



March 5, 2026

Ken Barish, Chair  
Academic Senate

**RE: Revised Proposal and Responses to Senate Committee Comments on the Proposed  
M.S. in Data-Driven Marketing & AI Application (MSDM-AA)**

Dear Ken,

We are grateful to the Executive Council and the Senate committees for their careful, insightful, and constructive comments on the proposal. We believe that the revised submission is substantially stronger as a result of this feedback.

The revised proposal is attached.

As requested, we have included an executive summary of the revisions and our responses to the Senate reviews, along with point-by-point replies to each committee's comments.

Best Regards,

A handwritten signature in purple ink that reads "Rami Zwick".

Rami Zwick  
*Associate Dean for Graduate Programs & Professor of Marketing*  
UCR School of Business

## **Revised Proposal and Responses to Senate Committee Comments on the Proposed M.S. in Data-Driven Marketing & AI Application (MSDM-AA)**

### **Executive Summary**

This executive summary outlines the principal revisions made to the proposal for the Master in Data-Driven Marketing with AI Application (MDM-AA) in response to feedback received during the Senate review process. We appreciate the constructive input provided by the Senate committees, which has helped us clarify the program's academic foundations, curricular design, faculty expertise, and budgetary framework.

### **Faculty Expertise, AI Integration, and STEM Foundations**

In response to concerns regarding faculty expertise in AI and the program's STEM rigor, we substantially expanded Section 4 (Faculty). The revised proposal documents faculty engagement with AI through a school-wide survey of Senate and adjunct faculty, demonstrating broad and active involvement in AI-related research and systematic incorporation of AI-enabled tools, cases, and assignments across graduate courses. We further clarified that the proposed program's STEM designation reflects its analytical and methodological rigor; statistics, econometrics, optimization, experimental design, and computational analytics. This framing is consistent with the School of Business's existing STEM-designated graduate programs, many of which share core courses with the proposed degree.

### **Role of AI in the Core Curriculum**

Several committees raised questions about the visibility of AI within the required core courses. In response, we revised Section 2.3 (Program of Study) to explicitly articulate how AI applications are integrated throughout the core curriculum. While the required courses remain intentionally centered on foundational marketing concepts and analytical frameworks, faculty routinely embed AI-enabled tools and applications within these courses. More advanced and specialized AI coverage is provided through elective offerings, allowing interested students to pursue a deeper AI-focused pathway without displacing core disciplinary foundations.

### **Master of Science Designation and Capstone**

The Graduate Council questioned what makes the program a Master of Science and whether a one-quarter capstone dilutes MS-level rigor. We clarified that the "Science" designation reflects the scientific orientation of the curriculum, grounded in theory development, hypothesis testing, quantitative modeling, and systematic evaluation of evidence, rather than the presence of a traditional thesis. We further clarified that the capstone is a rigorous integrative experience, consistent with Plan II MS degrees across the UC system, requiring students to apply advanced analytical and data-driven methods to complex real-world problems. At the same time, we noted that the inclusion of "Science" in the program title is not essential to our objectives and indicated our willingness to revise the title to "Master of Data-Driven Marketing with AI Application" should the Council prefer.

### **Budget Transparency and Cost of Instruction**

In response to concerns about the financial projection, we strengthened Exhibit V (Financial Projection)

and added a detailed budget note clarifying instructional costs. We also clarified how the program complies with UC policies governing self-supporting programs to ensure that no State funds are used and that instructional effort is appropriately cost-recovered.

### **Diversity, Equity, Inclusion, and Responsible AI**

Following feedback from the Committee on Diversity, Equity, and Inclusion, we added a new Section 2.4 that explicitly operationalizes DEI across admissions outreach, student support, and curriculum design. This section also strengthens the proposal's treatment of responsible and ethical AI, including bias, fairness, privacy, and governance, integrated across relevant courses.

### **Library Resources and Program Structure**

In response to feedback from the Committee on Library and Scholarly Communications and the Committee on Planning and Budget, we revised the proposal to explicitly acknowledge the Libraries' role in supporting AI-related instruction and research literacy, clarified the rationale for offering the program as a standalone degree, addressed concerns about potential cannibalization, and explicitly stated safeguards to avoid fiscal impacts on state-supported departments.

## Responses to the Senate Committee on Diversity, Equity, & Inclusion

The committee's comments are shown in gray.

January 8, 2026

The Committee on Diversity, Equity, and Inclusion (CODEI) has reviewed the above proposal for the (MSDM-AA)-SSGDP. From a DEI perspective, the proposal raises no major concerns and includes several positive equity-oriented elements, including holistic admissions practices, a built-in return-to-aid commitment, and a clear focus on serving students in the Inland Empire.

Given that this is a self-supporting professional degree, the committee recognizes that access will necessarily be shaped by cost; within those constraints, the proposal makes reasonable efforts to support inclusion through admissions review, financial aid allocation, and regional access. At the same time, DEI considerations are largely implicit rather than explicitly integrated into program design. The committee wishes to encourage the proposers to further articulate how diversity, equity, and inclusion will be operationalized in admissions outreach, student support, and curriculum particularly with respect to responsible use, ethical considerations and implications of AI within curriculum. This end may be aided via interdepartmental support regarding data science ethics and courses such as those offered by the Computer Science and Engineering, or Statistics departments. Barring these points, no major DEI concerns are identified within the proposal.

Thank you for this helpful feedback. We agree that, in the current draft, DEI commitments are present but not sufficiently explicit. While the proposal already notes that admissions are holistic and consider applicants' "contribution to diversity" and that the program will evaluate outcomes including "diversity of student cohort", we recognize the need to more clearly operationalize DEI in (1) admissions outreach, (2) student support, and (3) the curriculum, especially regarding the responsible and ethical use of AI.

In the revised proposal, we have added a dedicated subsection (2.4) outlining a DEI implementation plan that includes: (1) DEI in Admissions Outreach and Recruitment, (2) Equitable Student Support and Success, and (3) Responsible AI Integration in the Curriculum.

## Responses to the Senate Graduate Council Comments

The committee's comments are shown in gray.

December 16, 2025

From: Viji Santhakumar, Chair Graduate Council

Graduate Council reviewed and discussed the proposal for a new self-supporting MS in Data-Driven Marketing and AI Application at their December 11, 2025 meeting. The Council noted that the participating faculty listed in the proposal are not from STEM fields and do not have expertise in AI -- who will be teaching the program's courses? Additionally, none of the required core courses involve AI and the program does not contain a fundamental AI course. The AI and STEM rigor is non-existent. The Council would like to know what makes this degree a Master of Science -- a one quarter capstone project seems to dilute what an MS is. Regarding the budget, there is a list of full-time faculty and a list of existing courses with a budget that includes the cost and revenue the program will generate. It appears the program will not cost anything because the school plans to use existing faculty. The Council would like more details on the cost of instruction. The figure of \$315,000 was presented in the proposal which should be broken down with what the program projects to lose in year 1, year 2, year 3, etc. The financial projection as presented is inadequate.

### STEM

The Council noted that the participating faculty listed in the proposal are not from STEM fields and do not have expertise in AI -- who will be teaching the program's courses?

Thank you for this comment. We respectfully note that the program's proposed STEM designation reflects the methods and curricular content of the degree, quantitative analysis, statistical inference, and data-driven modeling applied to business problems, rather than the home college of participating faculty. While the participating faculty are housed in the School of Business, our disciplines (accounting, marketing, management, finance, operation, and related areas) are widely recognized as scientific fields, drawing heavily on behavioral science and decision science and relying on rigorous empirical methods (e.g., experiments, econometrics, causal inference, and computational analytics). Further, the school's existing graduate programs (MBA, PMBA, MSBA, MPAc, and MFin) are already approved and operated as STEM-designated programs based on their quantitative and analytical curriculum. Also, our undergraduate majors are B.S in Business Administration, Actuarial Science, Business Analytics.

### EXPERTISE

The Council noted that the participating faculty listed in the proposal are not from STEM fields and do not have expertise in AI -- who will be teaching the program's courses?

Thank you for this important question. We agree that it is essential to clarify the type of AI expertise required to offer this degree and who will deliver the curriculum.

(1) First and foremost, the proposed degree is a master's program in marketing, grounded in the School of Business's core strengths in marketing theory and practice. The curriculum emphasizes data-driven marketing decision-making, with AI used as a set of tools and methods for marketing applications, not

as a computer-science “model-building” degree. Consistent with this intent, we are revising the program title from: “Master of Data-Driven Marketing & AI Application” to “Master of Data-Driven Marketing *WITH* AI Application”. This change makes clear that AI is taught in service of marketing, as applied to customer/market insight, personalization, experimentation, analytics, and responsible deployment, rather than “AI engineering” as a standalone disciplinary focus.

(2) The AI expertise required for marketing applications is different from “building models from scratch”. The Council’s question usefully distinguishes between two kinds of “AI expertise”:

- AI engineering / model-building (e.g., building novel algorithms, training foundation models), versus
- Applied AI for marketing (e.g., using and evaluating AI tools and techniques to improve marketing insight, targeting, messaging, and customer experience while managing governance, risk, and ethics).

For the marketing labor market our students are preparing for, the relevant competence is best understood as three layers of “AI understanding” in marketing: (1) what AI can and can’t do, (2) how to work with it day-to-day, and (3) how to govern it safely and profitably, where most marketers do not need the additional layer of “build models.”

This applied framing is also aligned with the UC Academic Senate AI Workgroup ([AI-WORKGROUP](#)) which explicitly treats AI literacy as a fundamental workforce and citizenship skill and emphasizes that some aspects of AI literacy are discipline-specific and should be reflected in curriculum (see the report [here](#)).

(3) Who will teach the program’s courses?

The program will be taught by a cross-area School of Business team anchored in marketing faculty (for marketing strategy, consumer behavior, marketing analytics, and customer insight), with participating faculty contributing complementary expertise in analytics-oriented business fields where relevant.

In particular, the AI- and analytics-related courses in the proposal (e.g., *AI-Powered Consumer Insights & Market Research*, *Personalization & Recommendation Systems in Marketing*, and the *Foundation/Applied AI in Business* sequence) explicitly focus on marketing/business applications and implementation, including hands-on use of tools and methods in marketing contexts.

To provide evidence that our faculty has the needed applied-AI expertise (research + teaching), we surveyed business faculty (both senate members and adjuncts who teach in our programs) of AI research and teaching activity. The results show substantial engagement with AI across both research and teaching:

- AI-related research engagement: 17 faculty across the school report active AI-related projects (plus additional faculty reporting recent or planned projects).
- AI in teaching: 14 faculty report AI already integrated throughout a course or delivered via dedicated modules/lectures.

To summarize, the business participating faculty are fully appropriate for teaching an applied marketing degree that uses AI as a set of tools for marketing insight and execution. The curriculum is intentionally not an AI computer/engineering program, and our faculty’s AI engagement (research + classroom

integration) demonstrates the expertise needed to deliver the “AI application in marketing” focus.

We recognize that the original proposal did not sufficiently highlight our faculty’s expertise in AI applications. Accordingly, we have revised the proposal to substantially expand Section 4 (Faculty) and Appendix VI, to incorporate the information presented above.

## STEM

Additionally, none of the required core courses involve AI and the program does not contain a fundamental AI course. The AI and STEM rigor is non-existent.

Thank you for raising this concern. We appreciate the opportunity to clarify both the role of AI in the core curriculum and the nature of the program’s STEM rigor.

First, AI applications are already integrated into the required core courses, which are currently offered across our existing graduate programs. Faculty routinely incorporates AI-enabled tools, cases, datasets, and assignments into these courses (see Appendix VI of the revised proposal). This includes the use of AI for analytics, experimentation, personalization, forecasting, consumer insight generation, and decision support. As a result, students encounter AI throughout the required curriculum, not as an isolated topic, but as an applied capability embedded in core marketing and analytics coursework.

At the same time, the core curriculum is intentionally centered on foundational marketing concepts, analytical frameworks, and decision-making principles. This design reflects the program’s objective as a master’s degree in marketing: ensuring that all graduates develop a rigorous grounding in marketing strategy, consumer behavior, quantitative analysis, and data-driven reasoning. More advanced and specialized coverage of AI applications is provided through the elective courses, which allow interested students to pursue a deeper and more explicit AI-focused pathway (e.g., AI-Powered Consumer Insights, Personalization and Recommendation Systems).

Regarding the claim that “AI and STEM rigor is non-existent,” this characterization is not accurate. All of our existing graduate programs, which share several of the required core courses included in this proposal, are already approved and operated as STEM-designated programs. These courses are taught at a high level of rigor, drawing on quantitative methods from statistics, econometrics, optimization, and data analytics, as well as rigor as defined in the behavioral and social sciences (e.g., experimental design, causal inference, measurement theory, and theory-driven empirical analysis).

The proposed program follows this same model of rigor. Its proposed STEM designation is grounded in the analytical methods, computational tools, and quantitative reasoning embedded across the curriculum, rather than in the creation of standalone computer science or AI engineering courses. This approach is consistent with peer STEM-designated business master’s programs nationally and aligns with how AI is used in professional marketing practice: as a powerful set of analytical and decision-support tools applied within a rigorous business and behavioral science framework.

## SCIENCE

The Council would like to know what makes this degree a Master of Science -- a one quarter capstone project seems to dilute what an MS is

Thank you for this question. We appreciate the opportunity to clarify what makes the proposed degree

appropriately designated as a Master of Science and to address the concern regarding the capstone requirement.

First, as noted in our response to the Council’s earlier comment regarding STEM fields and faculty expertise, the designation “Science” in this program reflects the scientific foundations, methods, and rigor of the curriculum, rather than the disciplinary home of the faculty or the presence of a traditional thesis. Marketing, as taught and researched in contemporary business schools, is a scientific discipline grounded in the scientific method. It relies on theory development, hypothesis testing, experimental and quasi-experimental designs, statistical inference, econometrics, optimization, and computational analytics, as well as rigorous behavioral and decision-science methodologies. These characteristics are well established in the field and are reflected in leading scholarly outlets such as *Marketing Science* and *Management Science*.

Consistent with this orientation, the proposed MSDM-AA curriculum emphasizes quantitative analysis, data-driven modeling, experimental reasoning, and systematic evaluation of evidence throughout the required coursework. These elements, rather than the presence of a multi-quarter thesis, form the basis for the program’s Master of Science designation. This approach is also consistent with our existing graduate programs, many of which are already approved and operated as STEM-designated MS degrees and share core courses with the proposed program.

Second, regarding the capstone, the one-quarter Marketing Experience Projects course is not intended to substitute for scientific rigor, nor does it dilute the degree’s academic standards. Rather, it serves as a culminating integrative experience in which students are required to apply the analytical, statistical, and data-driven methods learned across the curriculum to a complex, real-world marketing problem. Students are expected to demonstrate mastery of quantitative analysis, structured problem formulation, evidence-based decision making, and professional-level synthesis. This format is consistent with Plan II MS degrees across UC campuses and peer institutions, where rigor is demonstrated through advanced coursework and applied integrative assessment rather than a thesis.

That said, we would also like to emphasize that the presence of “Science” in the program title is not essential to our objectives. If the Council believes that approval would be facilitated by removing the “Master of Science” designation, we would be fully amenable to revising the title to “Master of Data-Driven Marketing with AI Application.” Conversely, if the Council is comfortable with the scientific foundations as articulated above, we would be equally happy to retain the Master of Science designation. We are guided by the Council’s judgment on this matter and are open to either path.

Our primary goal is to deliver a rigorous, analytically grounded, and professionally relevant graduate program in data-driven marketing with AI applications. We are happy to align the program title with the Council’s preferences to facilitate approval while preserving the academic integrity and rigor of the curriculum.

## **BUDGET**

Regarding the budget, there is a list of full-time faculty and a list of existing courses with a budget that includes the cost and revenue the program will generate. It appears the program will not cost anything because the school plans to use existing faculty. The Council would like more details on the cost of instruction. The figure of \$315,000 was presented in the proposal which should be broken down with what the program projects to lose in year 1, year 2, year 3, etc. The financial projection as presented is inadequate.

Thank you for the feedback on the financial projection. We agree the budget narrative in the proposal should be strengthened and we have done so in the revised proposal. We also believe the comment by the Graduate Council blends two related but distinct issues: (1) the program’s operating pro forma presented in Exhibit V (financial projection) of the proposal (including the cost of instruction) and (2) the UC accounting/compliance mechanics that ensure self-supporting programs do not use State General Funds even when instruction is delivered by Senate faculty.

(1) The program does include instructional cost; it is not “zero cost”. The cost of instruction is explicitly budgeted in Exhibit V under Program Direct Costs as “Total Faculty Salaries (including benefits)” (\$315,000 in Year 1).

To clarify how this figure was calculated: the average base salary for a ladder-rank (Senate) faculty member in the UCR School of Business is approximately \$240,000 (excluding benefits). Consistent with the school’s workload expectations, we assume effort is allocated across research (60%), teaching (40%), and service (10%); therefore, the portion attributable to teaching is \$96,000 per faculty member per year. With a standard teaching load of 4 courses per year, the implied salary cost per course is \$24,000 (excluding benefits). Applying a benefits/load factor, the fully loaded instructional cost per course is approximately \$35,000.

The program includes 9 courses uniquely developed for and associated with the MSDM-AA, so the Year 1 instructional cost is estimated as  $9 \times \$35,000 \approx \$315,000$ , which matches the figure shown in Exhibit V.

The program’s core courses (32 units) are already offered within our other Professional Master’s programs, and the anticipated enrollment growth, particularly in the first three years, can be accommodated through existing offerings (typically two to three sections per course). The instructional costs for these courses are already covered in the budgets of those programs and allocated to non-state funds (see Point 2 below).

