

Sharon Haughton



UNIVERSITY OF FLORIDA

COLLEGE OF BUSINESS ADMINISTRATION
Graduate School of Business
Fisher School of Accounting
JOHN KRAFT, DEAN

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General Faculty Meeting
February 21, 1996
1:00 p.m. ** 102 BUS

AGENDA

1. Minutes from the 12/1/95 General Faculty Meeting.
2. The Undergraduate Committee has approved the following curriculum changes and they have requested that these changes be presented at the College of Business Administration General Faculty Meeting for approval. (SUPPORTING DOCUMENTATION [ITEMS B-D] CAN BE REVIEWED IN YOUR DEPARTMENTAL OFFICE OR IN THE DEAN'S OFFICE).
 - A. New DIS Curriculum (attachment 1)
 - B. Increase credits and contact hours:

RMI 3011 - from 3 to 4	ISM 4113 - from 3 to 4
REE 4204 - from 3 to 4	ISM 4421 - from 3 to 2
RMI 4305 - from 3 to 4	MAN 4505 - from 3 to 2
QMB 4691 - from 3 to 2	MAN 4521 - from 3 to 2
QMB 4701 - from 3 to 4	QMB 4703 - from 3 to 4
 - C. Increase credits, contact hours, and change prerequisites:
 - ISM 4220 - from 3 to 4
 - D. New Courses:
 - ISM 4330 - Information Systems and Operations Strategy - 4 credits
 - ISM 4930 - Special Topics in Information Systems - 4 credits
 - QMB 4930 - Special Topics in Operations Analysis/Quantitative Methods - 4 credits
2. Strategic Plan Report (attachment 2) - Rich Lutz
3. Dean's Report
4. Other Business



UNIVERSITY OF FLORIDA

College of Business Administration
Department of Decision and Information Sciences

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January 25, 1996

TO: Sanford Berg
FROM: Selcuk Erenguc *[Signature]*
RE: Credit hour changes, new courses, new DIS Curriculum

The following changes and new courses have been approved by the DIS faculty. They need to be reviewed/approved by the Undergraduate Committee before they go to the College Faculty. It will be greatly appreciated if your committee can review these before the February 9 deadline so that these items can be placed on the agenda for the February 21 faculty meeting.

The necessary "new course transmittal" and "credit hour change" forms are enclosed.

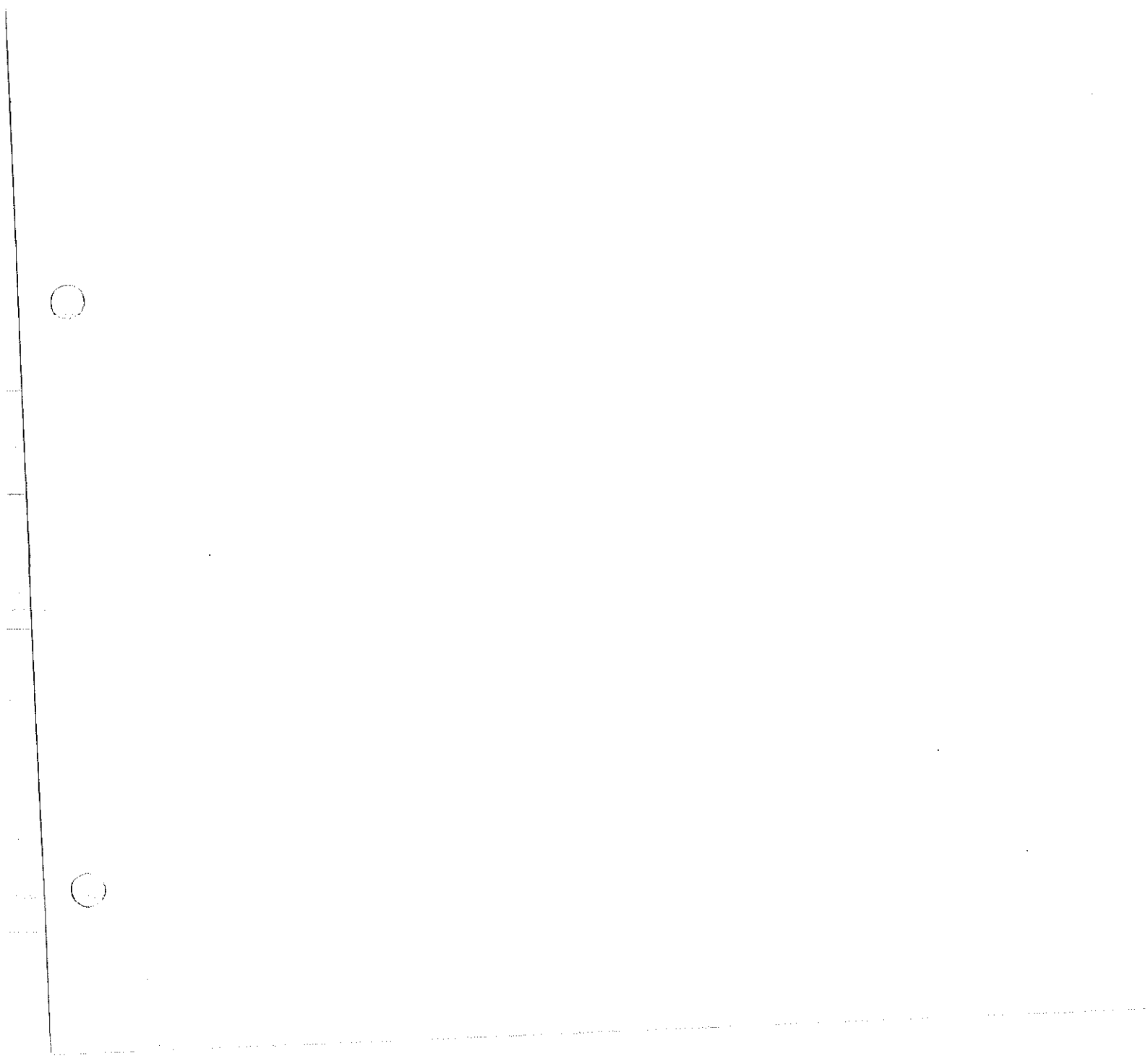
Credit hour changes

	<u>Current</u>	<u>Change to</u>
QMB 4701	3	4
QMB 4703	3	4
QMB 4691	3	<u>2</u>
MAN 4505	3	<u>2</u>
MAN 4521	3	<u>2</u>
ISM 4113	3	<u>4</u>
ISM 4220	3	<u>4</u>
ISM 4421	3	<u>2</u>

New Courses

ISM 4330	Information Systems and Operations Strategy
ISM 4930	Special Topics in Information Systems
QMB 4930	Special Topics in Operations Analysis/Quantitative Methods

8 8
33 33





UNIVERSITY OF FLORIDA

College of Business Administration
Marketing Department

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February 8, 1996

MEMORANDUM

TO: College of Business Administration faculty
FROM: Richard J. Lutz *Rich*
RE: Strategic Planning

The attached document represents where we stand in the strategic planning process for the College. Please review these materials in preparation for a discussion at the College faculty meeting to be held February 21, 1996.

First is a page with two alternative mission statements. At the top is the one the strategic planning team had agreed to last Spring; at the bottom is one that evolved from feedback received from various groups. The one at the bottom is much more externally-focused and addresses two dimensions: (a) our customers and (b) the benefits we offer to them. It casts our activities -- i.e., teaching, research, and service -- as instrumental processes in delivering benefits to our customers (i.e., means to ends) rather than ends in themselves. Support exists for both mission statements, and we need some further discussion to resolve the issue.

Second is the College's situation analysis, summarizing key strengths and weaknesses, as well as environmental forces impinging on our activities.

