reviews, the candidate is asked to provide a self-evaluation of his or her teaching objectives and performance, and any other documentation that might assist in the review. The Committee on Faculty Recruitment evaluates the materials to determine the candidate’s instructional performance and makes a recommendation to the Associate Dean for Instruction about whether to grant the merit increase. In consultation with the Dean and Assistant Dean of Finance and Administration, the Associate Dean for Instruction makes a final decision on the merit increase.

Lecturers are reviewed for a continuing lecturer appointment during the year in which their eighteenth quarter of service falls. The candidate’s instructional performance is evaluated by reviewing student evaluations, assessments by former students who have achieve notable success, assessments by other members of the department, an assessment resulting from classroom visitations, and all materials submitted by the candidate for review. These materials are reviewed to ensure that the candidate demonstrates such qualities as:

- Command of the subject matter and continued growth in mastering new topics
- Ability to organize and present course materials
- Ability to awaken in students an awareness of the importance of the subject matter
- Ability to arouse curiosity in students and to stimulate advanced students to do creative work

After these materials are reviewed by the ad hoc committee, the Associate Dean for Academic Personnel drafts a departmental letter for faculty to review, and Senate and Federation faculty discuss the candidate and vote on the appointment. The Associate Dean for Academic Personnel then finalizes the departmental letter for the Dean. The Dean makes a recommendation to the Vice Provost-Academic Affairs, who makes the final decision.

Lastly, academic administrators are reviewed by a standing committee appointed by the Academic Federation Committee on Committees. The academic administrator is reviewed through peer reviews and/or student evaluations, in addition to the quality of the Administrator's performance in the
administration of programs for which he or she is responsible. The standing committee reports and makes recommendations to the Vice Provost-Academic Affairs, who makes the final advancement decision.

**Federation Sufficiency**

Staffing of Academic Federation members is considered sufficient if the annual course offering covers delivery of the MBA and MPAc curricula, as determined by the Associate Dean for Instruction and student satisfaction surveys.

**D. Participating and Supporting Faculty Guidelines**

The criteria below were developed by GSM faculty to classify instructors as either **participating** or **supporting**. Generally, all faculty members with the titles of Assistant, Associate, Full or Visiting Professor are considered **participating** faculty. Faculty members with the title of Continuing Lecturer are generally considered **participating** faculty as well. Part-time lecturers are considered **supporting** faculty as their responsibilities focus on teaching.

**Participating Faculty Members**

Participating faculty are those members who are actively engaged in GSM activities beyond teaching responsibilities. Each instructor’s status is evaluated annually by the Faculty Recruitment Committee. Participating faculty members further the GSM mission by satisfying the following criteria:

1. Full-time employment with a standard teaching load of 12 units per academic year
2. Regular participation as a voting member and attendance at faculty meetings
3. Completion of at least two of the following contributions during the review period:
   a. Service on departmental, college, or university committees
   b. Academic and career advising to students
   c. Service on institutional committees that connect the GSM to the industry or industry leaders
   d. Attendance at university activities such as commencement or accreditation visits
   e. Service as a research center director
   f. Service as an editorial board or committee member of a peer-reviewed journal
   g. Participation in executive education
   h. Active engagement in research and scholarly activities
   i. Active involvement in faculty development activities
   j. Participation in professional assessment of faculty for tenure, merit or promotion
   k. Participation in curriculum development

**Supporting Faculty Members**

Supporting faculty are generally employed less than full-time, and their primary responsibility is instruction. Supporting faculty are not required to participate in governance, curriculum development, or program development, but may be called upon to contribute service activities when their involvement furthers the mission of the school. Normally, supporting faculty members do not hold voting rights but are occasionally invited to attend meetings of the faculty.

**Classification Processes and Exceptions**

Criteria to classify individual as **participating** and **supporting** faculty were reviewed and approved by the GSM Faculty Recruitment Committee. The committee also annually reviews the profiles of each instructor. In rare instances, exceptions to overall policy are made which result in part-time faculty being classified as
participating faculty members. Examples of such exceptions and the rationale are given below (Appendix G contains their curriculum vitae).

