2002 STRATEGIC PLAN UPDATE

SCHOOL OF MANAGEMENT
THE UNIVERSITY OF TEXAS AT DALLAS

ACKNOWLEDGEMENTS

More than 100 individuals participated in the development of this 2002 Strategic Plan Update. We would like to express our appreciation to each and every person who contributed their time, ideas and recommendations to this effort. A complete list of the members of the various committees is contained in Attachment A to Appendix A.1.2.

It is appropriate to recognize the following persons, individually, for their contributions as Chairs of the various Program Review and Strategic Assessment teams, and for their service as members of the Strategic Planning Committee:

Hasan Pirkul	Dean, School of Management, University of Texas at Dallas
Varghese Jacob	Associate Dean, Administration
Joseph Picken	Strategic Plan Coordinator
Suresh Radhakrishnan	Chair, Undergraduate Program Review Team
Vijay Mookerjee	Chair, Masters Program Review Team
Frank Bass	Chair, PhD Program Review Team
David Springate	Associate Dean, Executive Education; Chair, Executive Education Program Review Team
Rajiv Banker	Director AIM; Chair, Competitive Position Strategic Assessment Team
Stan Leibowitz	Chair, Recognized Quality Strategic Assessment Team
Diane McNulty	Associate Dean, External Affairs; Chair, Business Partnerships/Resource Expansion Strategic Assessment Team
Sumit Sarkar	Chair, Alumni Involvement Strategic Assessment Team
Varghese Jacob	Chair, School Visibility Strategic Assessment Team
Suresh Sethi	Chair, Research Strategic Assessment Team
Constantine Konstans	Accounting and Information Management
Ram Rao	Founder's Professor and Professor of Marketing
Gerald Hoag	Business Advisory Council
Lee Dayton	Business Advisory Council
Terry Conner	Business Advisory Council

Finally, we would like to acknowledge the invaluable support provided by Susan Scott and C.K. Allen of the Dean's office and administrative staff.

[THIS PAGE INTENTIONALLY LEFT BLANK]

EXECUTIVE SUMMARY

The School of Management (SOM), established in 1975 as an academic unit of the University of Texas at Dallas, now operates the largest graduate business program in the Dallas-Fort Worth Metroplex, and has become a provider of choice for management education for more than 2,000 Masters and Ph.D. students, and a similar number of undergraduates. The school offers a full range of undergraduate business courses, three separate and distinct MBA programs, three Masters programs, two Ph.D. degrees, four Executive MBA programs, and a broad range of Executive and Professional Development Programs.

In the fall of 1996, the School prepared a five year Strategic Plan, covering the period 1997-2002. Much has been accomplished over the past five years, as the school has nearly doubled in size while maintaining or increasing student quality, added a number of new programs and degree concentrations, achieved full accreditation from the AACSB, and began construction of a new, 200,000 square foot, state-of-the-art building to house the SOM in a single facility.

This 2002 Strategic Plan Update reflects the results of a comprehensive review of the School's plans and progress, affirms the School's Vision and Mission Statement and establishes a new set of strategic objectives and priorities for the five-year period beginning in the Fall of 2002.

VISION

The School's Vision reflects its aspiration to become:

> *A leading public business school – a recognized institution of choice*
> *preparing tomorrow's business leaders and expanding the frontiers of*
> *management knowledge.*

MISSION

The Mission of the SOM is essentially unchanged from the Mission articulated in the 1997-2002 Strategic Plan:

> *The School of Management's mission is to meet the challenges of a rapidly*
> *changing, technology-driven, global society by partnering with the business*
> *community to:*
>
> - *Conduct research enhancing management knowledge;*
>
> - *Deliver high quality management education to a diverse group*
>   *of undergraduate and graduate students and practicing*
>   *executives;*
>
> - *Develop, innovate and continuously improve programs*
>   *advancing management education and practice.*

STRATEGIC OBJECTIVES AND PRIORITIES

The discussions and deliberations of the Strategic Planning Committee and the recommendations of the Program Review and Strategic Assessment Teams can be summarized in the eight broad Strategic Objectives and Priorities listed below. These are discussed more fully in Section 5.0.

- **ACHIEVE RECOGNITION**

  Achieve recognition as a leading public business school – a model institution acknowledged as a leader in research and academic programs and respected for the quality of its faculty, students and programs.

- **LEVERAGE RESEARCH-BASED COMPETENCIES**

  Leverage the School's research-based competencies as a source of competitive advantage, increasing recognition, attracting resources and strengthening ties to the business community.

- **DIFFERENTIATE PROGRAMS**

  Develop and establish unique and recognizable identities for each of the School's programs, differentiating them from competitors, encouraging support and involvement from the business community and attracting students of the highest quality.

- **MANAGE GROWTH**

  Manage the anticipated growth to the School's advantage, attracting additional resources without sacrificing quality, and maintaining an appropriate balance among the School's programs and priorities.

- **INCREASE EXTERNAL INVOLVEMENT**

  Continue to encourage faculty involvement with the business community, and increase both financial support and the direct involvement of business and alumni constituents in the activities and programs of the School.

- **DEVELOP FACULTY**

  Continue to develop and increase the depth, breadth and competence of the School's faculty, and strengthen programs for faculty development.

- **DEVELOP ORGANIZATION AND INFRASTRUCTURE**

  Continue to develop and improve the depth and quality of the School's management organization and infrastructures, facilities, student services and administrative support.

- **INCREASE DISCRETIONARY RESOURCES**

  Increase discretionary resources available to the School, reducing dependence on enrollment-based State financial support, and increasing the School's flexibility in achieving its strategic objectives.

This document describes the objectives, scope and approach to the development of the 2002 Strategic Plan update, evaluates the competitive position of each of the School's major programs, and summarizes the School's accomplishments with respect to the Strategic Objectives and Priorities laid out in the 1997-2002 Strategic Plan. The Vision and Mission Statement articulated in 1996 are affirmed with minor changes, and a new set of Strategic Objectives and Priorities for the 2002-2007 time frame are set forth and discussed. The individual reports of the Program Review and Strategic Assessment Teams are included as Appendices.

Table of Contents

1. INTRODUCTION

1.1. BACKGROUND

The School of Management (SOM) was established in 1975 as the academic unit of the University of Texas at Dallas responsible for the M.S. in Management and Administrative Sciences and M.A. in International Management degrees originally authorized in 1973. Since its inception, the SOM has offered a range of degree options and program formats designed to serve the diverse needs of its students. The School's student population, composed primarily of working adults, also includes full-time graduate students and, more recently, residential undergraduate students. Major milestones in the twenty-seven year history of the SOM include:

- 1973   M.S. in Management and Administrative Sciences and M.A. in International Management degrees authorized.

- 1975   School of Management established.

- 1975   Ph.D. degrees in Management Sciences and International Management Studies authorized.

- 1975   Upper division programs leading to B.S. in Business Administration authorized.

- 1982   MBA degree authorized.

- 1990   Lower division instruction added; SOM now provides a full 4-year undergraduate program.

- 1992   Executive MBA introduced.

- 1996   Full time MBA program (Cohort MBA) added.

- 1997   Undergraduate concentrations in Finance and MIS approved.

- 1998   M.S. in Medical Management authorized.

- 1999   M.S. concentrations in Electronic Commerce, Telecommunication Management and IT Consulting and Management approved by SOM; Global MBA Online program initiated.

- 2002   SOM accredited by Association to Advance Collegiate Schools of Business (AACSB) International.

With over 25 years of operating history and rapid development in the Telecom Corridor area surrounding the UTD campus, the SOM has become a major provider of management education to corporations with worldwide operations and global name recognition. Hundreds of employees working for Texas Instruments, Nortel, Raytheon, EDS, Ericsson, Alcatel, Fujitsu, J.C. Penney, ARCO, Frito-Lay, Rockwell International, Cyrix, Lennox, and other global corporations have received management degrees from UTD.

In the fall of 1996, the SOM began the development of the 1997-2002 Strategic Plan, which was adopted by the Faculty in December 1996. This Plan set forth a Strategic Vision and Mission Statement and conducted a thorough assessment of the SOM's strengths, weaknesses, opportunities and threats in the environment. As a result of this self-assessment, the Strategic Planning Committee adopted a set of Strategic Objectives and Priorities for the School (Appendix A.1.1) Five major strategic initiatives, comprised of more than forty specific action items, were described, and appropriate performance metrics were devised.

In June 2001, the SOM submitted the 2000-2001 Self Evaluation Report for review by AACSB International. In the fall of 2001, the AACSB Peer Review Team proposed, among its other recommendations, that the SOM update its Strategic Plan to reflect both its accomplishments and the changes in the School's environment since the preparation of the 1997-2002 Strategic Plan. This 2002 Strategic Plan Update has been prepared, in part, as a response to that recommendation.

1.2. OBJECTIVES

The objectives of the 2002 Strategic Plan Update were to:

- Update the 1997-2002 Strategic Plan to reflect both the accomplishments of the past five years and the new challenges and opportunities presented by the School's ever-changing environment.
- Assess and evaluate the School's competitive position in the local, regional and global markets in which the various programs compete for faculty, students and resources.
- Ensure the active participation of a broad cross-section of the School's constituents and stakeholders, including faculty, students, administration, staff, alumni, and representatives of the local business community.
- Prepare an updated Strategic Plan for the School of Management covering the period 2002-2007 for approval by the Dean on or before May 31, 2002.

1.3. SCOPE

The scope of the update included:

- Evaluating and assessing the current strategic position of the School, with particular emphasis on its competitive position in the local and regional markets.
- Confirming the ongoing validity and appropriateness of the Strategic Vision and Mission Statement.
- Confirming and/or updating the Strategic Objectives and Priorities articulated in the Plan.
- Evaluating the School's progress (accomplishments/shortfalls) in achieving the Strategic Objectives and accomplishing each of the Strategic Actions outlined in the Plan.
- Identifying new challenges facing the School and defining strategic actions and new initiatives to address these challenges.
- Identifying, evaluating and prioritizing new opportunities for growth and development of the School's resources, capabilities and programs.

1.4. APPROACH

In order to encourage broad participation in the update of the Strategic Plan, a committee and team structure was employed as illustrated in the figure below.

