

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

100 Bryan Hall  
PO Box 117150  
Gainesville, FL 32611-7150  
352-392-2398  
352-392-2086 Fax  
<http://warrington.ufl.edu/>  
[john.kraft@warrington.ufl.edu](mailto:john.kraft@warrington.ufl.edu)

## **GENERAL FACULTY MEETING**

**AGENDA | WEDNESDAY, NOVEMBER 19, 2014 | 4:00 p.m. | HOUGH 120**

1. The October 6, 2014 General Faculty Meeting Minutes is presented for approval by the faculty.
2. Proposed changes to the College Bylaws were presented as an informational item at the 10/6/14 meeting. These changes are now presented for approval by the college faculty.
3. The Undergraduate Committee presents the following item for approval by the college faculty.

Course Change:

Prefix/course#: GEB 4906

Effective Term: Spring 2015

Rationale: To allow students pursuing research to register for credit for tracking purposes at no tuition bearing expense to them.

The Undergraduate Committee presents the following item for approval by the college faculty:

General Education changes to the BSBA and BABA (attachments)

4. Other Business: Rich Lutz will give an update on Teaching Committee activities.
  - Revised AACSB standards
  - Faculty Teaching Portfolios
  - PhD student teaching training and awards

5. Dean's Report

## **GRADUATE FACULTY MEETING** *(Immediately following the General Faculty Meeting)*

**AGENDA | WEDNESDAY, NOVEMBER 19, 2014 | 4:00 P.M. | HOUGH 120**

1. The October 6, 2014 Graduate Faculty Meeting Minutes is presented for approval by the faculty.
2. The DBA Committee presents the following items for approval by the college's graduate faculty.

PREFIX: MAR 7XXX

FULL COURSE TITLE: MARKETING STRATEGY SEMINAR

EFFECTIVE TERM: SPRING 2015

CREDIT: 3

CONTACT HOUR: BASE 24 / HEADCOUNT 25

DESCRIPTION: This doctoral-level course will expose students to research on four key areas within marketing strategy (i) Philosophy and methods (ii) Customer strategy (iii) Brand strategy, and (iv) Strategy performance. We will examine these topics through a seminar that will discuss, critique, and extend the extant literature. Course readings cover both classic and

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state-of-the-art articles in marketing strategy. Students will be encouraged to challenge assumptions, frameworks, and findings in these readings.

**RATIONALE:** The course will offer a springboard for new research questions, ideas, and frameworks to enrich and extend understanding on marketing strategy by management practitioners and applied researchers. It emphasizes substantive (vs. conceptual) research questions, applications, (as opposed to development) of theory, and practical (as opposed to novel) empirical contribution.

**PREFIX:** MAR 7627

**FULL COURSE TITLE:** QUANTITATIVE RESEARCH METHODS AND DATA ANALYSIS

**EFFECTIVE TERM:** SPRING 2016

**CREDIT:** 3

**CONTACT HOUR:** BASE 24 / HEADCOUNT 29

**DESCRIPTION:** This doctoral-level course introduces multivariate data analysis and mathematical models in marketing theory often called marketing science. This course covers basic and advanced multivariate data analysis with applications for business, marketing research and consumer behavior. Course readings cover both classic and state-of-the-art articles in marketing science.

**RATIONALE:** This course is similar to MAR 7626 (multivariate analysis) for PhD students. However, the course is targeted toward D.B.A. students. Hence, the course emphasizes research-based profession practice (vs. purely scholarly research), applied research (vs. theoretical research) and rigor (vs. novelty and contribution). The course is more theory-based than an M.B.A. course but stresses theory development less than an advanced PhD research course.

4. Other Business

5. Dean's Report

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## GENERAL FACULTY MEETING MINUTES | MONDAY, OCTOBER 6, 2014 | 3:00 p.m. | STUZIN 101

1. A motion was made to approve the April 22, 2014 General Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as presented.
2. Changes to the College Bylaws were presented as informational. A brief summary of changes were discussed. Faculty were encouraged to look over the changes and communicate any concerns.
3. New faculty in attendance were introduced (Amanda Phalin, Bob Stein, Liangfei Qiu, Judith Ainsworth, Nola Miyasaki)
4. Other Business -
  - Brian Ray gave an update on Heavener Hall:
    - dedication is 10/14/14 with a dinner that evening.
    - staff will be moving before Thanksgiving.
    - open for business on 12/1/14 (including Café "Rising Rolls)
    - classes operational after Thanksgiving due to Stuzin renovations.
    - all classes will be held in Heavener in the Spring.
  - Dean Kraft commented on the upcoming move:
    - after the move to Heavener other moves will happen.
    - CEI, CMC & IT will move to Bryan Hall.
    - Marketing will move to Stuzin before the December break.
  - Selcuk Erenguc gave an update on the DBA stating:
    - it is starting strong; 1 drop out @ this point.
    - Looking for a strong 2<sup>nd</sup> year
    - two visits so far
    - currently 90,000 next year p to 99,000
5. Dean's Report – none

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

## GRADUATE FACULTY MEETING *(Immediately following the General Faculty Meeting)* MINUTES | MONDAY, OCTOBER 6, 2014 | 3:00 P.M. | STUZIN 101

1. A motion was made to approve the April 22, 2014 Graduate Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as presented.
2. A motion was made to approve the following items as presented by the Specialized Graduate Committee. The motion was seconded and the faculty voted to approve the items as presented.

PREFIX: MAN 6XXX  
FULL COURSE TITLE: CAPSTONE PROJECT

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EFFECTIVE TERM: SPRING 2015

CREDIT: 2

CONTACT HOUR: 2

DESCRIPTION: STUDENTS WILL ANALYZE A GLOBAL COMPANY USING A SERIES OF QUESTIONS IN THREE STRATEGIC MODULE ASSIGNMENTS. EXPLICIT QUESTIONS IN THE ASSIGNMENTS ARE DESIGNED TO HELP STUDENTS DEFINE THE COMPANY, ANALYZE THE INDUSTRY IN WHICH IT OPERATES, PERFORM AN INTERNAL ANALYSIS OF THE COMPANY/DIVISION, AND DEFINE THE STRATEGIES AND COMPANY ORGANIZATION.

PREFIX: REE 6XXX

FULL COURSE TITLE: FUNDAMENTALS OF REAL ESTATE DEVELOPMENT

EFFECTIVE TERM: SPRING 2015

CREDIT: 2

CONTACT HOUR: 2

DESCRIPTION: This course introduces students to the commercial real estate development process. Variables as to the type of development project sought (office, retail, multi-family, etc.), the end user (owner-occupied or lease-up), and the desired holding period (develop-stabilize-sell or long-term asset) are examined relative to the impact on the project's overall IRR.

3. A motion was made to approve the following items as presented by the DBA Committee. The motion was seconded and the faculty voted to approve the items as presented.

PREFIX: QMB 7565

FULL COURSE TITLE: STATISTICAL RESEARCH METHODS

EFFECTIVE TERM: FALL 2015

CREDIT: 3

CONTACT HOUR: 3

DESCRIPTION: This course will help students understand concepts in statistics. This will enable them to undertake advanced econometrics courses later on. Topics covered in the course will be: summary statistics, estimations, hypothesis testing, sample size estimations, correlations, multivariate regressions, testing for patterns, and testing independence.

PREFIX: MAN 7768

FULL COURSE TITLE: SUPPLY CHAIN STRATEGY

EFFECTIVE TERM: FALL 2015

CREDIT: 3

CONTACT HOUR: 3

DESCRIPTION: The objective of this course is to introduce students to the basic concepts and tools applied in supply chain management. The course will focus on contemporary research in supply chain management to prepare students for academic research in this area.

4. Other Business - none

5. Dean's Report

-Presidential search is ongoing; expect noting until after election.

-UF Online Director; second opening in progress; closed first due to eliminating all applicants.

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

Attendance: John Kraft, Selcuk Erenguc, Gary McGill, Brian Ray, L. Qiu, Robert Thomas, Janice Carrillo, Mike Ryngaert, Bob Stein, Haldun Aytug, Ira Horowitz, Nola Miyasaki, Amanda Phalin, Fiona Barnes, Judith Ainsworth, Praveen Pathak, Richard Lutz, Kenny Cheng, Dorothy McCawley, Tawnya Means

**DRAFT DOCUMENT**

**BYLAWS OF THE FACULTY OF THE  
WARRINGTON COLLEGE OF BUSINESS  
ADMINISTRATION**

**UNIVERSITY OF FLORIDA**

*ADOPTED BY THE FACULTY*

*MAY 21, 1988*

*REVISED SEPTEMBER 7, 1988*

*REVISED MAY 28, 1989*

*REVISED NOVEMBER 21, 1996*

*REVISED APRIL 2001*

*REVISED SEPTEMBER 2002*

*NOVEMBER 2002*

*JULY 2003 (UPDATED FOR INSTITUTIONAL CONSISTENCY)*

*NOVEMBER 2006*

*JULY 2008 (UPDATED FOR INSTITUTIONAL CONSISTENCY)*

*DECEMBER 2009 (REVISED AND UPDATED FOR INSTITUTIONAL CONSISTENCY)*

*MARCH 2014 (REVISED AND UPDATED FOR INSTITUTIONAL CONSISTENCY)*

*OCTOBER 2014 (REVISED AND UPDATED FOR INSTITUTIONAL CONSISTENCY)*

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# 1. COLLEGE ORGANIZATION AND PURPOSE

- 1.1 The Warrington College of Business Administration is one of the basic degree-granting units of the University of Florida.
- 1.2 The mission of the Warrington College of Business Administration is:  
  
The Warrington College of Business Administration's mission is to build a better society by creating influential research and educating tomorrow's business leaders.
- 1.3 The academic units of the College are: The Hough Graduate School of Business, The Heavener School of Business, The Fisher School of Accounting; and the departments of **Economics**; Finance, Insurance, and Real Estate; Information Systems and Operations Management; Management; and Marketing.
- 1.4 The chief executive administrative officer of the College shall be the Dean, who is responsible to the President of the University for administration of the College and shall be the agent of the faculty for the execution of education policy.
- 1.5 The Dean may appoint such associate and assistant deans, directors, and assistants as the Dean deems necessary to the effective accomplishment of the Dean's goals, subject to the approval of the President and the Board of Trustees. The Dean may establish, with approval of appropriate officers of the University, Centers that further the research, teaching, and service mission of the College.

# 2. THE FACULTY OF THE WARRINGTON COLLEGE OF BUSINESS ADMINISTRATION

## 2.1 Composition

The faculty of the College shall consist of all members who hold the ranks of lecturer or above, or the equivalent, in academic ranks in the academic units of the College; non-teaching officers of research or extension who hold the rank or rank-equivalent of lecturer or higher in the College; members of the faculty of another college who teach regularly in the College as part of their duties, when so appointed by specific action of the deans concerned; and the Dean, Senior Associate Dean, Associate Deans, Assistant Deans, of the College and the President of the University, as voting ex-officio members.

## 2.2 Appointment of Faculty Members

Nominations for the appointment of faculty members shall be made by the academic unit heads and shall be submitted to the Dean for approval or rejection. In the event of approval, the nomination should be transmitted to the President.

### 2.3 Recommendation for Promotion and/or Tenure of Faculty Members

Recommendations for promotion and/or tenure of faculty members shall be made in accordance with, and policies outlined in, the ~~University of Florida Constitution~~ **University of Florida Regulations, Senate Bylaws Collective Bargaining Agreement,** Warrington College of Business Administration Guidelines, Fisher School of Accounting Guidelines.

### 2.4 Sustained Performance Evaluations

**All tenured faculty will participate in a required sustained performance evaluation, and provide input to the chair, using the criteria for annual evaluations.**

### 2.5 Academic Programs

Subject to the limitations of higher approval, the faculty of the College shall exercise control over the academic affairs of the College. These are defined to include:

- a) Requirements for admission and graduation;
- b) Form of degrees to be conferred;
- c) Arrangement and content of the curricula;
- d) Recommendations of students who are to be granted degrees.

