



UNIVERSITY OF FLORIDA

COLLEGE OF BUSINESS ADMINISTRATION
ALAN G. MERTEN, DEAN

GAINESVILLE, FLORIDA 32611
(904) 392-2397

GENERAL FACULTY MEETING

Wednesday, September 7, 1988

4:30 p.m., 102 BUS

A G E N D A

1. Minutes from April 14 and April 21, 1988, Faculty Meetings
2. Introduction of New Faculty
3. Election of Parliamentarian
4. Fall 1988 Enrollment
D. Snowball
J. Kramer (Attachment 1)
5. Dean's Report
7. Amendment to By-Laws of Faculty (Attachment 2, 3, 4, 5)
8. Committee Report
Undergraduate Committee - (Content of DIS Core Course) Attachment #6
J. Faricy
9. Announcements

Attachments

cc: Larry Humes
Tom Boyden

FISHER SCHOOL UPDATE

Student DataEnrollment

	<u>Fall 1983</u>	<u>Fall 1984</u>	<u>Fall 1985</u>	<u>Fall 1986</u>	<u>Fall 1987</u>	<u>Fall 1988</u>
B.S.Ac.	556	559	567	500	497	610
Post. Bac.	18	49	51	36	59	44
M.Acc.	33	57	121	98	80	128
	<u>607</u>	<u>665</u>	<u>739</u>	<u>634</u>	<u>636</u>	<u>782</u>

BREAKDOWN OF ENROLLMENT

	<u>Fall '86</u>	<u>Fall '87</u>	<u>Fall '88</u>
3AC	226	256	316
4AC	274	241	294
6AC	36	59	44
7AC	98	70	112
7AC/JD		10	16

Fall '88 ADMITS

	<u>Native</u>	<u>Transfer</u>	<u>Total</u>
B.S.Ac.	140	67	<u>207</u>
M.Acc.	43	27	<u>70</u> (20 No shows)

Fall '88 DENIALS

	<u>Native</u>	<u>Transfer</u>	<u>Total</u>
B.S.Ac.	25	Unknown	Unknown
M.Acc.	6	13	19

ACG 2001 Enrollment

	<u>1985 - '86</u>	<u>1986 - '87</u>	<u>1987 - '88</u>	<u>Fall '88</u>
Fall	1185	974	1036	945
Spring	1040	996	873	
Summer	<u>349</u>	<u>412</u>	<u>235</u>	
Total	<u>2574</u>	<u>2382</u>	<u>2144</u>	

ACG 3132 (Financial ACG I) Enrollment

	<u>1985 - '86</u>	<u>1986 - '87</u>	<u>1987 - '88</u>	<u>Fall '88</u>
Fall	228	146	175	307
Spring	147	162	251	
Summer	<u>43</u>	<u>35</u>	<u>72</u>	
Total	<u>418</u>	<u>343</u>	<u>498</u>	

GRADUATES
B.S.Ac.

	<u>1985 - '86</u>	<u>1986 - '87</u>	<u>1987 - '88</u>
Fall	54	57	58
Spring	78	84	72
Summer	<u>70</u>	<u>53</u>	<u>47</u>
Total	<u>202</u>	<u>194</u>	<u>177</u>

M.Acc.

	<u>1985 - '86</u>	<u>1986 - '87</u>	<u>1987 - '88</u>
Fall	18	32	19
Spring	21	12	10
Summer	<u>47</u>	<u>24</u>	<u>23</u>
Total	<u>86</u>	<u>68</u>	<u>52</u>

PROPOSED AMMENDMENTS

The following revision to the proposed Ammendment 1 from the April 21 Faculty Meeting was distributed at that meeting and it was agreed that a vote would be taken at the September Faculty Meeting.

Delete 2.4 and 2.5 and replace with new 2.4 as follows:

2.4 Recommendation for Promotion and/or Tenure of Faculty Members

Recommendations for promotion and/or tenure of faculty members shall be made in accordance with and policies outlined in the UF Constitution, Senate By-Laws, College of Business Administration Guidelines, Fisher School of Accounting Guidelines, and the Agreement Between the Board of Regents, SUS, and the UFF.