Program Review Teams
- Undergraduate Programs
- Masters Programs
- Ph.D Programs
- Executive Education Programs

Strategic Assessment Teams
- Competitive Position
- Recognized Quality
- Business Partnerships/Resource Expansion
- Alumni Involvement
- School Visibility
- Research
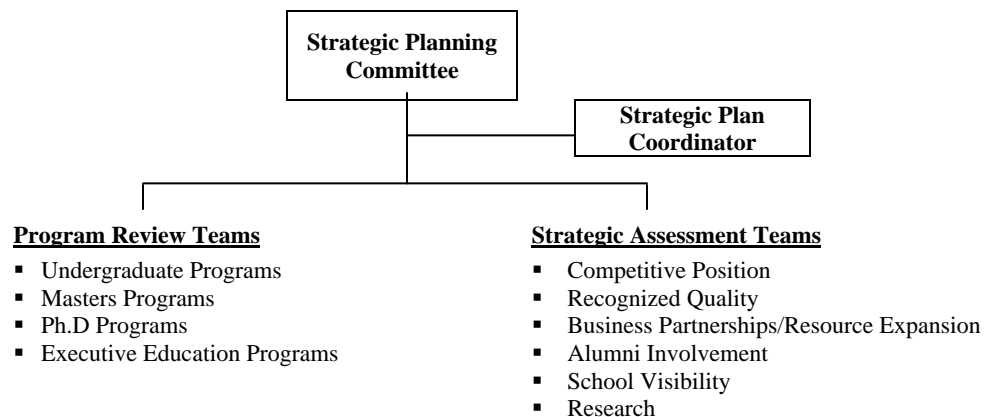
Each of the Program Review and Strategic Assessment Teams included faculty, student, alumni and Business Advisory Council representatives. The committee structure was designed to function as a matrix. The Program Review Teams were responsible for conducting a broad review of their respective programs; the Strategic Assessment teams were charged with evaluating progress against the major strategic objectives of the 1997-2002 Plan, across all programs.

The Strategic Planning Committee was comprised of the chairs of each of the Program Review and Strategic Assessment Teams plus administration and Business Advisory Council representatives. The Strategic Planning Committee served as a steering committee for the project and was tasked to:

- Confirm the validity and appropriateness of the Strategic Vision and Mission Statement.
- Review the presentations and preliminary reports of each of the teams, raising issues and requesting additional research and information as appropriate.
- Update the Strategic Objectives and Priorities articulated in the Plan, eliminating initiatives that had been completed or were no longer required, and including and prioritizing new initiatives that had been proposed by the review teams.
- Review, approve, and recommend to the Dean the final 2002 Strategic Plan Update, as prepared and consolidated by the Strategic Plan Coordinator.

Dr. Joseph Picken was designated as the Strategic Plan Coordinator, reporting to the Steering Committee. The Coordinator served as an advisor to each of the review and assessment teams and was responsible for consolidating and integrating the final reports of each of the Teams and for drafting the final version of the 2002 Strategic Plan Update.

Appendix A.1.2 contains additional information on the approach and organization of the 2002 Strategic Plan Update, including a list of all participating team and committee members.

[THIS PAGE INTENTIONALLY LEFT BLANK]

2. COMPETITIVE POSITION

The range and diversity of the programs offered by the SOM presents a challenge in evaluating the School's competitive position. Below we will compare the SOM against a representative peer group of eight other urban public universities, plus selected local competitors, and describe the competitive positions of each of the major programs as evaluated by the Program Review Teams. The School's overall competitive position will be summarized in Section 2.6.

2.1. BENCHMARK AND LOCAL COMPETITOR SCHOOLS

The SOM has developed a representative list of public schools of business as a basis for benchmarking. These schools are generally similar to UTD's School of Management in size and mix of programs. Some of these schools would appropriately be considered "peer group" schools; others (such as UT Austin, Maryland and Georgia Tech) would more appropriately be considered "aspiration level" schools. Some of the programs are included primarily as benchmarks for the part-time MBA and other Masters programs (Georgia State). Comparable data is also presented for the five major competitors in the Metroplex. Key enrollment/demographic information taken from *Petersons MBA Programs 2001* for each of these schools is summarized in table below.[1]

	Enrollments in Business Schools (F2000)								
BENCHMARK SCHOOLS (ranked by FTE Enrollment)	**UGrad**	**MBA FT**	**MBA PT**	**Other Masters**	**Ph.D**	**FTE[2]**	**UGrad %**	**Grad %**	**FT Faculty**
Georgia State University	5,662	1,045	1,644	563	90	5,975	63%	37%	177
University of Texas at Austin	4,665	741	129	142	124	4,079	80%	20%	174
Univ of Maryland - College Park	2,567	521	434	0	100	2,532	71%	29%	80
University of Texas at Dallas	**2,101**	**76[3]**	**1131**	**767**	**72**	**2,484**	**51%**	**49%**	**80**
Univ of Minnesota -Twin Cities	1,600	558	1,028	0	88	2,216	49%	51%	117
University of Connecticut	2,348	98	839	0	60	2,127	70%	30%	55
University of Pittsburgh	1,446	366	475	0	100	1,658	61%	39%	70
University of Washington	1,658	302	142	33	64	1,548	75%	25%	80
Georgia Institute of Technology[4]	1,102	-	-	230	28	870	81%	19%	54
AVERAGES (UTD data excluded)	**2,631**	**454**	**586**	**121**	**82**	**2,626**	**68%**	**32%**	**101**

	Enrollments in Business Schools (F2000)								
LOCAL COMPETITORS (ranked by FTE Enrollment)	**UGrad**	**MBA FT**	**MBA PT**	**Other Masters**	**Ph.D**	**FTE**	**UGrad %**	**Grad %**	**FT Faculty**
University of North Texas	4930	88	422	0	25	3,597	90%	10%	87
University of Texas at Arlington	4431	165	399	412	57	3,552	81%	19%	100
University of Texas at Dallas	**2,101**	**76[3]**	**1131**	**767**	**72**	**2,484**	**51%**	**49%**	**80**
Southern Methodist University	736	236	794	0	0	1,604	42%	58%	71
Texas Christian University	1500	164	118	20	0	1,221	68%	32%	31
University of Dallas	0	391	1562	0	0	1,172	0%	100%	50
AVERAGES (UTD data excluded)	**2,319**	**209**	**659**	**86**	**16**	**2,229**	**71%**	**29%**	**68**

---

[1] Data in these tables is based on published sources and may not be consistent with statistics from UTD internal sources in other tables.

[2] Full time equivalents are calculated as a weighted average of undergraduate (66%), full-time MBA and Ph.D. (100%) and part-time and other Masters' (50%) enrollments.

[3] Includes only full-time students enrolled in Cohort (daytime) program.

[4] Offers MS in Management as curriculum-equivalent alternative to MBA program.

Each of the eight benchmark schools is a relatively large, AACSB-accredited, urban business school offering undergraduate, Masters and Ph.D. programs. Five are ranked among the top 50 business schools by *US News & World Report*; three are ranked in the top 50 by *Business Week.* Of the five local competitors, three are private; two are public. All but the University of Dallas are AACSB-accredited. The majority of these MBA programs have been established for a considerably longer period of time than the SOM's programs.

UTD's SOM is third largest of the benchmark schools (in total enrollment and full-time equivalent students), and is the second largest (nearly twice as large as UT Austin) in graduate enrollment. The SOM has the largest enrollment of this peer group in other (non-MBA) Masters degree programs, and has a considerably higher than average percentage of graduate students.

Among the local competitor schools, the SOM has the third-largest undergraduate enrollment (after UTA and UNT), the second-largest MBA program (after UD), and the largest overall graduate business program in the Metroplex. The table below summarizes certain other relevant statistics about the MBA programs at these fourteen schools, taken from the latest *Business Week* survey and school web sites:

BENCHMARK SCHOOLS (ranked by FTE Enrollment)	FT MBA Program Started	GMAT (F 2000) (Full Time MBA)			RANKINGS		MBA COST	
		Lower 10%	Mean	Upper 10%	Business Week	US News	Resident	Non-Resident
Georgia State University	1958	530	590	660	NR	NR	$8,000	$27,000
University of Texas at Austin	1922	620	680	740	17	18	$11,525	$24,252
Univ of Maryland - College Park	1947	600	658	710	27	43	$28,036	$44,308
University of Texas at Dallas	**1996**	**532**	**642**	**708**	**NR**	**NR**	**$8,097**	**$18,445**
Univ of Minnesota -Twin Cities	1936	570	645	710	NR	24	$16,851	$21,367
University of Connecticut	1958	590	640	680	NR	NR	$6,584	$15,336
University of Washington	1965	610	657	690	3rd Tier	49	$16,000	$36,600
University of Pittsburgh	1960	580	621	670	NR	NR	$21,920	$35,124
Georgia Institute of Technology[1]	1945	570	644	730	30	39	$5,128	$18.046
AVERAGE (UTD data excluded)		**584**	**642**	**699**			**$14,256**	**$27,754**
AVERAGE–RANKED SCHOOLS		**594**	**657**	**716**			**$15,508**	**$28,915**

LOCAL COMPETITORS (ranked by FTE Enrollment)	FT MBA Program Started	GMAT (F2000) (Full Time MBA)			RANKINGS		MBA COST	
		Lower 10%	Mean	Upper 10%	Business Week	US News	Resident	Non-Resident
University of North Texas	1964	450	552	620	NR	NR	$7,696	$18,769
University of Texas at Arlington	1969	460	541	650	NR	NR	$7,696	$18,769
University of Texas at Dallas	**1996**	**532**	**642**	**708**	**NR**	**NR**	**$8,097**	**$18,445**
Southern Methodist University	1950	590	651	720	2nd Tier	34	$52,180	$52,180
Texas Christian University	1939	530	601	690	NR	NR	$28,160	$28,160
University of Dallas	1966	450	550	650	NR	NR	$19,092	$19,092
AVERAGE (UTD data excluded)		**504**	**587**	**675**			**$22,965**	**$27,394**

---

[1] GMAT data for MS in Management Program (MBA Equivalent)

In terms of entering GMAT scores, the SOM's full-time MBA students are about at the average for the benchmark schools, but well above the average for the local competitors [GMAT scores for the SOM's part-time MBA students average about 50 points lower than those for the Cohort students, which is consistent with the pattern at other schools for which comparable data is available].

Student scores at the SOM are somewhat lower than the average for the ranked schools, slightly below those reported by SMU, but well above those for its other four local competitors. In terms of entering student GMAT scores, UTD appears to be competitive with a representative sample of similar institutions, including several top 50 programs, and is very competitive in the local market, with entering student GMAT scores higher than all of its competitors except SMU.

The cost of an MBA at UTD is well below the mean for its peer group, at the low end of the range in the Metroplex, and less than 20% of the cost of an MBA at SMU.

In the following sections we will summarize the evaluations, by the Program Review Teams, of the competitive positions of the School's major programs, its resources and facilities, student services, and research performance.

