Process and Guidelines for New Course and Instructor

Hemant K. Bhargava, Associate Dean (hemantb@ucdavis.edu)

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Process for Evaluating Proposals

1. Proposed Course Syllabus, Faculty bio, and Teaching Evaluations, are submitted to Associate Dean.

2. Submitted materials are forwarded to Recruiting Committee and Committee on Courses for evaluation. These committees will evaluate the fit between the proposed course and the needs of the overall GSM curriculum, the specific content and syllabus proposed for the course, and the competence of the proposed instructor with regard to this material and methods of instruction.

Upon positive evaluation, Associate Dean and instructor agree to a teaching contract which specifies compensation along University guidelines, and a commitment along an agreed schedule (dates and location).

Key Considerations for Evaluating Proposals

1. Does the proposed course design and syllabus present academic rigor and relevance consistent with MBA courses offered at the GSM?

2. Is the course likely to draw a good number of students (average elective class size at the GSM is 30)?

3. To what extent does the course content overlap with existing GSM courses and/or to what extent will the course cannibalize enrollments in existing GSM courses?

4. Does the course present a solid fit with the overall GSM curriculum, and is it aligned with the GSM’s academic strategy and focus?

5. Is there an existing GSM faculty or adjunct who is available and better equipped to deliver this course?

6. Can the instructor commit to offer the course in all our programs consistently for a few years?

7. Is there a GSM faculty champion or mentor for the course content and instructor?

8. Does the instructor have requisite knowledge of the course content and underlying discipline?

9. Does the instructor have experience with relevant instructional methods, including teaching experience in MBA programs in the US and suitable teaching evaluations?

10. Can the instructor commit that the teaching schedule will take precedence over work and family issues?
Guidelines for Draft Syllabus

The chances of successful evaluation of a course proposal can be improved by designing a draft syllabus that carefully covers the items suggested below. In addition, for a new course that has not been offered at the GSM, it would be useful to provide evidence of its practical value and theoretical foundation (e.g., a similar course at other B-schools, or demand from industry).

1. **Learning Objectives:** Specify the goals for this class. What abilities (methods, skills, concepts) should students expect to exit this course with?

2. **Relevant Theory:** What is the body of knowledge relevant to developing these strengths? What are the relevant frameworks for pursuing learning around the topics you've identified?

3. **Relevant Readings:** Specify a collection of readings that are consistent with the “learning objectives” and “relevant theories” identified above. Often a mix of peer-reviewed articles, business cases, books, industry articles, at suitable level of rigor and readability. (Our instructional support group can handle copyright permissions and creation of textpak.)

4. **Course Schedule:** Decompose the overall objectives into a Session-by-Session plan, describing which elements of the course are covered when. A 3-unit course has 10 three-hour sessions (150 minutes of instruction + break + start/close), plus a final exam session. A mix of lecture and case discussion is common, with substantial student interaction and participation in discussions.

5. **Student Preparation:** Specify how students should prepare for every session. A typical graduate class features approximately 3 hours of preparation for every hour of instruction, and can involve homework assignments, readings, and simulations.

6. **Grading and Evaluation:** How do you propose to evaluate students? How can students assess how well they are absorbing the materials taught in the class?

7. **Team Work:** Many course designs also require students to work in teams, e.g., for case discussion, project, or other activities. If so, please specify your approach for team formation, which activities are team vs individual effort, and how you intend to evaluate students for their effort inside a team.

Useful Resources:

- Syllabi for previous courses
  

- List of courses offered at the GSM
  

- List of GSM faculty
  