Fisher School of Accounting
University of Florida
Statement of Objectives

The Statement of Objectives consists of (1) broad objectives that will guide the activities of the Fisher School of Accounting (FSOA) and, (2) operating objectives that can be used to measure the attainment of the broad objectives. The objectives relate to the three primary functions of an academic unit: teaching, research and service.

I. Teaching

The primary teaching function of the FSOA emphasizes two programs: the professional program and the Ph.D. program.

A. The professional program.

The broad objective of the professional program is to graduate professional accountants from each of the specialization tracks (financial/auditing, cost/management, systems, and tax) that (a) have the potential to assume leadership roles in the accounting profession and (b) have the technical proficiency necessary to enter the accounting profession and progress rapidly through levels of increasing responsibility.

The graduation of potential leaders of the profession can be judged by the ability of the graduates to think in analytical terms and to demonstrate strong communication skills. The extent to which the graduates of the professional program exhibit these attributes can be measured by placement results, formal and informal feedback from interviewers and subsequent employment experience. The technical proficiency of graduates to enter the profession can be measured by

their performance on professional examinations such as the CMA and CPA exams.

Operating objectives that aid in the achievement of the broad objective are (1) to establish admission criteria that are sufficiently high to enable the first objective to be realized and, (2) to have the classroom teaching be both innovative and effective.

Innovative teaching can be measured by: (1) the acceptance at other academic institutions of teaching methods developed by FSOA at the University of Florida, (2) by publishing the results of innovative teaching and (3) by peer acceptance of innovative teaching.

Effective classroom teaching can be measured by formal and informal student feedback. The measurement of effective teaching shall distinguish between merely popular teaching and effective teaching. Included in this will be an assessment of the difficulty of the subject matter and the overall rigor of performance requirements.

B. The Ph.D. program.

The objective of the Ph.D. program is to recruit and graduate students that are capable of performing as effective faculty members at high quality institutions of higher learning. The primary emphasis of the program of study is to prepare and involve students in conducting, publishing and evaluating academic and professional research. Teaching experience is required for all doctoral students.

The measurement of the broad objective of the Ph.D. program is the placement of the graduates of the Ph.D. program, their subsequent success in their career path including the publication of academic and professional research and recognition for outstanding teaching. The

objective of the Ph.D. program is to place the graduates at nationally recognized institutions.

A particularly important activity of the School is dissertation advising. Although considered primarily as a teaching activity in evaluating faculty performance, it is recognized that dissertation advising also contributes to the service and research objectives.

C. Other teaching programs.

The undergraduate program is part of the professional program. The primary objective is to provide a solid educational foundation for the higher level coursework in the Accounting program. A secondary objective is to graduate four-year students with sound fundamental knowledge in all areas of accounting. The measurement of the primary objective is the quality of the inputs to the higher level courses in the professional accounting program. The measurement of the secondary objective is the success in the placement of students in appropriate level positions.

Service courses in accounting for the College of Business Administration constitute an important component of the overall teaching function of the FSOA. The broad objective is to provide the accounting education needed for effective performance of CBA graduates in their respective fields. The measurement of this objective is evidence of satisfaction with accounting service courses from CBA faculty and employers of CBA graduates.

II. Research

The objective of the research function of the FSOA is to contribute to the advancement of knowledge in accounting. This contribution should

be concerned with issues related to expanding accounting knowledge with potential usefulness to the profession, as well as with other issues applicable to current problems of immediate concern to rule making bodies and to practicing accountants.

The objectives of the former type of research, which is sometimes labeled academic research, may materialize in the long run. Consequently, the measurement of achieving these objectives cannot be operationalized in terms of the impact of the research on practice. Instead, the impact of this type of research on the development of ideas, on peers, and on the body of knowledge can perhaps be measured in an operational sense by the quality of the media used in communicating the research.