We note that this approach is intentionally simplifying and conservative. In practice, we expect that some enrollment in these courses may include students from state-supported programs (e.g., the full-time MBA), in which case the instructional cost would be allocated across fund sources based on actual enrollments proportions. However, to avoid underestimating the self-supporting program’s cost base in the pro forma, Exhibit V conservatively assumes that all enrollments in these program-specific courses are attributed to the self-supporting program, and therefore the full instructional cost is allocated to the self-supporting budget.

As shown in Exhibit V, the program is projected to generate a surplus in Year 1, and that surplus increases as enrollment scales over time.

(2) **How UCR ensures self-supporting programs do not use State funds.** Separate from how the pro forma is presented in the proposal, UC policy requires that self-supporting degree programs be funded entirely by non-State revenues. When Senate faculty or staff whose base pay may be supported by State-related funds contribute effort to a self-supporting program, UCR uses established budgeting and payroll cost-allocation/recharge processes to ensure the appropriate share of instructional and program effort is charged to the self-supporting fund source (i.e., covered by program revenue), rather than subsidized by State General Funds. At UCR, this reconciliation and annual review is coordinated through the Office of Financial Planning & Analysis (FP&A), consistent with UC/Regents reporting requirements for self-

supporting instruction.

In practice, each year programs provide FP&A with a formal cost analysis demonstrating that proposed student charges cover the program's full direct and indirect costs ("program costs"). The required elements and format of this analysis are specified in the UC-provided SSGPDP template. Programs are expected to become fully self-supporting within three years.

### **Campus annual submissions to UCOP.**

Each year, the campus submits to UCOP: (1) a cover letter from the Chancellor to the President requesting approval of student charges for the upcoming year, and (2) the SSGPDP templates for each self-supporting program. The Chancellor's letter includes:

- A certification that appropriate campus leadership has reviewed and approved the attached templates and that each program is operating on a self-supporting basis (or that any deficit is covered with allowable non-State funds), in compliance with UC policy.
- A request to approve the proposed student charges for each program for the upcoming year.
- A completed student-charges summary form listing, for each program, the current charges, proposed charges, and the percent change, using the UCOP-provided format to support comparability across programs.

Together, these reconciliation and annual reporting requirements, formally reviewed and certified by campus leadership, are designed to ensure that State funds do not subsidize self-supporting programs.

Finally, at the UCR School of Business, self-supporting programs also help support State-funded activities. For example, undergraduate administrative staff supporting State-funded undergraduate programs are funded in part through revenues generated by self-supporting programs. Similarly, the new Business School building was funded entirely through self-supporting funds, even though it significantly supports State-funded programs (including all undergraduate programs at the school and from other departments and our full-time MBA).

(3) **What we changed in the proposal.** We incorporated the information above into Exhibit V as a "Budget Note".

## Responses to the Committee on Library and Scholarly Communications

The committee's comments are shown in gray.

December 17, 2025

From: Joseph Genereux, Chair

Committee on Library and Scholarly Communications

The committee endorses the proposed Master of Science in Data-Driven Marketing & AI Application (MSDM-AA) program, which is well-planned and fills an important and inadequately met need for the Inland Empire and the State of California. We appreciate that the proposal recognizes the importance of the libraries' digital infrastructure and other resources for the program. The proposal should also acknowledge the likely contributions of the library staff to curricular development of the new electives, especially in consideration of the library's strong and rapidly expanding subject matter expertise in the application and ethics of emerging AI technologies. Related to that point, we would like to call the attention of the team behind the proposal to the libraries' plan to offer for-credit workshops on AI in the future, which might also serve as electives for the program.

Thank you for your strong endorsement of the MSDM-AA program and for highlighting the Libraries' digital infrastructure and emerging expertise in the application and ethics of AI technologies. We agree that library staff can play an important role not only in providing information resources, data platforms, and research support, but also in strengthening curricular elements, particularly for new electives that address responsible use, governance, and ethical implications of AI.

In the revised proposal (see section 6.2), we are explicitly acknowledging the Libraries' potential contributions to curriculum development and delivery (e.g., instructional support, research literacy, data and AI resources, and responsible AI/ethics-related content). We also appreciate the committee's note regarding the Libraries' plans to develop for-credit workshops/courses on AI. While the specific content, scheduling, and approval pathway for these offerings are still emerging, we will note our intent to explore collaboration once details are finalized, including the possibility of recognizing relevant library for-credit offerings as approved electives for the program, subject to standard campus and program approval processes.

## Responses to the Committee on Planning and Budget

The committee's comments are shown in gray.

January 9, 2026

Committee on Planning and Budget

The Committee on Planning and Budget (CPB) reviewed the proposal for a Master of Science in Data-Driven Marketing & AI Application (MSDM-AA) self-supporting graduate professional degree program. CPB has the following comments:

### 1. "AI" in the Title vs. Curriculum:

- Concern was raised that the core courses didn't appear heavily AI-driven, with AI content seemingly concentrated in elective courses.
- The previous concern led to a worry about the name being slightly misleading ("bait and switch") if students default to a non-AI path; though it was noted the name is good for marketing.
- A suggestion was made to require more explicit detail on how AI will be integrated into the bulk of the curriculum.

Thank you for raising this important point regarding the relationship between the program title and the distribution of AI-related content in the curriculum. We agree that the revised proposal should make the role of AI in the program more explicit and easier to understand from a student perspective, and this is what we have done in the revision as explained below.

First, we want to clarify the program's design intent: the MSDM-AA is primarily a master's program in **marketing** with a strong emphasis on data-driven decision-making. The core courses are therefore structured to provide a rigorous foundation in marketing strategy, consumer/market analysis, and analytics methods. AI is positioned as a set of modern tools and applications that strengthens and extends this foundation, not as the primary disciplinary focus of the degree.

Second, we do not believe the program structure creates a "bait and switch" scenario. Students who are attracted to the program because of AI application will have a clearly defined pathway through the AI-focused electives, and these electives are intentionally designed to provide deeper and more concentrated training in AI applications relevant to marketing practice.

Third, we added a paragraph under "Required Courses" to clarify how AI is incorporated across the core curriculum. Specifically, "AI applications are already integrated into the required courses, which are currently offered across our existing programs, and faculty routinely incorporate AI-enabled tools, cases, and assignments into their instruction. At the same time, the core curriculum remains intentionally centered on foundational marketing concepts and frameworks. More advanced and specialized coverage of AI applications is provided through the elective courses, allowing interested students to pursue a deeper AI-focused pathway".

### 2. Program Justification (Standalone vs. Track):

- A major question was why a completely new MS degree is necessary instead of

simply creating a specialized track within the existing marketing degree.

- CPB members agreed the proposers need to provide a clear, explicit justification for a standalone degree.

We respectfully note that UCR School of Business does not currently offer an existing standalone master's degree in marketing. The School offers an MBA with a marketing concentration, but that concentration is limited in scope and requires only a small number of marketing courses. As a result, the MBA concentration cannot provide the depth, sequencing, and specialized training in marketing analytics and AI-enabled marketing applications that employers increasingly expect from candidates seeking dedicated marketing roles.

A standalone Master of Data-Driven Marketing with AI Application is therefore warranted because it enables:

1. Depth and coherence: a structured curriculum that develops advanced marketing expertise (research, analytics, digital strategy, and applied AI tools) beyond what can be achieved through a limited concentration within the MBA;
2. Distinct student and employer demand: a specialized MS serves students seeking focused preparation for marketing careers, particularly in analytics-driven roles, who may not be best served by the broader general-management orientation of the MBA; and
3. Clear market signaling and placement: a dedicated MS in marketing communicates a level of discipline-specific preparation that improves job-market positioning in marketing and marketing analytics roles.

This program design is consistent with the School's existing portfolio: we offer specialized master's degrees in Finance, Accounting, and Business Analytics even though related MBA concentrations exist, because a concentration within the MBA does not substitute for the depth and professional specialization delivered by a dedicated Master degree.

We have revised the proposal to state this explicitly and to clarify why a standalone program is the appropriate academic and workforce-responsive structure (see section 3.6 Program Differentiation).

### 3. Potential Cannibalization:

- There is a concern that the new program might cannibalize students from the existing state-supported majors (e.g., the traditional marketing major).
- The proposal alludes to a distinct, younger market but does not explicitly address the risk of cannibalization.

Thank you for raising the concern about potential cannibalization. We respectfully note that, within our School, the only state-supported graduate program is the full-time MBA. The proposed MDM-AA is a self-supporting specialized master's program with a distinct value proposition and target audience, and we therefore expect limited overlap in the primary applicant pool.

The MBA is designed for students seeking broad general-management preparation (e.g.,

leadership, strategy, organizational management, and cross-functional business decision-making), often with the goal of career advancement into general management roles. In contrast, specialized master's programs typically attract students seeking deeper, discipline-specific preparation and more immediate career entry or advancement within a particular functional domain, in this case, data-driven marketing and analytics-enabled marketing roles. As a result, the MDM-AA is expected to complement rather than substitute for the full-time MBA.

Finally, to the extent there is any overlap among prospective applicants, we believe it is preferable for the School to offer a compelling specialized option that meets evolving market demand, rather than risk losing candidates to comparable specialized programs offered by peer institutions.

4. Fiscal Impact on Other Departments:

- The proposal mentions students taking classes in other departments (state-supported classes). This raises questions about reimbursement/credit sharing agreements and the potential for hidden costs (e.g., forcing other departments to open new sections).
- It was noted that letters of agreement from relevant department chairs might be needed to ensure capacity.

Thank you for raising this issue. The revised proposal explicitly addresses capacity, cost-recovery, and the avoidance of any unintended fiscal burden on state-supported departments.

The proposal's reference to courses in other departments is intended to provide students with limited, targeted opportunities to take existing graduate courses when space is available and when those courses clearly support the program's learning outcomes. We are not proposing (and will not require) other departments to expand offerings or open new sections to accommodate MDM-AA students.

As a self-supporting program, MDM-AA will adhere to campus/UC requirements that self-supporting programs not be subsidized by state funds. Accordingly, when MDM-AA students enroll in state-supported courses, enrollment will occur only under campus-approved enrollment and accounting practices designed to ensure appropriate cost recovery and to avoid hidden costs to other units. We have revised the proposal to explicitly state that any cross-department enrollment will be subject to (a) seat availability and instructor/department approval, and (b) the applicable campus financial and accounting arrangements.

We have added the following paragraph to the proposal in section 1.4 (Relation to Existing Programs and Campus Academic Plan):

“Any enrollment in graduate courses offered by other departments will be optional and subject to availability and approval by the offering department (e.g., prerequisites, enrollment caps, and instructor/department consent). As a self-supporting program, the MSDM-AA will follow campus and UC requirements to ensure that such cross-department enrollment does not create hidden costs for state-supported units (e.g., it will not require other departments to open

additional sections for MDM-AA students).”

5. "Soft Landing" for PhD Students:

- The program is presented as a "soft landing" option for PhD students who do not finish their doctoral program.
- The document lacks an explanation of the financial logistics for these students—specifically, how they would be charged (e.g., a la carte for remaining courses versus paying the full program freight).

The financial logistics for Ph.D. students who transition into the MDM-AA would be handled as a standard change of program status from a state-supported graduate program to a self-supporting graduate professional degree program, consistent with existing campus and School procedures used in comparable situations (e.g., transitions from the state-supported full-time MBA to the self-supporting PMBA, or into other self-supporting specialized master’s programs).

Once a student is formally admitted/approved to transition into the MDM-AA, they would be assessed the MDM-AA self-supporting tuition and fees under the normal self-supporting billing structure for the term(s) in which they are enrolled in the program. Any transfer of applicable coursework/units would follow standard graduate policies and program approval, and tuition/fees would be assessed based on the student’s program enrollment status each term.



**GRADUATE DEGREE PROGRAM PROPOSAL:**

**Master of Data-Driven Marketing with AI Application (MDM-AA)**

**LEAD PROPOSERS:**

The Marketing Faculty of the UCR School of Business, the home of the A. Gary Anderson Graduate School of Management (AGSM)

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03/05/26

Revisions approved by the School of Business Master Level Committee 3/3/2026

Approved by the School of Business faculty	October 10, 2025
Approved by the School of Business Executive Committee	August 20, 2025
Approved by the School of Business Master Level Committee	August 12, 2025
Approved by the faculty of the Marketing Area	July 21, 2025

## Contents

Executive Summary .....	3
<b>Section 1. Introduction.....</b>	<b>6</b>
1.1 Aims & Objectives .....	7
1.2 Historical Development of the Field and Departments' Strengths .....	8
1.3 Timetable.....	9
1.4 Relation to Existing Programs and Campus Academic Plan .....	9
1.5 Relation to Competing MDM-AA Programs of Other Institutions and Similar Programs at UCR.....	12
1.6 Administration .....	13
1.7 Plan for Evaluation .....	14
<b>Section 2. PROGRAM .....</b>	<b>15</b>
2.1 Undergraduate Preparation for Admission.....	15
2.2 Foreign Language .....	16
2.3 Program of Study.....	16
Sample Schedule (Full-Time).....	20
2.4 Diversity, Equity, Inclusion, and Responsible AI .....	21
<b>Section 3. PROJECTED NEED .....</b>	<b>22</b>
3.1 Demand for Program.....	22
3.2 Opportunities for Placement of Graduates.....	23
3.3 Importance to the Discipline.....	24
3.4 Ways in Which the Program Will Meet the Needs of Society .....	24
3.5 Relationship of The Program to Research and/or Professional Interests of the Faculty ..	25
3.6 Program Differentiation .....	25
<b>Section 4. FACULTY .....</b>	<b>26</b>
<b>Section 5. COURSES.....</b>	<b>26</b>
<b>Section 6. RESOURCE REQUIREMENTS .....</b>	<b>27</b>
6.1 Faculty .....	27
6.2 Library Acquisition .....	28
6.3 Computing Costs.....	28
6.4 Equipment .....	28
6.5 Space and other capital facilities.....	28
6.6 Other Operating Costs .....	29
<b>Section 7. GRADUATE STUDENT SUPPORT.....</b>	<b>31</b>
<b>Section 8. GOVERNANCE.....</b>	<b>31</b>

Section 9. CHANGES IN SENATE REGULATIONS ..... 32  
EXHIBIT I. MDM-AA PROGRAMS OFFERED BY OTHER CALIFORNIA UNIVERSITIES..... 33  
EXHIBIT II. COURSE SCHEDULE ..... 34  
EXHIBIT III. FACULTY BIOGRAPHIES ..... 36  
EXHIBIT IV. COURSE DESCRIPTIONS OF REQUIRED AND ELECTIVE COURSES ..... 44  
EXHIBIT V. FINANCIAL PROJECTION ..... 48  
EXHIBIT VI. PARTICIPATING FACULTY ENGAGEMENT IN AI APPLICATIONS: RESEARCH AND  
TEACHING..... 51

## Executive Summary

### *Overview*

The proposed Master of Data-Driven Marketing with AI Application (MDM-AA) at UCR School of Business is designed to provide students with cutting-edge expertise in modern marketing strategies. With an emphasis on data analytics, digital marketing, consumer insights, and artificial intelligence (AI), this program equips students with the necessary tools to succeed in an increasingly complex and evolving global marketplace.

Marketing has undergone a transformation in recent years, moving away from traditional models and towards data-driven, AI-enhanced, and consumer-focused approaches. Companies today rely heavily on data and analytics to understand consumer behavior, optimize marketing strategies, and enhance engagement. The MDM-AA program addresses these changes by offering students a strong theoretical foundation coupled with real-world applications, preparing them to thrive in marketing roles across industries such as technology, e-commerce, finance, healthcare, and entertainment.

### *Program Structure & Specializations*

The MDM-AA is a three-quarter (48-unit) degree offering both full-time and part-time/flexible study options. The curriculum is structured to provide a balance between quantitative analytics, strategic thinking, and creative problem-solving. Students can tailor their education by selecting one or more of the four specialized tracks:

- Marketing Analytics – Focuses on leveraging data to drive marketing strategies, utilizing tools such as predictive modeling, machine learning, and statistical analysis to gain insights into consumer trends.
- Digital Marketing – Covers search engine optimization (SEO), social media marketing, digital advertising, and e-commerce strategies that enhance online engagement and brand positioning.
- Consumer Insights – Emphasizes consumer behavior, neuromarketing, and survey methodologies to better understand and predict customer preferences.
- Applied AI in Marketing – Explores AI applications in marketing, including automation, chatbots, personalized recommendations, and algorithm-driven advertising.

Students will complete core courses, electives, and a capstone project that integrates their learning into a real-world marketing scenario. The program also offers optional internships and industry collaborations, ensuring hands-on experience to enhance career readiness.

### *Key Features & Benefits*

1. Innovative Curriculum – The program blends marketing strategy, business intelligence, AI, and behavioral insights, equipping students with a competitive advantage.

2. Practical Experience – Students engage in real-world projects, case studies, and internships to apply classroom knowledge in professional settings.
3. Flexible Learning Paths – The availability of full-time and part-time study options accommodates professionals seeking to upskill without disrupting their careers.
4. Capstone Project – A hands-on, team-based project with industry partners allows students to apply their learning to real-world marketing challenges.
5. STEM-Certification – The MDM-AA program qualifies as a STEM-designated degree, allowing international students to apply for extended Optional Practical Training (OPT).

### ***Target Audience***

The MDM-AA program is tailored for individuals who are passionate about marketing, data analytics, technology, and consumer behavior. It is designed for:

- Recent graduates and early-career professionals in fields such as business, psychology, statistics, economics, and computer science, who are seeking to enhance their marketing expertise or transition into data-driven marketing roles.
- Entrepreneurs and business owners aiming to leverage marketing analytics and AI to grow their ventures.
- International students looking for an advanced STEM-designated degree with practical applications in today's global economy.