The faculty of the Fisher School of Accounting shall exercise control over a), b), c), and d) with respect to the undergraduate and master's degree programs of the School.

## 3. THE GRADUATE FACULTY

### 3.1 Graduate Programs in Business Administration

The Graduate Faculty of the College is known collectively as Graduate Programs in Business Administration

### 3.2 Composition

All members of the faculty of the Warrington College of Business Administration who have been appointed by the Graduate School to membership in the Graduate Faculty of the University shall be considered members of the Graduate Faculty and Graduate Programs in Business Administration.

### 3.3 Duties

The Graduate Faculty of the Warrington College of Business Administration shall have all powers and duties relating to graduate students and programs that the College faculty has with respect to undergraduate students and programs under these bylaws and in cooperation with the Graduate School of the University of Florida.



## 4. UNIT ORGANIZATION

### 4.1 Definition

The department is the fundamental unit of academic administration within the College, as it is within the University. The head of a department is a chair. A school shall be a unit subordinate to a college and is organized for a special program of studies. The head of a school is a director. Academic unit heads are subject to the supervision of the Dean of the College.

4.2 The academic unit head is to be nominated by the Dean of the College after consultation with a committee of the unit elected by its tenured members. The academic unit head shall be responsible for budgetary matters, physical facilities, and personnel matters in their jurisdiction, in consultation with their faculty, and shall call such meetings as are necessary for the faculty to exercise its general responsibility for the academic program as provided in Section 4.5 below.

4.3 In conjunction with the periodic evaluation of academic units, called for by the **University of Florida Constitution (Article IV, Section 3 [D]), University of Florida Regulation, or the Collective Bargaining Agreement for those faculty in the bargaining unit**, the Dean shall consult members (defined in section 4.4 below) of each academic unit, individually and confidentially, for an opinion on the continuance of its academic unit head. This consultation shall take place at intervals concurrent with the term of appointment of the academic unit head. An academic unit head shall be appointed by the Dean for terms of from three to five years.

### 4.4 Members of Academic Unit Faculty

The members of an academic unit shall be all those faculty members who hold the rank of lecturer or higher in the academic unit budget and such other persons who teach in or do research in the academic unit and are accepted by academic unit vote.

### 4.5 Program

The program of an academic unit shall be conducted by the faculty through an academic unit head who shall have general responsibility for the teaching, research, and service activities of the unit.

## 5. MEETINGS OF THE FACULTY

5.1 The Dean, or such person as the Dean shall designate, shall preside at all faculty meetings.

5.2 A member of the Dean's administrative staff shall serve as secretary to the faculty and shall keep a permanent record of its proceedings. Draft minutes shall be circulated to members of the faculty for consideration at a subsequent faculty meeting and are subject to approval by the faculty at the subsequent meeting. **The faculty shall elect annually a parliamentarian for the faculty meetings.**

- 5.3 Both the College faculty and the Graduate Faculty shall meet in separate meetings at least once each semester, excluding the summer semester. Faculty meetings shall be called by the Dean with advance notice of at least ten working days. Faculty members and faculty committees may request items to be placed on the agenda in the form of a written request to the Dean. Such requests must be made at least ~~five~~ fifteen working days prior to the meeting. Curriculum changes must have been considered by the appropriate committee in order to be placed on the agenda. Written copies of the proposed changes in the curriculum must be distributed to the faculty at least five working days in advance of each meeting.
- 5.4 A quorum shall consist of one-third of the voting faculty members in residence. The absence of a quorum does not invalidate actions of the faculty in an otherwise regular faculty meeting unless a call for quorum count is made by a faculty member in attendance at the meeting and an objection is raised in the meeting to an action to be taken in the absence of a quorum. The quorum call and objection must be made prior to vote on the item. In the event of a quorum call and a failed quorum, the faculty cannot take valid action on the item that is the subject of the call and objection.
- 5.5 Voting shall be limited to the faculty of the College. No one who is a candidate for an advanced degree in the College is entitled to vote.
- 5.6 Roberts' Rules of Order shall guide the conduct of faculty meetings. The presider of the meeting, ~~on the advice of the parliamentarian,~~ will rule on any point of order raised in the meeting.
- 5.7 An agenda shall be prepared and circulated at least five working days in advance of each meeting. By a vote of two-thirds of the faculty members in attendance, non-agenda items may be added and discussed, but no action may be taken on these items. These non-agenda items must be available in writing and be distributed at the beginning of the meeting. However, no new degree programs, new concentrations in existing degree programs, or curriculum changes shall be considered as non-agenda items by the faculty.
- 5.8 When circumstances warrant, at the discretion of the dean or a majority of the Faculty Advisory Committee, the faculty of the College may vote by email. The faculty must be given a period of five days to vote. If any member of the faculty raises an objection to an email vote, the issue must be voted upon at a meeting of the faculty of the College.

## 6. ADMINISTRATORS' MEETINGS

- 6.1 The Dean, Senior Associate Dean, Associate Deans, Academic Unit Heads, and Program Directors will meet at least twice each semester.

## 7. COMMITTEES

7.1 There shall be the following standing committees of the College and Graduate faculty.

- Doctor of Business Administration (DBA) Committee
- Faculty Advisory Committee
- Information Resources Committee
- Master of Business Administration (MBA) Committee
- Ph.D. Committee
- Promotion and Tenure Committee
- Research Committee
- Specialized Graduate Programs Committee
- Teaching Committee
- Undergraduate Committee

For matters relating to the undergraduate and master's level academic programs of the Fisher School of Accounting, the functions of the above committees shall be performed by committees of the faculty of the Fisher School of Accounting.

7.2 Faculty members will be appointed to the University Senate, Sabbatical Evaluation Committee, search committees, and other university-directed committees, as directed by the appropriate university authorities.

7.3 Unless otherwise stated, faculty appointments to committees with terms greater than one year will be staggered.

### 7.4 Ad hoc Committees

Ad hoc committees can be formed by the Dean, Chair, or by faculty, as needed. Members of these committees shall volunteer for the assignment and shall elect a chair from among their members, if a chair is deemed necessary.

(Statements of the nature of functions of the college committees are shown on the following pages.)

## DOCTOR OF BUSINESS ADMINISTRATION (DBA) COMMITTEE

Membership:	One graduate faculty member from each academic unit, selected in a manner determined by the faculty of each academic unit and nominated to the Dean by the academic unit head; and a chairperson.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Senior Associate Dean (non-voting)
Term of Membership:	Two-year term for faculty members.
Purpose and Function:	The Doctor of Business Administration (DBA) Program aims to integrate the theory and practice of business with the context of current issues that the business world faces. The DBA is a professional doctorate that emphasizes the application of theory to actual business issues. The DBA program will help candidates develop proficiency in applied research by improving their methodological and analytical skills. Participants who successfully complete the program will be equipped for high-level positions in numerous sectors including higher education and consulting.
Regular Meetings:	None.
Other Meetings:	When called by the Chair on one week's notice to members.
Agenda:	Prepared by Chair, made available to members one week prior to meeting.
Minutes:	The secretary shall prepare minutes of each meeting and, when the minutes have been approved by the Committee, shall <del>distribute the minutes to the Dean and graduate faculty.</del> post the minutes to the online site for college committees.
Other:	The Chair will prepare an annual report of the work done by the Committee and will <del>distribute it to the Dean and faculty.</del> post the report to the online site for college committees.
Resources Available:	Office of the Senior Associate Dean.

## FACULTY ADVISORY COMMITTEE

Membership:	<del>Twelve members:</del> Two members from each of the academic units, will be elected by the faculty. Membership is restricted to tenured faculty. Faculty members in dean, director, or academic unit head positions are not eligible. All faculty members eligible to vote in a faculty meeting are eligible to vote for the membership from their academic unit. Ballots will be sent by the Dean's office to each department with a vacancy; all faculty eligible to serve will be listed on the ballot; voting will be handled electronically.
Chair:	Elected by the Committee for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Term of Membership:	All members shall serve a two-year term. Terms will be staggered. Each year, <del>six</del> <b>five</b> members will be elected. An eligible faculty member may serve no more than two consecutive terms, but is otherwise eligible for service at any time.
Purpose and Function:	<p>To serve as an elected representative body of the faculty with elected leadership. The FAC is charged, together with the Dean, with:</p> <ol style="list-style-type: none"><li>1) Developing and overseeing the implementation of shared governance in the College;</li><li>2) Developing with the College administration, the continuing strategic plan of the College; and</li><li>3) Periodic evaluation of the effectiveness of shared governance in the College.</li></ol> <p>In addition, the FAC provides a forum for advice to and consultation with the Dean regarding College policies.</p> <p>In addition, the committee advises and recommends policy to the College administration and faculty on matters related to the overall welfare of the faculty, students, and administrators of the College. This charge includes, but is not limited to, consideration of means to foster freedom of academic inquiry and expression, equity, minority affairs and academic ethics in the common life of the College and its members.</p> <p>On a majority vote of the committee, the chair may call a general meeting of the faculty.</p>
Regular Meetings:	None.
Other Meetings:	When called by the Chair with reasonable notice to members.
Minutes:	The secretary shall prepare minutes of each Committee meeting and, when the minutes have been approved by the Committee, shall <del>distribute the minutes to the Dean and to the faculty.</del> <b>post the minutes to the online site for college committees.</b>
Other:	The Chair will prepare an annual report of the work done by the committee and will <del>distribute the report to the Dean and faculty.</del> <b>post the report to the online site for college committees.</b>
Resources Available:	Office of the Dean

## INFORMATION RESOURCES COMMITTEE

Membership:	<del>Six members:</del> One member from each academic unit, appointed by the Dean from faculty members nominated by academic unit heads.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Associate Dean (non-voting) Director of Information Technology (non-voting)
Term of Membership:	Two-year term for faculty members.
Purpose and Function:	To enhance the acquisition and use of information and communications resources, including computer databases and technology, library resources, and telecommunications.
Regular Meetings:	None.
Other Meetings:	When called by the Chair with one week notice to members.
Agenda:	Prepared by the Chair, made available to members one week prior to meeting.
Minutes:	The secretary shall prepare minutes of each meeting and, when the minutes have been approved by the Committee, shall <del>will distribute the minutes to the Dean and faculty.</del> post the minutes to the online site for college committees.
Other:	The Chair will prepare an annual report of the work done by the Committee and will <del>distribute the report to the Dean and faculty.</del> post the report to the online site for college committees.
Resources Available:	Office of the Senior Associate Dean.

## MASTER OF BUSINESS ADMINISTRATION (MBA) COMMITTEE

Membership:	<del>Six members:</del> One member of the graduate faculty from each academic unit, appointed by the Dean from faculty members nominated by academic unit heads.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Senior Associate Dean for Graduate Programs (non-voting) Assistant Dean and Director of the MBA Program (non-voting) Director of Student Services of the MBA Program (non-voting)
Term of Membership:	Two-year term for faculty members.
Purpose and Function:	The MBA Committee oversees the development, management, and review of all important aspects of the MBA Programs. Specific activities include (but are not limited to) course and program development, curriculum, formulation of student admission and placement strategies, student relations, and budgets. The committee will make recommendations to the Dean, Program Director, and WCBA faculty regarding all significant aspects of the MBA programs. The committee recommends to the faculty new courses or courses to be discontinued and minimum admissions and degree requirements for the MBA degree.
Regular Meetings:	None.
Other Meetings:	When called by the Chair with one week's notice to members, or unanimous consent.
Agenda:	Prepared by the Chair, made available to members one week prior to meeting.
Minutes:	The secretary shall prepare minutes of each meeting of the Committee and, when the minutes have been approved by the Committee, shall <del>distribute them to the Dean and faculty.</del> post the minutes to the online site for college committees.
Other:	The Chair shall prepare an annual report of the work done by the Committee and will <del>distribute the report to the Dean and faculty.</del> will post the report to the online site for college committees.
Resources Available:	Office of the Director of the MBA program.