2.2. PROGRAMS[1]

2.2.1. UNDERGRADUATE PROGRAMS

The SOM offers Bachelor's degrees in Accounting and Business Administration. The BS in Business Administration offers three fields of concentration: General Business, MIS and Finance. The concentrations in MIS and Finance were added in 1998. Undergraduate programs (upper division) have been offered since 1975; lower division programs were introduced in 1990. More than half of the Business Administration graduates have chosen the MIS concentration; less than 8% have concentrated in Finance; the remainder have focused on General Business. Enrollment statistics are summarized below:

DEGREE PROGRAM	F96	F97	F98	F99	F00	F01	% Chg
BS in Business Administration	870	852	944	1,161	1,466	1,770	+103.4%
BA/BS in Accounting	411	369	341	319	295	315	-22.2%
TOTAL UNDERGRADUATE ENROLLMENT	1,281	1,221	1,285	1,480	1,761	2,085	+62.8%

As indicated in the table above, total undergraduate program enrollment has grown rapidly over the past five years. The number of Accounting majors has declined slightly, but appears to be turning up again. Annual growth in total undergraduate enrollment has averaged 20.8% over the past three years.

While location has historically been a significant competitive factor and a substantial number of undergraduate students are part-time or full-time commuters, the residential undergraduate population is becoming an increasingly important component of the mix.

From an academic perspective (student qualifications, graduation rates, etc.) the undergraduate programs are generally competitive with similar programs at UT Austin, UT Arlington, UNT, etc. The rapid increase in enrollments (significantly greater than those at locally competing institutions) suggests that UTD's SOM is gaining share in the local market and is quite competitive. There is a perception, however, that the School's undergraduate programs have a number of limitations, most of which are attributable to the fact that these

---

[1] Data presented in the tables that follow are based on statistics extracted from various UTD databases.

programs are relatively new; some of which are attributable to the high rate of growth in recent years:

- Until recently, the SOM has not been accredited by the AACSB.

- The SOM has a limited choice of concentrations as compared to its competitive peer group.

- The SOM does not have a true "honors" curriculum.

- Due to the rapid growth of the School, many classrooms are located in temporary facilities and lack the technology infrastructures and other functionality taken for granted at competing institutions.

- The "college experience" at UTD is somewhat limited, in part because the four year undergraduate program is only in its 12th year. Only about 25% of the students live on campus, and varsity athletic programs and other campus life "amenities" are relatively new and less fully developed than those available at competitive institutions.

Despite these limitations, the explosive growth in the undergraduate programs of the SOM has been achieved without any apparent reduction of student quality, and it is clear that any negative perceptions have been overcome in the minds of the School's student "customers".

It is fair to conclude that UTD and the SOM are fully competitive in the market for undergraduate programs. Looking to the future, with a fully-accredited program and new facilities, there is considerable potential for further developing the SOM's programs and achieving a preferred status among regional competitors.

2.2.2. MASTERS PROGRAMS

The UTD SOM offers five distinct Masters degree programs (not including the four EMBA programs discussed in Section 2.2.4 below) with a total current enrollment of nearly 1600 students, as detailed in the table below:

PROGRAM	F96	F97	F98	F99	F00	F01	% Chg
Full time (Cohort) MBA Program (1996)	21	58	65	62	69	76	+261.9%
Part-time MBA Program (1982)[1]	593	582	611	625	796	924	+55.8%
Global MBA Online Program (1999)	-	-	-	4	30	109	NM
MA in International Management Studies (1973)	38	45	30	26	15	20	-47.4%
MS Accounting (1994)	71	82	67	80	118	114	+60.6%
MS Management and Administrative Sciences (1973)	175	181	216	309	417	339	+93.7%
TOTAL MASTERS ENROLLMENT	898	948	989	1,106	1,445	1,582	+76.2%

The MS Accounting and Cohort MBA Programs are relatively new programs, first offered in 1994 and 1996, respectively. The Global MBA Online Program was initiated in 1999, and has been well accepted. The enrollment figures presented above understate the impact of this program, as a number of the enrolled part-time students also participate: nearly 20% of the School's part-time MBA credit hours are taken online. The other Masters programs have each been established for twenty years or more.

As indicated in the table above, total Masters program enrollment has grown rapidly over the past five years, as new programs have been added and existing programs have experienced

---

[1] Includes full time students enrolled in evening program which primarily serves part-time students.

rapid growth. Overall growth in enrollment has averaged 20% annually over the past three years.

These programs compete in local and regional markets with a significant number of other institutions. Southern Methodist University, the University of Dallas, The University of Texas at Arlington, North Texas University, Texas Christian University, and a number of others offer both full-time and part time MBA programs in the local market. Within the state, The University of Texas at Austin, Texas A&M University, Texas Tech University, Baylor University, and a number of schools in San Antonio and Houston offer competitive programs.

Although there are fewer competitors in the local and regional markets for the M.A. and M.S. degrees, each has competitors in the broader market.

Enrollments in SOM Masters programs have increased at rates considerably higher than those of the School's local competitors. The instructional quality of our programs is high and incoming student test scores are quite competitive with the other major institutions in our local market (well above those of each of its local competitors except SMU). The Global MBA Online program is unique and extends the School's market reach well beyond the local competitive market.

Tuition and fees are still relatively modest (especially when compared against the private institutions in the market), and the relatively large enrollment provides some advantages in terms of the breadth of available course offerings. The majority of our Masters students take classes on a part-time basis, and the flexibility we offer with respect to course offerings, sequencing of courses and a large number of evening courses is a significant plus for these students. These factors would suggest that the School's MBA and other Masters' programs are quite competitive.

A number of opportunities for improvement have been identified, however. Despite being the largest graduate management program in the DFW area, general public awareness is felt to be relatively low and our Masters programs are not clearly positioned relative to competitors. The School is best known in the local technology community, and even there as much for UTD's heritage in science and engineering as for the programs themselves. The limitations of our current facilities do not contribute positively to the overall perception.

Until the Spring of 2002, the lack of AACSB accreditation excluded the SOM from consideration in the various ratings of MBA programs (the enrollment patterns noted above suggest, however, that the lack of accreditation or acknowledgement in the business press have not been a significant deterrent to prospective students).

The SOM does not have a long history of strong, on-going relationships with local or regional companies, and a perception remains that our local competitors, particularly the private institutions, do a better job than the SOM of meeting student service needs such as advising, placement, internships, etc. Recent steps taken to strengthen these service offerings will likely become more widely recognized in the future.

As we look forward, it is clear that the School has the opportunity to leverage recent accomplishments to improve the competitive position of its Masters programs. The recent accreditation by the AACSB is a positive step that can and should be promoted to increase awareness of program quality. Recent faculty additions should be promoted to enhance the reputation of the program. The availability of state-of-the-art facilities in the Fall of 2003 should contribute to positive perceptions of the program. It is the opinion of the Program

Review Team that the competitive position of these programs can be significantly enhanced over the next five years.

Some initial steps toward establishing a unique identity for these programs have recently been taken. Three new M.S. concentrations were introduced into the curriculum during academic year 1999-2000: Electronic Commerce, Telecommunications Management and Information Technology Consulting and Management. Each of these new concentrations has introduced timely and innovative courses that are in keeping the SOM's mission of meeting the needs of a rapidly changing technology-driven society. These new concentrations will be included in a new MS in Information Technology and Management degree proposed for the Fall of 2002. The Accounting and Information Management area has recently revised its degree program to reflect a stronger IT focus. Three new courses geared toward technology firms were recently added to the Accounting curriculum.

2.2.3. PH.D. PROGRAMS

The Ph.D. programs in Management Science and International Management Studies are central to the School's research mission. The programs have been substantially strengthened during the past five years by the addition of several nationally recognized senior faculty and by the resulting enhancement of the School's ability to hire junior faculty with strong research potential. Other program enhancements include increased stipends for Teaching Assistants, increased travel funding for Ph.D. students and faculty to attend conferences and present papers, and a research seminar series that has broadened both faculty and Ph.D. student research horizons.

As the program has been strengthened, the School's reputation for quality research has grown, attracting larger numbers of high quality Ph.D. candidates, as illustrated in the table below:

PROGRAMS	F96	F97	F98	F99	F00	F01	% Chg
Management Science							
No. of Ph.D. Students	36	39	29	44	54	72	+100.0%
Average GMAT	626	623	641	642	656	666	+6.4%
International Management							
No. of Ph.D. Students	15	11	9	7	8	3	-80.0%
Average GMAT	638	638	630	620	620	634	-0.6%
Total Ph.D. Programs							
No. of Ph.D. Students	51	50	38	51	62	75	+47.1%
Average GMAT	630	627	639	639	650	662	+5.1%
No. with GMAT > 700	2	3	6	9	13	17	+750.0%

The number of Management Science Ph.D. students has more than doubled over the past five years, accompanied by a modest, but steady increase in GMAT scores. The growth in Management Science candidates has been offset somewhat by a decline in International Management candidates. Overall, the number of Ph.D. students has increased by 47% over the past five years. Most significantly, nearly a quarter of the current student population entered the program with GMAT scores over 700.

The size of the program has grown to the point where the Ph.D. Committee has begun the implementation of policies that will limit the growth of Ph.D. enrollment. The goal is to limit the number of new students admitted with TA support to 20 per year. Admission standards will be raised further in order to accomplish this goal.

The placement of Ph.D. graduates has sharply increased in areas other than Marketing (which has long had an outstanding record of placement) during the past three years because of the addition of nationally recognized faculty in Information Systems, Accounting and Operations Management. With the addition of new faculty, the placement of Ph.D. graduates in faculty positions at leading business schools should continue to improve.

2.2.4. EXECUTIVE EDUCATION PROGRAMS

The SOM offers a variety of Executive Education Programs, including three specialized degree programs (GLEMBA, Project Management, Medical Management), an Executive MBA program, and a range of Executive and Professional Development Programs. Each of these programs has a unique identity and each has a different relative competitive position in its market space. The enrollment history of these programs is summarized in the table below:

	F96	F97	F98	F99	F00	F01
Specialized Degree Programs						
MIMS/Global Leadership EMBA	12	19	43	40	56	76
Project Management Program	-	24	30	38	35	51
Medical Management Program	-	-	-	23	20	45
Executive MBA Program						
Executive MBA	66	62	65	71	103	103
Executive & Professional Development Programs (full year participants)						
Total Enrollment (all EPD programs)		570	749	621	387	741

Statistics for the Executive & Professional Development programs reflect full year total paid attendees in various non-degree programs, forums, etc.

2.2.4.1. *Global Leadership Executive MBA*

The Global Leadership Executive MBA Program (GLEMBA) is one of only a few programs that uses distance learning as its main learning technology. GLEMBA is primarily an Executive MBA program, with an M.A. option, and is the only program of its kind in the Southwest. Rather than geography, competitive position is defined by a combination of school prestige, technology and location of residencies. At the top is Duke, with an on-line EMBA that uses five residencies on three continents. UTD's SOM is in the middle range, with a less-expensive EMBA involving five residencies at UTD. In the lower tier are schools without on-line learning such as Auburn (videotapes only).

