

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

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GENERAL FACULTY MEETING

AGENDA | Friday, March 22, 2013 | 4:00 P.M. | 120A/B HGS

1. The January, 17, 2013 General Faculty Meeting Minutes is presented for approval by the faculty.
2. Information Item:
Final Draft of the Strategic Plan (Rich Lutz)
3. Other Business
-discussion of SER inputs
4. Dean's Report

GRADUATE FACULTY MEETING

AGENDA | Friday, March 22, 2013 | 4:00 P.M. | 120A/B HGS (*Immediately following General Faculty Meeting*)

1. The January 17, 2013 Graduate Faculty Meeting Minutes is presented for approval by the faculty.
2. The MBA Committee and the Specialized Masters Committee approved the following items and presents these to the faculty for approval.

Prefix: ISM 6405
Course Title: Business Intelligence
Effective Term: Fall 2014
Amount of Credit: 2
Prerequisites: ISM 6216
Description: The goal of this course is for students to master emerging business intelligence technologies such as data warehousing, on-line analytic processing (OLAP), data mining and text mining in generating valuable control and decision-support business intelligence for many organizations in adjusting to their competitive business environment.

Prefix: BUL 6XXX
Course Title: Law for Entrepreneurs
Effective Term: Spring 2013
Amount of Credit: 2
Prerequisites: None
Description: This course examines the legal aspects in starting and growing a company (small or medium-sized business or SMEs); strategies for ensuring compliance with law; use of law and the legal system to increase predictability, maximize value, marshal resources, and manage risk in an entrepreneurial enterprise. Since law permeates every act of an entrepreneurship enterprise, the course will consist of a broad survey of legal issues confront a new—small or medium-sized business.

3. Other Business
4. Dean's Report

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GENERAL FACULTY MEETING

MINUTES | Thursday, January 17, 2013 | 3:00 P.M. | 120A/B HGS

1. A motion was made to approve the September 25, 2012 General Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as distribution.
2. The Undergraduate Committee approved the following items and is presents these to the faculty for approval. A motion was made to approve the following items. The motion was seconded and the faculty voted to approve the adjustments to the BSBA and BABA Degree Requirements and the Minor in Information Systems as presented.

#1 Adjustment to the BSBA and BABA Degree Requirements

Current Requirement: CGS 2531 Problem Solving Using Computer Software

Proposed Requirement: CGS 2531 Problem Solving Using Computer Software

OR

ISM 3013 Introduction to Information Systems

#2 Adjustment to Minor in Information Systems

Current Requirement: CGS 2531 Problem Solving Using Computer Software

Proposed Requirement: CGS 2531 Problem Solving Using Computer Software

OR

ISM 3013 Introduction to Information Systems

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

GRADUATE FACULTY MEETING

MINUTES | Thursday, January 17, 2013 | 3:00 P.M. | 120A/B HGS (*Immediately following General Faculty Meeting*)

1. A motion was made to approve the September 25, 2012 Graduate Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as distributed.
2. Other Business – none
3. Dean's Report -
 - President Machen will be staying at UF but his term still needs to be approved by the BOG.
 - Heavener Hall building construction is on track for occupancy in August 2014.

WARRINGTON COLLEGE OF BUSINESS ADMINISTRATION

STRATEGIC PLAN 2013--2018

March 22, 2013

Executive Summary

The Warrington College of Business Administration is one of the premier public business schools in the world, characterized by outstanding students, faculty, and administrators. This organizational excellence is reflected in numerous national rankings. In the latest *U.S. News and World Report* rankings, the Hough Graduate School of Business ranked #15 among public universities, the newly-established Heavener School of Business ranked #21, and the Fisher School of Accounting ranked #5. *The Economist* also ranked Warrington #1 among all U.S. universities for its faculty quality and its online MBA program.

Warrington is highly productive and efficient in its educational mission. In 2011, Warrington awarded over 2,200 degrees (second highest among its peer group, which averaged 1,550 degrees). Furthermore, Warrington's degrees awarded per faculty was highest among its peers at 20.9, against the peer average of 12.2; the next highest was 15.5. With the new Heavener Hall opening in 2014, all three schools under the Warrington umbrella will have a "home," with purpose-built, modern facilities; the College has strong momentum and is poised for even greater success going forward.

On the downside, Warrington is facing some severe fiscal issues, stemming from a combination of declining state funding and significant "subvention" of resources under the University's implementation of Responsibility-Centered Management (RCM). In 2012, Warrington generated \$51.9 million in state appropriations and tuition. Under RCM, the College paid \$13.6 million in "taxes" to support the library, student services, etc., and an additional \$18 million "subvention" (i.e., a transfer from the College to the University). After RCM weighting and several other adjustments (see Appendix A), the College received a budget of \$26.6 million to cover on-book SCH costs of \$41.3 million (Appendix A). The shortfall was covered by revenue and reserves from entrepreneurial activities, contracts and grants, and endowment earnings and gifts. Facing a long-term deficit, the College has already embarked on a faculty downsizing strategy. (See Appendix A.) From its 2012-13 complement of 74 tenure track faculty, the College is aiming for a long-term steady-state tenure track faculty size of 66. A reduction of 8 tenure track plus 3 non-tenure track faculty will result in the elimination of sections. Warrington currently generates \$20.2 million a year in its entrepreneurial activities. Should a significant downturn occur in the demand for working professional MBA education, the College would be in a very vulnerable position.

The Warrington College's strategic plan for 2013-2018 was created within the context of its past success, future aspirations, and fiscal vulnerabilities. Under present conditions, effective implementation of the plan will help ensure future success.

Mission

A key aspect of the planning process was to revisit the Warrington mission statement. Ample discussion and "wordsmithing" by faculty, administrators, and key stakeholders resulted in:

The Warrington College of Business Administration’s mission is to build a better society by creating influential research and educating tomorrow’s business leaders.

The mission emphasizes service to society, a key feature of a Land Grant university. The activities through which the College achieves this global aim are research and teaching. These two activities are highly complementary, indeed intertwined, and both are vital to the continued excellence of the Warrington College.

Strategic Themes

Four broad strategic themes will guide the College efforts over the next five years:

- Build and sustain financial strength
- Invest in intellectual capital
- Deliver high-quality educational programs
- Build upon the College’s reputation for excellence

All the College plans rest on the ability to generate sufficient resources to compete effectively with the best public business schools. Given the challenges associated with both state funding cutbacks and university subvention of revenues generated by the College, it is imperative that other sources of operating funds be identified and pursued vigorously. Because of its strategic importance as an enabler of other initiatives, the financial strength theme is considered first.

Build and Sustain Financial Strength

Due to ever-declining state support, the College has become increasingly “entrepreneurial” in devising strong value-add programs and using technology effectively to generate additional operating revenues.

The key driver of the College’s generation of non-state resources is the Working Professional MBA program (WPMBA), at over \$17 million a year. In addition, the College’s array of high-enrollment Electronic Platform (EP) courses at the undergraduate level generate a “surplus” of approximately \$3.6 million (Appendix B) a year that is used to pay for smaller sections at the advanced undergraduate level. Finally, the College’s set of unique specialized master’s courses, while not profitable in an absolute sense under RCM, nevertheless are advantageous in shifting some undergraduate student credit hours (funded at a lower rate) to graduate credit hours. Expanding enrollments in these three sets of programs/courses will improve the College financial picture. In particular, the WPMBA program is absolutely essential to the College’s fiscal viability. Development activities currently provide \$7.5 million a year in operating revenue, and continued growth in that source of funding is critical as well.

Several specific objectives have been established that are directly pertinent to this financial theme:

- Fill all WPMBA cohorts to capacity (currently 80%)
- Explore feasibility of an additional South Florida cohort
- Maintain entering freshman business enrollment as a percentage of all UF freshmen at or above national average (currently 13%)

- Expand Online BSBA enrollment (currently 150 degrees a year)
- Expand number of business minors (currently 850 a year)
- Utilize full capacity in specialized master's programs
- Expand number of combined undergraduate/specialized master's degrees
- Increase total donations 15% year over year
- Increase alumni annual giving participation rate from 3% to 6%

Invest in Intellectual Capital

A second strategic theme is investment in intellectual capital. The College is very proud of its strong research culture. To nurture it, the College must focus on attracting and retaining the very best faculty and support them in ways to enhance their scholarly productivity. The College has done a good job of providing ample faculty support (e.g., summer research grants). Another primary facilitator of the College intellectual climate is the Ph.D. program. A key initiative, therefore, is to devote more resources to the Ph.D. program, attracting better students, supporting them better, and specifically encouraging joint research between Ph.D. students and faculty. This will directly affect Warrington's reputation academically, and will indirectly enhance the College's status through improved Ph.D. placements and post-graduation scholarly productivity.

Some specific intellectual capital objectives include:

- Attract and retain the most productive scholars, at least as well as peer schools
- Maintain faculty research support at or above peer school levels
- Commit more resources to strengthening the Ph.D. program
- Achieve Top-10 rankings across all business disciplines in publications in leading scholarly journals
- Establish faculty leadership that defines Warrington as a center of influence in the field (benchmarked by publication and conference presentation frequency, journal editorships and industry relationships)
- Increase average annual number of top-tier journal publications co-authored by faculty and Ph.D. students from 12/year to 18/year
- Place 20-30% of Ph.D. graduates in AAU or equivalent institutions; place 40-50% in Carnegie Very High Activity Research Universities or equivalent

Deliver High-Quality Educational Programs

A third strategic theme is the continuous improvement of the College educational programs. The traditional MBA program will remain relatively small but highly competitive and focused. The WPMBA program is quite large, highly ranked and very profitable. It is subject to continuous improvement. The specialized master's programs have expanded dramatically and will be more rigorously assessed for performance and future expansion opportunities. The on-campus undergraduate program is a pillar of strength, both large and highly recognized nationally. Continued emphasis on so-called "soft skills" will further enhance graduates' placements, and the new Heavener School and Heavener Hall will dramatically elevate the undergraduate experience. Depending upon the University's posture, the Online BSBA program, already very successful, is poised to further extend the Heavener "footprint" throughout the state.

The use of technology to deliver both Internet MBA and Online BSBA degree programs is a true hallmark of the College's commitment to innovative instructional programs.

Among the specific objectives that have been established in this domain are the following:

- Generate 1,000+ undergraduate degrees annually, with 90% having definitive post-graduation plans (i.e., employment, graduate school, or professional school)
- Strengthen career placement advising
- Generate 1000+ graduate degrees annually
- Benchmark MBA placements at graduation and 3-months-out against Top 30 MBA programs
- Develop systematic placement statistics and tracking of all specialized master's degree programs
- Refine and focus all master's curricula
- Launch a College-wide teaching academy to enhance instructional quality
- Strengthen rigor of student and faculty-peer teaching evaluations
- Leverage research-active tenure track faculty with clinical and other teaching faculty (within accreditation standards)
- Enhance value-added soft skills training and experiential learning
- Continue to lead nation in use of instructional technology (IMBA, EP courses, Online BSBA)

Build upon College Reputation for Excellence

The Warrington College of Business Administration already enjoys elite status among the world's business schools, but its reputation can be further enhanced. With the naming of the Heavener School of Business and the addition in 2014 of Heavener Hall, the business "campus" will be complete. The next step will be to work diligently to foster a greater identity and sense of community within and across the three schools under the Warrington umbrella.

Faculty and Ph.D. student research productivity will continue to increase. At the undergraduate level, the entering freshman class will meet or exceed the UF entering class average (e.g., high school GPA, SAT/ACT scores). At the graduate level, entering student GMAT scores, undergraduate GPAs, and (for the MBA program in particular) average number of years of work experience will increase. Entering student credentials, when combined with faculty quality, curriculum refinement, and instructional excellence, will result in an improved placement record at all levels and a concomitant boost in the national rankings. Warrington will continue to be recognized and admired for its leadership in the creative application of instructional technology.

This reputational enhancement will not happen automatically. The substantive initiatives outlined in this plan must not only be well-executed; they also must be well-communicated to relevant stakeholders. A College-wide communications plan must be developed and implemented in order to reap the reputational benefits of Warrington's excellent and improving teaching, research, and service.

STRATEGIC PLAN 2013--2018

Situation Analysis

The College of Business Administration at the University of Florida was founded in 1926. In 1982 the School of Accounting was established and subsequently named the Fisher School of Accounting in recognition of a \$6 million endowment. This was the first of several events that propelled the College into its current status as a top 20 public university business college.

The second major event was the state university matching gift program and the establishment of the Eminent Scholars Program in the 1980s. The Eminent Scholars Program resulted in the eventual establishment of Chairs that allowed the College to attract outstanding faculty who became the core of the College's senior faculty for the next twenty-five years. This program, coupled with the matching gift program and the Cortelis Facility fund, enabled the College to attract resources to endow the College and Schools, establish endowed professorships and programs, and construct two buildings, with a third on the way.

In the middle 1990s, the College was named the Warrington College of Business Administration, and in the early 2000s the first of two privately funded buildings, Gerson Hall (the home of the Fisher School of Accounting), was constructed.

In 2006, the Hough Graduate School of Business was established and planning began for Hough Hall. In 2007, the Warrington College of Business Administration was approved by the UF Trustees to be organized into three schools: the Fisher School of Accounting, the Hough Graduate School of Business, and the (undergraduate) School of Business. These three schools manage the College's academic degree programs. In 2007, the College received approval to seek private funding to name the School of Business and seek gifts to construct a School of Business building.

In 2012, the Heavener School of Business was endowed, and planning for the construction of Heavener Hall was begun. The new building, which will house the College's undergraduate programs, is targeted for occupancy in summer 2014. This will complete the College's strategic reorganization into three schools, five academic departments, several programs and centers, and six buildings located on the historic part of campus.

We benchmark our performance against a peer group of fifteen public business schools, and we have an aspirational group of three schools within this group. Our peer group is primarily schools in the Southeast/Southwest from Virginia to Texas. At the undergraduate level, 95% of our incoming freshmen are from Florida, whereas the percentage of Florida residents in our graduate programs is approximately 75%. Undergraduates, specialized masters and weekend professional MBA students are attracted by the high value of our degrees and our pre-eminent academic standing within Florida.

Our environment is characterized by several threats and opportunities. The key opportunity is our location in the state of Florida. With 18 million people, the nation's third largest College-age population, a limited supply of higher education options and limited quality competition, Florida affords us a significant pool of high-quality applicants for the undergraduate, specialized

masters, and working professional programs. In addition, the shift in student demand nationally from the traditional MBA to working professional degree programs has produced a significant opportunity for our non-resident degree programs. Rapid improvements in instructional technology and increasing student acceptance of online learning models play to our experience and capabilities in the use of the electronic platform and web-based curricula. These non-resident programs are a key component in our resource strategy. Finally, the large and loyal Gator alumni base represents a valuable pool of potential donors.