- **Joe DiNunzio.** An exception was granted in this case to classify DiNunzio as a participating faculty member. While DiNunzio is a part-time lecturer, he regularly participates in curricula development. He is heavily involved in project development, monitoring, and client coordination for the MBA capstone projects.
- **Dan Kennedy.** Kennedy holds an annual appointment, but his teaching load varies depending on instructional need, as determined by Associate Dean for Instruction. He is a Federation member and serves on academic personnel ad hoc review committees and curricula development committees, thus making him a participating member by exception.
- **Marc Lowe.** An exception was granted for Lowe because he is a part-time lecturer, but participates at a level beyond typical expectations for a part-time lecturer. He is heavily involved in project development, monitoring, and client coordination for the MBA capstone projects.
- **Jim Olson.** Olson is not full-time at the GSM, but he is appointed full-time on the UC campus. His activities associated with his campus position complement his appointment at the GSM.
- **Kay Peters.** This is an exception because he is not appointed full-time at the GSM and he is not a voting member. Instead, he holds a full-time appointment at University of Hamburg and he lists his UC Davis affiliation on his publications, which expands the GSM reputation.
- **Sanjay Saigal.** Saigal held a full-time appointment at the GSM, but his teaching was reduced for him to focus on service to the GSM by serving on a committee for the business analytics degree proposal.
Section 6. Learning and Teaching

A. Curricula Management and Development

Master of Business Administration (MBA)

Students are admitted to the MBA degree programs each fall. Students in the full-time program typically take twelve units per quarter during the fall, winter and spring terms. Students in the part-time program typically take six to eight units per quarter during the fall, winter, spring and summer terms. To graduate, MBA students must complete 72 quarter units of coursework which includes 27 core units (nine courses), 42 elective units (about 14-20 courses) and three capstone units (IMP course) with a 3.0 cumulative grade point average.

Table 8. MBA degree program map

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>200A Financial Accounting</td>
<td>201B Org Structure &amp; Strategy</td>
<td>201A Individual and Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>202A Markets and the Firm</td>
<td>204 Marketing Mgt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>203A Data Analysis for Managers</td>
<td>205 Financial Theory &amp; Policy ±</td>
<td></td>
<td></td>
</tr>
<tr>
<td>268 Articulation &amp; Critical Thinking ±</td>
<td>Elective 1 ±</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 2 ±</td>
<td>Elective 3 ±</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 5 ±</td>
<td>Elective 8 ±</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 6 ±</td>
<td>Elective 9 ±</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 7 A</td>
<td>Elective 10 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 11 A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 12 A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 13 A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 14 A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Elective 5</td>
<td>Elective 8</td>
<td></td>
</tr>
<tr>
<td>Elective 6</td>
<td>Elective 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 7 A</td>
<td>Elective 10 A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 11 A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 12 A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 13 A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 14 A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Degree map reflects new requirements as of 2015-16; ± denotes that the course is taken in year 2 in the part-time programs; Δ denotes that the course is taken in year 3 in the part-time programs.

Students entering the MBA program may transfer academic credit earned at another institution if it has not been used to earn another degree. A student may apply to transfer up to twelve units from another University of California campus or up to six units from a non-UC institution.

MBA Course Scheduling

Courses for all MBA degree programs have been scheduled to allow instructors to travel between locations, thus allowing Senate faculty to teach in multiple location in the same quarter. This results in consistency of course offerings across program locations. Also, students may choose to take classes at programs other than their home location.

Table 9. Class session options at the Davis Full-time MBA program

<table>
<thead>
<tr>
<th>Days and Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am-12:00pm</td>
<td>Class A</td>
<td>Class B</td>
<td>Class C</td>
<td>Class D</td>
</tr>
<tr>
<td>12:10pm-3:00pm</td>
<td>Class E</td>
<td>Class F</td>
<td>Class G</td>
<td>Class H</td>
</tr>
<tr>
<td>3:10pm-6:00pm</td>
<td>Class I</td>
<td>Class J</td>
<td>Class K</td>
<td>Class L</td>
</tr>
<tr>
<td>6:30pm-9:30pm</td>
<td>Class M</td>
<td>Class N</td>
<td>Class O</td>
<td>Class P</td>
</tr>
</tbody>
</table>