Although the quality of the media of communicating academic research can function in the short run as a good surrogate for the potential usefulness of academic research, the measurement of the progress made by current problem research, sometimes labeled applied research, can be accomplished by evaluating the impact of the research on rule-making or on accounting practice. In absence of empirical evidence of such an impact, the media of communicating the research can be also viewed as a possible surrogate.

Research utilizing rigorous research methods concerning educational matters may also be considered as an element of the research dimension. The measurement of the output of this component of research should be in terms of its rigor and its impact on accounting education. For educational research to qualify for inclusion, it should address problems unique to the development and functioning of the accounting

curriculum. Education research utilizing less rigorous research methods may contribute to the teaching objective if the results potentially increase teaching effectiveness.

Professional writing in the form of opinions and the like is considered part of the service function. In general, research should address novel ideas, should utilize rigorous research methods and should be reproducible. Professional writing does not usually meet these criteria.

III. Service

The service function of the FSOA consists of both internal and external service.

A. Internal service

The objective of internal service is to facilitate the attainment of the other objectives of the FSOA. Internal service is an integral part of the effective functioning of the School and a responsibility of all faculty. Service on other university committees is also considered to be internal service and a responsibility of the School within the overall university community.

B. External service

The objective of external service is to implement the commitment of the School of continuing involvement and service to advance the goals of professional organizations. This service includes serving on committees, editorial boards, and professional writings. This objective includes both the academic and practice functions of the profession. Measurement of both internal and external service involves both the quality and frequency of service. Where possible, outside evidence of the quality of external service will be obtained to monitor the attainment of the School's objective in this area.

Fisher School of Accounting
University of Florida
Statement on Faculty
(General Guidelines)

Staffing Goals:

In order to meet the goals stated in the Statement of Objectives, a thorough attention to staffing becomes an important element in the entire process.

Objective: The objective of the policy on faculty development is to plan for recruiting, motivating and retaining individuals who are capable of working within the Fisher School of Accounting to attain its stated objectives as outlined.

Specific goal: In order to meet the objectives of the School in the three areas of research, teaching and service, the faculty mix of interests should show the types of activities and qualities so as to have competent performance by the School in all three areas.

Evaluation for promotion and tenure:

Promotion to the rank of associate professor:

Assistant Professors are expected to focus primarily on research and teaching. A favorable recommendation for promotion to associate professor and/or the awarding of tenure will be based on a documented record of scholarly research productivity and effective teaching. Some evidence of limited service is also expected.

Promotion to the rank of professor:

Associate Professors are expected to maintain a continuing emphasis on research and teaching. As a faculty member becomes more senior it is expected that the internal service activities will increase. Similarly, as a faculty member becomes more widely known in the discipline it is appropriate for some

faculty members to become involved in external activities with a statewide or national impact. A favorable recommendation for promotion to full professor will be based on a continuing record of scholarly research productivity and effective teaching since achieving the rank of associate professor. Evidence of service activities is also expected. A distinguished record of service activities with documented external impact will be viewed favorably but cannot be fully substituted for either scholarly research productivity or effective teaching.

Additional performance factors which will be regarded favorably in making tenure and promotion decisions, but with lesser weighting, include the specific items identified in the Personnel section (III) of the AACSB Accreditation Standards for Accounting Programs (see attached). This includes the enhancement of a faculty members intellectual capital relating to his or her areas of teaching and research and professional certification.

Procedures:

The administrative procedures will be those procedures contained in the College of Business Administration's Supplement to the University Promotion and Tenure Policy (dated 7/20/1988). A faculty member will ordinarily be evaluated for promotion and tenure according to the following system.

- a) An ad hoc committee will be appointed by the Director of the Fisher School of Accounting for each candidate and will consist of three faculty members, two from the Fisher School of Accounting and one from another academic unit. All three members must be at a rank equal to or higher than the rank to which a candidate is being considered.

