



UNIVERSITY OF  
**SOUTH CAROLINA**  
Darla Moore School of Business

**Office of the Dean**

Darla Moore School of Business

## **Strategy Review Report**

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## 1. Executive Summary

### 1.1 Introduction

The Darla Moore School of Business (DMSB), part of the University of South Carolina (UofSC), has a proud heritage. Celebrating its 100<sup>th</sup> Anniversary in 2019, the school has many accomplishments to mark. These include DMSB's standing as UofSC's top individual academic brand and most prominent business school in the state, with 5 academic departments ranked in the top 25 worldwide and top ranked educational programs including best known #1 International Business and highly ranked Supply Chain and PMBA programs. Moreover, these long standing areas of excellence are being enhanced by new differentiators emerging over the past four years. With 173 FT faculty and 111 staff serving 6,200 students, DMSB offers a 10 major Undergraduate Business Program, 9 graduate degrees, and other minors, certificates and courses, all listed in Appendix 1.

The outcome of a faculty and staff review conducted over the 2018 summer, this report is divided into two sections. In Section 2, *DMSB Imbedded Strategy: 2014 to the present*, the strategy implemented from mid-2014 until the present (collectively referred to as 'the Imbedded Strategy') is explained under four headings: Improving DMSB's undergraduate program quality; Reimagining graduate program elements; Sustaining DMSB's existing research and academic program excellence; and Deploying DMSB's limited resources efficiently and effectively. Information informs on the reasons for and the impact of the Imbedded Strategy, and includes metrics on DMSB's Undergraduate Excellence Initiative (the UEI); on student debt from 2005-17; on 4 and 6-year graduation rates from 1998-2013; on freshmen SATs from Fall 2008-18; on faculty, staff, and student numbers from Fall 2011-18; on placement rates and salaries per program from 2014-17; and on sources and uses of DMSB unrestricted funds from financial year (FY) 2014-18.

In Section 3, *DMSB Strategy Review*, a retreat held on 29 June 2018 where 35 faculty and staff reviewed the DMSB strategy (Imbedded or otherwise), is reported on. This section is organized under two headings, Retreat outcome and Strategic challenges/uncertainties remaining. Among information included are details pertaining to the retreat organization (who participated and briefing of attendees before/during the meeting); information on the old vs. new UofSC budget model and how the change impacts DMSB; Team and individual reactions/responses to the DMSB strategy described in the Dean's Review (essentially the Imbedded Strategy); details on research enhancements proposed for DMSB; and changes to the DMSB Mission, Vision, and Values, contained in Appendix 1. Issues/concerns raised include serving DMSB's top 30% vs. the remaining 70% of undergraduate students and concerns about differentiation in the Imbedded Strategy. Responses to these are also provided, and the challenges remaining and four themes to guide DMSB as implementation of the Imbedded Strategy continues conclude the section.

### 1.2 Strategy review clarifications/enhancements/changes

Convened to clarify/enhance the Imbedded Strategy and to invite changes to the DMSB strategy (Imbedded or otherwise), contributions from the review include:

- New DMSB Mission, Purpose, and Values Statements (see Appendix 1);
- Acceptance of seven recommendations to enhance research, many already implemented;
- Clarification of the Imbedded Strategy, including of its impact on the top 30% vs. remaining 70% of undergraduate students; of its differentiation potential, relying on both existing and new differentiation sources; and of elements recently introduced, including establishment of the DMSB Virtual Data Lab to serve every sophomore (the VDL) and creation of six new Hub networks to engage alumni in key U.S. cities to facilitate internships/employment searches;

- Articulation of the challenges and uncertainties faced as the Imbedded Strategy is fully implemented, captured under four headings: Maintaining academic balance; Maintaining service excellence; Maintaining operational efficiency, and Maintaining innovative excellence; and
- Four themes to guide DMSB faculty and staff as Imbedded Strategy implementation continues: Education excellence; Research excellence; Service excellence; and External engagement excellence.

No support for inclusion of ‘Top 25 by 2023’ as a core stretch goal was noted, and neither were any new non-Review ideas/initiatives for DMSB’s overall strategy proposed. That no new ideas/initiatives were suggested is unsurprising, given that the UEI received strong faculty and staff support while under development in 2014/15 and a positive evaluation in the Dean’s Review in late 2017, and given that many faculty and staff contributed to the Graduate Program Review in 2016/17.

### **1.3 Conclusion**

DMSB’s strategy and structure has evolved over the past four years, and new Purpose and Values Statements confirm changes to the school’s culture to complement and support this evolution. Further, as its strategy, structure, and culture adjust to meet the business and professional demands appearing, DMSB is moving to produce second century graduates ready for its second century world. This transformation is driven by the fact that in the mostly privatized U.S. higher education context where students and families (and not public funds) cover the majority of university operating costs, graduates with debt must receive an education that provides an ability to repay the debt incurred to attain that education. To cover the costs of the world’s most expensive higher education infrastructure, a rigorous, high quality, market-valued education must be absorbed by every student. DMSB cannot be a finishing school for disengaged, underprepared, or underperforming students.

A result of scale, academic depth and diversity, rigor, and the expectation of excellence from all, DMSB now offers educational choices few are able to match. The school, it appears, is the first U.S.-based business school aiming to graduate data, analytical, and functionally proficient undergraduates at scale. Armed with solid quantitative/data analytic foundations followed by the increasingly popular business analytics concentration and other specialized academic options on offer, undergraduates will receive unsurpassed preparation for the data driven world characterizing business today. Similar choices are also available at the graduate level.

As a major goal over coming years is to ensure all students receive educations closer to those historically enjoyed only by top students, metrics to especially watch for improvement are the Undergraduate program 4 and 6 yr. graduation and placement rates, the FT MBA cohort size and placement rates, and the general rankings of both programs. Moreover, these improvements should be noted while DMSB’s existing areas of excellence are maintained.

Four themes - educational excellence, research excellence, staff excellence, and external engagement excellence - will guide DMSB faculty and staff as implementation of the Imbedded Strategy moves the improvements from expectations to fact. Further, by pairing rigorous academic choices and exemplar student services with an engaged, hardworking, well prepared and talented student body, all anchored by the core values of Excellence, Integrity, Teamwork, and Resilience, not only will DMSB’s stated purpose of changing lives through education be widely fulfilled. Education for the next generation of business professionals and leaders in South Carolina and beyond will also be reframed.

World-class research faculty at the efficient frontier of business knowledge combined with expert clinical faculty deeply vested in current market realities, supported by DMSB centers, alumni, corporate partners and a world-class staff who among many activities advise, prepare and connect students with employers, will provide the way forward for all the school has the honor to educate.

## **2. DMSB Imbedded Strategy: 2014 to the present**

### **2.1 Introduction**

Dean Peter Brews was appointed in January 2014 and in his first months met individually with more than 45 faculty (T/TT, Clinical, Adjunct/PT, Retired) and 25 staff; with each academic department; with many UofSC senior administrators and staff, from the UofSC Board of Trustees down; with over 30 South Carolina based business leaders; with over 25 top donors and supporters; with countless students and alumni both individually and in groups; and with DMSB's Business Partnership Foundation (BPF) Board and Executive Committee. In this process the new dean learned much about DMSB in particular, and much about the UofSC and DMSB context in general.

How these conversations shaped the Imbedded Strategy is revealed below, and the strategy followed since January 2014 is easily summarized in four phrases: Improving the quality of DMSB's undergraduate program; Reimagining elements of graduate programs; Sustaining DMSB's existing research and academic program excellence; and Deploying DMSB's limited resources as efficiently and effectively as possible. Each is reported on separately under these phrases below.

### **2.2 Improving DMSB's undergraduate program quality**

#### **2.2.1 The Undergraduate Excellence Initiative (the UEI)**

When questioned by Dean Brews in early 2014, faculty widely noted undergraduate work ethic and academic ability varied, and that in many classes teaching to the middle so some were bored and others struggled was the norm. Further, more than one top student indicated high school had been more challenging. Finally, with average in-state and out-of-state undergraduate debt at graduation close to \$30,000 and \$40,000 respectively, and with half the student body borrowing (likely mostly weaker students), the most worrisome data point was that less than 60% of undergraduates graduated in 4 years. Appendix 2 provides data on student debt levels from 2005-18 and 4-6 yr. graduation rates from 1998-2013. With too many students slipping through the cracks or comfortably underperforming, and given the investment an undergraduate business education represents, the status quo was unacceptable. Dean Brews concluded that the Undergraduate business program, serving over 86% of the student body, had been an academic step child for too long. Accordingly, in mid-2014 the first academic Undergraduate Associate Dean ever was appointed, and over the following year DMSB and UofSC approval for changes to be implemented across the program was obtained.

The most significant UEI change was moving the program from a 2-yr. (Junior and Senior) to a 4-yr. program, with freshmen completing courses in Accounting, Economics, and Statistics in their first year. This change permitted meeting with freshmen to communicate "the rules of the game" immediately upon their arrival on campus so good study behaviors are established early, and an ability for students to cover more of their major before internships between junior and senior year. That major selection had to be made earlier was the only disadvantage identified with the 2 to 4 yr. switch, and to remedy this far more attention is now paid to educating freshmen about major choices. Sophomore progression GPA was also increased to 3.0, and with teaching coordinators appointed for multi-section courses, faculty were instructed to increase rigor and to ask more from students.

Other aspects of the UEI include student services additions/enhancements, soft skills enhancement, experiential learning expansion, and introduction of Major Decision Day (now Major and Career Exploration Day), where professors/alumni/industry experts and others provide information on majors so students make informed choices. Appendix 3 contains an early 2015 map the of the UEI rollout, and information on the initiative was widely disseminated in the biennial Dean's Reports on the State of the School in 2016 and 2018, in *Moore* magazine, on the DMSB website (see for example [https://www.sc.edu/study/colleges\\_schools/moore/about\\_the\\_moore\\_school/news/2016/business\\_de](https://www.sc.edu/study/colleges_schools/moore/about_the_moore_school/news/2016/business_de)

[mands.php](#) ), at BPF Board meetings, and in faculty and staff and alumni meetings held from late 2014 onwards. For access to the 2016 and 2018 Dean's Reports, click on [https://sc.edu/study/colleges\\_schools/moore/about\\_the\\_moore\\_school/leadership\\_and\\_administration/deans\\_report.php](https://sc.edu/study/colleges_schools/moore/about_the_moore_school/leadership_and_administration/deans_report.php)

The UEI has two elements worth highlighting separately: steps to control undergraduate admissions, and actions to enhance core student services. Taken primarily to match DMSB's limited resources with demand and to improve student outcomes, these are covered below.

### **2.2.2 Managing demand: controlling undergraduate admissions**

Appendix 4 details DMSB Faculty, Staff, and Student Numbers from 2011-18, and the strong growth in undergraduate students from 2011 to 2015 (4037 to 5522) with little growth in faculty and staff led to a corresponding decline in the Student/Faculty ratio (39-42.2), meaning that by 2015 DMSB was insufficiently resourced to meet student educational needs.

Following AACSB reaccreditation in 2014 where the increasing Student/Faculty ratio was highlighted as of concern, UofSC Administration agreed to limit freshman entering DMSB to 1500 per year, and between 2015-17 to increase FT faculty and staff by 30 and 10 respectively. The results of this investment is seen in the Appendix 4 data for 2016-18. 173 FT faculty and 111 staff now serve the school's 6,200 students, up from 148 and 84 in 2014, and a 35.8 Student/FT Faculty ratio (compared to 42.2 in 2015) confirms DMSB is far better equipped to fulfill its educational mission than it was in 2014-15.

### **2.2.3 Enhancing student services**

Appendix 5 details DMSB placement rates and average salaries from 2014-17. DMSB Placement 90-days out varies considerably, with MHR and MACC showing outstanding 2017 percentages of 98.5% and 94.4% respectively, while Undergraduate (BSBA) placement is very low at 62.5%. IMBA at 80.6% and 1 yr. MBA at 81.8%, somewhere between the BSBS and MHR/MACC rates, are also low relative to higher ranked peers. Improving FT MBA and BSBA placement especially is important, given 90-day placement is a key component of most quantitative rankings.

