UF | UNIVERSITY of FLORIDA

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

GENERAL FACULTY MEETING
AGENDA | Friday, February 20, 2015| 2:00 p.m.| STUZIN 104

1. The January 26, 2015 General Faculty Meeting Minutes is presented for approval by the faculty.

2. Other Business

3. Dean's Report

GRADUATE FACULTY MEETING (*Immediately following the General Faculty Meeting*)
AGENDA| Friday, February 20, 2015|2:00 P.M.| STUZIN 104

1. The January 26, 2015 Graduate Facuty Meeting Minutes is presented for approval by the faculty.

2. The MBA Committee presents the following items for approval by the college faculty.

<u>New Course:</u>

PREFIX: 6XXX
COURSE TITLE: Entrepreneurial Marketing I
EFFECTIVE TERM: Summer 2015
AMOUNT OF CREDIT: 2
COURSE DESCRIPTION: This is a two-part course sequence about becoming a guerrilla. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, etc. Each reflects an alternative approach to conventional marketing. This course attempts to bring together these perspectives by providing an integrative framework: "entrepreneurial marketing" (EM).

PREFEX: 6XXX
COURSE TITLE: Entrepreneurial Marketing II
EFFECTIVE TERM: Summer 2015
AMOUNT OF CREDIT: 2
COURSE DESCRIPTON: This is a two-part course sequence about becoming a guerrilla. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, etc. Each reflects an alternative approach to conventional marketing. This course attempts to bring together these perspectives by providing an integrative framework: "entrepreneurial marketing" (EM).

3. The Teaching Committee proposes that the Warrington College of Business Administration institute a required teaching preparation course for all Ph.D. students. The syllabus is attached and presented for approval by the graduate faculty.

   <u>New Course:</u>
   PREFIX: GEB 7XXX
   COURSE TITLE: Preparing to Teach in Business
   EFFECTIVE TERM: Fall 2015
   AMOUNT OF CREDIT: 3
   COURSE DESCRIPTION: This course is designed to prepare business graduate students for post-secondary teaching. The course will focus on the practical skills necessary to teach, both as a PhD student and as a new faculty member. You will learn essentials of preparing to teach, including how to create a syllabus, set learning objectives, manage a classroom environment, and encourage student engagement. You will practice a variety of teaching methodologies, gain exposure to a wide range of perspectives on teaching, and learn about a variety of technologies to support learning.

4. The Teaching Committee approved the following documents pertaining to the Peer Review of Teaching Policy. These documents were presented as an informational item at the November 19, 2014 faculty meeting. The documents are now presented for approval by the Graduate faculty.
   -Addendum to Peer Review Policy
   -Teaching Portfolio Guidelines
   -Peer Review of Teaching Procedure

5. Other Business

6. Dean's Report -

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

GENERAL FACULTY MEETING
MINUTES| MONDAY, JANUARY 26, 2015| 2:00 p.m.| HOUGH 120

1. A motion was made to approve the November 19, 2014 General 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 Undergraduate Committee. The motion was seconded and the faculty voted to approve the following items:

NEW COURSE: (approved)

PREFIX: ENT 4XXX
COURSE TITLE: Entrepreneurship Practicum
EFFECTIVE TERM: Summer, 2015
ROTATING TOPIC: No
AMOUNT OF CREDIT: Variable
REPEATABLE CREDIT: Yes, 6 credit
COURSE DESCRIPTION: The objective of this course is to provide a forum where students can complete a portfolio of supervised experiential learning activities related to entrepreneurship and the entrepreneurial mindset. Through these activities, students are expected to enhance their mastery of such entrepreneurial competencies as opportunity recognition, opportunity assessment, resource leveraging, bootstrapping, risk mitigation, value innovation, and guerrilla behavior.
RATIONALE: To provide a course that allows Entrepreneurship faculty to determine whether students have completed all course work and co-curricular activities requisite for the Entrepreneurship Minor and for students to demonstrate mastery in selected entrepreneurial competencies.

PROPOSED MINOR REVISIONS: (approved)

Entrepreneurship Minor: Proposed revisions for '15-'16 catalog

3. Other Business: none

4. 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, January 26, 2015|2:00 P.M.| HOUGH 120

1. A motion was made to approve the November 19, 2014 General Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as presented.

2. Other Business: none

3. Dean's Report: none

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

Attendance: John Kraft, Michelle Darnell, Brian Ray, Tawnya Means, Judith Ainsworth, Gary McGill, Selcuk Erenguc, Joe Alba, Chris Janiszewski, Mike Ryngaert, Richard Lutz, Haldun Aytug, Kenny Cheng, Bill Rossi, Asoo Vakharia, Robert Thomas, Mike Ryngaert, Michael Morris

UCC1: New Course Transmittal Form

Recommended SCNS Course Identification

1. Prefix MAR 2. Level 6 3. Number XXX 4. Lab Code Select

5. Course Title ENTREPRENEURIAL MARKETING I
6. Transcript Title (21 character maximum) ENTRE MKTG I

7. Effective Term Summer 8. Effective Year 2015 9. Rotating Topic? No
10. Amount of Credit 2 11. If variable, # minimum and # maximum credits per semester.
12. Repeatable credit? No 13. If yes, total repeatable credit allowed #
14. S/U Only? No 15. Contact Type Regularly Scheduled [base hr]
16. Degree Type Graduate 17. If other, please specify: Click here to enter text.
18. Category of Instruction Advanced

19. Course Description (50 words maximum)

This is a two-part course sequence about becoming a guerrilla. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, etc. Each reflects an alternative approach to conventional marketing. This course attempts to bring together these perspectives by providing an integrative framework: "entrepreneurial marketing" (EM).

20. Prerequisites

NONE

21. Co-requisites

NONE

22. Rationale and Placement in Curriculum

This will be a required course for MS-Entrepreneurship Program.

23. Complete the syllabus checklist on the next page of this form.

Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:
http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☐ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
- ☒ List of all required and recommended textbooks
- ☐ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx."*
- ☐ A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- ☐ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results."*

It is **recommended** that the syllabus contain the following:

- ☐ Critical dates for exams or other work
- ☐ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☐ The university's honesty policy regarding cheating, plagiarism, etc.

  Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

- ☐ Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

COURSE SYLLABUS
Entrepreneurial Marketing I
University of Florida

Semester: Fall 2014, Module 1
Course No: MAR 6930 (1930)
Class Meets: T/Th 9:35-11:30 Mod 1, 11:45-1:40 Mod 2
Meeting Room: Stuzin 102/ Hough 140
Office Hours: M T, W, Th 3-5 pm
Web: www.cci.ufl.edu

Instructor: Dr. Michael Morris, James W. Walker Clinical Eminent Scholar Chair
Office: Stuzin Hall 267
Phone: (352) 273-0329
E-mail: michael.morris@warrington.ufl.edu

I. Course Pre-requisites:

Admission to M.S. in Entrepreneurship or a graduate program at UF

II. Course Overview:

This is a two-part course sequence about becoming a guerrilla. It is based on a dramatically new perspective on marketing. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, radical marketing, guerrilla marketing, viral marketing, convergence marketing and expeditionary marketing. Each reflects an alternative approach to conventional marketing. This course represents an attempt to bring together these perspectives by providing an integrative framework called "entrepreneurial marketing" (EM).

