



**UNIVERSITY OF
FLORIDA**

Graduate School of Business
Warrington College of Business Administration
Fisher School of Accounting
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**GENERAL FACULTY MEETING
APRIL 18, 1997
2:30 p.m. ** 102 BUS
AGENDA**

1. Minutes from the General Faculty Meeting of February 28, 1997
2. UF Bank
3. Sustained Performance Evaluation
4. Dean's Report
5. Other Business

**GRADUATE FACULTY MEETING
APRIL 18, 1997**

1. Minutes from the Graduate Faculty Meeting of February 28, 1997
Minutes from the Graduate Faculty Meeting of March 21, 1997
2. Proposed MBA/MESS Joint Degree Program - Attachment 1
3. Other Business

**PEP LECTURE BY IRA HOROWITZ
"ELECTRICITY MARKET INTEGRATION IN THE PACIFIC
NORTHWEST"**



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GENERAL FACULTY MEETING
APRIL 18, 1997
MINUTES

1. Minutes from the General Faculty Meeting of February 28, 1997 were approved as distributed.
2. Dr. McCollough gave an overview of "The UF Bank" stating that it is an attempt to systematize a view of the activities of the university in such a way so that they can measure productivity. This attempt is consistent with the President's view that we should be held accountable for the resources dedicated to the University. Accountability in his view, brings with it some way to measure the productivity associated with those resources. The University has drafted a document that lays out the fundamental mode, philosophy, and some parameters. The notion was that this document with its content would be a matter of conversation around the university and this conversation would then lead to perfection or an improved model as we in the community interacted with it. At some point in the future this model or something close to it will be used to allocate funds.

Dr. McCollough explained the Teaching Productivity part of this model. They were faced with the dilemma of how to capture what they wanted in terms of a revenue statement to compare against cost. The state provides us approximately sixteen million and they call that the "cost." They wanted to compare the cost against revenue to decide how well we were using the resources provided. They decided to use as a measure a substitute for revenue that they could not measure precisely some weighted student credit hours. Theoretically, what they are trying to measure is the difference between the funds provided to the college and the funds generated by the college through its teaching activities. From the point of view of teaching productivity as measured by this model for this particular year 95-96 we have a deficit of about \$300,000. This amount was determined by multiplying our lower division student credit hour by .75; upper division student credit hour by .3; graduate student credit by .4; thesis dissertation by .15; and anything on TV has another multiplier by .5. Since over half our total student credit hours come from TV replays, this discount for TV replay classes of .5 impacts our college seriously.

The faculty assignments are used to report Research Productivity. After reviewing the assignments and collapsing the various categories into either Teaching or Research we had 80% teaching and 20% research. They gave us 10% of the research that could have been related to teaching. Later they altered this to 7% dedicated to research on the sixteen million budget. The dollars spent by the state on research compared with the dollars brought in by contracts and grants were the only way they could measure research productivity. This model will continue to be reviewed and modified.