The GLEMBA program has a well-established competitive position in the marketplace. Its competitive strengths arise from the differentiation and program structure detailed above, its University of Texas name, its faculty (includes SOM and some distinguished outsiders) and the level of staff service provided. The program attracts a growing number of individuals outside the region and outside the country, and has been recognized by *Forbes* as one of the "Best on the Web". As evidenced by experience level and applicant position, student quality has been increasing. The competitive weaknesses of the GLEMBA program include a lack of broad-based awareness, the misperception that distance learning is inferior to the classroom, and a shortage of qualified faculty.

With further development and increased visibility, the GLEMBA program has the potential to expand its competitive position in regional, national and international markets.

2.2.4.2. *Project Management Program*

The Project Management Program is one of several nationally-known programs that offers degrees built around a specialization in project management. UTD offers an MBA (48 hours), an M.S. (36 hours) and a Certificate in Project Management (18 hours). The MBA is the most popular option. The fact that UTD's SOM is the only school with a three diploma offering, and the fact that the School is beginning to offer all of its project management programs on-line (offering more flexibility and choice) help define the program as one with relatively few competitors. Other competitive strengths include the integrated curriculum, the European study tour, the program schedule, and faculty expertise (blend of SOM faculty and qualified practitioners).

The closest institutional competition, in terms of perceived strength, includes George Washington University and Stevens Institute. Competitive weaknesses include a lack of awareness of the program, and a shortage of qualified faculty. The Project Management Program has the potential and the opportunity to develop a strong competitive position nationally in its niche market.

2.2.4.3. *Medical Management Program*

The Medical Management Program is a joint venture between the SOM and the UT Southwestern School of Medicine. Up until this year, it has offered only an M.S. in Medical Management. The program has been targeted exclusively at experienced physicians and is now flexible in its structure, allowing students to enter the program at any time and take classes in any order.

The program is unique in the region and draws students from across the nation. It is only one of two in the Southwest and the only program aimed at experienced physicians. The most significant regional competition is that run by the American College of Physician Executives which offers certificate courses up to five times a year at various locations around the country. Nationally, there are a number of well-established programs, including those at UNC Chapel Hill, Northwestern, University of Missouri, University of Wisconsin and the University of California-Irvine. Capstone degree courses are offered through Carnegie Mellon, Tulane and the University of Southern California.

The program's strengths include its regional presence, the ability to offer both CME and graduate credit, highly interactive classes and focused 4-1/2 day residential sessions in Dallas and Washington, D.C. Weaknesses include a continuing lack of visibility, the monetary opportunity cost of enrollment, and the fact that the degree is not a competitive professional necessity for most physicians.

The program is in the process of broadening its offering to include an MBA option and to enroll non-physician administrators. With proper promotion and continued growth and development, the Medical Management Program has the potential to develop a strong competitive position in the national market.

2.2.4.4. *Executive MBA Program*

The Executive MBA program is a more generic product with considerably greater local/regional competition. The program has a ten-year history of success and is the second largest program in the Metroplex. The program currently enjoys a solid position in the local market, but the competition is stiff. There are now six competitors with classroom-based Executive MBA offerings in the DFW area. These include UT Austin, Texas A&M University, Rice, Baylor and SMU.

Competitive strengths include its UT system affiliation and its image of quality, qualified faculty, curriculum thrust and effective support staff. The SOM's "Managing for Change" theme , the School's proximity to the Telecom Corridor and the technology strengths of the SOM and its faculty serve to differentiate the program somewhat from its competitors.

The current weaknesses of the program, other than its historic lack of AACSB accreditation (now rectified), include physical facilities, limited alumni network and support, and the limited number of faculty interested in EMBA teaching. The program does not suffer from lack of awareness so much as a lack of appreciation for the quality of SOM offerings. Increasing competition will require continuous improvement if the program is to maintain or improve its competitive position.

2.2.4.5. *Executive and Professional Development Programs*

The current competitive position of the SOM's executive and professional development programs is weak, but building. Two ongoing activities have demonstrated continuing success: the MIT Enterprise Forum at UTD and the Professional Development Forum.

The School staffed the program for a buildup in 2001, and real activity commenced in mid-year. During the past 12 months, Executive and Professional Development has sponsored 7 open-enrollment seminars and 14 non-credit certificate programs, conducted 8 custom-designed in-house programs for corporations, and sponsored 11 attendance programs, including the MIT Enterprise Forum at UTD and the Professional Development Forum.

Despite this recent activity, the program continues to have limited visibility and considerable development work must take place before UTD's SOM can compete effectively, in either scope or quality of programs, with UT Austin or SMU, its principal competitors in the local market. Other competitors include some of the other local universities, companies with internal training facilities and local industry/civic groups such as the Metroplex Technology Business Council.

The SOM's Professional Development area has strengths based on its staffing, flexible approach and willingness to customize programs, and is in a position to capitalize on two inherent competitive strengths: UTD's location at the heart of the Telecom Corridor and the School's traditional strengths in technology.

2.3. RESOURCES & FACILITIES

The resources and facilities currently available to the SOM range from very good to inadequate. Most of the School's competitors currently have classroom and faculty office facilities that range from somewhat better than, to far superior to those available to the SOM. Most classes are taught in shared University space, including a large number of temporary classrooms, but the SOM has some exclusively assigned classrooms. Two classrooms in Hoblitzelle Hall have recently been updated and outfitted with projectors, sound systems and two-way Internet connections at every station. The Executive Education Programs have the use of several classrooms assigned exclusively for SOM use. In additional Executive Education maintains specialized teleconferencing and groupware systems used for its various distance learning programs.

Given the explosive growth in the SOM's programs, classroom space is extremely congested during the prime evening hours. Growth of classes is difficult in such an environment. Faculty office space is also at a premium. The SOM has outgrown its facilities and currently occupies space in five separate buildings.

The UT system has recognized the need for a new SOM building. Ground was broken for a $38 million facility in the spring of 2002. The four story, 200,000 square foot structure will house classrooms with state-of-the-art audio and visual equipment, wireless connectivity, video-conferencing facilities, computer labs, faculty offices, meeting rooms and an executive education center.

Faculty computing capability has been steadily upgraded over the past several years, and all faculty and Ph.D. students are equipped with state-of-the-art equipment, software and network resources.

The SOM utilizes the resources and facilities of UTD's McDermott Library. The UTD library represents an adequate resource for the students and faculty of the SOM. In addition to the physical collections, the Library maintains an Electronic Reference Center that provides on-campus and Internet access to more than 100 electronic databases.

The SOM has been a pioneer in the innovation of instructional processes. Currently, a majority of the classes utilize the Web as an integral part of the instructional process. The Global MBA Online program (web-based distance learning) now offers 23 courses online (eleven MBA core courses plus a dozen electives) and accounts for nearly 20% of part-time MBA credit hours. The MIMS program (now GLEMBA) initiated a distance learning mode in 1994, and the SOM's Executive Education area now offers several programs built around distance learning technologies, utilizing Web-based audio-visual instruction, teleconferences and Web-based chat facilities, supplemented by on-site instruction at the beginning and end of the program.

By the fall of 2003, both its facilities and its technology-based resources will become a source of competitive advantage for the SOM.

2.4. STUDENT SERVICES

The 1997-2002 Strategic Plan identified student services as a significant area of weakness for the SOM: "in order to effectively compete, the School needs to give serious attention to all its student service processes, including advising, career services, and placement".

Over the past five years, major changes have taken place, including the hiring of a Director of Advising and a Director of Career Programs, reengineering the student services functions, hiring full-time vs. part time advisors and placement coordinators, developing a coop/internship program, and developing a revised course scheduling process that ensures that degree plans can be constructed with certainty.

Students can now participate in almost all Career Services recruiting processes on line, and a number of specialized research databases are available. Career Services has expanded its outreach to include in-class presentations to undergrads, graduate students, and even distance learning students. Placement activities for SOM students have been expanded substantially, with almost twice as many employers recruiting on campus, twice as many Fortune 500 companies on campus, and a significant increase in the quality of available opportunities, including MBA level positions.

2.5. RESEARCH

The foundation for the School's success has been the research productivity of its faculty, a considerable source of recognition and competitive advantage. The School is recognized for strong research-based competencies in Marketing, Accounting, Information Systems and Operations Management, led by nationally-recognized senior faculty and demonstrated by a strong track record of research productivity. This foundation has been strengthened during the past five years by the addition of recognized faculty to fill senior positions, and resulting

enhancement of the School's ability to hire high caliber faculty to fill junior positions. The research environment of the School has been improved by a dramatic increase in the quality and quantity of the data available to support faculty research.

Over the five year period covered by the AACSB self report, the School produced more than 34 intellectual contributions per faculty member including contributions of fundamental (78%), applied (12%) and pedagogical (10%) scholarship. In the category of fundamental scholarship, the School averaged 6.2 publications (books, articles, reference chapters, proceedings, etc.) per faculty member, with an additional 2.9 articles under review. During the same period, the faculty made an average of 7.9 presentations at conferences, and held an average of 2.1 editorial board positions. This strong performance is consistent across each of the disciplinary areas.

The recent recruitment of nationally-recognized faculty members will further enhance the reputation and performance of the School in the area of intellectual contribution. The increasing size and quality of the Ph.D. program is both a reflection of, and a complement to the level of research productivity demonstrated by the SOM's faculty.

2.6. SUMMARY OF COMPETITIVE POSITION

A number of significant accomplishments over the past five years have enhanced the SOM's competitive position relative to its natural peer group (large, urban, public universities), and in comparison to its local competitors in the DFW Metroplex. Some of the more significant accomplishments include:

- **Program Expansion**: Full-time (Cohort) MBA Program (1996); undergraduate concentrations in Finance and MIS (1997); Project Management Executive Program (1997); M.S. in Medical Management (1998); Global Leadership Executive Program (1988); M.S. concentrations in Electronic Commerce, Telecommunications Management and IT Consulting and Management (1999); Global MBA Online program (1999).

- **Accreditation**: The SOM and its Accounting and Information Management programs were granted full accreditation by AACSB International in the Spring of 2002, reflecting the School's progress in upgrading faculty, programs, student services and student quality. The lack of accreditation will no longer be a competitive limitation.

- **Facilities**: Ground was broken for a new $38 million facility in April 2002. This facility will provide state-of-the-art classrooms, offices and conference facilities for the entire SOM in a single building. By the Fall of 2003, facilities should no longer be a competitive limitation.