## PH.D. COMMITTEE

Membership:	<del>Seven members:</del> One graduate faculty member from each academic unit, selected in a manner determined by the faculty of each academic unit and nominated to the Dean by the academic unit head; and a chairperson.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Senior Associate Dean (non-voting)
Term of Membership:	Two-year term for faculty members.
Purpose and Function:	Responsible for overseeing the development, management, and review of the Ph.D. programs of the College. Specific activities include, but are not limited to, making recommendations to the Dean, the program directors, and the WCBA faculty with respect to course and program development, formulation of admission and placement strategies, new courses and courses to be discontinued, or courses to be discontinued, and policies related to budgeting.
Regular Meetings:	None.
Other Meetings:	When called by the Chair on one week's notice to members.
Agenda:	Prepared by Chair, made available to members one week prior to meeting.
Minutes:	The secretary shall prepare minutes of each meeting and, when the minutes have been approved by the Committee, shall <del>distribute the minutes to the Dean and graduate faculty.</del> post the minutes to the online site for college committees.
Other:	The Chair will prepare an annual report of the work done by the Committee and will <del>distribute it to the Dean and faculty.</del> post the report to the online site for college committees.
Resources Available:	Office of the Senior Associate Dean.



## PROMOTION AND TENURE COMMITTEE

Membership:	<del>Six members:</del> Three elected by tenured faculty; <del>three</del> <del>two</del> appointed by the Dean. There shall be at least one faculty member from each academic unit on the committee. Tenured full professors, except heads of academic units, are eligible for membership. Only tenured faculty members are eligible to vote. Ballots will be sent by the Dean's office to all tenured faculty; all faculty eligible to serve from the areas that have a vacancy will be listed on the ballot; voting will be handled electronically.
Chair:	Elected by the Committee for a one-year term.
Secretary:	None.
Term of Membership:	All members shall serve a three-year term. Terms will be staggered. Each year <del>at least</del> one member will be elected and one member will be appointed. An eligible faculty member may serve no more than two consecutive terms, but is otherwise eligible for service at any time.
Purpose and Function:	To serve in a "fact-finding" capacity to assist the Dean in his evaluation of: <ol style="list-style-type: none"><li>1) Candidates for tenure and promotion, including candidates for new appointments of associate and full professor from academic units;</li><li>2) Three-year review for progress toward tenure</li></ol>
Regular Meetings:	None
Other Meetings:	When called by the Chair with one week's notice.
Agenda:	Prepared by the Chair, made available to members one week prior to meeting.
Other:	None.
Resources Available:	Office of the Dean.

## RESEARCH COMMITTEE

Membership:	<del>Six</del> Five members of the tenured faculty: three elected; <del>three</del> two appointed by the Dean.
Chair:	Appointed by the Dean for a one-year term
Secretary:	Elected by the Committee for a one-year term
Term of Membership:	All members shall serve a two-year term
Purpose and Function:	The committee is charged with encouraging and aiding research; recommending criteria for the administration of research grants and programs, as requested; assisting in the selection of award recipients, as requested; identifying and/or evaluating recommendations for major interdisciplinary research proposals for the College research support. A Fisher School of Accounting standing committee shall perform these functions with respect to the research program of the School.
Regular Meetings:	None
Other Meetings:	When called by the Chair with at least one week's notice
Agenda:	Prepared by the Chair, made available to members one week prior to meeting.
Minutes:	The secretary will prepare minutes of each Committee meeting and, when the minutes have been approved by the Committee, shall <del>distribute the minutes to the Dean and faculty,</del> post the minutes to the online site for college committees.
Other:	The Chair shall prepare an annual report of the work done by the Committee and will <del>distribute it to the Dean and faculty,</del> post the report to the online site for college committees.
Resources Available:	Office of the Senior Associate Dean

## SPECIALIZED GRADUATE PROGRAMS COMMITTEE

Membership:	<del>Seven members:</del> One member of the graduate faculty from each academic unit, selected in a manner determined by the faculty of each academic unit and nominated to the Dean by the Academic Unit Heads; and a chairperson.
Chair:	Appointed by the Dean for a one-year term
Secretary:	Elected by the Committee for a one-year term
Ex-Officio:	Senior Associate Dean for Graduate Programs (non-voting)
Term of Membership:	All members shall serve a two-year term
Purpose and Function:	Recommends to the faculty new courses or courses to be discontinued and minimum admission and degree requirements for masters degrees other than the MBA and the MAcc. These matters may originate with the Committee or reach the Committee through recommendations by academic units, other faculty committees, the student council, or individual faculty members or students.
Regular Meetings:	None
Other Meetings:	When called by the Chair on one week's notice to members
Agenda:	Prepared by Chair, made available to members one week prior to meeting
Minutes:	The secretary shall prepare minutes of each meeting and, when the minutes have been approved by the Committee, <del>distribute the minutes to the Dean and faculty.</del>
Other:	The Chair shall prepare an annual report of the work done by the Committee and will <del>distribute it to the Dean and faculty.</del> <del>post the report to the online site for college committees.</del>
Resources Available:	Office of the Senior Associate Dean

## TEACHING COMMITTEE

Membership:	<del>Eight members:</del> One member from each academic unit, appointed by the Dean from faculty members nominated by academic unit heads; <del>one Undergraduate student and one MBA student,</del> one student from the Heavener School of Business, one student from the Hough Graduate School of Business, and one student from the Fisher School of Accounting, <del>appointed by the Dean from nominations (non-voting) made by the Dean</del> from nominations made by the Directors of the Heavener School of Business, the Hough Graduate School of Business, and the Fisher School of Accounting. <del>and the MBA Program.</del>
Chair:	Appointed by the Dean for a one-year term
Secretary:	Elected by the Committee for a one-year term
Ex-Officio:	Director of the Teaching and Learning Center elected by the Dean for a one-year term (non-voting).
Term of Membership:	Two-year term for faculty members. One-year term for student members
Purpose and Function:	To encourage and aid quality teaching and to facilitate the evaluation of teaching
Regular Meetings:	None
Other Meetings:	When called by the Chair with reasonable notice to members
Agenda:	Prepared by the Chair, made available to members prior to the meetings
Minutes:	The secretary shall prepare minutes of each meeting and, when the minutes have been approved by the Committee, shall <del>distribute the minutes to the Dean and faculty.</del> post the minutes to the online site for college committees.
Other:	The Chair will prepare an annual report of the work done by the Committee and will <del>distribute the report to the Dean and faculty</del> post the report to the online site for college committees.
Resources Available:	Secretarial resources of the academic units and the Copy Center of the Warrington College of Business Administration. Computer and Research Assistant time required to conduct analyses.

## UNDERGRADUATE PROGRAMS COMMITTEE

Membership:	One faculty member from each academic unit, appointed by the Dean from faculty members nominated by academic unit heads; <del>and two undergraduate students;</del> <b>one from the Heavener School of Business; and one from the Fisher School of Accounting;</b> (non-voting) appointed by the Dean from nominations made by the Director of the School of Business.
Chair:	Appointed by the Dean for a one-year term
Secretary:	Elected by the Committee for a one-year term
Ex-Officio:	Director of the Heavener School of Business <b>(non-voting)</b> <b>Associate Director for Academic Advising (non-voting)</b>
Term of Membership:	Two-year term for faculty members. One-year term for student members
Purpose and Function:	<p>The Undergraduate Programs Committee oversees the development, management, and review of all important aspects of the undergraduate degree programs. Specific activities include (but are not limited to) course and program development, curriculum, formulation of student admission and placement strategies, student relations, and budgets. The committee will make recommendations to the Dean, Director, and CBA faculty regarding all significant aspects of the undergraduate programs. The committee recommends to the faculty new courses or courses to be discontinued and minimum admissions and degree requirements for the BSBA and BABA degrees.</p> <p>Committees of the Fisher School of Accounting shall perform all of the above functions for the undergraduate programs of the Fisher School of Accounting.</p>
Regular Meetings:	None
Other Meetings:	When called by the Chair with reasonable notice to members
Agenda:	Prepared by the Chair, made available to members prior to the meetings
Minutes:	The secretary shall prepare minutes of each meeting of the Committee and, when the minutes have been approved by the Committee, shall <b>distribute the minutes to the Dean and faculty; post the minutes to the online site for college committees.</b>
Other:	The Chair shall prepare an annual report of the work done by the Committee and will <b>distribute the report to the Dean and faculty; post the report to the online site for college committees.</b>
Resources Available:	Undergraduate Programs Office

## STUDENT COUNCIL

The faculty of the College shall recognize and appropriately constituted student council (referred to as the Business Administration College Council) to set up formal regularized communication among the College's student body, faculty, and administration. The faculty of the Fisher School of Accounting shall recognize an appropriately constituted student council (referred to as the Fisher School of Accounting Council) to set up formal, regularized communication among the School's student body, faculty, and administration. Other academic units may recognize appropriately constituted student organizations to improve communications among students, faculty, and administration.

## 8. INTERPRETATION AND AMENDMENTS

8.1 The faculty, through action in regular or called meetings, shall by majority vote be the final authority on interpretation of these bylaws.

8.1.1 Amendments to these bylaws may be proposed and discussed at a meeting of the faculty as regular agenda items and may not be added as a non-agenda item. They shall then be rewritten as necessary, based on discussion at the faculty meeting, redistributed to the faculty and placed on the agenda for the next faculty meeting for action. If passed by a majority of those attending, the amendment becomes effective at once unless otherwise stated. However, amendments to bylaws cannot be made during a summer term. Written copies of proposed changes in the College bylaws must be distributed to the faculty at least five working days in advance of any meeting at which they are considered.

# UCC2: Course Change Transmittal Form

Department Name and Number _____	
Current SCNS Course Identification	
Prefix    ____    ____    ____    Level    ____    Course Number    ____    ____    ____    Lab Code    ____	
Course Title    _____	
Effective Term and Year    _____	Terminate Current Course <input type="checkbox"/> Other Changes (specify below ) <input type="checkbox"/>

Change Course Identification to:	
Prefix    ____    ____    ____    Level    ____    Course Number    ____    ____    ____    Lab Code    ____	
Full Course Title    _____	
Transcript Title (please limit to 21 characters)    _____	

Credit Hours: From ____ To ____	Contact Hours: <input type="checkbox"/> Base or <input type="checkbox"/> Headcount    From ____ To ____
Rotating Topic:    From <input type="checkbox"/> yes <input type="checkbox"/> no    To <input type="checkbox"/> yes <input type="checkbox"/> no	S/U Only:    From <input type="checkbox"/> yes <input type="checkbox"/> no    To <input type="checkbox"/> yes <input type="checkbox"/> no
Variable Credit:    From <input type="checkbox"/> yes <input type="checkbox"/> no    To <input type="checkbox"/> yes <input type="checkbox"/> no	Repeatable Credit:    From <input type="checkbox"/> yes <input type="checkbox"/> no    To <input type="checkbox"/> yes <input type="checkbox"/> no
If yes, ____ minimum and ____ maximum credits/semester	If yes, ____ total repeatable credit allowed

Prerequisites	Co-requisites
From	From
To	To

Course Description (50 words or less; if requesting a change, please attach a syllabus)	
From	To

Rationale /Place in Curriculum/Impact on Program
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Department Contact	Name	Phone	Email
College Contact	Name	Phone	Email

## Finance

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*The Bachelor of Science in Business Administration-Finance (BSBA–FIN) degree program provides a broad overview of the functional areas of business with an emphasis in finance. Students take foundation courses in economics, mathematics, computing skills and accounting; core courses that relate to the basic functions of business, such as finance, management, marketing and operations management; and major courses that develop students' financial decision-making skills.*

### About This Major

- **College:** Heavener School of Business
- **Degree:** Bachelor of Science in Business Administration
- **Credits for Degree:** 120
- **Minor:** No
- **Combined-Degree Program:** Yes
- **Academic Learning Compact:** [Business Administration \(finance major\)](#)
- **Website:** [warrington.ufl.edu/sb/programs/](http://warrington.ufl.edu/sb/programs/)

### Overview

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The Bachelor of Science in Business Administration-Finance (BSBA-FIN) degree program focuses on the acquisition and management of funds by businesses, financial markets, security analysis and valuation, management of financial institutions, interest rates, investments and securities, financial risk management, security trading, government policy and financial markets, financial forecasting, capital structure, venture capital and security issuance. The finance curriculum prepares students for careers in corporate financial management and the financial services industry. Finance graduates can also pursue graduate studies in business, law and public administration.

