

Warrington College of Business Administration  
Hough Graduate School of Business  
School of Business  
Fisher School of Accounting

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## **GENERAL FACULTY MEETING**

**AGENDA | Monday, August 29, 2011 | 2:00 p.m. | HGS 120A/B**

1. The February 21, 2011 General Faculty Meeting Minutes is presented for approval by the faculty.
2. Other Business –  
-New Faculty Introductions

## **GRADUATE FACULTY MEETING**

**AGENDA | Monday, August 29, 2011 | 2:00 p.m. | HGS 120A/B**

*(Immediately following General Faculty Meeting)*

1. The February 21, 2011 Graduate Faculty Meeting Minutes is presented for approval by the faculty.
2. The Masters Committee approved the following items and request approval by the graduate faculty.

### **Course Change:**

#### **ENT 6116 – Business Plan Formation**

- ♦ **Prerequisite:** *(Reason: GEB 6115 course no longer offered/minimal impact on program)*  
**Change from:** GEB 6115. Designed for M.B.A. Students  
**Change to:** None

#### **MAN 6747 – Managing Innovation and Change**

- ♦ **Terminate course:** *(Reason: Professors no longer available to teach the course/minimal impact on program)*

### **Certificate Revisions:**

#### **Certificate in Hospitality Management**

- ♦ **Proposed Revisions:**
  - changing the certificate name:
    - From:** Hospitality Management
    - To:** Tourism and Hospitality Business Management
  - replacing the existing TRSM certificate courses, with the courses listed below:
    - Tourism Hospitality Business Perspectives
    - Strategic Hospitality Business Management
    - Strategic Marketing in Tourism & Hospitality Business
    - Revenue Management in Hospitality Business

**New Concentrations:**

**New concentrations for the online Master of Science in Management (MSM) program**

- ◆ Proposed Concentrations: (see attached for description of proposed concentrations)
  - Master of Science in Management with a concentration in Biomedical Science Representation
  - Master of Science in Management with a concentration in Healthcare Compliance
  - Master of Science in Management with a concentration in Healthcare Finance and Accounting
  - Master of Science in Management with a concentration in Healthcare Patient Services Administration
  - Master of Science in Management with a concentration in Healthcare Practice Management

3. Other Business –

4. Dean's Report –

- Announcement of members appointed to the WCBA Strategic Planning Committee
- WCBA Strategy background document for the Strategic Planning Committee's use (attached).

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## GENERAL FACULTY MEETING

MINUTES | Monday, February 21, 2011 | 1:00 p.m. | HGS 120A/B

1. The October 25, 2010 General Faculty Meeting Minutes were presented for approval by the faculty. A motion was made to approve the minutes. The motion was seconded and the faculty voted to approve the minutes as distributed.
2. The Undergraduate Committee approved the following items and requested approval by the faculty. A motion was made to approve these items. The motion was seconded and the faculty voted to approve the new course and the course change as presented.

### New Course:

ISM 3013 – Intro to Info Systems

- ♦ Credits: 4
- ♦ Contact Hours: 4
- ♦ Description: This course provides an introduction to the role of information systems and technology in an organization with a focus on the use of Access and Excel to solve business problems. The course provides students with the knowledge necessary to earn Microsoft Certifications in Access and Excel.
- ♦ Prerequisites: Sophomore standing AND either MAC 2311 or 2233

### Course Change:

GEB 3373 – International Business

Change Prerequisite from:

- ♦ current: MAN 3025, MAR 3023, FIN 3403

Change Prerequisite to:

- ♦ proposed: MAN 3025, MAR 3023

3. Other Business - none
4. Dean's Report - none

## GRADUATE FACULTY MEETING

MINUTES | Monday, February 21, 2011 | 1:00 p.m. | HGS 120A/B

*(immediately following General Faculty Meeting)*

1. The October 25, 2010 Graduate Faculty Meeting Minutes were presented for approval by the faculty. A motion was made to approve the minutes. The motion was seconded and the faculty voted to approve the minutes as distributed.

2. The Masters Committee approved the following item and requested approval by the graduate faculty. A motion was made to approve the new course. The motion was seconded and the faculty voted to approve the new course as distributed.

**New Courses:**

**MAR 6xxx – Web-Based Marketing**

- ♦ Credits: 2
- ♦ Contact Hours: 2
- ♦ Description: This course provides students with an understanding of the current online marketing environment and a survey of the strategy and tactics of web-based marketing. The course is designed for students who either pursue a career in online business or have general interest in the current marketing environment. The course consists of the lecture and various assignments that provide opportunities for hands-on experience in web-based marketing.
- ♦ Prerequisites: Masters students in Warrington College of Business Administration; Designed for MBA students.

3. Other Business – none reported

4. Dean's Report –

A motion was made to adjourn the meeting. The motion was seconded and the meeting adjourned.

## UCC2: Course Change Transmittal Form

Department Name and Number <b>CEI 17060200</b>	
Current SCNS Course Identification	
Prefix <u>E</u> <u>N</u> <u>T</u> Level <u>6</u> Course Number <u>1</u> <u>1</u> <u>6</u> Lab Code _____	
Course Title <u>BUSINESS PLAN FORMATION</u>	
Effective Term and Year <u>FALL 2011</u>	Terminate Current Course <input type="checkbox"/> Other Changes (specify below ) <input checked="" type="checkbox"/>

Change Course Identification to:	
Prefix _____ Level _____ Course Number _____ Lab Code _____	
Course Title (please limit to 21 characters) _____	
Credit Hours: From _____ To _____	Contact Hours: <input type="checkbox"/> Base or <input type="checkbox"/> Headcount From _____ To _____
Rotating Topic: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no	S/U Only: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no
Variable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no If yes, _____ minimum and _____ maximum credits/semester	Repeatable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no If yes, _____ total repeatable credit allowed

Prerequisites	Co-requisites
From <b>GEB6115. DESIGNED FOR M.B.A. STUDENTS</b>	From _____
To <b>NONE</b>	To _____
Course Description (50 words or less; if requesting a change, please attach a syllabus)	
From _____	To _____

Rationale /Place in Curriculum/Impact on Program <b>GEB 6115 COURSE NO LONGER OFFERED / MINIMAL IMPACT ON PROGRAM</b>
--

Department Contact	Name <b>JAMIE KRAFT</b> Phone <b>352 273 0330</b> Email <b>JAMIE.KRAFT@WARRINGTON.UFL.EDU</b>
College Contact	Name <b>RENEE MATHIS</b> Phone <b>352 273 3217</b> Email <b>RENEE.MATHIS@WARRINGTON.UFL.EDU</b>

# UCC2: Course Change Transmittal Form

Department Name and Number <b>CEI 17060200</b>	
Current SCNS Course Identification	
Prefix <u>M</u> <u>A</u> <u>N</u> Level <u>6</u> Course Number <u>7</u> <u>4</u> <u>7</u> Lab Code _____	
Course Title <u>MANAGING INNOVATION AND CHANGE</u>	
Effective Term and Year <u>FALL 2011</u>	Terminate Current Course <input checked="" type="checkbox"/> Other Changes (specify below ) <input type="checkbox"/>

Change Course Identification to:	
Prefix _____ Level _____ Course Number _____ Lab Code _____	
Course Title (please limit to 21 characters) _____	
Credit Hours: From _____ To _____	Contact Hours: <input type="checkbox"/> Base or <input type="checkbox"/> Headcount From _____ To _____
Rotating Topic: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no	S/U Only: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no
Variable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no	Repeatable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no
If yes, _____ minimum and _____ maximum credits/semester	If yes, _____ total repeatable credit allowed

Prerequisites	Co-requisites
From _____	From _____
To _____	To _____
Course Description (50 words or less; if requesting a change, please attach a syllabus)	
From _____	To _____

Rationale /Place in Curriculum/Impact on Program
<b>PROFESSORS NO LONGER AVAILABLE TO TEACH THE COURSE / MINIMAL IMPACT ON PROGRAM</b>

Department Contact	Name <b>JAMIE KRAFT</b>	
	Phone <b>352 273 0330</b>	Email <b>JAMIE.KRAFT@WARRINGTON.UFL.EDU</b>
College Contact	Name <b>RENEE MATHIS</b>	
	Phone <b>352 273 3217</b>	Email <b>RENEE.MATHIS@WARRINGTON.UFL.EDU</b>

# Proposed Curriculum Revisions to the Certificate in Hospitality Management

Hough Graduate School of Business  
Warrington College of Business Administration  
&  
Eric Friedheim Tourism Institute  
University of Florida

## **Certificate in Tourism and Hospitality Business Management**

The *Certificate in Tourism and Hospitality Business Management* is jointly offered by the Hough Graduate School of Business and the Eric Friedheim Tourism Institute at the University of Florida. This certificate program is offered to all graduate students in the Hough Graduate School of Business.

The tourism and hospitality industry is a fast-growing, dynamic, and global industry with a variety of career options for individuals to develop into upper-level managerial positions. Through the coursework offered through Hough's Certificate in Tourism and Hospitality Business Management, students will gain a comprehensive managerial knowledge base of the processes and strategies used by leading firms to gain a competitive advantage in the tourism and hospitality industry. The content of the courses centrally focus on developing the students' managerial skill set as opposed to "*back of the house*" hospitality operational skills. The courses were selected and designed after conducting a thorough analysis of the most competitive tourism and hospitality management programs in the US; holding focus groups with a wide array of top level executives from different tourism and hospitality sectors; working directly with industry experts to determine core competencies required to be a successful tourism and hospitality business manager; and, via active discussions with industry experts regarding where they observed potential managerial weaknesses in recent employee hires. The certificate courses have also been reviewed by some of the world's most predominant tourism and hospitality researchers.

To earn this Certificate, students must take a total of 10 credits (5 courses) over the fall and spring terms:

- 6 credits - Tourism & Hospitality Courses (3 courses)
- 4 credits – Approved Business Certificate Electives (2 courses)

### **1. HFT XXXX: Tourism & Hospitality Business Perspectives: (Module 1)**

This subject is designed as an introductory, generalist subject to provide students with a broad understanding of tourism and hospitality industry, sectors, businesses and their roles and impacts in the wider economic and social environment. It is designed to set the basis for the other more specific courses of the Tourism and Hospitality Business Management Certificate Program. Therefore, it involves coverage of a wide range of subjects relevant to tourism and hospitality businesses at the local, national or global levels. Initially, students will learn the tourism system and its sectors as well as diverse stakeholders with different perspectives in evaluating the economic and social contribution of the industry. They will learn different types of tourism and hospitality products, challenges that tourism and hospitality businesses face, strategies used to overcome these challenges and current trends that the industry benefits or suffers from. They will learn different paradigms of tourism that govern the marketing mix offered by different businesses serving the needs of both domestic and international tourists. They will also learn branding and image development, from micro to macro level products in tourism and hospitality industry, with a strategic approach taking all stakeholders into account. They will learn research methods and techniques that are used in tourism and hospitality business management. Eventually, they will apply their knowledge through a group project that they will deliver as a presentation to the class to sharpen their technical, communication and presentation skills as well.

## **2. HFT Strategic Management in Hospitality Business: (Module 2)**

The hospitality industry is comprised of business firms, that in order to be successful, must properly manage the perishable nature of core products that are: service based commodities, labor intensive, face fierce competition levels, and exist within ever changing market place conditions. The business landscape in the hospitality industry changes dramatically as consumer tastes and preferences evolve and micro trends reflect volatile macro conditions. This course assesses the nature of hospitality products and addresses the unique challenges hospitality professionals face in managing their firms. The course combines the resource-based view and the stakeholder view with traditional theory and models providing a comprehensive and managerially useful perspective of strategic management. The focus of the course involves the translation of those strategic managerial ideas into the context of hospitality business management thereby providing a better fit to a service based industry as opposed to ideas found in general strategy literature. Instruction of the course will use a diverse set of examples and case studies that link strategies and pertinent issues to actions and activities of hospitality firms.

## **3. HFT 6533: Strategic Marketing in Tourism & Hospitality Business: (Module 3)**

This course will provide an overview of marketing concepts and theories and how they apply in the tourism and hospitality industry. The students will examine the importance of marketing strategy within the strategic planning process of tourism and hospitality businesses. Case studies, group discussions and presentations will be used to exhibit learning of concepts such as: the product/services marketing mix, marketing environments, product differentiation, how to create loyal consumers, relationship marketing, segmentation, target marketing, positioning, branding and how to develop a marketing plan for a tourism or a hospitality business. Lectures will provide the foundation toward successfully completing a real life project (i.e., service learning).

## **4. HFT XXXX: Revenue Management in Hospitality Business: (Module 4)**

Hospitality managers are responsible for making strategic and proactive decisions regarding how to maximize firm revenues that are dependent upon the sale of a relatively fixed product supply and varying consumer demand. Managers must dedicate critical attention to core product revenue maximization in the hospitality industry due to the time-sensitive, or perishable nature of a service based product. Such financial assessment is captured within the firm's revenue management system, where the goal is to generate maximum revenue. This course is designed to provide the students with an applied understanding of the strategies and tactics used in hospitality revenue management. The fundamental principles and concepts of revenue management that include capacity management, duration control, demand and revenue forecasting, discounting, overbooking practices, displacement analysis, rate management and sales mix analysis will be discussed throughout the term. The course will also examine best pricing strategies that increase revenue during seasonal low periods and maximize revenues during high demand seasons.