With EM, marketing is approached ***not*** simply as a set of tools for making sales happen, ***but*** as a vehicle for fundamentally redefining products and markets in ways that produce sustainable competitive advantage. EM represents a strategic type of marketing built around six core elements: opportunity, innovation, calculated risk-taking, resource leveraging, proactive behavior, and customer intensity. A continuum is involved, where marketing efforts can be less entrepreneurial or more. Conditions in the firm's external environment drive the need for entrepreneurial marketing (turbulence, discontinuities, rapid changes in technology, economics, etc.), while management factors can hinder or facilitate the firm's ability to demonstrate high levels of EM. Further, EM manifests itself in different ways as organizations evolve through stages of development.

In this course, we will explore how marketing and entrepreneurship affect and are affected by one another. We will examine concepts from each of these two areas to determine how they apply to, and how they can aid the practice of, the other. Hence, we will look at the **role of marketing in entrepreneurial ventures**, and **the role of entrepreneurship in marketing efforts of all firms**. Attention will be devoted to understanding why marketers resist entrepreneurship as well as the common mistakes entrepreneurs make when it comes to marketing. The distinct challenges confronting marketers in contemporary business environments will be reviewed, and a number of approaches for addressing these challenges will be identified. Implications will be drawn from the latest trends in marketing and in entrepreneurship. A number of hands-on cases will be used to assess real world problems at the marketing-entrepreneurship interface. Students will create marketing inventions for existing businesses.

III. Course Objectives for Students:

Upon completion of this course, students should be able to:

- Recognize the fundamental changes taking place in markets and marketing today, and draw implications for companies of all types;
- Define how marketing can be an entrepreneurial activity within organizations;
- Apply the concepts of risk analysis and risk-taking to marketing decisions;
- Identify entrepreneurial opportunities from the emerging trends occurring in marketing practice around the world;
- Identify the role of marketing in each stage of the entrepreneurial process;
- Understand the roles of networking and resource leveraging in entrepreneurial ventures, and ways that marketing can facilitate both of these activities;
- Appreciate how marketing research can be conducted in an entrepreneurial fashion;
- Apply entrepreneurial thinking to market segmentation and targeting decisions;
- Recognize innovative ways to engage in database marketing.

IV. Textbooks and Materials (all required):

M. Schindehutte, M. Morris and L. Pitt (2008), Rethinking Marketing: An Entrepreneurial Perspective, Saddle River , NJ: Prentice-Hall.

S. Hill and G. Rifkin (1999), Radical Marketing, Harper Business.

Cases and other readings posted on Course Website

V. Student Evaluation (see also note below regarding extra credit):

Entrepreneurial Marketing I

Class participation/contribution	15%
Case presentation or case critique**	20%
Final examination*	30%
Marketing inventions (two) ***	35%
	100%

*The final examination will be a thinking exam. It will involve long-answer essay answers in which students must demonstrate a) their understanding of the key frameworks, perspectives, concepts, ideas and tools introduced in the course, b) their ability to relate these frameworks, perspectives, concepts, ideas, and tools to one another, and c) their ability to creatively apply these frameworks, perspectives, concepts, ideas, and tools in differing contexts.

**As this is a two-part course sequence, each student will (as part of a two-person team) orally present their solution to one case in one part of the course (either EM I or EM 2) and in the other part they will (as a team) write up a critique of another team's oral presentation of a case).

The case presentation is an oral group presentation. Students will form into groups, and each group will present one case. All cases are in the course pack, and specific cases are presented on the date indicated in the 'Assignments' section below. An outline to guide your case presentation will be provided in class.

The case critique is a written assessment by a team of another team's case solution. Here, you are focused on the extent to which you agree with their central issue, their chosen strategy, and their approach to implementing their strategy, arguing in detail what you would do differently and why.

***Students working in teams of three (or less) must put together a set of two marketing inventions (and two more if you are enrolled in Entrepreneurial Marketing II). One is due early in the course and the other at the end. Each invention must be for a particular real-world business. The inventions do not all have to be for different businesses, but at least **two** different businesses must be represented among the four inventions each student team comes up with in Entrepreneurial Marketing I and II. An invention will be defined as a truly unique and innovative approach to one element of the marketing mix. Thus, it could be a radically new approach to pricing or a completely different method for distribution. Over the two courses, each team must come up with inventions for each of the four elements of the marketing mix. A detailed explanation, justification and implementation plan must be put together for each invention. It should include costs and the estimated impact of the invention.

Extra Credit Opportunity:

There is an extra credit opportunity available which is voluntary. In Entrepreneurial Marketing I, students can earn up to 5 points **on their course grade** for completing a detailed *critique* (not a summary) of one of a set of books. You will be provided with a list of acceptable titles. A set of questions that must be addressed in the critique will be handed out in class.

Attendance Policy:

Attendance is required. Your contribution is an important part of the learning experience gained by each of your peers. Absence means you are taking away from the class dynamic and evolving culture of the class. You are allowed a maximum of two unexcused absences. Missing more than this total will mean the forfeiture of your class participation grade.

Course Format:

The learning method will involve a mix of interactive lectures, class discussions, and case presentations. The emphasis will be on developing an understanding of key concepts at the marketing and entrepreneurship interface and applying them in a wide variety of contexts. Students are expected to come to class prepared and to make a contribution to the discussions that occur in the classroom. Contributions include asking questions, answering questions, providing examples from your own life experiences and your other courses, expressing opinions, taking positions, disagreeing with points made by the instructor or your peers, and so forth.

Academic Integrity:

All work in this course must be your own individual effort. Where you have a team assignment, the submitted or presented work must be solely that of the team members.