- **Managed Growth**: The SOM has experienced explosive growth, particularly over the past three years, as total credit hours have increased by nearly 60%. This has presented both opportunities and challenges. Increases in student population have provided the funds to expand the full time faculty from 50 in 1996 to 80 in the Fall of 2001. Several nationally-recognized senior faculty members have joined the SOM, enhancing the School's capabilities and reputation for research and scholarship. The pace of growth has strained the management and infrastructure resources of the School, however, and future growth must be managed carefully to ensure that the quality of programs is not adversely impacted.

- **Student Services:** Significant improvements have been realized in student services (advising, placement, career services). Five years ago, Student Services were a major area of weakness; it now appears to be approaching parity with a representative peer group. Continuous improvement and further enhancement of these services should be the goal.

- **External Affairs:** The SOM has laid the groundwork and has begun to build solid relationships with alumni and the business community. Much progress has been made, but much remains to be accomplished. This area should continue to receive priority emphasis.

Despite this progress, the SOM has a number of competitive weaknesses, which appear frequently across a broad range of programs:

- **Lack of Program Visibility, Focus and Identity:** A recurring theme in the assessment and evaluation of SOM programs is the lack of visibility, focus and clear identity. A clear focus – understanding what each program *is*, and what it *is not* – is essential. In order to leverage our strengths and establish competitive leadership, we must develop and communicate unique and recognizable value propositions and identities for each of the School's programs, differentiating them from competitors, encouraging support and involvement from the business community and attracting students of the highest quality. This is particularly urgent with respect to the evening and Masters programs.

- **Lack of Recognition:** Without full accreditation, the SOM was not included in the set of institutions considered for recognition in the various rankings of business schools and their programs. The School aspires to be recognized among the top ten public institutions in the popular business school rankings, and to be recognized among the leaders in selected program areas. As a newcomer to the pool of potentially ranked schools, the School must be proactive in communicating its capabilities, strengths and performance to a broad and diverse audience in local, regional and national markets.

- **Limited External Involvement:** Despite the groundwork that has been laid, the SOM's interaction with and support from the business community and the alumni base are limited. The initiatives that are underway must be continued and given greater emphasis in the future.

- **Limited Resources:** Although increasing enrollments generate additional State funding, these increases are insufficient to fund the development and enhancement of the School's facilities and infrastructure, faculty development and program and research initiatives. The development of new sources of discretionary funding must continue to be a high priority.

As the SOM looks back over the past five years, there is much to be proud of. As we look to the next five years, significant challenges remain. From a competitive perspective, the SOM is not yet where it aspires to be, but is clearly poised to take the next step toward recognition as a leading public business school.

3. STRATEGIC DIRECTION

3.1. STRATEGIC VISION

3.1.1. STRATEGIC VISION (1996)

The 1997-2002 Plan expressed the School's Strategic Vision in a "bold statement" that captured the SOM's aspirations for 2005, the thirtieth anniversary of the School's founding:

> *An institution of choice, preparing tomorrow's business leaders and*
> *expanding the frontiers of management knowledge.*

Three important ideas were expressed in this vision statement. The phrase "an institution of choice" reflected "an aspiration to be a high quality school, to be a school chosen by students as a preferred institution for management training and by faculty as a preferred institution for scholarship and teaching." This expression had its roots in the 1996 assessment that the School was an "institution of convenience," relying on geographic location as its principal source of competitive advantage. The phrase "preparing tomorrow's business leaders" was interpreted as implying "programs and curricula that not only provide technical skills but also prepare individuals to lead." The third phrase "expanding the frontiers of management knowledge" captured the School's "commitment to research that is innovative and path breaking."

3.1.2. DISCUSSION

In the Spring of 2002, the Strategic Planning Committee discussed the continuing appropriateness of the original Strategic Vision. It was felt that considerable progress had been made in addressing the shortcomings identified in 1996, and that the SOM had, in fact, become an "institution of choice" for both students and faculty. This accomplishment was evidenced by rapidly growing enrollments, increasing student quality, and continuing success in attracting leading faculty to the School.

The Committee agreed the SOM had made progress over the preceding five years, but that the School's accomplishments had not yet been fully acknowledged or recognized by prospective students, or by the broader business or academic communities beyond the School's current regional base.

It was felt that the SOM's appropriate peer group would include the medium to large public business schools located in metropolitan areas. A representative peer group might include schools such as Georgia State, UT Austin, Maryland, Minnesota, Connecticut, Pittsburgh, and Georgia Tech. A reasonable aspiration would be to compete against the best of these schools, ultimately to be recognized among the top 10 public business schools in North America. With this aspiration in mind, the Committee decided to add the phrases "A leading public business school" and "recognized" to the previous Strategic Vision.

3.1.3. STRATEGIC VISION

The Strategic Planning Committee has adopted the following statement of Strategic Vision for the SOM, incorporating minor changes that reflect the intent of the considerations discussed above:

> *A leading public business school – a recognized institution of choice*
> *preparing tomorrow's business leaders and expanding the frontiers of*
> *management knowledge.*

3.2. MISSION STATEMENT

3.2.1. MISSION STATEMENT (1996)

Noting that the mission statement identifies how the School will compete, the 1997-2002 Plan set forth the following:

> *The School of Management's mission is to meet the challenges of a rapidly changing, technology-driven, global society by partnering with the business community to:*
>
> - *Deliver high quality management education to a diverse group of undergraduate and graduate students and practicing executives;*
>
> - *Develop and continuously improve programs advancing management education and practice;*
>
> - *Conduct research enhancing management knowledge*

This Mission Statement recognized that "the School serves a business community that is global, technology-driven, and operates in a world of continuous change" and expressed a commitment to "partner with the business community in all endeavors". The three bullets defined the School's educational and research focus: (a) an ongoing commitment to meeting the educational needs of a diverse student body, and a commitment to (b) program innovation and (c) basic research.

3.2.2. DISCUSSION

The Strategic Planning Committee engaged in a spirited debate over a period of several weeks with respect to the SOM's Mission Statement. The following proposals were discussed:

- The addition of language reflecting the desire to leverage the School's research-based competencies and leadership in Marketing, Accounting , Operations Management and Information Technology, without limiting the possibility that similar competencies might be developed in other fields.

- Incorporating the themes of a scientific perspective, an entrepreneurial spirit, and a focus on technology, information technology and innovation across a broad range of programs.

- Reordering the priority of the bullets to reflect the School's emphasis on research as the foundation for its other activities.

During the discussions, a general consensus emerged with respect to the following points:

- The School's research-based competencies in Marketing, Accounting , Operations Management and Information Technology represent a fundamental strength and source of competitive advantage and should be leveraged throughout our programs.

- The application, management and leveraging of technology has been and should continue to be a consistent theme and source of differentiation for the School.

- A broad, global focus has been and should continue to be a consistent theme and source of differentiation for the School.

- As a young institution, the School has been both innovative and entrepreneurial in the development of programs to meet the evolving needs of its constituencies. Continuing flexibility, creativity and responsiveness should be encouraged.

- It is neither appropriate nor desirable to adopt language that implies a desire to focus, direct, or constrain the research conducted by the School.

- It is desirable to clearly focus individual programs in ways that create unique identities and differentiate them from competing programs at other institutions. It is inappropriate to attempt, in the Mission Statement, to do so for the School.

- With only minor changes, the current Mission Statement adequately reflects the mission of the School.

3.2.3. MISSION STATEMENT

After considerable debate, the Committee approved a Mission Statement incorporating only two minor changes from the previous version: (a) a reordering of the bullets to emphasis that research is fundamental and the foundation for the school's other activities; and (b) adding the word "innovate" in the third bullet. The adopted Mission Statement is as follows:

The School of Management's mission is to meet the challenges of a rapidly changing, technology-driven, global society by partnering with the business community to:

- *Conduct research enhancing management knowledge;*

- *Deliver high quality management education to a diverse group of undergraduate and graduate students and practicing executives;*

- *Develop, innovate and continuously improve programs advancing management education and practice.*

3.3. STRATEGIC OBJECTIVES AND PRIORITIES: 2002-2007

The discussions and deliberations of the Strategic Planning Committee and the recommendations of the Program Review and Strategic Assessment Teams can be summarized in terms of eight broad Strategic Objectives, which are presented below and discussed in further detail in Section 5.0.

- **ACHIEVE RECOGNITION**

  Achieve recognition as a leading public business school – a model institution acknowledged as a leader in research and academic programs and respected for the quality of its faculty, students and programs.

- **LEVERAGE RESEARCH-BASED COMPETENCIES**

  Leverage the School's research-based competencies as a source of competitive advantage, increasing recognition, attracting research funding and strengthening ties to the business community.

- **DIFFERENTIATE PROGRAMS**

  Develop and establish unique and recognizable identities for each of the School's programs, differentiating them from competitors, encouraging support and involvement from the business community and attracting students of the highest quality.

- **MANAGE GROWTH**

  Manage the anticipated growth to the School's advantage, attracting additional resources without sacrificing quality, and maintaining an appropriate balance among the School's programs and priorities.

- **INCREASE EXTERNAL INVOLVEMENT**

  Continue to encourage faculty involvement with the business community, and the direct involvement of business and alumni constituents in the activities and programs of the School.

- **DEVELOP FACULTY**

  Continue to develop and increase the depth, breadth and competence of the School's faculty, and strengthen programs for faculty development.

- **DEVELOP ORGANIZATION AND INFRASTRUCTURE**

  Continue to develop and improve the depth and quality of the School's management organization and infrastructures, facilities, student services and administrative support.

- **INCREASE DISCRETIONARY RESOURCES**

  Increase discretionary resources available to the School, reducing dependence on enrollment-based State financial support, and increasing its flexibility in achieving its strategic objectives.

4. ACCOMPLISHMENTS

The 1997-2002 Strategic Plan set forth an agenda of Strategic Objectives and Priorities for the five year period of the plan (Appendix A.1.1). Meaningful progress has been made in achieving the majority of these objectives and priorities, as summarized in Section 4.3 below. To set the stage, we will briefly address two other important achievements not specifically addressed in the 1997-2002 Plan: (a) the successful management of significant growth in enrollment over the five year period; and (b) the achievement of full AACSB accreditation in the Spring of 2002.