To improve placement, DMSB's Offices of Career Management (OCM) and Alumni Engagement (OAE) have expanded. Over the past 2 years OAE increased from 1 to 3 staff members, and from 2014-18 OCM increased from 6 to 16 people, with a new dedicated DMSB employer relations team now building relationships and seeking hiring opportunities with companies across the United States and beyond. Further, with 8 of the OCM staff in graduate or undergraduate career services and 8 in employer relations, an increasing number of employers are visiting campus to work with students and graduates. In addition, and as Appendix 6 shows, over the past four academic years (hereafter AYs) companies and students attending DMSB career expos have grown significantly. Company attendance increased 58% from 85 to 134, and student attendance is up 33% from 1590 in AY 2014-15 to 2120 in AY 2017-18. This reflects both larger class sizes and work by OCM professionals preparing students for participation. Workshops or the mandatory career skills class must be completed in order to attend. Recent introduction of Salesforce to manage potential and current employer communications has further boosted OCM productivity, facilitating recruitment of new employers in a short time.

To assist students with selecting majors and coursework planning, DMSB's Undergraduate Advising team was also expanded. From Fall 2015 to Fall 2017 advisers increased by 50%, permitting students seen by each adviser to be reduced by 34%, and leaving more time to make vital class and career-planning decisions. Additional care is now also being taken to guide students with regard to major choices. In AY 2017 two-thirds of freshmen enrolled in DMSB-dedicated sections of University 101, where information on each major at the school is shared. Further, more than 570 students participated in Major and Career Exploration Day in Fall 2017, gaining the opportunity to talk in depth with

professionals and faculty in each major about coursework and career options.

#### **2.2.4 UEI impact**

The full impact of the UEI will only be known when the Class of 2020 graduates. However, effects are already being noted. For example, students are attending to the message delivered by the Deans in their first week of class regarding doing the work and seeking help when and where needed. In AY 2017-18 the UofSC Student Success Center received 4606 individual at-risk referrals, compared to 4167 in AY 2016-17 and fewer than 100 in AY 2015-16, the year before the UEI began.

Second, that rigor has increased but that students are standing up and meeting the material is confirmed in data gathered on MGSC 291 (Statistics for Business and Economics) showing that from Spring 2014 to Spring 2017, of traditional homework questions 35% were considered easy by students, 56% medium, and 8% hard; while in later sections of an updated MGSC 291 16% were denoted easy, 57% medium, and 27% hard. However, despite more challenging material students are doing the work and performing better than before. Average scores measured by % correct for questions for traditional 291 courses from 2014 – 2017 were Easy 89; Medium 85; and Hard 76; scores for Updated 291 courses were Easy 95, Medium 89, and Hard 82.

Third, a final impact relates to entering freshmen SATs. Appendix 6 reports freshmen SAT scores from 2008–18, and the data show an increase from an average 1219 from 2011-15 to 1231 in Fall 2016, 1261 in Fall 2017, and 1299 in Fall 2018. The notable increases from Fall 2016 onwards is explained by the 1,500 limit placed on freshmen numbers from this time; such limits more than likely exclude mostly less prepared students.

### **2.3 Reimagining graduate program elements**

#### **2.3.1 Introduction**

In Summer 2016 Program Review Teams (PRTs) were formed to participate in the Graduate Program Review (GPR) of the six DMSB masters/graduate programs. Appendix 7 provides a copy of the briefing memo sent to each team to guide their preparation for the GPR. PRTs met over the 2016 summer to prepare, and meetings with the GPR Taskforce formed to conduct the GPR took place from Fall 2016 into early 2017. GPR Taskforce members are also listed in Appendix 7.

The GPR revealed that among master's programs were three strong programs (the PMBA, MACC, and MHR, approximately 450, 81, and 42 students respectively), two other small specialized programs (the Masters in Economics and in Finance; approximately 15 students combined), and the MIB (approximately 40 students) - needing some focus, and the IMBA/MBA (approximately 40 students) requiring immediate attention.

Market trends identified included a stronger demand for more specialized master's programs, an oversupplied and possibly declining MBA market, and that DMSB's International Business strengths were less valuable given most MBA programs are or claim to be international. Mirroring these trends, IMBA/MBA numbers had dropped precipitously over the nine years prior to 2016, underscoring an immediate need for change. Finally, each PRT was given data on the financial performance of their program, and here it was confirmed how financially constrained DMSB graduate education is, with most programs only breaking even or operating at a loss and requiring subsidization. Because of its scale, the PMBA is the only graduate program clearly covering costs. These financial data are not unlike those for other U.S. based business schools. Graduate education is especially financially constrained, given the high cost of instruction and need for specialized student services, all capped by student loss of income and the debt taken on to pay for it.

#### **2.3.2 FT MBA/IMBA changes**

Key changes to the FT MBA program following the GPR included moving the IMBA international immersion to the 4<sup>th</sup> from the 2<sup>nd</sup> semester; extending the 6 month core (20% being U.S. based language training) to 11 months; converting international internships (then after the 2<sup>nd</sup> semester international immersion) to mostly domestic, given few graduates obtained international jobs following international internships; and re-introducing the Global Track (an IMBA with no language study), reversing a decision associated with the more than halving of 2013 numbers following the Global Track's 2012 cancellation.

Relatively poor placement had also been an enduring challenge, and preparing students for domestic internships after a more comprehensive core dominated leaving the international immersion in the 2<sup>nd</sup> semester. Language is now studied domestically in the 3<sup>rd</sup> and tested after the 4<sup>th</sup> semester international immersion after in-country enhancement. Better internship preparation after a more comprehensive core will hopefully mean when 4<sup>th</sup> semester immersions start most students are already employed, typical of most well-ranked FT MBA programs. In Summer 2018, 92% of the IMBA class had domestic internships, compared to 61% in 2017. Stronger May 2019 job placement should follow, given current corporate practice is to source most full-time employment talent from summer internship pools.

Reintroduction of the global track for multilingual students combined with the language tracks permits students to find a program that best meets their needs. Moreover, the international immersion remains the longest in the market, and students now have the choice of one of three specializations: marketing, finance, and supply chain, and they can earn certifications in analytics and supply chain in addition to a degree. A new certification in global strategy will also be offered in AY 2018.

A new marketing program for the FT MBA program was also launched. The 'Unstoppables' campaign highlights four MBA alumni considered unstoppable since graduation. Details on this campaign is available on <https://www.unstoppableuscmba.com/> With graduate student numbers below 800 (Appendix 4), every effort is being made (especially for the FT MBA program) to increase numbers. Where appropriate, ambitious targets for student numbers are in place.

### **2.3.3 Other graduate program changes**

In the Master of Human Resources (MHR) and Master of Accountancy (MACC) programs (both specialized functionally-based programs) enrollment had been sustained, curricula remained strong, and graduates well placed. The GPR highlighted no significant change required in these two programs. However, in the case of the MACC program, and to meet the needs of major accounting firms, it was determined cohort size needed to grow, and program leadership decided this would best be accomplished by expanding the accelerated program with DMSB undergraduate accounting students, and by recruiting from other undergraduate business programs.

The Master of International Business (MIB) program curriculum was also updated based on insights from the GPR, and from the recently formed Folks Center for International Business. Changes include addition of three career tracks: International Trade & Investment, International Strategy & Leadership, and International Market Development.

Appendix 5 shows that MIB and MAEcon average salaries (\$50,203 and \$45,750) remain below the average starting salaries of all other DMSB programs, meaning that from a salary perspective both programs are of concern. Students with one and in some cases two years of graduate education should earn more than the average DMSB undergraduate. MIB 90-day placement data is unavailable for AY 2016, but was reported by program administrators at 65.2% in 2014, 100% in 2015, and 78.3% in 2017. Placement, in addition to salary level, is accordingly also of concern for the MIB program. To attend to these concerns an additional FTE, under recruitment as this report is written, is to be added to OCM to focus specifically on the MIB program. Notable also is that MACC average starting salaries are low at \$51,717, but this is compensated by the 94.4% 2017 MACC 90-day

placement rate and that MACC graduates salaries grow quickly after passing the CPA exam. Further, CPA pass rates are also higher for those holding MACC degrees.

A new PMBA Charlotte location in the BB&T Center downtown was opened in Spring 2016, and this central location increased PMBA enrollment significantly. New student enrollment per year in Charlotte grew 257% from 21 in 2014-2015 to 54 in 2017-2018. With its large population and business sector, it was decided in mid-2015 that Charlotte needed to be a DMSB priority, and the PMBA was determined the best program to lead expansion in the city and region.

#### **2.4 Sustaining DMSB's existing research and academic program excellence**

DMSB has many areas of existing excellence, most notable its International Business strengths. A first mover into International Business education four decades ago, the #1 International Business undergraduate and graduate program rankings are what DMSB is best known for. Further, the #1 International Business undergraduate program ranking is also of importance to UofSC, as approximately 25% of the top ranked UofSC Honors Program select International Business. Further, though only around 200 students are admitted annually, International Business is cited by UofSC undergraduate applicants as the major they would most like to study.

Less known are other areas of DMSB excellence, in both research and programs - 5 of 7 academic departments rank in the top 25 for research productivity worldwide, and from 2013 to 2017 438 unique publications were published by DMSB faculty, 325 earning a five-year unique journal impact factor of 1.5 or greater. Further, according to Google Scholar, three DMSB faculty are among the top ten most cited scholars across the University of South Carolina, two at #1 and #3 respectively. Five are in the top 25 most cited UofSC scholars. On the program side, DMSB's undergraduate and graduate Supply Chain programs are both in the top 15, while the PMBA is ranked in the top 25 and is the top PMBA in the Carolinas.

Appendix 8 reports DMSB rankings for research productivity, specialized undergraduate and graduate programs, and general undergraduate and graduate programs (the Undergraduate and FT MBA programs). Most important in Appendix 8 is not the excellent niche rankings DMSB enjoys (though the school is justifiably proud of these), but the less impressive general program rankings pertaining to the FT MBA and Undergraduate business programs. To be a leading business school, general undergraduate program rankings of 45 and 59 and FT MBA program rankings of 65 and 77 are insufficient. The most pressing program challenges DMSB faces is lifting these general rankings closer to the stellar niche rankings the school holds. The *raison d'être* behind the UEI and FT MBA program changes are to accomplish this outcome.

Appendix 8 also details DMSB's impressive return on research investment: # 1 worldwide for research productivity in Human Resources and International Business, # 6 in Behavioral Accounting; # 10 in Supply Chain; # 22 in Marketing; and Top 50 worldwide and in the United States for research productivity. Achieving and sustaining DMSB's highly ranked research performance is attributable to many factors, including (as Appendix 9 shows) strong summer support for research active faculty and strong investment in the PhD program, teaching loads limited to 3 courses per academic year for tenure track and productive tenured faculty, all combined with department foci on defined domains/niches (for example Human Resources, International Business, Behavioral Accounting) coupled with the attraction of a cluster of top researchers in each domain/niche.

Regardless, investment and effort is required to maintain existing DMSB research and program excellence, and Appendix 9 reports the DMSB Direct Research Expenditures from 2014-18. Appropriate for Carnegie R1 university and to sustain a world class faculty, PhD and faculty research expenditures by some margin remain the largest annual single discretionary DMSB expenditure. PhD program funding is constrained at most schools, DMSB included; stipends paid are being increased to

around \$30,000 for 5 years at leading schools, far above the levels currently offered by DMSB, and that the school also pays UofSC PhD course fees makes attracting funded top students very expensive. Dual degree PhD MOUs are being finalized with international partners, and one is already in place (for 5 students) that hopefully will result in 15-18 doctoral students paying FT non-resident rates per year to do doctoral coursework. Attracting high quality unfunded (fee paying) students permits fewer higher quality funded student recruitment, improving overall PhD program financial viability. A PhD program (and by implication research investment) review was to be done after completion of the Graduate Program Review, but with the pending loss of Brian Klaas becoming apparent in late 2016 this review was deferred. The new Sr. Associate Dean of Faculty and Research John McDermott (appointed July 2017) will conduct this review in AY 2018-19.