Third and most important, is the set of recommendations that emanated from the retreat held early last Fall. There are 22 recommendations, grouped into five categories. I have attached a summary in tabular form, as well as a "full-blown" version with the accompanying rationale for each recommendation. These materials were discussed and refined at the two team meetings last Fall. At this point, the recommendations have not been prioritized, nor have their resource consequences been estimated. We seek your input on these matters.

The tasks that remain for the Strategic Planning Team are (a) to complete our deliberations and arrive at a set of prioritized recommendations; (b) produce a coherent written statement of the plan; and (c) develop a mechanism for conducting periodic reviews of the Dean's performance. (Note: the last task is at the request of the Dean.)

jgm

SITUATION ANALYSIS

THE EXTERNAL ENVIRONMENT

The College of Business is affected by the social, demographic, political, and economic trends of the state and nation. In addition, it responds to the needs and expectations of many stakeholders.

Changing Demand in Undergraduate Education

For Increased Efficiency in Teaching

The number of high school seniors in Florida who plan to go to college is expected to increase by 20% by the year 2000. The legislature has responded to this demand by encouraging efficiency in the state university system. It has lowered funding per student and sought to increase teaching by reallocating the distribution of faculty effort toward teaching and away from research, service, and administration. It has also considered increasing support for private colleges and universities to divert demand from the public institutions. The University, in turn, has responded by encouraging increased efficiency. The College has responded to the need to educate more undergraduates at lower cost by delivering more courses on TV replay, and by developing the B.A. in Business Administration degree. The BABA carries low marginal cost to the college and improves teaching efficiency in other areas of the university. In addition, the College has proposed a Distance Learning Initiative as a more efficient method of serving the increasing undergraduate population.

For Undergraduate Business Education

The organizational structure of American business is becoming less hierarchical and more cross-functional. The typical career path of a corporate employee is becoming non-linear, requiring high flexibility in skills and continual retraining and education. Business recruiters have responded to this trend by placing less emphasis on skills in specific business disciplines and recruiting more broadly from among students trained in the liberal arts and sciences. Broad skills of change management, leadership, and adaptability are demanded increasingly. Students may perceive that a business degree is not necessary for many entry level positions, and this may have contributed to the 35% decline in business students over the past three years. The College has responded to this trend in the recently initiated BABA degree, which teaches students the core knowledge of business but permits the student to pursue a major outside the business college.

Changes in Private and Public Funding

The distribution of alumni and other private support for education is shifting from unrestricted funds to restricted funds.

collective research agenda. Although alumni have fond memories of the University and the College, the College does not have the strong national identity that comes with a top-ten MBA program or a long and distinguished history of scholarly research. In fact, our MBA program and research record are quite strong, but competition for the top is formidable in American higher education. As a consequence, the College 'brand name' is meaningful in the state, but of limited value nationally. Alumni gifts and business partnerships are on a much smaller scale than is the case at more established and prestigious public and private colleges. The College needs a strategy to improve its image as a worthy and effective academic institution.

Technology

It is estimated that technology becomes outdated every three years. Rapid advances in technology impact the College in several distinct ways. These advances can be categorized into three areas: information systems and communication, knowledge delivery, and technology in the workplace.

Information Systems: The technology to collect, organize, and disseminate information internally and externally is increasing exponentially. Different stakeholders are likely to respond to these advances in information system technology in different ways. Alumni and businesses will expect more frequent contact and better dissemination, collection, and improvement of information. We will need to use not only print and mail communication but also interactive computer communication to explain our programs, to collect information about alumni and business constituencies, to recruit and place our students, and to foster productive relationships between the faculty and the constituent groups and stakeholders. In addition, the College will need to use these media to foster communication among alumni, faculty, and business groups.

State government is likely to view information systems as an opportunity to measure and fine-tune the performance of the university and individual colleges. In contrast, students will come to expect information systems that can (1) support decision making in course selection and career planning; (2) provide information to assist in job search and interview process; (3) make administrative functions, such as registration, financial aid, and academic planning, easier and more efficient to use.

Knowledge Delivery: Technology provides educational institutions with an opportunity to teach more information, more effectively, to more students in a shorter period of time. Technology can change almost every aspect of the way knowledge is imparted, including the physical layout of the teaching environment, the method of communication (live versus taped, for example), and the format for delivery (lecture versus instruction disk, for example). Indeed, technology changes the type of

global programs, and it continues to seek and consider appropriate opportunities.

Diversity

The demographic composition of the student body, as well as the Florida and United States workforce, is becoming increasingly diverse and promises to remain so indefinitely. Businesses need and value employees who can manage and motivate a heterogeneous group of workers and who can comprehend the needs of a diverse body of customers. Florida students, especially undergraduates, vary widely in their degree of sophistication about dealing with people unlike themselves. Businesses feel that an appreciation for diversity can be encouraged through the presence of a diverse set of faculty and students and by attending to issues of diversity in management education.

THE INTERNAL ENVIRONMENT

The internal environment of the College is influenced by the physical facilities, the organizational nature of a state university, the College's organization, the resource base of the college, and the values, attitudes, and goals of the faculty, staff, students, and administration of the College.

Teaching Facilities

In general, the College teaching facilities are inadequate for our program and for the expectations and teaching goals of our faculty. They are almost invariably inferior to those of our peer schools, our international partners, and other programs with similar aspirations. Teaching facilities are a major problem and improving them should be a major priority for the College.

1. Traditional classrooms: Many of the current classrooms lack controlled lighting and operational window shades, making the use of computers or even overheads problematic. Many seats are fixed and often in need of repair. The College needs state of the art traditional classrooms to support lecture presentations and support a professional environment. This would include facilities for light control, overhead projection, computer-based visuals and multi-media presentations, support for multi-media, acoustical control, flexible seating, and adequate student desk space to accommodate student materials. In addition, it needs professional support for the creation and use of pedagogical methods.

2. Group Space: Seminar rooms are scarce and ill-equipped, and there is no place for undergraduate students to conduct group sessions except outdoors. Thus, it is not possible to break students into groups for discussion tasks and problem solving. MBAs have only one such room available. Proper facilities would include rooms for seminars and small group work, including breakout

Student Life and Activities

Traditionally, business school students are attuned to the opportunities for professional development through extracurricular activities. Some areas of the College have used these activities successfully to enhance the academic environment and the leadership skills of undergraduates. Space for these activities is extremely limited in the College and it is not adequate to support a well-developed program of co-curricular and extracurricular activities. The MBA Program has been able to provide a reasonable level of space for these group meetings and MBA Association offices. In addition to office space, students need lockers and gathering space for informal student groups. Right now, most of this takes place outdoors in fair weather.

Programs

The basic health of the undergraduate and MBA programs is good, a state of affairs that reflects the considerable level of attention these programs have received through the TQM process and curricular change. The TV-based curriculum positions the undergraduate program for creative approaches to distance learning. Major curricular challenges in the undergraduate program are lack of attention to core analytical skills, to speaking and writing, and to group work and team building. Students need more, not fewer, opportunities for real-world case analysis and presentation and for interaction with the business community.

Several aspects of the MBA Program have been unsatisfactory to students. This has resulted in poorer national rankings than we would experience if student satisfaction were not a factor in ratings. The placement function in particular has been a major source of dissatisfaction. In fact, better placement and attention to the placement function are critical needs in both the undergraduate and the MBA Programs.

Culture

The College has a strong and distinct culture. Certain aspects of the culture contribute positively to the College's goals. Good research, good teaching, and a strong work ethic are well-regarded and rewarded, subject to the constraints of the state system and a union whose values and goals are not generally shared in this faculty. The research climate is favorable, which is consistent with the dominant value system of the faculty; the hiring policy, the reward structure, and the system of centers and Eminent Scholar chairs promote academic excellence. Staff and faculty take their responsibilities seriously, and there is a strong professional ethic. In short, the basic academic values are good.