4.1. QUALITY GROWTH

4.1.1. STUDENTS

Student enrollments in both graduate and undergraduate programs have increased dramatically over the past five years, as illustrated in the table below:

	F96	F97	F98	F99	F00	F01	% Chg
Enrollment							
Undergraduate	1,281	1,221	1,285	1,480	1,761	2,085	+62.8%
Graduate	1,040	1,091	1,166	1,343	1,561	1,947	+87.2%
Total	2,321	2,312	2,451	2,823	3,322	4,032	+73.7%
Credit Hours[1]							
Undergraduate	6,900	7,721	8,603	11,222	12,972	14,066	+103.9%
Graduate	7,006	8,194	8,426	10,893	12,147	13,180	+88.1%
Total	13,906	15,915	17,032	22,115	25,119	27,246	+95.9%

Despite the rapid and significant increases in enrollment, incoming student quality (as indicated by average SAT and GMAT scores) has been maintained (see table below).

UTD is a selective institution. The average SAT scores for entering freshmen are comparable to those at UT Austin and Texas A&M University. Average SAT's for students entering in the fall of 2002 are expected to be around 1200. Average entering GMAT scores for all enrolled graduate students have remained steady or shown modest increases across most Masters' programs.

	F96	F97	F98	F99	F00	F01
UTD Undergraduate (SAT for entering students)						
Average SAT Scores	1196	1192	1187	1187	1173	1170
Number of Students	496	543	565	659	826	1039
UTD SOM Graduate Students (entering GMAT of all enrolled students)						
Cohort MBA	647	642	645	642	645	640
Part-Time MBA	559	558	561	559	566	573
Global MBA Online				520	601	575
MS in MAS	557	560	557	557	561	560
MS in Accounting	547	544	533	548	556	567
MA Intl Management	563	554	569	565	563	539

---

[1] Includes only credit hours taken within the School of Management.

4.1.2. FACULTY

Faculty quality is excellent. Citation analysis indicates that the research quality and productivity of the faculty is quite high. The faculty has been substantially strengthened during the past five years by the addition of several nationally recognized senior faculty and by the resulting enhancement of the School's ability to hire junior faculty with strong research potential. The School's ability to attract and retain nationally recognized senior faculty (including new hires for 2002) will continue to increase the overall strength and reputation of the School's faculty.

4.1.3. PROGRAMS

Significant progress has been made over the past five years in improving the SOM's programs, as detailed in Section 2.2. Although considerable progress has been made, this plan has identified the need to improve the competitiveness of the School's major programs by more clearly focusing and creating unique identities for each.

4.1.4. FACILITIES

As noted in section 2.3, the facilities available to the SOM range from very good to inadequate. A new facility is under construction and will be available in the Fall of 2003. The four story, 200,000 square foot structure will house classrooms with state-of-the-art audio and visual equipment, wireless connectivity, video-conferencing facilities, computer labs, faculty offices, meeting rooms and an executive education center.

4.2. ACCREDITATION

In April 2002, the AACSB granted full accreditation to the SOM, and separately accredited the SOM's Accounting and Information Management programs. Achieving full accreditation represents a major milestone in the relatively short history of the SOM, and is essential to the realization of the School's Vision. The accreditation process was initiated in the 1996-1997 academic year; the successful completion of this comprehensive review reflects the contributions of the entire faculty and staff of the SOM.

4.3. STRATEGIC OBJECTIVES & PRIORITIES FOR 1997-2002

In the sections which follow, we will briefly summarize the SOM's accomplishments over the past five years, following the structure outlined in the 1997-2002 Strategic Plan.

4.3.1. RECOGNIZED QUALITY

4.3.1.1. *Create and maintain student services of the highest quality*

The Career Services function (advising, career services, placement) was completely redesigned in order to become more "student friendly" and more effective. The SOM hired a Director of Advising in 1998 and added additional full time personnel, increasing the full time staff from 2 to 10 in the advising office. A Director of Career Programs was hired in January 2000, with additional career staff added during the Fall of 2000.

Academic advisors are available to make students aware of the resources available on and off campus where career choice assistance is available. Supported student organizations such as the Finance Club, the AITP chapter, and the Accounting Honor Society also provide students with career information and networking opportunities.

The Career Center functions as the main career resource area on campus, and regularly provides services to currently enrolled students and recent graduates. All students and alumnae can receive help choosing majors, developing career directions, locating jobs, or

planning for graduate school. In-depth career counseling, career testing and occupational information is available from licensed career counselors (LPC certifications) on an individual appointment basis, and is provided free to currently enrolled students or recent graduates.

Additional staff in the Career Center provide support to students in the development of their career planning and employment skills by providing information about internships and co-op job opportunities, job fairs, and the on-campus corporate recruiting process. A resource library of career texts and appropriate publications is maintained to further assist the students. Regular information sessions, orientations, and presentations are held on campus to familiarize students with the Career Center services and options. A web-site linked to the main UTD web-site is maintained and updated regularly, chronicling events and activities of interest to career minded students.

The number of students participating in career development activities has increased steadily over the past several years, as indicated in the table below:

Activities per Year	97-98	98-99	99-00	00-01
Students utilizing Career Services	717	775	825	1038
Students using individual counseling services	286	363	379	201
Students attending Career Skills Workshops	717	775	825	1499

The drop in the utilization of individual counseling services is attributable to an increased emphasis on group counseling in Career Skills Workshops.

The Co-op program also made progress, as reflected in the data presented in the following table:

Activities per Year	97-98	98-99	99-00	00-01
Number of Co-op semester-students registered	417	263	454	481
Number of Co-op students placed	180	155	215	243
Student evaluation of Co-op assignment (5 point scale)	4.34	4.53	4.51	4.21
Employers evaluation of student performance (5 point scale)	4.38	4.55	4.21	4.42
Percent of students placed/registered	43%	59%	42%	51%

Frequent surveys of students and employers are used to measure services performance and satisfaction. The student surveys that have been returned report satisfaction ratings with advising at over 90%. Surveys of employers report a general level of satisfaction with placement activities; undergraduate students also seem satisfied with the process. Graduate student perceptions of the process are less favorable, although Cohort MBA satisfaction ratings with placement activities have increased significantly over the past several years. [Appendix A.3.2].

4.3.1.2. *Maintain and improve the quality of students and faculty*

Admission criteria for graduate programs have been increased. Minimum requirements have been established for enrollment as a non-degree seeking student. GMAT scores of entering students have been slowly, but steadily increasing [Section 4.1.1]. A presence has been established at local community colleges to improve communications and recruit high quality transfer students.

Faculty hiring has been selective. We continue to hire faculty with outstanding credentials. Faculty research output is increasing, with increased collaboration between faculty members and with faculty at other institutions.

4.3.1.3. *Improve and maintain program quality as assessed by alumni and Employers*

A periodic alumni survey has been initiated. Employers are regularly surveyed by the placement office. Results are summarized to provide input to program committees. Insufficient data is available to provide meaningful indications of progress.

4.3.1.4. *Achieve concrete recognition of educational quality by corporate recruiters*

Employers are regularly surveyed to evaluate the performance of Career Services. Career Services representatives regularly visit employers; information flow has been improved with new brochure materials and an enhanced website. Surveys report high levels of employer satisfaction with the quality of students (4.2 to 4.6 on a scale of 5.0).

4.3.1.5. *Raise and maintain the school's research profile*

A number of high profile senior faculty members have been hired, enhancing the reputation and visibility of the School's research activities and facilitating the recruitment of high caliber junior faculty. Support has been provided for summer teaching and research. Nationally-recognized researchers and practitioners are regularly invited to conduct on-campus seminars open to all faculty and Ph.D. students. The School has acquired several new archival data collections and hosted several short conferences.

Four research centers have been established: two in AIM and two in ISOM. These centers are relatively new, and it is premature to assess their contribution to the school's research profile.

4.3.2. BUSINESS PARTNERSHIPS

4.3.2.1. *Develop and strengthen business partnerships*

In 1996, the SOM had two Strategic Partners. Business partnerships have now been developed with six Strategic Partner companies (AT&T, Alcatel USA, Alliance Data Systems, Fujitsu Network Communications, Haynes & Boone LLP and Nortel Networks). Relationships with other companies have been expanded and continue to be cultivated.

Other business partnerships include the start of Corporate MBA Programs for MBNA and Pioneer Concrete, the start of Executive degree programs in partnership with corporations (Organizational Development and Change Management and Project Management for Texas Instruments and Raytheon, respectively), and corporate support for our growing Executive degree programs.

The School has fostered relationships with STARTech, the Metroplex Technology Business Council (including a speaker series) and the Greater Dallas Technology Business Council. The budding Entrepreneurship program sponsors an annual Business Plan competition in association with STARTech, and with the involvement of local venture capital firms.

4.3.2.2. *Increase business involvement in School activities*

The Business Advisory Council has been expanded from 35 to 42 active members. Business Advisory Council members now serve on various SOM committees and are active in the Cohort Mentor program, in Professional Development activities and as

teachers in Executive Education programs. Joint program development has occurred in Executive Education, as referenced above. A significant number of business leaders help in the presentation of our Executive Education, Entrepreneurship and academic courses. Activities of the MIT Enterprise Forum at UT Dallas are held on campus in part to encourage SOM participation. Its directing boards include three SOM faculty members and other business professionals.

A building fund campaign has been initiated and one Strategic Partner has made a $1 million gift to support the construction of the new SOM building.

4.3.2.3. *Expand hiring, perception of School as provider of quality employees*

Career Services regularly surveys employers and students with regard to perceptions of the hiring process. Recent surveys of employers report a relatively high level of satisfaction both with Co-op students and with the quality of graduates hired. Employers appear to be generally satisfied with the process. Students report that they are generally satisfied with Career Services and react positively to the Co-op Program experience.

4.3.2.4. *Increase research funding from businesses*

The school has not systematically collected or reported data on business-sponsored research grants in support of faculty research. A number of projects funded by businesses are currently underway or have been recently completed, but the aggregate funding amounts are relatively small (less than $100,000). The Center for Information Technology Management was established at UTD in the Fall of 2001. The purpose of this center is to encourage, coordinate and manage business-sponsored research in the SOM. Over the past year, the CITM has arranged funding for student research projects with a number of local firms and governmental entities. Funding through the CITM is expected to grow significantly over the next several years.

4.3.2.5. *Increase business involvement in student projects*

The Executive MBA Program and Project Management Executive Program have consistently involved students in business field projects. So did the suspended Organization Development and Change Management Program. Some of the cooperating firms include JCPenney, Ericsson, Animato, Alliance Systems, On-Target and the City of Dallas. As noted above, the CITM has been active in soliciting external support and involvement in student projects. The request for such activity from companies can be expected to increase as our programs continue to mature.

4.3.2.6. *Increase joint School-Business development of educational programs and Executive Education*

Executive and Professional development has developed and conducted a number of custom-designed in-house training programs for local corporations. Some recent programs have been designed for Nortel Networks, Coca-Cola, DFW Airport, Volvo and Alcatel.