Table 10. Class session options at the Sacramento Part-time MBA program

<table>
<thead>
<tr>
<th>Days and Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Saturday (occasional)</th>
<th>Sunday (occasional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00pm-9:00pm</td>
<td>Class A</td>
<td>Class B</td>
<td>Class C</td>
<td>Class D</td>
<td>Class E</td>
<td>Class F</td>
</tr>
</tbody>
</table>
Table 11. Class session options at the Bay Area Part-time MBA program

<table>
<thead>
<tr>
<th>Days and Times</th>
<th>Days and Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 2pm-5pm</td>
<td>Friday 6pm-9pm</td>
</tr>
<tr>
<td>Friday 6pm-9pm</td>
<td>Saturday 9am-12pm</td>
</tr>
<tr>
<td>Saturday 9am-12pm</td>
<td>Saturday 1pm-4pm</td>
</tr>
<tr>
<td>Sunday (occasional)</td>
<td>Sunday (occasional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Odd Weekend Schedule</th>
<th>Even Weekend Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class A</td>
<td>Class C</td>
</tr>
<tr>
<td>Class B</td>
<td>Class C</td>
</tr>
<tr>
<td>Class A</td>
<td>Class D</td>
</tr>
<tr>
<td>Class B</td>
<td>Class D</td>
</tr>
<tr>
<td>Class E</td>
<td>Class F</td>
</tr>
</tbody>
</table>

Student Outcomes

Students who began the Full-time MBA degree program (Davis) between the years 2006 and 2011 must complete the degree program within three years (between 2009 and 2013), although almost all Full-time program students complete the program in two years. Table 12 shows that the average annual rate of completion was 99% for Full-time students.

Table 12. Full-time MBA program enrollment outcomes

<table>
<thead>
<tr>
<th>Year of Enrollment/Year of Completion</th>
<th>MBA Full-Time Program Enrollment Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduated</td>
</tr>
<tr>
<td>2006/2009</td>
<td>100.0%</td>
</tr>
<tr>
<td>2007/2010</td>
<td>100.0%</td>
</tr>
<tr>
<td>2008/2011</td>
<td>98.3%</td>
</tr>
<tr>
<td>2009/2012</td>
<td>98.3%</td>
</tr>
<tr>
<td>2010/2013</td>
<td>98.1%</td>
</tr>
</tbody>
</table>

Students who enrolled in the Sacramento and Bay Area Part-time MBA programs between the years 2006 and 2010 must complete the degree within four years (between 2010 and 2014). Table 13 shows the average annual rate of completion was 93% for Part-time students.

Table 13. Part-time MBA program enrollment outcomes

<table>
<thead>
<tr>
<th>Year of Enrollment/Year of Completion</th>
<th>MBA Part-Time Programs Enrollment Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduated</td>
</tr>
<tr>
<td>2006/2010</td>
<td>97.2%</td>
</tr>
<tr>
<td>2007/2011</td>
<td>95.1%</td>
</tr>
<tr>
<td>2008/2012</td>
<td>93.5%</td>
</tr>
<tr>
<td>2009/2013</td>
<td>92.8%</td>
</tr>
<tr>
<td>2010/2014</td>
<td>90.8%</td>
</tr>
</tbody>
</table>

* Includes two students who have received permission to complete the degree in more than four years due to personal circumstances.

Over the review period, the placement rates and starting salary in the Full-time MBA program averaged 91.4% and $95,965, respectively.7

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7 Post-MBA placement rates and starting salaries are not reported for the Part-time MBA programs as most students are employed during their enrollment in the MBA programs.
Figure 11. Placement rate of Full-time MBA program (3 months after graduation), 2010-14

Figure 12. Starting salaries of Full-time MBA program, 2010-14

Master of Professional Accountancy (MPAc)
Please see page 24 for information regarding the MPAc degree program.