### ***Market Demand & Career Opportunities***

With the rapid evolution of digital marketing, AI applications, and big data analytics, the demand for skilled marketing professionals continues to grow. According to the U.S. Bureau of Labor Statistics, jobs in marketing research and analytics are expected to grow by 13% over the next decade, outpacing the national average.

Graduates of the MDM-AA program will be well-positioned for a wide range of high-growth career opportunities, including:

- Marketing Analyst – Using data to drive marketing decisions and optimize campaigns.
- Digital Marketing Manager – Overseeing online branding, social media, and digital advertising strategies.
- Consumer Insights Specialist – Conducting market research to understand consumer behavior and inform product development.
- AI-Driven Marketing Strategist – Applying artificial intelligence tools to enhance marketing personalization and efficiency.
- Business Intelligence Analyst – Using data visualization and analytics to support strategic decision-making.

The proposed Master of Data-Driven Marketing with AI Application (MDM-AA) at the UCR School of Business is a forward-thinking graduate program designed to equip students with

expertise in data-driven marketing, AI applications, digital strategy, and consumer insights. As businesses increasingly rely on marketing analytics and technology-driven insights, graduates of this program will be well-prepared to meet industry demands and drive innovation in marketing roles worldwide. Whether students are looking to advance their careers, pivot into a new industry, or start their own ventures, the MDM-AA program provides the essential skills and knowledge for long-term success in the evolving global marketplace.

## Section 1. Introduction

In today's world, it is pretty evident, even to the casual onlooker, that the field of business is changing. Old methods and structures of meeting consumers' needs and providing them with value have now been replaced by new technologies, innovations, and trends. The world of business seems to be changing at a faster and faster rate, and nowhere is this more evident than in the domain of marketing. While marketing, at its core, has remained the same -it is still a discipline that seeks to create, communicate, and deliver value to consumers through products and services - how this is all actualized has changed dramatically in the past decade (and even in the past *few* years!). Forbes recently forecasted that just in the current year (2025), marketing will be dominated by conversations about AI and machine learning, the continued integration of augmented and virtual reality (AR & VR) in the consumer buying experience, and the continued growth of social media in marketing and consumer spending.<sup>1</sup>

Such momentous changes as these would have been unfathomable for marketers to even consider just a couple of years ago, and even one of these trends would've been considered earth-shattering enough. But, when taken altogether, it is clear to see that the world of marketing is changing, and fast. To this point, it is interesting to note that over 60% of marketers today feel an increasing amount of stress in keeping up with all of the changes facing them.<sup>2</sup> Even more troubling, at the university level, where students should be trained to become professionals capable of tackling these current marketing issues, what we find is that one in three business students feel they lack the skills needed to be successful in the workplace.<sup>3</sup> Thus, we see that the world of marketing is moving at a rapid clip, but our training of marketing professionals has not kept pace. Marketers feel underprepared to take on the myriad challenges facing them, and they feel that they do not have the tools or training needed for this new world.

Across the country, many of the top business schools have sensed this growing need for advanced education in marketing, and many have introduced their own Masters in Marketing programs to meet this need. Currently, almost a quarter of the top 100 business schools in the United States now offer a Masters of Science in Marketing (MSM).<sup>4</sup> However, what is interesting to note is that of the top 50 MSM programs around the world, only 12 are located in the United States.<sup>5</sup> What this tells us is that while business schools in the US have picked up on the aforementioned trends in marketing, they are still catching up to their international competitors. If we narrow even further to Southern California, only a few schools in the region (USC, Cal Poly Pomona, Cal State Long Beach) have adapted to this trend by offering their own MSM degrees. Overall, there is a clear societal need for more advanced training for marketers,

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<sup>1</sup> <https://www.forbes.com/councils/forbesbusinesscouncil/2024/11/13/digital-marketing-trends-for-2025-and-beyond/>

<sup>2</sup> <https://www.performancemarketingworld.com/article/1831987/rising-stress-levels-marketers-six-10-feel-weight-delivering-less>

<sup>3</sup> <https://poetsandquants.com/2022/05/09/poll-1-in-3-b-school-students-say-they-lack-skills-for-jobs-in-industry-4-0/>

<sup>4</sup> <https://poetsandquants.com/2016/01/18/marketing-masters-at-the-top-100-b-schools/?pq-category=business-school-news&pq-category-2=specialized-masters-rankings>

<sup>5</sup> <https://www.topuniversities.com/business-masters-rankings/marketing/2023?page=0>

and while schools across the country have begun to notice this, there is still much more work to be done, especially for students in our local Southern California area.

To help address this demand for further marketing training, a Master of Data-Driven Marketing with AI Application (MDM-AA) is being proposed for the UC Riverside School of Business. The proposed MDM-AA program will be a three-quarter (48-unit) degree, with both a full- and flex-time option. Students will have the option of extending the program by one extra quarter to pursue a summer internship. The MDM-AA curriculum is based on research done into equivalent programs offered by schools within the Southern California area (USC, Cal Poly Pomona, Cal State Long Beach) and those of a similar national ranking (University of Texas-Dallas, University of Arizona). For the MDM-AA at UCR, the target applicant is an undergraduate or early-career professional in fields such as business, psychology, statistics, economics, or computer science, with the overarching goal being to find applicants who can apply their undergraduate and professional training in these related areas to the field of marketing. While work experience will be preferred, it will not be required to be admitted into the program, as the purpose of the MDM-AA is to provide students with the advanced training needed in current marketing tools, for them to be successful in their professional careers.

### *1.1 Aims & Objectives*

There are several critical aims and objectives that would be fulfilled by the implementation of a Master of Data-Driven Marketing with AI Application (MDM-AA) at UCR:

1. Providing students with advanced training in marketing.  
As alluded to previously, the creation of the MDM-AA program would allow students to further their education in Marketing, learning new skills and tools that will help to make them more competitive in the workplace. At an even broader level, graduate training will help to improve students' professional talents (e.g., soft skills), thus helping to address a growing concern that employers have with regards to recent college grads' workplace readiness.<sup>6</sup> Additionally, through the completion of a Masters degree, future alumni will be better positioned to give back to the UCR community, whether it be in terms of finances or time donated to current students.
2. Provide more options for business education, beyond the current offerings.  
By expanding its portfolio of Masters programs, the School of Business would be able to provide even more options for students to consider, as they think about pursuing graduate education. Currently the School of Business offers MBA, Masters of Professional Accountancy (MPAc), Masters in Finance (MFin), and Masters in Business Analytics (MSBA). Adding the MDM-AA would diversify this portfolio even further, allowing UCR to keep pace with top business schools around the country that are also doing the same.

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<sup>6</sup> <https://www.wsj.com/articles/new-grads-have-no-idea-how-to-behave-in-the-office-help-is-on-the-way-677f6ba1>

3. Provide students with the ability to continue their education at UCR.  
By broadening the variety of Masters programs offered by the School of Business, we can thus further provide current students with the ability to continue their education directly at UCR via graduate study. Potentially offering an accelerated option (wherein students can combine undergraduate and graduate studies in order to obtain both a Bachelor's in Business and a Masters in Marketing) would only strengthen this objective.
4. Strengthen UCR's connection to the Inland Empire.  
By offering another program for students to pursue at UCR, the school's ties to the surrounding region will only stand to benefit. A larger pool of students studying at UCR will increase the odds that some of them will continue to stay in the area to work after graduation, and it will give employers in the IE more potential applicants to recruit. Furthermore, the addition of an MDM-AA will give employers (especially those in the field of marketing) more reason to invest time and finances into UCR and its students.
5. Enhance the reputation of both the School of Business and UCR.  
By diversifying the set of Business Masters programs offered, the School of Business will continue to grow in reputation amongst other top business schools in the country. Beyond this, since UCR is one of only a small handful of UCs offering a Business degree, the addition of the MDM-AA will help to increase the university's standing as one of the premier places to study Business in California.
6. Provide an extra source of revenue to the School of Business and UCR.  
The MDM-AA will function as a self-supporting program (SSP), and as a result, it will not require state funding. Moreover, its anticipated revenue stream will offer another avenue of funding for the School of Business and UCR.

### *1.2 Historical Development of the Field and Departments' Strengths*

Over the past twenty years, the field of Marketing has grown exponentially, especially with advances in technology (e.g., cell phones) that have made it easier for companies to perform all the critical functions of marketing, whether it be understanding consumers, targeting them, advertising to them, or finding ways to provide them with value. With these advances, there have been two key developments critical to how marketers perform these functions: new tools (e.g., social media, digital media) have emerged to help marketers better reach consumers, and vast amounts of data is now available for marketers to better understand these consumers.

Thus, the possibilities for marketers have grown exponentially during the past two decades, but unfortunately, marketing training to help students better understand these new tools and data is only beginning to catch up. As mentioned previously, only 12 of the top 50 MSM programs are American based. Furthermore, in Southern California, only a few schools (USC, Cal Poly Pomona, Cal State Long Beach) offer advanced Marketing education for students. As the field of Marketing continues to grow, there is a clear need for education that can keep up with the

emerging trends that are shaping consumers and their experiences, and a Master of Data-Driven Marketing with AI Application (MDM-AA) at UCR will help to address this need.

Furthermore, given the expertise of the faculty in the School of Business, we would be well-positioned to offer such a program. Currently, the faculty in the area of Marketing have knowledge and skills that would align well with the curriculum needed for the MDM-AA. Most of our faculty are engaged in consumer research, and thus understand the tools needed to study consumers, along with the emerging trends in Marketing. Beyond this, many faculty also specialize in the use of quantitative tools needed to analyze the kinds of large datasets that marketers now have access to. Additionally, faculty already teach marketing courses (e.g., Consumer Behavior, Digital Marketing, Marketing Research, Marketing Analytics) that touch upon these areas of expertise at both the undergraduate and graduate levels, thus giving them further incentive to stay up-to-date with the latest changes in marketing. As a result, the School of Business would be ready to offer an MDM-AA program that leverages the current strengths of our faculty.

### *1.3 Timetable*

The proposed timeline is to launch the MDM-AA within approximately six months upon receiving final approval. We will initiate the program with a faculty director and existing School of Business administrative staff. As a conservative estimate, we forecast an enrollment of 15 students in the first year, with the cohort size gradually increasing each year towards a projected goal of 40-50 students in five years. Please see Section 3.1 “Demand for Program” for further information on enrollment projection and calculations.

### *1.4 Relation to Existing Programs and Campus Academic Plan*

#### 1. Relation to UCR

In regard to the university at large, the proposed MDM-AA is a strong fit, for several important reasons:

##### a. *Reputation.*

As mentioned previously, by adding more options to the array of graduate degrees provided by the School of Business, the campus will enhance its status as an attractive place to study for incoming applicants, and it will keep pace with the program offerings of other universities.

##### b. *More specialized training for students.*

Offering more specialized, advanced education in the field of marketing will help to better prepare students for the working world, making them more marketable (no pun intended) to employers and thus in turn increasing their likelihood of finding better career opportunities and stronger salaries.

##### c. *Increasing the undergraduate -> graduate pipeline at UCR.*

- Adding the MDM-AA will increase the opportunity for UCR undergraduates to pursue graduate studies at UCR, as opposed to having to look to other campuses to further their education. Moreover, the possibility of an “accelerated” program (wherein students can combine undergraduate and graduate studies to pursue both a Bachelor’s and a MDM-AA) would only further this cause.
- d. *Additional revenue stream.*  
Since the MDM-AA is intended to be a SSP, it will not require extra resources from the university, and it will thus serve as a potential new revenue stream.
  - e. *Goals of UCR.*  
Given UCR’s objectives of increasing the prominence of graduate education (per its strategic plan, “UCR 2020: The Path to Preeminence”) and given that a greater emphasis on graduate studies is needed to maintain the profile of an AAU institution, adding a program like the MDM-AA would move the university closer towards these goals.
  - f. *Increased interconnectivity across campus.*  
Marketing is an interdisciplinary field, and as a result, it has natural connections to areas such as Psychology, Economics, and Statistics. We anticipate that the MDM-AA would thus potentially attract applicants who are looking to apply their current knowledge from such fields to a marketing-related context. Additionally, as they complete the MDM-AA, students may have the opportunity to take courses in these other areas as well, broadening their knowledge base.
  - g. *STEM-certified.*  
Many MDM-AA programs at other universities are STEM-certified, and we anticipate that the proposed degree at UCR will also be given such a distinction. Beyond the reputational benefits, there are practical advantages to such a status as well, since international students will qualify for extended OPT visas (24 months, as opposed to 12 months for a regular OPT visa).
2. Relation to the School of Business  
For the School of Business, the MDM-AA would be a valuable addition for the following reasons:
- a. *Resources.*  
The core classes required for the MDM-AA curriculum will come from current MBA and MSBA offerings (and thus, extra resources in terms of faculty support will not be needed). Extra courses may be needed for the different tracks being offered by the MDM-AA, but even with the cost of these extra courses factored in, we anticipate a break-even point of 10 students. We are thus confident that we will be able to readily support the cost of these additional classes, based on expected enrollment (we project an estimated initial cohort of 15-20 students in the first year of the

program; please see Exhibit V for more info on financial projections). Furthermore, as alluded to previously, because marketing has natural connections to many other areas of campus, students may also be encouraged to take existing graduate courses from other departments, such as Psychology and Statistics (thus also increasing interconnectivity among students across different parts of campus).

Any enrollment in graduate courses offered by other departments will be optional and subject to availability and approval by the offering department (e.g., prerequisites, enrollment caps, and instructor/department consent). As a self-supporting program, the MDM-AA will follow campus and UC requirements to ensure that such cross-department enrollment does not create hidden costs for state-supported units (e.g., it will not require other departments to open additional sections for MDM-AA students).

b. *Extra courses.*

As mentioned, extra courses may be needed as time goes on to bolster the MDM-AA. While there may be further expenses incurred as a result, the upshot is that current students in the School of Business (those pursuing an MBA or MSBA) and other departments (e.g., Psychology, Statistics, Economics, etc.) would also stand to benefit, as they may be eligible to take these new classes.

c. *Strengthening the applicant pool.*

Across the country, there has been a noticeable drop in MBA applications, with many top schools scrambling to field a sizable pool of candidates<sup>7</sup>. Unfortunately, UCR has not been immune to this trend, with our own applicant pool seeing a decline, as well. However, one way to combat this downturn is through offering new programs such as the MDM-AA to bring in new applicants (whose needs may not have been met by the more generalized approach of the MBA).

Additionally, potential new joint offerings (e.g., dual MDM-AA/MBA or MDM-AA/MSBA degrees) could also be very attractive to applicants and help the School of Business and UCR to stand out even further from competitors (no other university in Southern California offers such dual degrees).

d. *Increased diversity of the student body.*

By introducing students focusing specifically on marketing into the School of Business's graduate population, we expect that this will only enhance the diversity of the current student body, in terms of demographics, backgrounds, work history, and perspectives. See 2.1 "Undergraduate Preparation for Admission" for more information on the target MDM-AA student profile.

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<sup>7</sup> <https://poetsandquants.com/2023/10/27/gmac-survey-global-b-school-applications-dropped-5-in-2023/>

### *1.5 Relation to Competing MDM-AA Programs of Other Institutions and Similar Programs at UCR*

#### MDM-AA Programs in California

Within California, current programs offering a Masters in Marketing include USC (MS in Marketing), Cal Poly Pomona (MS in Digital Marketing), Cal State Long Beach (MS in Marketing Analytics), Santa Clara University (Online MS in Marketing) and the University of San Francisco (MS in Marketing Intelligence). Exhibit I lists these programs, along with their length and cost. However, of the top 100 Masters in Marketing programs across the world, the only one in California is USC (#15)<sup>8</sup>. Given the current landscape, there is a clear opportunity for UCR to set itself apart from other competitors in the state as a premier place to receive advanced marketing training, and overall, to strengthen its reputation as the go-to university in the UC system for business education in all fields of study (MBA, MPAC, MFin, MSBA, MDM-AA).

Of the programs listed in California, all carry similar metrics in terms of length, with a duration of approximately one year (3 semesters, 10-14 courses). Most (USC, CSULB, Cal Poly Pomona, Santa Clara) offer part-time options that potentially extend this length to up to two years. The proposed MDM-AA at UCR would similarly span one year (3 quarters, approximately 12 classes), with an option to extend the program length by an extra quarter, to accommodate working students and those who wish to pursue internships during their studies.

Furthermore, the proposed concentrations (Marketing Analytics, Digital Marketing, Consumer Insights, Applied AI) offered by the MDM-AA at UCR would also help to differentiate the program from competitors. While USC, CSULB, and Cal Poly Pomona offer similar concentrations in Marketing Analytics, only USC provides a specialization in Consumer Insights, and only Cal Poly Pomona offers one in Digital Marketing. Thus, UCR would provide a much-needed source of education for those considering interests in Digital Marketing or Consumer Insights. Furthermore, a potential concentration in Applied AI would really help to set UCR apart from other campuses, as it would provide advanced training in a cutting-edge field of study that is not currently being offered by other competitors. This would surely attract positive attention to the campus, allowing it to provide value that no other school in the region can match.

#### Similar Programs at UCR

The School of Business offers two programs (MBA/PMBA with a concentration in Marketing, and MSBA) that, on the surface, may seem similar to the MDM-AA. However, a more in-depth look at these degrees will show that there are key differences:

##### *MBA/PMBA with a Concentration in Marketing.*

As a degree, the MBA is meant to provide a general overview of the field of business. Thus, students are required to take courses across a variety of disciplines (Accounting, Finance,

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<sup>8</sup> <https://www.topuniversities.com/business-masters-rankings/marketing?page=1>

Operations, Marketing, etc.), to gain a wide breadth of knowledge needed to become successful professionals and managers.