The environment also is fraught with threats. The rapid growth in enrollments, combined with extremely low in-state tuition and a tightening state higher education budget, has resulted in sharp decreases in state support per student. This lack of funding, particularly at the undergraduate level, has been offset by the non-state funded working professional degree programs, but those programs are facing increased competition from out-of-state universities. A second major threat is the state economy and tax structure. The economy, based on tourism and services, has been among the hardest-hit in the nation by the recent recession and collapse of the housing market. Florida's tax structure, based primarily on sales taxes, produces considerable volatility in state support. A third major threat is the current University subvention of state funding and tuition revenues generated by the College (i.e., the redirecting of revenues generated by College instructional activities to support other colleges). Whereas the College generates approximately \$52 million in state funding and tuition, the University captures all of those resources and allocates only about \$27 million back to the College, using the remainder to subsidize other colleges on campus. This subvention, coupled with an expensive research faculty, creates a significant cost gap, particularly at the undergraduate level. To close the gap we have lowered costs via electronic platform delivery, minimized the number of business classes taken in the degree, and, where possible, substituted graduate for undergraduate credits in our degree programs. We have also used lecturers, post docs, and Ph.D. students to teach at the undergraduate level, but not excessively.

The College's strengths over the years are its people: we have excellent students, highly productive faculty and staff, and loyal and supportive alumni. Other strengths are our utilization of technology and our resultant ability to achieve significant scale in accessibility to our curricula, a vibrant research culture, non-state revenue generation capabilities, specialized masters and working professional degree programs, outstanding facilities (at the graduate level and soon to come at the undergraduate level), and tenacious development activity. Our weaknesses are extremely low tuition, the lowest funding per degree in our peer group, the highest number of degrees per faculty in our peer group, very large undergraduate enrollments, a need for faculty renewal across all departments, and over-reliance on off-book MBA programs to generate necessary operating revenue. Finally, the Ph.D. program is under severe resource pressure.

Going forward, uncertainty abounds. The State and University are dealing with significant budget reductions and the high probability of even further cuts. The College needs to continue to be entrepreneurial and seek mechanisms for greater self-sufficiency.

MISSION STATEMENT

The College's mission statement is integral to our strategic decisions. Most recently reviewed in 2006-2007, the mission was considered carefully again in this planning cycle. The previous mission statement, which was in place 2008-2012, was:

The Warrington College of Business Administration serves students, businesses, alumni, and government by providing educational and research programs that enhance leadership and competence among business people and provide solutions to their greatest challenges. We accomplish this mission by generating new knowledge through our research and disseminating knowledge to our students and alumni as well as the academic and business communities of the world.

The "new and improved" mission statement that resulted from this planning process is:

The Warrington College of Business Administration serves the state, nation, and world by producing impactful research and by developing business leaders who embody the best in ethical leadership and managerial excellence. Our innovative instructional programs teach students to think critically and strategically, while embracing diverse perspectives and preparing for an increasingly complex and challenging workplace. Our wide-ranging and influential research provides thought leadership to academic, business, and governmental organizations globally.

Feedback from the Business Advisory Council suggested that the revised mission was too wordy. They pointed to the UC Berkeley Haas School mission, which was valued for its succinctness, as a worthy model:

To develop leaders who redefine how we do business.

In response to this, a streamlined mission statement was developed and refined:

To build a better society by creating influential research and educating tomorrow's business leaders.

STRATEGIC THEMES

- 1) Deliver high-quality teaching programs that produce graduates who are valued by employers and citizens who are valued by society
- 2) Invest in intellectual capital (through our highly selective, influential, and productive faculty)
- 3) Build upon reputation of excellence
- 4) Build and manage sustainable financial and resource strength

GENERAL GOALS

In view of the College's mission and current situation, a set of broad goals was identified that serve as general guideposts for our activities over the next five years. Specific operational

objectives and performance metrics in support of these broad goals will be presented in subsequent sections of this document.

Achieve high national recognition among public AAU business schools. Although various national rankings can be viewed as byproducts of our success in research and instructional programs, they are also instrumental in attracting top quality faculty and students.

Maintain and enhance our education of high quality businesspeople. We must attract high quality students and offer them high quality, relevant curricula that prepare them for a diverse, global, and rapidly evolving marketplace. And, we need to facilitate their placement upon graduation, launching them into rewarding careers.

Maintain a strong commitment to the College research culture. This begins with attracting and retaining thought-leading faculty.

Enhance and manage the College's fiscal position. Not only must we continue to identify and capture new revenue sources, but we must also seek ways to deliver our curricula more efficiently. We are currently at, or very near, the top of our peer group in the number of undergraduate, MBA, specialized masters, and Ph.D. degrees granted annually. In addition, we award a large number of business minors each year.

Lead in the use of innovative instructional delivery. Both the Online BSBA and Internet MBA programs are cutting-edge and highly recognized. We need to maintain national leadership in this arena.

Enhance our outreach to other relevant parties. We need to strive to improve our alumni relations, actively seeking their participation. The College also needs to maintain its strong alliances with educational institutions in other nations. Finally, the College should seek to capitalize on the University's thrust in technology transfer and the nearby Innovation Hub.

In order to develop specific objectives, strategies, and tactics in pursuit of these general goals, six areas of effort were identified. Subcommittees then did the "heavy lifting" within each area of activity to develop recommendations regarding the pursuit of the general goals outlined above. The six areas, in the order in which they appear in subsequent sections of this plan, are: MBA programs, specialized master's programs, undergraduate programs, the Ph.D. program, research and faculty, and outreach and development. Following these six sections is a summary of the proposed metrics to be monitored to track progress, as well as an overview of the planning team and process.

MBA Programs

Brief Context

MBA program management engages in an annual planning process, which served to greatly inform the present effort. To initiate the current analysis, the Director of the MBA Programs, Alex Sevilla, provided the following information as well as excellent program insights and guidance throughout the entire assessment process.

- 1) MBA Year In Review (FY10-11) – annual review document submitted to the College each year
- 2) UF MBA Program Strategic Summary (2012) – document created for the MBA strategic subcommittee. This document includes the following sections:
 - Full-time MBA enrollment
 - Working Professional MBA enrollment
 - Rankings & Reputation
 - Marketing & Branding
 - Program Innovation
 - Challenges & Opportunities

In general, the MBA program is being run by a first rate MBA program administrative team that is very proactive in addressing both current and potential issues and opportunities. The strategies and tactics the team has taken have served the MBA program and college very well. The detailed recommendations below reflect some important current and prospective relative weaknesses in a very competitive MBA environment. These areas were identified after a detailed discussion of the strengths, weaknesses, opportunities and threats (SWOT) as perceived by committee members and the MBA Program Director.

MBA Program

The MBA program currently offers both a traditional day program (TMBA) and a working professional program (WPMBA). Within both of these programs, there are various platform options. The traditional full-time MBA program currently has three options -- a two-year option (22 months), a one-calendar year option (12 month, Option A), and an accelerated one-year option (10 month, Option B) for those who have an undergraduate degree in business within the past seven years.

The working professional MBA program also currently offers one- and two-year program options depending on the applicant's undergraduate degree and background. The WPMBA programs are currently delivered in two platform options – a local platform (Professional and Executive MBA) and a distance platform (Internet MBA). For the local professional MBA platform, students attend classes in Gainesville one weekend per month on Saturdays and Sundays (P1MBA:16 months, P2MBA: 27 months) or in South Florida every three weeks on Saturdays and Sundays (Professional in South Florida MBA program: 24 months). For the Executive MBA program, students meet for an extended weekend (Friday-Sunday) once a month in Gainesville, with the 20-month program divided into five four-month terms.

The WPMBA program also offers a distance platform delivery option, the Internet MBA program, whereby students come to the Gainesville once per term (once every four months) for a Saturday and Sunday. On Saturday the students end their term and take final exams or deliver final presentations, while on Sunday they meet their new faculty members and begin their next term (one-year Internet MBA program [16 months] for those with undergraduate business degrees within the last seven years and two-year Internet MBA program [27 months] for those who have varied undergraduate degree backgrounds).

Given the differences between the Traditional and Working Professional MBA programs, we separate our analysis and recommendations by these two programs. Recommendations for each program are detailed below.

Traditional MBA Program Recommendations:

Traditional fulltime MBA programs continue to receive a large share of attention by students, employers, the media, and other important constituents within the state, nationally, and abroad. Maintaining and increasing UF's high quality traditional MBA program is therefore important. The committee suggests actions in the following two key areas to maintain and further increase UF's Traditional MBA program strength and ranking. The two areas that need additional attention are increasing MBA student career placement and redesigning the MBA program curriculum to address changes in the competitive business environment and to better utilize UF's comparative program area strengths.

1. Improve MBA Student Career Placement

Solid student career placement upon graduation is important for maintaining and growing UF's Traditional MBA program ranking and for the recruitment and yield of top students. The typical placement criteria tracked by the media for ranking purposes are the percent of MBAs placed at graduation, percent of MBAs placed 3-months out, and the mean salary. While UF's MBA program ranks high on student input quality, the placement record has been somewhat lower for a variety of reasons. The student placement problem is also of importance because UF's MBA program ranking will likely fall unless this issue is addressed.

Measurable Objective and Metrics: Increase Traditional MBA student placement with a target that UF be rated consistently each year among the 30's of *U.S. News* rankings. Specific placement percentages are less useful since most MBA programs generally improve their placement percentages when the hiring environment is good, and most drop when the hiring environment is weak. To have UF's MBA program consistently rate in the 30's of *U.S. News* rankings, the placement target requires that the program aim for the following tracked criteria:

- % MBAs placed at graduation – in top 30 nationally (all schools)
- % MBAs placed 3 months out – in top 30 nationally (all schools)
- Mean salary – in top 50 nationally (all schools)

NOTE: If the MBA program chooses to follow a strategy where it reduces GMAT and/or GPA points from its currently defined targets (i.e., 675 GMAT, 3.5 GPA) to pursue stronger work experience MBA candidates, the above percentages should reflect this strategic change – requiring a move into the top 20 on the placement measure and top 40 on the salary measure. The tradeoff strategies must be aligned accordingly.

Strategy/Tactics: To achieve the targeted placement objectives, the MBA program should reconfigure the MBA placement office and adjust the MBA curriculum to further enhance the marketability of UF MBA students. Below are some additional tactical details to help achieve the increased placement objective:

- The Hough Graduate School of Business Career Services office is currently going through a reconfiguration and hiring of new career office personnel. When these reconfigurations are fully in place, they should help with the objective of increasing MBA student placement. Each year, the MBA program has approximately 75 graduates seeking jobs and 25 students seeking internships. To be successful in increasing MBA student placements, the MBA program should have a direct, one-on-one relationship with each and every MBA student – knowing what they are doing to achieve their placement objective, providing guidance on their placement objective, and helping to facilitate their placement objective on a regular basis. A dedicated, personal, passionate, and proactive career services office working with similarly motivated MBA students will help increase MBA student placement.
- In addition to career office reconfigurations, the MBA curriculum should be redesigned to reflect market changes in the knowledge and skills required by today's increasingly competitive and changing business and career environment. The MBA program is in the process of redesigning its curriculum to reflect these market changes, with the specific curriculum changes discussed in more detail below. In a nutshell, the working curriculum changes entail redesigning the current MBA concentrations into five main channels (i.e., Finance, Marketing, Strategy/Consulting, Supply Chain Management, and Management) that feed into five specialist career channels (i.e., Globalization, Healthcare, Technology and Innovation, Leadership, and Real Estate). The above changes are consistent with current and prospective comparative advantages that the College of Business and UF have in these areas and also provide an increase in experiential learning opportunities. The following tactical details are important in linking the career placement objective with the curriculum changes:
 - Once the curriculum has been redesigned, the MBA program team plans on creating strong corporate development branding campaigns for each specialist career track.
 - The aim is to have 8-10 elite corporate relationships with MBA-hiring employers per career track that will hire UF MBAs each year, with the number of relationships contingent on number of students interested in each track

- The corporate relationships can be viewed as partnerships, where the MBA program works closely with each firm, adding value in multiple ways through experiential initiatives (internships, co-ops, consulting projects, practicums, mentor programs, case competitions, job shadowing, connections to faculty/academic research, etc.).
- The proposed experiential learning opportunities will also yield stronger corporate ties, more prepared, qualified, and capable job seeking UF MBAs, as well as job offers from companies satisfied with UF's MBA product. The proposed experiential learning area will also require collaboration with College of Business faculty who will serve as project mentors and an important interface between the College and the companies on the consulting projects. Dedicated resources either in the form of direct faculty compensation or teaching credit will be important in fully developing the experiential learning initiative. Peer schools such as Minnesota and Michigan pool substantial resources into this area.

The traditional MBA program does not have a large number of students to place each year. However, to increase MBA student placement, it is important that the College have a solid and proactive graduate career service office, a first rate MBA curriculum that is on the cutting edge and meets the needs of firms, and experiential learning opportunities that enable UF MBA students to gain firsthand experience and exposure in an increasingly competitive business environment. With the above changes in place, it is possible to more effectively do the following to increase MBA student placement for those MBAs who have varying levels of work experience:

- Work with all MBAs to find solid internships and experiential learning/consulting opportunities that can likely lead to job offers and placement.
 - Work with MBA students who have the strongest work experience to secure premium, high paying job placements – early in the cycle as frequently as possible.
 - Work with MBA students who have a solid level of work experience to secure good job placements – strong starting point for post-MBA career.
 - Work with MBA students who have more limited work experience or who are major career changers to secure a job – likely an “entry level MBA” hire reflecting their experience.
- Given the importance of MBAs securing good jobs for MBA ranking purposes (which affects student applications, yield rates, recruiting, cross-program recruiting, etc.), this more limited work experience group should receive particular time and attention to insure that there is a calibrating of expectations, crafting of job search strategies, maximizing of realistic job opportunities, and pushing of these students to execute. The MBA program would take a minor hit with salary (i.e., with the “entry level MBA” jobs), but the greatest opportunity to improve the MBA program's ranking is by having all MBAs placed at graduation. Note that recruiting candidates with stronger work experience is possible, but this

will yield lower GMAT and GPA scores and will in turn require higher placement outcomes.

2. Redesign MBA Program Curriculum

We recommend that the MBA curriculum be redesigned to better address changes in the increasingly competitive business environment and to better utilize the College's and UF's current and prospective comparative advantages while minimizing the overstretched and limited college resources. These proposed curriculum changes will also enhance UF MBA student placement outcomes.