4.3.2.7. *Develop strategic partnerships with major firms*

Business partnerships have now been developed with six Strategic Partner companies (AT&T, Alcatel USA, Alliance Data Systems, Fujitsu Network Communications, Haynes & Boone LLP and Nortel Networks). Each of these is a major firm. Discussions are ongoing with a number of other potential Strategic Partners.

4.3.3. ALUMNI INVOLVEMENT

4.3.3.1. *Establish and expand School of Management Alumni Association*

At the time of the original report, the SOM did not have an alumni-relations coordinator or any coordinated effort to identify and build alumni support. The SOM has since established an alumni association as a chapter of the University alumni association. A Director of Alumni Relations was hired in 2000. An alumni database has been created and is being maintained. A total of 11,824 SOM alumni are included in the database.

A majority of the current members of the University Alumni association are SOM graduates, including Randall Mills, who currently chairs the University Alumni Association.

Participation in the SOM Alumni Association has been increased through events such as the May 2000 School of Management Telethon, the annual University solicitation and the current "Building for the Future" effort to raise funds for the new School of Management building. Several alumni events and reunions have been planned and initiated during the past several years. Overall activity levels are still relatively modest, with only 166 alumni involved on School committees or advisory groups, and only 501 attending alumni events during the past year.

A number of events will be held during the summer of 2002 to draw alumni to campus to see the progress of new building construction.

4.3.3.2. *Encourage Executive alumni participation in SOM Alumni Association*

Several programs have been established to target Executive MBA, Cohort MBA and Accounting alumni. There are presently 205 Executive Alumni members of the SOM Alumni Association. The Executive Alumni who belong to the association are active. A total of 164 of 205 members participated in Executive alumni events last year; 53 serve on School committees or advisory boards.

4.3.3.3. *Increase alumni donations to School*

In May 2001, the School of Management held its first Alumni Solicitation campaign. In the fiscal year ended August 31, 2001, 76 SOM alumni contributed $259,920 to the school; 10 EMBA alumni contributed $1,495. The development of alumni giving is in is early stage, and participation levels are low, but increasing.

In December 2001, an alumni solicitation went out to all undergraduate and part-time Masters alumni for new building funds. The "Building for the Future" campaign has yielded over $2 million in alumni contributions to date. The overall drive has received pledges and contributions totaling $4.5 million (half of the targeted goal). A separate Executive Education fundraising campaign is being initiated.

4.3.3.4. *Increase alumni involvement in placement and internships*

An alumni mentoring program has been established for the Cohort MBA program. An increasing number of companies are participating in internship activities, including several Advisory Board companies. Alumni participation to date has been limited, with 6 alumni acting as placement and/or internship contacts within their firms and 41 alumni involved in mentoring activities. The alumni mentoring program will be expanded to include part-time MBAs in the Fall of 2002.

4.3.4. **SCHOOL VISIBILITY**

4.3.4.1. Establish a School communications and public relations program

A communications and public relations program has been established, headed by the Associate Dean of External Affairs/Corporate Development. A Public Relations coordinator was hired in 1999; a SOM Webmaster was hired in 2001. The annual SOM Marketing Plan (Appendix A.3.6) includes the semi-annual publication of *Management* (SOM Magazine), program brochures, promotional materials, press releases and press kit folders, audio-video presentations, advertising in print media and in-house corporate publications, maintenance of the SOM web site, community involvement activities, and similar efforts. With a regular circulation of 18,000, *Management* has been published semiannually since 1997 and has received numerous awards for excellence.

4.3.4.2. Expand placement activity, career services and marketing of graduates

Placement activity and career services have been substantially expanded (see Section 4.3.1.1). Regular class presentations are made to encourage students to utilize career prep sessions and prepare for the job search process. Individualized coaching and marketing of graduates is provided.

The Office of Career Placement has developed and implemented a marketing plan. Twice annually, the Career Center hosts a major on-campus Career Fair, offering students easy access to over one hundred employers at each event. To prepare the students, regular skills development workshops on interviewing, resume writing, the job search process, and internet research & job search techniques are conducted at the Career Center. Periodic advertisements about SOM graduate programs are placed in local and university publications

4.3.4.3. Increase number and quality of companies hiring at UTD

The Director of Career Programs visits employers on a regular basis year-round and attends local Chamber of Commerce events, Community and Metroplex Career Fairs, and corporate and community Education days to network for SOM students. To improve the Career Fair participation of employers with an interest in SOM students, specific efforts prior to the event are directed to targeted 'potential' SOM employers to encourage their participation in the career fair: personal phone calls, specific email reminders, and priority invitations to specific divisions of companies.

A computer system has been developed to permit employers to rapidly and conveniently access student resumes. A web-based system permits remote access to recruiting information by both employers and students. As a result of these and other actions, the number and quality of companies hiring at UTD has increased significantly, as reflected in the data in the following table:

Activities per Year	97-98	98-99	99-00	00-01
Companies represented at Career Fairs	210	190	226	220
Companies recruiting SOM students on-campus	154	120	163	310
Employers listing jobs on UTD web sites (for all majors/students)	N/A	4,617	5,358	4,463
Employers requesting referrals from UTD resume database (all majors)	660	952	1,102	1,107
Number of SOM resumes referred (all majors)	N/A	N/A	N/A	10,976
Number of full time jobs listed with UTD WebList	8,400	14,918	11,118	11,066

Despite the severe economic downturn impacting technology-based companies in the Telecom Corridor, overall recruiting activity has held up reasonably well, with a notable increase in the number of companies recruiting on campus during the most recent period.

4.3.4.4. *Improve faculty visibility in business community*

A number of ongoing efforts are underway to improve faculty visibility in the business community. Faculty are profiled in the SOM magazine, which is widely circulated. A faculty research handbook has been created, and a Citation Analysis has been publicized. Faculty are encouraged to participate in local business networking events, such as those sponsored by the Metroplex Technology Business Council.

4.3.4.5. *Establish reputation for excellence in Executive Education*

The Executive Education programs have been reviewed by the Executive Education and Masters Committees. Many of the programs have been profiled in local newspapers and on radio. All have been supported by advertising and public relations activity. The Associate Dean for Executive Education has been an invited speaker three times at the National Executive MBA Council meetings. Negotiations are underway for an educational partnership with the Metroplex Technology Business Council.

4.3.4.6. *Improve ranking by other business school deans*

The SOM magazine is regularly mailed to the Deans of an extensive list of business schools. SOM Deans regularly attend AACSB meetings to network with the Deans of peer institutions.

4.3.4.7. *Raise visibility of faculty's research*

General public relations efforts and marketing directives have been greatly increased over the past two years. Attendance and participation in conferences is encouraged.

4.3.5. RESOURCE EXPANSION

4.3.5.1. *Increase state revenues through enrollment increase*

State tuition revenues have increased proportionate to enrollment increases. In addition, both UTD and the SOM have aggressively increased student fees to levels higher than their local public competitors in order to supplement tuition revenues.

4.3.5.2. *Increase discretionary funds from donations and endowment*

The SOM chapter of the UTD Alumni Association is in its infancy and alumni giving activities are limited (see Section 4.3.3.3). The "Building for the Future Fund" has demonstrated that a base of support for the SOM exists, with contributions to date exceeding $4.5 million toward an $8 million objective. Once the building fund campaign has been successfully completed, the School's next challenge will be to increase endowments, including a major endowment for naming the School.

4.3.5.3. *Increase funds generated by executive programs*

Significant increases in the revenues generated by executive programs were realized over the plan period, as detailed in the table below.

Fiscal Year	96-97	97-98	98-99	99-00	00-01
Revenues Generated by Executive Education Programs	$458,426	$730,027	$998,207	$1,511,661	$1,616,012

In addition to higher revenues, these programs are generating increased discretionary balances. Over the past three years, executive education programs contributed more than $700,000 in discretionary income. In FY 2001, the amount was more than $400,000. These discretionary amounts are expected to increase rapidly from FY 2002 onward.

4.3.5.4. *Expand external research funding*

The School has not systematically collected or reported data on business-sponsored research grants in support of faculty research. Data available from the office of the Vice President of Research is summarized in the table below:

Activity	97-98	98-99	99-00	00-01
Research Grant Proposals Submitted	1	11	6	4
Research Grant Awards Received	$8,355	$31,170	$139,458	$211,261

Funded research at the SOM is increasing, but funding levels are relatively small, compared to the opportunity and potential. As noted in Section 4.3.2.4, business-supported research funding has been limited to date, and the development of the School's research centers is in the early stages. Much remains to be done in this area.

4.3.5.5. *Establish and implement programs supporting human capital development*

The School has implemented a number of programs in support of human capital development. The majority of these efforts are focused on faculty and professional staff development. A number of orientation and training programs are applicable to all faculty and staff employees, including orientation programs, on-line training programs and new faculty mentoring activities. Summer funding is routinely provided for research grant and proposal efforts, online and regular course and curriculum development, etc. Funding is also provided for travel and attendance at professional conferences and symposia.

4.3.5.6. *Improve and further develop School facilities and infrastructure*

The limitations of School's facilities and the planned construction of the new SOM building were addressed in Sections 2.2.5. Within the constraints of current facilities, the School has made considerable progress in updating the availability and currency of classroom and faculty computing resources. LCD projectors are generally available to faculty for classroom use. Two classrooms in Hoblitzelle Hall (primarily used by the Cohort MBA and Executive MBA programs) have been equipped with a full suite of audiovisual equipment and internet connections at each student station. All faculty and Ph.D. students now have state-of-the-art personal computers; many have both desktop and laptop machines.

[THIS PAGE INTENTIONALLY LEFT BLANK]

5. STRATEGIC PRIORITIES AND ACTION ITEMS

Each of the Program Review and Strategic Assessment Teams proposed a set of strategic priorities and action items to be accomplished during the five year planning horizon. These action items have been broadly grouped into eight strategic priorities and are summarized below. Reference is made, where appropriate, to the Appendices, where additional details are available in the Team reports. Broad recommendations have been made with respect to an appropriate set of Performance Metrics for each objective.

The School is committed to the achievement of the broad objectives outlined below. The strategic action items summarize the recommendations of the various committees. Each of these actions will be evaluated and prioritized, and specific performance metrics identified in the development of annual implementation plans for the SOM. Additional action items may be developed and incorporated into annual implementation plans as appropriate.

5.1. ACHIEVE RECOGNITION

5.1.1. OBJECTIVE

The School aspires to achieve recognition as a leading public business school – a model institution acknowledged as a leader in research and academic programs and respected for the quality of its faculty, students and programs.

5.1.2. STRATEGIC ACTION ITEMS

- Continue the publicity campaign to develop a broader awareness of the SOM, focusing on achievements and fostering the recognition of quality in the School's faculty, students, research and programs.