Course Schedule and Assignments:

Key: RM1: Radical Marketing
RM2: Rethinking Marketing
(all assigned cases are posted to Sakai)

Week One
8/26-28

Introduction; Understanding entrepreneurship; The entrepreneurial mindset; Understanding Marketing; The roles of marketing in entrepreneurship and of entrepreneurship in marketing;

*Read: RM2, Chapter 1 and RM1, Introduction and the **Grateful Dead***
*Case One: **Howard Head and Prince** (discussed by Prof. Morris)*

Week Two
9/ 2 - 4

The brave, new world of marketing: 21st century conceptualizations of the marketing function; The changing role of marketing in firms; Emerging trends in marketing; Marketing as an entrepreneurial activity; Linking marketing orientation to entrepreneurial orientation; From mass marketing to relationship marketing to one-to-one marketing; From transaction to partnerships; From sales to customer equity;

Why marketers resist innovation; Sinking and missing the boat: marketing and risk; Marketing and resource leveraging; The guerrilla concept;

*Read: Read RM2 Chapter 2 and RM1, Chapter 1 and **Harley Davidson***
*Case Two: **Eastwind Trading Company***

Week Three
9/ 9 - 11

The entrepreneurial customer; Innovation diffusion and the window of opportunity: innovators, laggards and the rest; Crossing the chasm; Leading customers rather than following them; Understanding how to analyze a market for something new (part I);

*Read RM2, Chapter 3 and RM1 Chapter 2 and **Virgin Atlantic Airways***
*Case Three: **Space Data Corporation***

Week Four
9/16 - 18

Understanding the market for something new (part II); Segmentation as analysis; segmentation as strategy; Getting out of the box when segmenting markets;

*Read RM2 Chapter 5 and RM1 Chapter 13 and the **IAMS Company***
*Case Four: **Solar Feeder***

*********first Marketing Invention is due*********

Week Five
9/23 - 25

Entrepreneurial market research--cheap but good techniques for conducting marketing research; Issues in and approaches to identifying customer needs; Estimating market potential for new opportunities; Database management and entrepreneurship;

Read: class handouts and RM2, Chapter 4

	Case Five: ***Golf Swing Analyzer***
Week Six **9/30-10/2**	More on the use of databases to be more entrepreneurial with marketing efforts without it costing a fortune; The Entrepreneurial Marketing Plan; *Read: handout and* ***Providian Financial*** *Case Six:* ***Calyx and Corolla***
Week Seven **10/7 - 9**	Marketing strategies for entrepreneurship; Strategies vs. tactics; How marketing evolves in a company; Product/Service Strategy and Management; Differentiation:---of anything; Branding and the entrepreneurial venture; The living brand; *Read: RM2 Chapters 6, 7* *Case Seven:* ***Cirque du Soleil*** ***Final Examination (during exam week)***

GUERRILLA MARKETING CASE ANALYSIS AND ORAL PRESENTATION FORMAT

Dr. Michael Morris

I. Current Situation

a. The Industry
b. The Company
c. Products/Services
d. Market/Customers
e. Competition
f. Pricing Approach
g. Current Promotional Mix
h. Distribution
i. Customer Service
j. Macroenvironment

II. SWOT Analysis (Provide strong & deep analytical insight---but summarize in 2 minutes)

a. Strengths
b. Weaknesses
c. Opportunities
d. Threats

III. Central Marketing Issue in the Case (state as a question)

IV. Strategic Alternatives (Be creative but relevant)

V. Pros and Cons of Proposed Strategic Alternatives

VI. Recommended Strategy

VII. Action Plan/Implementation (be a guerrilla)(most points are lost here)

VIII. Budget/Timetable

IX. Tracking/Control

NOTES: The Current Situation is to be done by student groups on their own prior to their preparation of the case. Presentations should start with the Central Issue, and should last 20 minutes, followed by Q&A from the instructor and the class. <u>Student presenters must hand out a copy of their SWOT analyses to all students in the class</u>. The central issue WILL concern some sort of <u>marketing</u> question.

UF | UNIVERSITY of FLORIDA

UCC1: New Course Transmittal Form

Recommended SCNS Course Identification

1. Prefix MAR 2. Level 6 3. Number XXX 4. Lab Code Select

5. Course Title ENTREPRENEURIAL MARKETING II
6. Transcript Title (21 character maximum) ENTRE MKTG II

7. Effective Term Summer 8. Effective Year 2015 9. Rotating Topic? No
10. Amount of Credit 2 11. If variable, # minimum and # maximum credits per semester.
12. Repeatable credit? No 13. If yes, total repeatable credit allowed #
14. S/U Only? No 15. Contact Type Regularly Scheduled [base hr]
16. Degree Type Graduate 17. If other, please specify: Click here to enter text.
18. Category of Instruction Advanced

19. Course Description (50 words maximum)

This is a two-part course sequence about becoming a guerrilla. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, etc. Each reflects an alternative approach to conventional marketing. This course attempts to bring together these perspectives by providing an integrative framework: "entrepreneurial marketing" (EM).

20. Prerequisites

Entrepreneurial Marketing I

21. Co-requisites

NONE

22. Rationale and Placement in Curriculum

This will be a required course for the MS-Entrepreneurship Program.

23. Complete the syllabus checklist on the next page of this form.

Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:
http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☐ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
- ☐ List of all required and recommended textbooks
- ☐ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx."*
- ☐ A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- ☐ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results."*

It is **recommended** that the syllabus contain the following:

- ☐ Critical dates for exams or other work
- ☐ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☐ The university's honesty policy regarding cheating, plagiarism, etc.

  Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

- ☐ Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

COURSE SYLLABUS
Entrepreneurial Marketing II
University of Florida

Semester: Fall 2014, Module 2
Course No: MAR 6930 (2A94)
Class Meets: T/Th 9:35-11:30 Mod 1, 11:45-1:40 Mod 2
Meeting Room: Stuzin 102/ Hough 140
Office Hours: M T, W, Th 3-5 pm
Web: www.cci.ufl.edu

Instructor: Dr. Michael Morris, James W. Walker Clinical Eminent Scholar Chair
Office: Stuzin Hall 267
Phone: (352) 273-0329
E-mail: michael.morris@ warrington.ufl.edu

I. Course Pre-requisites:

Admission to M.S. in Entrepreneurship or a graduate program at UF

II. Course Overview:

This is a two-part course sequence about becoming a guerrilla. It is based on a dramatically new perspective on marketing. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, radical marketing, guerrilla marketing, viral marketing, convergence marketing and expeditionary marketing. Each reflects an alternative approach to conventional marketing. This course represents an attempt to bring together these perspectives by providing an integrative framework called "entrepreneurial marketing" (EM).

With EM, marketing is approached ***not*** simply as a set of tools for making sales happen, ***but*** as a vehicle for fundamentally redefining products and markets in ways that produce sustainable competitive advantage. EM represents a strategic type of marketing built around six core elements: opportunity, innovation, calculated risk-taking, resource leveraging, proactive behavior, and customer intensity. A continuum is involved, where marketing efforts can be less entrepreneurial or more. Conditions in the firm's external environment drive the need for entrepreneurial marketing (turbulence, discontinuities, rapid changes in technology, economics, etc.), while management factors can hinder or facilitate the firm's ability to demonstrate high levels of EM. Further, EM manifests itself in different ways as organizations evolve through stages of development.