- b) The committee shall read all the work published or accepted for publication and make an evaluation according to the following criteria: (1) impact on other researchers, on practice, on teaching and/or on peers, (2) quality as reflected by the journal in which it is published and by the judgment of the committee, (3) the technical competence of the research, and by (4) the ability of the candidate to conceptualize and communicate. Where work is coauthored, the relative contribution of the candidate will be considered. Textbooks will be evaluated according to the same criteria.
- (c) The committee shall evaluate the teaching of the candidate according to certain indices that may be developed for each candidate on: (1) classroom performance as judged by course preparation, class materials, type of examinations, etc. (2) course development of an innovative nature, (3) breadth and ability to integrate the courses taught with related segments of the curriculum, (4) students' perception of the course and teacher as judged by formal evaluation, and (5) the extent to which the courses are effective in preparing the students for the courses that follow.
- (d) In some cases, the committee may meet with selected students to obtain some additional evaluations on the candidate.
- (e) The committee will evaluate the service of a faculty member. In this regard, the committee shall distinguish between two types of service: (1) the minimum necessary requirements expected from each faculty member. This minimum would typically be internal service since each member is expected to do a share of committee work, student advising, participation in the functions of the

School,...etc. External service which includes monetary gain may also be included in meeting the minimum requirement. (2) Service which is above the expected minimum and which must be evaluated carefully with the burden of supplying evidence falling on the candidate. Falling in this category are unusually demanding internal service and external service to the profession which is not performed with monetary gain as the objective. Such services must be evaluated carefully for each candidate.

- (f) The committee shall evaluate the evidence gathered on all three dimensions and make a recommendation concerning each of the three areas, but not an overall recommendation, to the faculty who hold an equal or higher rank than the rank to which the candidate is being considered and to the Director. No formal vote shall be taken by the committee. This faculty will then serve as an ad hoc committee at large with the Director as the Chairman to make a recommendation to the Director on the candidate. The Director is a non-voting member of that committee since the recommendations shall be made to him. The evaluations of at least three nationally recognized, external reviewers in the field of accounting from universities of high national standing; at least two of whom will be selected from a list of four or more names to be provided by the candidate, will be secured by the Director and circulated to the committee at large. To the extent possible the outside evaluations should cover research, teaching and service.
- (g) The Director shall inform the faculty (ad hoc committee at large referred to in f) as soon as he makes a decision and a recommendation to the Dean.

AACSB Statement on Personnel Taken From Accounting Accreditation Standards

III. PERSONNEL

The accounting programs shall be staffed by a critical mass of faculty. In judging whether such a critical mass is present, consideration will be given to factors such as the depth and breadth of professional interests represented by the faculty; the opportunities for professional interaction among the faculty; and the opportunities for students to be exposed to the appropriate range of faculty viewpoints.

The faculty shall possess the intellectual capital, classroom teaching ability, educational and professional qualifications, professional accounting experience and interests, and scholarly productivity essential for the conduct of a successful accounting program.

The two major activities on which accounting faculty should be evaluated are teaching and research.

The quality of the educational experience of the student is of major importance. A plan for the evaluation of teaching activity should be in place and be of significance in the annual evaluation of each faculty member. Evidence to be considered may include student and peer evaluations, review of teaching materials, and other factors.

Every faculty member should devote an appropriate amount of time to formal activities that maintain and enhance intellectual capital. Formal activities that maintain and enhance intellectual capital include engaging in research and publication, obtaining professional accounting experience, and participating in formal development activities. The amount and mix of these activities for the faculty as a whole and for individual faculty members appropriately may vary depending on the objectives of the institution, the accounting programs offered, the courses the faculty member teaches, and his or her background and interests.

An appropriate mechanism should be in place to promote the maintenance and enhancement of every faculty member's intellectual capital.

The research activities of the faculty are important to the maintenance of teaching competence and contribute to the knowledge base of the profession through the creation, codification, and dissemination of knowledge. For purposes of this standard, research activities include work that leads to the expansion of the frontiers of knowledge and applications in accounting and related disciplines. The faculty should demonstrate a competence for and an acceptable level of publication in research findings in the accounting literature. A reasonable cross-section of the faculty should be regularly engaged in research and publication. The scholarly productivity of a faculty offering a Type B and/or Type C program should exceed that of a faculty offering only a Type A program. In evaluating research, consideration should be given to applied, education-oriented, and theoretical studies.