In addition, many steps were taken to maintain DMSB's International Business #1 program rankings and enhance International Business education over the past four years. These include addition of 4 double degree MIB programs, 3 EIMBA programs, and 3 IB Undergraduate Cohort Programs, and the establishment of the Folks Center for International Business, which among other roles advises on curriculum and helps secure internships and full-time employment for international business students. In addition, international business education is more accessible than ever before: students studying abroad has increased by more than 36% from 654 in AY 2013-14 to 894 in AY 2016-17, and study abroad student scholarships have increased even more substantially from \$87,000 in AY 2013-14 to \$285,250 in AY 2016-17.

Finally, experiential learning through complex capstone projects is an area of DMSB excellence, and an ongoing and even growing investment in DMSB Centers has resulted in Center-led capstone projects increasing from 38 in AY 2013-14 to 43 in AY 2017-18. Having students apply what is learned in class to real-world business problems is an ideal way to certify business-ready professionals. More importantly, projects are also substitutes for internships because they provide employers an opportunity to see DMSB students performing where it matters – in the marketplace solving real business problems. Because outcomes (and student performance) are often so impressive, many students are hired by Center corporate partners after project completion. However, a drawback of capstone projects is that they are typically very faculty labor intensive, given one faculty member in each project is supervising only 5-6 students in a team. Given these economics, and facing other school educational demands, scaling these beyond top students in most majors is a challenge.

## **2.5 Deploying DMSB's limited resources efficiently and effectively**

DMSB is a far higher cost unit in 2018 than it was in 2014, mostly due, as Appendix 10 shows, to an increase in faculty costs following growth in faculty numbers from 2015-17. This means limited resources must be efficiently and effectively applied. Appendix 10 provides financial information on DMSB Unrestricted Sources and Uses of Funds from Fiscal Years (hereafter FYs) 2014-18. Though Total Sources have increased from \$44m in FY 14 to \$61m in FY 2018, notable in Total Sources is the decrease in USC Central Budget Allocation in FY18, partially explained by the 3% deduction from all UofSC budgets for use to fund strategic initiatives across the university. Total Uses (in dark blue or brown) also grow significantly, growing from \$51m in FY 2014 to \$61m in FY 18, with this increase explained mostly by Faculty Salary & Fringe increases (in light blue from \$33.2m in FY 2014 to \$43.4m in FY 2018, i.e. a 30% increase).

Full-time faculty grew from 148 to 173 (a 13% increase, see Appendix 4), though with faculty being 182 in 2017 the 2018 number may be low compared to where it will be next year. DMSB Full-time faculty of around 182 and a Student/Faculty ratio of 34 is considered optimal. Staff Salary & Fringe increased from \$6.9m in FY 2014 to \$8.8m in FY 2018 (a 28% increase), while staff expanded from

84 to 111, a 32% increase (see Appendix 4). The parsimony in staff salary increases flowed from requests that staff additions as far as possible be budget neutral. The two other uses, Non-Personnel Expenses and Student Stipends & Tuition, declined from FY 2014 to FY 2018, with the decline in Non-Personnel Expenses in some part due to the 3% budget cut imposed by UofSC in FY 2018. Though not the result of any request from DMSB leadership to decrease this budget line, the decline in Student Stipends & Tuition is attributable to the drop in PhD student numbers in FY 2017.

Over the four fiscal years 2014-18 DMSB spent less than it received only in FY 2016. Given this reality, effort has been made over the past four years to contain costs wherever possible. Further, to increase budgetary precision and to improve both financial control and business outcomes, more sophisticated performance-based budgeting conversations are now being held with DMSB units, and far more detailed budgets are being approved through the budgeting process. Previously, mostly incremental budgeting was utilized.

Finally, and as noted above, over coming years DMSB's financial situation may become even more confounded by revenues flattening due to the undergraduate student limit, and given this constraint ensuring operational efficiency and the optimal use of scarce resources remains paramount. Depending on the subvention level applied when the new budget model is implemented in FY 2020 (see Section 3.2.1 below), DMSB's financial constraints may become even more acute.

### **3. DMSB Strategy Review**

#### **3.1 Introduction**

At a Faculty and Staff meeting on April 6 2018, convened to reflect upon his renewal and thank all for their support over his first term, Dean Brews announced formation of three teams (comprising department chairs; senior staff; and academic program leaders) to review the Imbedded Strategy. A research team chaired by Senior Associate Dean John McDermott, formed to advise on how research might be enhanced, was the fourth team present.

Appendix 11 provides the agenda developed by meeting facilitator Professor Pat Wright and Dean Brews for the retreat on June 29 2018, and the mandate to guide team preparation. Members of the four teams who participated are also listed in the Appendix. To encourage interactions with team member(s) regarding ideas non-attendees considered should be taken into account, the May 2 email inviting team members with briefing materials attached was forwarded to all faculty and staff on the same day. If preferred, the Dean offered in this email to meet with faculty or staff in person.

The Dean's Review statement and April 6 Faculty and Staff meeting ppts were also attached to the May 2 email, and team members were told these documents would provide an initial basis for discussion, given they covered the strategy followed over Dean Brews' tenure. The Imbedded Strategy detailed in Section 2 above summarizes this data. Teams were instructed to use the following prompts for retreat preparation: i) were any ideas left out or insufficiently emphasized in the Review statement; and ii) were any ideas problematic or incorrectly presented? Constructive criticism was especially encouraged, particularly if feasible alternatives were proposed in addition. However, teams were cautioned that ideas should be formulated keeping in mind the context in which DMSB operates, and the resources the school has at its disposal. Copies of DMSB's Mission, Vision, and Values were also provided, and teams informed these would also be discussed at the retreat.

Teams were also specifically asked if the core stretch goal 'Top 25 by '23' should be adopted to guide DMSB over the next 5 years. The goal sets the objective that all academic programs earn Top 25 rankings by 2023, adding to the Top 25 rankings DMSB already holds. Programs most impacted by adoption were the FT MBA and Undergraduate BSBA programs. Here, Teams were asked to consider two questions: i) should DMSB adopt Top 25 by '23 as the overall guiding stretch goal for

the next 5 years; and ii) if adopted, how should this goal be precisely interpreted? For example, should the goal be a Top 25 business school in general, or a Top 25 public school only; and should only US-based schools or schools regardless of location be included?

## **3.2 Retreat outcome**

The retreat was divided into four sessions: 1) Setting the planning context; 2) Team reactions/responses to the Dean's Review; 3) Research Enhancement at DMSB; and 4) DMSB's Mission, Vision, and Values. At commencement attendees were told proceedings would be noted and minutes recorded.

### **3.2.1 Section 1: Setting the planning context**

Session 1 provided framing information to take into account as the retreat proceeded, given the DMSB context and resources. Most notable among issues raised in this opening session was concern about an issue that became known over the retreat as 'serving the top 30% vs. the remaining 70% of undergraduate students.' The motivation behind the UEI is to ensure all students receive an education closer to that currently received by top students, and that armed with these enhanced experiences average outcomes should improve (4-yr. graduation rates, job placements, salaries etc.). Further, to accomplish this not only a more engaged student body taught by a more demanding faculty is sufficient; student services expansion (especially in OCM, but also in other areas) was also necessary. Serving these remaining undergraduate students was referred to over the retreat as serving the 70%.

In the opening session of the retreat one faculty in addition wondered if serving the 70% may be to the detriment of the top 30%, and two others asked if DMSB knew enough about the 70% and what contributed to their situation. One of these two latter faculty also questioned whether the remaining 70% did not have access to a 'good' education, and asked if it might be students' and not DMSB's fault that poor outcomes result. Moreover, a fourth faculty asked if addressing the 70% would necessarily make DMSB more attractive to new students, and questioned how DMSB differentiated itself so talented students wished to apply. Finally, whether solving the 70% was a strategy was also questioned, in the sense that did this make DMSB unique or differentiated in anyway? Responses to these well framed and important questions are provided in Section 3.2.5.2 and 3.2.5.4 below.

Concerns about research were also raised. Faculty asked how difficult it is to get outside/donor funds for research, and how faculty might communicate with donors to gain support. One faculty stated more emphasis on the PhD program and research, in addition to the focus on undergraduate rigor, would be ideal. To increase incentives to do research after tenure is granted, this faculty also asked if teaching loads for non-productive tenured faculty could be increased.

Information on the new UofSC budget model was also shared, and the impact of the change was shown deploying FY 2017 actual sources and uses of funds in an old vs. new comparison. Essentially a model where all revenues are allocated and all costs charged, both *full direct costs* (that include Faculty/Staff Salary and Fringe; Student Stipends and Tuition Assistance; and Other Non-personnel Expenses), and *full indirect/support costs* for assets/services provided by UofSC including IT (assigned by head count); Facilities (allocated by assignable sq. ft.); Central Services and Administration (allocated by total head count); Academic Support and Student Services (allocated by student FTEs)), to produce *a margin before a Subvention (or tax) is charged/deducted* to fund other UofSC investments. This additional charge is levied after DMSB has covered all costs (direct and indirect) attributable to its operations.

With the full Subvention/tax (at 8.5% of revenues) charged in FY 2017 DMSB would have recorded a \$1.7M loss, compared to a surplus of \$296k under the old model. However, in the allocation to illustrate the model's effect UofSC Central Administration returned \$3.169M of the 8.5% Subvention,

meaning DMSB enjoyed a surplus of \$1.4M instead. As it is unclear if UofSC will apply the full 8.5% Subvention or a reduced amount when the model is implemented, determining the new model's exact impact is difficult. Using FY 2017 actuals, a Subvention of more than 6.4% will mean the school's surplus is absorbed, and that DMSB would be worse off under the new compared to the old model. With the school already operating close to breakeven under the old model, and as stated above in Section 2.5, with its higher cost base and relatively flat revenues owing to the 1,500 freshman undergraduate limit, careful resource use remains as paramount, if not more so under the new than under the old model.

At conclusion of the first session Dean Brews also introduced a planning constraint: any initiative(s) proposed could not divert resources from the UEI. Having received strong support while under development and an equally positive evaluation in the Dean's Review, resources to implement the UEI were protected from reallocation to other initiatives.

### **3.2.2 Section 2: Team reactions/responses to the Dean's Review**

Reaction to the Dean's Review drew no new Non-Review ideas/initiatives for inclusion, but report back data from team breakouts indicated a desire for more top line growth/new sources of revenues versus cost containment, requests for clearer identification of DMSB differentiators, and more clarity on metrics to be applied both by UofSC Central Administration to DMSB, as well as internally at DMSB. Finally, faculty and staff retention, and how to understand and attack the 70% issue were additional concerns identified. Requests relating to the 70% included a clearer articulation of the strategy, and requests for KPIs/learning outcomes.

No support for Top 25 by 23 adoption was indicated, this lack of support attributed to many factors, ranging from programs are different making one goal unrealistic, to public adoption of such a goal being a setup for failure, to ranking metrics change over time making attainment difficult, to concern about chasing rankings that might not align with DMSB's educational goals, to concern about the ranking/quality relationship and which drives which. The last factor allied with suggestions that instead of a focus on rankings, focus on student outcomes and the quality of inputs (GPAs, SATs) and outputs (placements, salaries, student satisfaction) is better.

### **3.2.3 Research enhancement at DMSB**

Appendix 12 lists 10 Research Team recommendations submitted after the retreat. These align closely with material presented by Research Team Chair John McDermott at the retreat. The Dean accepted recommendations 1, 2, 3, 4, 5, 6, and 8. Recommendation #7 concerning faculty salary increases was too broad for acceptance, though the Dean underscored his commitment to allocating as many funds for this purpose as possible. Faculty increases are always included in budget forecasts, just as increases have been granted annually to deserving faculty over the past four years. Recommendation #9 was deferred until the PhD Program Review is completed, and for Recommendation #10, the limiting of overload teaching, the Dean considered Department Chair and/or faculty approval preferable. Implementing the seven recommendations should lift DMSB research to even greater heights than is currently the case.

Reflections/feedback from attendees concerning research not captured in the recommendations included considerations of research relevance/application as well as research rigor so as to build research legitimacy, and how to accomplish better external reporting so research contributions are better known outside of academic circles.

### **3.2.4 DMSB Mission, Vision, Values**

Teams provided DMSB Mission and Values proposals after the third breakout session, and after robust coverage of DMSB's Mission, Vision, and Values at the meeting, a group comprising Mary Ruffin Childs, Marcelo Frias, David Lund, and Brad Stratton volunteered to take the information

from the breakouts and develop new DMSB Mission and Values based on retreat inputs. This group worked with Dean Brews on its proposal, contained in Appendix 1. Rather than Vision, Dean Brews and Professor Wright indicated a Moore School Purpose should be developed instead.