In this course, we will explore how marketing and entrepreneurship affect and are affected by one another. We will examine concepts from each of these two areas to determine how they apply to, and how they can aid the practice of, the other. Hence, we will look at the **role of marketing in entrepreneurial ventures**, and **the role of entrepreneurship in marketing efforts of all firms**. Attention will be devoted to understanding why marketers resist entrepreneurship as well as the common mistakes entrepreneurs make when it comes to marketing. The distinct challenges confronting marketers in contemporary business environments will be reviewed, and a number of approaches for addressing these challenges will be identified. Implications will be drawn from the latest trends in marketing and in entrepreneurship. A number of hands-on cases will be used to assess real world problems at the marketing-entrepreneurship interface. Students will create marketing inventions for existing businesses.

III. Course Objectives for Students:

Upon completion of this course, students should be able to:

- Recognize ways to design highly innovative marketing programs based that lead customers and create new markets;
- Develop entrepreneurial approaches to formulating product, price, promotional and distribution strategies and action programs;
- Identify ways in which marketing inputs can enhance the new product/service development process;
- Design creative approaches to marketing communications under conditions of severe resource limitations;
- Create effective mechanisms to evaluate the effectiveness of entrepreneurial marketing programs.

IV. Textbooks and Materials (all required):

M. Schindehutte, M. Morris and L. Pitt (2008), Rethinking Marketing: An Entrepreneurial Perspective, Saddle River , NJ: Prentice-Hall.

S. Hill and G. Rifkin (1999), Radical Marketing, Harper Business.

Cases and other readings posted on Course Website

V. Student Evaluation (see also note below regarding extra credit):

Entrepreneurial Marketing II

Class participation/contribution	15%
Case presentation or case critique**	20%
Final examination*	30%
Marketing inventions (two) ***	35%
	100%

*The final examination will be a thinking exam. It will involve long-answer essay answers in which students must demonstrate a) their understanding of the key frameworks, perspectives, concepts, ideas and tools introduced in the course, b) their ability to relate these frameworks, perspectives, concepts, ideas, and tools to one another, and c) their ability to creatively apply these frameworks, perspectives, concepts, ideas, and tools in differing contexts.

**As this is a two-part course sequence, each student will (as part of a two-person team) orally present their solution to one case in one part of the course (either EM I or EM 2) and in the other part they will (as a team) write up a critique of another team's oral presentation of a case).

The case presentation is an oral group presentation. Students will form into groups, and each group will present one case. All cases are in the course pack, and specific cases are presented on the date indicated in the 'Assignments' section below. An outline to guide your case presentation will be provided in class.

The case critique is a written assessment by a team of another team's case solution. Here, you are focused on the extent to which you agree with their central issue, their chosen strategy, and their approach to implementing their strategy, arguing in detail what you would do differently and why.

Students working in teams of three (or less) must put together a set of two ***marketing inventions. These are in addition to the two produced during Entrepreneurial Marketing I. The inventions are due on the last day of class. Each invention must be for a particular real-world business. The inventions do not all have to be for different businesses, but at least **two** different businesses must be represented among the four inventions each student team comes up with across Entrepreneurial Marketing I and II. An invention will be defined as a truly unique and innovative approach to one element of the marketing mix. Thus, it could be a radically new approach to pricing or a completely different method for distribution. Each team must come up with inventions for each of the four elements of the marketing mix across the two courses. A detailed explanation, justification and implementation plan must be put together for each invention. It should include costs and the estimated impact of the invention.

Extra Credit Opportunity:

In Entrepreneurial Marketing II, students can earn up to 5 points **on their course grade** for producing a fifth marketing invention.

Attendance Policy:

Attendance is required. Your contribution is an important part of the learning experience gained by each of your peers. Absence means you are taking away from the class dynamic and evolving culture of the class. You are allowed a maximum of two unexcused absences. Missing more than this total will mean the forfeiture of your class participation grade.

Course Format:

The learning method will involve a mix of interactive lectures, class discussions, and case presentations. The emphasis will be on developing an understanding of key concepts at the marketing and entrepreneurship interface and applying them in a wide variety of contexts. Students are expected to come to class prepared and to make a contribution to the discussions that occur in the classroom. Contributions include asking questions, answering questions, providing examples from your own life experiences and your other courses, expressing opinions, taking positions, disagreeing with points made by the instructor or your peers, and so forth.

Academic Integrity:

All work in this course must be your own individual effort. Where you have a team assignment, the submitted or presented work must be solely that of the team members.

Course Schedule and Assignments:

Key: RM1: Radical Marketing
RM2: Rethinking Marketing
(all assigned cases are posted to Sakai)

Week One **10/28 – 30**	Synthesis of EM 1 and intro to EM 2; Product/service innovation: types and structures; The role of marketing in the new product development process; Innovation versus imitation strategies; Marketing and operations; The entrepreneur's operating model and its linkages to marketing decisions; The roles of capacity and quality;*Read:* *Read: class handout and RM1,* ***Harvard Business School*** *Case Thirteen:* ***el Bulli***
Week Two **11/4 – 6**	Your economic or profit model and marketing; Pricing; How to set prices; Understanding the five components of great pricing programs; Towards proactive pricing; Entrepreneurship and the pricing program; *Read: class hand-out RM2, Chapter 10 and 11 and RM1,* ***National Basketball Assn.*** *Case Eight:* ***Zip Car***
Week Three **11/11 – 13**	Intro to promotion and communications strategy; The hierarchy of effects; Toward a logical communications model; Unique selling propositions; The basics of advertising, sales promotion, publicity; *Read: and RM2 Chapter 8* ***and EMC Corporation*** *Case Nine:* ***Cowgirl Chocolates***
Week Four **11/18 - 20**	The guerrilla revolution; Alternative media and the entrepreneur; Viral, and buzz, marketing; social media and the internet; *Read: RM2, Chapter 9 and 14 and RM1,* ***Boston Beer*** *Case Ten:* ***Marquee***
Week Five **11/25**	How to sell; Entrepreneurship and the salesforce; Entrepreneurship in personal selling; Creative approaches to relationship management; *Read: RM2, Chapter 13 and 15* *Case Eleven:* ***New Belgium Brewery***
Week Six **12/2 - 4**	Emerging distribution channels for the entrepreneur; Speed as strategy: Entrepreneurship, logistics and the supply chain; Push and pull marketing; *Read: RM2, Chapter12 and RM1,* ***Snap-On Tools***

Case Twelve: ***Bonny Doon Vineyards***

Week Seven
12/9 - 11

Creative customer service; Control: assessing marketing performance;

Read: RM2, Chapter 16 and RM1
Case Fourteen: ***United Breaks Guitars***

Final Examination (during exam week)