BSBA-FIN majors are encouraged to gain practical work experience through [internships](#), student organizations and community service. In addition, the Heavener School of Business offers students a wide variety of academic and [career and leadership programs](#), including [study abroad](#), the Florida Leadership Academy, involvement in [student organizations](#) and [research activities](#). Students should consult an [academic adviser/career coach](#) for specific information.

### Requirements for the Major

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BSBA-FIN majors must maintain a 2.0 core, major and UF GPA. Students must read the individual course descriptions in this catalog to determine the prerequisites for their required courses. In addition to the critical-tracking and general education courses outlined below, BSBA-FIN majors must take 120 credits, including:

- **Core courses:** BUL 4310, FIN 3403, GEB 3373, MAN 3025, MAN 4504, MAR 3023 and QMB 3250
- **Major courses:** FIN 4243, FIN 4414, FIN 4504 and four credits of elective(s) including 3000/4000-level ACG, FIN and REE courses (except REE 3043)
- **Restricted elective courses:** 11-12 credits of any 3000/4000-level courses or 1000/4000-level foreign language courses. One electronic platform course (ENT 3003, GEB 3035, ISM 3004 or REE 3043) can be taken to fulfill the restricted elective requirement. Internship, independent study or assistantship credit will not count toward this requirement.
- **Professional communication course:** GEB 3213 Professional Writing in Business, GEB 3218 Professional Speaking in Business, SPC 2608 Introduction to Public Speaking, ENC 3312 Advanced Argumentative Writing or a similar course with prior approval (requires a minimum grade of C).
- **Internship course:** GEB 4941 Internship in Business Administration (one credit) in conjunction with an internship of at least 150 credits before the start of the senior year. The internship requirement can be waived for students who participate in a study abroad experience of at least six weeks. Students who waive the requirement via study abroad are strongly encouraged to complete at least one internship to improve their chances of obtaining full-time employment and/or admission to graduate programs or law school. Students should consult an academic adviser/career coach for more information.

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## Critical Tracking

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To graduate with this major, students must complete all university, college and major requirements.

Equivalent critical-tracking courses as determined by the State of Florida [Common Course Prerequisites](#) may be used for transfer students

To remain on track for the BSBA-FIN major, students must meet the critical-tracking criteria listed below, including earning a minimum grade of C in ACG 2021 and ACG 2071 and a minimum grade of B in FIN 3403. The critical-tracking GPA is calculated based on all attempts of the critical-tracking courses or their equivalents. Once a student receives a minimum grade of C in a critical-tracking course or its equivalent, no subsequent grade in that course or its equivalent will be used in the calculation of the critical-tracking GPA.

### **Semester 1**

- Complete 1 critical-tracking course from ACG 2021, ACG 2071, CGS 2531 or ISM 3013, ECO 2013, ECO 2023, MAC 2233, STA 2023
- 2.5 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 2**

- Complete 2 additional critical-tracking courses for a total of 3 critical-tracking courses
- 2.75 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 3**

- Complete 2 additional critical-tracking courses (including ACG 2021) for a total of 5 critical-tracking courses
- Complete ACG 2021 with a minimum grade of C
- 3.0 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 4**

- Complete 7 of the 8 critical-tracking courses, excluding FIN 3403
- Complete ACG 2071 with a minimum grade of C
- 3.0 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 5**

- Complete FIN 3403 with a minimum grade of B
- Meet all semester 1-4 critical-tracking requirements
- 2.0 UF GPA required (and maintained through semester 8)

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### **Recommended Semester Plan**

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To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold.

<b>ECO 2023 Principles of Microeconomics (GE-S)</b>	<b>4</b>
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HUM 2305 What is the Good Life (GE-H)	3
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Natural Science (AST 1002, AST 3018, AST 3019, BOT 2011, BSC 2005, BSC 2010, CHM 1020, CHM 1031, CHM 2045, CHM 2046, CHM 2051, CHM 2096, ESC 1000, MCB 3020, PHY 2020, PHY 2048, PHY 2049, PHY 2053, PHY 2054, PHY 2061)	3
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Elective (MAC 1140 Precalculus Algebra if needed)	3
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Total 13

**Semester 2**

**Credits**

<b>ECO 2013 Principles of Macroeconomics (GE-S)</b>	<b>4</b>
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<b>MAC 2233 Survey of Calculus 1 (GE-M)</b>	<b>3</b>
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Physical or Biological Science (GE-P or GE-B)	3
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Composition (GE-C, WR)	3
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Humanities (ARH 2000, LIT 2000, MUL 2010, PHI 2010, THE 2000)	3
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Total 16

**Semester 3**

**Credits**

<b>ACG 2021 Introduction to Financial Accounting (minimum grade of required)</b>	<b>4</b>
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<b>CGS 2531 Problem Solving Using Computer Software (3) (GE-M) or ISM 3013 Introduction to Information Systems (4)</b>	<b>3-4</b>
Composition (ENC1101, ENC1102, ENC2210, ENC3246, ENC3254, ENC3453, ENC3464, ENC3465)	3
Diversity (GE-D)	3
International (GE-N)	3
Total	16-17

<b>Semester 4</b>	<b>Credits</b>
<b>ACG 2071 Introduction to Managerial Accounting (minimum grade of C required)</b>	<b>4</b>
<b>STA 2023 Introduction to Statistics 1 (GE-M)</b>	<b>3</b>
Professional communication course (GEB 3213, GEB 3218, SPC 2608 or ENC 3312)	3
Elective	4
GEB 4941 Internship in Business Administration (complete by beginning of senior year)	1
Total	15

Semester 5		Credits
FIN 3403 Business Finance (minimum grade of B required)		4
MAN 3025 Principles of Management (GE-S)		4
QMB 3250 Statistics for Business Decisions		4
Elective		2
	Total	14
Semester 6		Credits
FIN 4243 Debt and Money Markets		4
FIN 4504 Equity and Capital Markets		4
MAR 3023 Principles of Marketing		4
Restricted elective(s)		4
	Total	16

Semester 7		Credits
BUL 4310 The Legal Environment of Business		4
GEB 3373 International Business		4
Finance elective(s)		4
Restricted elective		3
	Total	15
Semester 8		Credits
FIN 4414 Financial Management		4
MAN 4504 Operations and Supply Chain Management		4
Elective		3
Restricted elective(s)		4
	Total	15

## Finance

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*The Bachelor of Science in Business Administration-Finance (BSBA–FIN) degree program provides a broad overview of the functional areas of business with an emphasis in finance. Students take foundation courses in economics, mathematics, computing skills and accounting; core courses that relate to the basic functions of business, such as finance, management, marketing and operations management; and major courses that develop students' financial decision-making skills.*

### About This Major

- **College:** Heavener School of Business
- **Degree:** Bachelor of Science in Business Administration
- **Credits for Degree:** 120
- **Minor:** No
- **Combined-Degree Program:** Yes
- **Academic Learning Compact:** [Business Administration \(finance major\)](#)
- **Website:** [warrington.ufl.edu/sb/programs/](http://warrington.ufl.edu/sb/programs/)

### Overview

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The Bachelor of Science in Business Administration-Finance (BSBA-FIN) degree program focuses on the acquisition and management of funds by businesses, financial markets, security analysis and valuation, management of financial institutions, interest rates, investments and securities, financial risk management, security trading, government policy and financial markets, financial forecasting, capital structure, venture capital and security issuance. The finance curriculum prepares students for careers in corporate financial management and the financial services industry. Finance graduates can also pursue graduate studies in business, law and public administration.

BSBA-FIN majors are encouraged to gain practical work experience through [internships](#), student organizations and community service. In addition, the Heavener School of Business offers students a wide variety of academic and [career and leadership programs](#), including [study abroad](#), the Florida Leadership Academy, involvement in [student organizations](#) and [research activities](#). Students should consult an [academic adviser/career coach](#) for specific information.

### Requirements for the Major

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BSBA-FIN majors must maintain a 2.0 core, major and UF GPA. Students must read the individual course descriptions in this catalog to determine the prerequisites for their required courses. In addition to the critical-tracking and general education courses outlined below, BSBA-FIN majors must take 120 credits, including:

- **Core courses:** BUL 4310, FIN 3403, GEB 3373, MAN 3025, MAN 4504, MAR 3023 and QMB 3250
- **Major courses:** FIN 4243, FIN 4414, FIN 4504 and four credits of elective(s) including 3000/4000-level ACG, FIN and REE courses (except REE 3043)
- **Restricted elective courses:** 11-12 credits of any 3000/4000-level courses or 1000/4000-level foreign language courses. One electronic platform course (ENT 3003, GEB 3035, ISM 3004 or REE 3043) can be taken to fulfill the restricted elective requirement. Internship, independent study or assistantship credit will not count toward this requirement.
- **Professional communication course:** GEB 3213 Professional Writing in Business, GEB 3218 Professional Speaking in Business, SPC 2608 Introduction to Public Speaking, ENC 3312 Advanced Argumentative Writing or a similar course with prior approval (requires a minimum grade of C).
- **Internship course:** GEB 4941 Internship in Business Administration (one credit) in conjunction with an internship of at least 150 credits before the start of the senior year. The internship requirement can be waived for students who participate in a study abroad experience of at least six weeks. Students who waive the requirement via study abroad are strongly encouraged to complete at least one internship to improve their chances of obtaining full-time employment and/or admission to graduate programs or law school. Students should consult an academic adviser/career coach for more information.

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## Critical Tracking

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To graduate with this major, students must complete all university, college and major requirements.

Equivalent critical-tracking courses as determined by the State of Florida [Common Course Prerequisites](#) may be used for transfer students

To remain on track for the BSBA-FIN major, students must meet the critical-tracking criteria listed below, including earning a minimum grade of C in ACG 2021 and ACG 2071 and a minimum grade of B in FIN 3403. The critical-tracking GPA is calculated based on all attempts of the critical-tracking courses or their equivalents. Once a student receives a minimum grade of C in a critical-tracking course or its equivalent, no subsequent grade in that course or its equivalent will be used in the calculation of the critical-tracking GPA.



### **Semester 1**

- Complete 1 critical-tracking course from ACG 2021, ACG 2071, CGS 2531 or ISM 3013, ECO 2013, ECO 2023, MAC 2233, STA 2023
- 2.5 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 2**

- Complete 2 additional critical-tracking courses for a total of 3 critical-tracking courses
- 2.75 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 3**

- Complete 2 additional critical-tracking courses (including ACG 2021) for a total of 5 critical-tracking courses
- Complete ACG 2021 with a minimum grade of C
- 3.0 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 4**

- Complete 7 of the 8 critical-tracking courses, excluding FIN 3403
- Complete ACG 2071 with a minimum grade of C
- 3.0 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 5**

- Complete FIN 3403 with a minimum grade of B
- Meet all semester 1-4 critical-tracking requirements
- 2.0 UF GPA required (and maintained through semester 8)

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### **Recommended Semester Plan**

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To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold.