Measurable Objective and Metrics: Redesign the MBA curriculum to reduce the number of concentrations offered and focus resources and strategy around a smaller, more sophisticated set of content areas. The focus areas will be selected based on the College's ability to recruit a viable number of students into each area, provide requisite depth of high quality academic content, provide requisite depth of high quality experiential learning opportunities, and place MBA students into attractive jobs prior to graduation. The working idea is to redesign the current MBA concentrations into five main channels (i.e., Finance, Marketing, Strategy/Consulting, Supply Chain Management, and Management) that feed into five specialist career channels (i.e., Globalization, Healthcare, Technology and Innovation, Leadership, and Real Estate).

- Review and Adoption Timeline of MBA Curriculum Redesign: May 2013

Strategy/Tactics: To achieve the targeted MBA curriculum redesign, the MBA program sought input on its working plan from the College, Graduate Business Career Services, MBA Committee, MBA Advisory Board, and Academic Unit Heads in spring of 2012. The MBA program plans to on create and develop the final structure and content by fall 2012. In the fall of 2012 and spring of 2013, the MBA program plans on promoting their redesigned program in their recruiting efforts and with corporate partners.

Working Professional MBA Program:

UF's WPMBA programs have grown considerably over time with the solid efforts and guidance of the MBA program's administrative team that has promoted and developed a variety of programs and delivery platforms that fill important student and employer needs in the MBA market. The WPMBA programs have filled this market need while increasing program quality over time as evidenced by several of UF's WPMBA programs receiving national and international recognition. At the same time, persistent State funding problems as well as UF funding distribution and allocation issues have made the WPMBA programs an increasingly important funding source for the College. We suggest actions in two main areas – maintaining program quality and student quality. We also recognize the balance of these programs as an important funding source in an environment with shrinking state and university funds.

1. Maintain WPMBA Program Quality

The College has levered-up its limited faculty size in creative ways to generate considerable economies of scale in teaching, while maintaining solid program rankings. The challenge going forward is maintaining program quality rankings in an environment with stretched resources.

Measurable Objective and Metrics: Maintain current working professional UF MBA rankings for those programs that are ranked, focus on enhancing dimensions that can result in a higher ranking for existing ranked programs, and prepare approaches for maximizing rankings of programs that are not currently ranked but will likely be ranked in the near future. As with the traditional MBA program, the WPMBA program should strive to be ranked commensurately with its peer institutions.

Strategy/Tactics: Continue to allocate the College's teaching and other resources to maintain rankings. Potentially grow programs that generate the greatest net revenue and those that have significant prospective demand (e.g., creation of a second IMBA cohort), while reducing or eliminating those that yield lower net revenue and/or have low prospective demand.

2. Maintain WPMBA Student Quality

The WPMBA program continues to recruit high quality student cohorts across its varied programs each year. At the same time, there are growing challenges to recruiting consistently high quality WPMBA students. These challenges include UF's location, price increases in the WPMBA program, declining corporate reimbursements, and competitive pressures both within and outside the state – including increasing numbers of distance programs and other programs moving into the state as well as decreasing interest and demand nationally for graduate business education/softening of professional and traditional MBA markets. With these headwinds, the challenge is maintaining WPMBA student quality while also maintaining the size of the WPMBA program.

Measurable Objective and Metrics: Maintain current professional MBA student quality. Use recent average GMAT, GPA, work experience, and salary figures as a benchmark. As with the traditional MBA program, the WPMBA program student quality should benchmark commensurately with that of its peer institutions.

Strategy/Tactics: Continue to recruit high caliber WPMBA students by providing necessary resources to UF's WPMBA recruiting team, providing incentives to employers such as quantity discounts, vetting admitted students through the accelerated pre-program course reviews (boot camp), growing programs that have higher student demand, and providing innovative program changes (e.g., iPad set-up in distance program).

Summary

Both UF's traditional and working professional MBA programs are being run by a first-rate MBA program administrative team. The detailed recommendations that we raise in the report reflect what we believe are some important current and prospective relative weaknesses in a very competitive MBA environment. Our specific recommendations and metrics for each program are listed below:

Traditional MBA:

1. Increase MBA Student Career Placement

- % MBAs placed at graduation – in top 30 nationally (all schools)
- % MBAs placed 3 months out – in top 30 nationally (all schools)
- Mean salary – in top 50 nationally (all schools)

2. Redesign MBA Program Curriculum

- Review and Adoption Timeline of MBA Curriculum Redesign: May 2013

Working Professional MBA:

1. Maintain WPMBA Program Quality

- Maintain working professional UF MBA rankings for those programs that are ranked
- Rank commensurately with peer professional MBA programs

2. Maintain WPMBA Student Quality

- Maintain professional MBA student quality using recent average GMAT, GPA, work experience, and salary figures as a benchmark
- Rank commensurately with peer professional MBA programs

Given the role of the WPMBA programs as an important funding source for the College in an environment with shrinking state and university funds, the WPMBA recommendations should be viewed as a longer term target rather than requiring any short term or immediate adjustments.

Specialized Master's Programs

1. Overview

Currently the Warrington College of Business and the Fisher School of Accounting offer eight specialized Master's programs (henceforth simply MS or MA).

- MS in Finance (MSF) and MS in Real Estate (MSRE) offered by the Finance department,
- MA in International Business (MAIB) and MS in Management (MSM) offered by the Hough Graduate School of Business,
- MS in Information Systems and Operations Management (MS ISOM) offered by the ISOM Department,
- MS in entrepreneurship (MSE) offered by the Center for Entrepreneurship and the Finance Department and
- Master of Accounting (MAcc) and JD/MAcc offered by the Fisher School of Accounting

The Economics and Marketing departments do not offer formal MS or MA programs.

Each program, with the exception of MSE, MAIB, and MSM, is managed independently, typically by the associated department chair and/or a program coordinator. Consequently, unlike our MBA programs, admission practices, student profiles, and curriculum vary across programs. This independence is necessary and is perhaps the main reason for the success of these programs. However, certain programs can benefit from economies of scale while others can benefit from adopting some of the best practices across programs to improve quality. Based on this observation, recommendations are offered in four main areas:

- (1) program quality,
- (2) student quality,
- (3) placement, and
- (4) prospective markets and growth.

These areas were identified after a detailed discussion of each program's strengths, weaknesses, opportunities and threats. Some of the recommendations below might point to initiatives that are already in place. Our aim is not to critique what is being done now, but rather to focus on what each program should consider having in place going forward to sustain a quality program.

2. Program Quality

Currently there are no consistent rankings of MS programs as there are for MBA programs. However, it seems likely that some programs will be evaluated by publications such as *Business Week* and *U.S. News and World Report* in the near future. Regardless of how things develop, WCBA should standardize data collection and establish some initiatives to promote quality. As with other WCBA programs, all MS/MA programs should strive to be in the group of top quality programs among peers. Below we summarize actions each program should consider to sustain, improve, and track quality.

2.1. Establish advisory boards

Feedback and support from graduates as well as businesses hiring them are important. Whether this interaction is formalized as a board or the program relies on a network of alumni and interested businesses, an advisory committee or a similar entity can be useful in several ways: (1) They provide a forum in which the program coordinator can promote the program's positives; (2) they represent firms that are more likely to hire our graduates; (3) they provide valuable feedback on curriculum and suggest potential updates, and, perhaps most importantly, (4) they provide funding to the program. We recommend that any program without an advisory board consider establishing one as soon as possible.

2.2. Sustain or improve curriculum quality

Because curricula vastly differ from program to program we cannot make specific recommendations. However, each program should maintain a list of elective courses their students can take from other programs. Lack of electives is one of the biggest sources of discontent among students.

From time to time, it might be necessary to redesign an existing course or offer a new course, especially for cross-disciplinary programs. We recommend the college reserve funds for innovative course development to be awarded on a competitive basis, similar to the summer research grants. Alternatively, release time can be awarded to faculty undertaking such an effort.

The college should dedicate resources to improve the classroom experience of students by supplementing lectures with additional activities such as problem sessions, discussion sessions and office hours. All these activities require teaching assistants in addition to the instructor's efforts. Given that most PhD students have other teaching commitments, few of them are available to help with MS/MA courses. Historically, there have been limited resources to hire MS/MA students as teaching assistants. Maintaining a pool of assistantships for the MS/MA programs will help fill that void.

2.3. Control Program size

The size of each program varies as a function of the program's mission and the faculty size. All programs strive to offer the largest program possible without sacrificing quality, which we term the right size. The right size allows for a more personalized experience for each student, from classroom experience to career services. To understand what resources it takes to offer a quality program across different fields, each program should track program size, average class sizes and the student-faculty ratio per year (in line with AACSB requirements using AQ/PQ as the subcategories in faculty size computations). These statistics are easy to collect and should be in the set of metrics each program reports to the dean's office. The expected outcome of this data collection effort is to help determine a sustainable program size.

3. Student quality

Student quality, even in the same program, can vary year to year. It is easier to admit high quality students when a certain degree is sought after by a large population. It is also easier to attract high quality students once the program has a long history of admitting good students (perhaps another measure of program quality). It is, therefore, in the best interest of all programs to improve student quality. There are several things each program and the college can do to keep student quality high.

3.1. Each program should create a student recruitment plan.

While all programs already have student recruitment plans, we emphasize it because it is essential for attracting good students. Especially when enrollments are down, it is necessary to promote the programs actively. This would allow all programs to smooth out some of the fluctuations. Each department chair and coordinator would have to commit time to this effort, and we suggest that WCBA dedicate additional resources to support this effort. The recruitment plan should identify target demographics, potential markets, and recruitment events to be conducted annually in these markets. Each program should submit a written recruitment plan to the Associate Dean in charge of graduate programs.

3.2. All programs should establish rigorous admission criteria.

Obviously, all programs strive to admit the best students possible and already have criteria in place to do this. However, when enrollments drop (perhaps due to national or international

trends), programs tend to lower admission standards to keep the incoming class size stable. We realize that this is sometimes necessary but we suggest that all programs track and report student quality measures such as average GMAT (or GRE) scores, undergraduate GPA, undergraduate rank, and average work experience of students. We are hesitant to suggest minimum thresholds for these numbers. However, we believe that all programs should show an upward trend in these statistics during the next five years, consistent with college objectives and the rankings of our peers, while keeping program sizes stable. Each program should submit specific written admissions criteria to the Associate Dean.

Some skills necessary for success in an MS program, such as communication skills, are better observed by direct interviews. We recommend that all programs consider interviewing candidates, assuming that it is feasible given the program's resources. Given today's technology, this can be easily done through Skype. In certain cases, sending a representative to high volume markets to interview a batch of candidates is a plausible alternative.

3.3. International versus domestic student mix

This is perhaps the hardest issue to deal with for some programs but it must be tackled. Admitting international students increases the student pool and, in theory, helps improve student quality. To the extent that we can attract top international students, an increasing ratio of international to domestic students is not an issue; it enhances the classroom experience for all students. In addition, given that the college mission emphasizes "preparing our students for the global marketplace," it is consistent with the mission. Out-of-state tuition also generates additional revenues for the college. However, there is one undeniable downside that manifests itself in weaker placement statistics. We do not have a specific recommendation, but we believe each program should have a policy in place to address this.

4. Placement

The percentage of students employed at graduation is perhaps the most important measure of program quality since it is a market-based verification of the program's quality. All programs have mechanisms in place to help students with placement either through career services or through their own channels.

We believe career services can take a leadership role by standardizing and coordinating data collection with all programs. Each program already does and should continue to track and report salary before attending the program, salary after completing the program, company hiring the student, and the description of the position for each graduate. We also believe exit interviews with graduating students provide valuable feedback and recommend that all programs consider having one in place by the spring of 2013. In addition, career services can take a supporting role in educating recruiters about the programs' specifics, especially for cross-disciplinary programs.

As discussed earlier, some programs have seen growth in international student numbers. Because it is harder to place international students in domestic markets, each program should either limit the number (for example, the MBA program caps it at 15%) or start tracking international student placements. Most international students who go back to their home countries are employed soon after graduation. Tracking and reporting that number would be a very effective

marketing tool. A cohesive college-wide effort to track international placements would be beneficial for all programs.

5. Prospective Markets and Growth

As discussed earlier, specialized master's programs are managed fairly independently, and each program is best informed about local trends that affect demand for existing programs as well as potential new programs. Because of this, we do not suggest a specific set of actions, but we do provide a few observations.

With eight programs in place, WCBA has good coverage across functional areas as well as joint programs such as MAIB, MS Entrepreneurship and MS Acc/JD. Given that Gainesville has large medical, dental, pharmacy and nursing schools, a Healthcare Administration program is a possibility. Most healthcare staff lack management training and we believe there is a market for this degree. In addition, a degree designed around the Retail Center is another possibility. We recommend that the Dean's office take the initiative in starting a conversation about these programs.

Another dimension in which WCBA can grow MS/MA coverage is by entering international markets. This can be accomplished by accepting more international students, or by moving to an online platform. Given the success of our online MBA program, this might be an option for some MS programs. However, growing the size of existing programs should be tightly linked to faculty availability and overall student to faculty ratios, whether faculty teach in these programs in-load or out-of-load. And, as mentioned in an earlier section, such prospective international growth must be accomplished very selectively, with both program quality and placement quality preserved or even enhanced.

6. Summary

As discussed earlier, MS/MA programs in WCBA are highly independent, and this independence has worked to the benefit of the college. However, it is in the college's best interest to track specific measures of progress and coordinate some activities such as elective course offerings and placement efforts. We recommend that the Dean's office dedicate sufficient resources to streamline data collection across all programs. In addition, resources should be committed to assistantships, curriculum redesign, and recruitment and placement efforts.

Because our MS programs vary vastly in terms of size, student profiles and curricula, we are hesitant to suggest specific thresholds for data collected or deadlines for action. Nevertheless, we recommend the following specific actions be taken.

- All programs should create an advisory board (or a similar entity) that actively supports the program. By support we mean financial resources, as well as feedback about the curriculum and student quality.
- The college should create a limited number of assistantships and/or scholarships to attract high quality MS students.

- The college should create a program to support innovative course design. This can be in the form of competitive grants or release time.
- Each program should create a student recruitment plan, specifying how they plan to attract top quality students.
- Each program should create a plan to manage international student enrollment and placement.

We propose the following metrics to track student and placement quality.