Both faculty and staff, however, express concern about other aspects of the College culture that seem to flow from the

national reputation. The upcoming major University Capital Campaign offers the possible opportunity to alter the internal environment and our response to the external environment.

A related matter is the College's longrun relationship to the larger business community of the state and the region. We have some systematic ties to this community through College fund-raising, through some of the College centers, through placement activities, and through individual faculty initiatives. We do not fully exploit our opportunities to develop these relationships, which are potentially invaluable to us because they yield opportunities for our faculty in research, for our students for internships, research, and employment, and to the College in numerous tangible and intangible ways. Part of a strategy for further developing these relationships with business lies in the way we communicate about our research activities and our student competencies.

Support Staff and Organization of Support Staff

The College has a talented, dedicated, and hard-working career service and administrative and professional staff. Many are highly educated and technically well-trained. The state system makes it difficult to compensate and reward staff in a fair and equitable manner.

The nature of the support function has changed over time. Traditional secretarial functions -- copying and typing -- yield to those requiring significant computer literacy and graphic composition. Accountability has brought with it constant demands by the state for paperwork from departments and from the College. A sophisticated teaching and research-active faculty requires support at various levels. This requires staff continually to retrain. At the same time, the College increasingly draws on the services of college-educated computer staff, graphic designers, external relations staff, writers, and similarly technical people to support important program and College-wide functions. The competing needs of faculty and students in departments for support, of program offices for program support, and of the College technical support areas for trained staff require continual balancing and reengineering.

Summary of Recommendations

Research-Related Strategies

1. Producing high quality scholarly research is the responsibility of every tenured and tenure track faculty member. The emphasis should be on research that leads the field. The desired result is increased recognition of our research contributions by our colleagues at other leading universities.
2. Research centers in the College are responsible for generating applied research as a significant component of their activity. This should be facilitated by fostering a dialogue among faculty affiliated with the center and thoughtful members of the business community. The desired result is a significant body of scholarly research on problems of interest to our industry and government constituencies.
3. With increasing seniority, faculty have increasing responsibility to foster the research climate in the College, particularly by serving as mentors to junior faculty. Those senior faculty with resources at their disposal should devote a portion of them to this activity. The College's Eminent Scholars and Graduate Research Professors are particularly responsible for devising mechanisms for preserving, enhancing, and supporting the College-wide research climate and intellectual culture.
4. The Research Committee is responsible for developing a plan for increasing extramural research funding in the form of grants from government, foundations, and industry. In particular, consideration should be given to using some portion of the existing summer research funds as "seed money" for attracting support for scholarly research.
5. The Dean is responsible for coordinating a College-wide initiative to improve the communication and dissemination of faculty research both inside and outside the College. Internally, possible strategies include establishing a cross-disciplinary seminar series and/or appointing a group of research liaisons who have responsibility for communicating research across departments. Externally, a Dean's working paper series, research abstracts written specifically for industry readers, and access to research via the World Wide Web are potential opportunities.
6. The Dean and the Graduate Committee are responsible for continuous improvement of the effectiveness of the PhD program. The ultimate goal is improved placement of our graduates. Mechanisms for achieving this include student involvement in faculty research, systematic attention to the development of teaching skills, and a breadth of perspective that will permit cross-disciplinary collaboration on research. Admissions decisions need to consider probable teaching ability in addition to intellectual capacity.

Teaching-Related Strategies

1. The MBA Committee and program administration are responsible for developing and implementing a plan for enrollment growth without sacrificing student quality. The plan should have as its centerpiece a well-conceived positioning for the program. The program should be ranked in the top 40 programs nationally on a consistent basis, and among the top 15 public MBA programs. Similar strategies should be pursued by the leadership of all the College's graduate professional programs.
2. The Undergraduate Committee and program administration are responsible for designing and exploring the feasibility of a "majorless" BSBA program with a possible honors track. The freedom afforded students under this model would begin to instill in them the sense of personal responsibility for their own professional growth that will carry them through their career.
3. The Undergraduate Committee and program administration are responsible for developing and implementing mechanisms to enhance the undergraduate experience. Increasing the availability of internships, requiring written and oral team project assignments in all non-TV replay upper-division courses, improving the placement function, infusing more material reflecting the "real world" into the curriculum, and promoting more extracurricular faculty involvement with student organizations are key ideas to be considered. Devoting more resources to the TV replay courses, e.g., discussion sections, is another possibility. Continued development of international and multicultural learning opportunities is also warranted.
4. The Teaching Committee and Academic Unit Heads are responsible for developing a plan for ensuring teaching excellence in all College programs. Faculty teaching portfolios that incorporate peer review should be used diagnostically and in conjunction with other tools to develop, promote, and recognize outstanding pedagogy.

5. The Dean is responsible for developing a plan for both short-run and long-run improvements in College facilities. In the long run, a new building is needed. In the short run, the College needs more technology in its classrooms; lounges for students, staff, and faculty; small meeting rooms for group discussions; and a facility for undergraduate placement. The central administration needs to be convinced that first-rate business education requires a "purpose-built" facility that incorporates the technology of 21st century enterprise.

Outreach/Service-Related Strategies

1. The Dean is responsible for developing a distance education initiative for the College at both the undergraduate and the graduate professional levels. This activity should serve to establish the pre-eminence of the College in the state of Florida with respect to business education. To ensure a high-quality distance education program, the College should actively seek to establish a partnership(s) with private industry. Distance education should be viewed as a profit center for the College.
2. The Dean and the Business Advisory Council are responsible for establishing relationships between the College and leading businesses throughout the state. A strategy should be developed vis-a-vis the top 200 Florida companies. These relationships are expected to lead to research and consulting opportunities for faculty; more opportunities for executive speakers in classes and at meetings of student organizations; improved internship and placement opportunities; and ongoing, systematic industry input with regard to College performance.
3. The Dean is responsible for developing a plan to improve College outreach activities vis-a-vis small-to-medium size enterprises throughout the state. In particular, a joint venture with the College of Engineering's Southern Technology Applications Center (STAC), the North Florida Technology Innovation Center (NFTIC), and/or Enterprise Florida should be investigated. Such a partnership would create goodwill for the College as well as project, internship, and employment opportunities for MBA students.
4. The Dean is responsible for developing and implementing a systematic approach to continuing education and lifelong learning. Non-degree executive education should be developed, and the College should seek to establish lifetime learning partnerships with its alumni, beginning while they are still students. A key to the success of this effort is a first-class executive education facility on or near campus.

Resource-Related Strategies

1. The Dean is responsible for devising a plan for attracting major gifts. At a minimum, the College and the Business Building should be named before the year 2000.
2. The Dean, Academic Unit Heads, and senior faculty are responsible for developing a policy with regard to extramural fundraising by senior faculty.
3. The Dean is responsible for working with the Academic Unit Heads and program administrators to achieve the optimum mix of faculty deployment to undergraduate and graduate professional programs. Faculty resources devoted to undergraduate education should shrink, while those devoted to graduate professional education need to expand.
4. The Dean and Academic Unit Heads are responsible for balancing the demands on faculty time created by teaching and outreach activities against the faculty resources required to sustain research productivity within the College. Out-of-load teaching assignments, grant-writing, participation in fund-raising, etc., cannot continue to grow without incurring significant damage to the ability of the faculty to produce a steady stream of leading-edge research.