## Portocarrero,Ana I

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**From:** Semrad,Kelly J  
**Sent:** Tuesday, May 31, 2011 9:45 AM  
**To:** Bowen,Herbenia Maria L; Portocarrero,Ana I; Erenguc,S. Selcuk  
**Cc:** Sagas,Michael; Tasci,Asli; Thapa,Brijesh; Semrad,Kelly J; Kaplanidou,Kyriaki  
**Subject:** MSM: Certificate in Tourism & Hospitality Business Management  
**Attachments:** MSM Tourism & Hospitality Management Certificate Program (Courses).doc

Good Morning All,

Please find attached the revised certificate description and the course list/descriptions for the MSM: Certificate in Tourism and Hospitality Business Management. The final four courses that were selected include the following (in Module order): Tourism & Hospitality Business Perspectives; Strategic Hospitality Business Management; Strategic Marketing in Tourism & Hospitality Businesses; and, Revenue Management in Hospitality Business. At the request of Dean Erenguc, all course titles include the word, "Business". If titles are not to the liking of individuals they may be altered/changed.

The four courses in the Tourism & Hospitality Business Management Certificate program were selected after a preliminary meeting with myself, Asli Tasci, Ana Portocarrero, and Selcuk Erenguc. Later, a group meeting was scheduled with department chair, Mike Sagas, Ana Portocarrero, and faculty instructors in the program (Brij Thapa, Asli Tasci, and myself). The group meetings resulted in the suggestion of the four above mentioned courses. Three of the four TRSM faculty members who instruct in the certificate program served on a tourism and hospitality management curriculum development committee this past spring. Ample data was gathered and reviewed to assist the TRSM department in the developing of a superior tourism and hospitality BS degree. That data was used to assist us in the revising of the MSM Certificate program.

Data sources that were used include the following:

1. External competition analysis of the top International Tourism and Hospitality Professional Certificate programs was conducted (e.g. Cornell University, University of Central Florida, Florida International University, Penn State, Purdue University, Hong Kong Polytech University);
2. Two focus group sessions (one with tourism and hospitality executives, industry experts, and TRSM alumni graduates; and, one with current tourism and hospitality students) were held to determine the necessary skills required of top level executives in tourism and hospitality management;
3. Brief literature review was conducted on operational content and managerial process based approaches in curriculum development
4. A core competency matrix was drafted from the literature review and completed by industry experts to assist in the development of Certificate courses that would provide a solid foundation for MSM grads to have a complete perspective of the tourism and hospitality management practice
5. Department exit interview data was compiled and assessed to determine the tourism and hospitality managements program strengths and weaknesses;
6. A series of expert academics reviewed and approved the suggested curriculum line that was developed for TRSM and is reflected in the MSM Certificate Program

It is with confidence that we forward the revised curriculum courses for the MSM: Tourism & Hospitality Business Management Certificate program to all of you. The course load is competitive and in line with the most internationally renowned hospitality certificate programs. The review and approval from industry executives, external academic experts, a thorough competition analysis, and tourism and hospitality curriculum development literature support the curriculum line that we are offering.

We look forward to your review. Please contact us with any questions/comments that you may have regarding the certificate program.

Thank you and Happy Day,

Kelly

**A Proposal for Master of Science in Management with Concentrations in Biomedical Science Representation, Healthcare Compliance, Healthcare Finance and Accounting, Healthcare Patient Services Administration, and Healthcare Practice Management**

**NAMES OF THE PROPOSED CONCENTRATIONS**

Master of Science in Management with a concentration in Biomedical Science Representation

Master of Science in Management with a concentration in Healthcare Compliance

Master of Science in Management with a concentration in Healthcare Finance and Accounting

Master of Science in Management with a concentration in Healthcare Patient Services Administration

Master of Science in Management with a concentration in Healthcare Practice Management

**DESCRIPTION OF THE PROPOSED CONCENTRATIONS**

***Degree Level:*** Graduate (Master of Science)

***Emphasis:*** Biomedical Science Representation (BSR)  
Healthcare Compliance (HC)  
Healthcare Finance and Accounting (HFA)  
Healthcare Patient Services Administration (HPSA)  
Healthcare Practice Management (HPM)

***Number of Credit Hours Required:*** Students are required to complete 30 credit hours of graduate coursework. Students will be taking two courses (six credit hours) per semester for five semesters and are expected to complete the program in 20 months. The specific courses required for the concentrations are listed in **Exhibit 1A - 1E**.

***Admission Criteria:*** In line with the current MSM degree requirements, applicants must have an acceptable four-year U.S. bachelor's degree from an accredited college or university, or a four-year international equivalent. For admission, applicants must submit valid official GMAT or GRE test scores and official transcripts for all previous academic work. Applicants whose native language is not English are also required to submit test scores for the Test of English as a Foreign Language (TOEFL).

The Master of Science in Management (MSM) is a graduate degree offered by the Warrington College of Business Administration (Hough Graduate School of Business). The MSM program is designed for individuals with a non-business undergraduate degree who want to gain business knowledge that can be applied to a variety of careers. The curriculum provides skills that encompass the art and science of management, and prepares candidates for successful entry-level positions in management, consulting, or financial service positions. The MSM curriculum essentially consists of the first year (core) MBA courses plus 5 elective courses. The program is offered in an on-book, in-residence format. The curriculum for the traditional MSM program is listed in **Exhibit 2**.

The proposed MSM courses are currently offered by the on-line, self-funded Master of Science in Management with a concentration in Health Care and Risk Management (MSM-HCRM) program. The MSM-HCRM curriculum is listed in **Exhibit 3**.

**The Master of Science in Management (MSM) with a concentration in Biomedical Science Representation (BSR), Healthcare Compliance (HC), Healthcare Finance and Accounting (HFA), Healthcare Patient Services Administration (HPSA), and Healthcare Practice Management (HPM)** are all interdisciplinary master's programs consisting of six three-credit hour business courses offered by the Warrington College of Business Administration (Hough Graduate School of Business) and four three-credit hour pharmacy courses offered by the College of Pharmacy. All of the required courses are currently offered in an on-line format in existing programs. The MSM with a concentration in BSR, HC, HFA, HPSA and HPM will be offered in an on-line, self-funded format. Working professionals are the primary audience for this program.

#### **RATIONALE AND NEEDS ASSESSMENT**

Refer to **Exhibit 4** for current employment statistics, estimated job growth, and estimated income related to the proposed concentrations.

#### **Master of Science in Management with a concentration in Biomedical Science Representation**

Discoveries from biomedical science have reached heights that we only dreamed about a decade ago. The potential for making breakthrough technologies to help solve major unmet medical needs has never been so high. Biomedical Science will be the key to advances in medical treatments and improvements to human health for this century.

Biomedical Science is a continually changing, dynamic profession with long-term career prospects including management, research, education and specialized laboratory work. The field of Biomedical Science Representation is a rapidly-growing, highly-specialized discipline and job growth is expected to be more than 10% per year according to the Bureau of Labor Statistics. The proposed program is designed to allow working professionals who already have a Bachelor's degree to advance their current career by attaining a Master's degree through a specialized on-line degree program. This curriculum will be unique because it provides a broad foundation in the biomedical sciences and management while allowing students the flexibility to choose to develop specialized skills within the area of business development, marketing or management. The target market for this specialized degree includes pharmaceutical sales representatives, biomedical sales representatives and other professionals involved with management or marketing of biomedical equipment or technology.

#### **Master of Science in Management with a concentration in Healthcare Compliance**

The educational background of a typical healthcare compliance manager varies considerably. College graduates who have majored in healthcare fields like nursing, counseling, medicine, or other clinical fields are highly sought after by employers.

The proposed curriculum will prepare individuals to administer, direct, and review healthcare compliance programs. The management courses associated with the proposed curriculum will prepare professionals with the skills necessary to analyze statistical data and reports to identify and determine the compliance issues related to a given healthcare organization.

The field of Health Care Compliance is a rapidly-growing, highly-specialized discipline and job growth is expected to be more than 12.5% per year according to the Bureau of Labor Statistics. The proposed program is designed to allow working professionals who already have a Bachelor's degree to advance their current career by attaining a Master's degree through a specialized on-line degree program.

#### **Master of Science in Management with a concentration in Healthcare Finance and Accounting**

To prevent recurrence of the worldwide financial crisis of 2007-09, global and U.S. bodies have developed laws and regulations, promulgated in 2010, that warrant healthcare finance leaders' attention. This curriculum is designed to prepare professionals for job opportunities in this growing field. The field

of Health Care Finance and Accounting is a rapidly-growing, highly-specialized discipline and job growth is expected to be more than 15% per year according to the Bureau of Labor Statistics. The proposed program is designed to allow working professionals who already have a Bachelor's degree to advance their current career by attaining a Master's degree through a specialized on-line degree program.

### **Master of Science in Management with a concentration in Healthcare Patient Services**

#### **Administration**

Healthcare systems that are truly patient-centered focus on many aspects of the patient including cultural traditions, their personal preferences and values, their family situations, and their lifestyles. It makes the patient and their loved ones an integral part of the care team who collaborate with health care professionals in making clinical decisions. Recent changes to health care laws (including national and state reform efforts) has resulted in patient centered care as an innovative approach to the planning, delivery, and evaluation of health care that is grounded in mutually beneficial partnerships among health care patients, families, and providers.

The field of Healthcare Patient Services Administration is a rapidly-growing, highly-specialized discipline and job growth is expected to be more than 12% per year according to the Bureau of Labor Statistics. A patient service representative answers patient inquiries about billing, procedures, policies and available services. The patient service representative acts as a liaison between patients and insurance companies and facilitates communication between patients, doctors, and medical and administrative staff. The proposed program is designed to allow working professionals who already have a Bachelor's degree to advance their current career by attaining a Master's degree through a specialized on-line degree program.

### **Master of Science in Management with a concentration in Healthcare Practice Management**

The field of Healthcare Practice Management is a rapidly-growing, highly-specialized discipline and job growth is expected to be more than 16% per year according to the Bureau of Labor Statistics. The role of a medical practice management professional is decidedly dynamic. Changes in the health care industry, health care legislation, technological leaps in information management and many other factors contribute to the evolution of the profession. Professionals working in medical practice management settings are called up to coordinate activities in the following domains: risk management, business operations and patient care systems, information management, organizational governance and continuous quality improvement. The proposed program is designed to allow working professionals who already have a Bachelor's degree to advance their current career by attaining a Master's degree through a specialized on-line degree program.

### **NUMBER OF STUDENTS**

We expect to enroll 10-15 students in the first year of the program. Between all MSM health care concentrations (MSM-HCRM, MSM-BSR, MSM-HC and MSM-HPM), we expect to reach a steady enrollment of 20 new students per year.

### **TARGET START DATE**

January 2012

### **PROGRAM FEES**

The program price is \$25,600 and it includes books, supplemental course materials and a laptop computer. In addition to the MSM program fee, students will be required to pay the University of Florida's student activity fee, which is approximately \$32 per credit hour.

**PROGRAM FINANCES**

**Exhibit 5** shows the breakeven number of students is 15. With a cohort size of 20, the program would be able to accumulate more than \$100,000 in reserves. The reserves would be used to manage decreased revenues resulting from fluctuations in student enrollment.

**SUS INSTITUTIONS OFFERING SIMILAR PROGRAMS**

There is no SUS institution offering a similar program.

**RELATIONSHIP TO EXISTING CAMPUS PROGRAMS**

As stated in the program description section, the proposed concentrations are interdisciplinary programs involving the Warrington College of Business Administration and the College of Pharmacy. All of the courses included in the curricula of the proposed concentrations are currently offered by the two colleges.