<b>ECO 2023 Principles of Microeconomics (GE-S)</b>	<b>4</b>
HUM 2305 What is the Good Life (GE-H)	3
Biological or Physical Science (GE-B or P)	3
Elective (MAC 1140 Precalculus Algebra if needed)	3
	Total 13

<b>Semester 2</b>	<b>Credits</b>
<b>ECO 2013 Principles of Macroeconomics (GE-S)</b>	<b>4</b>
<b>MAC 2233 Survey of Calculus 1 (GE-M)</b>	<b>3</b>
Biological Science (GE-B)	3
Composition (GE-C, WR)	3
Humanities/International (GE-H and N)	3
	Total 16

<b>Semester 3</b>	<b>Credits</b>
<b>ACG 2021 Introduction to Financial Accounting (minimum grade of required)</b>	<b>4</b>

<b>CGS 2531 Problem Solving Using Computer Software (3) (GE-M) or ISM 3013 Introduction to Information Systems (4)</b>	<b>3-4</b>
Elective	3
Humanities (GE-H and D)	3
Physical Science (GE-P)	3
Total	16-17

<b>Semester 4</b>	<b>Credits</b>
<b>ACG 2071 Introduction to Managerial Accounting (minimum grade of C required)</b>	<b>4</b>
<b>STA 2023 Introduction to Statistics 1 (GE-M)</b>	<b>3</b>
Professional communication course (GEB 3213, GEB 3218, SPC 2608 or ENC 3312)	3
Elective	4
GEB 4941 Internship in Business Administration (complete by beginning of senior year)	1
Total	15

Semester 5		Credits
FIN 3403 Business Finance (minimum grade of B required)		4
MAN 3025 Principles of Management (GE-S)		4
QMB 3250 Statistics for Business Decisions		4
Elective		2
	Total	14
Semester 6		Credits
FIN 4243 Debt and Money Markets		4
FIN 4504 Equity and Capital Markets		4
MAR 3023 Principles of Marketing		4
Restricted elective(s)		4
	Total	16

Semester 7		Credits
BUL 4310 The Legal Environment of Business		4
GEB 3373 International Business		4
Finance elective(s)		4
Restricted elective		3
	Total	15
Semester 8		Credits
FIN 4414 Financial Management		4
MAN 4504 Operations and Supply Chain Management		4
Elective		3
Restricted elective(s)		4
	Total	15

## Finance

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*The Bachelor of Science in Business Administration-Finance (BSBA–FIN) degree program provides a broad overview of the functional areas of business with an emphasis in finance. Students take foundation courses in economics, mathematics, computing skills and accounting; core courses that relate to the basic functions of business, such as finance, management, marketing and operations management; and major courses that develop students' financial decision-making skills.*

### About This Major

- **College:** Heavener School of Business
- **Degree:** Bachelor of Science in Business Administration
- **Credits for Degree:** 120
- **Minor:** No
- **Combined-Degree Program:** Yes
- **Academic Learning Compact:** [Business Administration \(finance major\)](#)
- **Website:** [warrington.ufl.edu/sb/programs/](http://warrington.ufl.edu/sb/programs/)

### Overview

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The Bachelor of Science in Business Administration-Finance (BSBA-FIN) degree program focuses on the acquisition and management of funds by businesses, financial markets, security analysis and valuation, management of financial institutions, interest rates, investments and securities, financial risk management, security trading, government policy and financial markets, financial forecasting, capital structure, venture capital and security issuance. The finance curriculum prepares students for careers in corporate financial management and the financial services industry. Finance graduates can also pursue graduate studies in business, law and public administration.

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### Requirements for the Major

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- **Core courses:** BUL 4310, FIN 3403, GEB 3373, MAN 3025, MAN 4504, MAR 3023 and QMB 3250
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## Critical Tracking

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To graduate with this major, students must complete all university, college and major requirements.

Equivalent critical-tracking courses as determined by the State of Florida [Common Course Prerequisites](#) may be used for transfer students

To remain on track for the BSBA-FIN major, students must meet the critical-tracking criteria listed below, including earning a minimum grade of C in ACG 2021 and ACG 2071 and a minimum grade of B in FIN 3403. The critical-tracking GPA is calculated based on all attempts of the critical-tracking courses or their equivalents. Once a student receives a minimum grade of C in a critical-tracking course or its equivalent, no subsequent grade in that course or its equivalent will be used in the calculation of the critical-tracking GPA.

### **Semester 1**

- Complete 1 critical-tracking course from ACG 2021, ACG 2071, CGS 2531 or ISM 3013, ECO 2013, ECO 2023, MAC 2233, STA 2023
- 2.5 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 2**

- Complete 2 additional critical-tracking courses for a total of 3 critical-tracking courses
- 2.75 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 3**

- Complete 2 additional critical-tracking courses (including ACG 2021) for a total of 5 critical-tracking courses
- Complete ACG 2021 with a minimum grade of C
- 3.0 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 4**

- Complete 7 of the 8 critical-tracking courses, excluding FIN 3403
- Complete ACG 2071 with a minimum grade of C
- 3.0 GPA on all attempts of critical-tracking courses, excluding FIN 3403
- 2.0 UF GPA required

### **Semester 5**

- Complete FIN 3403 with a minimum grade of B
- Meet all semester 1-4 critical-tracking requirements
- 2.0 UF GPA required (and maintained through semester 8)

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### **Recommended Semester Plan**

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To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold.



<b>ECO 2023 Principles of Microeconomics (GE-S)</b>	<b>4</b>
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HUM 2305 What is the Good Life (GE-H)	3
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Natural Science (AST 1002, AST 3018, AST 3019, BOT 2011, BSC 2005, BSC 2010, CHM 1020, CHM 1031, CHM 2045, CHM 2046, CHM 2051, CHM 2096, ESC 1000, MCB 3020, PHY 2020, PHY 2048, PHY 2049, PHY 2053, PHY 2054, PHY 2061)	3
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Elective (MAC 1140 Precalculus Algebra if needed)	3
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Total 13

**Semester 2**

**Credits**

<b>ECO 2013 Principles of Macroeconomics (GE-S)</b>	<b>4</b>
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<b>MAC 2233 Survey of Calculus 1 (GE-M)</b>	<b>3</b>
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<a href="#">UF Core</a> Physical or Biological Science (GE-P or GE-B)	3
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Composition (GE-C, WR)	3
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Humanities (ARH 2000, LIT 2000, MUL 2010, PHI 2010, THE 2000)	3
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Total 16

**Semester 3**

**Credits**

<b>ACG 2021 Introduction to Financial Accounting (minimum grade of required)</b>	<b>4</b>
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<b>CGS 2531 Problem Solving Using Computer Software (3) (GE-M) or ISM 3013 Introduction to Information Systems (4)</b>	<b>3-4</b>
Composition (ENC1101, ENC1102, ENC2210, ENC3246, ENC3254, ENC3453, ENC3464, ENC3465)	3
Diversity (GE-D)	3
International (GE-N)	3
Total	16-17

Semester 4	Credits
<b>ACG 2071 Introduction to Managerial Accounting (minimum grade of C required)</b>	<b>4</b>
<b>STA 2023 Introduction to Statistics 1 (GE-M)</b>	<b>3</b>
Professional communication course (GEB 3213, GEB 3218, SPC 2608 or ENC 3312)	3
<del>Elective</del> <a href="#">UF Core Social and Behavioral Science</a>	4
GEB 4941 Internship in Business Administration (complete by beginning of senior year)	1
Total	15

Semester 5		Credits
FIN 3403 Business Finance (minimum grade of B required)		4
MAN 3025 Principles of Management (GE-S)		4
QMB 3250 Statistics for Business Decisions		4
Elective		2
	Total	14
Semester 6		Credits
FIN 4243 Debt and Money Markets		4
FIN 4504 Equity and Capital Markets		4
MAR 3023 Principles of Marketing		4
Restricted elective(s)		4
	Total	16

Semester 7		Credits
BUL 4310 The Legal Environment of Business		4
GEB 3373 International Business		4
Finance elective(s)		4
Restricted elective		3
	Total	15
Semester 8		Credits
FIN 4414 Financial Management		4
MAN 4504 Operations and Supply Chain Management		4
Elective		3
Restricted elective(s)		4
	Total	15

### THIRD DRAFT

## Recommendations for Teaching Evaluation and Improvement

Teaching Committee

November 12, 2014

### Background

In March 2002, the faculty of the Warrington College of Business Administration adopted a policy regarding Peer Review of Teaching: (<http://warrington.ufl.edu/mywarrington/tenure.asp>) – see Peer Review of Teaching PDF, including periodic peer observation (see Peer Review of Teaching Procedure PDF) and annual updating of a Teaching Portfolio (see Guidelines for Teaching Portfolio Preparation for Annual Report PDF). Over the ensuing decade, the Peer Review of Teaching policy has been implemented systematically with regard to third-year reviews, promotion cases, and teaching awards. However, implementation has been less systematic with regard to the continuing appointments of lecturers and adjuncts, and as a standard component of annual faculty evaluations.

### Motivation

The revised AACSB standards place a greater emphasis on effective teaching. Specifically, Standard 12 calls for the following:

*The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.*

The bases for judgment are the following criteria:

- *The school has a systematic process for evaluating quality as an integral component of the faculty and professional staff performance review process. This process should extend beyond student evaluations of teaching and include expectations for continuous improvement.*
- *The school provides development activities focused on teaching enhancement to all faculty members, appropriate professional staff, and graduate students who have teaching responsibilities across all delivery modes.*
- *Faculty are adequately prepared to teach while employing the modalities and pedagogies of degree programs.*
- *Faculty and professional staff substantially participate in teaching enhancement activities.*

To address the overall issue of enhancing teaching effectiveness and in particular the first bullet point listed above, the **Teaching Committee recommends that the deans and**

**academic unit heads in the College re-assert more systematic adherence to the existing Peer Review of Teaching policy.** All faculty should maintain their Teaching Portfolios as specified in the policy, and administrators should carefully review these portfolios as a component of the annual faculty evaluation.

In addition, the committee proposes some enhancements and expansion of the policy, with the goal of making the policy a more effective mechanism for ensuring continuous improvement of the College's instructional programs.

#### Refinements of Existing Policy

The current Peer Review of Teaching policy is detailed and comprehensive. Two modifications are proposed that will strengthen the effectiveness of the review process relative to the College's objectives.

First, the current composition of an individual faculty member's review committee is three faculty, two from within the same department and one from outside. The **Teaching Committee recommends that this committee be expanded to include an instructional designer**, to be appointed by the faculty member's unit head in consultation with the Director of the College's Center for Teaching, Learning and Assessment (CTLA). The CTLA did not exist at the time the policy was adopted, and in recent years the role of instructional design in the delivery of the College's courses has expanded greatly. Drawing on this expertise in the peer review of teaching seems highly desirable. In addition, the Senior and Master Lecturers in the College should be considered for inclusion on review committees, where appropriate.

Second, the Peer Review of Teaching policy specifies a formal *summative evaluation* that includes a peer review at several points, such as third-year and promotion decisions. Post-tenure summative evaluations are required every seven years (p. 3). Due to the AACSB's increased attention to the assurance of teaching quality, the **Teaching Committee recommends that the post-tenure summative evaluations explicitly incorporate input from a formative (i.e., diagnostic) peer review of the faculty member's teaching. A formative review stops short of making an overall evaluation, but the observations included in such a review should feed into the summative evaluation required under the current policy. (See the current policy for a discussion of summative and formative evaluations.)**

Parenthetically, the Teaching Committee also recommends that all college administrators and teaching faculty (of any rank) familiarize (or re-familiarize) themselves with the Peer Review of Teaching policy. This will help set expectations and also remind everyone involved of the components of the review process.

#### Extension of the Existing Policy

Over the past decade an increasing percentage of the College's courses are being taught by professionals other than tenured and tenure-track faculty (e.g., lecturers, adjuncts, post-docs, professors of practice, and professional staff). (Ph.D. students also account for considerable amount of teaching, but they are being dealt with separately and do not factor into this policy.)