GUERRILLA MARKETING CASE ANALYSIS AND ORAL PRESENTATION FORMAT

Dr. Michael Morris

I. Current Situation
- *a. The Industry*
- *b. The Company*
- *c. Products/Services*
- *d. Market/Customers*
- *e. Competition*
- *f. Pricing Approach*
- *g. Current Promotional Mix*
- *h. Distribution*
- *i. Customer Service*
- *j. Macroenvironment*

II. SWOT Analysis (Provide strong & deep analytical insight---but summarize in 2 minutes)
- *a. Strengths*
- *b. Weaknesses*
- *c. Opportunities*
- *d. Threats*

III. Central Marketing Issue in the Case (state as a question)

IV. Strategic Alternatives (Be creative but relevant)

V. Pros and Cons of Proposed Strategic Alternatives

VI. Recommended Strategy

VII. Action Plan/Implementation (be a guerrilla)(most points are lost here)

VIII. Budget/Timetable

IX. Tracking/Control

NOTES: The Current Situation is to be done by student groups on their own prior to their preparation of the case. Presentations should start with the Central Issue, and should last 20 minutes, followed by Q&A from the instructor and the class. <u>Student presenters must hand out a copy of their SWOT analyses to all students in the class</u>. The central issue WILL concern some sort of <u>marketing</u> question.

GEB6930: PhD Teaching Seminar - Preparing to Teach in Business

Fall 2015

Instructor: Dr. Tawnya Means, 352-273-3237, BRY232
Office Hours: As arranged
Class schedule: Fridays, periods 2-3 (8:30-10:25am)
Location: Matherly 120 (Active Learning Studio)
Course Credit: 3
Section: 0115

COURSE DESCRIPTION AND GOAL

"Education's purpose is to replace an empty mind with an open one." - Malcolm Forbes

In a survey of nearly 300 college teachers, Blackburn, Bober, O'Donnell, and Pellino (1980) found that 92% of faculty members believed their own teaching was above average[1], but few doctoral programs provide training on effective teaching, so most instructors are left to "figure it out" on their own or struggle to know how to enhance their practices in the classroom.

This course is designed to prepare business graduate students for post-secondary teaching. The course will focus on the practical skills necessary to teach, both as a PhD student and as a new faculty member. You will learn essentials of preparing to teach, including how to create a syllabus, set learning objectives, manage a classroom environment, and encourage student engagement. You will practice a variety of teaching methodologies, gain exposure to a wide range of perspectives on teaching, and learn about a variety of technologies to support learning.

LEARNING OBJECTIVES

At the completion of this course, students will be able to:

- Articulate their own teaching philosophy
- Design a course syllabus and create a course outline
- Identify strategies to manage students and the classroom environment
- Use at least three different teaching techniques and explain their advantages and disadvantages
- Create and implement in-class activities that engage students and encourage interaction
- Identify elements that make an effective assessment
- Exhibit confidence as a university instructor

TEXTBOOK AND COURSE WEBSITE

Reading Materials

Buller, J. L. (2010). *The essential college professor: A practical guide to an academic career*. San Francisco, CA: Jossey-Bass.

[1] Blackburn, R. T., Bober, A., O'Donnell, C., & Pellino, G. (1980). *Project for faculty development program education: Final report*. Ann Arbor, Ml: University of Michigan, Center for the Study of Higher Education

Ambrose, S. A. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.

Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard UP, 2004.

Svinicki, M. D. and McKeachie W. J. (2014). *McKeachie's Teaching Tips 14th Edition*. Belmont, CA: Wadsworth Cengage Publishing.

Other Resources

- University of Florida's Teach website (http://teach.ufl.edu/)
- Vanderbilt University's Center for Teaching – Guides (http://cft.vanderbilt.edu/teaching-guides/)
- University of Central Florida – Blended Learning Toolkit (http://blended.online.ucf.edu/)
- University of Washington's Center for Teaching and Learning – Teaching Resources (http://www.washington.edu/teaching/teaching-resources/)

Course Website

The course website is located in the Canvas e-Learning system at http://lss.at.ufl.edu and you will be expected to access and participate in the activities online as well as in the classroom.

HELP RESOURCES

For issues with technical difficulties with the e-Learning system, please contact the UF Help Desk at:

1) Email: Learning-support@ufl.edu
2) (352) 392-HELP - select option 2; or
3) https://lss.at.ufl.edu/help.shtml

EXPECTATIONS

Depending on your future academic placement, a good balance of your time as a faculty member will be spent on your teaching. This required course is only one of the courses you will take during your PhD program. All the other courses in your program will help you be successful in the research-oriented portion of your career. This course is designed to prepare you for the teaching-oriented portion of your career; thus, it is essential that you put in the necessary time on it.

This course will be practical and provide you with strategies you can use immediately. You will create a syllabus, develop a course outline and design class activities. You will review resources on teaching, find cases, and practice giving lessons, activities and assignments for a course you will plan to teach. On each of these tasks, you will receive feedback. You have had plenty of experience as a post-secondary student, so you probably intuitively know a lot about what works and what does not work in a classroom. I encourage you to use your experiences to develop your own teaching style and to help your peers develop theirs, but you should also balance that innate sense of what works with your understanding of how people learn that you will develop in this course.

As an instructor, you will expect certain things from your students: punctuality, professionalism, respect for other students, and preparation. I expect these things from you as well. When you are in class I expect you to participate fully, providing feedback to your peers, listening carefully to the discussion, sharing ideas, etc. Unlike research, there is no wiggle room when it comes to teaching deadlines – the class will happen whether you are ready or not. Do not come to class unprepared.

Prior to this course or early in the semester, you need to participate in the University of Florida's Graduate Teaching Assistant Orientation (https://teachingcenter.ufl.edu/ta-development/ta-orientation/). Additionally, if English is not your native language, you may need to participate in a course through the university's Academic Spoken English (http://ase.ufl.edu/courses.html).

PREPARING YOUR OWN COURSE

Because most of you are new to teaching, much of this course will focus on getting you prepared for that first time through. Much of the learning will occur not in this course, but when you are actually teaching your first class. Thus, our focus in this course will be to provide you with guided preparation for teaching, giving you the skills necessary to be as good as you can be in your first class. As such, a large portion of your grade in this course relates to material you will prepare for use in your first class[2]. You will develop a syllabus, you will prepare a course outline and class activities, and you will design assessments. All of these materials will be critiqued by me and some will be critiqued by your peers. The feedback you receive should help you to improve them for when you use them in your first class.