### **3.2.5 Strategy going forward: Introduction**

#### **3.2.5.1 Strategy formation vs. implementation: 2014 vs. 2018**

In his review statement Dean Brews noted the first 3½ years of his tenure were most about strategy formation, and if reappointed his second term would be more about implementation, though underscoring innovation and ongoing iterative change is always welcome and necessary. He further stated the widespread change underway at DMSB involves all stakeholders (faculty, staff, students, alumni, corporate partners, the BPF, the UofSC, and others), and will take years to implement. Fall 2018 starts the third year of the UEI, and the full impact of the UEI will only be seen when the Class of 2020 graduates in May 2020. More proximate, the full impact of FT IMBA changes will be known in May 2019 when the first restructured program cohort graduates.

Dean Brews also indicated that when the next decade of DMSB's history is written, progress should be measured by whether the school's educational excellence is more widely spread than now, and that the prime motivation behind the UEI and FT MBA program changes are to achieve this broadening. Moreover, the Dean noted that the best (though imperfect) way to measure such progress is through school-wide rankings. He reasoned if average students receive educations closer to DMSB's best, and if the jobs they acquire match this enhanced preparation, overall rankings (for the FT MBA and Undergraduate Program) should rise. This explains why Top 25 by 23 adoption was placed on the agenda, and confirms that the Dean believes quality drives rankings and not the other way around. Focusing on rankings alone without attending to quality/inputs etc. is misdirected and flawed.

#### **3.2.5.2 Top 30% investment/bottom 20% reduction: from 2014 onwards**

Also in the Dean's review statement is that improving overall rankings while maintaining/enhancing DMSB's stellar niche rankings is an important balance to maintain. This confirms that meeting top 30% needs while attending to those of the 70% has always been a priority. Further, there is no evidence that the top 30% are worse off in mid-2018 than they were in January 2014. In fact, the opposite is true. Enhancing academic rigor and increasing entering freshmen SATs benefits all, the top 30% included. In addition, new Finance and Marketing Scholars programs, expansion of the Supply Chain major/capstone projects, growth in the IB major/cohorts, and other information in Section 2.4 revealing steps to maintain or extend DMSB existing excellence are evidence of continued investment in the top 30% over the past four years.

Further, and as one faculty worried at the retreat, determining who is to blame for underperformance and whether this is DMSB's or students' fault, and even whether the bottom 20% will always be with us and therefore need no focused attention, are questions fast becoming moot. By raising rigor and expecting more, underperforming students will either step up or not progress. Though DMSB will always have a bottom 20%, the quality of this bottom 20% has improved each year from Fall 2016. The average SATs of entering freshman in Appendix 6 support this fact.

#### **3.2.5.3 DMSB metrics: from 2014 onwards**

There was also a request for clarity on internal metrics at the retreat, and though a valid concern, there is no shortage of metrics to calibrate DMSB outcomes and progress. As clarified in this report, data on student debt, 4 and 6-yr. graduation rates, 90-day placement rates, starting salaries, companies and students attending DMSB Career Expos, and DMSB sources and uses of funds are metrics already utilized. Further, the Dean's biennial State of the School Reports and the annual Impact Report (which records how donors and volunteers through their time, treasure, and talent contribute to the

school) provide additional metrics on DMSB and its operations. However, this does not mean metrics cannot be improved. These are considered in Section 3.3.2 below.

Regarding the request for additional learning objectives or KPIs, possibly the solution here rests at the department or course level. For example, addition of the business analytics concentration with courses in each functional major (see Sections 3.2.5.4 and 3.3.1 below) provides an ideal opportunity for departments to determine what analytical capabilities will result from the added offerings, just as new courses should clearly specify the learning outcome expected from each course. Ideally, with the strong demand for data and analytically capable business professionals, knowledge of what is required and valued in practice should align with material presented in class and with learning objectives and outcomes.

#### **3.2.5.4 DMSB differentiation**

Differentiation is central to any competitive strategy, and whether the Imbedded Strategy describes ‘real’ strategy in the sense that it provides differentiation to attract new students is an important question. However, differentiation is present in the Imbedded Strategy, just as differentiation was present before the Imbedded Strategy began. Building on DMSB’s top ranked International Business and Supply Chain majors and on the more recently introduced Finance and Marketing Scholars programs top undergraduates complete, and for example on the education MHR, MACC, and top MBA students enjoy, DMSB’s finest are competitive, evidenced by their employment at organizations that include McKinsey, Amazon, IBM, Tesla, Google, Boeing, GE, Deloitte and PwC. Armed with world-class educations, DMSB’s top graduates are already sufficiently differentiated, suggesting that if the 70% reach closer to this level, similar outcomes will result.

However, and even with this possibility, additional differentiation will flow from steps now being taken. Finding value in the data deluging business operations are table stakes for high value jobs in today’s economy. More importantly, data and analytically proficient business professionals are in short supply. Given this shortage and that most business analytics education is offered at the graduate level, DMSB aims to be among the first to produce data and analytically proficient undergraduate business students at scale. The first step to accomplish this outcome was adding a third quantitative course to the more rigorous business core, and the second was adding the business analytics concentration. The third, introduction of the VDL, is underway.

Eventually offering up to 150 capstone projects per semester, and led by a managing director and staffed by data mentors (mostly PhD students skilled in analytical tools such as advanced Excel, SQL, R and Power BI), DMSB is, it appears, the first U.S. business school to establish a dedicated cloud-based VDL to serve every undergraduate major. Teams will meet weekly with data mentors, and the VDL will also provide access to popular software and self-learning modules to facilitate student skill acquisition on their own time. After graduation there will be new programs/software to master, and knowing they are able to do this from a sophomore year experience will provide alumni the self-learning agility needed for success in the workplace.

Through demanding capstone projects that form part of MGSC 291 (the third and final quantitative course in the undergraduate business core, typically completed by sophomores) and using real-world structured and unstructured data applied to challenging business problems, students will be tested on their ability to extract, clean, load, analyze and visualize large structured and unstructured datasets. Envisaged are sophomores proficient enough to use R in performing basic analytical computation, SQL in data base management, and Power BI when required to visualize and report data. Most importantly, every sophomore will advance with these foundational capabilities in hand, meaning better preparation for the more advanced analytics encountered in majors. In addition, faculty will expect use of these tools by students when encountering analytics in a major. This rigorous early data analytic preparation combined with the business analytics concentration will provide undergraduates unsurpassed data, analytical, and functional education.

With this information on hand, why applicants might select DMSB is easy to identify. Freshmen will join a school demanding high performance over a business core that provides a strong data analytical foundation, followed by the opportunity to follow a wide range of functional avenues building on this foundation, all added to the educational opportunities only a flagship state university offers. Moreover, completion of the business analytics concentration will provide valued advanced data analytical skills unlikely to be offered at the same scale anywhere. Alternatively, completion of the recently introduced HR & Organization Leadership specialization added to the Management major, or the attainment of a Sales Certification through the recently formed Center for Sales Success, are other examples of functional qualifications valued in the market that DMSB offers. All in addition to the existing excellence already in place: Finance and Marketing Scholars programs, the UofSC Honors College, International Business and Supply Chain majors etc. Finally, applicants will join a school that demands a work ethic and instills an engagement and professionalism that places them above most in the market.

Also of importance is that the focus on data analytics and the certificate in business analytics in the FT MBA program coupled with specializations in finance, supply chain, and marketing, added to the International Business specializations (Global track and classic IMBA) reflect a similar set of choices at the graduate level as is offered to undergraduates.

Accordingly, DMSB's differentiation is not from a single source. The combination of quality and choice offered through the school's scale and academic breadth and depth, and the focus on rigor and excellence yields differentiation from multiple sources, some academic and offered in the classroom (both qualitative and quantitative), some professional and/or experiential (from interview preparation to capstone experiential learning through the delivery of valuable work product to corporate partners), and some cultural and imbedded in student behaviors (DMSB students work harder, and are more engaged!). This range is impossible in small programs such as the 350 cohort UNC Kenan Flagler Business School 2 yr. business program, and is hard to obtain from less rigorous programs of similar sizes, 2 or 4 years in design.

### **3.3 Strategic challenges/uncertainties remaining**

Many challenges and uncertainties remain as the Imbedded Strategy plays out:

#### **3.3.1 Maintaining academic balance**

Given limited resources, maintaining academic balance over coming years will require careful management. New initiatives require investment, while at the same time care must be taken to ensure resources are sufficient to meet existing educational demands. In this respect, the most important academic uncertainty in the short term pertains to the business analytics concentration. In Fall 2017 107 students selected the concentration, in Spring 2018 the number increased to 167. Tripling over the past academic year, the 310 registered for Fall 2018 means the concentration has surpassed every non-business minor selected historically. In Fall 2018 popular minors and numbers selecting them are: Sport and Entertainment Management, 283; Advertising and Public Relations, 139; Hotel, Restaurant and Tourism Management, 118; Retail, 80; and Political Science, 69. Most importantly, dropping outside minors for the business analytics concentration is a decrease in teaching across the UofSC campus and additional classes required from DMSB's most talented faculty.

Additional faculty (with functional and quantitative/data analytics capability and depending on the particular demand for marketing/sales, finance, supply chain, accounting, HR, and/or economics analytics) may be needed if business analytics concentration demand is strong. Half of each cohort selecting the concentration means around 700 annually, and how these and other academic capacity demands are met will be determined over time, likely through faculty redeployment, a shift between tenure/tenure track and clinical faculty, and new faculty lines if needed.

Appendix 10 reports that Faculty and Salary & Fringe show by far the biggest increase from FY 2014-2018, while Non-Personnel Expenses and Student Stipends & Tuition decreased. Staff Salary & Fringe increased, but not as much as did Faculty Salary & Fringe. These increases are appropriate given DMSB's core business of research and teaching, and underscores that to attract and retain world-class faculty requires investment. Possibly the biggest balancing act DMSB faces is generating and maintaining the resources to attract and retain excellent faculty while offering leading edge undergraduate and graduate programs and attracting and retaining world-class staff to serve students at the level their excellence deserves.

### **3.3.2 Maintaining service excellence**

In addition to ensuring academic assets are sufficient and well deployed to meet educational needs, a second challenge over coming years is attaining and maintaining DMSB staff/support unit service excellence.

Among other activities, OCM attracts employers seeking students to hire, prepares students to negotiate the interview process and win internships and jobs, and partners with the OAE to mobilize alumni to open doors so students may find internships and employment through these connections. Though OCM performance has improved notably over the past four years, work remains. This will only be accomplished if OCM, OAE, Program leadership, and faculty work together to lift placement outcomes were needed, for example in the FT MBA and BSBA programs. One example of this cooperation moving forwards is that during 2018-19 the OAE will expand alumni engagement into new regions across the U.S. called 'Hub networks.' Based on where most DMSB out-of-state students originate or where preferred employers are located, these new Hub networks will be in Boston, Chicago, Dallas, Raleigh/Durham/Chapel Hill, San Francisco and Seattle. Activities planned in network locations will leverage the alumni network in each city/region in search of internship and full-time employment opportunities. The first Hub meeting was on August 28, 2018 in Raleigh Durham, NC. Over 70 of the 650 DMSB alumni in the RTP/Durham, Chapel Hill, and Raleigh area attended.

Further, the Dean, after accepting that Top 25 by 23 would not be formally adopted, announced at the retreat's conclusion that DMSB programs and units will nevertheless set goals to guide and assess their performance regarding metrics going forward. For example, Undergraduate and FT MBA Program leadership will be asked to review ranking(s) metrics, and armed with this information determine where they are likely to be by 2023 with the UEI and FT MBA changes implemented. Data to guide target selection is available from each ranking. In the US News & World Report MBA rankings, in 2017 the average 90-day placement for Top 25 programs was 91.87% (DMSB was 80.6% for the IMBA, and 81.8% for the 1 yr. MBA), while in Poets & Quants Undergraduate Program Top 25 ranking the average was 94.81%, compared to DMSB's 62.53%. Salary and other data on the same basis is also available, and metrics each program will be required to place on websites (if not present already) is salary and placements levels as far back as reliable records are available (see Appendix 5). This is important data prospective applicants should routinely have at their disposal as they decide on which program to choose.