Joint Degree Programs
UCD Graduate Studies permits graduate students to enroll concurrently in almost any two UCD graduate degree programs offered on campus. A student may apply up to 12 units of credit to both degree programs. However, s/he must obtain admission to each program separately, complete the degree requirements of both programs, and is awarded two separate degrees. The GSM does not offer any joint degree programs that result in the awarding of one degree to the student.
### Tools and Procedures

The GSM established a faculty task force on Assessment of Learning (AoL) in 2010. That task force developed a set of learning goals and subgoals based on research on current MBA skill and knowledge needs. The task force then established an AoL plan in which each instructor selects at least two learning subgoals per course and rates each student on the basis of “meets expectations” or “does not meet expectations” for each subgoal.

Each quarter, the Assistant Director of Project and Instructional Resources collects from each instructor the learning goals and subgoals for the course, as well as the instructor’s assessment of each student. The data are compiled throughout the academic year, and the Dean’s Office produces an annual report.

Since 2010, the GSM has produced three AoL reports. The new MPAc program was included in the AoL report for the first time in 2013-14. Each AoL report is sent to the faculty for general review and comment. The Associate Dean for Instruction works with the GSM Courses on Committee to develop specific curricula changes based on the AoL report. In turn, the Committee may make specific recommendations to faculty research groups or individual course instructors.

In addition to the continuous AoL assessment, the Associate Dean for Instruction led a review of School’s learning goals in the fall of 2013. This review evaluated the relevance of the learning goals to future employers. The Associate Dean and staff members conducted interviews with 30 GSM recruiters and alumni, and evaluated Graduate Management Admission Council’s annual Corporate Recruiters Survey. Based on these reviews, the GSM developed a curriculum map that plots the ten most important skill and knowledge

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B. **Assessment of Learning**

### Table 14. GSM learning goals

<table>
<thead>
<tr>
<th>General Learning Goals (Goals)</th>
<th>Specific Learning Objectives (Subgoals)</th>
</tr>
</thead>
</table>
| **Goal 1: Work well in teams and lead them.** | Subgoal 1: Study and apply the principles of leadership.  
Subgoal 2: Communicate effectively in oral form.  
Subgoal 3: Communicate effectively in written form.  
Subgoal 4: Use modern technologies to learn and communicate.  
Subgoal 5: Understand group dynamics and become a contributing team member.  
Subgoal 6: Understand and appreciate the impact of demographic and cultural diversity.  
Subgoal 7: Use team building skills to accomplish group tasks. |
| **Goal 2: Apply moral and ethical standards to management decisions.** | Subgoal 8: Appreciate how ethical judgment enters into business decisions.  
Subgoal 9: Develop an awareness of ethical issues in an area related to career choice. |
| **Goal 3: Use appropriate models for analysis and planning.** | Subgoal 10: Recognize problems and opportunities.  
Subgoal 11: Be able to critically analyze alternatives.  
Subgoal 12: Analyze data and possess proficiency in the use of data.  
Subgoal 13: Integrate functional areas of business when analyzing problems. |
| **Goal 4: Understand multiple functional areas.** | Subgoal 14: Understand the impact of the international dimension on business decisions.  
Subgoal 15: Understand the political, legal, and social environment in which businesses operate. |
areas for success in the three career tracks most common to GSM graduates (i.e., Finance/Accounting, Marketing, Consulting/Strategy) along one axis, with all GSM courses plotted along the other axis. Faculty then indicated how much their course(s) covered all of the knowledge/skill areas. (See Appendix E.) This review confirmed that the current AoL goals measure the most important skills and knowledge areas for MBA success. GSM recruiters rated all fifteen of the current AoL goals as “highly important” to MBA career success.

In addition to the AoL process, staff and faculty may submit potential discussion topics or concerns related to instruction and learning to the GSM Educational Policy Committee and/or the Committee on Courses. These committees then address individual issues and make recommendations to the faculty as a whole.

Results
Each annual AoL report shows that high percentages of students in both the MBA and MPAc programs meet the learning goals (well over 90%).

The more recent AoL reports identified the following areas for additional attention across MBA courses:

- Subgoal 1: Study and apply the principles of leadership.
- Subgoal 6: Understand and appreciate the impact of demographic and cultural diversity.
- Subgoal 9: Develop an awareness of ethical issues in an area related to career choice.