## **EXHIBIT 1A**

### **Online MS-Management Concentration: Biomedical Science Representation**

#### **Courses**

<b>Term</b>	<b>Course Title and Description</b>	<b>Credits</b>
<b>Term 1</b> Spring	<b>ECP 5705 - Economics of Business Decisions</b> Synthesis and application of microeconomic theory and related business administration principles to managerial decision making through a problem-solving orientation.	3
	<b>ACG 5065 - Financial and Managerial Accounting</b> Financial statement analysis including techniques, cash flow, and impact of accounting principles. Management control systems: planning, budgeting, reporting, analysis, and performance evaluation.	3
<b>Term 2</b> Summer	<b>MAN 5245 - Organizational Behavior</b> Relationship between the administrator and supervisors, the employees supervised, and associates at a comparable level in the organization.	3
	<b>QMB 5303 - Introduction to Managerial Statistics</b> Basic concepts and methods of probability and statistics, stressing applications in analyzing and solving business problems.	3
<b>Term 3</b> Fall	<b>FIN 5405 - Financial Management</b> Analysis of business financing and investing decisions.	3
	<b>MAR 5805 - Problems and Methods in Marketing Management</b> Concepts and techniques for resolving marketing management problems through the case method.	3
<b>Term 4</b> Spring	<b>COP Courses</b> PHA 6289 – Regulation of Clinical Research PHA 6276 – Regulating Pharmaceutical Access & Cost	3 3
	<b>COP Courses</b> PHA 5272 – Risk Management, Liability & Compliance PHA 6277 – Ethics in Drug Development, Production & Use	3 3

## **EXHIBIT 1B**

### **Online MS-Management Concentration: Healthcare Compliance**

#### **Courses**

<b>Term</b>	<b>Course Title and Description</b>	<b>Credits</b>
<b>Term 1</b> Spring	<b>ECP 5705 - Economics of Business Decisions</b> Synthesis and application of microeconomic theory and related business administration principles to managerial decision making through a problem-solving orientation.	3
	<b>ACG 5065 - Financial and Managerial Accounting</b> Financial statement analysis including techniques, cash flow, and impact of accounting principles. Management control systems: planning, budgeting, reporting, analysis, and performance evaluation.	3
<b>Term 2</b> Summer	<b>MAN 5245 - Organizational Behavior</b> Relationship between the administrator and supervisors, the employees supervised, and associates at a comparable level in the organization.	3
	<b>QMB 5303 - Introduction to Managerial Statistics</b> Basic concepts and methods of probability and statistics, stressing applications in analyzing and solving business problems.	3
<b>Term 3</b> Fall	<b>FIN 5405 - Financial Management</b> Analysis of business financing and investing decisions.	3
	<b>MAR 5805 - Problems and Methods in Marketing Management</b> Concepts and techniques for resolving marketing management problems through the case method.	3
<b>Term 4</b> Spring	<b>COP Courses</b> PHA 6289 – Medicare & Medicaid PHA 6276 – Health Care Fraud & Abuse	3 3
	<b>COP Courses</b> PHA 5272 – Risk Management, Liability & Compliance PHA 6277 – Ethics in Drug Development, Production & Use	3 3



## **EXHIBIT 1C**

### **Online MS-Management Concentration: Healthcare Finance and Accounting**

#### **Courses**

<b>Term</b>	<b>Course Title and Description</b>	<b>Credits</b>
<b>Term 1</b> Spring	<b>ECP 5705 - Economics of Business Decisions</b> Synthesis and application of microeconomic theory and related business administration principles to managerial decision making through a problem-solving orientation.	3
	<b>ACG 5065 - Financial and Managerial Accounting</b> Financial statement analysis including techniques, cash flow, and impact of accounting principles. Management control systems: planning, budgeting, reporting, analysis, and performance evaluation.	3
<b>Term 2</b> Summer	<b>MAN 5245 - Organizational Behavior</b> Relationship between the administrator and supervisors, the employees supervised, and associates at a comparable level in the organization.	3
	<b>QMB 5303 - Introduction to Managerial Statistics</b> Basic concepts and methods of probability and statistics, stressing applications in analyzing and solving business problems.	3
<b>Term 3</b> Fall	<b>FIN 5405 - Financial Management</b> Analysis of business financing and investing decisions.	3
	<b>MAR 5805 - Problems and Methods in Marketing Management</b> Concepts and techniques for resolving marketing management problems through the case method.	3
<b>Term 4</b> Spring	<b>COP Courses</b> PHA 6287 – Pharmaceutical Microeconomics	3
	PHA 6935 – Commercial Applications of Pharmacoeconomic Principles	3
<b>Term 5</b> Summer	<b>COP Courses</b> PHA 6277 – Ethics in Drug Development, Production & Use	3
	PHA 6935 – Pharmacoeconomic Modeling	3

## **EXHIBIT 1D**

### **Online MS-Management Concentration: Patient Services Administration**

#### **Courses**

<b>Term</b>	<b>Course Title and Description</b>	<b>Credits</b>
<b>Term 1</b> Spring	<b>ECP 5705 - Economics of Business Decisions</b> Synthesis and application of microeconomic theory and related business administration principles to managerial decision making through a problem-solving orientation.	3
	<b>ACG 5065 - Financial and Managerial Accounting</b> Financial statement analysis including techniques, cash flow, and impact of accounting principles. Management control systems: planning, budgeting, reporting, analysis, and performance evaluation.	3
<b>Term 2</b> Summer	<b>MAN 5245 - Organizational Behavior</b> Relationship between the administrator and supervisors, the employees supervised, and associates at a comparable level in the organization.	3
	<b>QMB 5303 - Introduction to Managerial Statistics</b> Basic concepts and methods of probability and statistics, stressing applications in analyzing and solving business problems.	3
<b>Term 3</b> Fall	<b>FIN 5405 - Financial Management</b> Analysis of business financing and investing decisions.	3
	<b>MAR 5805 - Problems and Methods in Marketing Management</b> Concepts and techniques for resolving marketing management problems through the case method.	3
<b>Term 4</b> Spring	<b>COP Courses</b> PHA 6291 – Pharmacy Health Care Systems	3
	PHA 6250 – Patient Responsibility in Health Care	3
<b>Term 5</b> Summer	<b>COP Courses</b> PHA 6277 – Ethics in Drug Development, Production & Use	3
	PHA 6935 – Patient Safety Program Evaluation	3

## **EXHIBIT 1E**

### **Online MS-Management Concentration: Healthcare Practice Management**

#### **Courses**

<b>Term</b>	<b>Course Title and Description</b>	<b>Credits</b>
<b>Term 1</b> Spring	<b>ECP 5705 - Economics of Business Decisions</b> Synthesis and application of microeconomic theory and related business administration principles to managerial decision making through a problem-solving orientation.	3
	<b>ACG 5065 - Financial and Managerial Accounting</b> Financial statement analysis including techniques, cash flow, and impact of accounting principles. Management control systems: planning, budgeting, reporting, analysis, and performance evaluation.	3
<b>Term 2</b> Summer	<b>MAN 5245 - Organizational Behavior</b> Relationship between the administrator and supervisors, the employees supervised, and associates at a comparable level in the organization.	3
	<b>QMB 5303 - Introduction to Managerial Statistics</b> Basic concepts and methods of probability and statistics, stressing applications in analyzing and solving business problems.	3
<b>Term 3</b> Fall	<b>FIN 5405 - Financial Management</b> Analysis of business financing and investing decisions.	3
	<b>MAR 5805 - Problems and Methods in Marketing Management</b> Concepts and techniques for resolving marketing management problems through the case method.	3
<b>Term 4</b> Spring	<b>COP Courses</b> PHA 6280 - Medicare & Medicaid PHA 5270 - Health Care & Patient Safety	3 3
	<b>COP Courses</b> PHA 6277 – Ethics in Drug Development, Production & Use PHA 6291 – Health Care System	3 3

## **EXHIBIT 2**

### **MSM Curriculum Plans for Traditional (Full-time) Students**

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#### **SPRING START (January)**

##### **Spring: Module 3**

ACG 5005 Financial Accounting  
QMB 5304 Intro to Managerial Statistics  
ECP 5702 Managerial Economics  
GEB 5215 **OR** GEB 5212 (1 cr)\*  
Professional Communication **or** Professional Writing

##### **Spring: Module 4**

ACG 5075 Managerial Accounting  
MAN 5246 Organizational Behavior  
XXX ##### Business Elective  
GEB 5215 **OR** GEB 5212 (1 cr)\*  
Professional Communication **or** Professional Writing

##### **Summer A**

MAN5502 Production & Operations Mgmt  
BUL 5811 Managers and the Legal Environment  
ENT 6006 **OR** ENT 6946  
*Entrepreneurship **OR** Entrepreneurial Consulting project*

##### **Fall: Module 1**

FIN 5437 Finance I  
MAR 5806 Marketing Management  
XXX ##### Business Elective

##### **Fall: Module 2**

MAN 6636 Global Strategic Management  
XXX ##### Business Elective  
XXX ##### Business Elective

**Total required credits: 32**

#### **SUMMER B START (June)**

##### **Summer B**

GEB 5212 Professional Writing (1cr)\*  
GEB 5215 Professional Communication (1cr)\*  
MAN 5246 Organizational Behavior  
BUL 5811 Managers and the Legal Environment

##### **Fall: Module 1**

ACG 5005 Financial Accounting  
ECP 5702 Managerial Economics  
QMB 5304 Intro to Managerial Statistics

##### **Fall: Module 2**

ACG 5075 Managerial Accounting  
XXX ##### Business Elective  
XXX ##### Business Elective

##### **Spring: Module 3**

FIN 5437 Finance I  
MAR 5806 Marketing Management  
XXX ##### Business Elective

##### **Spring: Module 4**

MAN 5502 Prod. & Operations Management  
XXX ##### Business Elective  
MAN 6636 Global Strategic Management

**Total required credits: 32 – NEED 2 MORE**

##### **SELECT FROM SUGGESTED ELECTIVES:**

*Fall 1: MAN 5265      Groups & Teams (1cr)\*  
Fall 2: GEB 5225      Advanced Writing (1cr)\**

##### **OR**

*Fall 1 & 2: (semester)  
GEB6930      Leadership (1cr)\*  
Spring 3 & 4: (semester)  
GEB6930      Leadership (1cr)\**

##### **OR**

*Fall 1 or 2, or Spring 3 or 4      Business Elective*

**All courses are two credits unless specified as one credit courses (1)\***

*Updated 9/20/10*

## **EXHIBIT 3**

### **Curriculum for Online M.S. Management Program Concentration: Health Care Risk Management**

Term	Course Title and Description	Credits
<b>Term 1</b> Spring 2010	<b>ECP 5705 - Economics of Business Decisions</b> Synthesis and application of microeconomic theory and related business administration principles to managerial decision making through a problem-solving orientation.	3
	<b>ACG 5065 - Financial and Managerial Accounting</b> Financial statement analysis including techniques, cash flow, and impact of accounting principles. Management control systems: planning, budgeting, reporting, analysis, and performance evaluation.	3
<b>Term 2</b> Summer 2010	<b>MAN 5245 - Organizational Behavior</b> Relationship between the administrator and supervisors, the employees supervised, and associates at a comparable level in the organization.	3
	<b>QMB 5303 - Introduction to Managerial Statistics</b> Basic concepts and methods of probability and statistics, stressing applications in analyzing and solving business problems.	3
<b>Term 3</b> Fall 2010	<b>FIN 5405 - Financial Management</b> Analysis of business financing and investing decisions.	3
	<b>MAR 5805 - Problems and Methods in Marketing Management</b> Concepts and techniques for resolving marketing management problems through the case method.	3
<b>Term 4</b> Spring 2011	<b>PHA 5270 – Health Care and Patient Safety</b> Provides an overview of patient safety theory, the scope of medical errors, and new emerging guidelines and strategies to leverage patient safety concepts, reduce errors and improve patient safety.	3
	<b>PHA 5271 - Health Care Risk Management</b> An introduction to the concept of risk management in health care settings. The course will provide a historical perspective on the development of health care risk management, the role of the health care risk manager, the principles of health care risk management and the connection between risk management, quality improvement and corporate compliance in various health care settings.	3
<b>Term 5</b> Summer 2011	<b>PHA 5272 - Risk Management and Liability</b> This course will provide instruction related to applicable standards of health care risk management, including the principles of malpractice and insurance, the conduct of malpractice litigation, and the settlement of malpractice claims. Topics presented in this class also include: documentation in the medical record, risk exposures related to contracts and request for proposals, and emerging liabilities facing health care organizations	3
	<b>PHA 5273 - Evaluation of Risk Management/Patient Safety Programs</b>  This course will explore the methodologies through which patient safety data are collected and evaluated. The use of existing databases on patient safety will be examined. The course includes design of a patient safety study, the evaluation of data, and the use of results from program evaluation to implement improvements to ongoing programs.	3

## **EXHIBIT 4**

SPECIALIZATION	CURRENT EMPLOYMENT (FLORIDA)	CURRENT EMPLOYMENT (NATIONAL)	EST. JOB GROWTH BY 2018	AVERAGE INCOME
<b>Biomedical Science Representation</b>				
<i>Pharmaceutical Sales Representative</i>	31,170	432,900	10%	\$70,200
<b>Healthcare Compliance</b>				
<i>Occupational Health &amp; Safety Technician</i>	250	10,900	14%	\$45,360
<i>Occupational Health &amp; Safety Specialist</i>	1,750	55,800	11%	\$62,250
<b>Healthcare Finance and Accounting</b>				
<i>Financial Managers</i>	17,420	539,300	8%	\$99,330
<i>Accountants and Auditors</i>	74,230	1,290,600	22%	\$59,430
<b>Healthcare Patient Services Administration</b>				
<i>Administrative Services Managers</i>	8,790	259,400	12%	\$73,520
<b>Healthcare Practice Management</b>				
<i>Medical Health Services Managers</i>	8,200	283,500	16%	\$80,240

# EXHIBIT 5

## BUDGET

Master of Science in Management (MSM) with a concentration in Biomedical Science Representation, Healthcare Compliance, Healthcare Finance and Accounting, Healthcare Patient Services Administration, and Healthcare Practice Management