Students in the MBA/PMBA programs are allowed to pursue concentration in a specific field (such as Marketing), but a concentration only requires five courses to be completed. An MDM-AA would thus expose students to a much greater depth of knowledge in marketing, as they would be completing 12 classes in this field. Practically, students would have the opportunity to work on more class projects that are specifically catered to their interests (as opposed to completing projects in areas such as accounting or operations), and to better prepare themselves for a career in marketing, as a result.

Furthermore, the goal of the MBA is different from that of the MDM-AA. The MBA is traditionally geared towards professionals with several years of work experience who are looking to advance their education to prepare themselves to become successful managers and executives. On the other hand, the MDM-AA will provide value to younger professionals (many of whom may come directly from an undergraduate program) who are looking to sharpen their marketing skills further to make themselves more competitive on the job market.

#### *MSBA with a Concentration in Marketing Analytics.*

The MSBA and MDM-AA are interconnected in that analytics play a vital role in successful marketing endeavors today. However, while an understanding of analytics is important for a good marketer, the field of marketing encompasses much more than this one dimension. Consumer behavior, marketing research, advertising, product development, etc., are all crucial components of marketing, and the MDM-AA would provide students with a greater breadth of knowledge about marketing in its totality than the MSBA could. In the MDM-AA, students can take courses in analytics, while also selecting classes in other areas of marketing (or even in related fields, such as Psychology) to expand their knowledge further.

Moreover, while the MSBA does offer a concentration in Marketing Analytics, it only requires three courses to obtain this specialization. By taking 12 courses for the MDM-AA, students would receive a much greater depth of expertise in the field of marketing.

### *1.6 Administration*

#### Faculty & Staff Support

As with other School of Business Masters degrees (MFin, MPAc, MSBA), a faculty director will be appointed to lead the program, with the main duties being to set overarching objectives and goals for the program and to oversee daily operations. This director will work closely with the school's master-level committee to assess the direction of the program and to set admissions standards. A faculty admissions committee will also be established each year to evaluate applications based on the criteria set by the master-level committee.

The faculty director will then work in conjunction with current School of Business AGSM staff to carry out the following tasks: marketing the program to potential students, collecting

applications in a timely manner, and sending out admissions decisions to candidates. In terms of the daily operations of the program, the faculty director and staff will collaborate to ensure that students are making suitable progress towards completion of the MDM-AA, resources are being provided to help students work towards graduation and carry out their job search, and necessary updates or additions are implemented to keep pace with other MDM-AA programs.

### Marketing

The MDM-AA will be marketed through the following channels: School of Business website, local information sessions, communications with faculty and administration of potential feeder schools, and MBA forums (whenever the School of Business decides to attend for the purposes of MBA recruiting). Additionally, given the goal of providing an avenue for current UCR students to continue their education on campus through graduate studies, information sessions will be planned to bring awareness of the MDM-AA to the undergraduate population.

### *1.7 Plan for Evaluation*

The School of Business will continuously evaluate the MDM-AA on the following criteria: quality of applicants and currently enrolled students, curriculum effectiveness relative to learning objectives, student placement success, continuing involvement of program alumni, and diversity of student cohort.

UCR policy mandates the evaluation of new programs upon the three-year mark and routinely thereafter, following established Graduate Program review procedures. During these review cycles, we will assess our fulfillment of the above criteria, while also brainstorming new strategies and methods to improve upon our efforts.

The School of Business is accredited by the AACSB, which confers accreditation to only about 5% of business schools across the world. Part of the accreditation process is the “assurance of learning” component, which requires the school to provide data to show that students have learned the required material before graduation. As with other School of Business programs, the MDM-AA will collect assessment data to ensure that its students are learning what is expected of them.

The proposed self-supporting program will adhere to the University of California's established policies for Self-Supporting Graduate Professional Degree Programs (SSGPDPs), including financial guidelines. These policies are available [here](#).

In accordance with the UC Policy on Self-Supporting Graduate Professional Degree Programs ([here](#), p.10), our campus submits an annual report to the UC President. This report includes:

- A cover letter from the Chancellor requesting approval of student charges for the upcoming academic year.
- Completed SSGPDP templates for each existing or proposed program on campus.
- The cover letter includes a statement confirming that:
  - Campus leadership has reviewed and approved the attached SSGPDP templates.

- Each program operates on a self-supporting basis or utilizes non-disallowed funds to cover any deficits.

Annually, we provide the Office of Financial Planning & Analysis with the financial performance of each self-supporting program. This data informs the campus certification that each program maintains self-supporting status.

## **Section 2. PROGRAM**

### *2.1 Undergraduate Preparation for Admission*

A bachelor's degree is required for admission into the program, and any undergraduate major will be considered. All applicants whose first language is not English and who have not earned an advanced degree at an institution where English is the exclusive language of instruction must submit passing current exam scores from the Test of English as a Foreign Language (TOEFL) or Academic Modules of the International English Language Testing System (IELTS).

A complete application into the program will consist of the following:

- Application Fee
- Academic Degrees and Records
- GMAT/GRE Test Scores (optional)
- English Language Requirement
- Statement of Purpose and Personal History
- Resume/Relevant Experience
- At least one Letter of Recommendation from someone who is knowledgeable about the applicant's academic ability and potential for success in the program.

Program admission decisions will be made based on the criteria for admission to all of our professional Masters programs. Admission decisions are made based on a holistic assessment of the applicant's background and achievements, including academic quality (undergraduate/Masters GPA, quality of the undergraduate institution, and optional GMAT/GRE scores), professional and/or academic experiences, application quality, potential fit with other students, and contribution to diversity. Although submitting GMAT/GRE scores is optional, it is highly recommended and may affect admission and funding considerations.

Admission criteria (rubrics) and decisions are the purview of the school faculty executive committee and the master-level committee. The decision to recommend admission will be based on the competitiveness of each applicant compared to the eligible pool. The admissions process will be overseen by the UCR Graduate Division.

As with our other Masters programs, there will be an online, no-credit quantitative review course offered through [Knewton/Alta](#) to students who might benefit from it. Upon admission,

the department will assess students' analytical backgrounds to determine whether the course will be optional or compulsory. Students who take the course in the weeks leading up to their first quarter in the program will receive preparation for all quantitative topics covered in the core courses.

## *2.2 Foreign Language*

This program has no foreign language requirement.

## *2.3 Program of Study*

The MDM-AA will be a 3-quarter (48 unit) degree, with both full-time and flex options. The plan of study was devised after reviewing the curriculum of other universities offering an MSM (USC, University of Texas-Dallas, Cal Poly Pomona, Cal State Long Beach, and University of San Francisco). While every school is different, we believe that the proposed MDM-AA for UCR will offer comparable and competitive content, while also leveraging the strengths of the School of Business.

### *2.3.1 Fields of Emphasis*

The MDM-AA program will provide a strong foundation in Marketing, empowering students to tailor their learning experience through elective courses. Students can pursue specialized knowledge in Marketing Analytics and AI Strategy, Digital Marketing, or Consumer Insights, enabling them to align their coursework with their specific career aspirations. These sub-areas serve as focused pathways for elective selection but are not reflected on the official transcript.

### *2.3.2 Plan(s)*

*Plan I* (Thesis) will not be an option for the MDM-AA program. Given this is primarily a three-quarter (nine months) program, a *Plan I* (Thesis) option will not be feasible for students. *Plan II* (Comprehensive Examination) will be the format for the MDM-AA degree. In addition to the course requirements associated with *Plan II* set forth by the Graduate Division (i.e., at least 18 units must be in graduate-level courses taken at a UC campus), students will complete an industry-based group case analysis as part of the Marketing Capstone course. This case serves in lieu of a comprehensive final examination. Students whose case analyses are deemed "not acceptable" are given one additional quarter to revise them to an "acceptable" level.

### *2.3.3 Unit Requirement*

To earn an MDM-AA degree, a student must:

- Complete a minimum of 48 (or 49, see below) approved quarter course units,
- Have a cumulative grade-point average of at least 3.0 after completing all coursework,
- Satisfy the Capstone requirement.

### 2.3.4 Required and Recommended Courses

Of the 48 units needed for the degree, 32 units will be composed of required courses (eight courses). The remaining 16 units will be fulfilled through electives of the students' choosing. A list of required and elective courses is included below.

The required courses are meant to provide students with a broad understanding of the foundational areas in Marketing, including fundamental concepts of the discipline (MGT 209), understanding of consumers (MGT 228, 233), digital marketing (MGT 253), analytics (MGT 251), and strategy (MGT 257). A statistics course (MGT 201) will also be a part of the curriculum, to ensure that students have a basic understanding of statistical principles needed for marketing. A capstone course (MGT 273 – Marketing Experience Projects) will serve as a culminating experience to complete the program.

Students with an undergraduate degree in Business may be eligible to have MGT 209 (Marketing Management) waived, along with one other required course, based on classes they have taken during their undergraduate studies. For students with a degree in Statistics, Data Science, or another related field, they may be eligible to have MGT 201 (Quantitative Analysis) and/or MGT 251 (Marketing Analytics) waived, depending on classes taken in their undergraduate career.

Waiver of course work will not reduce the minimum number of units required for a master's degree (Additional information regarding course waivers can be found on the Graduate Division website [here](#)).

#### *Required Courses*

1. MGT 209 - Marketing Management (4 units)
2. MGT 228 - Consumer Behavior (4 units)
3. MGT 233 - Marketing Research (4 units)
4. MGT 251 - Marketing Analytics (4 units)
5. MGT 253 - Digital Marketing (4 units)
6. MGT 257 - Marketing Strategy (4 units)
7. MGT 201 - Quantitative Analysis (4 units)
9. MGT 273 - Marketing Experience Projects (Capstone - 4 units)

AI applications are already integrated into the required courses, which are currently offered across our existing programs, and faculty routinely incorporate AI-enabled tools, cases, and assignments into their instruction. At the same time, the core curriculum remains intentionally centered on foundational marketing concepts and frameworks. More advanced and specialized coverage of AI applications is provided through the elective courses, allowing interested students to pursue a deeper AI-focused pathway.

### 2.3.5 Learning Specialization

While there is no formal learning concentration, students will complete four elective courses alongside the eight required courses. The elective options are listed below. Students will receive advice on course selections aligned with career paths such as Marketing Analytics and AI Strategy, Digital Marketing, and Consumer Insights. However, they retain the flexibility to choose any four electives based on their individual interests.

	Interest		
	CI	DM	MA&AIS
MGT 247 – Advertising Management	X	X	
MGT 249 – Pricing Strategy	X	X	X
MGT 250 – Marketing Channels and Salesforce		X	X
MGT 259 – Data Visualization for Business			X
MGT 265 – Web Analytics for Business	X	X	X
MGT 283 – Data Mining and Machine Learning for Marketing	X	X	X
MGT 251B – Advanced Marketing-Driven Analytics with Programming			X
MGT 264 – AI-Powered Consumer Insights & Market Research	X		X
MGT 270A – Foundation of AI to Business			X
MGT 270B – Applied AI for Business			X
MGT 236 – Personalization & Recommendation Systems in Marketing	X		X
MGT 254 – Strategic Social Media Marketing & Content Management	X	X	
MGT 224 – User Experience Design for Marketing Strategies	X	X	

**Note:**

- All the courses were approved by Graduate Council. The syllabi for these proposed courses can be found [here](#).
- MA&AIS - Marketing Analytics and AI Strategy
- DM - Digital Marketing
- CI - Consumer Insights

The program will offer two tracks, one where an internship is required (MGT 298I – 1 unit), and one where an internship is not required. The internship track is needed because international students are currently not eligible to undertake or start an internship during the academic year unless it is a curriculum requirement, and this constraint has caused some students (in our existing programs) to lose valuable work opportunities that can further their education. The internship track essentially augments the regular program with the requirement of a one-unit internship course, MGT 298I. As a result, the number of units required for degree completion with the internship track will increase to 49. The internship can be part-time during the academic year or take place during the summer. MGT 298I will involve one hour per week of academic consultation, and at least three hours of work per week with the internship provider organization.

### *2.3.6 Capstone*

As part of the MGT 273 (Marketing Experience Projects - Capstone) course, students will be required to complete a quarter-long project meant to provide a culminating experience for the MDM-AA. They will be asked to complete a marketing-based project for a real company in the surrounding region, and they will utilize all the skills and tools they have learned in previous classes to do so. The faculty members teaching the course will oversee students' progress and evaluate their work at the end of the quarter.

### *2.3.7 Certifications*

The curriculum is expected to meet the requirements for a degree to be designated by the Department of Homeland Security as a STEM degree.

### *2.3.8 Field Examinations*

None

### *2.3.9 Qualifying Examinations*

None

### *2.3.10 Thesis and/or Dissertation*

A thesis is not an option for this program.

### *2.3.11 Final Examination*

Each course in the program has a final exam or term paper that is based on the learning objectives for the class.

### *2.3.12 Explanation of Special Requirements*

There are no special requirements.

### *2.3.13 Relationship to Doctoral and Masters Programs*

#### Ph.D.

Currently, the School of Business offers a Ph.D. in Business Administration, with a concentration in either Marketing, Management, Finance, or Operation and Supply Chain Management. The MDM-AA will be able to benefit the Ph.D. program in several ways:

1. It is anticipated that the MDM-AA will provide funding to help maintain the Ph.D. program.
2. The MDM-AA can serve as a pipeline to funnel promising students into the Ph.D. program.
3. The MDM-AA can provide a soft landing for Ph.D. students who leave prior to completing their degree.

## Masters

As members of the School of Business community, MDM-AA students will benefit from the ability to interact with students in other programs (MBA, MSBA, etc.) through shared classes, clubs, and extracurricular activities. These networking opportunities will be helpful for all parties – it will teach students how to work with peers from different fields, and how to value the perspectives that they bring. MDM-AA students will see the value of the knowledge brought by their peers in non-Marketing areas, and other students will find benefit in understanding the viewpoints of their Marketing peers. Altogether, this should provide a more fruitful, engaging experience for all students.

### *2.3.14 Special Preparation for Careers in Teaching*

The MDM-AA program is not intended to prepare students for careers in teaching. However, the curriculum uses case-method instruction, presentations (both individual and group), and professional writing assignments, to prepare students for various careers in the business world. This preparation will also be helpful for students who decide to go beyond the MDM-AA by pursuing a Ph.D. and a career in teaching.

### *2.3.15 Sample Program*

The Program is designed such that it can be completed over a span of three quarters (full-time) or longer, up to six quarters for part-time students.

Sample Schedule (Full-Time)

Course Number	Course	Units
Fall Quarter		
MGT 209	Marketing Management	4
MGT 228	Consumer Behavior	4
MGT 233	Marketing Research	4
MGT 201	Quantitative Analysis	4
Winter Quarter		
MGT 251	Marketing Analytics	4
MGT 253	Digital Marketing	4
	Elective	4
	Elective	4
Spring Quarter		
MGT 257	Marketing Strategy	4
MGT 273	Marketing Experience Projects	4
	Elective	4
	Elective	4

### *2.3.15 Normative Time from Matriculation to Degree*

The proposed program will be a three-quarter (48-unit) degree, with both a full- and flex/part-time option. Students will have the ability to extend the program by one extra quarter to pursue a summer internship. As such, the normative time from matriculation to degree can vary from 3 quarters (full-time, no internship) to 6 quarters (part-time, internship).

#### *2.4 Diversity, Equity, Inclusion, and Responsible AI*

The Master of Data-Driven Marketing with AI Application (MDM-AA) will explicitly operationalize diversity, equity, and inclusion (DEI) across admissions outreach, student support, and the curriculum, with particular emphasis on the responsible and ethical use of AI. Because marketing analytics and AI-driven decision systems can amplify inequities through biased data, discriminatory targeting, opaque decision rules, and privacy harms, graduates must be prepared to identify these risks and apply appropriate safeguards in practice.

##### *2.4.1 DEI in Admissions Outreach and Recruitment*

The program will implement intentional outreach strategies to broaden participation in data-driven marketing careers, including targeted communications and partnerships with campus units and student organizations that support first-generation, low-income, and underrepresented students. Program materials will clearly describe prerequisite preparation pathways and provide guidance for applicants from non-traditional or non-quantitative backgrounds to reduce informational barriers. Admissions will continue to rely on holistic review and will explicitly value applicants' potential contributions to an inclusive learning community.

##### *2.4.2 Equitable Student Support and Success*

The program will support equitable student success through structured preparation resources (e.g., quantitative refreshers and tool primers), proactive advising and early-term check-ins, and facilitated access to academic supports as needed for quantitatively demanding coursework. The program will also communicate financing options and available aid clearly, and will provide inclusive professional development and internship/capstone support tailored to a diverse cohort, including career switchers and first-generation students.

##### *2.4.3 Responsible AI Integration in the Curriculum*

Responsible AI is integrated into core learning outcomes rather than treated as a stand-alone topic. Across relevant courses, students will learn to: (a) evaluate bias, fairness, and data representativeness; (b) apply privacy, consent, and consumer protection principles in personalization and targeting; and (c) use transparency, accountability, and governance practices appropriate to business settings (e.g., documentation, human oversight, and monitoring). These learning outcomes will be reflected in course syllabi and assessment rubrics where applicable.

## Section 3. PROJECTED NEED

### 3.1 Demand for Program

In the ever-changing world of business, it is no secret that the digital sphere will continue to be the hub of how consumers interact with companies (there will be an estimated six billion internet users by 2027<sup>9</sup>!). Whether it be advances in AI, AR, VR, or any of the other digital and social platforms that consumers are using, the key to business success in the years to come is mastery of these digital tools. In that regard, it is not surprising that digital marketing was recently ranked one of the top 15 in-demand skills worldwide, and that digital marketing specialists were among the top 10 fastest-growing positions<sup>10</sup>. The digital marketing profession overall is expected to witness a growth rate of 6% by 2032, which is higher than the national average<sup>11</sup>. Even more specifically, the field of marketing analytics (which is meant to help companies make sense of all the data provided by these digital platforms) will experience a corresponding jump in demand, as well - the US Bureau of Labor Statistics estimates that roles in marketing analytics are expected to grow at a 13% clip in the years ahead, a figure that is much higher than the national average<sup>12</sup>.