SHADOW JOURNAL

During the semester, you will attend a course in your department, preferably one on a topic you will be teaching (or something close to it). The course should be selected in coordination with your PhD advisor, department, and with your class schedule. The instructor of the course you will shadow must approve this ahead of time (it is your responsibility to talk to the instructor and ask for their approval). You will be expected to attend all class sessions and keep a journal of your observations each day on a variety of topics including teaching methods used (what works and what doesn't), materials (textbook, cases, etc.), discussion techniques (what gets them talking and what doesn't), activities (what seem more/less effective), assessment methods (what is used? why? Is it the right choice?), etc. You will use this journal to write a reflection at the end of the semester, so it is in your best interests to keep detailed thoughts as you go.

IN-CLASS LESSONS

During the semester you will have several opportunities to present teaching sessions to your peers and get feedback. At least one of these teaching sessions will be videotaped. Watching a video of your teaching can be a humbling experience but also can be extremely useful. You will see moments where you are better than you think you are, and you will discover opportunities where small changes could make big improvements. It's a difficult thing to watch yourself but I believe you will find it worthwhile.

PORTFOLIO

As you prepare lessons, develop a syllabus, reflect on your teaching experiences, and create activities and assignments, you will start to build out a teaching portfolio. You will submit a draft of your portfolio, and then a final version of your portfolio following peer review, with the expectation that you will continue to develop this portfolio long after you complete this course.

[2] If you do not know which course you will be assigned to teach, you may select any appropriate undergraduate course from your department. In this case, you should seek input from your department chair, graduate coordinator, or PhD advisor.

WCBA TEACHING WORKSHOPS

As we progress through the course I think you will start to realize that there is no single formula for great teaching. There is no “right answer.” Although there are some fundamental things that will help (which is what our course will focus on), what works for one person may not work for another. For this reason, there will be several opportunities for you to attend teaching workshops that include presenters from top faculty in Warrington as well as guests who will share their teaching expertise. In addition, we will have a session on technology enhanced learning and ways that you can bring technology into the classroom while focusing on the learning.

TEAM-BASED LEARNING

This course is delivered using a Team-based Learning (TBL) format, established by Dr. Larry Michaelsen at the University of Oklahoma Business School. This format has been used in a variety of courses: business, engineering, medical, etc. In this course, you will be assigned to a team. Teams will be assigned on a principle of “resource wealth distribution” during the first class period. The teams will be created based on previous experience in teaching, background, and comfort with technology. Research on Team-based Learning shows that students in TBL courses actively focus on making decisions, that problem-solving improves, and that students gain a more in-depth understanding of the course concepts and are more likely to continue learning about the course topics beyond the course.

Learning modules in the course will be based on a sequence of **3 distinct learning phases**.

Preparation	Readiness Assurance	Application
• Textbook readings • Other readings and research	• Individual tests • Team tests • Instructor feedback	• Hands-on activities • Discussions

Phase 1: Preparation During the first phase, you will be assigned a specific reading in the textbook or other resources to complete prior to attending class. The purpose of phase 1 is to prepare you for the class activities which are based on the preparatory materials.

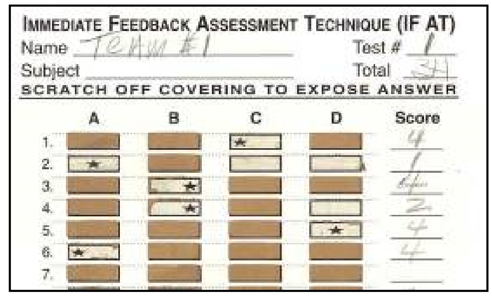
Phase 2: Readiness Assurance During the second phase, you will participate in readiness assurance tests (RAT). The tests are closed book and measure your understanding of the information provided in the readings and your preparation for class time. During this process, you will first individually complete the test and submit your answers (iRAT). Then you will join your team and as a team discuss and answer the questions of the same test. The individual tests will be scored automatically and reviewed by the instructor while your team completes the team test (tRAT). The team score will be the same for all members of the team. The purpose of phase 2 is to ensure that you and your teammates have the foundational knowledge needed to begin learning to apply the concepts in phase 3.

Phase 3: Application In the third phase, you and your team will use the foundational knowledge to discuss cases, participate in hands-on activities, teach lessons, etc. The purpose of this phase is to give you a deeper understanding of the concepts.

Peer Evaluation At the mid-point of the course, you will have the opportunity to give and receive feedback that is not counted for credit, which will allow you to make adjustments as needed. Then, at the end of the course, you will evaluate your team members for credit. The peer evaluation will ask you to consider how well your team members prepared for the readiness tests as well as the level and quality of their contributions to the in-class activities through applying, analyzing, evaluating and creating.

Readiness Assurance Tests

The readiness assurance tests (individual and team) are closed book and based on the assigned readings. They will be multiple choice questions that ask you to remember or recall information from the readings, demonstrate your understanding and apply the concepts simply.



Team tests are completed using a "scratch and win" type answer card. When using the card, your team is awarded 4 parts of a point (full credit) if you uncover the correct answer on the first scratch, 2 parts of a point (.5 credit) for the second scratch, and 1 part of a point (.25 credit) for the third scratch. Correct answers are indicated by a small star.

In the class session following the readiness assessment, I will lead a mini-lecture or discussion on areas where there are further questions on the reading materials. The rest of class time will be devoted to discussion and in-class activities.

GRADING POLICIES

Your grade will be determined based on the total number of points you earn in the course. You will not be graded on a curve. If you complete all the work in the course you will earn the highest score possible. **There are 500 points available in this course.** Points are earned in the following ways:

Course Item	Type	Points	Total Value	% of Grade
Shadow journal	Individual	60	60	12%
Portfolio	Individual	50	50	10%
Teaching philosophy	Individual	40	40	8%
Teaching inventory and analysis	Individual	30	30	6%
Syllabus and course outline	Individual	30	30	6%
In-class lessons (x3)	Individual	25	75	15%
Activities and assessments (x2)	Team	25	50	10%
Teaching reflections (x3)	Individual	10	30	6%
iRAT (x4)	Individual	10	40	8%
tRAT (x4)	Team	10	40	8%
Attendance and participation	Individual	30	30	6%
Peer evaluation	Individual	25	25	5%
		POINTS POSSIBLE	500	

Plagiarism: Note that written assignments will be processed through the anti-plagiarism software Turnitin. Reports with a similarity score higher than 20 will not be accepted for credit. Any other indications of plagiarism will be thoroughly investigated.

Late Policy: There are **significant penalties** for late assignment submission:

- Up to 24 hours late results in a penalty of 50%
- More than 24 hours late, assignments will not be accepted, you will receive a zero score

Checking Your Points: To check your point accumulation, visit the grade book in the course website. Scores from the RATs will be available within 24 hours of a class session. Scores from other assignments will be available within 1 week of the due date.

Grading Scale: Your course grade is determined by the number of points you have earned. Here is the points/grade scale.