Professional accounting experience that provides first-hand knowledge of practical accounting situations and the ways in which current accounting issues are actually being handled by the accounting profession is important to quality teaching and research.

Professional accounting experience may include (1) consulting with and employment by business, public accounting, governmental and other not-for-profit organizations, (2) serving on technical committees of professional and academic organizations, (3) serving on boards of directors, and (4) developing

case material that involves substantial exposure to practical problems of the accounting profession. The foregoing list of illustrations is provided for guidance in applying the standard and is not intended to be all-inclusive.

A reasonable cross-section of the full-time faculty should be regularly engaged in obtaining professional accounting experience. The professional accounting experience of a faculty offering a Type C program should exceed that of a faculty offering only a Type A and/or Type B program. Also, faculty members who teach courses with a professional orientation should normally have some professional accounting experience.

Participation in formal development activities also is important to quality teaching and research. The activities should be related to the courses the faculty member teaches or expects to teach, or to the research areas in which the faculty member is, or expects to become active. Formal development activities may include (1) attending or instructing professional development programs covering technical accounting subjects sponsored by government, industry, or national, state and local accounting firms or professional organizations; (2) attending or speaking at professional meetings; (3) attending or leading faculty seminars/colloquia; (4) attending college and university courses; and (5) completing correspondence courses or formal self-study courses. The foregoing list of illustrations is provided for guidance in applying the standard and is not intended to be all-inclusive.

Every faculty member should participate regularly in formal development activities. However, the frequency and extent may vary depending upon such factors as the level of and changes in the subject matters the faculty member teaches, the member's participation in research and publication activities, and the quality, amount and recency of the professional accounting experience of the faculty member. For example, a faculty member who is not engaged extensively in research and publication activities, or who has not obtained meaningful professional accounting experience in recent years, is expected to participate more extensively in formal development activities than a faculty member who engages in one or both of those activities on a regular basis.

UNIVERSITY OF FLORIDA
GAINESVILLE, 32611

OFFICE OF ACADEMIC AFFAIRS

December 22, 1982

FEB 2 1983

MEMORANDUM

TO: Dr. Robert F. Lanzillotti, Dean of the College of Business Administration, and Dr. Hadley Schaefer, Director of the School of Accounting

FROM: Robert A. Bryan, Vice President *RAB*

SUBJECT: Implementation of the Recommendations of the National Review Team "

Sometime in early 1983*, we must go before the University Senate to present a report on the six-year experiment with the School of Accounting (SOA).

All persons involved in the experiment involving SOA, both at the college level and in the central administration, readily accept the main findings of the National Review Team as stated in my memorandum of November 23, 1982, namely that the SOA has greatly improved the quality of its teaching, research, and service activities during the six-year experimental period. As stated in that memorandum, President Marston has decided to establish a permanent School of Accounting headed by a director within the College of Business Administration. This decision will be presented to the University Senate by the Office of Academic Affairs for approval.

Also, implementation of the President's decision will be set forth in a memorandum outlining general guidelines for the operation of the SOA subject to general SUS, University of Florida, and College of Business Administration policies.

I. Admissions: The SOA faculty will determine admission standards, policies, and procedures governing entry to the Bachelors of Accounting and Masters of Accounting programs, subject to University controls on enrollment goals and quotas at both the undergraduate and graduate levels. This means the SOA faculty will specify class level, grade point average, course prerequisites, and other elements relating to entry to the School. Furthermore, subject to Graduate School policies, the faculty will also specify grade point average, acceptable test scores, undergraduate preparation, and other elements relating to admission to the Master of Accounting degree program.