More recently, as AI becomes a growing presence in companies' daily activities, especially in their marketing endeavors, it will be increasingly important to provide students with the training needed to master this new technology. Over 93% of employers plan to incorporate generative AI into their business functions over the next half-decade, and 42% are actively looking for professionals with requisite knowledge of this field<sup>13</sup>.

Taken altogether, what we see is that as the world of business and marketing changes, the demand for professionals who can address the needs of today's consumers will respond accordingly. However, what is unfortunate is that this demand currently outpaces supply. Most employers (75%) looking for professionals with AI skills admit to having trouble finding them<sup>14</sup>. Even more broadly, something of a digital skills gap is starting to emerge, with companies desiring skills (social media marketing, data analytics, coding) that students just aren't learning in their courses<sup>15</sup>.

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<sup>9</sup> <https://www.simplilearn.com/why-choose-a-career-in-digital-marketing-article>

<sup>10</sup> <https://www.linkedin.com/pulse/digital-marketing-jobs-demand-leena-naik#:~:text=Digital%20marketing%20was%20one%20of,titles%2C%20according%20to%20the%20report.>

<sup>11</sup> <https://www.forbes.com/sites/rachelwells/2024/01/09/social-media-marketing-skills-in-demand-worth-15-trillion-by-2030/?sh=769d144b7d00>

<sup>12</sup> <https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm>

<sup>13</sup> <https://www.bestcolleges.com/news/ai-skills-in-high-demand-from-employers/#:~:text=Employers%20embracing%20AI%20means%20a,people%20with%20AI%20development%20qualifications.>

<sup>14</sup> <https://www.bestcolleges.com/news/ai-skills-in-high-demand-from-employers/#:~:text=Employers%20embracing%20AI%20means%20a,people%20with%20AI%20development%20qualifications.>

<sup>15</sup> <https://www.springboard.com/blog/news/digital-skills-gap-alternative-credentials/>

Part of the issue with supply is that universities have only recently begun to pivot their curriculum and course offerings to meet these growing needs. Specifically, within the Southern California area, there are only three schools offering a MDM-AA degree: USC, Cal Poly Pomona, and Cal State Long Beach. There is thus a clear opportunity for UCR to provide value to more students in the Southern California area. Even more specifically, given that UCR would be the only school within the Inland Empire to offer the MDM-AA program, we would possess a clear point of differentiation in comparison to our nearest competitors. As a result, the time is right for UCR to offer the MDM-AA, as it would benefit students in the Southern California region, and even more specifically, in the Inland Empire.

To project potential enrollment into the MDM-AA, we utilized data from other comparable MDM-AA programs. We benchmarked the class sizes from these MDM-AA programs against the numbers for their respective MBA programs, as we assumed that the size of a school's MBA program is a measure of its brand power. Based on this approach, we would conservatively estimate an initial enrollment of 15-20 students, with cohort size increasing to approximately 35-40 students within four-to-five years as we grow awareness for the program.

Class Size	USC	UT-Austin	Northwestern	Purdue	UCR
<b>MBA</b>	214	241	529	85	123
<b>MSM</b>	52	38	125	29	19-42
<b>Ratio</b>	24.3%	15.8%	23.6%	34.1%	15.8-34.1%

### *3.2 Opportunities for Placement of Graduates*

Given the diversity of pathways that a marketing professional can pursue, the career options for a MDM-AA graduate are vast: alumni from MDM-AA programs at other schools have entered fields as diverse as technology, media, hospitality, e-commerce, retail, marketing research, and consulting. Furthermore, potential positions that students could pursue also vary widely: brand manager, marketing account coordinator, consumer insights analyst, product marketing manager, digital marketing manager, data scientist, solutions consultant, strategy analyst, marketing communications specialist, business intelligence analyst, web analytics manager, and more. In terms of salary, as a benchmark, Purdue MDM-AA graduates are reported to earn an average of \$100,583 (84% employment within six months of graduation), while MDM-AA graduates of the University of Texas at Austin have an average salary of \$74,174 (93% employment within six months of graduation). Overall, the possibilities for MDM-AA graduates are truly endless, as the advanced training received in the program provides students with a wide degree of freedom to find a career based on their specific skills and interests.

Furthermore, within the Southern California region, the opportunities for potential MDM-AA graduates are ripe. Currently, within the Inland Empire alone, the BLS estimates that there are

approximately 4,930 marketing-related jobs<sup>16</sup>, with that number jumping to over 41,370 for the greater Southern California region (encompassing the LA-Long Beach-Anaheim metropolitan statistical area)<sup>17</sup>. Job posting site Indeed currently lists over 300 openings in the Inland Empire for Marketing Analyst roles alone<sup>18</sup> (not including all other types of Marketing positions that may be available) and over 1,545 openings for LA-Long Beach-Anaheim<sup>19</sup>. In the future, job prospects should only continue to grow from here, with an expected +36% growth rate for marketing roles in the Inland Empire for the rest of the decade (+33% for LA-Long Beach-Anaheim), per EDD CA<sup>20</sup>. Overall, MDM-AA graduates should find a surplus of opportunities available to them in the Inland Empire and Southern California (not to mention the opportunities open to students moving to other parts of California or the United States!).

### *3.3 Importance to the Discipline*

Marketing is a vital function of every company, whether it be in the domain of retail, apparel, food, or any other consumer good. Additionally, as technology and culture change with each generation, and with that, consumer tastes as well, the ability to reach consumers effectively and to speak to their needs with the tools of marketing will become increasingly important.

### *3.4 Ways in Which the Program Will Meet the Needs of Society*

#### 1. *Region.*

As mentioned previously, the MDM-AA at UCR will be the only such program in the Inland Empire. As a result, it will provide students in the region with the necessary marketing training that they cannot receive at other competing institutions. Students in the program will then be able to use their knowledge to benefit companies in the surrounding area, whether it be through class projects, internships, or job opportunities. Businesses in the Inland Empire will thus benefit from the ability to hire candidates with a stronger skillset to meet their marketing needs.

#### 2. *University.*

The addition of the MDM-AA will allow UCR to further its reputation as the premier university within the Southern California region for business education. Beyond this, such a program will help with faculty recruitment, and it will also provide an extra source of revenue for the School of Business and the university.

#### 3. *Students.*

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<sup>16</sup> [https://www.bls.gov/oes/2023/may/oes\\_40140.htm?utm\\_](https://www.bls.gov/oes/2023/may/oes_40140.htm?utm_)

<sup>17</sup> [https://www.bls.gov/oes/2023/may/oes\\_31080.htm?utm\\_](https://www.bls.gov/oes/2023/may/oes_31080.htm?utm_)

<sup>18</sup> [https://www.indeed.com/q-marketing-analyst-l-riverside%2C-ca-jobs.html?utm\\_source=chatgpt.com&vjk=2b895e29a4014426](https://www.indeed.com/q-marketing-analyst-l-riverside%2C-ca-jobs.html?utm_source=chatgpt.com&vjk=2b895e29a4014426)

<sup>19</sup>

[https://www.indeed.com/jobs?l=Los+Angeles%2C+CA&q=Marketing+Analyst&utm\\_source=%2Fm%2F&from=mobRdr&utm\\_medium=redir&utm\\_campaign=dt&vjk=d3d1c0dc1adfff59](https://www.indeed.com/jobs?l=Los+Angeles%2C+CA&q=Marketing+Analyst&utm_source=%2Fm%2F&from=mobRdr&utm_medium=redir&utm_campaign=dt&vjk=d3d1c0dc1adfff59)

<sup>20</sup> <https://labormarketinfo.edd.ca.gov/>

Students who enroll in the MDM-AA will have access to better positions and higher salaries upon graduation than those with only a Bachelor's degree. Furthermore, in a competitive job market, the MDM-AA will help students to stand out and make them a stronger fit for various marketing roles. Once in these roles, students will be able to offer companies the knowledge and skills needed to improve their marketing processes, and to keep these systems current and in-line with emerging trends.

### *3.5 Relationship of The Program to Research and/or Professional Interests of the Faculty*

The MDM-AA program fits well with the research strengths of the faculty in the School of Business, specifically within the area of Marketing. However, since Marketing is an interdisciplinary field, MDM-AA will also connect with a variety of other concentrations, such as Business Analytics and Information Systems.

Furthermore, there are practical benefits that the MDM-AA will provide to the faculty. Financially, revenue from the program will be able to fund needed research databases for faculty, allow for the hiring of more research assistants, and help support the Ph.D. program. In terms of teaching load, the addition of extra students in graduate-level courses will mean that faculty are more likely to teach multiple sections of the same topic. This should help to reduce some of the prep time needed for teaching, allowing for more resources to be devoted to research (which will be particularly important for newer faculty).

### *3.6 Program Differentiation*

Within the UC system, there are currently no MDM-AA programs being offered. As a result, UCR would have the distinct opportunity to set itself apart from its UC competitors, by offering a program that students would only be able to find on our campus.

Within California more broadly, the current MDM-AA offerings come from USC, Cal Poly Pomona, Cal State Long Beach, Santa Clara University, and the University of San Francisco. Of these options, only USC is ranked within the top 100 MDM-AA programs worldwide, so if UCR were able to offer a highly ranked program, it would be able to provide value to students looking to receive high-quality marketing education within California.

Furthermore, as the only MDM-AA program in the Inland Empire, UCR would be able to provide a place for students in the region to further their marketing training. Furthermore, if students were able to find jobs in the area after graduation, this would also increase their likelihood of staying in the Inland Empire long-term and giving back to the UCR community.

Finally, UCR does not currently offer a standalone master's degree in marketing. The MBA's marketing concentration, by design, provides only a limited number of marketing courses and therefore cannot deliver the same disciplinary depth, structured progression, and applied analytics/AI emphasis as a specialized MS in marketing. This program follows the School's established model of offering specialized master's degrees (e.g., Finance, Accounting, Business

Analytics) even when related MBA concentrations exist, because a concentration does not substitute for a dedicated professional MS.

For more information, please see Section 1.4 “Relation to Competing MDM-AA Programs.”

## **Section 4. FACULTY**

The program will be delivered by a cross-area School of Business faculty team, anchored in marketing faculty for the marketing core and complemented by participating faculty in analytics-oriented business fields where relevant. The AI- and analytics-related courses (e.g., AI-Powered Consumer Insights & Market Research, Personalization & Recommendation Systems in Marketing, and the Foundations/Applied AI in Business sequence) explicitly emphasize marketing and business applications and implementation, including hands-on use of tools and methods in real marketing settings.

The School of Business has substantial instructional capacity in applied AI. Faculty across the school are actively engaged in AI-related research and regularly incorporate AI tools and methods into their teaching, both through dedicated course modules and through integration across entire courses. This breadth of expertise provides depth and redundancy in staffing for required and elective offerings and ensures that students receive consistent, practice-oriented training in AI-enabled marketing decision-making.

EXHIBIT VI presents participating faculty research and teaching engagement in AI applications.

## **Section 5. COURSES**

The proposed course list for the MDM-AA was developed by benchmarking current offerings of competing programs at USC, UT-Dallas, Cal Poly Pomona, and Cal State Long Beach. While there are some differences between our course plan and our competitors', we will be offering a curriculum that is comparable and competitive, while also leveraging our strengths at the School of Business.

For the 48 units needed for completion of the MDM-AA, 32 units will be composed of required courses. The remaining 16 units will be fulfilled through electives of the students' choosing. The required courses are meant to provide students with a broad understanding of the foundational areas in Marketing, including fundamental concepts of the discipline (MGT 209), understanding of consumers (MGT 228, 233), digital marketing (MGT 253), analytics (MGT 251), and strategy (MGT 257). A statistics course (MGT 201) will also be a part of the curriculum, to ensure that students have a basic understanding of statistical principles needed for marketing. Additionally, a capstone course (MGT 273) will serve as a culminating experience to complete the program.

For full-time students, most of the required courses will be taken during Fall (MGT 209: Marketing Management, MGT 228: Consumer Behavior, MGT 233: Marketing Research, MGT 201: Statistics for Management), so that students will have the proper foundation in marketing needed to complete the rest of the degree. In Winter, students will complete two required courses (MGT 251: Marketing Analytics, MGT 253: Digital Marketing) that will provide them with important concepts relevant to marketing in the digital world of today. In Spring, students will complete their final two required classes (MGT 257: Strategy, MGT 273: Capstone), where they will be tasked with synthesizing their marketing knowledge and putting it into practice.

The remaining elective courses will be taken throughout Winter and Spring, based on a student's chosen concentration.

Exhibit IV presents descriptions of all courses.

## **Section 6. RESOURCE REQUIREMENTS**

The proposed program is a self-supported program and therefore will not draw on any state funds. Exhibit V outlines the expected expenditure and revenue based on our projected enrollment. The tuition for this program will match the tuition of our Master of Science in Business Analytics (MSBA). As of the 2024-2025 academic year, the tuition in the MSBA program is \$1,374 per unit. Since the MDM-AA requires the completion of 48 units, the total tuition sums to \$65,952. This amount does not include additional fees such as health insurance, which students are required to pay unless they can provide proof of existing coverage. However, we plan to provide 15% return to aid, leading to the average tuition being \$56,059, in line with the tuition rates of other Business Specialty Masters programs in the UC system.

### *6.1 Faculty*

All courses will be delivered by the School of Business faculty. The core courses (except the capstone course) in this program are already offered as part of our other Professional Masters programs, and the expected increase in enrollment can easily be accommodated within the current course offerings (typically two to three sections of each course). To support the electives, nine new courses have been proposed and are in the process of being approved by the UCR Graduate Council. The cost of additional faculty support to teach one section of each of these nine courses is estimated to be approximately \$35,000. This cost reflects the fact that these courses will not be exclusive to MDM-AA students and may be staffed by lecturers. These costs add up to \$315,000 in the first year of the program, as shown in line 6 of the budget.

A detailed financial projection for the program is included in Exhibit V. Since the MDM-AA is designed to be a self-supporting program (SSP), it will not pull from existing resources. Instead, the goal is for the program to serve as an additional source of revenue for the School of Business and the UCR campus, so that it can hire new faculty, provide increased research support for existing faculty, support our PhD program, and develop an alumni base who can

contribute financially to UCR. Beyond this, the MDM-AA will also generate revenue for UCR and the UC system overall, since all SSPs are required to pay assessments to UCR and UCOP. Furthermore, the MDM-AA has been designed to utilize existing capacity from the School of Business, thus avoiding any financial strain stemming from state-supported programs. Since the classes needed for the MDM-AA are already in place (or approved), the current faculty will be able to fulfill the required teaching load needed for the program.

### *6.2 Library Acquisition*

We do not anticipate the need for any additional library resources. Students in the program will have access to UCR's full digital library catalog, in addition to the physical and print library resources on campus. Additionally, if students need access to materials which are unavailable in the UCR library, they can utilize the ILL (Interlibrary Loan) service to request materials from other campuses.

The program will leverage UCR Libraries' digital infrastructure and staff expertise to support student research and applied work in data-driven marketing and AI applications. In addition to access to specialized databases and research tools, the program anticipates collaboration with library staff to strengthen curricular elements in areas such as research literacy, data stewardship, and responsible/ethical use of emerging AI technologies. The program will also monitor and, where appropriate, explore the inclusion of future library for-credit AI workshops/courses as approved electives, subject to course availability and standard approval processes.

### *6.3 Computing Costs*

In terms of computing resources, most student-owned laptops should be equipped to handle any programming or data storage needs. Additionally, most required software (e.g., SAS, Python) can be accessed through a free UCR site license, and other programs (e.g., R) can be found via open-source software. No library acquisitions will be necessary for the program, and no other additional equipment will be needed for the MDM-AA.

### *6.4 Equipment*

No additional equipment is required beyond what is already available at the school and university.

### *6.5 Space and other capital facilities*

With the new School of Business building, the current facilities—such as classrooms, computer labs, and graduate student lounge—can easily accommodate the additional students expected from the program.

With the anticipated increase in students, there will be a slightly higher demand for parking. However, many current graduate business courses are scheduled in the evening or on Saturdays, and we expect this trend to continue for MDM-AA classes. As a result, parking should remain more readily available during these times. Additionally, UCR parking operates as a self-supporting program, so the cost of additional spaces for MDM-AA students is already included in the price of a parking permit.

### *6.6 Other Operating Costs*

**Academic Director:** The Academic Director will be a senate faculty member from the marketing area and will be responsible for overseeing the relevant curricula, which includes developing, monitoring, evaluating, and recommending revisions to ensure the program's effectiveness in promoting learning. The role also involves assessing the impact of the curricula on student outcomes. The Academic Director collaborates with the marketing faculty and the School of Business's Masters-level committee to guide the design and implementation of the program's assurance of learning (AoL), as defined by AACSB. Additionally, admissions to the program will be managed by the marketing faculty, with primary responsibility delegated to the Academic Director. In cases where applicants are not a good fit for the program, the Academic Director works with the School's Graduate Admissions and Recruitment Office to recommend more suitable programs for them. The appointee is also expected to leverage strong connections with corporations in Southern California and beyond, as well as bring professional management experience to the role.

For his/her duties, the academic director will be paid a stipend of \$5,000/year.

#### **Staff FTEs**

Like the existing graduate programs in the School of Business (MBA, PMBA, MFin, MPAc, MSBA), the program will require support staff to assist with student advising, career counseling, admissions, and recruitment. Given the anticipated modest size of the program, we estimate that an additional 1 full-time staff member (FTE) will be sufficient to handle the extra workload (at \$130,000/year – see budget table line 8). As the program reaches steady state and the MDM-AA student population grows, we expect the staffing needs in each area to increase accordingly.