- Each program should standardize placement data collection at graduation and three months out. The data collected should include:
 - o Salary before the student attended the program (if applicable)
 - o Number of job offers received per student
 - o For each job offer, the company, position and salary.
- Each program should collect data on GMAT scores (and TOEFL if applicable), undergraduate rank and GPA, graduation GPA, and work experience for each cohort.
- We also recommend that each program benchmark these numbers against peers to the extent possible.

Overall program quality, and improvements in program quality, are reflected in these metrics collectively. Good programs attract good students, and good programs have good placement statistics. If agreed upon, progress towards implementing these recommendations, as well as aggregation of suggested metrics, should be handled by the Dean's office and the Specialized Graduate Programs Committee.

Undergraduate Program

Brief Context

As a starting point to discuss the current state of affairs, Brian Ray, Director of the Heavener School of Business, provided the committee with a PowerPoint presentation that was part of the introduction to a planning retreat that was conducted in Summer 2011. The general consensus is that the School of Business has outstanding students, solid academic programs, and a very capable student services staff.

Mission Statement

The School of Business (SB) serves undergraduates and the greater community by delivering educational programs that provide a foundation for responsible participation in business, the professions, and government. The School of Business enhances the undergraduate experience

through global educational endeavors, innovative career and leadership programs, and professional internship experiences.

Objectives, Metrics, and Strategies

Freshmen Recruitment

At the University of Florida, an admitted freshman has the ability to choose any major s/he wishes. Prior to Spring 2011, the college did not reach out to the 11,500 admitted freshmen, approximately 6,600 of whom usually matriculate during the Summer B and Fall terms. In Spring 2011, the undergraduate advising staff implemented an aggressive recruiting campaign to all admitted freshmen. The campaign resulted in 17% more freshmen choosing business or accounting in Fall '11 (628) vis-à-vis Fall '10 (537). During the Fall '11 term, the staff reached out to students whose major was “exploratory/undecided.” This strategy was also successful. The number of business/accounting freshmen was 35% higher in Spring '12 (733) vis-à-vis Spring '11 (541). The following two objectives build on this newfound success in convincing freshmen of the college's outstanding academic and professional development programs.

#1 Freshmen Recruitment: The percentage of admitted freshmen selecting business/accounting at UF will equal or exceed the national average.

- Raise awareness of business major
 - Send email to all new admits
 - Send postcard to students indicating interest in business
 - Phone calls to preview students
- Proactive outreach to admitted students
 - Warrington Welcome
 - Preview information sessions

#2 Freshmen Qualifications: The average SAT and high school GPA for business/accounting students will meet or exceed the average for all UF freshmen.

- More specific targeting of high SAT/GPA admits
- Emphasize program quality in all messaging

The Online Business Program

Since its inception in 2002, the Online Business Program has seen a great deal of success. The program provides all citizens of Florida with access to a nationally-ranked undergraduate business degree. As of Fall '11, over 750 students have graduated from the program. Each semester, the cohort of online program graduates consistently scores in the top five or top ten percent on the *ETS Major Field Test in Business*. And although it can be shown that the program's participants have had a high degree of academic success, enrollment patterns across the state have not met expectations. For example, 48% of the program's 550-plus currently enrolled students are in north central Florida (Jacksonville, Gainesville, and Ocala). As a contrast, only 20% of currently enrolled students are from the I4 corridor (Daytona, Orlando, and

Tampa). A very disappointing 8% of students are from South Florida (Palm Beach, Broward, and Miami-Dade counties). It is clear that the Online Program staff needs to work on increasing enrollments in Florida's major population centers.

#3 Program Growth: Grow enrollments in the Online Business Program, particularly in large population centers (e.g., I4 corridor, South Florida).

- Targeted promotional campaigns
- Possible rebranding to avoid confusion with correspondence courses
- Repurpose the shared positions in Orlando and South Florida
- Improve stability and quality of course offerings
- More systematic training/orientation of new instructors

Degrees Conferred

The Warrington College of Business Administration consistently ranks among the top of its peer group in the annual conferral of undergraduate degrees (e.g., UF 1,377, Ohio State 1,394, Indiana 1,343, Texas 1,059, Illinois 740, Washington 673). The college is clearly at the top of its peer group with regard to undergraduate degrees conferred annually per faculty member (e.g., UF 14.1, Ohio State 12.2, Indiana 7.2, Washington 6.5, Texas 6.1, Illinois 5.0). The following objective is focused on maintaining this high level of productivity.

#4 Degrees Conferred: Be among the top of our peer group in baccalaureate degrees conferred.

- Monitor trends among peers
- Maintain current levels of retention and graduation

Access to Business Courses for Undergraduates outside WCBA

The college's electronic platform courses allow many nonbusiness majors to take courses across a variety of business disciplines. In fact, many of the introductory courses offered by the college have enrollments that are made-up of over 60% nonbusiness majors. Electronic platform courses also provide the opportunity for all of the university's undergraduates to minor in business, something that is not possible at any of Warrington's peers. The following objective is focused on maintaining a high level of student access for nonbusiness majors.

#5 Business Education for Undergraduates outside WCBA: Sustain access to introductory courses across a wide-range of business topics/disciplines.

- Promote the various business minors
- Promote summer availability of EP courses

Career and Graduate School Preparation

During the past three years, the School of Business has made significant progress in reorienting its student services programs from an academic advising model to one that is focused on the

exploration of career and graduate school options. For example:

- The current junior class is required to complete an internship prior to graduation.
- The academic advising staff was restructured into career coaching teams focused on academic majors (three for finance and ISOM, two for marketing and economics, and two for management and BABA students).
- Each academic advisor completed a credentialing program to achieve the professional designation *Global Career Development Facilitator*.
- A peer-driven career coaching program was developed that focuses on the junior class and securing internships. These initiatives have shown promise. After four straight years of receiving a grade of “B” for career services in *Business Week*’s annual student survey, the college has received a grade of “A” for three consecutive years. The following objective is focused on building on these recent improvements.

#6 Career and Graduate School Preparation: 90% or higher with definitive post-graduation plans.

- Continue to require an internship/study abroad
- Encourage multiple internships
- Expand career coaching
- Expand peer mentoring programs
- Do a better job of engaging alumni and corporate partners

#7 Enhance the undergraduate experience: With Heavener Hall opening in 2014, the Heavener School of Business will have its first real “home”; we need to use that physical space to enhance Heavener students “sense of place” and belonging. This can be assessed in exit interviews with scales measuring satisfaction and perceptions of the nature of the undergraduate experience.

Ph.D. Program

Note: This section draws heavily on the November 1, 2011, Doctoral Program Improvement memorandum from John Kraft to Joe Glover.

The Ph.D. program is a benefit with costs. The Ph.D. program is a benefit because its presence enriches the research environment of the College. Quality Ph.D. students encourage faculty to be current, active, and productive. Of course, these benefits come with a cost. A Ph.D. program requires considerable faculty time to instruct and mentor the students. There is also a financial commitment to a student that approaches \$200,000 over five years of training, when stipend and tuition costs are considered.

The goals of our Ph.D. program recognize the importance of the intellectual benefits provided by the program. The goals include:

1. To admit high quality, research-oriented Ph.D. students.

2. To collaborate with Ph.D. students to enhance and sustain the research productivity of our faculty.
3. To produce Ph.D. graduates who make a lasting contribution to knowledge.
4. To use the quality of our Ph.D. program as a recruiting tool when making new faculty hires and as a retention tool for existing faculty.

In light of our goals, we need to improve the Ph.D. program. We start with an assessment of the Ph.D. program followed by a discussion of specific measurement metrics. We then discuss the resources (costs) needed to increase performance on these metrics.

Quality of Admissions

First, we assessed the quality of the Ph.D. students that were admitted into the College in Fall 2011. For each business department, we listed the GMAT scores of the applicants that accepted or declined an offer for Fall 2011 admission, the stipend amount we offered, and the schools that we competed against when recruiting the student. We also listed the ranking of the competing schools (based on the UT Dallas metric of research productivity for the department in the preceding five years) when possible. The GMAT scores of entering students are quite high. There is considerable variability in the degree to which the admitted students were pursued by other top Ph.D. programs.

Research Productivity

A vibrant Ph.D. program enhances and sustains the research productivity of a faculty. We used the College's standing list of top-tier journals to assess faculty productivity and student participation in this productivity during the time period 2006 – 2010. Student participation was defined as projects that were started while the student was enrolled in the Ph.D. program and that were published within 4 years of graduation. Across the College, 44% of our top-tier journal publications over that 5-year period were produced with graduate students.

Contribution to Knowledge

We use two metrics to assess if Ph.D. graduates are making a lasting contribution to knowledge. The first metric is job placement. Graduates will have the best opportunity to create and disseminate knowledge if they accept employment in a research-oriented academic institution. Our metric for a quality placement is the Carnegie Foundation list of Doctoral Granting Institutions with a RU/VH designation (very high research activity). The College also strives to place students in the 62 AAU universities, a more prestigious and restrictive list than Carnegie.

We analyzed the total number of graduates, Association of American Universities placements, Carnegie Foundation university placements, and placements in accredited academic institutions for the five year period 2007-2011. The College is fairly effective at placing students in Carnegie Foundation universities, the exception being ISOM. The College is effective at placing students in academic research institutions.

Our second metric of Ph.D. program contribution to knowledge is our graduates' tenure at AAU, Carnegie, and academic research institutions (or equivalent). We use tenure eligible post-1992

graduates to compute our numbers. The year 1992 was selected as the start date because we have accurate graduation data as of this date. We note that this is a measure of program success, as opposed to an actionable goal.

Measurement Metrics and Goals

1. *Increase the quality of enrolled students.* Our departments vary in their productivity and in their standing within their specific discipline. Departments should strive to admit Ph.D. students that are attractive to (1) peer departments or (2) departments that are a level better in productivity or standing (“better” departments). Specific goals are: a. 50% of our 2014 entering class should be students that were recruited by peer or better departments within their respective discipline. b. 65% of our 2016 entering class should be students that were recruited by peer or better departments within their respective discipline. c. 75% of our 2018 entering class should be students that were recruited by peer or better departments within their respective discipline. We prefer not to set specific GMAT score guidelines for recruitment. Above a certain level, the GMAT is not an accurate predictor of graduate student success (it does not measure motivation, experience, creativity, etc.). The competition for a graduate student is a better indicator of the potential of the student (i.e., it is the market’s assessment of the potential of the student). Thus, to the extent practicable, we will monitor the competition for each student as one indirect measure of the quality of the students we are admitting into our program. Other more traditional measures of input quality will be used as well, such as GMAT/GRE scores and GPAs.

2. *Collaborate with Ph.D. students to enhance faculty productivity.* The College published 143 top-tier articles in the period 2006-2010. This represents an average of 28.6 articles per year. Sixty-three (12.6 per year) of these articles were joint-authored with doctoral students (see Table 2). Specific goals are: a. To average 32 top-tier journal publications per year in the 2014-2015 time period. The additional publications per year are anticipated to be a consequence of increased publications co-authored with Ph.D. students (average of 15 per year). b. To average 35 top-tier journal publications per year in the 2016-2017 time period. The additional publications per year are anticipated to be a consequence of increased publications co-authored with Ph.D. students (average of 18 per year). c. To average 38 top-tier journal publications per year in the 2018-2019 time period. The additional publications per year are anticipated to be a consequence of increased publications co-authored with Ph.D. students (average of 21 per year).

3. *Place Ph.D. students in tier one research institutions.* The College placed 70 Ph.D. students in the 2007-2011 time period. Ten of these students (14%) placed at AAU institutions and 21 (30%) placed at Carnegie Research institutions. a. 20% of our 2011-2015 placements to be AAU or equivalent institutions and 40% of our 2011-2015 placements to be Carnegie or equivalent. Equivalent placements adjust for the fact that there are international institutions that are part of the top 50 research institutions in business (e.g., HKUST, LBS, University of British Columbia, Tilburg, Erasmus, National University of Singapore) but are not included in the AAU or Carnegie lists. b. 30% of our 2013-2017 placements to be AAU or equivalent institutions and 50% of our 2013-2017 placements to be Carnegie or equivalent. c. 40% of our 2015-2019 placements to be AAU or equivalent institutions and 60% of our 2015-2019 placements to be Carnegie or equivalent. This is our steady state goal.

Note: The above are seen as “stretch goals”. Our student input quality, volume of joint publications, and placements need to be benchmarked against peer school performance.

4. Monitor the tenure success of our graduates. This is a non-actionable performance metric, so we set no specific goals.

Resource Recommendations

Increase stipend amounts and research support in the Ph.D. program. Increasing stipend amounts and research support will allow the College to attract higher quality Ph.D. students and to more effectively compete with top schools for talented applicants.

Provide adequate support budgets for each department. Historically, departments have supported their Ph.D. infrastructure (e.g., computing resources, lab space, data sets, recruiting) by admitting fewer students and using the money from the vacant lines to purchase the necessary support. The current model allocates Ph.D. lines for admitted students. This system will not be effective if there are not infrastructure support dollars in addition to the research funds supplied to each student. We recommend support dollars of \$100,000 per year.

Minimize Ph.D. student teaching obligations, and maintain a focus on research. Ph.D. students trade off teaching effort against research effort. While it is important for all Ph.D. students to teach prior to entering the job market, so as to illustrate that they have developed this skill, we do not want the Ph.D. program to be considered a source of labor. Viewing Ph.D. students as classroom labor is counterproductive to the goals of the program. Moreover, teaching is a function that can more effectively be accomplished with other employees (e.g., post doctorates, lecturers). Thus, we recommend that students teach at least one, and no more than two, sections during their first four years in the program. In the event a student is asked to teach two sections, these sections should be the same course preparation taught in the same semester. Fifth year Ph.D. students should teach two or three sections in their non-interview semester.

Adopt strict quality standards. Enforce these standards. The financial investment in a Ph.D. student is substantial. Tuition waivers, stipends, and faculty time translate to a training cost that is in excess of \$200,000 per student. Like any other job, a student must perform at or above a predetermined standard to remain in the Ph.D. program. Performance standards can be absolute as well as trend-based (i.e., how quickly the student is moving up the learning curve). Departments are expected to treat each Ph.D. line as valuable and to counsel underachieving students out of the program.

Monitoring

An assessment of Ph.D. program performance should be made every two years for the next ten years, beginning with the admissions for fall of 2012. A two year window is appropriate because some of our departments admit every two years, because funding will improve over time, and because the positive effects of improved admissions will not be realized for three to five years after the admissions.

Research & Faculty

At an AAU university like UF, faculty productivity and scholarly research are inextricably intertwined. The reputation of the Warrington College rests heavily on our scholarly productivity. Fortunately, the College has fostered and nurtured a highly supportive research culture over the past several decades, and this is reflected in numerous national rankings (see appendix). Sustaining and enhancing faculty research productivity is one of the College's most important priorities.