451-500	A	351-366	C
434-450	A-	334-350	C-
417-433	B+	317-333	D+
401-416	B	301-316	D
384-400	B-	300 or less	E
367-383	C+		

ASSIGNMENT SUBMISSIONS

When you submit an attached file for an assignment, always keep a copy of your original file for reference, especially if you use a computer lab to complete the work. **Immediately** after submitting an assignment, check to make sure that it was correctly received by the system that your attachments are there, etc. Notify me *immediately* if there are any problems with your assignment submission. **You are the person who has the ultimate responsibility for ensuring that assignments are submitted to the course website successfully and on-time.**

COURSE COMMUNICATIONS

All communication for this course should be handled inside the e-Learning system course website using the Inbox. **Questions regarding grades should be sent privately**. Additionally, announcements will be posted through the course site and sent to your email address automatically. It is my goal to respond to your course questions promptly—at least within 48 hours during the business week.

UNIVERSITY POLICY ON CHEATING

Cheating in any form is not permitted within this class. Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php. In addition, you must be sure to cite all works used in completing assignments. Failure to properly follow copyright will result in a loss of points.

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

COURSE CALENDAR

Dates	Topics	To Do Items
Immediately		View and PRINT the syllabus. Plan your semester.
Week 1 Aug 28	**Introductions** The first day of class: establish expectations, set the tone, get to know your students Team-based learning basics Course introduction	Select and confirm shadow course Sign up for in-class lessons
Week 2 Sept 4	**Module 1: Preparing for class** Preparing a syllabus and planning for class Planning for classroom management Dealing with student issues	
Week 3 Sept 11	Teaching philosophy Teaching styles WCBA Teaching Panel: *Teaching with teams*	
Week 4 Sept 18	Deciding what to teach: developing a course outline Designing effective class sessions	Syllabus due
Week 5 Sept 25	**Module 2: Teaching methods** Facilitating discussions Encouraging questions and critical thinking	
Week 6 Oct 2	Setting up for student interactions Resources for teaching WCBA Teaching Panel: *Technology in teaching*	Course outline due
Week 7 Oct 9	Learning activity types Engaging students	Teaching Inventory due
Week 8 Oct 16	**Module 3: Course design** Course design and quality Learning objectives	Mid-point course and peer evaluation due
Week 9 Oct 23	WCBA Teaching Panel: *Experiential learning*	In-class lessons Teaching Philosophy – Draft due
Week 10 Oct 30	**Module 4: Assessment** Assessment and feedback Student grades and records	
Week 11 Nov 6	---	Portfolio Review **No class – Homecoming**
Week 12 Nov 13	WCBA Teaching Panel: *Teaching with cases*	In-class lessons

Week 13 Nov 20		In-class lessons Teaching Philosophy – Final due
Week 14 Nov 27	---	Portfolio Review **No class – Thanksgiving**
Week 15 Dec 4		Activities and assessments Shadow Journal due
Week 16 Dec 18		Activities and assessments Final course and peer evaluation due Final portfolio due
COURSE COMPLETED		

Proposal for Ph.D. Teaching Training

The Teaching Committee proposes that the Warrington College of Business Administration institute a required teaching preparation course for all Ph.D. students. A syllabus for the proposed course is attached.

The AACSB recently has elevated the importance of teaching quality to maintaining accreditation.

Standard 12: 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. [TEACHING EFFECTIVENESS]

Basis for Judgment
- 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.

Guidance for Documentation
- Describe how faculty and professional staff teach while employing the modalities and pedagogies of degree programs, as well as provide evidence of the effectiveness of their delivery and preparation. Discuss how the school ensures that the faculty and professional staff engaged in different teaching/learning models have the competencies required for achieving quality.
- Describe how the school evaluates teaching performance across its various program delivery models and how this process affects faculty and related professional staff.
- Describe continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning. Document faculty and staff participation in these initiatives over the past five years.
- Summarize awards or other recognitions that faculty and professional staff have received for outstanding teaching and professional support of student learning.
- Document innovative and/or effective teaching practices that have had significant, positive impact on student learning.

In 2014-2015, 19% of the sections of Warrington undergraduate major and elective courses were taught by Ph.D. students.

Several peer schools have required teaching preparation courses in their Ph.D. curricula (e.g., Minnesota, Washington, Michigan, Texas-Austin, and UC-Berkeley). The attached syllabus draws heavily on the course taught at the University of British Columbia Sauder School of Business.

The proposed course would be taught every Fall semester and would be required of all Ph.D. students before they teach a course. Most of our students do not teach until their third year, so this course would be instrumental in preparing them for their first teaching experience. In the event a student teaches before their third year, and they have insufficient credit hours available to take the course at the appropriate time, they will be required to audit the course, completing all course assignments. Subsequently, they will be registered for the course and receive credit for it during a semester when they have credit hours available.

The course would be open to any Ph.D. student in the College, and would be available for auditing by Lecturers or any other faculty/staff member who may find the course of value.

The average Ph.D. student completes a minimum of 60 credits in order to earn their degree. Devoting 3 credits to teaching is a low-cost strategy for facilitating their future success as faculty as well as improving the average quality of instruction our undergraduate students receive.

2014-2015 WCBA Teaching Committee

Richard Lutz, Chair
Larry DiMatteo
Jill Goslinga
John Banko
Adam Munson
Tawnya Means
Christopher Kurtz
Alicia Cofino

ADDENDUM TO COLLEGE PEER REVIEW OF TEACHING POLICY

January 30, 2015

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 recently revised AACSB standards place 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 deans and academic unit heads in the College should 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, enhancements and expansion of the policy are needed, 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 necessary to 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. This committee should 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, post-tenure summative evaluations must 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 2002 policy for a discussion of summative and formative evaluations.)

All college administrators and teaching faculty (of any rank) should 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 a 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 policy should be enforced for those faculty as well.

Specifically, every instructor in the College (except tenured, tenure track, and clinical faculty) must 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 deans and academic unit heads should 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
Christopher Kurtz
Alicia Cofino

Guidelines for Teaching Portfolio Preparation
(Revised Spring 2015)

Formatted: Centered, Space Before: 0.15 pt, Line spacing: Exactly 8.5 pt

Philosophy

In general, the purpose of the teaching portfolio is to allow ~~teacher-scholars~~instructors to present evidence demonstrating what and how they have taught, and what their students have learned. Although compilation of a portfolio requires some effort, the informational value of the portfolios can be significant. Construction of the portfolio may also be advantageous in stimulating new thinking about one's teaching and in crystallizing those aspects of one's teaching approach that have developed implicitly over the years.