Context-Related Strategies

1. The Dean is responsible for developing a plan for re-engineering the staff system within the College. In particular, an effective system will allow meritorious performance to be rewarded and should thoroughly examine the need for possible redeployment of staff as the needs of the College evolve.
2. The Dean is responsible for the continued development of a College-focused culture (as opposed to a department-focused culture). One important mechanism for achieving this is a hiring policy that explicitly values candidates with cross-disciplinary interests. Another, more radical, strategy would be the elimination of the College's departmental structure.
3. The Faculty Advisory Committee should be abolished and replaced with a Continuous Improvement Committee charged with the responsibility of serving as an internal "Board of Directors" for the College. An option may be to include one or two thoughtful members of the business community on this committee. This committee would collaborate with the Dean in the preparation of a College annual report to be distributed to all important constituencies.

Research-Related Strategies

- 1. Producing high quality scholarly research is the responsibility of every tenured and tenure track faculty member. The emphasis should be on research that leads the field. The desired result is increased recognition of our research contributions by our colleagues at other leading universities.**

The distinguishing characteristic of a research-oriented university is the generation of new knowledge. Hence, the research enterprise must be at the center of our activities in the College of Business Administration (CBA). Research is arguably the most personal aspect of faculty activity; intellectual curiosity and academic freedom combine to permit a wide array of individual choice in the conceptual frameworks, methodological approaches, and substantive problems featured in any research program. Such inquiry is at the heart of scientific discovery.

At the same time, with institutions of higher education under increasing public scrutiny, it is incumbent on the CBA to ensure that its research activity is not only of the highest caliber but also of real value to an important audience. Clearly, one traditionally important constituency is the community of scholars, as represented by disciplinary associations, journals, and other publications. It is imperative that all faculty in the CBA make noteworthy contributions in the scholarly arena. Not only is the academic reputation of the College heavily predicated on scholarly research, but it is also essential that the CBA reflect a research record commensurate with the

Research centers in the College offer focal points for researchers both within and across academic units. Research centers command varying amounts of College and externally-generated resources; these resources should be deployed in a fashion that encourages high-level scholarly research by faculty and doctoral students. Although some exceptions may exist, most of the College's research centers are focused in a particular substantive domain. As such, the research centers afford an excellent opportunity for encouraging applied research of more immediate interest to our industry and government constituencies. Centers can provide a forum for thoughtful interaction among faculty and practitioners interested in common substantive issues. It is expected that centers should be instrumental in identifying problems, "matching" industry and faculty interests, and facilitating the funding of applied research. Such research should be of high scholarly quality and publishable in leading journals. (In contrast, "contract research" is typically less scholarly and often of a proprietary nature, precluding publication. Such research is not the intent of this recommendation.)

In those instances where a center is not focused in an applied problem area, it should be instrumental in generating extramural grants to fund scholarly research. The bottom line is that the College's research centers need to adopt as a significant aspect of their collective mission the financial support and generation of scholarly research, whether basic or applied.

The Research Committee historically has been involved in the allocation of existing College resources in the form of summer research grants. This recommendation adds a second responsibility: The generation of new resources for the support of faculty research activity. The ideal mode of support is research grants from government agencies, private foundations, and industry. In order to accomplish this task, it is recommended that at least some portion of existing research funds customarily allocated to summer research grants be more explicitly tied to activities that have the prospect of attracting extramural funding. Thus, funds may be allocated to seed grants, travel to granting agencies, direct costs of research, etc., rather than being used exclusively as summer salary supplements. This is an important, but vulnerable, resource pool that needs to be viewed as investment capital rather than an entitlement.

- 5. The Dean is responsible for coordinating a College-wide initiative to improve the communication and dissemination of faculty research both inside and outside the College. Internally, possible strategies include establishing a cross-disciplinary seminar series and/or appointing a group of research liaisons who have responsibility for communicating research across departments. Externally, a Dean's working paper series, research abstracts written specifically for industry readers, and access to research via the World Wide Web are potential opportunities.**

A pressing need if the College is to attract more extramural support for its research activities is to communicate our research findings and implications more

6. **The Dean and the Graduate Committee are responsible for continuous improvement of the effectiveness of the PhD program. The ultimate goal is improved placement of our graduates. Mechanisms for achieving this include student involvement in faculty research, systematic attention to the development of teaching skills, and a breadth of perspective that will permit cross-disciplinary collaboration on research. Admissions decisions need to consider probable teaching ability in addition to intellectual capacity.**

Improved placement of the College's PhD graduates remains a significant opportunity. Clearly, establishing a first-rate research program is the single most important factor in a student's preparation. However, it is also the case that teaching capability is important, perhaps moreso than at any time in the last three decades, in making the student an attractive prospective faculty member.

Although there are steps that must be taken to improve the teaching training our PhD students receive, it is also advisable that probable teaching ability be considered carefully at the time of admission to PhD study. In the majority of cases, prior managerial experience may be a significant indicator - or causal antecedent - of the ability of a student to teach effectively, especially at the graduate professional level.

In recent years the College PhD programs have been mandated to devote increased emphasis to placement quality. The Dean and Graduate Committee should revisit the plans that are currently in place and undertake revisions as necessary to make further improvements in our PhD placement record.

take MBA core courses (and possibly advanced courses). Increasingly, PhDs in these fields are turning to non-academic careers in business, and their needs for some basic training in core business concepts are escalating concomitantly.

- 2. The Undergraduate Committee and program administration are responsible for designing and exploring the feasibility of a "majorless" BSBA program with a possible honors track. The freedom afforded students under this model would begin to instill in them the sense of personal responsibility for their own professional growth that will carry them through their career.**

As resources are shifted from the undergraduate program to graduate professional programs, it is important that the undergraduate (BSBA) program be managed more efficiently. An opportunity for gaining efficiency is to eliminate the various departmental majors, which "pigeonhole" students into a set of required and elective courses, many of which are consistently under-enrolled but must be taught because they are required. Eliminating majors would greatly reduce the number of different upper division courses taught in the College.

The gain in efficiency afforded by a "majorless" BSBA program would not be at the expense of the quality of education. Many employers do not recruit for particular majors, and there is increasing demand for broadly educated graduates who are equipped to follow a more flexible career path rather than locking into a functional specialty. Company training programs provide their new hires with

- 3. The Undergraduate Committee and program administration are responsible for developing and implementing mechanisms to enhance the undergraduate experience. Increasing the availability of internships, requiring written and oral team project assignments in all non-TV replay upper-division courses, improving the placement function, infusing more material reflecting the "real world" into the curriculum, and promoting more extracurricular faculty involvement with student organizations are key ideas to be considered. Devoting more resources to the TV replay courses, e.g., discussion sections, is another possibility. Continued development of international and multicultural learning opportunities is also warranted.**

Many opportunities exist for improving the overall quality of undergraduate students' educational experience in the College. Particularly for the BABA students, who experience little more than the TV replay courses, but also for the BSBA students, who still take the majority of their College courses via TV replay, a need exists for more personalizing experiences. This may be in the form of discussion sections (which would create large human resource and space demands) or in the form of more meaningful extracurricular interaction opportunities with faculty. The current series of freshman seminars is an example of the sort of opportunity that can substantially improve the quality of student life in the College.

In the classroom it is essential that curriculum content and the nature of assigned work more adequately capture the essence of the world of business. Up-to-date "real-world" examples, executive guest lectures, and team project assignments - both written and oral - should be part-and-parcel to an effective

Program (TIP). These portfolios should include some form of peer observation of actual classroom teaching. It is the responsibility of the Academic Unit Heads to use teaching portfolios in diagnostic and constructive fashion to encourage faculty development. Faculty unwilling or unable to seriously engage in activities designed to improve their teaching effectiveness should be counseled further by the Dean and Academic Unit Head.