In addition, and given DMSB's limited financial resources, Development staff must work diligently to raise funds that support DMSB research and teaching, and provide scholarship support to students needing financial assistance. Importantly, DMSB and the BPF celebrate centennial and semi-centennial anniversaries in 2019, both ideal milestones for fund raising, alumni re-engagement, and for a rededication of all to DMSB. Metrics for fund raising goals per development professional are routinely set, and over coming years this practice will be continued. In addition, plans for fund raising over the Centennial year are already in place, including for example, establishing the Darla Moore Second Century Fund to recognize and honor Darla Moore's transformational impact on the school. Fund spendable will be deployed in equal thirds to provide faculty support, student support, and the development of cutting edge curriculum. A second opportunity might be establishing a FT

MBA Program Second Century Fund to either endow the FT MBA program, or alternatively provide much needed scholarships to FT MBA students.

OCM, OAE, Development, and all other DMSB support units must maintain and where possible extend service excellence over coming years. Excellence as a core DMSB value applies to all – faculty, staff, and students alike.

### **3.3.3 Maintaining operational efficiency**

Application of the full 8.5% Subvention/tax in the new UofSC budget model has the potential to place DMSB in a significant and immediate cash flow deficit, and as a result maintaining operational efficiency and stringent cost control remains pertinent over coming years. Operational efficiency will also provide the maximal resources to invest in faculty and staff, who collectively (and understandably) make up the vast majority of costs. As a result, ideas to contain costs are always welcome, and faculty and staff must come forward with these whenever they appear. A preference for top line growth over cost containment was also recommended at the retreat, but given the financial constraints it faces, DMSB, in reality, requires both. Further, just as no cost containment idea will ever be turned away, neither will any feasible revenue generator be rejected.

Moreover, and as was reported at the Dean's April 6 Faculty meeting, ways to contain costs and/or increase revenues are continually sought, most recently, for example, being a decision to not allow classes of less than 10 students in AY 2019 (with this number increasing to 15 for AY 2020), and steps to increase summer courses over the immediate future, given these revenues accrue to DMSB under the current budget model.

### **3.3.4 Maintaining innovative excellence**

Focus on the Imbedded Strategy does not preclude new innovative ideas from inclusion. For example, introduction of a healthcare concentration and expansion into Augusta and Savannah GA is under consideration for the PMBA program, just as a 1 yr. FT MBA program with Shorelight to attract international students to study in the U.S. and return home upon completion was introduced in 2016 but failed to gain traction. DMSB remains open to innovative ideas wherever they emerge, but in each case adoption will as much depend upon the idea's demand on DMSB's limited resources as it does on the quality of the idea itself. For resource intensive ideas to be taken on, something may have to be given up. In strategy, what to stop doing is often as important as what is done.

## **3.4 Strategic themes: 2018 – 2023**

Four themes will facilitate Imbedded Strategy implementation over the coming years. Education excellence is listed first, given it is through education that DMSB acquires the majority of resources to reward faculty and staff. Research excellence emphasizes DMSB's research mission, and Service excellence underscores an engaged and service oriented faculty and staff are critical to DMSB success. The last theme emphasizes excellent external engagement is also key over coming years.

- **Education excellence: Students will receive a world class education that prepares them for employment as high value business professionals in domains of their choosing.** Accomplishing this theme requires an engaged expert teaching faculty (tenured/tenure track, clinical, and otherwise) offering classes and educational experiences at the frontier of management practice to engaged students that prepares them for high value jobs that are coming. Metrics to measure progress for this theme include entering freshmen SATs/ACTs, course rigor and teaching evaluations, 4 and 6 yr. graduation rates, program rankings and placement levels.
- **Research excellence: Tenured or tenure track research faculty will conduct world class research at the efficient frontier of their fields.** Included in this theme is attraction of PhD

students who are well placed upon graduation. Metrics to measure progress for this theme include publication and citation records, research rankings compared to peers, PhD student support and placement, and financial and other support for research.

- **Service excellence: Faculty and staff will work collaboratively to ensure world class student or organizational services are delivered to DMSB stakeholders.** World class services are critical to accomplishment of DMSB's purpose and mission, and must accordingly be offered with excellence. Many require faculty and staff collaboration. Metrics to measure progress for this theme depend on units involved, for example at OCM placement rates, employers recruiting at DMSB, Expo attendance, and career service delivery quality; at Development funds raised and alumni giving rate; at OAE alumni engagement, event attendance, and mentor volunteers.
- **External engagement excellence: faculty and staff will work collaboratively to ensure world class external engagement is a DMSB hallmark.** Most important DMSB external stakeholders are alumni, corporate partners and donors, and many DMSB units are directly accountable for external engagement, most notable being OCM, OAE, and Development. Further, DMSB Centers, Executive Education, and faculty also play important external roles. A taskforce with all units germane to external engagement will be formed to recommend how best to coordinate external engagement across the school.

Finally, and as stated in 3.3.2 above, some DMSB academic programs will be requested to provide estimates regarding where their rankings will be in 5 years' time given implementation of the Imbedded Strategy. As these estimates will require research into rankings data and working with OCM before they are made, 30 November 2018 is the date the estimates must be furnished by. Appendix 13 lists DMSB academic programs/key units and the metrics already used to judge their progress; these will calibrate ongoing progress against the excellence themes too.

#### 4. Conclusion

An exciting transformation is underway at DMSB, involving faculty, staff, and students, and requiring assistance from alumni, corporate partners, and friends alike. As its strategy, structure, and culture evolve to meet the business and professional demands appearing, DMSB is moving to produce second century graduates ready for its second century world. This transformation is derived from the fact that in the now mostly privatized U.S. higher education where students and families (and not public funds) cover the majority of university operating costs, students with debt must leave with an education providing an ability to repay the debt incurred to attain the education. To cover the cost of the world's most expensive higher education infrastructure, a rigorous, high quality, market-valued education must be offered to and absorbed by every student. DMSB cannot be a finishing school for disengaged, underprepared, or underperforming students.

Over four years of hard work, undergraduates will receive a rigorous challenging education that not only leaves them data proficient, analytically capable and functionally grounded, but also equipped with the soft skills and professionalism to engage in high-value, complex 21st century work. These second century students will stand out individually but be able to work collaboratively in teams, will know when to lead and when to follow, will be globally aware but locally sensitive. Words that associate with them will include professional, resilient, hardworking, analytical, adaptive, innovative and, most notable, effective. Master's graduates will possess the same capabilities, and display similar characteristics.

World-class research faculty at the efficient frontier of business knowledge, combined with expert clinical faculty deeply vested in current market realities, supported by DMSB centers, alumni, corporate partners and a world-class staff who among many activities advise, prepare, and connect students with employers, will provide the way forward for all the school has the honor to educate.

## **Appendix 1 DMSB Academic Programs and Mission, Purpose, and Values Statements**

### **Undergraduate Business Program: Bachelor of Science in Business Administration (BSBA)**

#### **Majors**

Accounting	Economics
Finance	International Business
Management (Entrepreneurship; HR & Org. L'ship)	Marketing
Operations and Supply Chain	Real Estate
Risk Management and Insurance	

#### **Graduate Programs**

FT and Professional MBAs (**MBA, IMBA, PMBA**)

Master of International Business (**MIB**)

Master of Accounting (**MACC**)

Master of Arts in Economics (**MA Econ**)

Master of Human Resources (**MHR**)

PhD in Business Administration (**PhD**)

PhD in Economics (**PhD**)

#### **Other academic offerings**

DMSB also offers an 18-hour Business Administration Minor, an Economics Minor, a Risk Management and Insurance Minor, and a range of Executive Education courses and certificates offered to corporations and individuals.

## **DMSB Mission, Purpose, and Values Statements**

### **Mission**

By fostering an environment where scholars, thought leaders, and teachers stay at the efficient frontier of business knowledge and management practice, and by providing students leading edge business knowledge and professional skills informed by a unique understanding of the global marketplace, the Darla Moore School of Business (hereafter the Moore School) prepares future business leaders and researchers for careers in their chosen fields.

Leading research faculty producing rigorous and relevant research, combined with expert clinical faculty deeply vested in current market realities, supported by exemplary student services staff connecting students with employers and the Moore School community, provide the way forward for all the Moore School has the honor to educate. Through research, education, and service the Moore School contributes to the welfare of all key stakeholders: students and alumni, the University of South Carolina, the State of South Carolina, and business partners located across the United States and elsewhere.

## **Purpose**

Changing lives through education

## **Core Values**

**Excellence** – Excellence underpins all activities at the Moore School, and all are expected to strive for the highest standard in everything they do, from faculty extending the boundaries of knowledge through research or teaching, to staff serving students, to students completing academic studies.

No Moore School community member should accept poor performance, from either themselves or others.

**Integrity** – The Moore School is a culture where accountability, honesty, transparency, humility, ethical behavior, and respect for and inclusion of all regardless of race, color, religion, sex, national origin, genetics, age, disability, or sexual orientation are foundational. These all are included under Integrity, and apply to the Moore School organizationally as well as to faculty, staff, and students individually.

Personal and organizational integrity, and holding Moore School community members to the highest ethical standards, are central Moore School values.

**Teamwork** – In the complex work of 21<sup>st</sup> Century business, excellence is rarely attained through individual effort alone. An ability to work in teams is essential. Teamwork appears in many forms at the Moore School, whether faculty and staff working to fulfill the school's mission or purpose, or students in teams solving business problems in capstone projects, or one student assisting another to master challenging class material. The Moore School desires a culture of collaboration and mutual support where faculty, staff, and students work together to accomplish more than any on their own might achieve.

However, high team performance requires accountability, honesty, transparency, humility, and respect for and inclusion of all persons; only with Integrity is true team-based Excellence possible.

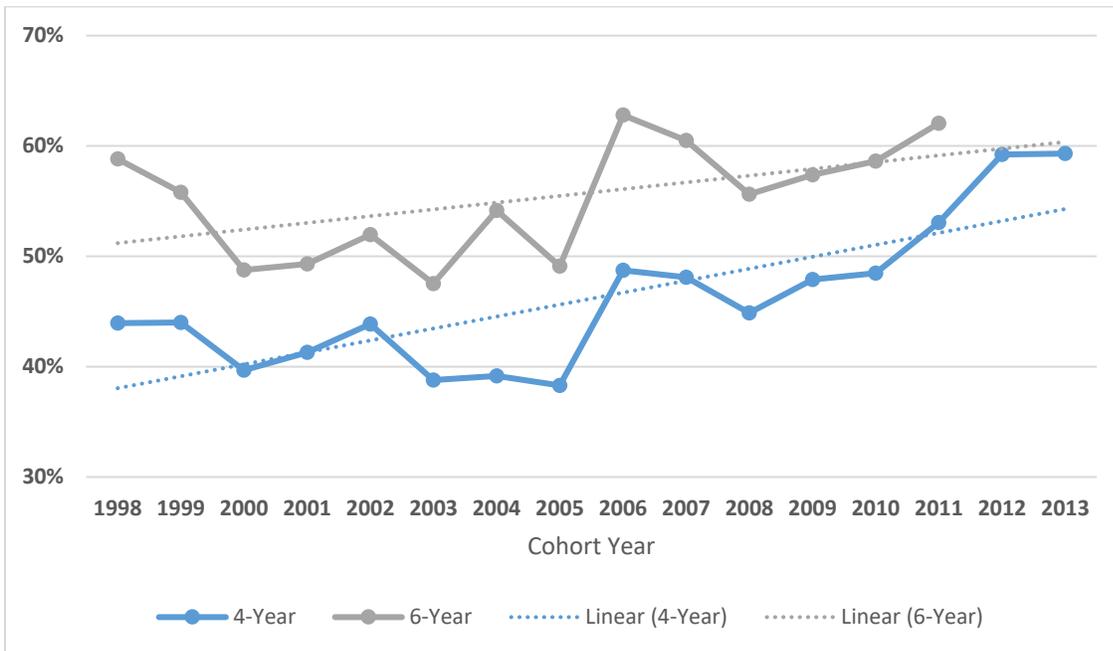
**Resilience** – The Moore School demands a strong work ethic, and if students are not challenged (and even fail every now and then) while completing their studies, faculty may not be doing their jobs. Resilience is the process of adapting well in the face of adversity or significant stress, i.e. the ability to bounce back from difficult experiences and/or failure. Those afraid to fail and learn may never truly succeed. Moreover, high value work in the jobs that are coming will mostly flow from innovation, disruption, and creativity, which often require learning from failure until the way ahead emerges. Resilience is essential here too. Finally, resilience is built by honesty, transparency, and humility, and being held accountable to the highest performance in contexts where all stretch further than their reach extended before. To receive and learn from constructive feedback, often resilience is key.