Both the faculty and the administration have a very strong commitment to scholarship, as evidenced by past productivity. Teaching loads are light, and summer research grants and other forms of research support have been plentiful. As noted above, a strong Ph.D. program in Business has also been instrumental in enhancing faculty research productivity. At present, our research culture is undergoing some significant challenges. For example, the College has a plan in place to reduce the complement of tenure track faculty to 66 (from 74), meaning that several retiring senior scholars will not be replaced with younger, active scholars. Continued state and university budget cuts have caused a decrease in the number of summer research grants, and raises have been few and far between. The College's off-book MBA programs, so essential to sustaining our ability to strive for excellence, have the negative consequence of siphoning off valuable time from some of our best faculty. These forces combine to make some of our most productive scholars vulnerable to overtures from peer (and better) universities.

A plan is in place to add non-tenure-track instructors and move off-book programs into faculty teaching loads, thereby effectively reducing the "real" average teaching load of tenure track faculty. While this strategy may have some implications for teaching quality assurance (discussed previously), it also represents an opportunity for faculty to increase their research productivity. With a smaller tenure track faculty in place, it is imperative that all faculty are research-active and contributing to the College's research mission. Appropriate remediation should be pursued by deans and departments with respect to faculty who are unable or unwilling to contribute to the College research mission.

Finally, although research is the primary responsibility of the faculty, high quality teaching is also essential if the College is to successfully deliver on its instructional mission. Even our most productive scholars need to be effective in the classroom. After all, it is often their reputation that attracts students to Warrington in the first place. Accordingly, the college needs to nurture a culture of instructional excellence that complements our research culture.

Objectives

Objective 1: Promote and enhance our research culture

- Publication of high quality research in leading journals [metric]

- Provide support for research productive faculty (metrics: number and amount of summer research grants; amount of funding for research-related activities)

Objective 2: Attract and retain the best faculty

- Retain the most productive faculty and recruit additional productive scholars when resources become available

Strategies

- Maintain or increase support for research active faculty
- Provide the salary and support required to retain and attract productive scholars
- Avoid increases in teaching loads for research-productive faculty
- Target new resources to reward outstanding research productivity

Tactics

- Identify funding opportunities and assist faculty in obtaining external grants
- Provide additional funding for summer research
- Encourage Faculty Enhancement Opportunity program and Sabbatical leave applications

Objective 3: Encourage and reward effective teaching

- 100% teaching portfolio participation [metric]
- Where warranted, participation in teaching workshops
- Monetary rewards for award-winning teaching [metric]

Addendum Regarding Quality of Instruction

With the planned downsizing of the tenure track faculty and the subsequent shifting of faculty resources to other instructional programs, an increasing number of undergraduate (as well as master's-level) courses will be taught by permanent lecturers, post-docs, PhD students, and part-time lecturers. For example, in the most recent academic year, only 29% of all major-specific sections were taught by tenured or tenure-track faculty (see appendix). Two departments had no sections taught by tenure-track faculty. In the Electronic Platform courses, which comprise the core of the undergraduate business degree, and the totality of the business minor and Online BSBA program, only 25% were taught by tenured faculty in 2011-12. Some of the non-tenure track instructors, most notably the seasoned permanent lecturers, are excellent. However, we owe it to our students to ensure that all non-tenure track instructors are in fact capable of and motivated to deliver high-quality instruction. This goal must be embraced by the college and department administration and to that extent represents a culture change. Deans, unit heads, and supervising tenure track faculty must "buy in" to the importance of high quality instruction.

The overall strategy is to offer a training program within the college that is available to all instructors but is **REQUIRED** of all non-tenure track instructors (grandfathering the current permanent lecturers). Tenure track faculty and permanent lecturers would be encouraged to participate as well, and unit heads would be encouraged to identify faculty who could benefit from the program.

Some possible tactics:

- Lecturers with an outstanding teaching record receive a one-course release for serving as a teaching “coach” for new instructors (one coach per semester)
- Teaching portfolios of award-winning teachers to be shared
- Shoot some short videos of master teachers at work—use them in mentoring or coaching classes
- Careful screening of part-time lecturers by unit heads
- Attention to teaching record when recruiting post-docs
- Brief new instructors on WCBA student quality and expectations
- Midterm peer and student evaluations of new instructors
- Re-appointment contingent on high quality teaching

Outreach & Development

The college has a significant commitment to development, though resource constraints place Warrington’s development organization significantly lower than its peers in terms of budget and number of staff. The college has a talented in-house communications function, within the College’s IT Support Programs that is capable of executing quality materials upon request. This function is currently organized as a responsive service provider. Future emphasis on outreach to influence reputational positioning and engagement may require examination of a more strategic approach to the college’s communications.

Warrington currently relies heavily on private donations to carry out its mission. In the current period of continuously declining state contribution to the university and highly competitive environment for resources within the university, it will only be possible to significantly grow the college by continuing to strengthen and diversify other revenue sources. Philanthropic funding will be one important source.

The primary goal of the college’s development and alumni affairs program is to raise private philanthropic support for the college with secondary goals of:

- Engage the external community to hire WCBA students
- Promote enrollment in WCBA degree programs
- Facilitate involvement of the business community in educational programs

The college and the university are in the final year of a seven year capital campaign concluding September 30, 2012. The college will have raised approximately \$145 million against a goal of \$112 million.

The college has experienced fundraising personnel including the Dean and staff and can capitalize on the university's flagship status and the high visibility of UF athletics. The college has an enthusiastic but relatively untapped base of more than 60,000 alumni. Currently only 3% of Warrington alumni contribute to the college annually, a rate significantly lower than our peers.

Endowment earnings and other current use gifts now contribute approximately 12% of the college's \$51 million annual budget. An endowment of \$152 million produces \$5 million. Other gifts contribute \$1.5 million.

Over the next decade we envision growing the endowment to \$300 million and annual expendable dollars to \$3 million for an annual budget contribution of \$14 million/year from private giving.

Outlook

The college has a priority focus on major gift fundraising that will continue to be the cornerstone of private philanthropic support. There is a significant need to expand the donor base through greater participation and better diversified levels of giving, development of creative and productive vehicles for alumni/business community/corporate engagement, and improved and better targeted communications strategies.

The college's fundraising and alumni affairs office collaborates closely with the UF Foundation and is beginning to address resource concerns through shared investment in several positions in the areas of alumni engagement/annual giving, mid-level fundraising and expanded major gift fundraising.

Measurable Objectives

The UF Foundation uses several standard performance metrics, mainly:

- Number of face-to-face contacts by development officers
- Number of proposals submitted (weighted by amount)
- Number of gifts received (weighted by amount)
- Total dollars received

UFF is currently reevaluating these metrics and is likely to refine them in the next 12 months

Additional possible metrics

1. Total dollars received (and net of "principal" \$5m+ gifts) by year and on a rolling average
2. Annual giving rate/participation (to WCBA) by WCBA alumni
3. Number of planned gifts and total dollars pledged in planned gifts
4. Cash flow contributed to the annual budget
5. For outreach, the number of documented on-campus "engagements" (and ideally a quality measure)
6. Conversion statistics on engagements translating to giving
7. Size of endowment (benchmarked against peers)

Potential Strategies

New personnel with specific assignments

Improved corporate outreach

Objectives, Strategies, and Tactics Proposed by Dean and Management Team

The first step was to consider the various objectives, metrics and strategies proposed by the strategic planning committee. Recognizing that resource constraints prohibit the aggressive pursuit of all objectives, the management team first set out to establish the key priorities for the College. In the table below, various areas of activity were rated on a three-point scale (where 1 = high) with regard to their contribution to revenue and their potential impact on the “brand image” of the College. Based on those ratings, an overall priority was established that serves to guide resource allocation decisions.

	Revenue	Brand	Priority
Traditional MBA	3	1	Maintain
WP MBA	1	1	Maintain
Specialty Masters	1	2	Maintain
UG	1	1	Maintain
PhD	3	1	Priority
Faculty	1	1	Priority
Research	3	1	Priority
Development	1	1	Priority

A. MBA: Remain competitive with peer group

Traditional MBA

1. Recruitment:

Recruit 80-120 high quality students across three programs

Strategies and Tactics:

Expand the pool to produce an average of at least four years of post-bachelors experience upon graduation. Experience includes work, internship, advanced degree, etc, at least one of which is professional work experience and/or internships. Maintain or improve GMAT and GPA, and balance mean GMAT and GPA as needed to deliver students with strong placement profiles

Admission is based on a weighted average of GPA, GMAT score, work experience, maturity and placement potential. Placement potential profile will be a critical evaluation component of the MBA recruiting strategy. GBCS leadership is incorporated into the admissions process and all admissions decisions to ensure admitted MBA candidates support placement expectations.

A strong focus will be placed on recruiting high quality undergraduate and graduate students from UF in order to achieve the target 80-120 enrollment yield. Many strategies will be explored to maximize recruiting success from these pipelines, including:

- Provide GMAT vouchers to top UG and graduate students with high SAT and/or GRE scores.
- Explore the creation of conditional admission strategies and seek the necessary approval with the UF Graduate School to execute.
- Actively recruit high quality students into existing joint and concurrent degree partnerships (ex – JD/MBA, PharmD/MBA, MD/MBA), and seek new partnerships to expand the pool further (ex – MHA/MBA).
- Conduct a series of information sessions (two per semester) with all viable recruiting channels, such as Heavener UG students, Hough graduate students, engineering and science students, and all existing and developed joint/concurrent degree partners on campus.
- Focus, maturity and work experience (and/or internship) quality will be carefully assessed for all candidates recruited from these recruiting channels. This will ensure both placement readiness is high and that admitted candidates add value to the MBA classroom experience.
- Total enrollment from these UF specific recruiting channels will also be capped to ensure that the mean work experience of each incoming class is at or above three years.

Specific UF outreach strategies include:

- a. Offer high quality Heavener UG business students conditional admission, upon approval from UF Graduate School, to Option B program after three years of post-graduation experience, at least one of which is placement relevant work experience.
- b. Admit high quality students to Option B contingent upon completing an MS in business and one year of placement relevant work experience or internship experience.
- c. Admit conditionally, upon approval from UF Graduate School, students to Option A or two-year traditional program after completing one year of an MS or MA in a graduate or professional program at UF, who have at least one year of placement relevant internship and/or coop experience.
- d. Admit UG engineering and science students to two-year traditional program who have at least two semesters of placement relevant internship or coop experience and additional work experience on a research project or IPPD

2. Curriculum:

- Reduce the number of concentrations with heavy focus on placement potential
- Expand experiential learning
- Beyond concentration, focus on themes such as leadership, entrepreneurship, globalization, etc.
- Offer more summer options to assist concurrent MS students in engineering as well as professional schools: law, medicine, vet med, etc.
- Consider January admission
- Option B used primarily for UF conditional admits as Heavener UG or Hough specialized masters

3. Placement:

- Increasing effort on placement – add more science and engineering students – offer more concurrent MS Finance, MS Real Estate, and MSISOM for Option B Program.
- Utilize alumni and working professionals to facilitate placement
- Compare with top 30 MBA programs and peer schools on % placed at graduation, % placed three months out. Compare with top 50 MBA programs on mean salary
- Limit concentrations to create more targeted placement

Working Professional MBA

Given the importance of the revenues generated by the WPMBA to the overall ability of the College to pursue its mission, the WPMBA is a central cornerstone of our plans for the continued success of the College in the future. To that end, we propose the formation of a task force focused on the Working Professional MBA programs. These programs are essential to our ability to function effectively as a College; they must be nurtured carefully and even expanded if possible.

1. Recruitment:

Maintain student quality based on GMAT or GRE, professional work experience, and GPA

- Establish GRE targets and align them with GMAT targets (percentile rank). Promote GRE options and target scores to prospective candidates.
- Balance mean GMAT/GRE scores and mean GPA with work experience quality to create strong cohorts on all dimensions.
- Acceptable mean target range for each individual working professional cohorts:
 - GMAT: 575-595 (55-60% percentile rank)
 - GRE: 304-308 (55-60% percentile rank)
 - GPA: 3.2 – 3.4 undergraduate GPA
- Mean work experience targets, by program type:
 - One-year programs: 3.5+ years & \$60,000+ mean incoming salary
 - Two-year programs: 5+ years & \$70,000+ mean incoming salary
 - Executive: 10+ years & \$100,000+ mean incoming salary

2. **Rankings:**

Maintain and improve program rankings

- Rank in the top 3 among the following Internet MBA programs in these rankings
 - Arizona State, Indiana, Penn State, UNC-Chapel Hill, Thunderbird
- Top 25 ranking in U.S. News & World Report Part-time MBA Rankings
 - Top Ranked part-time MBA in Florida
 - Rank in the Top 10 among U.S. public part-time MBA programs
- Top 15 ranking (U.S. publics) in Financial Times Executive MBA rankings

3. **Additional Strategies and Tactics:**

- Consider innovative program advancements, such as expanding global immersion options, creating leadership development content, and a limited set of concentration/focus options
- Utilize capacity fully while maintaining necessary student quality
- Increase utilization of South Florida (explore P1MBA option)
- Benchmark against peers

B. Specialized Masters (Pre-Experience degree)—maintain and refine

Examine systematically the cost and revenue implications of each program

a. Admission

-Utilize capacity fully.

-Focus on UF combined degree students. Consider repositioning these programs as undergraduate “honors programs” (e.g., MAIB, MSF, MSISOM).

-Collect data on admissions and quality for comparison over time and across programs.

Student Quality: data will be collected by each program

- Undergraduate GPA (cumulative and upper division))
- GMAT and GRE scores
- Internship experience (if any)
- Professional work experience (if any)
- Pre-program salary (if applicable)
- International experience (studied or lived outside home country for 10 weeks or longer) [MAIB only]
- Foreign language proficiency [MAIB only]

-Consider more concurrent degree options.

b. Curriculum

-Develop more common electives for MA/MS students

-Measure program against similar programs at peers.

-Develop more common soft skills in communications, leadership, group and teams.

-Enhance experiential learning.

c. Placement

-Graduate Career Center will collect and maintain placement data and other appropriate data by degree program.

Data will be collected by the GBCS and, to be consistent across programs, the data will be collected in accordance with the MBA Career Services Council standards.

- % placed at graduation
- % placed within 3 months out
- Mean base salary
- Mean signing bonus
- Other guaranteed compensation
- Region of employment

C. Undergraduate Program—maintain size, enhance the experience

a. Admission

-Freshmen recruit qualifications meet or exceed peer average as measured by SATs, and class rank and target 13% of UF freshmen as business majors.