- 5. The Dean is responsible for developing a plan for both short-run and long-run improvements in College facilities. In the long run, a new building is needed. In the short run, the College needs more technology in its classrooms; lounges for students, staff, and faculty; small meeting rooms for group discussions; and a facility for undergraduate placement. The central administration needs to be convinced that first-rate business education requires a "purpose-built" facility that incorporates the technology of 21st century enterprise.**

If faculty are to continuously improve their teaching effectiveness, and the quality of the student experience is to be raised, the College is in dire need of better facilities. Our classrooms are old, poorly maintained, and largely devoid of technology; computer laboratory facilities are inadequate; no meeting rooms are available for small group projects or breakout discussions; there are no lounges where students, faculty, and staff can congregate and help to foster a College culture and identity; and, no placement facility exists that would allow us more control over our students' "exit" experience.

The key question regarding distance education is not "Will it happen?" but rather "When will it happen?" The College is well-positioned, with its cadre of TV replay-hardened veteran instructors, to become a leading force in statewide distance education, at both the undergraduate and graduate professional levels. Current masters level initiatives (e.g., the AT&T program) have relied on physical outreach; however, the future lies in electronic media, and that avenue must be pursued vigorously.

The recent failure to garner support from the Board of Regents for a pilot program with the community college system signals the need for partnering with private industry. Such a partnership would both ensure a high quality educational product and infuse the necessary financial resources to launch the effort. Not only would a well-conceived distance education program be a significant profit center for the College, but it would also serve to establish the College as the premier business school statewide, a much-needed positioning for the College as economic growth continues to burgeon everywhere in the state except North Central Florida. We cannot afford to confine ourselves any longer to the bricks-and-mortar of our campus "home office."

Although this initiative must be spearheaded by the Dean, it is expected that senior faculty with interest and expertise in the distance education arena will be designated by the Dean to assist him with this effort.

Technology Innovation Center (NFTIC), and/or Enterprise Florida should be investigated. Such a partnership would create goodwill for the College as well as project, internship, and employment opportunities for MBA students.

The state of Florida is marked by a high degree of small-to-medium size business activity. Many of these firms are in need of expert advice on various aspects of their business activity, from accounting to production to marketing planning. Generally, these needs are not attractive consulting opportunities for faculty and/or the company does not know how to draw on the expertise of the College. Many large business schools around the country have small business assistance offices or programs that can provide the needed expertise at reasonable rates, thus enhancing the school's reputation but not at the expense of faculty time and energy.

This "leveraging" of the College's resources is an excellent companion strategy to the development of relations with large enterprises throughout the state. Not only could the College build broad grassroots support for its activities throughout the state, but the College would also benefit by affording students a wider array of project, internship, and employment opportunities.

A number of organizations exist that may prove to be valuable partners in such an initiative, allowing the College to quickly expand its area of influence. Exploring the feasibility of such a venture, and prospective partnerships, should

Resource-Related Strategies

- 1. The Dean is responsible for devising a plan for attracting major gifts. At a minimum, the College and the Business Building should be named before the year 2000.**

With a new University capital campaign about to be launched, it is apparent that the College has at least two very significant naming opportunities, i.e., the College itself and the Business building. Of the College's ten peer institutions, four are named. Given the quality of the College, and the amount of wealth in the state of Florida, it is perplexing that the College has been unable to attract a donor with the willingness and ability to make a naming gift. This is of utmost importance, especially as state funding continues to recede.

- 2. The Dean, Academic Unit Heads, and senior faculty are responsible for developing a policy with regard to extramural fundraising by senior faculty.**

Beyond the capital campaign and a general strategy for attracting major gifts, it is important to develop a broad-based policy for ongoing extramural fundraising in which all senior faculty participate. This is a "core issue" for the College; we can either decide to live with fewer resources, or accept some of the responsibility for developing a resource base that will ensure an environment conducive to the pursuit of excellence in teaching and research.

Viewing the array of College programs from a College-wide perspective is necessary if the optimal deployment of faculty resources is to be achieved. Program directors can derive the resource needs of their programs, while Academic Unit Heads can assess faculty resource availability. The Dean has the best information regarding the University reward structure vis-a-vis teaching at various levels and can work with the unit heads and directors to arrive at the best "mix" of teaching assignments, balancing supply and demand considerations. Such a coordinated approach is necessary in order to avoid suboptimal teaching assignments and to inform program planning (e.g., in the recommended majorless BSBA program). Historically, the mix was about 80-20 in favor of undergraduate teaching; currently it stands at approximately 70-30; but, it needs to be about 50-50.

- 4. The Dean and Academic Unit Heads are responsible for balancing the demands on faculty time created by teaching and outreach activities against the faculty resources required to sustain research productivity within the College. Out-of-load teaching assignments, grant-writing, participation in fund-raising, etc., cannot continue to grow without incurring significant damage to the ability of the faculty to produce a steady stream of leading-edge research.**

A large number of new initiatives and program enhancements have been recommended in this document; many of them involve significant investments of faculty time and energy. The importance of these initiatives is undeniable for the

Context-Related Strategies

- 1. The Dean is responsible for developing a plan for re-engineering the staff system within the College. In particular, an effective system will allow meritorious performance to be rewarded and should thoroughly examine the need for possible redeployment of staff as the needs of the College evolve.**

It appears quite unlikely that the staff will expand in the present University resource environment. Therefore, it is imperative that the College utilize its staff complement for maximum effectiveness and efficiency. Some responsibilities traditionally handled by faculty or graduate students may be shifted to staff specialists (e.g., Powerpoint presentations). In other cases, new categories of needs are evolving (e.g., computing support, classroom media and technology support) that require new job descriptions and skills. A committee of Academic Unit heads and staff should be formed to consider the evolving set of tasks the College needs to have performed and the availability of staff FTE to redeploy against those needs. Ideally, current staff can be offered the opportunity for re-training, and a "ladder" can be created within the College such that staff members can advance to higher level positions more readily. A commitment to continuous improvement is essential.

The Faculty Advisory Committee has a vague charge and never has served an important role for the College. A Continuous Improvement Committee would be an important mechanism for ensuring faculty participation in College governance. The Committee would serve an important advisory capacity and would assist the Dean in fostering quality in all College activities. The exact model for selecting Committee members is yet to be determined, but probably should entail a mix of elected and appointed members.

1995-96

General Business**Curriculum****Year One****Fall Semester**

Financial and Managerial Accounting
 Statistics
 Managerial Economics
 Organizational Behavior

Spring Semester

Information Systems
 Financial Management
 Marketing Management
 Operations Management

Year Two**Fall Semester**

Corporate Finance
 Legal Elective
 International Elective
 Free Elective

Spring Semester

Free Elective
 Business Policy
 Free Elective
 Free Elective

Legal Electives

Legal Environment of Business
 International Business Law
 Law & Economics

International Electives

International Business Law
 International Economics
 International Finance
 International Macroeconomics
 International Marketing
 Economic Developments

The General Business elective allows students to custom tailor their MBA experience to meet specific needs. Any College of Business course at the 5000 level or above, or any non-College of Business course approved by the MBA program.



UNIVERSITY OF FLORIDA

College of Business Administration
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January 30, 1996

TO: Gary Koehler
FROM: Selcuk Erenguc *[Signature]*
RE: Credit hour changes, new courses, accelerated MA program.

The following have been approved by the DIS faculty. They need to be reviewed/approved by the Graduate Committee before they go to the College Graduate Faculty. It will be greatly appreciated if your committee reviews these proposals before the February 9 deadline so that these items can be placed on the agenda for the February 21 faculty meeting.

The necessary "new course transmittal" and "credit hour change" forms are enclosed.