Knowledge informed effort from both individuals and teams (Teamwork) combined with hard work done with Integrity and sustained by Resilience produces enduring Excellence. This justifies the Moore School's four core values: Excellence, Integrity, Teamwork, and Resilience.

**Appendix 2 Average Student Debt Levels (US\$) and 4-6 yr. Graduation Rates: 2005-2018**

Program	2005	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>IMBA</b>	17,050	22,653	38,663	31,554	39,743	49,250	52,754	53,446	68,464	54,932
<b>MACC</b>	6,641	13,633	21,272	18,854	25,946	25,567	28,480	37,012	21,355	18,986
<b>MA Econ</b>	-	-	12,899	18,532	43,530	62,233	36,137	31,835	22,570	-
<b>MBA</b>	9,218	13,359	14,955	21,500	26,768	30,574	40,183	41,142	42,135	31,038
<b>MHR</b>	-	22,717	11,984	21,684	30,171	34,148	43,934	49,416	35,385	38,698
<b>MIB</b>	-	7,500	17,440	24,130	22,516	18,158	33,380	31,606	25,726	24,075
<b>PMBA</b>	7,624	-	-	-	-	-	24,371	26,379	29,018	29,096
<b>BSBA</b>	18,453	29,671	27,231	26,001	31,343	33,898	36,099	36,997	33,666	35,682

**DMSB 4 and 6 year Graduation Rates**



### Appendix 3 Undergraduate Excellence Initiative Rollout Initial Scheme

	Increasing Quantitative Rigor				Strengthening Majors				Sharpening Communication		
	Tracking at Risk Students	STAT 206	More Robust MGSC 291	Standardized Exam/Refresher Tests	Progression Standards/Grading	Shift to 4-yr degree	Business Scholars	Specialized Concentrations	University 101	Course work on Professional Communication	Individual Focus on Professional Communication
2015-2016	Pilot	Pilot		Pilot			Pilot	Pilot	Pilot		
2016-2017	Rollout	Rollout	Pilot	Rollout	Rollout	Rollout	Rollout	Rollout	Rollout	Rollout	
2017-2018	Established	Established	Rollout	Rollout	Established	Rollout	Established	Rollout	Expand	Rollout	Rollout
2018-2019	Established	Established	Established	Rollout	Established	Rollout	Established	Established	Established	Established	Established
2019-2020	Established	Established	Established	All Levels	Established	Established	Established	Established	Established	Established	Established

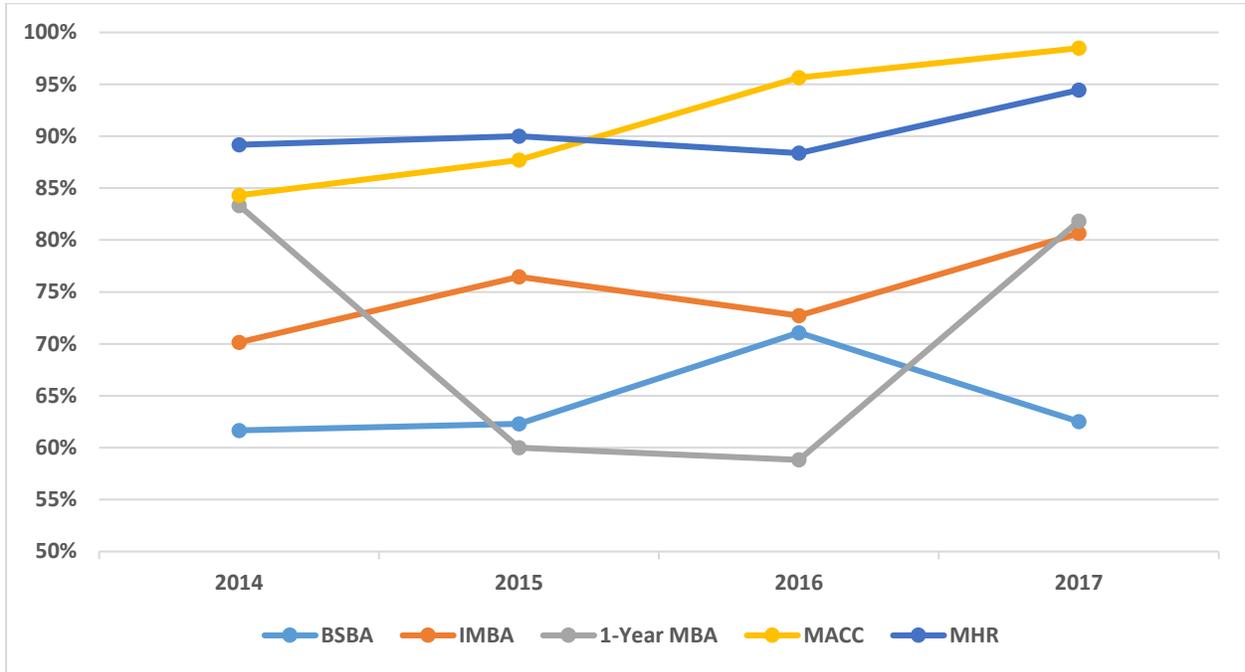
	Developing Employability				
	Education on Majors	Training in/ Tracking of Group Competencies	Tracking Internship Placement	Global Learning Tracks	Mentorship Program
2015-2016	Pilot	Pilot	Pilot	Pilot	Pilot
2016-2017	Rollout	Rollout	Rollout	Rollout	Rollout
2017-2018	Expand	Established	Established	Rollout	Expand
2018-2019	Expand	Established	Established	Established	Expand
2019-2020	Expand	Established	Established	Established	Expand

**Appendix 4 DMSB Faculty, Staff, and Student Numbers: Fall 2011–2018**

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Undergraduate Students</b>	4037	4202	4594	5137	5522	5374	5436	5404
<b>Graduate Students</b>	867	876	882	854	887	895	840	793
<b>Total Students</b>	<b>4904</b>	<b>5078</b>	<b>5476</b>	<b>5991</b>	<b>6408</b>	<b>6269</b>	<b>6276</b>	<b>6197</b>
<b>FT Tenure/Tenure Track</b>	93	89	91	94	94	114	114	101
<b>FT Non-Tenure Track</b>	31	35	45	54	56	60	68	72
<b>Total FT Faculty</b>	<b>124</b>	<b>124</b>	<b>136</b>	<b>148</b>	<b>150</b>	<b>174</b>	<b>182</b>	<b>173</b>
<b>Adjuncts</b>	39	62	58	48	37	38	44	39
<b>FT Staff</b>	<b>78</b>	<b>72</b>	<b>83</b>	<b>84</b>	<b>91</b>	<b>97</b>	<b>107</b>	<b>111</b>
<b>Student/Faculty Ratio</b>	39	40.4	39.8	39.9	42.2	35.6	34.1	35.8

**Appendix 5 DMSB Placement, Salary, and Career Information**

**Percentage Employed 90 days after Graduation: 2014-2017**



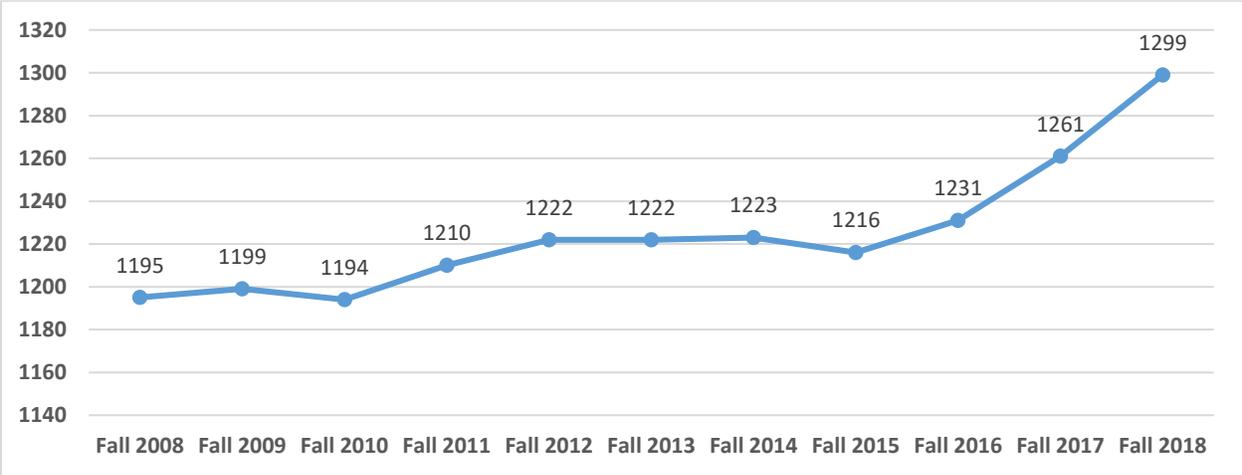
**Average Program Starting Salaries (\$US): 2014-2017**

	IMBA	1 Yr. MBA	MACC	MHR	MIB	MAEcon	BSBA
<b>2014</b>	85,732	83,100	50,196	73,000	42,912	-	47,920
<b>2015</b>	85,708	82,667	48,295	75,348	51,627	-	52,382
<b>2016</b>	94,438	78,998	54,589	73,507	53,490	43,000	53,426
<b>2017</b>	84,206	84,813	53,788	74,955	52,781	48,500	53,465
<b>Average</b>	<b>87,521</b>	<b>82,395</b>	<b>51,717</b>	<b>74,203</b>	<b>50,203</b>	<b>45,750</b>	<b>51,798</b>

**Companies and Students Attending DMSB Career Expos**

	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18
<b>Companies</b>	85	105	114	134
<b>Students: Fall</b>	880	985	1024	1252
<b>Students: Spring</b>	710	718	798	868

**Appendix 6 Average Entering Freshmen SAT Scores: 2008 - 2018**



## Appendix 7 Graduate Program Review Team Formation Briefings



UNIVERSITY OF  
**SOUTH CAROLINA**  
Darla Moore School of Business

Office of the Dean

### Graduate Program Review Briefing

Regular review of DMSB graduate programs ensures stakeholder needs are being met. Further, periodic verification that resources to sustain program operations are sufficient, and that appropriate investments to keep programs at the efficient frontier of business education are being made, is also imperative. Reviews will also permit broader consideration of the overall DMSB graduate program portfolio, an issue raised in the 2014 AACSB Re-accreditation.

Review Teams (RTs) are listed below. Teams are asked to provide fact-based reviews, drawing upon the diverse perspectives team members offer. Full agreement among team members is not required; different perspectives should be presented openly and respectfully. RTs need not evaluate program revenue and cost structures. These will be reported separately.

Finally, uncertainty remains regarding the university-wide budget model the new provost will adopt, meaning whether DMSB retains new program revenue is unclear. Under the budgetary status quo new investments would likely require cuts elsewhere to secure funding. RTs are, accordingly, urged to present resource requests conservatively and carefully. The information provided will permit the most beneficial allocation of scarce resources.

#### Review timing

RTs will meet with the DMSB Executive Team in the first week of October. At these two hour meetings ppts may be used, but this use should be kept to a minimum. Lengthy written reports backing reviews are also unnecessary. Briefing documents with backing data attached is sufficient. RT work is mostly aimed at ensuring informed and fact-based conversations occur. Documents and data presented in support of reviews should be submitted to the Dean's Office (emailed to Wendy Hennessey) by EOB Friday, 16 September. These will be distributed to the DMSB Executive Team in preparation for the reviews.