#### **Teaching Assistants**

Due to the small size of the program and the requirement for faculty office hours, there will be no need for teaching assistants. There are no discussion sections or exam preparation sessions beyond the instructor-led sessions. According to our school policy, senate faculty may hire readers to assist with reviewing submitted work, with funding provided by the Dean's Office.

#### **Student Admissions and Recruiting**

Our Admissions and Recruitment team, working closely with the Marketing and Communications team, is dedicated to promoting the program, attracting qualified applicants, and assisting them throughout the application process. The school will manage official offers of acceptance and degree issuance, following established procedures like those for our existing Professional Masters programs (MBA, PMBA, MFin, MPAc, MSBA) programs. We have a dedicated team of experienced recruitment and admissions officers, augmented by an additional full-time staff member (FTE) to ensure adequate support for the program's needs.

### **Academic Advising**

The school provides academic advising and assistance to students through the Graduate Student Services department. Graduate academic advisors provide incoming students with a comprehensive orientation to academic requirements and policies, and they remain in regular contact with students regarding academic matters. The graduate academic advisors ensure appropriate course enrollment, monitor academic performance, and provide guidance on course selection. They ensure that students with disabilities receive appropriate assistance and accommodations. Graduate academic advisors also serve as resources for students experiencing academic or personal difficulty, providing guidance and referrals to other services at the school or elsewhere on campus.

### **Student Support**

To support students, the MDM-AA program plans to allocate 15% of gross fee revenue towards student financial aid. Based on feedback from students in other graduate programs within the School of Business, we have found that financial support plays a crucial role in encouraging domestic students to select UCR. This financial assistance will help to not only attract high-quality applicants, but also to increase interest among students from the Inland Empire, who often come from lower-income backgrounds. This aligns with UCR's mission to create an educational pipeline for individuals in the region. As the MDM-AA program grows in prominence, the School of Business Development staff will actively seek scholarship commitments from donors to provide additional support for students.

### **Administrative Cost Recovery (ACR) - Campus Assessment**

Effective 3/21/2022, UCR established a policy on the role of the [Financial Planning & Analysis](#) (FP&A) office in the establishment and financial management of self-supporting graduate professional degree programs (policy is [here](#)). Based on the policy, FP&A will be responsible for the administration of the campus assessment to all SSGPD programs. The campus assessment will follow the model of other campus overhead assessments and would generally range between 10% and 15%, depending on the SSGPD program's expenditure base from two years prior. The assessment funding collected will be allocated to help ensure that campus secondary support services receive a portion of funding needed to maintain campus infrastructure, as students within SSGPD programs utilize courses, infrastructure, and services funded by general funds.

Consistent with the above paragraph, the FP&A office did an analysis of the proposed financial model and informed the UCR senate that the FP&A believes the program to be financially viable and will be able to meet the required financial obligations and reporting outlined in The Role of Financial Planning & Analysis in the Establishment and Financial Management of SSGPD Programs Policy.

## **Section 7. GRADUATE STUDENT SUPPORT**

The School of Business will reserve up to 15% of gross revenue from the program for student support and fellowships. Fellowship offers will be made at the point of admission and are contingent upon the student remaining in good academic standing. Students in this program will also be eligible to apply for a pool of donor scholarships which are awarded annually in the School of Business. This generous support structure should help to provide aid for underrepresented students who are more likely to need student loans and typically have a higher balance of student loan debt<sup>21</sup>.

In addition to support from fellowships and scholarships, students in the program may be considered for a readership and/or TA position within the School of Business if they meet eligibility requirements. We currently hire approximately 45 MBA students each year to serve as teaching assistants in our programs, and a similar number serve as readers, as well.

## **Section 8. GOVERNANCE**

The UCR School of Business, home of the Anderson Graduate School of Management, will administer the MDM-AA, using the same bylaws and policies as our other Masters-level programs (see the school's bylaws [here](#)). In particular, the administration of the program and its activities will be vested in the school's Executive Committee and Masters-Level Committee, as well as in the academic program director and the graduate advisor.

### ***Executive Committee and the Masters-Level Committee***

The Executive Committee consists of the Chair of the Faculty and the elected faculty members. The elected members include one member chosen from each designated academic area in the school. The five currently designated academic areas are Accounting and Information Systems, Finance, Operations and Supply Chain Management, Marketing, and Management. These are the areas that are covered in the MBA program. In addition, the Dean of the School is an ex officio member, and the Associate Deans of the school are non-voting ex officio members, unless they are elected as members from their designated areas.

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<sup>21</sup> <https://www.forbes.com/sites/wesleywhistle/2019/10/07/millennial-student-debt-across-demographics/>

By the school's bylaw ([B4.2](#)), the School's academic programs are guided by three Standing Committees: the Undergraduate, the Masters and the Ph.D-level committees. The duty of the academic program committees is to oversee the admission criteria and the relevant curricula. This includes developing, monitoring, evaluating, and revising the substance and delivery of the curricula of degree programs, as well as assessing the impact of the curricula on learning. The academic program committees guide the design and implementation of the School of Business' Assurance of Learning program, as defined by AACSB. The members of the academic programs' committees are appointed by the Executive Committee and have representation in all of the academic areas listed above. The Dean of the School of Business is an ex officio member of all academic program committees. The Associate Dean for Graduate Programs and the Directors of the Masters-level programs are ex officio members of the Masters-level committee.

**Program Director.** Like all our other Masters-level programs at the school, a faculty member will be appointed by the Dean to serve as the program director. In appointing the director, the Dean will consult with the Executive Committee, the Masters-level Committee, and the faculty at large. The approval of the Executive Committee for the appointment is required.

The Program Director is responsible for the overall direction and organization of the program, and per our policy, will be a member of the Masters-level committee.

**Graduate Advisor.** The Graduate Advisor (a faculty member appointed by the Dean) is responsible for the overall academic advising of students in the program and is assisted by our professional staff.

**Admission Committee.** The members of the Admissions Committee will include the program director, the graduate advisor, and two more members (senate faculty) appointed by the Masters-level Committee.

As with all graduate programs at UCR, the program will be overseen by the Graduate Division and will defer to its policies and procedures.

## Section 9. CHANGES IN SENATE REGULATIONS

No changes are required.

**EXHIBIT I. MDM-AA PROGRAMS OFFERED BY OTHER CALIFORNIA UNIVERSITIES**

University	Program	Length	Tuition
USC	MS, Marketing	12 months* (3 semesters)	\$65,910
Cal Poly Pomona	MS, Digital Marketing	12 months* (3 semesters)	\$28,050
Cal State Long Beach	MS, Marketing Analytics	12 months* (3 semesters)	\$20,500
Santa Clara University (online)	MS, Marketing	12 months* (4 quarters)	\$42,696
University of San Francisco	MS, Marketing Intelligence	11 months (3 semesters)	\$48,000

\*Offers a part-time track.

**EXHIBIT II. COURSE SCHEDULE****SAMPLE SCHEDULE (FULL-TIME)**

Course Number	Course	Units
Fall Quarter		
MGT 209	Marketing Management	4
MGT 228	Consumer Behavior	4
MGT 233	Marketing Research	4
MGT 201	Quantitative Analysis	4
Winter Quarter		
MGT 251	Marketing Analytics	4
MGT 253	Digital Marketing	4
	Elective	4
	Elective	4
Spring Quarter		
MGT 273	Marketing Experience Projects	2
MGT 257	Marketing Strategy	4
	Elective	4
	Elective	4

**SAMPLE SCHEDULE (PART-TIME + Internship)**

Course Number	Course	Units
Fall Quarter		
MGT 209	Marketing Management	4
MGT 233	Marketing Research	4
MGT 201	Quantitative Analysis	4
Winter Quarter		
MGT 228	Consumer Behavior	4
MGT 251	Marketing Analytics	4
MGT 253	Digital Marketing	4
Spring Quarter		
MGT 273	Marketing Experience Projects	2
MGT 257	Marketing Strategy	4
	Elective	4
Summer Internship		
Fall Quarter (Year 2)		
MGT 298I	Internship	1
	Elective	4
	Elective	4
	Elective	4



## EXHIBIT III. FACULTY BIOGRAPHIES

Exhibit III includes brief biographies of participating faculty in the program.

EXHIBIT VI presents participating faculty engagement in AI applications: research and teaching.

- Aruhn Venkat, Assistant Professor of AIS
- Ashish Sood, Associate Professor of Marketing
- Ashutosh Prasad, Professor of Marketing
- Austin Attaway, Adjunct Professor of Management
- Danko Turcic, Associate Professor of OSCM
- Eric Allen, Assistant Professor of AIS
- Hai Che, Associate Professor of Marketing
- Jonathan Lim, Assistant Professor of Teaching of Marketing
- Margaret (Meg) C. Campbell, Associate Dean & Department Chair, Prof. of Marketing
- Marlo Raveendran, Associate Professor of Management
- Mingyu (Max) Joo, Associate Professor of Marketing
- Rami Zwick, Associate Dean of Graduate Programs, Professor of Marketing
- Sanjoy Moulik, Assistant Professor of AIS
- Scott Ganz, Assistant Professor of Management
- Subramanian (Bala) Balachander, Professor of Marketing, Albert O. Steffey Chair
- Thomas Kramer, Associate Dean of Undergraduate Business Programs, Professor of Marketing
- Ye Li, Associate Professor of Management

### Aruhn Venkat

Aruhn Venkat is an assistant professor of accounting at the UCR School of Business. His research interests include the innovation effects of taxation, tax policy evaluation, bank taxation and capital markets regulation.

His research has been published in leading journals including *The Accounting Review*, *Contemporary Accounting Research*, *Management Science* and *The Journal of the American Taxation Association*. He serves on the Editorial Review Board of *Contemporary Accounting Research*.

Aruhn holds a PhD in Accounting from the University of California, Irvine's Merage School of Business, a Master's degree in Economics from The American University, a J.D. from the University of Nevada, Las Vegas and a Bachelor's degree from the University of Southern California.

### Ashish Sood

Ashish Sood is an associate professor of marketing at the University of California Riverside. His research focuses on issues pertaining to innovation, technology management, emerging markets, and marketing strategy.

His research has been published in top journals including Harvard Business Review, Marketing Science, Journal of Marketing Research, Journal of Marketing and several other outlets. He has won numerous research awards and grants for his research. The findings from his research have been published and re-printed in more than 60 books, thought-leadership publications, and business press articles. Professor Sood serves on the Editorial Review Boards of many top marketing journals.

He holds a PhD in marketing from the University of Southern California; MBA from Nanyang Technological University, and Bachelor of Engineering from Delhi College of Engineering, India. Prior to joining the academia, he worked in the industry for twelve years in India and Singapore.

#### Ashutosh Prasad

Ashutosh Prasad is a distinguished faculty member in the School of Business at the University of California, Riverside (UCR), specializing in marketing. Prasad earned his Ph.D. in Marketing from the University of Texas at Austin in 1999. He also holds an MBA from the Indian Institute of Management, Ahmedabad. Before joining UCR, Dr. Prasad served as a professor at the University of Texas at Dallas, where he contributed significantly to the field of marketing. His research interests encompass marketing, pricing, advertising, and dynamics. Prasad has an extensive publication record, with 55 research works. His work has been widely recognized, accumulating over 4,580 citations. In addition to his research, Dr. Prasad is committed to teaching and mentoring students, bringing his extensive knowledge and experience into the classroom.

#### Austin Attaway

Austin Attaway, Ph.D., is a mental health nonprofit leader, educator, and organizational psychology researcher. He serves as President & CEO of Life Source Affordable Counseling, a California-based nonprofit clinic focused on expanding access to mental health services. He is also an Adjunct Professor at the UCR School of Business. Attaway earned an M.A. in Psychology (2021) and a Ph.D. in Organizational Behavior (2024) from Claremont Graduate University, and his work examines organizational behavior topics such as decision-making, fairness/justice, and the dynamics of remote and hybrid work. Beyond academia, he shares applied insights on capacity, resilience, and performance through public writing and talks, including a TEDx presentation.

#### Danko Turcic

Danko Turcic is an Associate Professor of Operations & Supply Chain Management at the UCR School of Business. His research sits at the intersection of operations management, supply chain economics, and risk, with particular emphasis on two-sided markets and integrated risk management—topics that examine how firms make pricing, contracting, and operational decisions under uncertainty and strategic interactions. His scholarship appears in leading peer-

reviewed outlets, including Management Science and Marketing Science, and is widely read and cited in the operations and analytics community. For example, his published work includes studies on competitive strategy and contracting under uncertainty in high-stakes operational settings, reflecting a blend of rigorous modeling and managerial relevance.

In addition to research, Professor Turcic contributes to the academic community through editorial and professional service. He serves as a Senior Editor at Production and Operations Management, a major journal in the field, an appointment that reflects recognized expertise and standing among peers. UCR has also highlighted his professional contributions, noting his selection for a Meritorious Service Award from the journal Manufacturing & Service Operations Management for outstanding service to the journal and profession.

At UCR, he teaches core and elective courses in operations and analytics (including MGT 207: Operations Management for Competitive Advantage), and he helps build the school's research culture as a point of contact for the Operations & Supply Chain area's seminar activity.

#### Eric Allen

Eric J. Allen is an Assistant Professor of Accounting and Information Systems at the UCR School of Business. His research examines how statutory and regulatory requirements shape firms' tax reporting and disclosure choices, the efficiency of corporate and individual tax-planning decisions, and related issues in financial statement analysis. His publication record includes peer-reviewed work and ongoing projects in tax and financial reporting.

Professor Allen earned his Ph.D. in Business Administration (2012) and M.S. in Business Administration (2009) from UC Berkeley, and his B.S. in Economics and Business Administration (2001) from the University of Redlands. Before joining UCR, he served as an Assistant Professor at the University of Southern California (USC) from 2012 to 2020.

In addition to his academic experience, Professor Allen brings a professional background in public accounting and advisory work, including roles as a tax accountant and business manager and as a senior auditor. He is also a licensed CPA (inactive) in California.

#### Hai Che

Hai Che has been an associate professor in Marketing at the University of California Riverside since Jan 2017. Before that, he was a tenured associate professor at Indiana University in Bloomington between 2012 and 2016. He has also held tenure-track positions at the University of California Berkeley and the University of Southern California. Hai's research work is mainly in the area of Data-Driven Marketing Strategies based on Consumer Purchases and Social Activities. He has published in top marketing journals such as Marketing Science, Journal of Marketing Research, and Quantitative Marketing and Economics. Hai was named a Marketing Science Young Scholar in 2009 and has received several research fundings from Marketing Science Institute and etc.

He currently serves as an Area Editor at the Journal of the Academy of Marketing Science and is on the review board of Customer Needs and Solutions. He has also won the best paper award from the 2015 Asia Marketing Association Conference and received a university-wide teaching award from the University of California in 2018. Hai has been consulting with companies in the digital marketing, pharmaceutical, consumer packaged goods, banking, and automobile industries in both the US and Asian countries.

### Jonathan Lim

Professor Lim is an Assistant Professor of Teaching in Marketing at the University of California, Riverside's School of Business. He received his PhD in Management (concentration: Marketing) from the UCLA Anderson School of Management and Bachelor of Arts (B.A.) in both Psychology and Business Administration from UC Irvine.

Professor Lim is renowned for his engaging teaching style and dedication to student success. In recognition of his excellence in teaching, Dr. Lim received the student-voted Golden Apple Award for undergraduate elective courses in 2023. Professor Lim emphasizes simplifying complex material and making it relevant to students' personal and professional lives. He focuses on creating a classroom environment where students feel involved and connected, fostering a sense of community. His efforts have been acknowledged by students, with one noting, "Dr. Lim is an absolutely amazing professor. He deeply cares about creating an environment where students are involved within the class and even with him." In addition to the Golden Apple Award, Dr. Lim was honored with the Academy of Distinguished Teaching Junior Faculty Excellence in Teaching Award in 2024, further highlighting his commitment to educational excellence. Professor Lim's teaching philosophy centers on adapting to the evolving needs of students and ensuring that his pedagogy remains timely and relevant. He is also involved in research focused on improving classroom instruction through the use of emerging technologies. His dedication to teaching and his innovative approach have made him a highly respected and beloved figure among students at UCR.

### Margaret (Meg) C. Campbell

Margaret "Meg" C. Campbell is the Associate Dean, Professor of Marketing, and Anderson Presidential Chair in Business Administration at the University of California, Riverside's School of Business. She joined UCR in 2021 and serves as the faculty chair of the School of Business and the A. Gary Anderson Graduate School of Management. Professor Campbell earned her undergraduate degrees in psychology and economics from Stanford University, followed by a Ph.D. in marketing from the Stanford Graduate School of Business in 1992. Her research focuses on consumer behavior, particularly how consumers interpret and respond to marketing actions. She has extensively studied topics such as persuasion knowledge, price fairness, and the inferences consumers make about companies' and brands' behaviors. Her work has been published in leading journals, including the Journal of Consumer Research and the Journal of Marketing Research. Throughout her career, Professor Campbell has held significant editorial and leadership roles. She served as co-editor of the Journal of Consumer Research and held leadership positions in the Association for Consumer Research. For recognition of her contributions, she received the Fellows Award for Outstanding Contributions to the Field of

Consumer Psychology from the Society for Consumer Psychology in 2024. Before joining UCR, Professor Campbell was the Provost Professor of Marketing at the Leeds School of Business, University of Colorado Boulder, where she also served as Interim Associate Dean of Graduate Programs and Associate Dean of Strategic Initiatives. Her extensive research has garnered over 10,000 citations, reflecting her significant impact on the field of consumer psychology.