Credit hour changes

	<u>Current</u>	<u>Change to</u>
QMB 6755	3	4
QMB 6697	3	4
QMB 6607	3	4
ISM 6222	3	4
QMB 6358	3	4
ISM 6423	3	2
MAN 6508	3	2
MAN ISM 6511	3	2
QMB 7931	3: max 9	1-4: max 9
QMB 7933	3: max 9	1-4: max 9

New Course

ISM 6XXX Advanced Business Systems Analysis and Design

Some Comments on the Proposed Program

This program is not limited to DIS majors. Students majoring in other CBA departments can take advantage of this program if they use their free electives wisely.

The Accelerated MA program would serve superior students who would benefit by being able to move more rapidly into graduate level courses.

We feel that this program will help us attract the very best students.

In Attachment 1, DIS major curricula for the BSBA, MA and the proposed Accelerated MA programs are given.

Attachment 1, p.2.

Required Courses

ISM 5021	.....	3	
MAN 5501	.....	3	
QMB 6755	.....	4	
QMB 6358	.....	4	
QMB 6697	.....	4	
QMB 6607	.....	4	
CGS 5305	.....	3	
ISM 6XXX	.....	4	(SEE NEW COURSE PROPOSAL ABOVE)
DIS MAJOR ELECTIVES...		8	(SEE FOLLOWING LIST)
TOTAL CREDIT HOURS REQUIRED...		<u>37</u>	

LIST OF DIS MAJOR ELECTIVES

ISM 6222
ISM 6423
MAN 6511
MAN 6508
QMB XXXX (QUALITY MANAGEMENT AND CONTROL - NEW COURSE)
QMB 6905
QMB 7931
QMB 7933
ACG 6405
ACG 6495

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Proposal

**International Executive MBA Program
in Miami, Florida
to be offered jointly by
Vanderbilt University and the University of Florida**

Owen Graduate School of Management
Vanderbilt University
February 2, 1996

Executive Summary

The Owen Graduate School of Management, in partnership with the Graduate School of Business of the University of Florida, proposes to start an International Executive MBA Program (IEMBA) in Miami, Florida. The program will begin in January, 1997. It will recruit managers from the Southeast United States, Latin America, and the Caribbean. Graduates of the program will receive the MBA degree from Vanderbilt and a Certificate in Latin American Business from the University of Florida.

Preliminary market assessment based on corporate visits and discussions with executives in these regions indicates that there is a strong potential market for the program. A marketing plan will allow us to recruit students from these regions and build Owen's reputation as a source of high quality executive education.

Benefits to the Owen School from this program include financial gains, new opportunities for faculty research, relationships with businesses in these regions, and positive publicity in the international business community. Nominal risks associated with this undertaking include the loss of Vanderbilt's share of the costs for initial publications, advertising, and travel for recruitment and planning.

The partnership with Florida affords a number of advantages: their faculty strengths complement Owen's; they have strong presence and visibility in the markets we intend to enter; they have experience with similar programs; and they share the financial risks associated with starting the program.

The curriculum will stress business knowledge and skills in an international context with a focus on Latin America. It will consist of 12 courses taught over 18 months. Classes will meet on one long weekend (Thursday-Sunday) approximately monthly with considerable independent work between class sessions. Computer technology and electronic communication will enhance the learning environment and faculty-student contact between class meetings.

The program will be based at the Hyatt Regency Coral Gables. This first-class business hotel affords a positive learning environment in the context of Miami's international business climate.

Expense and revenue projections show enrollment break-even for the first cycle of the program at 23 students. Projections for two classes under steady-state operation would allow Owen to fund at least three new faculty positions.

There is a growing trend for business schools to offer off-campus Executive MBA programs with new formats to reach new markets and internationalize the schools.

There are currently four Executive MBA Programs operating in the South Florida market: University of Miami, Barry University, Florida International University, and Florida Atlantic University. Of those, only the University of Miami is a reasonable competitor, and their EMBA program appears to be a weak clone of their part-time program with classes held on Saturdays.

This fall, Joel Covington, Associate Dean for External Affairs at Owen, and Stephen DeKrey, Director of MBA Programs at Florida, traveled together to Miami to meet with a variety of corporate executives and determine their reaction to the proposed program. Over the course of more than 20 meetings with corporate representatives, they were told that such a program would be well received in the Miami market.

In November, Covington traveled in Central America where he had scheduled a number of business meetings to discuss interest in the program. The program evoked strong interest. At the same time, Lori Sciadini, Owen's Coordinator of International Programs, was recruiting for the full-time MBA Program in Latin America. In response to printed descriptions of the proposed EMBA program, Sciadini received strong positive responses from prospective students in a number of Latin American locations.

In December, Dean Geisel scheduled meetings with executives of several US multinational corporations in Mexico City to discuss the program; the response was strongly positive. Additional meetings in Miami during January, 1996 also resulted in positive feedback.

Mission Statement for the Program

The Owen Graduate School of Management of Vanderbilt University, in collaboration with the Graduate School of Business of the University of Florida, will create and administer an Executive MBA Program based in Miami. The program will teach business skills in an international context with a focus on Latin America. Graduates of the program will receive the MBA degree from Vanderbilt University and a Certificate in Latin American Business from the University of Florida. Teaching in the program will be shared by the two schools.

The program will target prospective students from the Southeast United States, Latin America, and the Caribbean as well as others interested in conducting business in this region. The program will be aimed at experienced managers through a business generalist curriculum. The international context of instruction will generally be that of Latin America and the Caribbean. The curriculum will stress international issues and applications.

If recruitment were not successful and we decide not to offer the program, there will have been opportunity loss associated with the time invested by Owen faculty and staff. In addition, there would be some degree of embarrassment or loss of face. However, this is the kind of risk always associated with introducing a new product or service; it can be avoided only by foregoing innovation entirely.

Partnership with The University of Florida

There are a number of reasons why a partnership with the University of Florida is attractive for the purposes of the IEMBA Program in Miami. Given Owen's size and limited faculty resources, it is unlikely that we would be able to fully staff a new program outside of Nashville without a partner, and Florida will share in the nominal financial risks associated with the start of a new program. In addition, a number of key attributes of Florida's Graduate School of Business make them a good choice as partner in this venture.

Foremost, Florida is a good business school. The latest *U.S. News* rankings of business schools list them thirty-third, a very respectable position among more than 700 graduate business programs. In addition, their teaching strengths complement ours and provide coverage in several areas where we do not have specific expertise.

In the Florida and Latin American markets, they have presence and visibility. They provide a strong expertise in Latin American business, and their alumni population in the state of Florida and in Latin America will add credibility to the program and help in its marketing.

Florida has experience in running similar EMBA Programs. Their newest program has a monthly class schedule, and they have experience in administering off-site EMBA programs. Similarly, the credentials of students in both their MBA and EMBA programs are similar to Owen's. As a result, they have solid experience in educating mid-career managers and high-profile, high-potential graduate business students.

Finally, Florida will be a minority academic partner in this program. Because the degree is Vanderbilt's, the Owen School will retain admissions and graduation decisions, ensuring the quality of the program and its graduates.

Program Management

Management of the program will be shared jointly by Vanderbilt and Florida, although Vanderbilt will retain control since it will award the degree. Operational control of the program will be shared by the Executive MBA offices of the two schools.

<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>Sunday</u>
Morning Free	Class #2 2.5 hours	Class #3 2.5 hours	Class #1 1.5 hours
Class #1 1.5 hours	Class #3 2.5 hours	Class #1 2.5 hours	Class #2 1.5 hours
Class #2 1.5 hours			Class #3 1.5 hours
Class #3 1.5 hours	Class #1 2.5 hours	Class #2 2.5 hours	Afternoon for Travel

Informal evening sessions on class weekends will allow for group meetings, projects, and special sessions with faculty. These informal sessions will increase the actual contact hours of the program.