#### Review content

Though any data you consider relevant may be presented, reviews should follow the headings outlined below:

1. Program value-proposition: For both students and employers, what is your program's value-proposition?
2. Career outcomes: Evaluate your program's impact on student careers. Which jobs does your program prepare students for, and does the placement data support the jobs you list? Historic placement data, where available, should be provided. For programs with tracks too new for reliable placement data, indicate the likely career options for graduates and what will be necessary to ensure successful placement outcomes. For programs where most students are currently employed, it may be necessary to examine indirect indicators regarding the program's impact, such as student exit surveys.
3. Admission trends: What trends in applications and admissions are observed over the past five years, and what student numbers are likely over the next five years? Any specific recruiting challenges facing your program? Consider the number of applicants, the quality of applicants, and diversity.

4. **Operational challenges:** Identify any operational challenges facing your program. Any staff or faculty shortages interfering with quality or service delivery? Any operational investments you would recommend to enhance current operations and/or ensure the ongoing success of current offerings?
5. **Program innovation:** Are there opportunities for curricular or pedagogical innovation for your program? This could include new modes of delivery, new models developed to expand the range of students served, or new areas of concentration. Be visionary. Present the full range of opportunities, not only the option(s) you considered most attractive. What resources would be required to support the option(s) you would implement?

Some RTs will receive specific questions as additional prompts in preparation for reviews. Answers to these should be included where appropriate under the headings above. Many, if not all, the issues raised in these additional questions should already be under consideration. The specific questions are asked only to ensure the topics identified are covered during reviews.

#### **Review Team members**

MACC: Jared Jones, Scott Vandervelde, Mark Cecchini, Donna Bobek Schmitt, David Lund

MHR: Sally Fulkert, Anthony Nyberg, Rob Ployhart, Audrey Korsgaard, Julian Dalzell

MAEcon: Scott Ranges, Chun-hui Miao, John McDermott, Greg Niehaus, Cynthia Wharton

MIB: Angel Earl, Gerry McDermott, David Lund, Georgia Doran, Al Lanctot

PMBA: Libby Hendley, Liz Ravlin, Paul Allen, Mike Dollar, David Lund

IMBA and MBA: Marcelo Frias, Jennifer Ninh, Andy Spicer, Al Lanctot, Pedro Gonzalez, David Lund

#### **Graduate Program Review Taskforce members**

Brian Klaas, Senior Associate Dean of Research of Academics

Kendall Roth, Senior Associate Dean of International Programs and Partnerships

Nancy Buchan, Associate Dean of Undergraduate Programs

Tim Carroll, Associate Dean of Executive Development

Nancy Keon, Senior Director of Advancement

Debbie Brumbaugh, Senior Director of Strategic Projects and New Initiatives

Greg Niehaus, Department Chair, Finance

Manoj Malhotra, Department Chair, Management Science

Jay Davis, Director of Budget & Financial Reporting

Sharon Guess, Senior Director, Administrative Operations and Student Financial Services

Satish Jayachandran, Department Chair, Marketing

John McDermott, Department Chair, Economics

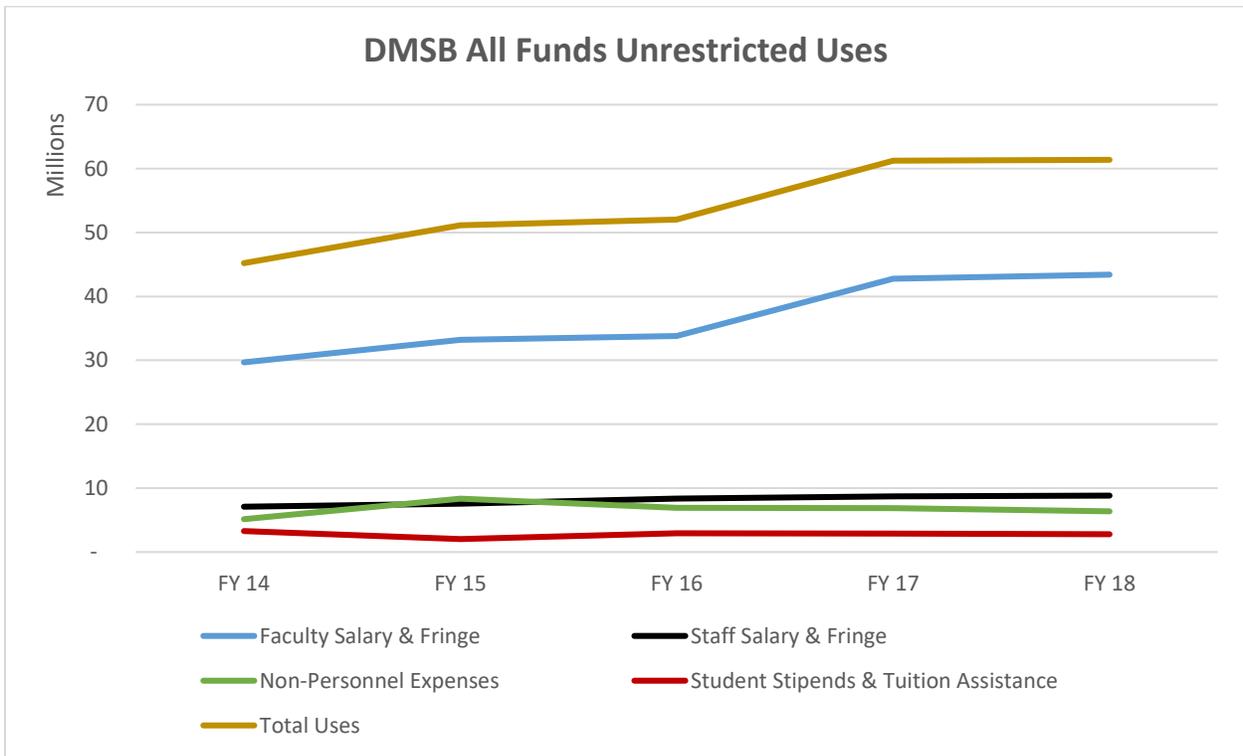
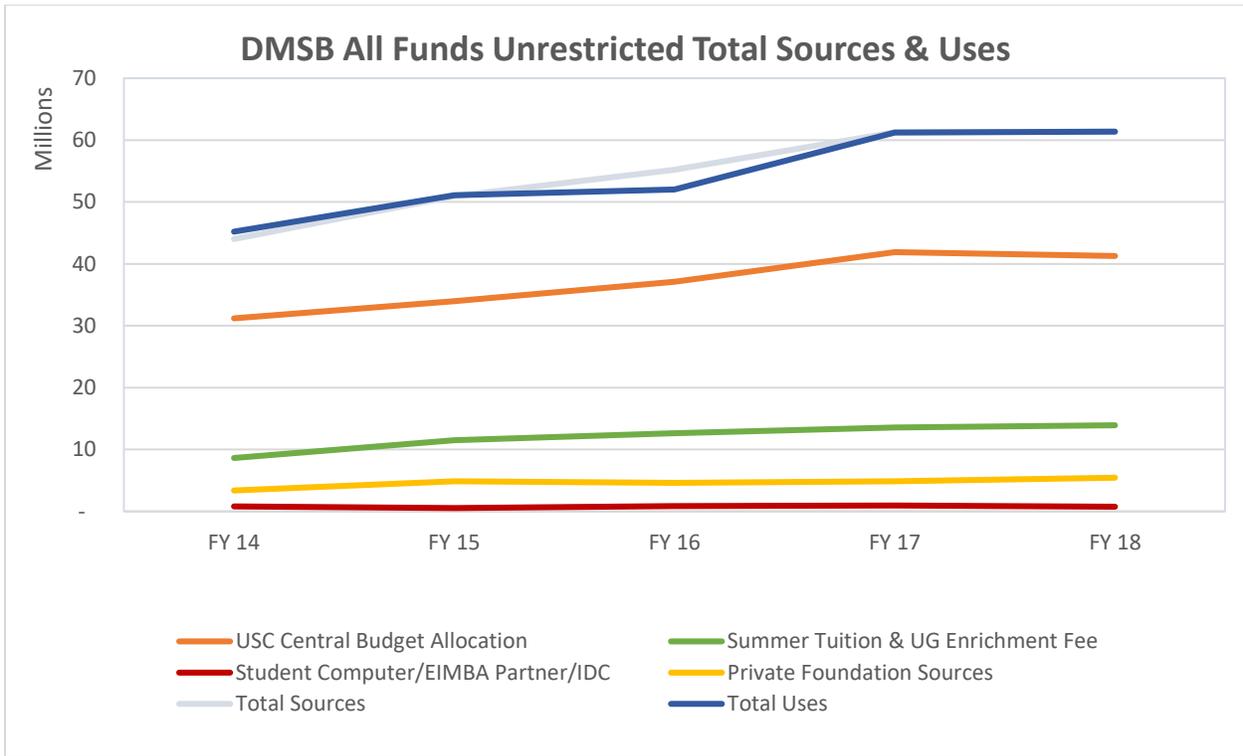
## Appendix 8 DMSB Research and Program Rankings

<p><b>Research Rankings</b></p> <p><b>No. 1</b> worldwide for Human Resources research productivity, <i>UofSC benchmarking 2014-2017; independently confirmed by Elsevier</i></p> <p><b>No. 1</b> worldwide for research productivity in International Business, 1990-2017, <i>Journal of International Business Studies (No. 3, 2013-2017)</i></p> <p><b>No. 6</b> worldwide Behavioral Accounting research productivity, <i>Brigham Young University, 2012-2017</i></p> <p><b>No. 10</b> worldwide Supply Chain research productivity, <i>SCM Journal, 2011-2015</i></p> <p><b>No. 22</b> worldwide Marketing Research productivity, <i>UT Dallas 2014-2017</i></p> <p><b>Top 50</b> in U.S. for research productivity, <i>UT Dallas, 2013-2016</i></p> <p><b>Top 50</b> worldwide for research productivity, <i>Financial Times, 2017</i></p>	<p><b>Specialized Program Rankings — Undergraduate</b></p> <p><b>No. 1</b> International Business degree, <i>U.S. News &amp; World Report, 2018</i></p> <p><b>No. 13</b> Supply Chain program in North America – <i>Gartner, 2018</i></p> <p>One of 20 Global Centers of Insurance Excellence – <i>International Insurance Society, 2017</i></p> <p><b>Specialized Program Rankings — Graduate</b></p> <p><b>No. 1</b> International Business program – <i>U.S. News &amp; World Report, 2019</i></p> <p><b>No. 15</b> Supply Chain program in North America – <i>Gartner, 2016</i></p> <p><b>General Program Rankings — Undergraduate and MBA</b></p> <p><b>No. 22</b> Professional MBA program, <b>No. 1</b> Professional MBA in South Carolina – <i>U.S. News &amp; World Report, 2019</i></p> <p><b>No. 45</b> Undergraduate Program – <i>U.S. News &amp; World Report, 2018</i></p> <p><b>No. 59</b> Undergraduate Program – <i>Poets &amp; Quants, 2018</i></p> <p><b>No. 65</b> Full-time MBA Program – <i>U.S. News &amp; World Report, 2019</i></p> <p><b>No. 77</b> Full-time MBA Program – <i>Financial Times, 2017</i></p>
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**Appendix 9 Direct Research Expenditure: 2014 - 2018**

<b>PhD Program</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Students (unfunded/funded)	69 (13/56)	80 (15/65)	77 (20/57)	83 (19/64)	67 (5/62)
PhD financial support	1,631,526	1,722,636	1,822,451	1,924,134	1,649,900
<b>Faculty research</b>					
Summer research	2,155,000	2,405,072	2,573,061	3,021,380	3,338,536
Internal research grants	216,658	244,817	234,070	346,268	313,446
Academic Dept. budgets	338,560	350,564	347,433	436,123	434,210
Miscellaneous research funds	62,483	67,802	79,924	77,758	48,535
<b>Total research investment</b>	<b>4,404,227</b>	<b>4,790,891</b>	<b>5,056,939</b>	<b>5,805,663</b>	<b>5,784,627</b>

**Appendix 10 Sources and Uses of All Funds Unrestricted**



## Appendix 11 DMSB Strategy Retreat Agenda and Strategy Team Mandates

### DMSB Strategy Formation Meeting Agenda: June 29, 2018

9a.m., Room 111

#### 1. Setting planning context

- State of DMSB: Summary/reprise PB
- New UofSC budget model: parameters/impact PB/JD/SG
- Planning constraints PB
- Meeting process/expected outcomes All/PB

#### 2. Dean's Review: Team reactions/responses

- Review ideas: problematic, insufficiently emphasized etc. All
- Non-Review ideas for inclusion All
- Top 25 by 23 stretch goal adoption? All
- Report back on Team reactions/responses All

#### 3. Research enhancement at DMSB

- Ideas on DMSB research enhancement JM/Research Team
- Reflections/feedback from all All

#### 4. DMSB Mission, Vision, Values

- Mission/Vision/Values Briefing PW
- Breakout to consider existing statements All
- Reconvening to present inputs/suggestions All

#### 5. Conclusion

- Next steps and conclusion PB/All



Office of the Dean

May 1, 2018

## **DMSB Strategy Team Mandates**

### **1. Introduction**

At the Faculty and Staff meeting on April 6<sup>th</sup> the formation of three teams to assist in refining the DMSB strategy was announced, and this document lays out the mandate these teams should follow in execution of their responsibilities. The members of these teams and the Research team also mentioned at the April 6<sup>th</sup> meeting are detailed in Appendix 1.