-Grow enrollment in online business program (target major population areas).

b. Curriculum

-enhance undergraduate experience. Create a sense of identity for students. Leverage Heavener Hall and Heavener School of Business brand.

-Enrich quality instruction. Work with College to develop a teaching academy. Required of all PhD students who are teaching, post-doctoral faculty, non-tenured faculty, and junior tenure track faculty.

-Non-tenure track faculty must be classified as AQ or PQ and must provide quality teaching experience.

-Continue to enhance and build the minors.

-Promote the opportunity for combined MA/MS degree programs in business.

Completion:

1. Produce approximately 1000 undergraduate business degrees per year (assuming appropriate revenue growth and adequate faculty size).
2. 100% of students complete internship and/or study abroad.
3. Promote alumni engagement

D. Ph.D. Program in Business—invest and enhance

a. Admission

-Develop appropriate size of Ph.D. program based on number of AQ faculty.

-Provide resources to achieve appropriate size and quality relative to peers (graduate about 15-17 students per year).

- Set stipends at or above the top of our peer group
- Greater attention to research experience, teaching potential, and placement potential in the recruiting process
- Recruit aggressively internally (from MS, MBA and undergrad).
- Early offers: Go for a “first mover” advantage.
- Recruiting follow-up: Spend more time interacting with the students that have been offered admission. Go for a higher yield.

b. Program

- Ph.D. publications in A or B level journals.
- To average 15 Ph.D. students (either sole or co-authored with faculty) top-tier journal publications per year in the 2014-15 time period.
- To average 18 Ph.D. students top-tier journal publications per year in the 2016-2017 time period.
- To average 21 Ph.D. students top-tier journal publications per year in the 2018-2019 time period.
- Students will teach one course in year three and one course in year four of program.
- Fifth year students will teach one course each semester.
- AQ faculty and full professors have responsibility to work with Ph.D. students.

c. Placement

- 20% of our 2011-2015 placements to be AAU or equivalent institutions and 40% of our 2011-2015 placements to be Carnegie or equivalent. Equivalent placements adjust for the fact that there are international institutions that are part of the top 50 research institutions in business (e.g., HKUST, LBS, University of British Columbia, Tilburg, Erasmus, National University of Singapore) but are not included in the AAU or Carnegie lists.
- 30% of our 2013-2017 placements to be AAU or equivalent institutions and 50% of our 2013-2017 placements to be Carnegie or equivalent.
- 40% of our 2015-2019 placements to be AAU or equivalent institutions and 60% of our 2015-2019 placements to be Carnegie or equivalent. This is our steady state goal.

Note: The above are seen as “stretch goals”. Our student input quality, volume of joint publications, and placements need to be benchmarked against peer school performance.

E. Faculty and Research—invest and enhance

a. Promote and enhance research productivity.

- High quality Ph.D. program in Business.
- Teaching load policy commensurate with peer schools.
- Research support for research faculty and funding equal to level provided by peer schools.
- Performance measured by publication in leading high quality research journals.
- All faculty are expected to be AQ or PQ.
- Limit off-book teaching by tenured research active associate professors.
- Be aggressive in retaining faculty who have offers from peer schools.
- Enforce 100% teaching portfolio participation. Develop endowed faculty fellows program for outstanding teaching faculty. Encourage faculty development through a teaching academy required of all PhD students who are teaching, post-doctoral faculty, non-tenured faculty, and junior tenure track faculty. Participation will be encouraged, where warranted, for tenured faculty.

F. Outreach and Development—invest and enhance

- Total dollars received (and net of “principal” \$5m+gifts) by year and on a rolling average should increase by 15% + per year.
- Annual giving rate/participation (to WCBA) by WCBA alumni (currently 3%; immediate goal is 6%).
- Number of planned gifts and total dollars pledged in planned gifts.
- Cash flow contributed to the annual budget.
- For outreach, the number of documented on-campus “engagements” (and ideally a quality measure).
- Conversion statistics on engagements translating to giving.
- Total endowment (benchmarked against peers).

A note on the Strategic Planning Process

In Fall 2011 Dean John Kraft appointed a Strategic Planning Committee comprised of 12 tenured faculty (two from each academic unit), four ex-officio administrators, and three ex-officio staff members. The committee members are shown in Table 1.

The full committee met four times during the Fall semester. The initial meeting of the entire committee was convened September 13, 2011. Dean Kraft attended the meeting to discuss the committee's specific responsibilities and the timeline for the College's impending visitation with regard to the maintenance of accreditation. In addition, a packet of relevant materials was distributed for committee members to review prior to the next meeting.

At the second meeting (September 27, 2011), Dean Kraft discussed the current operating plan with the committee. The plan had undergone recent revision due to University budgeting decisions. Since the current plan is designed to govern College decision-making for the next two years, the Dean charged the committee with generating a 5-year plan that commences with the 2013-2014 academic year. In addition to discussing the current plan, the committee considered the AACSB accreditation standards as well as the report and results of the College's last maintenance visitation in 2008.

The committee reconvened on October 18, 2011, to revisit the College's mission statement and key stakeholder groups. The committee reviewed the mission statements of over a dozen peer institutions to provide context. Although there was general agreement that the College's current mission statement adequately characterized the activities of the College, there was also an impression that our mission statement could be improved by making it more engaging. Several ideas for revision were put forth, and Richard Lutz and Jon Cannon were tasked with working with the College's P.R. staff to craft an alternative for further consideration.

The stakeholder discussion identified three key groups that will be important to the planning process: faculty/staff, students, and alumni/employers. Plans will be made for sharing the committee's work-in-progress at various points and soliciting feedback.

The final committee meeting of the fall was held November 3, 2011, and focused on conducting a SWOT analysis for the College as a whole. Results of the SWOT are displayed in Table 2. Also at the meeting the committee agreed to the next stage of the planning process, i.e., the formation of six subcommittees, each of which would address a specific set of College activities. The six subcommittees were:

Undergraduate programs

MBA programs

Specialized masters programs

PhD program

Faculty/Research

Outreach/Development

The complete composition of these subcommittees is shown in Table 3. All faculty members on the committee volunteered for two subcommittees in attempt to create some cross-fertilization. Additional non-committee faculty and staff were recruited for subcommittee participation when they had particular expertise or insight into the area of activity. Each subcommittee was charged with developing a report for its area, beginning with a SWOT analysis and continuing to the proposal of measurable objectives, strategies, and, if possible, tactics. Of particular importance was the specification of metrics corresponding to the objectives. Subcommittees convened early in the Spring 2012 semester, and individual reports were submitted in early March.

On February 11, 2012, Richard Lutz held a presentation/feedback discussion with the Business Advisory Council. At the session, he shared the nature of the strategic planning process, the committee/subcommittee structure, and the committee's proposed revision to the College mission statement. There was considerable discussion directed at the impression that the mission statement was too long and wordy. Based on that feedback, the committee will revisit the mission statement.

The committee convened April 27, 2012, to consider the six subcommittee reports. Based on the discussion, several refinements and modifications were made, which are reflected in the draft of the strategic plan dated May 2012. The committee also discussed next steps, including dissemination of the draft report to administrators and faculty during the summer, with further refinement and feedback from other stakeholder groups planned for the fall.

In May and June, the Dean convened two meetings with the upper level College management team to consider and respond to the May 2012 draft of the plan. Based on those meetings, a revised mission statement was proposed, strategic themes identified, and priorities established. Finally, a revised set of objectives and strategies was developed. All of these modifications and refinements were reflected in a July 2012 revised draft that was shared with the tenured faculty at two luncheons hosted by the Dean in July and August. Subsequently, the revised plan was revisited by the Strategic Planning Committee on September 18, 2012, and additional modifications were incorporated.

The plan was shared with two groups of undergraduate student leaders at luncheon meetings of the Warrington Diplomats on November 14 and 15, 2012. They affirmed the general tenor of the plan and underscored their concern with building more "community" among undergraduate business majors as well as emphasizing the importance of instructional quality.

Progress on the plan was shared with the Business Advisory Council on January 19, 2013, resulting in the final mission statement. The plan was finalized in March 2013 for consideration and adoption by the faculty, and was approved by the faculty on April 17, 2013.

TABLE 1
STRATEGIC PLANNING COMMITTEE MEMBERS

Dr. Richard Lutz (chair)
Dr. David Sappington
Dr. Chunrong Ai
Dr. Andy Naranjo
Dr. Jay Ritter
Dr. Steve Asare
Dr. Jenny Tucker
Dr. Haldun Aytug
Dr. Praveen Pathak
Dr. Joyce Bono
Dr. Robyn LeBoeuf
Dr. Larry DiMatteo

Ex officio

Sr. Assoc. Dean Selcuk Erenguc
Associate Dean Gary McGill
Associate Dean Brian Ray
Ms. Sherry Deist
Mr. Jon Cannon
Dr. Berna Mutlu

TABLE 2
SWOT ANALYSIS FOR WARRINGTON COLLEGE OF BUSINESS

Opportunities	Threats
<p>Technology Improvements</p> <p>Distance learning gaining acceptance</p> <p>Demand from international students</p> <p>Trend toward specialized masters</p> <p>Increased demand for business education (?)</p> <p>Student desire for graduate education</p> <p>UF innovation and entrepreneurship initiative</p> <p>Market receptivity to DBA</p> <p>Large pool of potential donors</p> <p>Gator Nation loyalty—strong students</p> <p>Int'l. institutions wishing to partner</p> <p>Ample room for off-book tuition increases</p>	<p>State/UF policies—decreasing funding</p> <p>Image of business education</p> <p>Out of state MBA programs entering FL market</p> <p>Possible decline in off-book program demand</p> <p>Lack of growth incentives from UF</p> <p>Shift away from MBA education</p> <p>Inability to maintain competitive advantage</p> <p>Economy and jobs, esp. in FL</p> <p>Losing faculty to other schools</p> <p>Ranking of UF in comparison to University of Miami</p> <p>Shrinking faculty means more PhD teaching—may damage their research</p> <p>No clear-cut UF strategic plan</p>
Strengths	Weaknesses
<p>Productive faculty</p> <p>Faculty research excellence</p> <p>Scale (UG, MBA)</p> <p>Alumni funding</p> <p>Alumni relationships</p> <p>Entrepreneurial Dean</p> <p>Grad facilities</p> <p>Online MBA and UG programs</p> <p>IT support</p> <p>Ample student demand</p> <p>Revenue Diversification</p>	<p>Variable funding across departments</p> <p>Mostly low PhD salaries</p> <p>Invariant faculty starting salaries</p> <p>Lack of non-degree exec programs</p> <p>Limited faculty size/too many UG majors</p> <p>Space/budget constraints</p> <p>Inability to influence central administration</p> <p>Very low tuition</p> <p>Party school image</p> <p>No enrollment management strategy</p> <p>Bad transfer pricing</p>

Research support for faculty	Over-reliance on off-book MBA
Outstanding UG students	Rate of faculty renewal—aging!
Specialized grad programs	Bad undergrad facilities
Outstanding student support services	Increased reliance on non-tenure track &
Flagship reputation in FL	less student access to tenure track faculty
Strong MBA students	Spotty PhD placements
	Many small masters programs—inefficient?
	MBA placement is weak
	Programs ranked lower than faculty

TABLE 3
SUBCOMMITTEE ASSIGNMENTS

Subcommittee assignments for specific areas of activity (each faculty member on two subcommittees, one ex-officio member on each subcommittee, chairs in bold font)

Undergraduate [ex officio: Brian Ray] LeBoeuf, Asare, Ai, **Lutz**

MBA [ex officio: Selcuk Erenguc, Alex Sevilla to be added] **Naranjo**, Asare, DiMatteo, Aytug

Specialized master's [ex officio: Selcuk Erenguc] **Aytug**, Bono, Tucker, Naranjo

PhD [ex officio: Selcuk Erenguc, Chris Janiszewski to be added] Bono, LeBoeuf, **Pathak**, Ritter, Mutlu

Faculty/Research [ex officio: Gary McGill] Pathak, Tucker, Sappington, **DiMatteo**

Outreach/Development [ex officio: Jon Cannon] Sappington, **Ritter**, Ai, Lutz

APPENDIX A

CURRENT STRATEGY

Assessment of Strategic Options:

I. Tenure Track Capacity

This table provides a summary of WCBA's tenure track (TT) faculty count for 2012-13 and 2013-14. It also depicts the long-term strategic distribution under targets of 66 TT faculty and 74 TT faculty. These targets relate to two strategies discussed at the end of this document.

Table 1

	TT 2012-2013	TT 2013-2014	Target 66TT	Target 74TT
Finance	15	15	14	16
Accounting	12	14	13	15
ISOM	12	11	11	13
Marketing	12	12	11	12
Management	10	11	11	12
Economics	13	11	6	6
Total	74	74	66	74

Totals do not include three administrative TT positions and one TT position in communications.

II. Top 10 Strategy

The University objective is a top 10 public status. WCBA participates in a group of the top sixteen public university business schools. These schools would likely be the primary pool for the top ten publics.

Table 2 – Peer and Affinity Group

UC- Berkeley	Michigan	Texas	North Carolina
UCLA	Minnesota	Michigan State	Wisconsin
Washington	Iowa	Indiana	Purdue
Arizona	Ohio State	Illinois	Penn State

WCBA has limited options for participating in the University push to top ten status given the focus on STEM disciplines. WCBA may receive limited funding for faculty positions in the Governor's budget (\$15 million).

Currently, WCBA is owed \$22 million in state endowment matching gifts and \$11 million in matching funds for Hough Hall.

For WCBA to move into the top ten, we must concentrate on three priorities. The first is attracting and retaining high quality research faculty publishing in the leading journals in business. The second priority is high quality Ph.D. placement and the third is to grow graduate enrollment. These objectives are similar to those of our peer and affinity groups. The peer group has a bi-model distribution. One set has an average of 130 TT faculty in business (disciplines excluding economics). The other set has an average of 70 TT faculty in business. WCBA would be in the latter set with 61 TT faculty in business in 2012-2013.

In this group WCBA is competitive in the input market in attracting students and faculty (one exception might be the PhD student market where lack of critical faculty mass and resources hurts). On the average WCBA produces 20+ degrees per faculty, per year, whereas the average for the peer group is 12. The major difference is WCBA's ability to compete with peers in faculty and student development. Over the long term, more investment in these areas is vital if WCBA is to compete with top ten programs.