The use of an orientation session for the next term's classes on the final day of a term means that teaching faculty would make six trips to Miami to teach a course. Teaching faculty would be present for the entire class weekend, rather than simply coming in for one or two days of teaching. This will increase the faculty-student contact throughout the program.

Contact Hours

Classes will meet for four days per weekend over five class weekends per term. Over the four terms in the program, there will be 80 days on which classes will be held for the program (plus any extensions of those weekends for international trips as explained below). The number of class days in the program is significantly more than many of the non-traditional EMBA formats described in this proposal.

Each class weekend provides 24 class hours--eight contact hours for each of the three courses. With this schedule, each of the 12 courses in the program has 40 contact hours, not counting informal evening sessions on each class weekend. With two days of orientation and introduction to classes at the beginning of the program, the program will afford approximately 500 hours of formal, in-class contact between faculty and students over the 18 months. The four-day residence periods and the trips in the program will certainly lengthen and intensify the *de facto* contact between faculty and students.

The total of 500 class contact hours will likely be increased by the two class weekends in the program dedicated to study trips for students and faculty. The probable destinations for these trips will be Nashville and Latin America. The

electronic communication plays a key role in enhancing faculty-student contact between class meetings.

Electronic communication will be an important part of the IEMBA Program, and we will require students to have laptop computers compatible with our software and e-mail standards. With only one four-day meeting per month, faculty deemed it important to have on-going communications with students to allow for assignments, feedback, and questions between the scheduled weekend meetings.

All IEMBA students and faculty will be enrolled in a service that will allow easy e-mail communication, file transfer, and access to the World Wide Web and the Internet. Students will have wide access to business information and other services through electronic connection to the libraries of the two universities and a wide range of other sources. Owen's EMBA students and faculty are all currently on the America Online service, and that has made a significant difference in the ability of classes to communicate with each other and with faculty.

Many professors will put class material on Web sites and use these sites as student bulletin boards, further facilitating communication between class meetings. Faculty in Owen's EMBA program are increasingly using Web sites to communicate class materials and answer questions from students, and we believe that this communication will be an important part of the IEMBA program--especially since we anticipate having students from Latin America and the Caribbean in the program.

Academic Setting in Miami

In assessing the quality of the academic setting for the IEMBA Program, we considered the location of the program, the physical facilities for the program, and their effects on teaching and learning. Other key components of the academic setting include the quality of the students, the quality of instruction, and student-faculty access to academic resources.

The site for the IEMBA Program will be Coral Gables, Florida--a part of the greater Miami metropolitan area. Miami functions as a key business city for Latin American markets. Coral Gables is well known as one of the nicest suburbs in South Florida, providing excellent hotels, upscale shops and restaurants, and easy access to the airport--all in an attractive and safe environment. Well over 100 multinational firms have offices in Coral Gables, and it actively shares the international business environment of greater Miami. The choice of Coral Gables will communicate to our clients that we offer a premium product in an international environment.

In addition, the administrative office in Coral Gables may provide some research materials on CD-ROM for students, and they will have access to a number of on-line business services through computer. The use of a Web site specific to the IEMBA Program will allow for communication with the Walker Library staff; a good deal of the research can be photocopied, faxed, or transmitted electronically to the students.

Every business school operating an off-site EMBA program faces these minor problems; the lack of direct library access does not seem to constitute a major burden.

Expense and Revenue Projections

Expense estimates and revenue projections have been prepared for the first 18-month cycle of operation with a single class and for an 18-month cycle with two classes in steady state operation. For simplicity, all expenses and revenues were calculated in current dollars, assuming no cost or tuition increases except for increases in the numbers of students.

For the first class in the program, the deans have agreed that Vanderbilt would bear two-thirds of the costs and receive two-thirds of the revenue from the program. For subsequent classes in the program, Vanderbilt's share of costs and revenues would be 60 percent.

The financial projection operations for the first class cycle shows a break-even at about 23 students, assuming tuition of \$50,000 for the program. Tuition is assumed to include instructional tuition, all books and supplies, residence at the site in Miami, some meals during class periods, special events and graduation, residence during domestic and international trips, and incidental fees and expenses. Travel to Miami (if necessary) and travel for program trips will be each student's responsibility.

Steady state operation (with two classes in attendance) shows break-even at about 48 students and begins to show a profit above that number. The estimates for steady state operation incorporate the full costs of three new faculty positions at Owen. Therefore, even at break-even enrollment under steady state operation, Owen would be able to add three new faculty positions, though we expect the program to generate additional revenues.

Trend Toward "Non-Traditional" EMBA Programs

In the past few years, there has been a strong trend for business schools to break away from the traditional EMBA format of alternate weekend classes or alternating Friday/Saturday classes. In many cases, the new formats replace

March, 1996: Begin recruitment in Miami, Latin America (ongoing).
Establish classroom and hotel locations in Miami.

June, 1996: Recruit/select faculty to teach in program.

September, 1996: Assess recruitment, admission status; make final
decision on program implementation.

October, 1996 Set up Miami office and recruit staff.

November, 1996: Finalize recruitment for January start.

January, 1997: Program begins.

Human Resources and Organizations (4 credits)

Introduces the behavior of individuals in groups and organizations. Draws on these theories to explore the structure and design of organizations and their relationship to an external environment. Deals with issues of how structure affects organizational process, managing change, and organization learning. Examines issues of human resource management in organizations and the impact of strategic decisions on HRM in such areas as planning, staffing, reward systems, and job design.

3rd Term

Management Accounting (2 credits)

Focuses on cost principles and concepts that managers can use to run an organization efficiently. Review and interpret various cost analyses to develop an understanding of cost issues and their applicability to management decisions. Explores the impact of changing manufacturing environments on performance system reporting and managers' actions.

International Law and Regulation (2 credits)

Examines the legal environment of business with particular attention to the laws governing international business and trade. Explores the US legal and regulatory environments and their effect on international competitiveness for US firms. Introduces major issues of regulation including potential social costs and the benefits of regulation as well as the role of social, political, and economic forces in producing regulation. Course may examine specific issues that effect international business such as product liability, environmental restrictions, intellectual property, and antitrust.

Operations Management (4 credits)

Introduces the role of the operations manager in business, emphasizing the description and analysis of problems with respect to management decisions and the identification of trade-offs in possible solutions for the production of both goods and services. Topics include forecasting, materials management, just-in-time systems, capacity planning, quality issues, time-based competition, and operations strategy.

Latin American Business Environment (4 credits)

Examines the effect of political and cultural systems on the business environment and economic activity. Explores the importance of politics and culture in the formation of international trading blocks and groups. Specific focus on the politics, culture, and history of South and Central America and possible trends for business development and the role of the private sector in that region.

Appendix 2

Select Listing of Non-Traditional EMBA Programs

Purdue University (Krannert)

Krannert offers the MS in Management (equivalent to the MBA) in a three-term format. This program (offered since 1983) is one of the oldest non-traditional EMBA formats. A term consists of two days of orientation on campus, followed by a ten-week study period. After the study period, students come to Purdue for two weeks of classes, followed by a five-week study period. Students return to Purdue for another two-week residence session, with a second off campus study period of five weeks after this. Exams and orientation for the next term are completed with two final days on campus. A considerable amount of the instruction and communication with faculty during the study periods is computer-based. In the third term, one of the two week sessions is an international trip. The total on-campus time for the program is just over 12 weeks. Purdue has been successful in attracting executive students from throughout the U.S. and from a number of foreign countries with this format.

University of Pittsburgh (Katz)

Katz offers the "Flex-MBA" through 14 weeks of in-residence classes over two years. Between residence sessions, students communicate with faculty and class members via e-mail, fax, distance conferencing, and videotapes. The program emphasizes international business issues, and participants travel to the program from throughout North America and abroad. The Flex-MBA was added to Katz's traditional weekend EMBA program in 1991.