NUMBER OF STUDENTS	10	15	20
		BREAKEVEN	
<b>REVENUES</b>			
Tuition Revenue (\$25,600 per student)	\$ 256,000	\$ 384,000	\$ 512,000
<b>TOTAL REVENUES</b>	\$ 256,000	\$ 384,000	\$ 512,000
<b>EXPENSES</b>			
<b>Faculty &amp; Staff Payroll</b>			
Faculty Salary - Business Courses (6 courses @ \$10,240/course = \$10K + 2.4% fringe)	\$ 61,440	\$ 61,440	\$ 61,440
Faculty Salary - Pharmacy Courses (4 courses @ \$4K)	\$ 16,000	\$ 16,000	\$ 16,000
Business Program Staff @.33 FTE (\$49K + 34.5% fringe) - Admissions, Marketing & Program Administration	\$ 21,749	\$ 21,749	\$ 21,749
Business Program Staff @.05 FTE (\$59K + 44.7% fringe) - Fiscal	\$ 4,269	\$ 4,269	\$ 4,269
Business Program Director @.15 FTE (\$78K + 34.5% fringe) - Program Administration	\$ 15,737	\$ 15,737	\$ 15,737
Pharmacy Program Staff @.03 FTE (\$36,165 + 44.7% fringe) - Advising	\$ 1,570	\$ 1,570	\$ 1,570
Pharmacy Program Staff @.03 FTE (\$40,365 + 34.5% fringe) - Advising	\$ 1,752	\$ 1,752	\$ 1,752
IT Support - Business and Pharmacy	\$ 5,000	\$ 5,000	\$ 5,000
<b>Food &amp; Beverage</b>			
Orientation (2 days breakfast & lunch + social) - assumes \$125/student	\$ 1,250	\$ 1,875	\$ 2,500
Meetings Term 2 & 3 (4 days breakfast & lunch) - assumes \$100/student	\$ 1,000	\$ 1,500	\$ 2,000
Graduation Reception - assumes \$125/student	\$ 1,250	\$ 1,875	\$ 2,500
<b>Books, Supplies, Copies, ETC</b>			
Textbooks & course materials \$2000 per student	\$ 20,000	\$ 30,000	\$ 40,000
Backpack \$51 per student	\$ 510	\$ 765	\$ 1,020
<b>Technology (Laptops - Hardware, software &amp; licenses, including program backup)</b>			
\$2,700 per student	\$ 27,000	\$ 40,500	\$ 54,000
<b>Marketing / Promotional Expense</b>	\$ 125,000	\$ 125,000	\$ 125,000
<b>Credit Card Expense</b>			
Assumes 1% of revenues	\$ 2,560	\$ 3,840	\$ 5,120
<b>Total Expenses (Before RCM Tax)</b>	\$ 306,086	\$ 332,871	\$ 359,656
<b>RCM Tax @ 12% of Total Expenses</b>	\$ 36,730	\$ 39,945	\$ 43,159
<b>TOTAL EXPENSES</b>	\$ 342,816	\$ 372,815	\$ 402,815
<b>RESERVES*/ (LOSS)</b>	\$ (86,816)	\$ 11,185	\$ 109,185
<i>*Reserves for fluctuations in student enrollment.</i>			
<b>RESERVES</b>			
Warrington College of Business Administration (Hough Graduate School of Business)	\$ (52,089.8)	\$ 6,710.7	\$ 65,511.2
College of Pharmacy	\$ (34,726.5)	\$ 4,473.8	\$ 43,674.1

The following is a summary of the current situation in WCBA, proposed strategies, and expected outcomes. These moves are made to keep WCBA among the elite public business schools given the declining state budget, declining university priority for business education, and the lack of support for entrepreneurial programs. (*The complete draft with support tables appears on the web at: \_\_\_\_\_*).

A. The situation: 2011-2012

When the University defines our budget for 2011-2012 and compares it to 2010-2011, they use the term “revenue” but this is the WCBA budget, not the true revenue generated from state tuition and appropriations. The state revenue WCBA actually generated for the University in 2010-11 was \$54M (attachment A). However, after applying weights associated with cost of delivery, the RCM model allows WCBA to keep only \$31.6M, or 58%, of revenue generated (before administrative overhead taxes and other adjustments such as waivers). The WCBA state allocation in 2011-12 is \$228,617 less than 2010-11 and reflects a loss in undergraduate SCH. However, due to the University’s under coverage of fringes over the past two years, the WCBA budget in 2011-2012 will be reduced (assessed through the fringe benefit rate) by an additional \$477,341. The losses in the RCM model were larger due to a significant reduction in state appropriations but were offset by \$2,141,368 from the university strategic fund. The comparison of (2010-11) and (2011-12) indicate a drop in funding due to declining state appropriations. WCBA generated \$3,622,262 less in RCM total funding (attachment B) over the prior year. This produces a decline in the RCM average credit hour revenue as shown in (attachment C). The bottom line is that for identical teaching loads the comparison of revenue contribution is about \$147,000 lower at the undergraduate level than the graduate level. (Attachments D1) and (attachment D2) outline detailed costs associated with delivery of 489



sections. The difference between budget generation and cost of delivery produce significant losses for the School of Business, Hough Graduate School of Business and the Fisher School of Accounting (see attachment E, note difference between cost of course delivery and budget received). If nothing happens, we will enter 2012-2013 with a further projected shortfall of \$1,372,316 (see attachment F). This is due to an estimated 2% legislative budget cut and a 50% reduction in the strategic fund.

Up to this point we have subsidized the program losses (see attachment E) with private funds and off-book revenues. Having said this, off-book expenses are \$1.4 million in excess of revenues (attachment G). However, because of increased taxes, increased regulation, declining state tax revenues and other restrictions, off-book resources will be significantly diminished by 2014-2015. If we are to remain competitive with our peer group (attachment H & I) and have resources available to support a high quality research faculty, appropriate steps will be needed.

**B. Strategic Actions:**

Under current RCM practices our final state budget is less than 50% of the tuition and appropriations we generate. This is due to an effective tax rate of 40% compared to an estimated RCM average tax on all colleges of 20%, and to subvention costs which are calculated without any boundary conditions. It is unlikely that either of these situations will change. We have a significant imbalance between generated budget and costs. Since it is unlikely we can grow our endowment income, gift income, and off-book revenues, we need to focus on costs. The primary focus will be the undergraduate program because 1) the difference between revenues and cost is significantly larger than at the graduate level (in fact we get less revenue for teaching students from other colleges than other colleges receive for their students taking our courses); 2) the ability to subsidize the undergraduate program is limited to the EP course revenues (attachment J); and 3) we have 138 unfunded undergraduate sections (total budget attachment K and cost per section attachment D out of a total 261 sections). The comparable

graduate number is 72 unfunded sections. FSOA has 33 unfunded sections (both undergraduate and graduate).

The reality is in order to remain competitive with the best business schools we need an additional budget of \$5 million (or we need to cut costs by \$5 million. Given the current budget framework our long term optimal strategy is to cut costs which include a reduction in the number for tenure track business faculty to 66. We currently have 76 tenure track business faculty. Faculty reduction due to attrition and the end of our BEBR (3 years) commitment would result in the elimination of about 33 sections and a savings of \$3.0 million.

While faculty expenses are fixed they are not sunk. Given that the costs of many faculty are not supported by state budget funds, we could assign some of them to teach in our off-book programs. This would produce a positive revenue situation (see attachment L) and could result in a reduction of 47 additional sections. We have already saved 5 sections with the shift of the P1MBA to in-load teaching. The reductions are based on a Fall/Spring schedule. These shifts will be done over several years as faculty currently teaching on an overload basis relinquish their positions. The sum of these shifts with the prior adjustments (expected faculty and BEBR departures) should save about \$4.5 million dollars in total costs.

In addition, the WCBA will not replace departures and will severely limit hiring but with the objective of maintaining 70% AQ faculty. The WCBA has decided to decline the jumpstart II offer to fund two senior entrepreneurship faculty for two years as we could not see how to cover this funding in 2013-2014 and beyond given the current budget model.

The expected 85 plus section reduction will be primarily at the undergraduate level and yet still

produce about the same number of undergraduate degrees. This can happen with the following strategies, some combination of their strategies; or other attractions.

- a. Expand revenue by requiring the managerial economics EP course. This would reduce the number of unfunded sections.
- b. Increase the average size of the undergraduate electives which is currently smaller than the average size of graduate courses (attachment M).
- c. Limit non-business student enrollments to courses in the business minor, real estate minor, and entrepreneurship minor. This would allow us to teach business students with a smaller number of sections.
- d. Put more students in the 4-1 combined degree option which minimizes the need for undergraduate elective sections.
- e. Expand the BABA option which reduces the need for undergraduate electives.
- f. Expand the online undergraduate program and consider moving to off-book status.
- g. Consider eliminating the fourth undergraduate elective for each major.
- h. convert the BSBA degree to a general business degree and link it to a combined degree option.

We also need to consider other strategies such as:

- a. Expand business Ph.D. program to 70 students. This would produce 70 AQ taught undergraduate teaching sections each year (PhD commitment of 2 courses every other year for 4 years, or one course per year for 4 years). The undergraduate number would be 60 sections (no changes FSOA).
- b. Hire 8 post-doctoral students if necessary. This would produce 24 added sections and 8 AQ faculty and would offset the loss of the 10 faculty.

- c. Consider retaining 5<sup>th</sup> year Ph.D.'s (department's choice) and requiring them to teach 3 sections fall and spring. This could add about 30 sections of AQ faculty (assuming ten 5<sup>th</sup> year students).

C. Long Term:

The long term distribution of faculty would be:

Group	#'s	Sections
TT	66	198
Ph.D.'s	70	60
5 <sup>th</sup> Yr. Ph.D.	10	30
Post Doc's	8	22
Lecturer/	18	<u>90</u>
		400

Versus total sections (attachment 5E)

489 -current

400

89 - saving

We can remain competitive with this number but we need to focus on 1) resources; 2) a target of 66 tenure track business faculty and the proper mix to support about 70 Ph.D.'s; 3) having the appropriate tenure track mix of faculty; 4) maintaining a high level of support for faculty which includes research funding, faculty budgets, and a faculty committed to publishing in the leading business academic journals; and 5) realizing that the state budget will be steady state at best. Tenure track faculty in entrepreneurship and international business will be supported within the existing discipline structure.

As a faculty we need to come to grips with the concept that tenure track positions will be severely restricted unless there is a dramatic shift in the budget model (attachment N). The other reality is that we can become better not bigger.

Long term off-book revenues and endowments will improve but these funds should be used to enhance our programs and allow us to compete with best business schools. State funding sources are limited as are the prospects for an improving allocation within the university. Given

the current situation where we retain less than 50% of state revenues, the prudent strategy is the prior outlined course of action (attachment O).

	State Appropriation and Tuition Assessed w/o weighted cost of Deliver	State Appropriation and Tuition Assessed Weighted Cost of Delivery	Implicit Subvention	
Agriculture and Life Sciences	46,806,255	39,777,765	-7,028,490	-15%
Business Administration	54,517,483	31,646,833	-22,870,650	-42%
Dentistry	12,597,385	24,281,328	11,683,944	93%
Design, Construction, and Planning	14,895,533	13,744,177	-1,151,356	-8%
DOCE	1,812,067	1,845,385	33,318	2%
Education	25,597,602	19,499,590	-6,098,012	-24%
Engineering	64,416,136	84,610,305	20,194,169	31%
Fine Arts	14,432,657	18,109,940	3,677,283	25%
Health and Human Performance	19,445,252	12,665,506	-6,779,746	-35%
Journalism and Communications	17,472,808	12,130,322	-5,342,486	-31%
Latin American Studies	570,646	2,019,847	1,449,201	254%
Law	25,341,631	24,942,187	-399,444	-2%
Liberal Arts and Sciences	163,392,704	126,428,518	-36,964,186	-23%
Medicine	28,409,511	68,991,639	40,582,128	143%
Nursing	8,051,026	9,768,417	1,717,391	21%
Pharmacy	25,250,182	18,686,190	-6,563,993	-26%
Public Health and Health Professions	19,330,759	15,810,773	-3,519,986	-18%
Veterinary Medicine	10,808,754	28,189,668	17,380,914	161%

**Without Weighted Cost of Delivery** - weights for all levels equal 1.00 for the allocation of St  
Appropriation and the allocation of Tuition Assessed is 100% to the teaching college.  
**With Weighted Cost of Delivery** - as allocated for fiscal year 2010-11.

RCM REVENUE REDUCTION COMPARISON 2011-12 TO 2010-11													
	Lower			Upper			Grad I			Grad II			TOTAL
	2011-12	2010-11	DIFF	2011-12	2010-11	DIFF	2011-12	2010-11	DIFF	2011-12	2010-11	DIFF	DIFF
RCM Teaching	554,027	722,983	(168,956)	2,860,356	4,082,207	(1,221,851)	2,846,305	3,673,774	(827,469)	1,115,154	1,252,731	(137,577)	(2,355,853)
RCM Enrollment	322,884	468,107	(145,223)	1,125,663	1,617,337	(491,674)	1,240,411	1,634,447	(394,036)	361,536	390,253	(28,717)	(1,059,650)
RCM Tuition (70% weighted)	727,618	736,782	(9,164)	3,789,766	4,191,549	(401,783)	3,848,692	3,838,236	10,456	1,469,550	1,275,818	193,732	(206,759)
			(323,343)			(2,115,308)			(1,211,049)			27,438	(3,622,262)
TOTAL REVENUE REDUCTIONS:													
Undergraduate:	(2,438,651)												
Graduate:	(1,183,611)												
TOTAL	(3,622,262)												
NOTE: Does not include exchange revenues or unweighted tuition (30%).													