WCBA could maintain a TT faculty size of 74. Prior to recent budget cuts the equilibrium TT faculty size was 86 (15 each for finance and accounting and 14 each for economics, ISOM, management, and marketing). Recent budget cuts and callbacks have resulted in the current TT faculty size of 74. At this number WCBA's optimal TT target size is 68 business faculty and 6 economics faculty. Even at 68 TT business faculty, WCBA would be below its subgroup average of 70. If WCBA is to remain at this size it would need a budget increment of about \$6 million dollars. Since WCBA currently produces about \$18 million in subvention (see attachments) the \$6 million could come from a reduction in subvention to \$12 million which would be 30% of generated revenues and equal to the level of three other colleges. The increment could also come from a combination of tax corrections, retaining at least as much as the tuition generated from teaching, and cutting subvention.

WCBA can invest in student and faculty development without these incremental funds but it comes with a cost: the elimination of undergraduate sections. The cost of delivering a section is more than the revenue received for teaching a section. Furthermore, WCBA receives less revenue per section for providing content than home colleges receive for providing enrollment. WCBA could eliminate 50 undergraduate sections and the cost savings would be about \$4.1 million. This could be accomplished by reducing the total TT faculty size to 66 (with 60 TT business faculty) and reducing the non TT size by three (for a total reduction of eleven).

This strategy would allow WCBA to continue to graduate 1000+ undergraduate degrees and 1000+ graduate degrees. WCBA overall SCH would drop by 6,500 to 8,000 at the undergraduate level which would be a small reduction from the current base of 104,000 undergraduate SCH.

Getting to 66 total TT faculty with a target of 60 TT business faculty is not something that is a straight line. Even with departures and hiring WCBA will enter 2013-14 with a total TT faculty size of 74. The preference would be to retain a target of 74 TT faculty (68 TT business faculty) and teach the optimal sections. However, without the resources needed to retain faculty the strategy is to reduce the overall TT size to 66 and reduce the lecturers by three.

College Name	Undergraduate			Graduate			Professional			Total		
	State Appropriation and Tuition Assessed			State Appropriation and Tuition Assessed			State Appropriation and Tuition Assessed			State Appropriation and Tuition		
	Without	With	Implicit	Without	With	Implicit	Without	With	Implicit	Without	With	Implicit
	Weighted	Weighted		Weighted	Weighted		Weighted	Weighted		Weighted	Weighted	
	Cost of	Cost of	Subvention	Cost of	Cost of	Subvention	Cost of	Cost of	Subvention	Cost of	Cost of	Subvention
	Delivery	Delivery		Delivery	Delivery		Delivery	Delivery		Delivery	Delivery	
Agricultural and Life Sciences	27,269,111	16,742,913	(10,526,198)	12,259,664	16,995,110	4,735,446	-	-	-	39,528,775	33,738,023	(5,790,752)
Business Administration	29,242,462	12,543,204	(16,699,258)	15,878,865	14,435,601	(1,443,264)	-	-	-	45,121,327	26,978,805	(18,142,522)
Dentistry	4,885	10,495	5,610	1,375,641	722,980	(652,661)	10,259,360	19,627,690	9,368,330	11,639,886	20,361,165	8,721,279
Design, Construction, and Planning	6,898,711	5,860,104	(1,038,607)	5,076,834	4,868,555	(208,279)	-	-	-	11,975,545	10,728,659	(1,246,886)
DOCE	1,365,701	1,195,880	(169,822)	7,819	-	(7,819)	-	-	-	1,373,520	1,195,880	(177,641)
Education	7,412,942	2,988,585	(4,424,357)	14,717,569	13,725,813	(991,756)	-	-	-	22,130,511	16,714,398	(5,416,113)
Engineering	24,901,632	30,703,161	5,801,529	35,579,236	45,284,232	9,704,996	-	-	-	60,480,868	75,987,393	15,506,525
Fine Arts	10,689,557	11,206,565	517,007	2,362,385	5,093,697	2,731,312	-	-	-	13,051,942	16,300,262	3,248,319
Health and Human Performance	12,312,575	7,082,181	(5,230,394)	3,672,614	4,087,837	415,223	-	-	-	15,985,189	11,170,018	(4,815,171)
Journalism and Communications	10,828,759	6,529,580	(4,299,179)	2,319,780	2,649,392	329,612	-	-	-	13,148,539	9,178,972	(3,969,567)
Latin American Studies	127,293	431,959	304,666	423,857	1,382,920	959,063	-	-	-	551,150	1,814,879	1,263,729
Law	7,643	6,418	(1,225)	20,907,381	19,175,259	(1,732,122)	-	-	-	20,915,024	19,181,677	(1,733,347)
Liberal Arts and Sciences	108,573,456	71,119,231	(37,454,225)	19,452,545	29,971,677	10,519,132	-	-	-	128,026,001	101,090,908	(26,935,093)
Medicine	2,390,832	4,710,532	2,319,700	6,102,899	9,598,996	3,496,097	17,330,294	44,486,140	27,155,846	25,824,025	58,795,668	32,971,643
Nursing	3,114,612	4,656,315	1,541,703	3,422,016	3,839,458	417,442	-	-	-	6,536,628	8,495,773	1,959,145
Pharmacy	256,902	264,208	7,306	24,052,969	16,651,298	(7,401,671)	-	-	-	24,309,871	16,915,506	(7,394,366)
Public Health and Health Professions	5,093,854	4,810,919	(282,935)	11,371,844	9,885,457	(1,486,387)	-	-	-	16,465,698	14,696,376	(1,769,322)
PHHP- Medicine (Medicine)	-	(0)	(0)	40,599	27,548	(13,051)	-	-	-	40,599	27,548	(13,051)
PHHP- Medicine (PHHP)	-	(0)	(0)	53,450	24,468	(28,982)	-	-	-	53,450	24,468	(28,982)
Veterinary Medicine	25,692	53,094	27,402	596,856	611,343	14,487	9,114,060	22,834,345	13,720,285	9,736,608	23,498,782	13,762,174
Total	250,516,622	180,915,342	(69,601,279)	179,674,823	199,031,641	19,356,818	36,703,714	86,948,175	50,244,461	466,895,159	466,895,159	0

Without Weighted Cost of Delivery - weights for all levels equal 1.00 for the allocation of State

Appropriation and the allocation of Tuition Assessed is 100% to the teaching college.

With Weighted Cost of Delivery - as allocated for fiscal year 2012-13.

WCBA RESOURCES FISCAL YEAR 2013

STATE RESOURCES:

Appropriation & Tuition w/o Weighted C.O.D	\$ 45,121,327
Contribution to Student Services and Libraries	<u>\$ 6,805,561</u>
WCBA STATE REVENUE GENERATED	\$ 51,926,888

Subvention	\$ (18,142,522)
Waivers & Uncollected Tuition	\$ (1,628,569)
Undergraduate Differential Tuition	\$ 495,934
Raise Funding for FY11 & FY12	\$ 1,777,962
Jump Start Funding	\$ 939,060
FY13 Strategic Funding	\$ 2,084,392
FY13 Additional 1% Subvention	\$ (282,287)
FY 13 Retirement Rate Adjustment	\$ (242,742)
PO&M funding for New Building	\$ 749,412
Graduate School Fellowship Funding	\$ 411,010
Overhead Taxes on Funded SCH	\$ (11,536,581)

TOTAL STATE REVENUE AVAILABLE	\$ 26,551,957
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OTHER RESOURCES:

Entrepreneurial Activities	\$ 20,217,601
Contracts and Grants	\$ 1,402,031
Endowment Earnings and Gifts	\$ 7,466,183
Miscellaneous Revenue	\$ 55,000
Overhead Taxes on Other Resources	\$ (2,064,893)

TOTAL OTHER REVENUE AVAILABLE	\$ 27,075,922
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NET WCBA RESOURCES	\$ 53,627,879
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Note: Total State Revenue does not include \$426,847 projected fringe benefit savings.

WCBA COST OF DELIVERY PER SECTION

	Grad Programs	Undergrad Programs
Faculty & Post Docs (2)	\$ 46,373	\$ 45,020
Spec. Fac. & Staff (2)	\$ 14,422	\$ 12,621
ITS Payroll & Op. Exp.	\$ 4,724	\$ 4,724
Dean's Office	\$ 4,017	\$ 4,017
Development (2)	\$ 1,851	\$ 1,883
Sum Grants, ESC, Professorships (1)	\$ 6,304	\$ 6,374
Faculty Budgets (1)	\$ 1,446	\$ 1,444
PhD Support & MBA Scholarships (1)	\$ 7,713	\$ 3,409
Operating Expense (2)	\$ 3,899	\$ 2,225
Cost per Section =	\$ 90,749	\$ 81,718
# Sections =	235.8	\$ 244.0
Total Cost by Program	\$ 21,398,634	\$ 19,939,279
TOTAL COST OF DELIVERY	\$ 41,337,913	

WCBA UNDERGRADUATE REVENUE GENERATION

Revenue Generated by EP Courses	\$6,886,278
# EP Sections	40.0
Cost of Delivery of EP Sections	\$3,268,734
# Non EP Sections	204.0
Incremental Revenue Available to Fund Non EP Sections	\$3,617,544
Undergraduate Total Revenue Available to Fund Non EP	\$9,274,470
Revenue Per Non EP Section	\$ 45,463
Cost of Delivery per Section	\$ 81,718
Deficit per Non EP Section	\$ (36,255)
# Non EP Sections That Can be Funded	113.5
# Unfunded EP Sections	90.51
Undergraduate Deficit	\$(7,396,075)

Department Name and Number			
<p>Recommended SCNS Course Identification</p> <p>Prefix ___ ___ ___ Level ___ Course Number ___ ___ ___ Lab Code ___</p> <p>Full Course Title _____</p> <p>Transcript Title (please limit to 21 characters) _____</p>			
Effective Term and Year		Rotating Topic <input type="checkbox"/> yes <input type="checkbox"/> no	
Amount of Credit ___	Contact Hour: Base ___ or Headcount ___	S/U Only <input type="checkbox"/> yes <input type="checkbox"/> no	
Repeatable Credit <input type="checkbox"/> yes <input type="checkbox"/> no If yes, ___ total repeatable credit allowed			
Variable Credit <input type="checkbox"/> yes <input type="checkbox"/> no If yes, ___ minimum and ___ maximum credits per semester			
Course Description (50 words or less)			
Prerequisites		Co-requisites	
Degree Type (mark all that apply) <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional <input type="checkbox"/> Other _____			
Category of Instruction <input type="checkbox"/> Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced			

Rationale and place in curriculum

Department Contact	Name	Phone	Email
College Contact	Name	Phone	Email

ISM6405: Business Intelligence

Instructor: TBD
Office 364 Stuzin Hall
Phone: (352) 273-3267

Course Overview & Objectives

The course introduces emerging business intelligence technologies such as data warehousing, on-line analytic processing (OLAP), data mining and text mining. Data warehouses have been created to store (archive) data from operational information systems so that it could be easily accessed. In the last 10 years, this new information technology has matured and found to be very useful in generating valuable control and decision-support business intelligence for many organizations in adjusting to their competitive business environment. As a result, there is now a fairly stable body of knowledge about the design, development and operation of data warehouses, which you will learn in this course. OLAP, data mining and text mining are common techniques in generating business intelligence from data warehouses and user-generated contents available in social media. The objectives of this class include:

- Introduce the business intelligence applications for business competition
- Understand data warehouse concepts and building blocks
- Conduct dimensioning modeling in building data warehouses
- Learn the current applications and trends of data warehouses
- Learn BI techniques such as OLAP, data mining, text mining and web mining

Pre-requisite: ISM 6216 – Business Database Systems II

Course Administration:

Students are expected to come and prepare for every class by reading the weekly lecture assignments that will be posted in the e-learning system. Class lectures will discuss extensively on the key concepts and ideas of each topic with additional insight. Most importantly, class lectures will clarify students' questions and initiate the lively discussion. The course involves lectures, lab sessions, guest speaker presentations, homework assignments, quizzes, midterm exam, final exam, and a group term project.

An active education environment will be created to motivate you to understand and apply the information technologies for BI implementation. Therefore, attendance and class participation are critical. If your personal schedule entails missing some class sessions (more than 2 weeks), please drop this course. Absence for a class does not relieve you of your responsibility for the subject matter, assignments when they are due, and other course-related issues discussed during that class period. **Students must attend all classes and actively provide thoughtful and relevant comments to class discussions.**

Tentative Schedule

Week	Topics	Readings
1	Big Data to Big Analytics to Big Impacts Business Intelligence & Analytics Technology	Loshin: Chapter 1 Handouts
2	Evolution of Data Management: Types of Database Systems Data Warehousing: Concepts, Building Blocks & Process I	Handouts Hoffer et al.: Chapter 9
3	Data Warehousing: Concepts, Building Blocks & Process II	Hoffer et al.: Chapter 9
4	Quiz I Dimensional Modeling for Data Warehouse Design <i>Dimensional Modeling Case Studies</i>	Kimball & Ross: Chapter 1 Ponniiah: Chapter 10
5	Midterm Advanced Dimensional Modeling: Dimension Tables	Ponniiah: Chapter 11 Kimball & Ross: Chapters 2, 4 and 6
6	Advanced Dimensional Modeling: Fact Table Information Delivery: OLAP	Kimball et al.: Chapter 6 Ponniiah: Chapters 14 & 15
7	Introduction to Data/Text Mining	Han et al.: Chapters 1 & 6
8	Final Exam (See Warrington College Final Exam Schedule)	

Exams, Quizzes and Homework Assignments:

There is one 25-minute quiz, and two-hour midterm and final examinations. The quiz and exams contain both objective (e.g., T/F, fill-in, multiple choices) and essay questions.

Students are expected to take the quiz and exams as scheduled. Make-up exam/quiz won't be given unless arrangements are made **prior** to the regularly scheduled exam/quiz. Homework assignments will be due on the date specified. **Late submissions will not be accepted.**

Term Project:

There is a group term project and each group can have 5 students. Each team can work on a data warehousing, data mining, or BI application project. The detailed instructions of the term project, the project report and its class presentation will be distributed as a separate handout in class. Peer evaluation will be administered to assess each team member's contribution to the project.

Course Grade:

Your final course grade will be determined by:

1. Midterm Exam	25%
2. Final Exam	35%
3. Quiz	5%
4. Homework Assignments	15%
5. Term Project	15%
6. Class Participation	5%
Total	100%

Grading Policy:

Overall letter grades will be assigned on curve. That is, the letter grade you receive will be determined by your ranking among all students in your class. Typical percentages of letter grades in the past are as follows. However, generous distributions will be awarded to exceptionally performing classes.