It is the Teaching Committee's impression that the Peer Review of Teaching policy has not been implemented systematically with respect to these other classes of faculty in the College. The committee recommends that the policy be enforced for those faculty as well.

Specifically, the **Teaching Committee recommends that every instructor in the College (except tenured, tenure track, and clinical faculty) be subjected to a thorough *formative* peer review during his or her first semester of teaching. If aspects of an instructor's teaching are inadequate but potentially correctable, the individual may be required to work with content experts and/or instructional designers to improve his or her teaching. All non-tenure track instructors who have ongoing appointments must maintain a Teaching Portfolio and participate in the same annual evaluation process as tenured and tenure track faculty; in addition, every five years they must undergo a full *summative* evaluation as specified in the Peer Review of Teaching.**

AACSB Standard 12 also requires documentation of "continuous improvement and development initiatives" for "all faculty, appropriate staff, and graduate students" through participation in teaching enhancement activities. **To that end, the Teaching Committee recommends that the deans and academic unit heads support attendance and participation in teaching and pedagogical conferences, workshops, and seminars conducted both within the College (offered through the Center for Teaching, Learning & Assessment), and outside the College at the University level, and/or through professional associations. This support can be in the form of funds to support travel and presentations at teaching-focused events, bringing in outside experts, promotion and support of CTLA activities, and consideration in annual reviews of such participation by faculty and staff.**

2014-2015 WCBA Teaching Committee

Richard Lutz, Chair

Larry DiMatteo

Jill Goslinga

John Banko

Adam Munson

Tawnya Means

Christophe Kurtz

Alicia Cofino

Department Name and Number			
Recommended SCNS Course Identification Prefix <u>M</u> <u>A</u> <u>R</u> Level <u>7</u> Course Number <u>N</u> <u>E</u> <u>W</u> Lab Code _____ Full Course Title <u>MARKETING STRATEGY SEMINAR</u> Transcript Title (please limit to 21 characters) <u>MKTG STRATEGY</u>			
Effective Term and Year <b>SPRING 2015</b>		Rotating Topic <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Amount of Credit <u>3</u>	Contact Hour: Base <u>24</u> or Headcount <u>25</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, _____ total repeatable credit allowed			
Variable Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no If yes, _____ minimum and _____ maximum credits per semester			
Course Description (50 words or less) This doctoral-level course will expose students to research on four key areas within marketing strategy (i) Philosophy and methods (ii) Customer strategy (iii) Brand strategy, and (iv) Strategy performance. We will will examine these topics through a seminar that will discuss, critique, and extend the extant literature. Course readings cover both classic and state-of-the-art articles in marketing strategy. Students will			
Prerequisites		Co-requisites	
Degree Type (mark all that apply) <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional <input type="checkbox"/> Other _____			
Category of Instruction <input checked="" type="checkbox"/> Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced			

Rationale and place in curriculum The course will offer a springboard for new research questions, ideas, and frameworks to enrich and extend understanding on marketing strategy by management practitioners and applied researchers. It emphasizes substantive (vs. conceptual) research questions, application (as opposed to development) of theory, and practical (as opposed to novel) empirical contribution.
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Department Contact	Name <b>Debanjan Mitra</b>	Email <b>dmitra@ufl.edu</b>
	Phone <b>352-273-3284</b>	
College Contact	Name <b>Joseph W. Alba</b>	joe.alba@warrington.ufl.edu
	Phone <b>352-273-3280</b>	Email



# **Seminar on Marketing Strategy (DBA)**

## **Spring 2015**

### **Course Syllabus**

**Instructor:** Debanjan Mitra  
City Furniture Professor of Marketing,  
Warrington College of Business Administration  
BRY 300B. Phone: 352-273-3284  
email: [dmitra@ufl.edu](mailto:dmitra@ufl.edu)

#### **Seminar Times:**

**Office Hours:** By appointment

**Readings:** Readings available from ???

#### **Description**

This DBA seminar on marketing strategy is designed to help students understand the role of marketing within the organization, its business strategy, and its performance. It exposes students to the main issues in marketing strategy and marketing strategy research, and helps them critically evaluate both fundamental ideas and more recent developments. The schedule describes the topics and readings that will be covered in each session. Papers listed under “Discussion” will be presented and critiqued. Papers listed under “Background” give a sense of the literature on the topic. Though prior knowledge of econometrics or statistics is not a pre-requisite, it is expected that students will deepen their knowledge in a specific method and domain depending on their interests.

One of the best ways for doctoral candidates to understand a research area is to critically review articles describing research in that area. While less efficient than following a textbook, the approach provides a deeper understanding of specific issues, a better appreciation of the research process, and stronger training in research skills than the textbook approach. So the seminar will consist of a discussion of key articles on each topic. Students will be challenged to present articles in terms of key takeaways, limitations, and potential extensions. The class will discuss and evaluate the presentations. The instructor will provide his overall perspective on the articles and summarize direction of research.

The course will be categorized under 4 broad content areas and 8 sessions.

- A. Philosophy and Methods of Marketing Strategy Research
- B. Customer Strategy Research
  - I. Diffusion and Social Media
  - II. Positioning and Customer Preference
  - III. Customer Relationship Management
- C. Brand Strategy Research
  - I. Market Entry
  - II. Quality and Innovation
  - III. Other Marketing Mix
- D. Strategy Performance Research

## Goals

The seminar seeks to:

- 1) Expose students to important problems in marketing strategy
- 2) Familiarize students with findings in the area.
- 3) Refine students' skills in reviewing articles and integrating literature.
- 4) Help students understand how various methodologies address these problems.

## Pedagogy

The sessions will involve a discussion of the readings assigned for the day. There are two types of readings – background readings (1 or 2) and discussion readings (6). All readings are required but only discussion readings will be presented and discussed in class. Each student will be responsible to lead the discussion on a specific discussion reading assigned to them and submit a ppt file on that reading. Each discussion reading will be assigned to 3-4 students who should all be ready to individually present the paper if called on. One of these students will get to make the presentation but all will submit their ppt file to me. While there is flexibility in the structure of the presentation, empirical paper presentations typically include the motivation, research question, theory, data, analyses, implications, and further research possibilities. The presentations are expected to be a two-way exchange and non-presenting students sharing the assigned reading are expected to contribute actively. The rest of the class are also expected to participate through asking clarifications, proposing new ideas, etc. We have 8 sessions out of which the first session on “philosophy and methods” will be primarily led by the instructor. Therefore each student will have 7 assigned readings and will submit 7 write-ups during the course. Over the course, each student will be called on once to present a paper. After the end of a set of 4 sessions, the instructor will collate and email the submitted presentations to the students. These presentations and the class discussions alongwith should form the basis of two term papers in the form of research proposals – one related to customer strategy and the other related to brand strategy

## Research Proposals

Each research proposal will comprise a research question that is grounded in the relevant literature, a motivation for studying the question, a method for investigating it, potential data sources, and a mock example of the data and analysis. The proposal may involve a survey, field experiment, a quasi or natural experiment, multivariate analysis of secondary data, or meta-analysis. The first research proposal is due by February 28 while the second is due by April 15.

## Attendance

Students need to attend all sessions punctually and should inform the instructor ahead of time for any absence.

## Grading

Grades will be based on the instructor's assessment of a student's learning and contribution. Weights will be as follows:

Class Participation	15%
Powerpoint write-up (7)	35%
Research Proposals (2)	50%

## **A. Philosophy and Methods in Marketing Strategy Research**

1. Davis, Murray (1973), "That's Interesting! Towards a Phenomenology of Sociology and a Sociology of Phenomenology," *Philosophy of Social Science*, 1(4), 309-344.
2. Varian, Hal R. (1997), "How to Build an Economic Model in Your Spare Time," *The American Economist*, Vol. 41, No. 2 (Fall), 3-10.
3. Unintended Nutrition Consequences: Firm Responses to the Nutrition Labeling and Education Act Christine Moorman, Rosellina Ferraro, and Joel Huber *Marketing Science* 201231:5 , 717-737
4. Levitta, Steven D. and John A. List (2009), "Field experiments in economics: The past, the present, and the future," *European Economic Review*, Volume 53, Issue 1, 1–18.
5. Schmidt, Frank L. (1992), "What do data really mean? Research findings, meta-analysis, and cumulative knowledge in psychology," *American Psychologist*, Vol 47(10), October, 1173-1181.
6. Abadie, A., Diamond, A. and Hainmueller, J. (2010), "Synthetic Control Methods for Comparative Case Studies: Estimating the Effect of California's Tobacco Control Program." *Journal of the American Statistical Association*, 105(490): pp. 493-505.
7. Glass, Gene V. (1977), "Integrating Findings: The Meta-Analysis of Research," *Review of Research in Education*, Vol. 5, (1977), 351-379.

## **B. Customer Strategy Research**

### **I. Diffusion and Social Media**

1. Chandrasekaran, D. and Tellis, G. J. (2007), "A Critical Review of Marketing Research on Diffusion of New Products." *Review of Marketing Research*, vol. 3, Malhotra, N. K. (ed.). Armonk, NY: M. E. Sharp
2. Godes, David and Dina Mayzlin (2004), "Using Online Conversation to Study Word-of-Mouth Communication," *Marketing Science*, 23 (Fall), 545-560.
3. Golder, Peter N. and Gerard J. Tellis (1997), "Will It Ever Fly? Modeling The Takeoff of New Consumer Durables," *Marketing Science*, 16, 3, 256-270.
4. Peter N. Golder, Gerard J. Tellis, (2004), "Growing, Growing, Gone: Cascades, Diffusion, and Turning Points in the Product Life Cycle," *Marketing Science* 23(2):207-218.
5. Tellis, G. J., Stremersch, S. and Yin, E. (2003), "The International Takeoff of New Products: Economics, Culture and Country Innovativeness," *Marketing Science*, 22(2): pp. 188-208
6. Jonah Berger, Eric M. Schwartz (2011) What Drives Immediate and Ongoing Word of Mouth?. *Journal of Marketing Research*: October 2011, Vol. 48, No. 5, pp. 869-880.
7. Judith A. Chevalier and Dina Mayzlin (2006) The Effect of Word of Mouth on Sales: Online Book Reviews. *Journal of Marketing Research*: August 2006, Vol. 43, No. 3, pp. 345-354.
8. Tanya (Ya) Tang, Eric (Er) Fang, and Feng Wang (2014), "Is Neutral Really Neutral? The Effects of Neutral User-Generated Content on Product Sales," *Journal of Marketing*: July 2014, Vol. 78, No. 4, pp. 41-58.
9. Godes, David and Dina Mayzlin (2009), "Firm-Created Word-of-Mouth Communication: Evidence from a Field Test," *Marketing Science*, 28(4), 721-739.

10. Oliver Hinz, Bernd Skiera, Christian Barrot, Jan U. Becker (2011) Seeding Strategies for Viral Marketing: An Empirical Comparison. *Journal of Marketing*: November 2011, Vol. 75, No. 6, pp. 55-71.
11. Eliashberg, Jehoshua and Steven M. Shugan (1997), "Film Critics: Influencers or Predictors?" *Journal of Marketing*, Vol. 61, No. 2 (Apr., 1997), 68-78.
12. Gabriel R. Gonzalez, Danny P. Claro, and Robert W. Palmatier (2014) Synergistic Effects of Relationship Managers' Social Networks on Sales Performance. *Journal of Marketing*: January 2014, Vol. 78, No. 1, pp. 76-94.
13. Shibin Sheng, Kevin Zheng Zhou, Julie Juan Li (2011) The Effects of Business and Political Ties on Firm Performance: Evidence from China. *Journal of Marketing*: January 2011, Vol. 75, No. 1, 1-15.