RCM REVENUE GENERATION PER FACULTY LOAD (ON-BOOK)				
	<u>Lower</u>	<u>Upper</u>		
<u>Assumptions:</u>	<u>Division</u>	<u>Division</u>	<u>Grad I</u>	<u>Grad II</u>
In-State Student %	93%	93%	70%	100%
Out-State Student %	7%	7%	30%	0%
WCBA Major	60%	80%	95%	95%
Non-WCBA Major	40%	20%	5%	5%
In-State, WCBA Major	\$ 38.88	\$ 73.69	\$ 279.68	\$ 1,003.42
Out-State, WCBA Major	\$ 10.07	\$ 15.07	\$ 167.18	\$ -
In-State, Non-WCBA Major	\$ 14.02	\$ 11.61	\$ 9.35	\$ 40.09
Out-State, Non-WCBA Major	\$ 1.06	\$ 0.87	\$ 4.01	\$ -
Average Revenue per Cr Hr	\$ 64.03	\$ 101.24	\$ 460.23	\$ 1,043.51
Teaching Load (Elective Course):				
Number of Students per Course	50	50	50	10
Number of Cr Hrs per Course	4	4	2	2
Number of Courses	3	3	4.5	4.5
Total Revenue per Faculty Load	\$ 38,416.88	\$ 60,743.86	\$ 207,101.31	\$ 93,915.78
Teaching Load (EP Course):				
Number of Students per Course	1500	1500		
Number of Cr Hrs per Course	4	4		
Number of Courses	2	2		
Total Revenue per Faculty Load	\$ 768,337.69	\$ 1,214,877.17		
7/8/2011				



EQUIVALENT SECTIONS		
DEPARTMENT	UG 4 CR HRS*	GRAD 3 CR HRS
FSOA	12.5	32
ECO	41	18.7
FIRE	55	47.5
ENT	8	16
ISOM	20	43.3
MGT	50.5	25
MAR	30.5	21.3
CMC	56	11.5
TOTAL	273.5	215.3
*EP counts as 1 section.		

COST OF DELIVERY PER SECTION			
			<u>School of</u>
	<u>FSOA</u>	<u>Grad Programs</u>	<u>Business</u>
Faculty & Post Docs (2)	\$69,260	\$45,962	\$48,198
Spec. Fac. & Staff (2)	\$7,164	\$17,069	\$9,556
ITS Payroll & Op. Exp.	\$4,439	\$4,439	\$4,439
Dean's Office	\$3,669	\$3,669	\$3,669
Development (1)	\$3,097	\$1,589	\$1,589
Sum Grants, ESC, Professorships (1)	\$8,365	\$5,758	\$5,758
Faculty Budgets (1)	\$2,449	\$1,331	\$1,331
PhD Stipends, MBA Schol & OPS (1)	\$5,287	\$9,328	\$6,071
Operating Expense (2)	\$719	\$3,116	\$1,987
Cost per section =	\$104,450	\$92,261	\$82,598
# Sections =	44.5	183.3	261
NOTE: Includes DOCE funds used to support traditional programs.			
(1) Specific to FSOA.			
(2) Specific to school.			
6/23/2011			

ESTIMATED COST PER SECTION BY SCHOOL						
	<u># Equivalent</u>	<u>Total Revenue</u>	<u>Revenue</u>	<u>Fully Loaded Cost</u>	<u>Total</u>	
	<u>Sections</u>	<u>by School</u>	<u>Per Section</u>	<u>Per Section</u>	<u>Cost</u>	<u>Shortfall</u>
School of Business	261.0	\$10,177,811	\$38,995	\$82,598	\$21,558,078	(\$11,380,267)
Graduate Programs	183.3	\$10,262,448	\$55,987	\$92,261	\$16,911,441	(\$6,648,993)
FSOA	44.5	\$3,418,767	\$76,826	\$104,450	\$4,648,025	(\$1,229,258)
Total	488.8	\$23,859,026			\$43,117,544	(\$19,258,518)
NOTE: Shortfall is made up from revenue generated by entrepreneurial activities associated with specific categories						
(i.e., Warrington funds) or school (i.e. DOCE).						
7/14/2011						

BUDGET COMPARISON 2011-12 TO 2010-11 & ESTIMATED 2012-13					
			DIFF	ESTIMATED	ESTIMATED DIFF
	<u>2010-11</u>	<u>2011-12</u>	<u>2011 vs 2012</u>	<u>2012-13*</u>	<u>2012 vs 2013</u>
Net Budget	24,565,765	22,491,391	(2,074,374)	22,041,563	(449,828)
Strategic Funds	-	1,844,976	1,844,976	922,488	(922,488)
TOTAL	24,565,765	24,336,367	(229,398)	22,964,051	(1,372,316)
One Time Fringe Benefits Charge	-	(477,341)	(477,341)	-	-
TOTAL BUDGET	24,565,765	23,859,026	(706,739)	22,964,051	(1,372,316)
*Assumes a 2% budget cut and that only 50% of strategic funds are allocated in 2012-13.					
7/14/2011					

**WARRINGTON COLLEGE OF BUSINESS ADMINISTRATION  
HOUGH GRADUATE SCHOOL OF BUSINESS  
MBA DOCE REVENUE & EXPENSE PROJECTIONS 2011-12**

<b>REVENUE</b>	
Offbook Fees	15,796,413
Credit Card Expense	(83,461)
<b>TOTAL REVENUES</b>	<b>15,712,952</b>
<b>DIRECT MBA PROGRAMS EXPENSE:</b>	
External Programs Operating Expense -includes orientation, graduation, books, supplies, laptops, luncheons, refreshments, travel, and other related expenses	2,911,585
MBA Operating Expense -includes postage, office supplies, phones, travel, copier, furniture, etc.	300,000
Teaching Payments Working Prof Programs	2,706,371
Option A Summer Faculty Payments	123,120
MBA Staff Payroll	1,361,003
Marketing & Admissions	977,000
Alumni Relations	80,000
Student Services	195,000
<b>TOTAL MBA PROGRAMS EXPENSE</b>	<b>8,654,080</b>
<b>COLLEGE SUPPORT:</b>	
Faculty/Staff Payroll	2,218,734
Post Doc Payroll	289,132
Professorship Support	47,000
Summer Research Grants	1,267,110
Scholarships (MBA & Specialized Masters)	600,000
Budget Callbacks	507,324
Graduate Business Career Services Operating Exp	95,500
Other	2,417,019
<b>TOTAL COLLEGE SUPPORT</b>	<b>7,441,819</b>
<b>UF TRANSFERS</b>	<b>1,064,724</b>
-incl UF Overhead & expected interest inc.	
<b>TOTAL EXPENSES</b>	<b>17,160,623</b>
<b>NET</b>	<b>(1,447,671)</b>

7/26/2011

College of Business Administration  
University of Florida

Peer Group

1. Ohio State University
2. University of California - Berkeley
3. University of Illinois
4. University of Iowa
5. University of Michigan - Ann Arbor
6. University at Minnesota - Twin Cities
7. University of North Carolina - Chapel Hill
8. University of Texas - Austin
9. University at Wisconsin - Madison
10. University of Washington

Five Supplementals

1. Indiana University
2. Michigan State University
3. Pennsylvania State University
4. Purdue University
5. University of Arizona

The ten programs listed have characteristics similar to our programs. All the programs are American Association of Universities and Research I Universities, i.e., they offer undergraduate, masters, and Ph.D. programs. The Universities listed have the same research and institutional missions as the University of Florida.

Note: There are other high quality programs with which we compete for faculty and students. Those schools are not included because they may be private and or they may not have missions as comprehensive as ours, i.e., they may not have an undergraduate program.

	FLORIDA	Berkeley	Illinois	Indiana	Michigan	Minnesota	North Carolina	Ohio State	Penn State	Texas	Washington	Wisconsin
<b>Total Faculty</b>	<b>98*</b>	<b>124</b>	<b>147</b>	<b>187</b>	<b>147</b>	<b>144**</b>	<b>106</b>	<b>114</b>	<b>130</b>	<b>174</b>	<b>103**</b>	<b>95</b>
<b>Degrees</b>	<b>2,369</b>	<b>932</b>	<b>1,475</b>	<b>2,213</b>	<b>1,162</b>	<b>1,376</b>	<b>819</b>	<b>1,857</b>	<b>1,883</b>	<b>1,960</b>	<b>900</b>	<b>1,031</b>
Undg	1,377***	320	740	1,343	346	514	274	1,394	1,717	1,059	673	654
MBA	466	530	161	671	719	815	419	289	140	570	215	265
Sp Masters	507	67	572	191	78	38	123	166	18	318		105
PhD	19	15	2	8	19	9	3	8	8	13	12	7
<b>Tuition: (in-state)</b>												
Undg	5,247	12,462	18,386	10,228	14,261	12,033	6,666	10,851	16,392	9,808	7,692	9,987
MBA	19,703	83,359	46,818	52,363	90,378	60,974	48,928	52,479	38,708	60,256	47,834	24,795
<b>Op Budget</b>	<b>61,087,750</b>	<b>96,412,738</b>	<b>74,653,143</b>	<b>128,433,532</b>	<b>124,659,008</b>	<b>89,394,710</b>	<b>65,727,000</b>	<b>64,824,877</b>	<b>45,746,760</b>	<b>83,032,473</b>	<b>49,316,000</b>	<b>63,702,758</b>
<b>Endowment</b>	<b>126,816,255</b>	<b>214,951,273</b>	<b>61,611,814</b>	<b>110,555,375</b>	<b>333,155,047</b>	<b>121,638,201</b>	<b>127,201,213</b>	<b>108,357,212</b>	<b>60,143,557</b>	<b>207,257,104</b>	<b>95,279,933</b>	<b>146,405,432</b>

\* Includes Economics Department with 17 faculty; no other b-school listed in this comparison has an Economics Department within their b-school

\*\* Total Faculty Size; Participating Faculty are reported for others

\*\*\* Includes 75 BS-Eco degrees in b-school

Source AACSB (as of June 30, 2010)

ELECTRONIC PLATFORM SUM 2010 TO SPRING 2011				
		<u>FUNDED</u>	<u>RCM Revenue (est)</u>	
<u>DEPARTMENT</u>	<u># SECTIONS</u>	<u>SCH</u>	<u>Lower Division</u>	<u>Upper Division</u>
FSOA				
ACG 2021	3	7,328	\$469,212	
ACG 2071	3	1,750	\$112,053	
ECO				
ECO 2013	3	5,292	\$338,847	
ECO 2023	3	11,480	\$735,064	
FIRE				
FIN 3403	3	7,528		\$762,135
GEB 3373	2	3,298		\$333,890
REE 3043	2	1,552		\$157,124
ENT				
ENT 3003	3	4,940		\$500,126
ISOM				
MAN 4504	3	4,562		\$461,857
QMB 3250	2	4,664		\$472,183
ISM 3004	2	1,752		\$177,372
BLAW				
BUL 4310	3	6,108		\$618,374
MGT				
MAN 3025	3	9,458		\$957,528
GEB 3035	2	1,282		\$129,790
MAR				
MAR 3023	3	10,242		\$1,036,900
Totals	40	81,236	\$1,655,176	\$5,607,279
Grand Total	\$7,262,454			
Source: Sections by EP Type, Preliminary SCH & Enrollment				
Avg Rev per Cr Hr:				
LD	64.03			
UP	101.24			
7/8/2011				



ESTIMATED TOTAL COURSE GENERATED REVENUE 2011-12							
	<u>FUNDED</u>	<u>REV PER</u>	<u>FUNDED</u>	<u>REV PER</u>	<u>FUNDED</u>	<u>REV PER</u>	<u>TOTAL COURSE</u>
DEPARTMENT	<u>LD SCH</u>	<u>LD SCH (\$64.03)</u>	<u>UP SCH</u>	<u>UP SCH (\$101.24)</u>	<u>GRAD SCH*</u>	<u>GRAD SCH (\$460.23)</u>	<u>GENERATED REV</u>
CMC	0	\$0	3031	\$306,858	933	\$429,395	\$736,253
ENT	0	\$0	5320	\$538,597	1382	\$636,038	\$1,174,635
FSOA	9078	\$581,264	3796	\$384,307	4449	\$2,047,563	\$3,013,135
ECO	16772	\$1,073,911	4676	\$473,398	1786	\$821,971	\$2,369,280
FIRE	0	\$0	17029	\$1,724,016	4295	\$1,976,688	\$3,700,704
ISOM	0	\$0	12042	\$1,219,132	4956	\$2,280,900	\$3,500,032
MGT	0	\$0	22264	\$2,254,007	4517	\$2,078,859	\$4,332,866
MAR	429	\$27,469	13758	\$1,392,860	1357	\$624,532	\$2,044,861
TOTAL		\$1,682,644		\$8,293,176		\$10,895,945	\$20,871,765
*Assumes all Grad SCH is Grad I							
Net State Allocation for 2011-12 w/o Graduate Fellowships							
Total Revenue Generated by WCBA Courses Taught				\$23,859,026			
Incremental 1482 Grad II SCH (est)				\$864,421			
Revenue Generated by WCBA majors taking course in other colleges (est)							
Allocation estimates by School from Fajack's Prior Model on School Shares:							
School of Business (55%)				\$1,167,562			
Graduate Programs (32%)				\$679,309			
FSOA (13%)				\$275,969			
TOTAL STATE REVENUE BY SCHOOL EXCLUDING STRATEGIC FUND:							
School of Business				\$10,177,811			
Graduate Programs				\$10,262,448			
FSOA				\$3,418,767			
TOTAL				\$23,859,026			

## WCBA Strategy Memo

**Undergraduate:**

Revenue per load (attachment C)	\$	60,743
Cost per course (attachment E)	\$	82,598
Number of courses		x 3
Cost per load	\$	247,794
Loss per average teaching load	\$	(187,051)

**Graduate:**

Revenue per load (attachment C)	\$	207,101
Cost per course (attachment E)	\$	92,261
Number of courses		x 3
Cost per load	\$	276,783
Loss per average teaching load	\$	(69,682)

**Offbook:**

Avg price per program	\$	40,000
Avg enrollment per program		x 50
Total avg revenue per program	\$	2,000,000

Avg # of 3 cr hr courses per program		15
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Avg revenue per 3 cr hr course	\$	133,333
Number of courses		x 3
Avg revenue per teaching load	\$	400,000

MBA Offbook Programs expense including overloads	\$	8,654,080
Total # of MBA Offbook Courses		125
Cost per course	\$	69,233
Number of courses		x 3
Cost per load	\$	207,698

Net Revenue per teaching load	\$	192,302
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Avg faculty overload per course	\$	23,100
Number of courses		x 3
Savings per teaching load if inload	\$	69,300

Net Revenue per teaching load if inload	\$	261,602
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EP, independent study, internship classes are excluded.