The more recent AoL reports identified the following areas for attention across MPAc courses:

- Subgoal 1: Study and apply the principles of leadership.
- Subgoal 13: Integrate functional areas of business when analyzing problems.

A curriculum review performed by the Educational Policy Committee and the Committee on Courses in 2010 also determined that additional leadership and applied learning opportunities were needed in the MBA and MPAc degree program.

Major Curriculum Revisions
In response to the curriculum review performed by the two faculty committees, the faculty added two new required core courses to the MBA curriculum. The first course, Articulation and Critical Thinking utilizes experts\(^8\) to teach critical thinking skills, writing skills, and presentation skills. In addition, this course has an important component of ethical thinking and decision making woven into the critical thinking skills, as well as an introduction to communication issues across cultures. This course should improve the School’s coverage of ethical issues and diversity awareness in the core curriculum (subgoals 6 and 9).

The second course, Integrated Management Project, employs former CEOs and top managers\(^9\) with small groups of students who are matched with a real-life client from the business community to solve an actual business problem over the course of a quarter. This course should enhance students’ ability to lead in organizations (subgoal 1).

Using the AoL feedback for the MBA program, the Associate Dean for Instruction and the Senior Assistant Dean for Student Affairs proposed that the School provide additional coverage in these areas through a new Principled Leadership Program. The GSM entered into an agreement with Korn/Ferry International to

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\(^8\) See Appendix F for instructor qualifications information.

\(^9\) See Appendix F for instructor qualifications information.
provide this programming to the MBA students. The program was launched in the fall of 2013 for all Full-time MBA students and is planned for all Part-time MBA students in the coming year (a version of the Part-time program was tested as the “Leadership Fellows Program” in 2013-14). Program highlights include:

- 360° assessments of a wide range of leadership skills, including awareness and handling of diversity issues, ethical issues, and moral dilemmas
- Individualized coaching by a trained leadership coach
- Creation of a personal leadership development plan
- Attendance at career and leadership development workshops and networking and leadership communication activities

The Program Committee for the MPAc degree is still considering the AoL data collected for that degree program. Of primary concern is how to address the need to incorporate the principles of leadership (subgoal 1). However, the School believes that subgoal 13, which was developed for the MBA program, should not apply to the Master of Accounting program, which is focused only on accounting and not meant to provide an integrated understanding of all business topics. Therefore, the Program Committee is considering revising the learning goals for the MPAc program.

C. Teaching Quality and Effectiveness

Teaching with Heart was a featured article by GSM Distinguished Professor Chih-Ling Tsai in BizEd, September/October 2013.

GSM instructors employ a wide variety of teaching methods, including lectures, case discussions, in-class exercises, simulations, role-plays, small-group work, individual and team presentations, quizzes, exams, and all modes of take-home assignments, including practice work and research projects. Faculty are encouraged to stay up to date on teaching tools and technologies by taking advantage of both School and campus resources.

The Associate Dean for Instruction hosts an annual teaching workshop for all instructors. In the past few years, topics included the use of groups and teams in the classroom, diversity issues in the classroom, and tips and insights from award-winning faculty. The GSM has also developed a teaching resources website to support all instructors. Finally, following a quarterly coordination schedule, instructors receive weekly emails from the support staff to help them prepare for their upcoming classes.

The UCD Center for Excellence in Teaching and Learning provides quarterly workshops designed to improve teaching and to help instructors deal with new challenges and opportunities posed by technology. The following workshops were presented in fall 2014: Digital Devices and Distraction: Dealing with Disruptive Technologies during Class, Student Learning through Writing: Time-efficient Ways to Build Student Writing into Your Teaching, and Flipping the Classroom: Inversion with Intention. The Center also delivered an all-day workshop on hybrid and online learning that was attended by several faculty members/instructors and a staff member in charge of online learning at the school.
GSM faculty attendance at such educational events includes:

1. Master Class in Teaching: Tips from Experts – 25 faculty
2. Using Teams in Your Course – 25 faculty
3. Diversity in Pedagogy – 20 faculty
4. Using Hybrid and Online Learning in the Classroom (all day workshop) – 3 faculty and staff
6. Disney: Behind the Magic (for teaching the Disney case) – 1 faculty
7. Teaching Strategic Management and Competitive Strategy – 1 faculty
8. Technology in Teaching – 1 faculty
9. Promoting Creativity – 1 faculty
10. Digital Distractions in Teaching – 1 faculty

In addition to AoL data, the GSM collects student evaluations for each course. Every course is evaluated by students using a standard course evaluation form that has 19 questions and a 5-point Likert- response. (Appendix E has an example evaluation form.) These evaluations are performed online during the last week of the quarter for every course taught in all programs. Response rates range from 65 to 70% per course.

Every evaluation is reviewed by the instructor the Director of Academic Operations and Planning. Instructors whose evaluations are significantly lower than the average are referred to the Associate Dean for Instruction. The Associate Dean meets with the instructor to provide feedback and guidance. A lecturer who meets the Associate Dean’s expectations for additional training and performance improvement may be hired for an additional class. Lecturers who do not meet the requirement of expected improvement are not hired to teach again. Ratings for questions 8 and 12 on the evaluations for Senate faculty members are included in the personnel file, which are reviewed during merit and promotion reviews.
Section 7. Academic and Professional Engagement Standards

A. Student Academic and Professional Engagement

The GSM encourages students to engage in active learning in the classroom, as well as interact with faculty and students outside of the classroom to enhance student learning and professional development. Faculty and staff have developed a series of initiatives for students to engage both inside and outside the classroom, including:

- **Collaborative classwork.** Most GSM courses require teamwork and collaboration on projects, papers, and presentations. During class meetings, faculty and students regularly engage in class discussions. Several faculty have implemented a “flipped classroom” approach where students view lectures on-line in advance of class and then spend class time working to solve a problem, often in small groups.

- **Integrated management projects.** The team-based approach culminates in the Integrated Management Project (IMP) capstone course. This course requires extensive teamwork, client interaction, concept integration, and instructor guidance. A team of students is presented with a business issue facing their client that spans multiple functional areas. They must work together and with the client to assess the situation and make sound recommendations.

- **Independent study programs.** Students may undertake an independent study program under the supervision of the GSM Graduate Advisor. Academic independent study projects give students an opportunity to learn material that is not currently taught in the GSM curriculum in a one-on-one setting with a GSM faculty member. Practicum independent study projects allow either a single or team of students to undertake a project with a client, thus reinforcing and extending the learning process. Typically students identify a business with a challenge or opportunity and then develop a proposal in conjunction with an individual Senate faculty member. The Graduate Advisor provides input and final approval for the proposal.

- **Business plan competitions.** GSM faculty serve as sponsors and advisors for business case/plan competitions, occasionally traveling with students to the competition. The School has developed a series of activities and provided funding to facilitate student participation. During orientation, all incoming Full-time MBA students participate in one or more business case competitions. Students learn the fundamentals of dealing with an integrated business problem and present their findings and recommendations to a panel of business experts who critique them and provide direct feedback.

- **Summer internships.** Students hone new skills and test possible career paths during their summer internships. All Full-time MBA students are placed into internships during the summer after their first year. During this time, they apply what they learned in the classroom, test themselves against other MBAs, and refine their professional goals.

- **Student organizations.** The Associated Students of Management and Deans’ Student Advisory Councils serve as the student leadership bodies and oversee the student clubs and activities for the GSM. They provide an opportunity for students to exercise their newly learned leadership skills and create new opportunities for learning about management, diversity, inclusion, and conflict resolution.

- **International Study Trip.** The International Study Trip is an elective course in which students from all three MBA programs study businesses and government entities in one or more foreign countries. The course develops students’ knowledge and skills for conducting business in the international marketplace. After completing coursework during the normal quarter, students travel as a group during the quarter break to visit organizations within the countries under study.
B. Executive Education Engagement

While executive education programming is offered, it typically generates well under five percent of the School’s annual revenue. The chart below lists program revenue, which peaked in 2013-14 at roughly $768,000, or approximately 3 percent of the School’s annual revenue.