* University Senate approved the permanent school on March 24, 1983

The current University policies governing "point of entry" of admission applications will remain in place: i.e., undergraduate admissions applications will be received by the Registrar; admissions applications for the Master's of Accounting Program will be received by the Registrar, referred to the Graduate School and then to SOA. A semester-by-semester report of all admissions decisions will be submitted to the office of the Dean of the College of Business Administration for review. Also, any changes in admission/retention policies outlined above must be approved by the Graduate School and by the Dean of the College of Business prior to implementation.

II. Curriculum: Subject to general University curriculum policies at both undergraduate and graduate levels, and subject to national accreditation standards such as those set forth in the standards of the American Assembly of Collegiate Schools of Business (AACSB), the SOA faculty will set the graduation requirements for the baccalaureate degree in Accounting and the Masters of Accounting degree. Subject to the general policies regarding the MBA degree and the Ph.D. degree in Business offered by the College of Business Administration and by AACSB guidelines, the faculty of SOA will establish the course requirements for the Accounting concentrations in those degree programs, subject to approval by the appropriate committees of the College responsible for those programs. These requirements will include course design, course prerequisites, retention standards, and other curricular elements.

III. Faculty: Subject to general SUS, University of Florida, and College of Business Administration policies, the SOA faculty will develop criteria and recommendations pertaining to faculty appointments, promotions, tenure, and salary adjustment decisions for the faculty in SOA. These criteria should reflect, in addition to University and College criteria and standards, the special responsibilities imposed upon SOA faculty with regard to certification and experience requirements for AACSB accreditation. The University Personnel Board will continue to receive from the SOA a written statement regarding criteria for promotion and tenure in SOA.

IV. Budget

1. Each fiscal year the Office of Academic Affairs will transmit to the Dean of the College of Business Administration those funds which have been allocated to the College of Business Administration, together with the statement indicating the base-line budget commitment for the School of Accounting (including salary budget, expense budget, other personal services budget, and OCO budget). The School of Accounting's base-line budget in these categories will not be

- less than the amount currently in the 1982-83 budget plus any appropriate increases allocated to the School of Accounting through the budgeting process (or minus any recalls by Academic Affairs). This would also include the commitment regarding a career service position for the School of Accounting.
2. As part of the annual budget process, the Dean of the College of Business Administration will present budget requests for the School of Accounting and the College of Business.
 3. All accounts in the University of Florida Foundation, Inc., will be administered in accordance with the standard procedures of the Foundation and by stipulations made by donors.
 4. The Office of the Dean will administer all budgetary matters for the School of Accounting and the College of Business Administration.

RAB/sm

GEB 3121, QMB 3700, MAC 3234

Reduction to

GEB 3121 and QMB 3700

GEB 3121

<u>Current</u>	<u>Option A*</u>	<u>Option B</u>
1 Review	Probability	Probability
2 Linear Regr.	Prob. & Bayes Thm.	Prob. & Bayes Thm.
3 Linear Regr.	Decision Anal.	Decision Anal.
4 Multiple Regr.	Decision Anal.	Decision Anal.
5 Multiple Regr.	Decision Anal.	Decision Anal.
6 Review, Exam	Lin. Regr.	Lin. Regr.
7 Project	Lin. Regr.	Lin. Regr.
8 Project	Multiple Regr.	Multiple Regr.
9 Project	Multiple Regr.	Multiple Regr.
10 Project	Project	Project
11 ANOVA	Project	Project
12 ANOVA	Project	Project
13 ANOVA	ANOVA	Inventory Models
14 Time Series	ANOVA	Inventory Models
15 Time Series	Time Series	Waiting Line
16 Review	Time Series	Simulation