In the requirements that follow, cross-reference is made to guidelines suggested in the ~~attached~~ report by Dorene Ross, et alia, "An Analysis of TIP Portfolios: Recommendations for Portfolio Preparation." The College requirements are fairly consistent with the guidelines in the Ross report, and it should be used as a reference source in preparing the portfolio. Bear in mind, however, that the Ross report is several years old and the current guidelines include some elements not reflected in that report.

Before turning to the specific College portfolio requirements, we direct your attention to Guideline 7 in the Ross report - "All evidence presented in the portfolio should be explained." Bear in mind that Academic Unit Heads and other evaluators will be reading many portfolios in a short period of time. Facilitate an understanding of your portfolio by providing a roadmap and guidepost along the way. And, please note Ross Guideline 8 - "The quantity of evidence presented should be limited." Although there is no page limit for portfolios, the Ross document observation, ". . . a small quantity of well selected and well explained evidence," is relevant.

Requirements

The Teaching Portfolio to be submitted with the Annual Report should be an update of the portfolio already on file in the Academic Unit Office. The portfolio coverage will be on a "rolling" three years basis with the current year addition/earliest year deletion maintaining a portfolio of the three most recent years.

The requirements for an update to an existing teaching portfolio include~~s~~ the following:

1. A list of all courses taught during the Summer, Fall and Spring semesters, with enrollments for each course and actual classroom or lab contact hours per week for each course. For purposes of this program, "contact" hours will be only those hours actually spent in the classroom or lab. ~~Do not include MBA courses taught out-of-load. However all~~ All courses taught ~~in-load~~ over the period must be included in the portfolio.

Commented [RJL1]: Given the importance to the College mission of our external MBA programs, taught mostly out of load, these course should be included.

Example:
Fall, 2005
FIN 3403, 1,000 students (taught with J. J. Jones),
- 4 contact hours, but supervised 7 lab assistants
- Required course in the "core" of the BSBA and BABA programs.

Spring 2006
FIN 4414, 50 students, 4 contact hours
- Upper division course required for BSBA-Finance majors.

2. All student evaluation summaries (i.e., a copy of the computer printout summarizing student evaluations) for all courses taught during the last academic year. The evaluation summaries should contain the class enrollment, and the number of students completing the evaluation, as well as summaries of student responses to evaluation questions. The faculty member is responsible for providing the final section GPA. (See Ross Guideline 3.)

3. A statement summarizing the instructor's personal philosophy of teaching and teaching methods or any changes to the existing statement. (See Ross Guideline 4.)

4. Description of recent attempts to improve instruction. (See Ross Guideline 5.) Description of actual material pertaining to innovative or distinctive teaching devices developed by instructor.

5. All class syllabi.

6. This section is used to present feedback from multiple sources about the quality of the instructional product generated by the faculty person. This evidence may come from external sources, ~~i.e.,~~e.g., letters from alumni, former students, external review boards or it may be generated internally, ~~i.e.,~~ e.g., self-evaluation, current student evaluations (reported elsewhere), or peer evaluations. At a minimum, there must be a letter from your academic unit head that assesses teaching based on an appraisal ~~over the year period.~~ of the most recent year's teaching performance. This letter may be the standard annual evaluation letter rather than a separate document.

   Peer reviews are required under the following circumstances
   1. If you were subject to a pre-tenure review;
   2. If you were subject to review for promotion and/or tenure;
   3. If you were subject to a post-tenure review;
   4. If you were considered for a teaching award.
   ~~4.~~5. If you were teaching for the first time in the WCBA.

If none of the above conditions apply, and you are a non-tenured instructor, you will be reviewed at least once every five years.

The portfolio should be in a loose-leaf binder or a single manila envelope. Only one copy is required, although the faculty member should retain a copy as well.

Peer Review of Teaching Procedure:

Taken from report prepared by Teaching Committee and adopted by the WCBA Faculty in March 2002. For further information, refer to the College's "Peer Review of Teaching Policy". [Revised Spring 2015]

Timing of Reviews:

3-year reviews
Tenure decision, typically in the sixth year
Promotion
Post-tenure review every seventh year (every fifth year for non-tenured faculty)
Salary Pay Plan as part of P&T type packet (added 1/03)
Teaching awards
As requested by the faculty member or ~~u~~academic unit head concerned
about a faculty member's teaching

NOTE: Univ P&T Guidelines have added peer review as requirement and the Salary Pay Plan University Guidelines specify that the P&T guidelines should be followed.

An evaluation of a faculty member's teaching effectiveness is required at the above mentioned occasions and will be coordinated with other aspects of the faculty review process. In addition, a unit head may require more frequent peer reviews of any faculty member for whom there is a concern about teaching, and a faculty member may request a *summative* peer review.

A faculty member may request a *formative* evaluation of his or her teaching, either by peers or by trained teaching consultants. This is especially recommended for tenured faculty sometime in the seven-year interval between summative peer evaluations.

Composition of Committee:

Three faculty members, two from within the same department and one from outside the department, will be appointed by the unit head after consultation with the reviewee. At least one member must be selected by the reviewee. In addition, in consultation with the Director of the Center for Teaching, Learning and Assessment, the academic unit head will appoint an instructional designer to the review committee. The committee may have the same members and operate concurrently with another review committee.

The Associate Dean will appoint a committee for any academic unit head subject to review.

Method of Review:

Evaluate teaching quality in terms of significance of course content and pedagogical effectiveness through examination of the teaching portfolio and classroom observation (in-person or viewing of on-line materials for internet and ~~TV-Replay~~Electronic Platform classes). The reviewee's annual teaching portfolio should be considered sufficient for the committee's non-classroom evaluation. If the teaching portfolio is deemed to provide inadequate evidence on the reviewee's teaching quality, the unit head can require the reviewee to revise the portfolio. The reviewee should be allowed to select the timing of the in-person classroom observation, subject to reasonable constraints. At least two of ~~the three~~ committee members must participate in the classroom observation.

The peer review committee will provide the reviewee with a copy of the peer review report and will provide the reviewee with the opportunity to meet with the committee and to respond to the draft report. After any meeting with the reviewee and/or receiving the reviewee's response, the committee will provide the unit head with a single report on the assessed quality of the reviewee. The reviewee may attach a response if he or she wishes. This report and any response will be included in the reviewee's personnel file.

Report Content:

A *summative* teaching evaluation is required, however there is no required format or checklist for evaluation. The report should address the following aspects of the reviewee's teaching performance.

1. mastery of course content
2. selection of course content
3. course organization
4. appropriateness of course objectives
5. appropriateness of course materials (such as readings, media)
6. appropriateness of evaluative devices (such as exams, written assignments, and reports)
7. appropriateness of methodology used to teach specific content areas
8. commitment to teaching and concern for student learning
9. student achievement

In addition, the report should provide specific suggestions for improving teaching where particular weaknesses are identified and indicate what resources are available for the reviewee.