Also, classes with less than an enrollment of 10 (these are mainly Ph.D. classes) are excluded

## Accounting

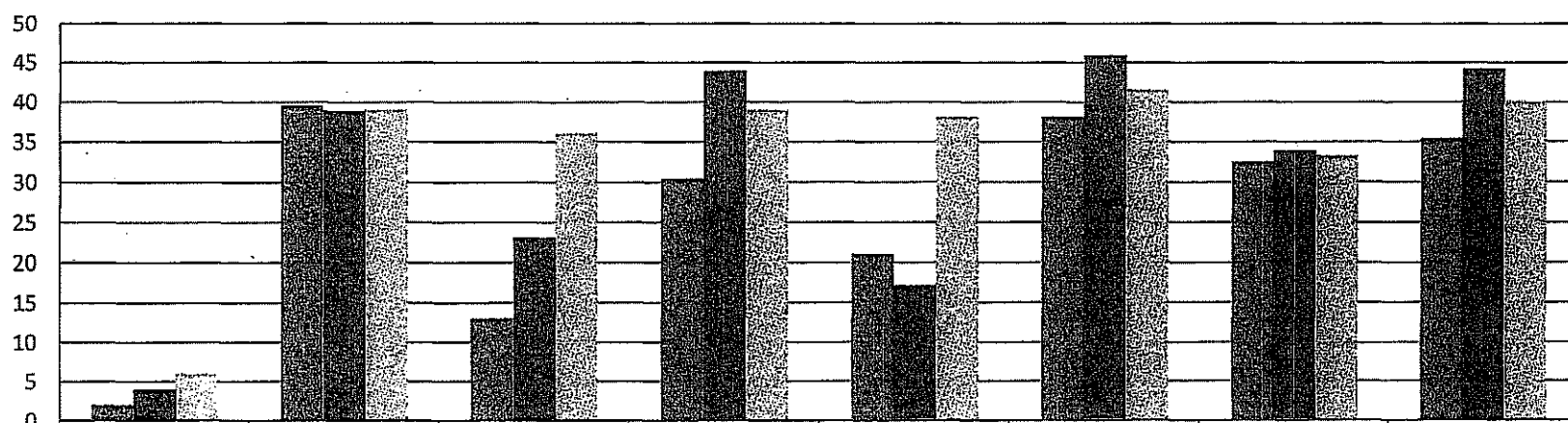
Level	Format	Courses	Summer 2010			Fall 2010			Spring 2011		
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size
Undergrad	Non-EP	ACG3481				4	97	24.3	2	115	57.5
Undergrad	Non-EP	ACG3482C				4	81	20.3	6	218	36.3
Undergrad	Non-EP	ACG3802				1	77	77.0	1	79	79.0
Undergrad	Non-EP	ACG4133C	2	79	39.5	2	55	27.5	6	156	26.0
Undergrad	Non-EP	ACG4352C				2	84	42.0	6	230	38.3
Grad	Non-EP	ACG5005				3	146	48.7	1	68	68.0
Grad	Non-EP	ACG5075				3	121	40.3	1	59	59.0
Grad	Non-EP	ACG5226	1	51	51.0				1	73	73.0
Grad	Non-EP	ACG5505				1	61	61.0			
Grad	Non-EP	ACG5637				2	154	77.0	1	55	55.0
Grad	Non-EP	ACG5815	1	53	53.0				1	72	72.0
Grad	Non-EP	ACG6136							1	19	19.0
Grad	Non-EP	ACG6207							2	53	26.5
Grad	Non-EP	ACG6635				2	87	43.5			
Grad	Non-EP	ACG6657							1	74	74.0
Grad	Non-EP	ACG6695				2	99	49.5			
Grad	Non-EP	ACG6888							1	47	47.0
Grad	Non-EP	TAX5005				3	142	47.3	1	74	74.0
Grad	Non-EP	TAX5065	2	51	25.5				2	69	34.5
Grad	Non-EP	TAX6015				2	77	38.5			
Grad	Non-EP	TAX6016				2	45	22.5			
Grad	Non-EP	TAX6017							1	37	37.0
Grad	Non-EP	TAX6526							2	72	36.0
Grad	Non-EP	TAX6726				2	73	36.5			

	Summer 2010			Fall 2010			Spring 2011			College Average Section Size	Overall	
	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size		Department Av.	# of sections
Undergrad Only	2	79	39.5	13	394	30.3	21	798	38.0	32.36	35.31	36
Grad Only	4	155	38.75	22	1005	45.68	16	772	48.25	35.62	46.00	42
Total Overall	6	234	39.0	35	1399	40.0	37	1570	42.4	34.36	41.06	

CBA total sections

UG	198
GR	314

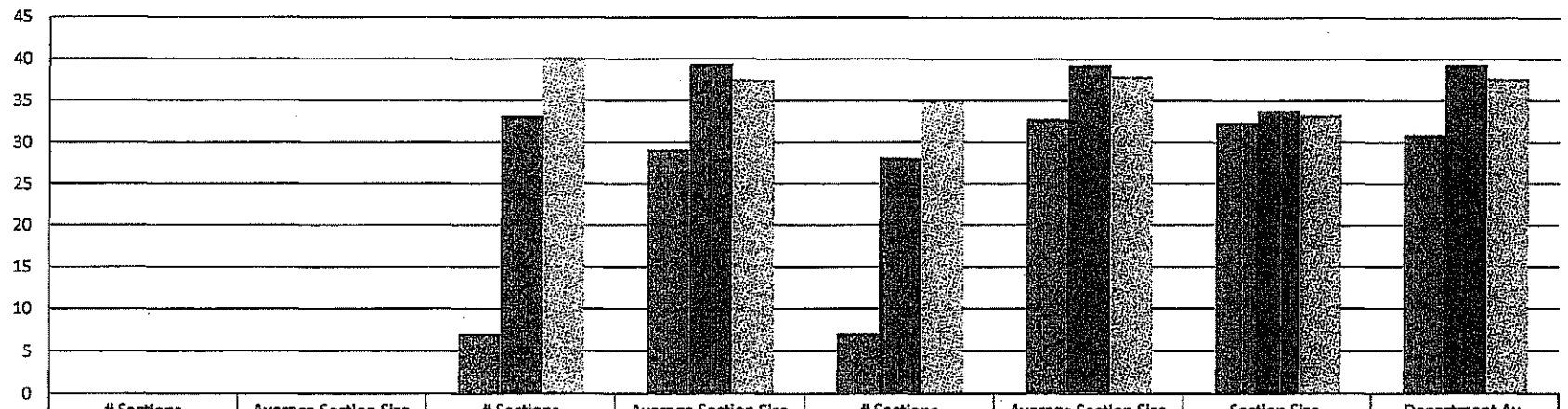
### # Sections and Avg Enrollment by Term- Accounting



	# Sections	Average Section Size	# Sections	Average Section Size	# Sections	Average Section Size	Section Size	Department Av.
	Summer 2010		Fall 2010		Spring 2011		College Average	Overall
Undergrad Only	2	39.5	13	30.3	21	38.0	32.36	35.31
Grad Only	4	38.75	23	43.78	17	45.76	33.72	44.09
Total Overall	6	39.0	36	38.9	38	41.5	33.21	40.14

Level	Format	Courses	Summer 2010			Fall 2010			Spring 2011			College Average Section Size	Overall Department Av.	# of sections
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size			
Undergrad	Non-EP	ISM3254				1	25	25	1	30	30			
Undergrad	Non-EP	ISM3255				1	24	24	1	24	24			
Undergrad	Non-EP	ISM4113				1	43	43						
Undergrad	Non-EP	ISM4210				1	42	42						
Undergrad	Non-EP	ISM4220							1	42	42			
Undergrad	Non-EP	ISM4330							1	36	36			
Undergrad	Non-EP	ISM4930				1	33	33	1	50	50			
Undergrad	Non-EP	QMB4701				1	17	17	1	24	24			
Undergrad	Non-EP	QMB4702				1	20	20	1	23	23			
Grad	Non-EP	ISM6128				2	103	51.5	1	43	43			
Grad	Non-EP	ISM6129				2	96	48	1	37	37			
Grad	Non-EP	ISM6215				1	25	25	2	90	45			
Grad	Non-EP	ISM6216				1	24	24	1	51	51			
Grad	Non-EP	ISM6222				3	93	31	1	45	45			
Grad	Non-EP	ISM6223				2	94	47	1	44	44			
Grad	Non-EP	ISM6236				1	23	23	1	29	29			
Grad	Non-EP	ISM6257				1	40	40	1	50	50			
Grad	Non-EP	ISM6258				1	33	33	1	50	50			
Grad	Non-EP	ISM6259				1	29	29	1	24	24			
Grad	Non-EP	ISM6423				1	30	30	1	26	26			
Grad	Non-EP	ISM6485				1	29	29	1	57	57			
Grad	Non-EP	MAN5502				1	53	53	3	114	38			
Grad	Non-EP	MAN6508							1	41	41			
Grad	Non-EP	MAN6511				1	57	57						
Grad	Non-EP	MAN6528				1	35	35	1	45	45			
Grad	Non-EP	MAN6573				1	32	32						
Grad	Non-EP	MAN6581				1	52	52	2	112	56			
Grad	Non-EP	MAN6617							1	34	34			
Grad	Non-EP	QMB5304				3	118	39.33	1	39	39			
Grad	Non-EP	QMB5305				2	85	42.5						
Grad	Non-EP	QMB6358				1	44	44	1	69	69			
Grad	Non-EP	QMB6755				2	99	49.5	1	45	45			
Grad	Non-EP	QMB6756				2	96	48	1	36	36			
			Summer 2010			Fall 2010			Spring 2011					
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size			
Undergrad Only			0	0	0	7	204	29.14	7	229	32.71	32.36	30.93	14
Grad Only			0	0	0.00	32	1290	40.31	25	1081	43.24	35.62	41.60	57
Total			0	0	0.000	39	1494	38.31	32	1310	40.94	34.36	39.49	

**# Sections and Avg Enrollment by Term-ISOM**



	# Sections	Average Section Size	# Sections	Average Section Size	# Sections	Average Section Size	Section Size	Department Av.
	Summer 2010		Fall 2010		Spring 2011		College Average	Overall
Undergrad Only	0	0	7	29.14	7	32.71	32.36	30.93
Grad Only	0	0.00	33	39.27	28	39.18	33.72	39.23
Total	0	0.000	40	37.50	35	37.89	33.21	37.68

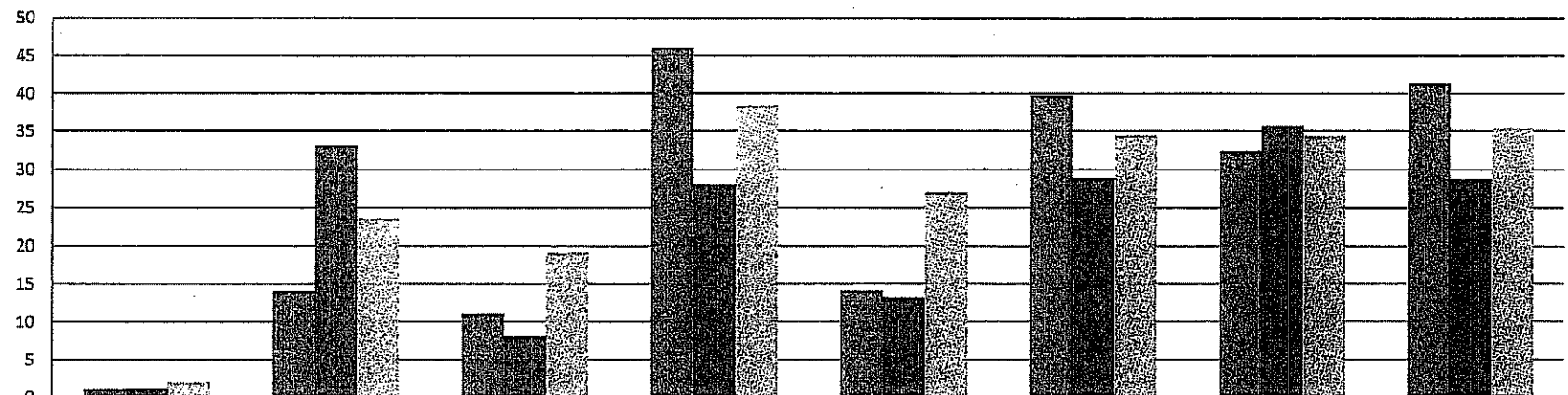
## MAR

Level	Format	Courses	Summer 2010			Fall 2010			Spring 2011		
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size
Undergrad	Non-EP	MAR2290				1	189	189	1	174	174
Undergrad	Non-EP	MAR3231				2	66	33	1	42	42
Undergrad	Non-EP	MAR3503				3	125	41.67	3	104	34.67
Undergrad	Non-EP	MAR4408				3	74	24.67	3	97	32.33
Undergrad	Non-EP	MAR4803	1	14	14	2	52	26	3	104	34.67
Undergrad	Non-EP	MAR4933							3	34	11.33
Grad	Non-EP	MAR5806				2	69	34.5	3	127	42.33
Grad	Non-EP	MAR6157				3	67	22.33			
Grad	Non-EP	MAR6335	1	33	33						
Grad	Non-EP	MAR6508							1	39	39
Grad	Non-EP	MAR6648							2	38	19
Grad	Non-EP	MAR6833				1	47	47	1	68	68
Grad	Non-EP	MAR6861							1	39	39
Grad	Non-EP	MAR6930				1	29	29	4	44	11
Grad	Non-EP	MAR7507				1	11	11			
Grad	Non-EP	MAR7626							1	19	19