Table 15. GSM executive education financial summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Program Revenue</th>
<th>Program, Salary and Benefit Expenses</th>
<th>Department Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>$264,200</td>
<td>$162,900</td>
<td>$101,300</td>
</tr>
<tr>
<td>2010-11</td>
<td>$245,300</td>
<td>$178,200</td>
<td>$67,100</td>
</tr>
<tr>
<td>2011-12</td>
<td>$420,000</td>
<td>$594,000</td>
<td>($174,000)</td>
</tr>
<tr>
<td>2012-13</td>
<td>$417,000</td>
<td>$767,000</td>
<td>($350,000)</td>
</tr>
<tr>
<td>2013-14</td>
<td>$768,000</td>
<td>$959,000</td>
<td>($191,000)</td>
</tr>
<tr>
<td>2014-15 (projected)</td>
<td>$754,500</td>
<td>$650,000</td>
<td>$104,500</td>
</tr>
</tbody>
</table>

Table 15 highlights that revenues from executive education were less than total expenditures from 2011 to 2014. During this time, the School made investments in expanding executive education staff. However, revenues did not increase sufficiently in that timeframe to warrant this continued investment. Consequently, in summer 2014, changes were made to executive education to reduce costs and re-align executive education programming with the School’s core mission and strengths.

In 2014-15, the executive education operating and salary budget is roughly $650,000, and programming has been scaled back to focus on programs that meet two criteria—alignment with the research specialties and strengths of the school and faculty, and the likelihood of improving the revenue base for the School. Two current examples of this approach to executive education are notable. First, a set of executive education programs for the California Public Employees’ Retirement System (CalPERS) provides training on Pension Fundamentals for CalPERS employees, emphasizing differences between public and private pension funds and helping familiarize employees with basics of asset liability management. This draws on the substantial expertise at the school in finance and public sector accounting. This relationship also dovetails with other major research and strategic initiatives at the school involving CalPERS.

Second, the highly successful Wine Executive program continues to combine well-established connections with the nearby wine industry, UC Davis’ historic strength and reputation in this industry, and cutting edge faculty expertise in finance, marketing and branding. This program uses the School’s resources in a way that contributes significantly to improved visibility and continues to strengthen corporate ties in an important industry sector. This program has consistently proven to be financially beneficial, with annual net income increasing from $101,000 to $145,000 throughout the review period.

C. Faculty Qualifications and Engagement

See Appendix A for Tables 15-1 and 15-2.

Appendix F includes the GSM guidelines for classifying faculty into one of four categories: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP), as per the AACSB International accreditation Standard 15. The guidelines describe the requirements for initial academic preparation or initial professional experience and sustained academic and professional engagement required for granting and maintaining one of the above faculty categories.
Members of the Academic Senate
For all classification categories, the GSM requires that the Senate faculty maintain currency through continued scholarship, professional involvement, and other activities associated with life-long learning. To assure the high quality of intellectual contributions, the School emphasizes refereed publications, refereed research monographs, and presentations at selective conferences, symposia and seminar series. Specifically, the GSM faculty to publish at least two refereed articles during the preceding five-year period in order to qualify for the SA and SP categories. For the list of valued practitioner engagements, these engagements need to be highly impactful as well as relevant to the courses taught.

Academic and professional qualifications for Senate faculty members are evaluated under the university merit and promotion process, as outlined in section 2 of this report. Because of the rigorous research and academic requirements to obtain tenure at the University of California, it is reasonable to expect that all Senate faculty members are classified as scholarly academics.

Members of the Academic Federation
Each non-Senate instructor submits an updated curriculum vitae, continuing qualifications survey, and proposed syllabus at the time of hire. This information is submitted to the GSM Recruitment Committee, which reviews the instructor’s qualifications and makes a hiring recommendation to the Associate Dean for Instruction, who has the final hiring authority. Similarly, the syllabus goes to the faculty Committee on Courses, whose members evaluate the syllabus and make recommendations for it revision to the Associate Dean for Instruction. A new course may not be offered until the syllabus has been reviewed by the committee and its recommendations implemented by the instructor to the satisfaction of the Associate Dean for Instruction.