- Create a consistent brand identity for the SOM and each of its major programs.

- Develop and implement a strategy to achieve recognition for the School and its programs in national and international rankings.

- Develop and implement a program of performance benchmarking against a representative sample of peer institutions, comparing statistics such as enrollment growth, entering student SAT and GMAT scores, entering student GPA, core GPA, published program evaluations and rankings, etc.

5.1.3. PERFORMANCE METRICS

The following metrics will be used to track performance against this objective:

- Continuous improvement in key performance benchmarking metrics as compared to peer group institutions.

- Recognition in published rankings of business schools (general rankings such as those done by *Business Week, US News & World Report*, etc.)

- Recognition in published rankings of specific programs (full-time and part-time MBA programs, techno-MBA programs, EMBA programs, etc.)

- Continued improvement in placement metrics: number of businesses recruiting on campus; number of businesses providing co-op opportunities; students placed within 90 days of graduation; average salary offers.

5.2. LEVERAGE RESEARCH-BASED COMPETENCIES

5.2.1. OBJECTIVE

The School aspires to leverage the School's research-based competencies as a source of competitive advantage, increasing recognition, attracting research funding and strengthening ties to the business community.

5.2.2. STRATEGIC ACTION ITEMS

- Continue emphasis on raising the level of research dialog within the SOM. Actively cultivate a more active dialog between faculty and the broader scholarly community.

- Establish incentives and encourage faculty to seek and attract external funding for research activities.

- Continue to encourage and support activities to publicize faculty research.

- Develop and strengthen ties to the business community, utilizing the School's research centers to conduct sponsored research for businesses.

5.2.3. PERFORMANCE METRICS

The following metrics will be used to track performance against this objective:

- Continuous improvement in key research-based performance benchmarking metrics such as citations, as compared to peer group institutions.

- Recognition of SOM research competencies as evidenced by faculty presentations and leadership activities at conferences.

- Recognition of SOM research competencies as evidenced by articles, citations, etc. in the general business press, and citation analysis in academic and practitioner publications.

- Increases in number of funded projects and levels of external funding for SOM research, including both research grants and sponsored research for businesses.

- Number of visits and presentations at UTD by research faculty from other institutions.

5.3. DIFFERENTIATE PROGRAMS

5.3.1. OBJECTIVE

Develop and establish unique and recognizable identities for each of the School's programs, differentiating them from competitors, encouraging support and involvement from the business community and attracting students of the highest quality.

5.3.2. STRATEGIC ACTION ITEMS

- Develop and implement an appropriate competitive positioning for each of the School's programs, consistent with the SOM brand identity (see Section 5.1.2). This positioning should include a unique and recognizable identity and key elements of differentiation for each program, while continuing to leverage the School's strengths in distance learning and advanced learning technologies.

- Review and modify program curricula to reflect the competitive positioning (above); focusing on timely innovation to respond to the needs of a rapidly changing business environment.

- Increase and maintain high standards for admission and transfer into SOM programs, emphasizing selectivity and high quality standards for students.

5.3.3. PERFORMANCE METRICS

The following metrics will be used to track performance against this objective:

- Quality growth of programs as evidenced by increased applications (permitting increased student selectivity), increased enrollments and higher student quality (incoming test scores).

- Recognition in published rankings of business schools (general rankings such as those done by *Business Week, US News & World Report*, etc.) and rankings of specific programs (full-time and part-time MBA programs, techno-MBA programs, EMBA programs, etc.)

- Continued improvement in awareness and perceptions of the SOM and the quality of its faculty, students, research and programs as reflected in periodic surveys of alumni.

- Recognized innovation in distance learning and other new learning technologies. Number of courses available, applications and enrollment s in courses utilizing distance learning and other advanced learning technologies.

5.4. MANAGE GROWTH

5.4.1. OBJECTIVE

Manage the anticipated growth to the School's advantage, attracting additional resources without sacrificing quality, and maintaining an appropriate balance among the School's programs and priorities.

5.4.2. STRATEGIC ACTION ITEMS

The following actions have been proposed as appropriate steps in achieving this objective:

- Manage enrollments in the various programs by adjusting admission standards and program requirements, to achieve the desired numbers and mix of undergraduate and graduate students in SOM programs.

5.4.3. PERFORMANCE METRICS

The following metrics will be used to track performance against this objective:

- Increases in student enrollments and credit hours by program.

- Increases in incoming student quality as evidenced by GPA and SAT/GMAT scores.

5.5. INCREASE EXTERNAL INVOLVEMENT

5.5.1. OBJECTIVE

Continue to encourage faculty involvement with the business community, and increase the direct involvement of business and alumni constituents in the activities and programs of the School.

5.5.2. STRATEGIC ACTION ITEMS

The following actions have been proposed as appropriate steps in achieving this objective:

- Continue to cultivate and expand relationships with Strategic Partners and Advisory Council companies. Involve participants broadly, including planning and committee work, support of recruitment efforts, participation in classroom activities etc.

- Encourage faculty participation and involvement with local and regional professional and business groups and civic organizations, including membership, attendance at conferences, speaking engagements, etc.

- Encourage faculty to increase the level of involvement of businesses in classroom activities, student projects, mentoring activities, etc.

- Continue to develop and expand alumni relations activities and the involvement of alumni in SOM activities. Increase alumni involvement in significant ways in admissions, curriculum review, placement and internships.

- Continue to develop relationships with employers, promoting recruiting on campus through alumni, job fairs and community forums.

5.5.3. PERFORMANCE METRICS

The following metrics will be used to track performance against this objective:

- Increase in the number of Strategic Partners (goal: at least 10).

- Increased involvement of Strategic Partners and Business Advisory Council members in planning and committee work, support of recruitment efforts, participation in classroom activities, etc. (number of companies/individuals involved, number of activities, etc.)

- Increased utilization of external business resources in classroom and student project activities (number of courses, number of appearances)

- Increase in alumni involvement in SOM activities (attendance at events, participation in recruiting, mentoring, other activities)

- Increase in number of employers recruiting on campus, number of students placed, average starting salaries, etc.

5.6. DEVELOP FACULTY

5.6.1. OBJECTIVE

Continue to develop and increase the depth, breadth and competence of the School's faculty, and strengthen programs for faculty development.

5.6.2. STRATEGIC ACTION ITEMS

- Recruitment of nationally-recognized senior faculty for key positions; recruitment and hiring of top junior faculty as required to meet the demands of SOM growth.

- Continue and expand programs to develop and enhance teaching and research skills of junior faculty members.

5.6.3. PERFORMANCE METRICS

The following metrics will be used to track performance against this objective:

- Increase in number of faculty by area and rank (key hires; quality of hires; number of offers; offers accepted, etc.)

- Benchmark comparisions against peer group (tenured vs. non-tenured faculty; distribution of faculty by rank; etc.)

- Intellectual contributions by faculty by area and rank (publication records)

- Quality of teaching (student evaluations)

- Career progression of junior faculty members (student evaluations of teaching; publications; promotion and tenure rates).

5.7. DEVELOP ORGANIZATION AND INFRASTRUCTURE

5.7.1. OBJECTIVE

Continue to develop and improve the depth and quality of the School's management organization and infrastructures, facilities, student services and administrative support.

5.7.2. STRATEGIC ACTION ITEMS

- Continue to develop the School's management organization and infrastructure.

- Continue to improve the quality, depth and availability of student services.

- Implement planned improvements to SOM facilities.

5.7.3. PERFORMANCE METRICS

The following metrics will be used to track performance against this objective:

- Continued development of the School's management organization

- Continued improvement in reported levels of satisfaction with student services (advising, orientation, career services, internships/placement, clubs, alumni services).

- Continued progress (as evidenced by surveys and statistics) in development of recruiting, coop and internship programs

- Completion of construction and occupancy of the new SOM facility in Fall 2003.

5.8. INCREASE DISCRETIONARY RESOURCES

5.8.1. OBJECTIVE

Increase discretionary resources available to the School, reducing dependence on enrollment-based State financial support, and increasing its flexibility in achieving its strategic objectives.

5.8.2. STRATEGIC ACTION ITEMS

- Increase alumni donations to the School. Provide sponsorship opportunities associated with the building fund.

- Solicit major endowment and building fund contributions from corporate and foundation sources.

- Increase funding contribution from Executive Education programs.

5.8.3. PERFORMANCE METRICS

The following metrics will be used to track performance against this objective:

- Increase in Alumni contributions to the School (total dollars; dollars by program/class year; participation rates by program/class year, number and mount of major gifts).

- Total amount raised in building fund campaign (vs. objective)

- Growth in annual contributions and endowment funds.

- Growth in contributions of Executive Education to the SOM.

[THIS PAGE INTENTIONALLY LEFT BLANK]

6. CONCLUSION

This update of the SOM Strategic Plan has documented our assessment of the School's current competitive position, updated the Strategic Vision and Mission Statement, evaluated progress against the set of Strategic Objectives and Priorities set forth in the 1997-2002 Strategic Plan, and defined an updated set of Strategic Objectives and Priorities for 2002-2007.

Much has been accomplished over the past five years. The School has experienced tremendous growth in enrollment, introduced new programs, and more than doubled the number of tenure-track faculty. A number of nationally-recognized senior faculty have joined the School, enhancing its reputation and capability as a leading research institution.

Within the past two months, the School has broken ground on a new, state-of-the-art classroom and faculty office building scheduled for completion by the Fall of 2003, and has received notice of its full accreditation by AACSB International.

Location and convenience are no longer the School's only competitive strengths. The UTD SOM is now positioned to compete in a broader arena, leveraging its research-based strengths, with strong leadership, a capable faculty, and quality students.

While much has changed, the School's Mission is essentially unchanged from that expressed five years ago:

> *.…to meet the challenges of a rapidly changing, technology-driven, global society by partnering with the business community to:*
>
> - *Conduct research enhancing management knowledge;*
>
> - *Deliver high quality management education to a diverse group of undergraduate and graduate students and practicing executives;*
>
> - *Develop, innovate and continuously improve programs advancing management education and practice.*

Five years ago, the School's vision was to become "an institution of choice" for both faculty and students. It is clear that the School has now become "an institution of choice" for many. It is equally clear, however, that the School is not broadly recognized as the leading institution it aspires to be. It is appropriate that we raise the bar for the next five years. The new Strategic Vision captures this higher aspiration, as the School seeks to become:

> *A leading public business school – a recognized institution of choice preparing tomorrow's business leaders and expanding the frontiers of management knowledge.*

[THIS PAGE INTENTIONALLY LEFT BLANK]

[THIS PAGE INTENTIONALLY LEFT BLANK]