	Summer 2010			Fall 2010			Spring 2011			College Average Section Size	Overall	
	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size		Department Av.	# of sections
Undergrad Only	1	14	14.00	11	506	46.00	14	555	39.64	32.36	41.35	26
Grad Only	1	33	33.00	8	223	27.88	13	374	28.77	35.62	28.64	22
Total	2	47	23.5	19	729	38.4	27	929	34	34.36	35.52	



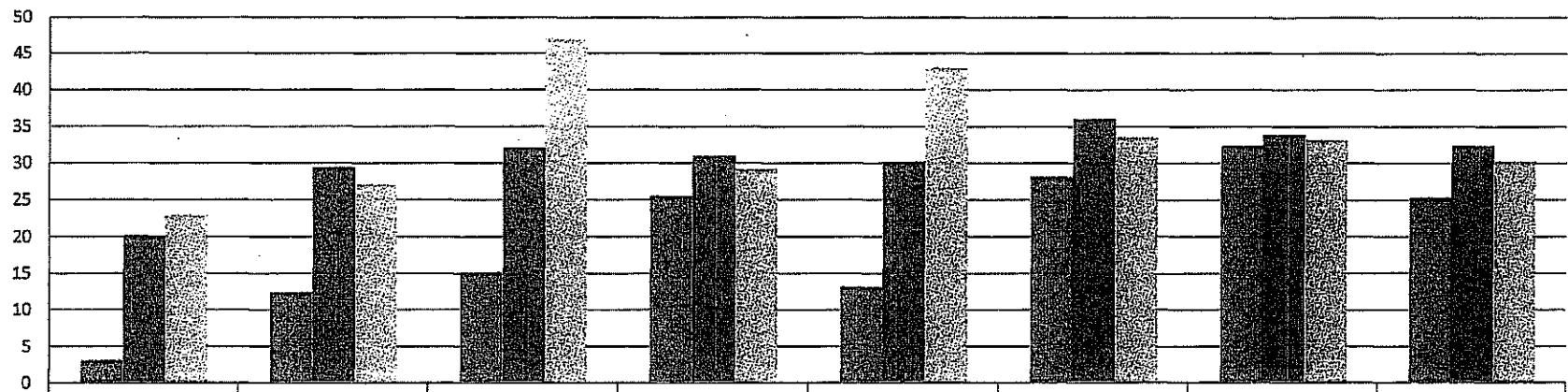
**# Sections and Avg Enrollment by Term-Marketing**



	# Sections	Average Section Size	# Sections	Average Section Size	# Sections	Average Section Size	Section Size	Department Av.
	Summer 2010		Fall 2010		Spring 2011		College Average	Overall
Undergrad Only	1	14.00	11	46.00	14	39.64	32.36	41.35
Grad Only	1	33.00	8	27.88	13	28.77	35.62	28.64
Total	2	23.5	19	38.4	27	34	34.36	35.52

Level	Format	Courses	Summer 2010			Fall 2010			Spring 2011			College Average	Overall
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size		
Undergrad	Non-EP	BUL4264							1	16	16		
Undergrad	Non-EP	BUL4443				5	98	19.6	6	128	21.33		
Undergrad	Non-EP	GEB9523				1	33	33					
Undergrad	Non-EP	GEB4932				1	36	36	1	29	29		
Undergrad	Non-EP	MAN3240	1	14	14	2	55	27.5	1	45	45		
Undergrad	Non-EP	MAN4301	1	13	13	2	71	35.5	1	46	46		
Undergrad	Non-EP	MAN4723	1	10	10	2	53	26.5	1	56	56		
Undergrad	Non-EP	MAN4930				2	36	18	2	44	22		
Grad	Non-EP	BUL5811	3	137	45.67				2	64	32		
Grad	Non-EP	BUL5832	1	33	33	1	53	53	1	25	25		
Grad	Non-EP	BUL6441				1	27	27					
Grad	Non-EP	BUL6516				1	24	24					
Grad	Non-EP	BUL6841							1	24	24		
Grad	Non-EP	GEB6928							6	244	40.67		
Grad	Non-EP	GEB6930	10	146	14.6	12	375	31.25	8	41	13.67		
Grad	Non-EP	GEB6957							1	70	70		
Grad	Non-EP	MAN5245	2	77	38.5	4	191	47.75	2	115	57.5		
Grad	Non-EP	MAN5265				1	28	28					
Grad	Non-EP	MAN6257				1	19	19					
Grad	Non-EP	MAN6331							2	72	36		
Grad	Non-EP	MAN6351				1	12	12					
Grad	Non-EP	MAN6366				1	31	31	1	48	48		
Grad	Non-EP	MAN6447				3	90	30	2	44	22		
Grad	Non-EP	MAN6537				1	16	16					
Grad	Non-EP	MAN6635							1	14	14		
Grad	Non-EP	MAN6636	3	165	55				2	109	54.5		
Grad	Non-EP	MAN6724				1	46	46	3	161	53.67		
Grad	Non-EP	MAN6973	1	28	28	1	62	62	1	37	37		
Summer 2010			Fall 2010			Spring 2011							
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	Section Size	Department Av. # of sections
Undergrad Only			3	37	12.33	15	382	25.47	13	364	28.00	32.36	25.26 31
Grad Only			20	586	29.30	29	974	33.59	28	1069	38.18	35.62	34.14 77
Total			23	623	27.1	44	1356	30.8	41	1433	35.0	34.36	31.59

**# Sections and Avg Enrollment by Term-Management**

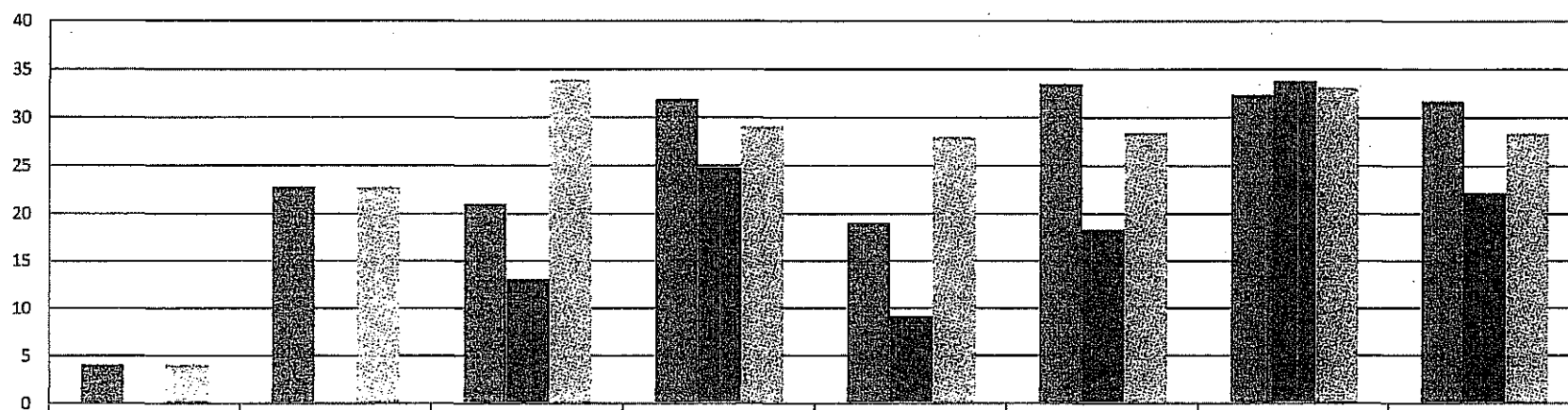


	# Sections	Average Section Size	# Sections	Average Section Size	# Sections	Average Section Size	Section Size	Department Av.
	Summer 2010		Fall 2010		Spring 2011		College Average	Overall
Undergrad Only	3	12.33	15	25.47	13	28.00	32.36	25.26
Grad Only	20	29.30	32	30.84	30	35.90	33.72	32.32
Total	23	27.1	47	29.1	43	33.5	33.21	30.38

Level	Format	Courses	Summer 2010			Fall 2010			Spring 2011		
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size
Undergrad	Non-EP	ECO3101				3	113	37.67	2	81	40.5
Undergrad	Non-EP	ECO3203				3	110	36.67	2	79	39.5
Undergrad	Non-EP	ECO3532							1	37	37
Undergrad	Non-EP	ECO3704	1	26	26	2	71	35.5	1	43	43
Undergrad	Non-EP	ECO3713							2	77	38.5
Undergrad	Non-EP	ECO4400	1	31	31	1	35	35	1	40	40
Undergrad	Non-EP	ECO4504				1	36	36	1	35	35
Undergrad	Non-EP	ECO4730							2	58	29
Undergrad	Non-EP	ECO4934							1	17	17
Undergrad	Non-EP	ECO4935				1	20	20			
Undergrad	Non-EP	ECP3203				2	68	34			
Undergrad	Non-EP	ECP3530							1	38	38
Undergrad	Non-EP	ECP3703	2	34	17						
Undergrad	Non-EP	ECP4403				1	29	29			
Undergrad	Non-EP	ECP5702				3	119	39.67	2	61	30.5
Undergrad	Non-EP	ECP6701							1	23	23
Undergrad	Non-EP	ECP6708				1	27	27			
Undergrad	Non-EP	ECP7407				1	10	10			
Undergrad	Non-EP	ECP7408				1	10	10			
Undergrad	Non-EP	ECP7418							1	11	11
Undergrad	Non-EP	ECS3403							1	35	35
Undergrad	Non-EP	ECS4111				1	23	23			
Grad	Non-EP	ECO5715				4	151	37.75	2	99	49.5
Grad	Non-EP	ECO6409				1	55	55			
Grad	Non-EP	ECO7113							1	10	10
Grad	Non-EP	ECO7115				1	23	23			
Grad	Non-EP	ECO7404				1	21	21			
Grad	Non-EP	ECO7405				1	2	2			
Grad	Non-EP	ECO7408				1	16	16			
Grad	Non-EP	ECO7426				1	18	18			
Grad	Non-EP	ECO7427							1	18	18
Grad	Non-EP	ECO7525				1	13	13			
Grad	Non-EP	ECO7536				1	11	11			
Grad	Non-EP	ECO7706				1	11	11			

	Summer 2010			Fall 2010			Spring 2011			College Average Section Size	Overall	
	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size		Department Av.	# of sections
Undergrad Only	4	91	22.75	21	671	31.95	19	635	33.42	32.36	31.75	44
Grad Only	0	0	0.00	13	321	24.69	4	127	31.75	35.62	26.35	17
Total	4	91	22.8	34	992	29.2	23	762	33.1	34.36	30.25	

**# Sections and Avg Enrollment by Term - Economics**

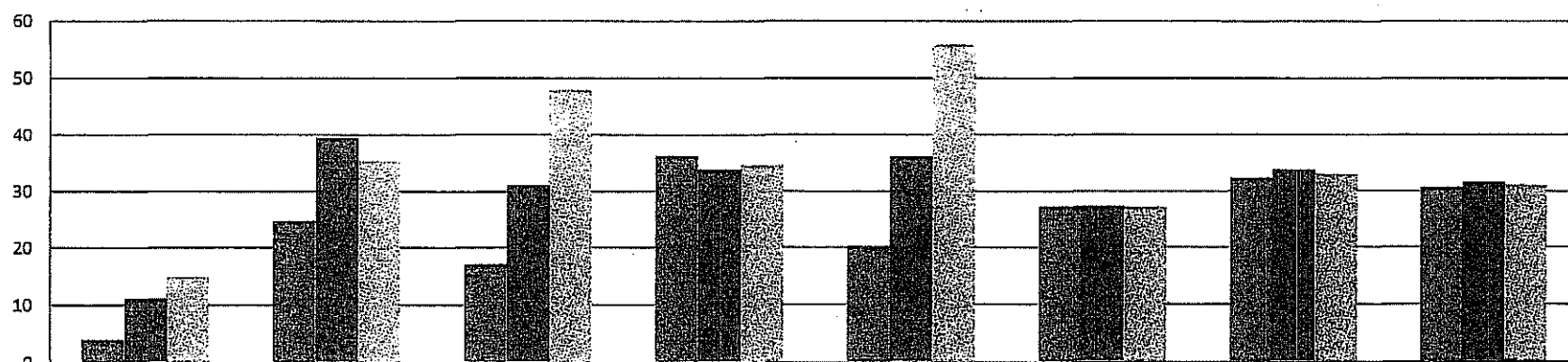


	# Sections	Average Section Size	# Sections	Average Section Size	# Sections	Average Section Size	Section Size	Department Av.
	Summer 2010		Fall 2010		Spring 2011		College Average	Overall
Undergrad Only	4	22.75	21	31.95	19	33.42	32.36	31.75
Grad Only	0	0.00	13	24.69	9	18.22	33.72	22.05
Total	4	22.8	34	29.2	28	28.5	33.21	28.52