QMB 3700

<u>Current</u>	<u>Option A*</u>	<u>Option B</u>
1 Probability	Sys. Eqns. & Ineq.	Sys. Eqns. & Ineq.
2 Prob. & Bayes	Sys. Eqns. & Ineq.	Sys. Eqns. & Ineq.
3 Decision Anal.	Matrices & Det.	Matrices & Det.
4 Decision Anal.	Material & Req.	Material & Req.
5 Decision Anal.	LP Graphical	LP Graphical
6 LP Graphical	LP Simplex	LP Simplex
7 LP Simplex	LP Sensitivity	LP Sensitivity
8 LP Sensitivity	LP Applications	LP Applications
9 LP Applications	Location & Dist.	Location & Dist.
10 Review	Aggregate Plan.	Aggregate Plan.
11 Spec. Models	Facility Layout	Facility Layout
12 Project Mgt.	Sched. & Control	Sched. & Control
13 Inventory Mod.	Proj. Mgt./ Net.	Proj. Mgt./ Net.
14 Inventory Mod.	Inventory Models	Multi-crit. Opt.
15 Waiting Lines	Waiting Lines	Job Des. Work Meas.
16 Review	Simulation	Simulation

* Preferred by DIS.

CURRENT

QMB 3700, Spring 1988

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CALENDAR

	Date	Topic	Chapter
	1/ 6 W	Introduction	1
	1/ 8 F	Probability	2
-	1/11 M	Probability	2
	1/13 W	Probability	2
	1/15 F	Probability	3
M.L.K day			
	1/20 W	Probability	3
	1/22 F	Decision Analysis	3
-	1/25 M	Decision Analysis	4
	1/27 W	Decision Analysis	4
	1/29 F	Decision Analysis	4
-	2/ 1 M	Decision Analysis	4
	2/ 3 W	Utility	6
	2/ 5 F	Utility	6
EXAM 1	2/ 8 M	5:10 P.M. Appeal deadline: 2/15/88 M	
	2/10 W	Linear Programming: Graphical	8
	2/12 F	Linear Programming: Graphical	8
-	2/15 M	Linear Programming: Simplex	9
	2/17 W	Linear Programming: Simplex	9
	2/19 F	Linear Programming: Simplex	9
-	2/22 M	Linear Programming: Simplex	9
	2/24 W	Linear Programming: Sensitivity	10
	2/26 F	Linear Programming: Sensitivity	10
TERM BREAK			
-	3/ 7 M	Linear Programming: Sensitivity	10
	3/ 9 W	Linear Programming: Applications	11
	3/11 F	Linear Programming: Applications	11
EXAM 2	3/14 M	5:10 P.M. Appeal deadline: 3/21/88 M	
	3/16 W	Special Linear Programming Models	12
	3/18 F	Special Linear Programming Models	12
-	3/21 M	Special Purpose Algorithms	13
	3/23 W	Special Purpose Algorithms	13
	3/25 F	Integer Linear Programming	14
-	3/28 M	Project Management	15
	3/30 W	Project Management	15
	4/ 1 F	Project Management	15
-	4/ 4 M	Inventory Control	16
	4/ 6 W	Inventory Control	16
	4/ 8 F	Inventory Control	16
	4/13 M	Inventory Control	16
EXAM 3	4/11 W	5:10 P.M. Appeal deadline: 4/20/88 W	
	7/15 F	Waiting Line Models	18
-	7/18 M	Waiting Line Models	18
	4/20 W	Waiting Line Models	18
EXAM 4	4/25 M	7:30 A.M. Appeal deadline: 4/29/88 F	

CURRENT.

GEB 3121

The grade assignments will be made on the following basis:

Points	Grade
315-350	A
280-314	B
245-279	C
210-244	D
0-209	E

These may be altered slightly if scores are unexpectedly low on one or more exams. Plus (+) grades will be reserved for borderline cases.

6. Cheating: The policy in GEB 3121 for students caught cheating on quizzes, exams or projects is as follows: The student will receive an E in the course and the case will be turned over to Honor Court for further action. THERE ARE NO EXCEPTIONS TO THE POLICY!
7. Tutoring: Our goal is to provide sufficient opportunity for every student to receive individual assistance. To accomplish this, graduate assistants will establish office hour during which students may receive help. The schedule of the office hours will be announced during the first week of class. The graduate assistant's office is located in Bryan 113A, Phone: 392-8833.