## **II. Customer Preference and Perceptions**

1. Parasuraman, A., Valarie A. Zeithaml, and Leonard L. Berry (1988), "SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality," *Journal of Retailing*, 64(1), 12-40.
2. Hoch, Stephen J. (1988), "Who Do We Know: Predicting the Interests and Opinions of the American Consumer," *Journal of Consumer Research*, 15(3), 315-324.
3. Griffin, Abbie and John R. Hauser (1993), "The Voice of the Customer," *Marketing Science*, 12(1), 1-27.
4. Lilien, Gary L., Pamela D. Morrison, Kathleen Searls, Mary Sonnack, and Eric von Hippel (2002), "Performance Assessment of the Lead User Idea-Generation Process for New Product Development," *Management Science*, 48(8), 1042-1059.
5. Anderson, Eric and Duncan Simester (2010), "Price Stickiness and Customer Antagonism," *Quarterly Journal of Economics* 125.2: 729-65.
6. Eric T. Anderson and Duncan I. Simester (2014) Reviews Without a Purchase: Low Ratings, Loyal Customers, and Deception. *Journal of Marketing Research*: June 2014, Vol. 51, No. 3, pp. 249-269.
7. Thomas, Manoj, Daniel H. Simon, and Vrinda Kadiyali (2010), "The Price Precision Effect: Evidence from Laboratory and Market Data," *Marketing Science*, 29(1), 175-190.

## **III. Customer Relationship Management**

1. Jaishankar Ganesh, Mark J. Arnold and Kristy E. Reynolds (2000), "Understanding the customer base of service providers: an examination of the differences between switchers and stayers," *Journal of Marketing*, Vol. 64, No. 3 (Jul., 2000), 65-87.
2. Reinartz, Werner, Manfred Krafft, and Wayne D. Hoyer (2004), "The Customer Relationship Management Process: Its Measurement and Impact on Performance," *Journal of Marketing Research*, Vol. 41, No. 3 (Aug., 2004), pp. 293-305.
3. Wübben, Markus and Florian v. Wangenheim (2008), "Instant Customer Base Analysis: Managerial Heuristics Often "Get It Right"," *Journal of Marketing*, Vol. 72, No. 3 (May, 2008), pp. 82-93.
4. Gupta, Sunil, Donald R. Lehmann and Jennifer Ames Stuart (2004), "Valuing Customers," *Journal of Marketing Research*, Vol. 41, No. 1 (Feb., 2004), pp. 7-18.

5. Verhoef, Peter C. (2003), "Understanding the Effect of Customer Relationship Management Efforts on Customer Retention and Customer Share Development. *Journal of Marketing*: October 2003, Vol. 67, No. 4, pp. 30-45.
6. Crina O. Tarasi, Ruth N. Bolton, Michael D. Hutt, Beth A. Walker (2011) Balancing Risk and Return in a Customer Portfolio. *Journal of Marketing*: May 2011, Vol. 75, No. 3, pp. 1-17.
7. Mithas, Sunil, M. S. Krishnan, and Claes Fornell (2005), "Why Do Customer Relationship Management Applications Affect Customer Satisfaction?" *Journal of Marketing*, Vol. 69, No. 4 (Oct., 2005), pp. 201-209

## **C. Brand Strategy Research**

### **I. Market Entry**

1. Johnson, Joseph and Gerard J. Tellis (2008), "Drivers of Success for Market Entry Into China and India," *Journal of Marketing*, 72 (May) 1-13.
2. Golder Peter N. and Gerard J. Tellis (1993) "Pioneering Advantage: Marketing Logic or Marketing Legend," *Journal of Marketing Research*.
3. Debanjan Mitra and Peter N. Golder (2002), "Whose Culture Matters? Near-Market Knowledge and Its Impact on Foreign Market Entry Timing," *Journal of Marketing Research*, Vol. 39, No. 3 (Aug., 2002), pp. 350-365
4. Jonathan D. Bohlmann, Peter N. Golder, and Debanjan Mitra (2002), "Deconstructing the Pioneer's Advantage: Examining Vintage Effects and Consumer Valuations of Quality and Variety," *Management Science*, 48:9, 1175-1195.
5. Kusum L. Ailawadi, Jie Zhang, Aradhna Krishna, Michael W. Kruger (2010) When Wal-Mart Enters: How Incumbent Retailers React and How This Affects Their Sales Outcomes. *Journal of Marketing Research*: August 2010, Vol. 47, No. 4, pp. 577-593.
6. Uri Simonsohn (2010), "eBay's Crowded Evenings: Competition Neglect in Market Entry Decisions," *Management Science*, 56(7), 1060-1073.
7. Liebowitz S. J. and Stephen E. Margolis (1990), "The Fable of the Keys," *Journal of Law and Economics*, Vol. 33, No. 1 (Apr., 1990), pp. 1-25

### **II. Quality and Innovation**

1. Golder, Peter N., Debanjan Mitra, and Christine Moorman (2012) What Is Quality? An Integrative Framework of Processes and States. *Journal of Marketing*: July 2012, Vol. 76, No. 4, pp. 1-23.
2. Golder, Peter N. Rachel Shacham, and Debanjan Mitra (2009), "Innovations' Origins: When, By Whom, and How Are Radical Innovations Developed?" *Marketing Science* 28:1 , 166-179.
3. Chandy, Rajesh and Gerard J. Tellis (2000), "The Incumbent's Curse? Incumbency, Size and Radical Product Innovation," *Journal of Marketing*, 64, 3 (July), 1 to 17.
4. Bayus Barry L. (2013), "Crowdsourcing New Product Ideas Over Time: An Analysis of the Dell IdeaStorm Community," *Management Science* 9:1, 226-244.
5. Hauser, John R. and Don Clausing (1988), "The House of Quality," *Harvard Business Review*, 66 (May-June), 63-73.

6. Ashwin W. Joshi, (2010) Salesperson Influence on Product Development: Insights from a Study of Small Manufacturing Organizations. *Journal of Marketing*: January 2010, Vol. 74, No. 1, pp. 94-107.
7. Srinivasan, R., Lilien, G. L. and Rangaswamy, A. (2006) "The Emergence of Dominant Designs." *Journal of Marketing*, 70(2): pp. 1-17
8. Hauser John, Gerard J. Tellis and Abbie Griffin (2007) "Research on Innovation and New Products: A Review and Agenda for Marketing Science," *Marketing Science*, 25, 6, 687-717.
9. Sood, A. and Tellis, G. J. (2009) "Do Innovations Really Payoff? Total Stock Market Returns to Innovation." *Marketing Science*, 28(3): pp. 442-456
10. Sood, A. and Tellis, G. J. (2011) "Demystifying Disruptions: A New Model for Understanding and Predicting Disruptive Technologies." *Marketing Science*, 30(2): pp. 339-354
11. How Does Objective Quality Affect Perceived Quality? Short-Term Effects, Long-Term Effects, and Asymmetries Debanjan Mitra and Peter N. Golder *Marketing Science*, Vol. 25, No. 3 (May - Jun., 2006), pp. 230-247

### **III. Other Marketing Mix**

1. Tellis, G. J., Chandy, R. and Thaivanich, P. (2000) "Which Ad Works, When, Where, and How Often? Modeling the Effects of Direct Television Advertising." *Journal of Marketing Research*, 37 (1): pp. 32-46
2. Kusum L. Ailawadi, Donald R. Lehmann, & Scott A. Neslin Market Response to a Major Policy Change in the Marketing Mix: Learning from Procter & Gamble's Value Pricing Strategy
3. Decomposing the Impact of Advertising: Augmenting Sales with Online Search Data Ye Hu Rex Yuxing Du
4. Sina Damangir Ju-Young Kim, Martin Natter, Martin Spann (2009) Pay What You Want: A New Participative Pricing Mechanism. *Journal of Marketing*: January 2009, Vol. 73, No. 1, pp. 44-58.
5. Sarthak Gaurav, Shawn Cole, Jeremy Tobacman (2011) Marketing Complex Financial Products in Emerging Markets: Evidence from Rainfall Insurance in India. *Journal of Marketing Research*: November 2011, Vol. 48, No. SPL, pp. S150-S162.
6. Yakov Bart, Andrew T. Stephen, and Miklos Sarvary (2014) Which Products Are Best Suited to Mobile Advertising? A Field Study of Mobile Display Advertising Effects on Consumer Attitudes and Intentions. *Journal of Marketing Research*: June 2014, Vol. 51, No. 3, pp. 270-285.
7. What's Advertising Content Worth? Evidence From A Consumer Credit Marketing Field Experiment\* Marianne Bertrand Dean Karlan Sendhil Mullainathan Eldar Shafir Jonathan Zinman
8. The digital provide: Information (technology), market performance, and welfare in the South Indian fisheries sector R Jensen - *The quarterly journal of economics*, 2007
9. Frictionless Commerce? A Comparison of Internet and Conventional Retailers Erik Brynjolfsson and Michael D. Smith *Management Science* 200046:4 , 563-585
10. Cost of Being Poor: Retail Price and Consumer Price Search Differences across Inner-City and Suburban Neighborhoods Debabrata Talukdar *Journal of Consumer Research*, Vol. 35, No. 3 (October 2008), pp. 457-471

### **C. Strategy Performance**

1. Revenue Premium as an Outcome Measure of Brand Equity Kusum L. Ailawadi, Donald R. Lehmann and Scott A. Neslin *Journal of Marketing*, Vol. 67, No. 4 (Oct., 2003), pp. 1-17
2. The Measurement and Determinants of Brand Equity: A Financial Approach Carol J. Simon and Mary W. Sullivan *Marketing Science*, Vol. 12, No. 1 (Winter, 1993), pp. 28-52
3. Srinivasan, S. and Hanssens, D. M. (2009) "Marketing and Firm Value: Metrics, Methods, Findings, and Future Directions." *Journal of Marketing Research*, 46(3): pp. 293-312
4. The American Customer Satisfaction Index: Nature, Purpose, and Findings Claes Fornell, Michael D. Johnson, Eugene W. Anderson, Jaesung Cha and Barbara Everitt Bryant *Journal of Marketing*, Vol. 60, No. 4 (Oct., 1996), pp. 7-18
5. Customer Satisfaction, Productivity, and Profitability: Differences between Goods and Services Eugene W. Anderson, Claes Fornell and Roland T. Rust *Marketing Science*, Vol. 16, No. 2 (1997), pp. 129-145
6. Customer Satisfaction and Stock Prices: High Returns, Low Risk Claes Fornell, Sunil Mithas, Forrest V. Morgeson III and M. S. Krishnan *Journal of Marketing*, Vol. 70, No. 1 (Jan., 2006), pp. 3-14
7. Yakov Bart, Venkatesh Shankar, Fareena Sultan, Glen L. Urban (2005) Are the Drivers and Role of Online Trust the Same for All Web Sites and Consumers? A Large-Scale Exploratory Empirical Study. *Journal of Marketing*: October 2005, Vol. 69, No. 4, pp. 133-152.
8. The Use of Pledges to Build and Sustain Commitment in Distribution Channels Erin Anderson and Barton Weitz *Journal of Marketing Research*, Vol. 29, No. 1 (Feb., 1992), pp. 18-34
9. Conceptualizing, Measuring, and Managing Customer-Based Brand Equity Kevin Lane Keller *Journal of Marketing*, Vol. 57, No. 1 (Jan., 1993), pp. 1-22