#### Marlo Raveendran

Marlo Raveendran is an Associate Professor of Management in the UCR School of Business. Her research examines the micro-foundations of organization design—how organizational structures and design choices are shaped by internal actors and by patterns of specialization and interdependence. She studies, in particular, the division of labor, how different forms of interdependence affect the effectiveness of hierarchical vs. non-hierarchical designs, and how prior interactions inside firms influence reorganizations and organizational redesign. Her work uses multiple methods, including conceptual theory, computational modeling, large-sample empirical analyses, and behavioral lab experiments.

Professor Raveendran joined UCR in 2013 and became an Associate Professor in 2022. She earned a Ph.D. in Strategy & Entrepreneurship from London Business School, following an MSc in International Management (CEMS dual degree) from London School of Economics and ESADE, and a BSc in Management from the London School of Economics. Her peer-reviewed publications include articles in leading journals such as Strategic Management Journal, Academy of Management Annals, Organization Science, and Management Science.

#### Mingyu (Max) Joo

Mingyu (Max) Joo is an Associate Professor of Marketing at School of Business, University of California, Riverside. Prior to joining UCR, he was an Assistant Professor of Marketing at Fisher College of Business, Ohio State University. He holds a Ph.D. in Marketing from Syracuse University, an M.S. in Statistics from Stanford University, and a B.S. in Industrial Management from KAIST. His research focuses on practical problems in advertising, pricing, and product design using quantitative methods. His recent papers have appeared or are forthcoming in Marketing Science, Management Science, Quantitative Marketing and Economics, Emotion, International Journal of Research in Marketing, and Journal of Retailing.

Max is the recipient of the 2014 John D.C. Little Award for the best marketing paper published in Marketing Science or Management Science, the recipient (2023) and two-time finalist (2021--22) for Don Morrison Long Term Impact Award for a significant long run impact, and the finalist for the 2014 Frank M. Bass Award for the best marketing paper derived from a Ph.D. thesis. He currently serves as an Associate Editor of Decision Sciences and Information Economics and Policy.

#### Rami Zwick

Rami Zwick holds a B.A. from the Hebrew University of Jerusalem, an M.A. from the University of Haifa, and a Ph.D. in quantitative psychology from the University of North Carolina at Chapel

Hill. His research interests include consumer behavior, experimental and behavioral economics and negotiation.

Professor Zwick joined UC Riverside School of Business in 2009 as a full professor of Marketing. Previously, he was a faculty at the Hong Kong University of Science and Technology, University of Auckland, New Zealand, University of Pittsburgh, Pennsylvania State University, and Carnegie Mellon University.

Professor Zwick's research has been published in top academic journals such as Marketing Science, Management Science, Organization Behavior and Human Decision Processes, Journal of Economic Psychology, Experimental Economics, Journal of Experimental Psychology: General, and Games and Economic Behavior. He has also contributed chapters to edited books and presented papers at numerous national and international conferences.

On the administrative side, at the UCR School of Business, Professor Zwick served as the department chair, Associate Dean for Academic Affairs and Programs, and Senior Associate Dean for Programs.

#### Sanjoy Moulik

Sanjoy Moulik, Ph.D., is an Assistant Professor of Teaching in Information Systems at the UCR School of Business and serves as Director of the INSPIRE Lab (Innovating Solutions and Products through Intelligence, Research, and Education). The INSPIRE Lab is designed as a hands-on, “virtual-first” innovation environment where students collaborate to design, prototype, and test technology-enabled solutions—often involving AI, data analytics, and applied digital innovation—while connecting classroom learning to real-world problem solving.

His professional interests span AI/ML and data analytics, digital transformation and IS strategy, persuasive technology, and responsible technology design (including ethics-related considerations). In describing the lab's purpose, Dr. Moulik emphasizes building “transformative technologies, experiences, and systems” that integrate disciplines such as art, science, design, and engineering—reflecting a strongly applied, interdisciplinary approach to innovation and education.

Within the School of Business, he contributes to the Information Systems curriculum and helps create experiential opportunities that prepare students for technology-centered roles in consulting, product, analytics, and digital operations.

#### Scott Ganz

Scott Ganz is an assistant professor of management at the UCR school of business. He is also a nonresident fellow in economic policy studies at the American Enterprise Institute, where he uses novel quantitative methods to generate new insights about regulatory and business policy. Recent work includes designing statistical tests to improve decisions about reopening during the COVID-19 lockdowns, creating algorithms to predict the speed of approval and mass availability of COVID-19 vaccines, and reviewing empirical studies on real-world COVID-19 vaccine efficacy. He is also developing new computational methods for evaluating the

distributional impact of storm-caused power failures, new machine learning algorithms for program evaluation in settings where linear regression is inappropriate, and new approaches for conducting elections and assessing voting systems with three or more candidates. His prior research focuses on the housing, utilities, energy, financial, and internet sectors.

From 2019 to 2025, Dr. Ganz was an assistant professor of strategy at the McDonough School of Business at Georgetown University, where he taught courses on business strategy and public policy. Previously, he was on the faculty of the School of Public Policy at the Georgia Institute of Technology. He has also worked on the Financial Crisis Inquiry Commission (FCIC) as special assistant to Vice Chairman William M. Thomas. Before joining the FCIC, Dr. Ganz was program manager for economic policy studies at AEI.

Dr. Ganz has been published in the popular press and in a variety of academic journals. These include the *Dispatch*, *FiveThirtyEight*, *National Affairs*, *RealClearPolicy*, *Tax Notes*, *Environmental Politics*, *Organization Science*, and *Research in the Sociology of Organizations*.

Dr. Ganz holds a PhD in business administration from the Stanford Graduate School of Business and a BA in economics and political science from Amherst College.

#### Subramanian (Bala) Balachander

Subramanian “Bala” Balachander is Professor and the Albert O. Steffey Chair in Marketing at the School of Business of the University of California, Riverside. Prior to his current position, he was a Professor of Management at Purdue University’s Krannert School of Management. Professor Balachander has a Ph. D. in Industrial Administration from Carnegie Mellon University, an MBA from IIM, Calcutta and a B. Tech in Chemical Engineering from IIT, Madras. His research studies competitive marketing strategy, pricing, bundling, sales promotions and market signaling, and uses methods of game theory and structural econometric models. His teaching interests are in pricing, marketing strategy and marketing models.

Professor Balachander serves on the Editorial Board of *Marketing Science* and is a Senior Editor of *Production and Operations Management*. His research has been published in *Management Science*, *Marketing Science*, *Quantitative Marketing and Economics*, *Journal of Marketing*, *Journal of Consumer Research*, *Review of Marketing Science*, and *Marketing Letters*. He was recognized as a Purdue University Faculty Scholar in 2009. A 2012 study published in the *Journal of Product Innovation Management* ranked Professor Balachander No. 16 among the world's top innovation management scholars based on articles published in the top marketing journals.

#### Thomas Kramer

Thomas Kramer received his Ph.D. degree from Stanford University and his MBA and Bachelor’s degrees from Baruch College, CUNY. Prior to joining UCR in 2015, he was a faculty member at Baruch College from 2003 to 2010, and at the University of South Carolina from 2010 to 2015.

Professor Kramer's research interests focus on examining factors that influence preference construction and subsequent decision-making, including extraordinary consumer beliefs (such as superstitious, magical, fateful, or karmic beliefs), biases, and heuristics. His research has appeared in top marketing and decision-making journals, including the Journal of Consumer Research, Journal of Marketing Research, Marketing Science, Journal of Consumer Psychology, and Organizational Behavior and Human Decision Processes.

Professor Kramer was the Co-Editor of the Journal of Consumer Psychology from 2021 - 2023, and served as Associate Editor at both the Journal of Consumer Research and at the Journal of Consumer Psychology, where he is currently serving as Associate Editor for Research Reports. He is also serving on the editorial review boards for the Journal of Marketing Research, and the Journal of International Marketing. He was also the Issue Co-Editor for the Journal of the Association of Consumer Research issue on "The Science of Extraordinary Beliefs."

Professor Kramer has taught undergraduate, MBA, PhD, and executive-level courses in Marketing Management, Marketing Research, Consumer Behavior, and Global Marketing.

#### Ye Li

Ye Li is an Associate Professor of Management at the UCR School of Business. He joined UCR in 2012 as an Assistant Professor and was promoted to Associate Professor in 2022. He has also held visiting scholar appointments, including a sabbatical year at National Tsing Hua University (2022–2023) and a visiting scholar role at the University of Chicago Booth School of Business (Fall 2015), and previously served as a Postdoctoral Research Scholar at Columbia Business School's Center for Decision Sciences (2009–2012).

Professor Li's research spans judgment and decision making and behavioral economics, with particular emphasis on intertemporal choice (how people make decisions over time), financial decision making, and the role of time in decision processes. More recently, his work also examines the psychology of human–AI collaboration, connecting behavioral science insights to how people interact with intelligent systems in organizational and marketplace settings.

He earned his MBA and PhD in Behavioral Science from the University of Chicago Booth School of Business (2004–2009), with doctoral foci in judgment and decision making, consumer behavior, and organizational behavior, and dual bachelor's degrees from Caltech in Business Economics & Management and Electrical Engineering (both cum laude, highest honors). His scholarship has appeared in leading journals including PNAS, Psychological Science, Journal of Marketing Research, and Journal of Experimental Psychology: General, among others.

## EXHIBIT IV. COURSE DESCRIPTIONS OF REQUIRED AND ELECTIVE COURSES

### REQUIRED COURSES

#### **MGT 209 Marketing Management (4 units)**

Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Analyzes the marketing process, the environment within which it operates, institutions involved, and the functions performed. Examines the relationships and trends in a market-based economic system. Develops concepts and terms applied to marketing decisions from the perspective of a manager.

#### **MGT 228 Consumer Behavior (4 units)**

Lecture, 3 hours; research, 3 hours. Prerequisite(s): MGT 209; graduate standing; or consent of instructor. Studies the processes individuals and groups use to select, secure, use, and dispose of products, services, experiences, or ideas to satisfy needs. Explores the impacts that these processes have on the consumer and society. Addresses external and internal influences on consumer behavior.

#### **MGT 233 Marketing Research (4 units)**

Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 209; or consent of instructor. Examines how marketing-related data is gathered from individuals and organizations. Explores the importance of integrating problem formulation, research design, questionnaire construction, and sampling so as to yield the most valuable information. Also studies the proper use of statistical methods and the use of computers for data analysis.

#### **MGT 251 Marketing Analytics (4 units)**

Lecture, 3 hours; activity, 3 hours. Prerequisite(s): MGT 209; graduate standing; or consent of instructor. Examine advanced topics in marketing with emphasis on utilizing quantitative tools to aid marketing decision making. Topics include demand and market-share forecasting; conjoint analysis; market segmentation and cluster analysis; brand positioning and competitive market structures; and assessing market response to price, advertising, promotion, distribution, and sales force.

#### **MGT 253 Digital Marketing (4 units)**

Seminar, 3 hours; research, 3 hours. Prerequisite(s): MGT 209; graduate standing; or consent of instructor. Develops an understanding of digital marketing and how it affects and augments the traditional marketing mix. Topics covered include online retailing and the long tail, online pricing, multi-channel and mobile marketing, search engine optimization, display and sponsored search advertising, and social media marketing.

**MGT 257 Marketing Strategy (4 units)**

Seminar, 3 hours; research, 3 hours. Prerequisite(s): MGT 209; graduate standing; or consent of instructor. Presents a framework for an integrated, dynamic analysis of customers and competitors to enable marketing strategy development for long-term success. Uses case studies, lecture-discussions, and a computer-simulated competitive marketing strategy game.

**MGT 201 Quantitative Analysis (4 units)**

Lecture, 3 hours; written work, 3 hours. Prerequisite(s): MGT 403 with a grade of S or better; or passing score on assessment test; or completing Knewton Alta prior to starting the program; or Master of Finance (MFin); or department approval; consent of instructor; may not be taken for degree credit by students in statistics undergraduate or graduate programs; graduate standing; or consent of instructor. Addresses decision-making and solving management problems using data. Covers the foundation of probability and statistics as well as statistical inference and interpretation of statistical analysis. Topics include probability, sampling, estimation, confidence intervals, hypothesis testing, and linear regression.

**MGT 273 Marketing Experience Projects (4 units)**

Seminar, 2 hours; research, 1 hour; written work, 1 hour. Prerequisite(s): MGT 201, MGT 209; graduate standing; or consent of instructor. Uses the skills and knowledge developed in the study of marketing to undertake an individual empirical project of interest. Students will propose a topic of inquiry and use quantitative and qualitative skills to begin analyzing a real-world issue in marketing. Topics covered include data sources, statistical techniques, marketing operations, and profitability.

## ELECTIVE COURSES

**MGT 249 Pricing Strategy (4 units)**

Lecture, 3 hours; consultation or discussion, 1 hour. Prerequisite(s): MGT 209 or consent of instructor. The concepts of competitive pricing, price leadership, price discrimination, price warfare, and the strategic implication of skimming versus penetration strategies with respect to the experience curve will be developed.

**MGT 247 Advertising and Sales Promotion Management (4 units)**

Lecture, 3 hours; activity, 3 hours. Prerequisite(s): MGT 209; graduate standing; or consent of instructor. Examines the role and use of advertising and sales promotion within the marketing function. Topics include setting program objectives with an integrated marketing communication perspective; developing creative approaches; making media decisions; developing sales promotion programs; and budgeting and evaluating advertising and promotion programs.

**MGT 250 Marketing Channels and Sales Force (4 units)**

Lecture, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 209. Examines decisions related to distribution channels and sales force. Discusses how to select the most appropriate marketing channel. Channel management topics include distribution intensity, power, control,

and channel conflict. Covers issues in sales-force management, compensation, structure, and size.

### **MGT 254 Strategic Social Media Marketing & Content Management (4 units)**

Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 209; graduate standing; or consent of instructor. Provides foundational knowledge in various components of social media marketing: consumer insights and research, strategy development, content management. Students will apply knowledge through interaction with platforms such as Instagram, TikTok, X, YouTube, Facebook, etc. Social media metrics and other forms of evaluation will also be covered.

### **MGT 259 Data Visualization for Business (4 units)**

Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 209; graduate standing; or consent of instructor. Examine the technologies, techniques and algorithms for the creation of effective data visualization in the context of marketing. Explores topics related to data wrangling, insight modeling, cognitive science, and graphical communication. Students will develop practical skills using data visualization tools including SAP Lumira, Tableau, Excel Powerview, and D3. Primary course objective will be the creation of data visualizations for strategic marketing communication.

### **MGT 251B Advanced Marketing-Driven Analytics with Programming (4 units)\***

Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 209; MGT 251; graduate standing; or consent of instructor. This advanced course equips students with the skills necessary to leverage data for strategic decision-making in marketing. Students will deepen their knowledge in data analytics programming languages (e.g., Python and R) to manipulate complex marketing datasets, conduct advanced statistical analyses, and implement machine learning techniques. Focus areas include sales forecasting, churn prediction, market basket analysis, A/B testing, customer lifetime value (CLV) prediction, social media, text analytics, product recommendation systems, market trend analysis, and ethical considerations in data-driven marketing. Students will work on real-world case studies and complete a capstone project applying advanced analytics to a marketing challenge.

### **MGT 224 User Experience Design for Marketing Strategies (4 units)\***

Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 209; graduate standing; or consent of instructor. Introduces students to foundational knowledge, principles, and methods for designing human-centered user experience (UX) around interactive systems. Topics include physical, cognitive, and social components of computing, user interface models, and usability evaluation. The design of user interfaces and user experiences for mobile, desktop, voice, and augmented reality systems will be discussed in-depth.

### **MGT 264 AI-Powered Consumer Insights & Market Research (4 units)\***

Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 209; MGT233; graduate standing; or consent of instructor. This course explores the role of artificial

intelligence (AI) in understanding consumer behavior, extracting market insights, and enhancing marketing decision-making. Students learn how AI techniques—such as machine learning, natural language processing (NLP), deep learning and unsupervised algorithms—are transforming consumer research. Through theory, case studies and hands-on applications, the course trains students to collect and preprocess data, build models to uncover patterns and predictions, interpret results, and address ethical challenges in AI-driven research.

**MGT 236 Personalization & Recommendation Systems in Marketing (4 units)\***

Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 209; graduate standing; or consent of instructor. This course explores how AI-driven personalization and recommendation systems transform marketing strategies. Students will learn about collaborative filtering, content-based recommendations, deep learning in recommendation engines, and ethical considerations in AI-driven personalization. The course incorporates real-world applications, case studies, and hands-on projects using AI tools.

**MGT 270A Foundation of AI in Business (4 units)\***

Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. This course introduces students to Artificial Intelligence (AI) and its applications in business. Students will explore AI technologies, evaluate AI strategies, and identify opportunities for AI-driven innovation and competitive advantage. The course emphasizes practical applications, ethical considerations, and data-driven decision-making in real-world business contexts.

**MGT 270B Applied AI in Business (4 units)\***

Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 209; MGT 270A Foundation of AI in Business, graduate standing; or consent of instructor. This course builds on 'Foundation of AI in Business' and focuses on the practical application of artificial intelligence (AI) in various business functions. Students will explore AI-driven decision-making, automation, predictive analytics, and generative AI while engaging in hands-on projects. The course includes real-world business case studies to prepare students for AI implementation in enterprises.

\* The syllabi for these courses can be found [here](#).