Course Outline

Week	Date	Lectures	Chapters	Subject Matter
1	1/5-1/8	2	1-9	Syllabus, Review
2	1/11-1/15	3	10	Simple Linear Regression
3	1/19-1/22	2	10	Simple Linear Regression
4	1/25-1/29	3	11	Multiple Regression
5	2/1-2/5	3	11	Multiple Regression
6	2/8-2/12	2	11	Mult. Regr., Review, Exam I (No class Friday)
7	2/15-2/19	3	12	Model Bldg and Proj. Intro
8	2/22-2/26	2	12	Model Building and Project
9	2/29-3/4SPRING BREAK.....		
10	3/7-3/25	3	11	Residual Analysis (Sec. 11.10) and Proj
11	3/14-3/18	3	15	ANOVA (omit 15.4)
12	3/21-3/25	3	15	ANOVA
13	3/28-4/1	2	15	ANOVA, Review, Exam II (No class Friday)
14	4/4-4/8	3	14	Time Series
15	4/11-4/15	3	14	Time Series
16	4/18-4/20	2	10-12,14-15	Review for Final

Assigned Exercises

Chapter	Exercises	Completion Date
1-9	1.2,3.48,3.49,6.33,6.73,7.25,7.26,7.28,8.125, 8.127,8.133,8.134,9.97,9.100,9.103,9.106,9.114,9.115	1/11
10	2,4,5,7,8,9,11,12,22,32,34,37,40,53,54,57,59,62,64, 68,69	1/25
11	1-5,7,12,13,18,19,20,26,36,37,38,42,46,47,48,50,51, 53,54,55	2/10
12	3,5,6,8,11,13,14,20,21,26,27,28,29,31,32,35,38,40, 44,46,49,50,58,62,63,70,71,74,75,81,83,84,89,92,93,	3/7
11.10	28-34,59-62	3/14
15	1,5,6,8,9,16,20,24,28,32,34,40,44,48,49,52-57,58,62, 67,69,75,78	3/30
14	3,4,10,11,17,18,20,23-25,29-31,41	4/18

Attachment #6
FIRST Proposed
Change

New GEB 3121 Topics
Linear Quantitative Models

Textbook: A search for a textbook has not yet been completed. At the worst, two text books would be required (a statistics textbook and a finite math textbook). The textbook used for STA 3023 has chapters that can be used for simple and multiple regression.

General Information: The focus of this course is on linear quantitative models for business. Four main topics are covered: (1) linear algebra; (2) linear programming theory; (3) decision analysis; and (4) simple and multiple regression.

Week	Topic
1	Systems of Equations and Inequalities
2	Matrices and Determinants
3	Solution of Systems of Equations
4-5	Linear Programming Theory
6	Probability and Bayes Rule
7	Decision Trees and Expected Value Criterion
8	Value of Information
9	Utility in Decision Making
10-11	Simple Linear Regression
12-14	Multiple Regression
(2 weeks	Exams, Reviews, etc.)

FIRST PROPOSED
CHANGE

New QMB 3700
Production and Operations Management

Textbook: Chase and Aquilano, Production and Operations Management, 4th Edition, Irwin. A study guide is also available.

General Information: This is a survey course in production and operations management with an introduction to linear programming. The objective of the course is to provide students with an understanding of some of the basic managerial concepts and quantitative tools required in the design, operation, and control of production and service systems.

Week	Chapter	Topic
1	1	Introduction to POM
2	2,3	Product Design and Process Selection
3	5	Facility Planning and Location
4	6	Facility Layout
5	7	Linear Programming Formulation
6	7	Linear Programming Graphical and Computer Solutions
7	7	Linear Programming Sensitivity Analysis
8	8	Job Design and Work Measurement
9	9	Project Management
10	11	Aggregate Planning
11	12	Simulation
12	13	Independent Demand Systems
13	14	Material Requirements Planning
14	15	Operations Scheduling and Control
15	16	Quality Control
16	18,20	Just-in-Time Production Systems Manufacturing and Services Strategy