University of Tennessee--Knoxville

Begun in 1994, Tennessee's EMBA Program requires six residency periods of 10 days each over a period of one calendar year (January--December). Students complete significant course work in groups between the residency periods, and one of the residencies is an international trip. The program has been successful in attracting managers from throughout the Southeast.

University of Chicago

Chicago began its European EMBA Program in 1995. The context of the program is international business, and the program combines an off-site location with a new format. Based in Barcelona, the program meets for 11 one and two-week residence periods over about 20 months. Most of the residencies are in Barcelona, but participants travel to Chicago to join the University's EMBA students for two weeks late in the program.

University of Rochester (Simon)

Simon has offered an EMBA program in Rotterdam for ten years with considerable success. Begun in partnership with Erasmus University, the Rochester-European Executive MBA Program is now in partnership with

business/health care experience. Students commute to the program from all parts of California as well as Nevada, Arizona, and Utah.

Public Presentations

Information sessions conducted by staff and faculty to audiences of prospective applicants has served Owen well in recruiting students for its EMBA Program. Each year, we hold recruiting sessions in Louisville, Knoxville, Chattanooga, Huntsville, Birmingham, Memphis (2) and Nashville (4) for the EMBA. We anticipate using the same type of session to recruit for the IEMBA Program. The IEMBA information sessions will be advertised in major print media such as *The Miami Herald* and *The Wall Street Journal of the Americas*, and *U.S.-Latin Trade*. The advertisement used to promote our on-campus presentations will be adapted to this purpose.

Planned schedule of Information Receptions:

- Miami--March
- San Juan--March
- Caracas--March
- Mexico City--March
- Miami--April

Depending on the response, we may add additional receptions.

Publications

A viewbook will offer an attractive presentation of the IEMBA Program objectives, the schedule, the curriculum, faculty profiles, and the site in South Florida as well as answer commonly asked questions. A draft of that publication is near completion. Staff at the University of Florida are adapting their off-campus EMBA application to serve the IEMBA program. Vanderbilt University Publications and Design has agreed to provide design and printing management services. These materials should be ready for shipping to prospective students late in March.

Public Relations

Editors at *The Miami Herald* have agreed to run the story of development of this program if we offer them exclusive preliminary rights to the press release. Other publications targeted are *Florida Marketplace*, *El Nuevo Herald* and *The Americas Business Journal*. We will receive some useful guidance from Florida graduates who are active in the print media of South Florida--Dave Satterfield, City Editor of *The Miami Herald*, and Steve Albers, publisher of several newsletters about doing business in Latin America.

General Advertising

Advertising in major print media will announce the program to Latin American prospects. The fragmented nature of the newspaper business in Latin America presents an advertising challenge. There is no dominant Spanish language source of business news and information as we have, for example, in *The Wall Street Journal*. Accordingly, we may focus our advertising on English language media, particularly *The Wall Street Journal of the Americas*, distributed as a



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GENERAL FACULTY MEETING February 21, 1996 MINUTES

1. Minutes from the 12/1/95 General Faculty Meeting was approved with one change noted. {ECO 3530 - from 3 to 4 credits} was approved but left off the Minutes of the meeting. The Minutes have been adjusted accordingly.
2. Dr. Carl Barfield visited with the faculty to review the draft proposal for Post Professor Review Program. The proposal was developed by a faculty committee, the post professor review program is designed to provide an opportunity for faculty past the last regular promotion by a number of years to participate in an optional review program with the possibility of a salary increment for exceptional performance. This program would be in addition to the TIP program. A copy of the proposal was distributed to all faculty. Dr. Barfield answered questions from the faculty.
3. The Undergraduate Committee approved the following curriculum changes and presented them at the College of Business Administration General Faculty Meeting for approval. A motion was made for each individual item listed; each individual item was seconded; and each individual item was approved.
 - A. New DIS Curriculum (see agenda for proposed curriculum)
 - B. Increase credits and contact hours:

RMI 3011 - from 3 to 4	ISM 4113 - from 3 to 4
REE 4204 - from 3 to 4	ISM 4421 - from 3 to 2
RMI 4305 - from 3 to 4	MAN 4505 - from 3 to 2
QMB 4691 - from 3 to 2	MAN 4521 - from 3 to 2
QMB 4701 - from 3 to 4	QMB 4703 - from 3 to 4
 - C. Increase credits, contact hours, and change prerequisites:
 ISM 4220 - from 3 to 4; change prerequisites from ISM 3011 and CGS 3460 or 3462 to the following: ISM 3011 and one of the following courses on procedural languages, CIS 3020, CGS 3403, CGS 3420, CGS 3640 or CGS 3642.
 - D. New Courses:
 - ISM 4330 - Information Systems and Operations Strategy - 4 credits
 - ISM 4930 - Special Topics in Information Systems - 1 to 4 credits
 - QMB 4930 - Special Topics in Operations Analysis/Quantitative Methods - 1 to 4 credits

4. Strategic Plan Report - Rich Lutz reported there was a total of twenty-two recommendations under five categories: Research-Related Strategies; Teaching-Related Strategies; Outreach/Service-Related Strategies; Resource-Related Strategies; and Context-Related Strategies. Dr. Lutz began reviewing each item. He asked the faculty to help assign the items a ranking (A, B, or C with A being the highest of importance). As the faculty review began it became apparent that they needed more time if each item was going to be considered. It was decided that Dr. Lutz would move quickly through the items. A separate meeting will be called to debate the items and assign rankings. Dr. Lutz encouraged the faculty to provide comments, changes, or suggestions.
5. Dean's Report - Dean Kraft reported that he and Dr. McCollough would be running the MBA Program next year until they hire a permanent director.

A motion was made, seconded and passed to adjourn the general faculty meeting.

Graduate Faculty Meeting
February 21, 1996
MINUTES

1. Minutes from the 12/1/95 Graduate Faculty Meeting was approved as distributed.
2. The following item was removed from the agenda:
 - Allow Marketing Research as an alternative to Corporate Finance for the General Business concentration.

The Graduate Committee approved the following curriculum changes and presented them at the College of Business Administration Graduate Faculty Meeting for approval. A motion was made for each individual item; each individual item was seconded; and each individual item was approved.

- A. The proposal for an Accelerated Master's Program in DIS (see agenda for proposed program)
- B. Change credit hours and contact hours:

QMB 6755 - from 3 to 4	QMB 6697 - from 3 to 4
QMB 6607 - from 3 to 4	ISM 6222 - from 3 to 4
QMB 6358 - from 3 to 4	ISM 6423 - from 3 to 2
MAN 6508 - from 3 to 2	MAN 6511 - from 3 to 2
QMB 7931 - from 3 to 1-4	QMB 7933 - from 3 to 1-4
REE6905 - from 1-3 to 1-6	
- C. New Course:
 - ISM 6xxx - Advanced Business Systems Analysis and Design - 4 credits
 - QMB 6xxx - Quality Management and Control Systems - 2 credits

*- see minutes dated 9/17/96
- This not app
It was only a info item*

3. Proposal for International Executive MBA Program in Miami - The Owen Graduate School of Management, in partnership with the College of Business proposes to start an International Executive MBA Program in Miami, Florida. The program will begin in January 1997. It will recruit managers from the Southeast United States, Latin America, and the Caribbean. Graduates of the program will receive the MBA degree from Vanderbilt and a Certificate in Latin American Studies from the University of Florida. Dean Kraft said the Vanderbilt faculty would vote on this proposal in March. Although our faculty didn't need to vote on this issue they did endorse the proposal.

A motion was made, seconded and passed to adjourn the Graduate Faculty meeting.