## EXHIBIT V. FINANCIAL PROJECTION

EXHIBIT V. FINANCIAL PROJECTION						
Line#		Year 1	Year 2	Year 3	Year 4	Year 5
<b>ENROLLMENT</b>						
1	Year-average Program Headcount	15	20	30	40	50
<b>REVENUE</b>						
2	Annual Fee Per Student	\$65,952	\$68,590	\$71,334	\$74,187	\$77,155
3	Total Tuition Revenue	\$989,280	\$1,371,802	\$2,140,010	\$2,967,481	\$3,857,726
4	Other funds	\$0	\$0	\$0	\$0	\$0
5	<b>TOTAL PROGRAM REVENUE</b>	\$989,280	\$1,371,802	\$2,140,010	\$2,967,481	\$3,857,726
<b>COSTS</b>						
<b>A. Program Direct Costs, Subject to IDC</b>						
6	Total Faculty Salaries (including benefits)	\$315,000	\$327,600	\$340,704	\$354,332	\$368,505
7	Faculty academic director	\$5,000	\$5,200	\$5,408	\$5,624	\$5,849
8	Program administrator cost/FTE (including benefits)	\$130,000	\$135,200	\$140,608	\$146,232	\$152,082
9	<b>Total Staff Salaries</b>	\$130,000	\$135,200	\$140,608	\$146,232	\$152,082
10	General Assistance	\$0	\$0	\$15,000	\$15,450	\$15,450
11	S&E	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
12	Equipment, Travel, Campus-based activities	\$0	\$0	\$0	\$0	\$0
13	<b>TOTAL DIRECT COSTS, SUBJECT TO IDC</b>	\$480,000	\$498,000	\$531,720	\$551,639	\$571,886
<b>B. Program Direct Costs, Exempt from IDC</b>						
14	Financial Aid	\$148,392	\$205,770	\$321,002	\$445,122	\$578,659
15	Other S&E and equipment	\$0	\$0	\$0	\$0	\$0
16	UCOP and UCR assessments	\$58,560	\$60,756	\$64,870	\$67,300	\$69,770
17	<b>TOTAL DIRECT COSTS, EXEMPT FROM IDC</b>	\$206,952	\$266,526	\$385,871	\$512,422	\$648,429
18	<b>TOTAL DIRECT COSTS (line 13 + line 17)</b>	\$686,952	\$764,526	\$917,591	\$1,064,061	\$1,220,315
19	Program IDC Rate	33.70%	33.70%	33.70%	33.70%	33.70%
20	<b>Program Indirect Costs (line 19 x line 13)</b>	\$161,760	\$167,826	\$179,190	\$185,902	\$192,726
21	<b>TOTAL PROGRAM COST (line 19 + line 21)</b>	\$848,712	\$932,352	\$1,096,781	\$1,249,963	\$1,413,041
22	<b>SURPLUS (DEFICIT) (line 5 minus line 21)</b>	\$140,568	\$439,449	\$1,043,229	\$1,717,518	\$2,444,685
23	<b>SURPLUS (DEFICIT) PER STUDENT</b>	\$9,371	\$21,972	\$34,774	\$42,938	\$48,894

Note: we assume a 4% increase year-over-year in tuition and costs.

As the financial projections demonstrate, we expect to break even immediately in year one of the program, with a break-even analysis showing that we need at least 13 students in the program to break even.

### Budget Note

Explanation on calculating the teaching cost in the above budget. The average base salary for a ladder-rank (Senate) faculty member in the UCR School of Business is approximately \$240,000 (excluding benefits). Consistent with the school's workload expectations, we assume effort is allocated across research (60%), teaching (40%), and service (10%); therefore, the portion attributable to teaching is \$96,000 per faculty member per year. With a standard teaching load of 4 courses per year, the implied salary cost per course is \$24,000 (excluding benefits). Applying a benefits/load factor, the fully loaded instructional cost per course is approximately \$35,000.

The program includes 9 courses uniquely developed for and associated with the MDM-AA, so the Year 1 instructional cost is estimated as  $9 \times \$35,000 \approx \$315,000$ , which matches the figure shown in Exhibit V.

The program's core courses (32 units) are already offered within our other Professional Master's

programs, and the anticipated enrollment growth, particularly in the first three years, can be accommodated through existing offerings (typically two to three sections per course). The instructional costs for these courses are already covered in the budgets of those programs and allocated to non-state funds (see Point 2 below).

We note that this approach is intentionally simplifying and conservative. In practice, we expect that some enrollment in these courses may include students from state-supported programs (e.g., the full-time MBA), in which case the instructional cost would be allocated across fund sources based on actual enrollments proportions. However, to avoid underestimating the self-supporting program's cost base in the pro forma, Exhibit V conservatively assumes that all enrollments in these program-specific courses are attributed to the self-supporting program, and therefore the full instructional cost is allocated to the self-supporting budget.

As shown in Exhibit V, the program is projected to generate a surplus in Year 1, and that surplus increases as enrollment scales over time.

**How UCR ensures self-supporting programs do not use State funds.** Separate from how the pro forma is presented in this exhibit, UC policy requires that self-supporting degree programs be funded entirely by non-State revenues. When Senate faculty or staff whose base pay may be supported by State-related funds contribute effort to a self-supporting program, UCR uses established budgeting and payroll cost-allocation/recharge processes to ensure the appropriate share of instructional and program effort is charged to the self-supporting fund source (i.e., covered by program revenue), rather than subsidized by State General Funds. At UCR, this reconciliation and annual review is coordinated through the Office of Financial Planning & Analysis (FP&A), consistent with UC/Regents reporting requirements for self-supporting instruction.

In practice, each year programs provide FP&A with a formal cost analysis demonstrating that proposed student charges cover the program's full direct and indirect costs ("program costs"). The required elements and format of this analysis are specified in the UC-provided SSGPDP template. Programs are expected to become fully self-supporting within three years.

**Campus annual submissions to UCOP.**

Each year, the campus submits to UCOP: (1) a cover letter from the Chancellor to the President requesting approval of student charges for the upcoming year, and (2) the SSGPDP templates for each self-supporting program. The Chancellor's letter includes:

A certification that appropriate campus leadership has reviewed and approved the attached templates and that each program is operating on a self-supporting basis (or that any deficit is covered with allowable non-State funds), in compliance with UC policy.

A request to approve the proposed student charges for each program for the upcoming year. A completed student-charges summary form listing, for each program, the current charges, proposed charges, and the percent change, using the UCOP-provided format to support comparability across programs.

Together, these reconciliation and annual reporting requirements, formally reviewed and certified by campus leadership, are designed to ensure that State funds do not subsidize self-supporting programs.

Finally, at the UCR School of Business, self-supporting programs also help support State-funded activities. For example, undergraduate administrative staff supporting State-funded undergraduate programs are funded in part through revenues generated by self-supporting programs. Similarly, the new Business School building was funded entirely through self-supporting funds, even though it significantly supports State-funded programs (including all undergraduate programs at the school and from other departments and our full-time MBA).

**EXHIBIT VI. PARTICIPATING FACULTY ENGAGEMENT IN AI APPLICATIONS: RESEARCH AND TEACHING**

Faculty actively engaged					
		AI Research		AI Teaching	
Faculty	Discipline / area	AI research themes (abridged)	AI types (abridged)	AI in teaching	Teaching topics (abridged)
Aruhn Venkat	Accounting (audit, reporting, controls)	Tax effects	Generative AI (LLMs) Chatbots Image/video generation	Not currently, but interested in incorporating it	AI for managers / AI literacy
Ashish Sood	Marketing / Consumer behavior Strategy / Innovation / Entrepreneurship	Adoption & diffusion of AI (consumers, employees, firms) Consumer experience with AI agents	Generative AI (LLMs) Chatbots Image/video generation Predictive analytics	AI is integrated throughout a course (recurs across multiple topics)	AI in marketing/consumer behavior
Austin Attaway	Strategy / Innovation / Entrepreneurship OB / HR / Future of work	Adoption & diffusion of AI (consumers, employees, firms) Human–AI decision making (judgment)	Generative AI (LLMs) Chatbots Image/video generation Algorithmic management	one dedicated module/lecture/session	Human–AI decision making & trust/ AI strategy & competitive advantage/ AI and the future of work / HR / OB / AI governance, ethics, bias, regulation
Danko Turcic	Operations / Supply chain / Analytics	AI as a decision support tool in complex dynamic optimization problems	Predictive analytics / ML decision models AI for operations (forecasting)	AI is integrated throughout a course (recurs across multiple topics)	AI for managers / AI literacy, Human–AI decision making & trust, Analytics/ML applications in business functions
Eric Allen	Accounting (audit, reporting, controls)		Generative AI (LLMs) Chatbots Image/video generation	one dedicated module/lecture/session	AI for managers / AI literacy

Hai Che	Marketing / Consumer behavior Information systems / Digital platforms	Adoption & diffusion of AI (consumers, employees, firms) Human–AI decision making (judgment)	Generative AI (LLMs) Chatbots Image/video generation Predictive analytics	AI is integrated throughout a course (recurs across multiple topics)	AI for managers / AI literacy, Human–AI decision making & trust, AI in marketing/consumer behavior, AI strategy ...
Ivy Zhang	Accounting (audit, reporting, controls)	Adoption & diffusion of AI (consumers, employees, firms)	Generative AI (LLMs) Chatbots Image/video generation	Not currently, but interested in incorporating it	AI for managers / AI literacy
Marlo Raveendran	Strategy / Innovation / Entrepreneurship OB / HR / Future of work	Trust, reliance, and calibration (over/under-reliance) Human–AI decision making (judgment)	Generative AI (LLMs) Chatbots Image/video generation	AI is integrated throughout a course (recurs across multiple topics)	AI and the future of work/HR/OB
Max Joo	Marketing / Consumer behavior	AI-driven pricing, targeting, recommendations, or persuasion	Predictive analytics / ML decision models	one dedicated module/lecture/session	AI in marketing/consumer behavior / Analytics/ML applications in business functions
Rami Zwick	Marketing / Consumer behavior	Human–AI decision making (judgment, advice-taking, accountability) Human–AI collaboration	Generative AI (LLMs) Chatbots Image/video generation Recommendation systems	AI is integrated throughout a course (recurs across multiple topics)	AI in marketing/consumer behavior
Sanjoy Moulik	Information systems / Digital platforms Other: (Please specify)	Adoption & diffusion of AI (consumers, employees, firms) Human–AI collaboration & productivity	Recommendation / personalization systems Predictive analytics / ML decision models	one dedicated module/lecture/session	Analytics/ML applications in business functions
Scott Ganz	Strategy / Innovation / Entrepreneurship Operations / Supply chain	Adoption & diffusion of AI (consumers, employees, firms) Human–AI decision making (judgment)	Predictive analytics / ML decision models	Not currently, but interested in incorporating it	AI strategy & competitive advantage

Subramanian Balachander	Marketing / Consumer behavior	Market structure / competition and strategic implications	Predictive analytics / ML decision models	AI is integrated throughout a course (recurs across multiple topics)	AI in marketing/consumer behavior, Analytics/ML applications in business functions
Tom Kramer	Marketing / Consumer behavior	Adoption & diffusion of AI (consumers, employees, firms) Trust, reliance, and calibration	Generative AI (LLMs) Chatbots Image/video generation	Not currently, but interested in incorporating it	Human–AI decision making & trust
Ye Li	Marketing / Consumer behavior OB / HR / Future of work	Human–AI decision making (judgment, advice-taking, accountability) Human–AI collaboration	Generative AI (LLMs) Chatbots Image/video generation Recommendation systems	AI is integrated throughout a course (recurs across multiple topics)	AI for managers / AI literacy, Human–AI decision making & trust, AI and the future of work/HR/OB



*Academic Senate*

*Professor First Last  
Division Chair*

January 30, 2026

Rami Zwick, Associate Dean for Graduate Programs & Professor of Marketing  
School of Business

**RE: Proposed Master of Science in Data-Driven Marketing & AI Application (MSDM-AA)-SSGDP**

Dear Rami,

Executive Council discussed the subject proposal and corresponding committee feedback during the January 26, 2026 meeting. Executive Council had no additional comments to include with the significant and important feedback provided by tasked committees. These comments are attached for consideration of a revision.

Should a revision be drafted for further deliberation about the proposed program, please submit it to my attention with [New Business] in the subject line. I note that some proponents find it helpful to include an executive summary that speaks to changes made to the proposal, as well as responses to feedback from the Senate review round.

Best regards,

A handwritten signature in blue ink that reads "Ken Barish".

Ken Barish, Chair  
Academic Senate

Cc: Jerayr Haleblian, BUS FEC Chair  
Senate Director Cortez

Enclosures:  
Committee Feedback  
Proposal Documents



## *Academic Senate*

### COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

January 8, 2026

To: Kenneth Barish, Chair  
Riverside Division Academic Senate

From: Esra Kurum, Chair   
Committee on Diversity, Equity, & Inclusion

**Re: [Campus Review] (Proposal) Master of Science in Data-Driven Marketing & AI Application (MSDM-AA)-SSGDP**

The Committee on Diversity, Equity, and Inclusion (CODEI) has reviewed the above proposal for the (MSDM-AA)-SSGDP. From a DEI perspective, the proposal raises no major concerns and includes several positive equity-oriented elements, including holistic admissions practices, a built-in return-to-aid commitment, and a clear focus on serving students in the Inland Empire.

Given that this is a self-supporting professional degree, the committee recognizes that access will necessarily be shaped by cost; within those constraints, the proposal makes reasonable efforts to support inclusion through admissions review, financial aid allocation, and regional access. At the same time, DEI considerations are largely implicit rather than explicitly integrated into program design. The committee wishes to encourage the proposers to further articulate how diversity, equity, and inclusion will be operationalized in admissions outreach, student support, and curriculum particularly with respect to responsible use, ethical considerations and implications of AI within curriculum. This end may be aided via interdepartmental support regarding data science ethics and courses such as those offered by the Computer Science and Engineering, or Statistics departments. Barring these points, no major DEI concerns are identified within the proposal.



## *Academic Senate*

### **GRADUATE COUNCIL**

December 16, 2025

To: Kenneth Barish, Chair  
Riverside Division

From: Viji Santhakumar, Chair  
Graduate Council

**RE: [Campus Review] (Proposal) Master of Science in Data-Driven Marketing & AI Application (MSDM-AA)-SSGDP**

Graduate Council reviewed and discussed the proposal for a new self-supporting MS in Data-Driven Marketing and AI Application at their December 11, 2025 meeting. The Council noted that the participating faculty listed in the proposal are not from STEM fields and do not have expertise in AI -- who will be teaching the program's courses? Additionally, none of the required core courses involve AI and the program does not contain a fundamental AI course. The AI and STEM rigor is non-existent. The Council would like to know what makes this degree a Master of Science -- a one quarter capstone project seems to dilute what an MS is. Regarding the budget, there is a list of full-time faculty and a list of existing courses with a budget that includes the cost and revenue the program will generate. It appears the program will not cost anything because the school plans to use existing faculty. The Council would like more details on the cost of instruction. The figure of \$315,000 was presented in the proposal which should be broken down with what the program projects to lose in year 1, year 2, year 3, etc. The financial projection as presented is inadequate.



## *Academic Senate*

December 17, 2025

To: Kenneth Barish, Chair  
Riverside Division

From: Joseph Genereux, Chair  
Committee on Library and Scholarly Communications

Re: 25-26. CR. Proposal: Master of Science in Data-Driven Marketing & AI Application (MSDM-AA)-SSGDP

The committee endorses the proposed Master of Science in Data-Driven Marketing & AI Application (MSDM-AA) program, which is well-planned and fills an important and inadequately met need for the Inland Empire and the State of California. We appreciate that the proposal recognizes the importance of the libraries' digital infrastructure and other resources for the program. The proposal should also acknowledge the likely contributions of the library staff to curricular development of the new electives, especially in consideration of the library's strong and rapidly expanding subject matter expertise in the application and ethics of emerging AI technologies. Related to that point, we would like to call the attention of the team behind the proposal to the libraries' plan to offer for-credit workshops on AI in the future, which might also serve as electives for the program.



## Academic Senate

### PLANNING AND BUDGET

January 9, 2026

To: Kenneth Barish, Chair  
Riverside Division

From: David Oglesby, Chair  
Committee on Planning and Budget

A handwritten signature in black ink that reads "David D. Oglesby".

**Re: [Campus Review] Proposal: *Master of Science in Data-Driven Marketing & AI Application (MSDM-AA)-SSGDP***

The Committee on Planning and Budget (CPB) reviewed the proposal for a Master of Science in Data-Driven Marketing & AI Application (MSDM-AA) self-supporting graduate professional degree program. CPB has the following comments:

1. "AI" in the Title vs. Curriculum:

- Concern was raised that the core courses didn't appear heavily AI-driven, with AI content seemingly concentrated in elective courses.
- The previous concern led to a worry about the name being slightly misleading ("bait and switch") if students default to a non-AI path; though it was noted the name is good for marketing.
- A suggestion was made to require more explicit detail on how AI will be integrated into the bulk of the curriculum.

2. Program Justification (Standalone vs. Track):

- A major question was why a completely new MS degree is necessary instead of simply creating a specialized track within the existing marketing degree.
- CPB members agreed the proposers need to provide a clear, explicit justification for a standalone degree.

3. Potential Cannibalization:

- There is a concern that the new program might cannibalize students from the existing state-supported majors (e.g., the traditional marketing major).

- The proposal alludes to a distinct, younger market but does not explicitly address the risk of cannibalization.

4. Fiscal Impact on Other Departments:

- The proposal mentions students taking classes in other departments (state-supported classes). This raises questions about reimbursement/credit sharing agreements and the potential for hidden costs (e.g., forcing other departments to open new sections).
- It was noted that letters of agreement from relevant department chairs might be needed to ensure capacity.

5. "Soft Landing" for PhD Students:

- The program is presented as a "soft landing" option for PhD students who do not finish their doctoral program.
- The document lacks an explanation of the financial logistics for these students—specifically, how they would be charged (e.g., a la carte for remaining courses versus paying the full program freight).

**[Campus Review] Master of Science in Data-Driven Marketing & AI Application (MSDM-AA)-SSGDP**

Please review the attached proposal for a Master of Science in Data-Driven Marketing & AI Application (MSDM-AA) self-supporting graduate professional degree program. The proposal documents are [here](#).

Please provide your response via IMS or senate@ucr.edu (cc cherysac@ucr.edu) by **January 14, 2026**. Thank you.