To refine DMSB strategy a one-day planning retreat will take place on **Friday, June 29**. Team members unable to attend may ask co-team member to represent their views, and teams may meet prior to the retreat to share their views in preparation. This is entirely at the discretion of each team.

After the April 6<sup>th</sup> meeting my Review Statement and presentation ppts were distributed to all faculty and staff. Appendix 2 contains a copy of my Review Statement and a copy of my ppts are provided in the email sending out this document. These are provided for your convenience.

After the retreat a precise statement of DMSB strategy will be compiled.

### **2. Team Mandate**

Team members should read my Review Statement and ppts, as these documents will provide the initial basis for discussion at the retreat. Again for your convenience Section 3 below provides a summary of the key information and ideas in my Review Statement. Further, as you prepare for the meeting please use the following questions as prompts: Were any ideas left out or insufficiently emphasized in my statement? Were any ideas problematic or incorrectly presented? All constructive criticism is welcome, especially where feasible alternatives are proposed. However, new ideas should be formulated keeping in mind the context in which DMSB operates, and the resources DMSB has at its disposal.

Team members should also keep in mind that a fourth team already working on enhancing DMSB research (the Research team, mentioned above) will also provide input into the DMSB strategic plan. This team will attend the retreat. Finally, I have asked a student team to provide additional insights for inclusion in the planning process. The student team's brief is to focus primarily on DMSB values from a student perspective, and additionally to consider in passing what DMSB's mission and vision statements should be. The DMSB mission, vision and values in place for at least the past 5 years were shared with the student team, and are included below in Appendix 3.

Inputs regarding DMSB's mission, vision and value statements will also be gathered at the retreat, and these statements will also be refined as the DMSB strategy is formally articulated. Please review Appendix 3, and don't hesitate to present suggestions for change at the retreat.

### **3. Review Statement summary**

At the April 6<sup>th</sup> Faculty and Staff meeting I suggested that the overarching objective at DMSB over the next 5 years should be ensuring the outstanding education currently enjoyed by top students becomes accessible to and enjoyed by all students. Further, my Review Statement indicated the steps already taken (and still to be taken) to accomplish this overall objective. Many of the steps already taken and two of those still to be implemented pertaining to the Undergraduate Program are mentioned below; all are more

comprehensively covered with others in the Review Statement. Similar changes were also made to Graduate Program offerings, where needed. These are also covered in the Review Statement. The Undergraduate Program steps taken include:

- To engage students early in their academic lives, moving the Undergraduate Program from a 2 to a 4-year program, with freshmen completing foundational Accounting, Statistics, and Economics courses;
- To ensure average students are better prepared academically Sophomore progression GPA was increased to 3.0, and faculty were requested to increased rigor in class;
- To ensure consistency and rigor across multi-section offerings, course coordinators were appointed;
- To ensure average students were quantitatively better prepared, a quantitative course was added to the core and a Business Analytics Concentration was introduced;
- To ensure struggling students received help early, the UofSC Student Success Center was more closely engaged to offer support where needed;
- To ensure freshmen make more informed choices about majors and develop professional skills needed in the job search process earlier in their undergraduate careers, Major Decision Day and DMSB UNIV 101 sections were introduced and BADM 301 was enhanced; and
- To ensure DMSB student services match our students' enhanced engagement and capabilities, resources were added to the Offices of Career Management and Alumni Relations (OCM and OAR respectively). The OCM is now working more closely with many DMSB stakeholders (both internally and externally) to arrange internships and FT jobs for students, and especially with the OAR to improve DMSB placement outcomes through deeper alumni engagement.

Steps still to be implemented include establishment of the DMSB Data Lab, and the deepening of offerings across Undergraduate majors should more students complete the Business Analytics Concentration.

#### **4. Tentative stretch goal for consideration**

At the April 6<sup>th</sup> meeting I also suggested that a stretch goal of “Top 25 by ’23” might be adopted to guide DMSB over the next 5 years. This goal, tentatively proposed, sets the objective of earning Top 25 rankings for all academic programs by 2023, adding to the many impressive niche rankings DMSB already holds (e.g. programmatically in International Business, Supply Chain Management, and the PMBA; for research in many departments including Accounting, International Business, Marketing, Management, and Supply Chain).

Academic programs most impacted by this goal would likely be the FT MBA Program, the Undergraduate Program, the MACC program, and possibly the MIB program. In addition to other inputs and reflections, at the retreat teams will be specifically asked to answer two questions:

- 3.1 Should DMSB adopt Top 25 by ’23 as the overall guiding stretch goal for the next 5 years?
- 3.2 If adopted, how should this goal be precisely interpreted? For example:
  - 3.2.1 Should the goal be a Top 25 business school in general, or a Top 25 public school only?
  - 3.2.2 Should only US-based schools or schools regardless of location be included?

U.S. News & World Report Undergraduate Program and FT MBA rankings are 48 and 71 respectively (BusinessWeek’s last Undergraduate Program ranking in 2014 was 105), Financial Times’ current FT MBA ranking is 77, and the Poets & Quants maiden Undergraduate Program ranking in November 2017 placed DMSB at 59. Program Directors responsible for the FT MBA Program, the PMBA Program, the MIB program, the MACC program, and the Undergraduate Program must identify against which ranking(s) they should be calibrated (e.g., Financial Times, US News & World Report, Poets & Quants etc.) if Top 25 by ’23 is adopted. In this case, Program Directors will be asked to identify the parameters in the ranking they select and develop strategies to attain a Top 25 ranking for their program, should the current DMSB ranking be below this level.

## **5. Conclusion**

Strategy involves the application of resources and distinctive competencies to ideas that accomplish differentiated and valuable outcomes, taking into account the context and conditions surrounding the stakeholders involved. In the case of DMSB the key resources are faculty, staff, and the students themselves, and combinations of these resources have the potential to produce distinctive outcomes valued in the marketplace. These outcomes will be the result of DMSB competencies thoughtfully and carefully applied in an academic culture that expects hard work from engaged students, and that builds the resilience and soft skills needed by students to succeed in the workplace.

World class research faculty at the efficient frontier of business knowledge, combined with world-class clinical faculty deeply vested in current market realities, both supported by world-class student services that connect students with employers, are the key pillars that will provide the way forward for all DMSB has the honor to educate.

## **DMSB Strategy Team Members**

### **Department Chairs**

Kin Blackburn  
Mark Cecchini  
Mark Ferguson  
Satish Jayachandran  
Greg Niehaus  
Rob Ployhart  
Kendall Roth

### **Programs**

Scott Jackson and Marcello Frias	PhD program
Satish Jayachandran and Jennifer Ninh	FT MBA program
Anthony Nyberg and Sally Fulkert	MHR program
Chun-Hui Miao and Cynthia Stanley	MA Econ/Fin
Liz Ravlin and Libby Hendley	PMBA program
Al Lanctot and Angel Earle	MIB program
Scott Vandervelde and Jared Jones	MACC program
Bill Hauk*, Brian Shelton and Mackenzie King	Undergraduate Program

\*Bill Hauk is Interim Chair, Undergraduate Program Faculty Committee

### **Staff**

Jay Davis  
Sharon Guess  
Georgia Doran  
Mike Dollar  
David Lund  
Pam Young  
Mary Ruffin Childs  
Margaret Meadows  
Brad Stratton

### **Research**

John McDermott (Chair)  
Scott Jackson  
Orgul Ozturk  
Allen Berger  
Chris Yenkey  
Paul Bliese  
Mark Ferguson  
Manupreet Gill

## **DMSB Mission, Vision, Values**

### **Mission Statement**

The Moore School produces rigorous and relevant research to enrich the understanding of business and the practice of management, and based on this knowledge through its teaching equips graduates with the professional and leadership skills and capabilities for work in the global marketplace. Through its service and achievements in research and education, the Moore School contributes to the welfare of key stakeholders: students, alumni, the University of South Carolina, the state of South Carolina, and business partners located both domestically and abroad.

### **Vision Statement**

The Moore School is an intellectually stimulating and collegial community dedicated to producing world-renowned research, providing an outstanding global business educational experience, and enhancing career outcomes for graduates.

### **Values**

The Moore School values student well-being and success. It values decency, collegiality, and integrity. It values openness, inclusion, and a global perspective. It values intellectual curiosity, intellectual rigor, and intellectual responsibility. It values being impactful, whether through educational outcomes, business outreach and engagement, or meaningful contributions to a scholarly discipline. And it values creativity and pragmatism in efforts to balance the noblest of ideals with the practical realities of the higher education environment.

## **Appendix 12 Research Team Recommendations**

- 1) Call attention to high-quality research papers as they are accepted for publication. This includes personal congratulations from the Dean or Senior Associate Dean for Research, announcements at Faculty Meetings, and creation of a website where acceptances are listed as they occur.
- 2) Announce the granting of tenure and promotion at Faculty Meetings.
- 3) Enhance budgets for research -- data, travel, visiting scholars -- possibly based on recent publication quality.
- 4) Create a Research Prize or Fellowship each year, with a payment of \$5,000 -- \$10,000.
- 5) Seek candidates for all unfilled named chairs. A faculty committee (chaired by the Senior Associate Dean for Research) should work with the BPF to solicit applications and choose winners.
- 6) Summer research support should be less automatic than has recently been the case. The criteria for receiving 22% are quite stringent; enforcing these will free up resources to reward the most productive researchers.
- 7) Move more of DMSB's available funds into faculty salary for retention and attraction of excellent scholars.
- 8) The BPF Fellowships have too much inertia. The funds might be better spent on single-year bonuses for excellent publications.
- 9) Enhance the PhD program size and increase stipends for PhD students. Though very costly, this would increase DMSB visibility and make it easier for faculty to undertake research projects.
- 10) Limit overload teaching for tenured/tenure track faculty teaching 3 courses/yr. or less. Reducing teaching overloads will increase research time and lead to higher quality research. Increased overload teaching taxes research.

## Appendix 13 Academic Program and Key Unit Outcome Metrics

Academic Program	Metric
FT MBA	# Students/cohort US News & World Report ranking Financial Times MBA ranking Placement rates/salary levels Average graduate debt load
PMBA	US News & World Report PMBA ranking
MHR, MACC and MIB Programs	# Students/cohort Placement rates/salary levels Average graduate debt load Rankings tbd
Supply Chain programs (graduate and undergraduate)	Gartner rankings
International Business programs (graduate and undergraduate)	US News & World Report rankings
Undergraduate Program	Poets & Quants ranking US News & World Report ranking Placement rates/salary levels, average and per major % graduating in 4 and 6 years Average freshmen SAT's/ACTs Average graduate debt levels
DMSB Unit	Metric
OCM	Placement per academic program Average salaries per academic program/major Percentage of students with internships per program Career development teaching rankings # new employers recruited/# of Expo employer/student attendees
OAE	# Alumni on Moore Connect # Alumni virtual mentors, # students served # Alumni engaged at Hubs/# internships/FT jobs arranged through Hubs # Alumni event attendance
Development	Funds/gifts per Development professional Visits/appointments with potential donors per Development professional annually Overall alumni giving rate
Executive Education	Annual revenues/contribution to DMSB # Faculty engaged # programs offered (open enrollment/custom)