## FIRE

Level	Format	Courses	Summer 2010			Fall 2010			Spring 2011			College Average Section Size	Overall Department Av.	# of sections
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size			
Undergrad	Non-EP	FIN4243	1	31	31	5	242	48.4	4	98	24.5			
Undergrad	Non-EP	FIN4403				2	66	33	2	52	26			
Undergrad	Non-EP	FIN4414	2	51	25.5	2	49	24.5	7	227	32.43			
Undergrad	Non-EP	FIN4504	1	17	17	5	225	45	4	119	29.75			
Undergrad	Non-EP	FIN4934				2	14	7	2	14	7			
Undergrad	Non-EP	REE4303				1	20	20	1	33	33			
Grad	Non-EP	FIN5437				1	44	44	3	167	55.67			
Grad	Non-EP	FIN5439				1	47	47	2	102	51			
Grad	Non-EP	FIN6427				2	91	45.5						
Grad	Non-EP	FIN6429							2	51	25.5			
Grad	Non-EP	FIN6434							1	27	27			
Grad	Non-EP	FIN6438							1	28	28			
Grad	Non-EP	FIN6465				2	87	43.5						
Grad	Non-EP	FIN6525				1	16	16	2	32	16			
Grad	Non-EP	FIN6537				1	55	55						
Grad	Non-EP	FIN6545	1	13	13	1	53	53	1	54	54			
Grad	Non-EP	FIN6547				1	54	54						
Grad	Non-EP	FIN6585							1	25	25			
Grad	Non-EP	FIN6638				3	154	51.33						
Grad	Non-EP	FIN6930	1	36	36	6	154	25.67	12	235	19.58			
Grad	Non-EP	FIN6935				1	19	19	2	25	12.5			
Grad	Non-EP	GEB6366	4	272	68	1	19	19	1	30	30			
Grad	Non-EP	REE6045	2	44	22	2	95	47.5	2	66	33			
Grad	Non-EP	REE6105							2	52	26			
Grad	Non-EP	REE6208							1	31	31			
Grad	Non-EP	REE6315				2	48	24						
Grad	Non-EP	REE6395				2	47	23.5						
Grad	Non-EP	REE6930	1	24	24	2	36	18						
Grad	Non-EP	REE6935	2	44	22	1	21	21	1	22	22			
Grad	Non-EP	REE6948							1	23	23			
Summer 2010			Fall 2010			Spring 2011								
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	Section Size	Department Av.	# of sections
Undergrad Only			4	99	24.75	17	616	36.24	20	543	27.15	32.36	30.68	41
Grad Only			11	433	39.36	30	1040	34.67	35	970	27.71	35.62	32.14	76
Total			15	532	35.5	47	1656	35.2	55	1513	27.5	34.36	31.63	

**# Sections and Avg Enrollment by Term- FIRE**



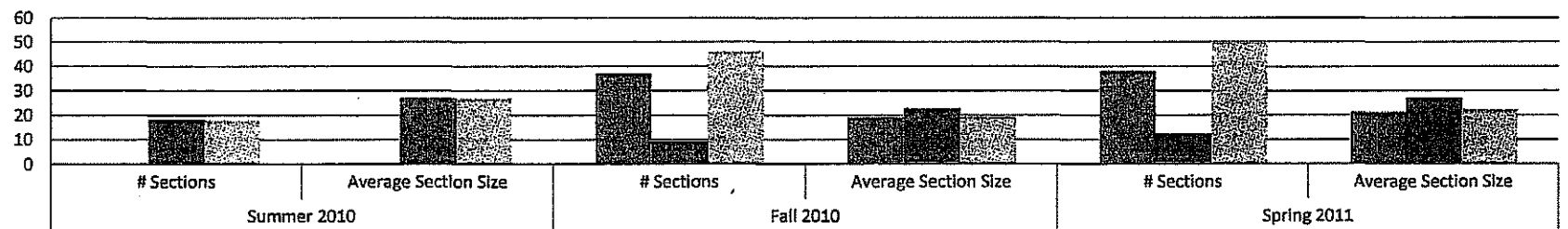
	# Sections	Average Section Size	# Sections	Average Section Size	# Sections	Average Section Size	Section Size College Average	Department Av. Overall
	Summer 2010		Fall 2010		Spring 2011			
Undergrad Only	4	24.75	17	36.24	20	27.15	32.36	30.68
Grad Only	11	39.36	31	33.71	36	27.08	33.72	31.45
Total	15	35.5	48	34.6	56	27.1	33.21	31.18

## CMC

Level	Format	Courses	Summer 2010			Fall 2010			Spring 2011		
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size
Undergrad	Non-EP	GEB3213				24	432	18	24	476	19.83
Undergrad	Non-EP	GEB3218				13	267	20.54	14	332	23.71
Grad	Non-EP	GEB5212	9	239	26.56	4	91	22.75	5	145	29
Grad	Non-EP	GEB5215	9	244	27.11	4	95	23.75	7	176	25.14
Grad	Non-EP	GEB5225				1	14	14			
			Summer 2010			Fall 2010			Spring 2011		
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size
Undergrad Only			0	0	0	37	699	18.89	38	808	21.26
Grad Only			18	483	26.83	9	200	22.22	12	321	26.75
Total			18	483	26.8	46	899	19.5	50	1129	22.6



**# Sections and Avg Enrollment by Term - CMC**



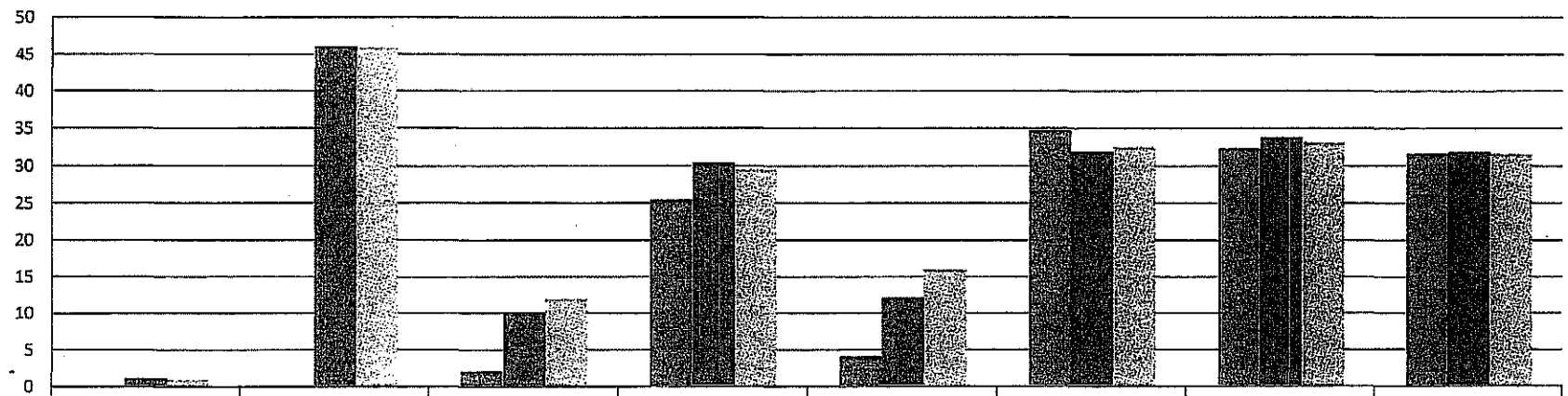
	Summer 2010		Fall 2010		Spring 2011	
# Undergrad Only	0	0	37	18.89	38	21.26
# Grad Only	18	26.83	9	22.22	12	26.75
# Total	18	26.8	46	19.5	50	22.6

ENT

Level	Format	Courses	Summer 2010			Fall 2010			Spring 2011		
			# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size
Undergrad	Non-EP	ENT4704				2	51	25.5			
Undergrad	Non-EP	ENT4934							4	139	34.75
Grad	Non-EP	ENT6006				3	94	31.33			
Grad	Non-EP	ENT6008				1	33	33	1	36	36
Grad	Non-EP	ENT6016							1	55	55
Grad	Non-EP	ENT6116							2	82	41
Grad	Non-EP	ENT6416							2	87	43.5
Grad	Non-EP	ENT6506				1	30	30			
Grad	Non-EP	ENT6706				1	36	36			
Grad	Non-EP	ENT6930				1	23	23	4	65	16.25
Grad	Non-EP	ENT6946				2	56	28	2	57	28.5
Grad	Non-EP	GEB5146				1	31	31			
Grad	Non-EP	GEB5115	1	46	46						

	Summer 2010			Fall 2010			Spring 2011			College Average Section Size	Overall Department Av. # of sections	
	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size	# Sections	Total Enrollment	Average Section Size			
Undergrad Only	0	0	0	2	51	25.50	4	139	34.75	32.36	31.67	6
Grad Only	1	46	46.00	10	303	30.30	12	382	31.83	33.72	31.78	23
Total	1	46	46.0	12	354	29.5	16	521	32.6	34.36	31.76	

**# Sections and Avg Enrollment by Term - ENT**



	# Sections	Average Section Size	# Sections	Average Section Size	# Sections	Average Section Size	Section Size	Department Av.
	Summer 2010		Fall 2010		Spring 2011		College Average	Overall
Undergrad Only	0	0	2	25.50	4	34.75	32.36	31.67
Grad Only	1	46.00	10	30.30	12	31.83	33.72	31.78
Total	1	46.0	12	29.5	16	32.6	33.21	31.76

## On Improving RCM Budgeting:

When RCM was originally discussed, everyone accepted that while it had many positive attributes, implementation would likely involve unintended consequences and that these consequences would need to be addressed. Now that some of those unintended consequences have become clear, we should take steps to improve the design and implementation of the model.

### Design

1. Get the incentives right. In particular, ensure that colleges have an incentive to teach the cheapest SCHs, which generate the surplus (or "profit") that pay for the more expensive SCHs. In order for the budget to balance, every added SCH that costs more than average must be offset by adding SCHs that generate a surplus. However, because those are the very SCHs that bring little revenue to colleges, colleges have incentives to divert resources away from them and into the more expensive ones. In the most recent year, the UG Lower SCHs in the biggest surplus generators (CLAS, HHP, and WCBA), decreased dramatically.
2. One way to improve the incentives would be to create some upper and lower limits on what colleges would receive for the most and least expensive SCHs, respectively. For example, colleges could be assured that they would receive at least the actual tuition generated by their teaching (minus taxes). Caps on the revenue diverted to the most expensive enterprises would create incentives to reduce their costs.
3. Another possible way to avoid undermining the surplus-generators would be take the undergraduate hours out of RCM, and put them into a more traditional incremental budget model. The logic for doing so is simple: Because the number of on-campus undergraduates is fixed, the incentives envisioned by RCM cannot possibly operate productively. The only way for College A to get more undergrad SCHs is by taking them from College B. If College A has a higher coefficient than College B, then it can offer smaller, higher quality courses, giving it a competitive advantage. But every time an SCH moves from B to A, the university pays more for it, reducing the surplus available for other activities. If a fixed sum of funding were allocated to this fixed student population, the revenue created by the most efficient colleges would be protected (to the benefit of all colleges) and all colleges could focus on increasing graduate enrollment, which is not capped, which promises greater revenue, and which fits the strategic goals of the university.
4. Calculate RCM taxes on the subventions that some College receives from others. As it stands, the most efficient colleges (the surplus generators) are taxed on their revenue, and then lose a significant portion of that revenue to colleges with higher coefficients. Thus the tax paid as an amount of their ACTUAL budget is significantly higher than for those colleges that have above average coefficients. In other words, the surplus-generating colleges pay a much higher real tax rate. The simple solution is to change the base on which the tax is collected. Doing so fits with the theory that the tax is being collected based on the costs one generates, which are represented more accurately by what one spends than by what one earns.

### Implementation

5. Avoid surprises. As soon as the CFO's office becomes aware of impending changes in the budget, whether from mistakes, recalculations, or changes in state policy, the heads of the responsibility centers need to know.

6. Return to the commitment to transparency. Transparency was widely seen as one of the primary benefits of RCM. Surprises undermine transparency, as do frequent changes to budget numbers. To the extent that the numbers change (either because the overall budget situation changes, or because the way of calculating figures is modified), the heads of Responsibility Centers need to be engaged and informed. It might be advisable to schedule regular meetings between the UBO and the heads of the Responsibility Centers where information can be exchanged.
7. Bring the Provost and the academic mission back to the center of the budgeting process. The budget should be driven by the academic mission of the university. To ensure that is the case, the Provost needs to have substantive input early enough in the process to prevent outcomes that would be deleterious to the mission. Fixing problems later is much more difficult.
8. Finally, focus on the fact that apart from RCM, the university is in a very serious budget situation. RCM is not responsible for the overall budget cuts, and cannot tell us how to deal with shortfalls strategically. There is not enough money to do everything we have been doing, and choices will need to be made apart from any changes to the RCM model.

# Annual Report Card

RCM  
 NAME: ~~Deed Frank Lee~~

GRADE	
	<b>F</b>
Strengthen <i>Halpern's</i> the Economy	
End "Too Big to Fail"	<b>F</b>
Level the Playing Field	<b>F</b>
Streamline & Simplify Rules	<b>F</b>
Stabilize <i>Real Estate</i> Housing	<b>F</b>