Department Name and Number			
Recommended SCNS Course Identification Prefix <u>M</u> <u>A</u> <u>R</u> Level <u>7</u> Course Number <u>6</u> <u>2</u> <u>7</u> Lab Code <u>Lab (L)</u> Full Course Title <u>Quantitative Research Methods and Data Analysis</u> Transcript Title (please limit to 21 characters) <u>Quant Data Analysis</u>			
Effective Term and Year <b>Spring 2016</b>		Rotating Topic <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Amount of Credit <u>3</u>	Contact Hour:    Base <u>24</u> or Headcount <u>29</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, _____ total repeatable credit allowed			
Variable Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no    If yes, _____ minimum and _____ maximum credits per semester			
Course Description (50 words or less) This doctoral-level course introduces multivariate data analysis and mathematical models in marketing theory often called marketing science. The course covers basic and advanced multivariate data analysis with applications for business, marketing research and consumer behavior. Course readings cover both classic and state-of-the-art articles in marketing science.			
Prerequisites <small>Basic Statistics (QMB 5303, QMB 5304 or equivalent ) Algebra (MAC 1140 or equivalent)</small>		Co-requisites	
Degree Type (mark all that apply) <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional <input checked="" type="checkbox"/> Other <u>DBA</u>			
Category of Instruction <input type="checkbox"/> Introductory <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Advanced			

Rationale and place in curriculum This course is similar to MAR 7626 (multivariate analysis) for PhD students. However, the course is targeted toward D.B.A. students. Hence, the course emphasizes research-based profession practice (vs. purely scholarly research), applied research (vs. theoretical research) and rigor (vs. novelty and contribution). The course is more theory-based than an M.B.A. course but stresses theory development less than an advanced PhD research course.
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Department Contact	Name <b>Joseph W. Alba</b>	Email <b>joe.alba@warrington.ufl.edu</b>
	Phone <b>352.273.3280</b>	
College Contact	Name <b>Steven M. Shugan</b>	Email <b>steven.shugan@warrington.ufl.edu</b>
	Phone <b>352.273.3276</b>	





*Quantitative Research Methods and Data Analysis – 3 credits, graded*  
Spring 2016

## Course Syllabus

### Instructor

Steven M. Shugan  
McKethan-Matherly Eminent Scholar Chair and Professor  
E-mail: [Steven.shugan@warrington.ufl.edu](mailto:Steven.shugan@warrington.ufl.edu)

### Textbook

Multivariate Data Analysis, 7th edition by Joseph F. Hair, William C. Black, Barry J. Babin, Rolph E. Anderson,  
Prentice-Hall: Upper Saddle River, N.J., ISBN: 0138132631

Lecture Notes and Handouts are available in class or on course website

### Software

We focus on research design and analysis rather than software. Students can use any advanced statistical software available to them to complete the course assignments. However, class examples will use IBM SPSS for Windows which is a full version of the SPSS software (SPSS Base, SPSS Regression & SPSS Advanced Statistics). See: <http://www-01.ibm.com/software/analytics/spss/>

The SPSS software should be available at the University of Florida Bookstore at the Reitz Union or online (usually on a time-limited license) at:

<http://www.onthehub.com/spss/>

<http://studentdiscounts.com/search.aspx?find=SPSS>

Do not confuse this software with the Business Version or Student versions – neither version is useful for this class. The appropriate software includes the Multivariate General Linear Model. Version 13.0 and newer versions also include Amos for estimating structural equation models.

### Course Content

This course covers basic multivariate data analysis with an emphasis on applications for business, marketing research and consumer behavior. The course is an introductory survey that compares and contrasts many different multivariate techniques. The course emphasizes applications of multivariate analysis from a conceptual viewpoint as well as research design. IT IS NOT A COURSE ON STATISTICAL SOFTWARE. Although class examples employ SPSS software, very little class time is devoted to software specifics. Students are free to use different software packages.

This course is NOT intended to be a mathematical development of multivariate statistical techniques and, as noted, it not intended to be a programming course on using statistical packages. In contrast, the course emphasizes the design of a multivariate research project, the choice of a multivariate method, the testing of the fundamental assumptions underlying various

multivariate methods, the validation of a multivariate analysis, the important issues involved in evaluating the quality of a multivariate data analysis and interpretation of the results.

This course provides an overview of multivariate methods, differences between the methods and the application of these methods in the academic literature. The course covers a large number of multivariate methods used in social sciences including:

Approaches for missing data  
Analysis of Outliers  
Multiple Regression Analysis  
Multiple Discriminant Analysis  
Multivariate Analysis Of Variance  
Canonical Correlation

Factor Analysis  
Cluster Analysis  
Multidimensional Scaling  
Conjoint Analysis  
Structural Equation Modeling  
Logit Models

### Course Objectives

- To introduce different methods for multivariate data analysis.
- To explain how to match multivariate techniques with research objectives.
- To test the assumptions and interpret the results of a multivariate analysis.
- To understand the issues in the estimation and validation of a multivariate analysis.
- To understand research employing various multivariate techniques

### Student Evaluation

- 40% Best score on two of three quizzes. A missed quiz receives zero points. There are NO make-up quizzes! The subsequent section provides more details.
- 30% Two exercises involving multivariate analysis of various datasets, obtaining the results, and interpreting those results. The subsequent section provides more details.
- 30% An article critique providing a critical review (not a summary!) of a published article in a respected scholarly journal by the due date. The subsequent section provides more details.

### Quizzes

The quizzes focus on conceptual understanding rather than memorization. The quizzes are generally closed-book. Quizzes focus on the material from the textbook and class sessions. The quizzes are designed to provide feedback on student mastery of the material but also provide a learning experience. The lowest quiz score is dropped. Each quiz usually emphasizes the material covered since the last quiz but quizzes can cover past material as well. **There are no make-up quizzes.** Sample quizzes are available on the course website.

### Exercises

Exercises provide the opportunity for students to apply the course concepts to various datasets. Beyond data analysis, another important goal of the exercises is the interpretation of computer output and determining the implications of that output. Given that different students employ different statistical packages and different options within those packages, it is only possible to check the final numbers rather than detect errors in the steps leading to those numbers. Hence, grading focuses on getting final numbers that make sense and the interpretation of those numbers. Each exercise is pass-fail.

### Article Critiques

Each student should select a publically available published article that includes an analysis employing one of the statistical techniques covered in the course. The article should be published in a respected scholarly journal. The article should provide sufficient details to allow a conscientious review.

The critique should be no longer than 3000 words (approximately 6 double-spaces pages), excluding the appendix. I will not read more than the first 3000 words. The critique should provide a critical review (not a summary!) of the article with an emphasis on the strengths and any weakness of the analysis. The critique should focus on the analysis in the article rather than the substantive contribution of the article. The critique should clearly state the objectives of the analysis and determine whether those objectives were achieved by the article. It is highly recommended that the organization of the critique follows the structured approach in the textbook (i.e., define the research problem, develop an analysis plan, evaluate the assumptions, estimated the model, etc.). See the links on the course website.

The article-critique **MUST BE COMPLETED BY THE DATE SHOWN** on the course outline. Although the length of the critique is strictly enforced, the critique can include an appendix of any length. The appendix should only supplement the body of the critique and should not include stand-alone items. For example, the appendix might include a table that supports statements made in the body of the critique or the appendix might include an analysis supporting a claim made in the body of the critique. The appendix should only contain material referenced by the body of the critique.

You **MUST** include a copy of the published article with your written article critique. All assignments should be either in Microsoft Word or Adobe (PDF) format.

### Links

#### How to Review an Article

- [Link 1](#) How to Review an Article
- [Link 2](#) How to Review an Article
- [Link 3](#) How to Review an Article
- [Link 4](#) How to Review an Article
- [Link 5](#) How to Review an Article
- [Link 6](#) How to Review an Article
- [Link 7](#) How to Review an Article
- [Link 8](#) How to Review an Article

#### Sample Quizzes

- [Sample quiz 1](#)
- [Sample quiz 2](#)
- [Sample quiz 3](#)

### Course Outline

Date	Topic	Book Chapter	Handouts
<b>I. Pre-Analysis</b>			
1/29	Multivariate Overview	1	Technique Overview; Finding Optimal Estimates
	Multivariate Data & Relationships	2	Multivariate Spreadsheet Example
1/30	Exploratory Factor Analysis	3	Matrix Inversion; Multivariate Mathematics
<b>II. Dependence Methods</b>			
	Multiple Regression	4	Partial Correlation Analysis

1/31	Multiple Discriminant Analysis	5	Multiple Discriminant in SPSS
	Logistic Regression	6	Logistic Regression PASW
4/1	Canonical Correlation Analysis		Canonical Correlation; Canonical Scripts
	Multivariate Analysis of Variance	7	MANOVA Post Hoc Tests
4/2	Conjoint Analysis	8	Conjoint in SPSS
<b>III. Interdependence Methods</b>			
	Cluster Analysis	9	Cluster Analysis
	Multidimensional Scaling	10	Non-Metric Scaling
Section Four -- Moving Beyond the Basic Techniques			
4/3	Structural Equations	11	Structure Equations in AMOS

### Lecture Notes on Course Website

There are textbook PowerPoint slides available for all chapters on the course website.  
In addition, please see my own course handouts.

Canonical Correlation  
 Canonical in SPSS  
 Cluster Analysis  
 Conjoint Analysis  
 Conjoint in SPSS  
 Course Syllabus  
 Factor Analysis  
 Finding Optimal Estimates  
 MANOVA Post Hoc Tests  
 Matrix Inversion  
 Multiple Discriminant Analysis  
 Multiple Discriminant in SPSS  
 Multiple Regression  
 Multivariate Analysis of Variance  
 Multivariate Data and Relationships  
 Multivariate Mathematics: Algebra of Summations  
 Multivariate Overview  
 Multivariate Spreadsheet Example  
 Non-metric Scaling  
 Structural Equations  
 Technique Overview

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## SPSS

The course will provide some sample applications using IBM SPSS for Windows. This software is not required for the course and students may use whatever software package they find appropriate. However, the instructor will only be able to provide assistance for the interactive version of SPSS.

## Description of HATCO Database Variables

The data are available on the course website.

You should be able to open the file by: launching Microsoft Excel, going to the File menu, going to the open sub-menu and typing the preceding line into the file-name box. Of course, you must have an internet connection.

The format of the excel file is:

Variable	Perception/Purchaser Characteristic	Variable Description	Variable Type
X1	Perception	Delivery speed	Independent/Metric
X2	Perception	Price level	Independent/Metric
X3	Perception	Price flexibility	Independent/Metric
X4	Perception	Manufacturer's Image	Independent/Metric
X5	Perception	Overall service	Independent/Metric
X6	Perception	Salesforce's image	Independent/Metric
X7	Perception	Product quality	Independent/Metric
X8	Purchaser Characteristic	Size of firm	Independent or Dependent/Nonmetric
X9	Purchase Outcome	Usage level	Dependent/Metric
X10	Purchase Outcome	Satisfaction level	Dependent/Metric
X11	Purchaser Characteristic	Specification buying	Independent or Dependent/Non-metric
X12	Purchaser Characteristic	Structure of procurement	Independent or Dependent/Non-metric
X13	Purchaser Characteristic	Type of industry	Independent or Dependent/Non-metric
X14	Purchaser Characteristic	Type of buying situation	Independent or Dependent/Non-metric

X1-X8: Perceptions of HATCO A scale from 0 (Poor) to 10 (Excellent) was used.

X8: Size of firm 1 = large; 0 = small

X9: Purchase Outcomes

Usage level -- how much (0 to 100%) of the firm's total product is purchased from HATCO

X10: Satisfaction level Scale from 0 (Poor) to 10 (Excellent)

X11: Specification buying 1 = total value analysis; 0 = specification buying

X12: Structure of procurement 1 = centralized; 0 = decentralized

X13: Type of industry 1 = Type A; 0 = other

X14: Type of buying situation -- 1 = new task; 2 = modified rebuy; 3 = straight rebuy

## QUESTIONNAIRE

Your name:

Your department or current position

Your e-mail Address

Statistical Computer Packages you  
are familiar with (if any):

Why are you taking this course?  
What do you hope to get out of it?

What topics would you like  
emphasized?

Describe your mathematical and  
statistical background. What  
recent courses have you taken?

Status in course (registered,  
planning on registering, auditing,  
etc.)

Also, PLEASE E-mail your completed questionnaire to [SMS@UFL.EDU](mailto:SMS@UFL.EDU)