A: 20%, A-: 20%, B+: 40%, B: 18%, C's or D's: 2%

Accommodations for Students with Disabilities

Student requesting classroom accommodations for their disability, including changes to the testing environment, must first register with the Dean of Students Office. The Dean of Students Office will provide documentation/forms to the student, who must then provide documentation to the faculty member. Please note that the Dean of Students Office requires 7-10 days lead time to process the request.

UF's Honesty Policy

As a UF student, each member of the class agrees to the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." Suspected violations will be reported to Student Conduct.

Honor Code

For any academic class activity, students must follow the University of Florida Student Honor Code. Any violation of the honor code will automatically result in a grade of E (Fail) for this course and further sanctions that may include a suspension or expulsion from the University through the Dean of Students Office. All incidents will be reported to Student Conduct and Conflict Resolution at the University of Florida.

Course Resources:

This course doesn't have a required text book. A course pack has been developed for you to purchase on-line. Lecture notes and reading material will be available from Blackboard. I would like to provide a list of BI education resources:

1. The Data Warehousing Institute (TDWI): www.dw-institute.com/
2. IBM Academic Initiatives: www.ibm.com/developerworks/university/academicinitiative/
3. Gartner Research: www.uc.edu/ucit/gartner/
4. KDnuggets: www.kdnuggets.com/
5. Microsoft Dynamics Academic Alliance: www.microsoft.com/dynamicsaa
6. ORACLE Academy: <https://oai.oracle.com/oaiapps/index1.html>
7. SAP University Alliances: www.sdn.sap.com/irj/uac/index
8. SAS Global Academic Program: www.sas.com/academic
9. Teradata Student Network: www.teradatastudentnetwork.com/ (The password is **Big Data**.)
10. Walton College of Business at University of Arkansas: enterprise.waltoncollege.uark.edu/

Reference Books:**Business Intelligence**

1. David Loshin, "Business Intelligence: The Savvy Manager's Guide", Morgan Kaufmann, 2003
2. Rajiv Sabherwal and Irma Becerra-Fernandez, "Business Intelligence: Practices, Technologies, and Management", John Wiley & Sons, 2011
3. Efraim Turban, et al., "Business Intelligence: A Managerial Approach", 2nd edition, Prentice Hall, 2011

Data/Text Mining

1. Michael J.A. Berry & Jacob Kogan, "Text Mining: Applications and Theory", Wiley, 2010
2. Jiawei Han, Micheline Kamber and Jian Pei, "Data Mining: Concepts and Techniques", 3rd edition, Morgan Kaufmann, 2011
3. Gordon S. Linoff & Michael J.A. Berry, "Data Mining Techniques: For Marketing, Sales, and Customer Relationship Management", 3rd edition, Wiley, 2011
4. Gary Miner, et al., "Practical Text Mining and Statistical Analysis for Non-structured Text Data Applications", Academic Press, 2012
5. David Olson & Yong Shi, "Introduction to Business Data Mining", McGraw-Hill, 2007
6. David Olson & Dursun Delen, "Advanced Data Mining Techniques", Springer, 2008
7. Sholom M. Weiss, et al., "Text Mining: Predictive Methods for Analyzing Unstructured Information", Springer, 2010

Data Warehousing

1. William H. Inmon, "Building the Data Warehouse", 4th edition, Wiley, 2005
2. Ralph Kimball & Margy Ross, "The Data Warehouse Toolkit: The Complete Guide to Dimensional Modeling", 2nd edition, Wiley, 2002
3. Ralph Kimball et al., "The Data Warehouse Lifecycle Toolkit", 2nd edition, Wiley, 2008
4. Paulraj Ponniah, "Data Warehousing Fundamentals for IT Professionals", Wiley, 2nd Edition, 2010

Database Systems

1. Ramez Elmasri & Shamkant B. Navathe, "Fundamentals of Database Systems, 6th edition, Addison Wesley, 2011
2. Jeffrey A. Hoffer et al., "Modern Database Management", 10th edition, Prentice Hall, 2011

Department Name and Number MANAGEMENT 17020100			
Recommended SCNS Course Identification Prefix <u>B</u> <u>U</u> <u>L</u> Level <u>6</u> Course Number <u> </u> <u> </u> <u> </u> Lab Code <u> </u> Full Course Title <u>LAW FOR ENTREPRENEURS</u> Transcript Title (please limit to 21 characters) <u>LAW FOR ENTREPRENEURS</u>			
Effective Term and Year SPR 2013		Rotating Topic <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	
Amount of Credit <u>2</u>	Contact Hour: Base <u>X</u> or Headcount <u> </u>	S/U Only <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	
Repeatable Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no If yes, <u> </u> total repeatable credit allowed			
Variable Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no If yes, <u> </u> minimum and <u> </u> maximum credits per semester			
Course Description (50 words or less) This course examines the legal aspects in starting and growing a company (small or medium-sized business or SMEs); strategies for ensuring compliance with law; use of law and the legal system to increase predictability, maximize value, marshal resources, and manage risk in an entrepreneurial enterprise. Since law permeates every act of an entrepreneurship enterprise, the course will consist of a broad survey of legal issues confront a new—small or medium-sized business			
Prerequisites none		Co-requisites none	
Degree Type (mark all that apply) <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional <input type="checkbox"/> Other <u> </u>			
Category of Instruction <input type="checkbox"/> Introductory <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Advanced			

Rationale and place in curriculum This course has been taught as a BUL 6930 course for a number of years. It has received strong feedback from students and administrators, especially from the MSE program. It fills a void in the curriculum by offering a specific, targeted law course aimed at small businesses and start-up enterprises. Its tailored coverage includes dealing with attorneys and other professionals, choosing a legal entity for the business, dealing with employees, raising money, protecting the business (intellectual property protection; insurance), and how a small or medium-sized (SME) business can safely do business internationally. The title of the course book speaks to the specialized focus of the course: The Entrepreneurs Guide to Business Law	
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Department Contact	Name Mitzi Calvert	Email Mitzi.Calvert@warrington.ufl.edu.
	Phone 392-0164	
College Contact	Name Renee Mathis	Email Renee.Mathis@warrington.ufl.edu
	Phone 352.273.3217	

BUL XXXX : Law for Entrepreneurs

Professor Larry A. DiMatteo
237 Stuzin Building
352-392-0323 (Direct)
352-392-0163 (Dept. office)
e-mail: larry.dimatteo@cba.ufl.edu

MSE: Spring 2013
Period: T/R 7/8
HGS: Room

Course Description & Scope

This course examines the legal aspects in starting and growing a company (small or medium-sized business or SMEs); strategies for ensuring compliance with law; use of law and the legal system to increase predictability, maximize value, marshal resources, and manage risk in an entrepreneurial enterprise. Since law permeates every act of an entrepreneurship enterprise, the course will consist of a broad survey of legal issues confront a new—small or medium-sized business.

Special Needs: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Worksheets

A worksheet will be provided for most of the substantive coverage of the course. It is important to bring a hard copy of the worksheet to each class. Using the worksheet as an outline to take notes is vital to exam preparation.

Please, read the Policy Statement attached to this syllabus!!!

Course Materials

TEXT: Constance Bagley & Craig E. Dauchy, *The Entrepreneurs Guide to Business Law* (Cengage 4th ed. 2011).

Please read assigned material before the class it is scheduled for discussion.
Supplemental materials are on the course website. It is the student's responsibility to periodically check the online materials. I reserve the right to alter and add reading assignments as the term progresses.

Laptop Policy

Experience has taught me that students who use their laptops during class to multitask (e-mail, work on projects, and less desirable pursuits) get less out of the class, are more dissatisfied with

it, and perform less well than students who devote their full attention to the classroom experience. Therefore, in the interest of the greater good, **please do not use your laptops or other electronic devices during class.**

Attendance and Preparation: All assignments are to be read prior to class! Attendance is voluntary. However, attendance is an important part of the educational experience. If you do not attend you cannot participate in class discussions. Participation is 10% of the course grade (see below). Students should be prepared to answer questions on the assigned materials and to contribute to the class discussions.

What to Expect

The reading assignments indicate the breadth and scope of the subject matter. The course will involve readings, class lectures, class discussions, and individual projects. The final grade will be based on the following:

A. Mid-Term and Final Exams (40% each) (Total 80%)

Mid-Term Exam:

Final Exam: (non-cumulative)

Make-up Exams: Please, ensure attendance at the above two exam dates. Only a valid medical excuse will be allowed in order to qualify for a make-up exam. Please, do not schedule any job interviews on those dates. Any make-up exam will be a written answer format—problems, mini-essay, and essays.

B. Critical Thinking Exercise (15% total)

Due Date: February

Each of you will write a paper related to the law and entrepreneurship (start-up or small business enterprises). You may choose a topic covered by **any** of the chapters in the 2 textbook. You are not to use blogs or Wikipedia. The best papers will use primary sources, such as legal cases, statutes, and regulations, as well as secondary sources law review articles. The best source for legal information is the Lexis-Nexis database available through the Smathers online databases. My link to the legal part of Lexis-Nexis is:

<http://www.lexisnexis.com/us/lnacademic/search/flap.do?flapID=legal&random=0.23664673729076324>.

Written Report: Shall not exceed 4 pages in length (double-spaced, 12 size type (font), paragraph width of 6½ inches). Hard copy is required. Please, **do not e-mail** me the paper. See “writing tips” at end of syllabus.

Criteria for grading: The criteria include the importance of the topic to entrepreneurship and law, the salience of the topic to law's relationship with business, the credibility of the sources. **The primary grading criterion is a quality critical analysis of the topic and issues relating to the topic.**

Critical Thinking Questions:

- What is the legal topic's relevance to SMEs?
- What are the key issues that the law is addressing?
- What are the key concepts you need to understand?
- How should a SME respond to the law?
- Is there a strategic response to the law—compliance, due diligence, avoidance?
- What are the key facts or information relating to the application and response to the law?
- Can the law be used strategically to gain a competitive advantage?
- What sources of information and/or consultations should be used in framing your response to the law?
- What are the implications if SMEs ignore the law?
- Are there techniques that could be employed to build a defense to a violation of the law or to minimize the penalty assessed for such a violation?

C. Classroom Participation (5%)

Voluntary student participation is encouraged.

Ethical Rules for Critical Thinking Exercise and Quizzes

The exams and writing project are to be the sole product of the individual student. All research and writing related to the writing project shall be the sole work of the individual student. All sources shall be properly attributed and all quotes shall have pinpoint citations. Students shall not consult with each other on the writing project.

Grades: Grade standards are as follows:

A	=	4.0	92 or above
A-	=	3.67	89-91.9
B+	=	3.33	86-88.9
B	=	3.0	82-85.9
B-	=	2.67	79-81.9
C+	=	2.33	76-78.9
C	=	2.0	72-75.9
C-	=	1.67	69-71.9

D+ = 1.33	66-68.9
D = 1.0	62-65.9
D- = 0.67	59-61.9
E = 0.0	58.9 or below

A Note on the Instructor

Dr. DiMatteo is the Huber Hurst Professor of Contract Law & Legal Studies, Past Chair of the Department of Management, and former Editor-in-Chief of the *American Business Law Journal*. He teaches courses in the legal environment of business, commercial law, real property law, and international business transactions. Dr. DiMatteo is a graduate of the Cornell and Harvard Law Schools. He also has a PhD in Business & Commercial Law from Monash University (Australia). Dr. DiMatteo is the author or co-author of numerous books and articles.

COURSE OUTLINE

I. Establishing the Enterprise

1. Using Professionals to establish the Enterprise
Role of lawyers, accountants, and insurance agents

Chapter 1: "Taking the Plunge"

2. Managing the Legal Function
Choosing a Lawyer
Limiting Costs

Chapter 3: "Selecting and Work with Attorneys" **Handout #1**

3. Selecting the Proper Business Form
General Partnership
The written partnership agreement
C Corporations, Closed Corporations, & S Corporations
Protecting minority interests
Limited Partnerships and Limited Liability Companies

Chapter 4: "Deciding Whether to Incorporate"

Chapter 5: "Structuring the Ownership" **Handout #2**

4. Raising Funds for the Venture

- Bank Loans

 - Importance of collateral

 - Role of Small Business Administration

- Equity Funding

- Venture Capitalists

- Alliances & Joint Ventures

Chapter 7: "Raising Money and Securities Law"

Chapter 13: "Venture Capital"

Handout #3

II. Operating and Growing the Enterprise

1. Business Tort

- Negligence

- Products Liability

- Many types of insurance

- Scourge of exclusions

- Duty to defend

Chapter 11: "Operational Liabilities and Insurance"

2. Contracts

- Many uses of contracts

- Important contract clauses

- Strategic contracting

Chapter 9: "Contracts and Leases"

Chapter 10: "E-Commerce and Sale of Goods & Services"

3. Independent Contractors

- IC-Employee distinction

- Leasing employees

Handout # 4

4. Employment Law

- Employment agreement

 - Key Personnel

- Employment regulations

- Employment discrimination

Chapter 8: “Marshaling Human Resources”

III. Protecting Assets of Enterprise

1. Trade Secrets Law
Confidentiality Agreements
Security Measures
2. Intellectual Property Law
Trademark, Patent, & Copyright
Licensing

Chapter 14: “Intellectual Property and Cyber Law”

IV. Doing Business Internationally

1. Exporting and Importing
2. Hiring a Foreign Distributor
3. Outsourcing

Chapter 15: “Going Global”

Handout # 5

WRITING TIPS

My final comments are purely stylistic. I am sure you have heard them before but here they are again:

- (1) Its best to use short sentences.
- (2) Each sentence should be making a single point
- (3) Use short, concise paragraphs that relate to a single idea (once again this makes it easier on the reader).
- (4) Use present tense: Even though describing future event, it is best to view the paper as "continuously speaking."
- (5) Write in active voice: Don't "wimp out" by using "may," "maybe," "relatively," etc.
- (6) Use gender-neutral language: Why? (1) Inaccurate and (2) offensive.
Best Solution: Replace pronouns with gender-neutral language. Gender-neutral techniques:
 1. Use plural: "they" "theirs"
 2. Use name of the actor: "Bank" "Smith"
- (7) Avoid hyperbole: Examples: "obviously," "clearly," "greatest," etc.
- (8) Use Plain Language: Write in clear and coherent language with common meaning.

(9) And most importantly, avoid cliché: Definition: A trite, stereotyped expression; a sentence or phrase, usually expressing a popular or common thought or idea, that has lost originality, ingenuity, and impact by long overuse. A cliché means nothing by itself; it is a bad substitute for good, clear expression. Examples: “up the creek without a paddle,” “what is good for the goose is good for the gander,” “lesser of two evils.”