

Warrington College of Business Administration
Hough Graduate School of Business
UF MBA Programs

310 Hough Hall
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MBA Committee Meeting Minutes
February 16, 2016
338 Hough Hall – 1:00PM

Members in attendance: Dr. Alan Cooke (chair), Dr. Amir Erez, Dr. Joel Houston, Dr. Stephen Asari, Dr. Subhajyoti Bandyopadhyay.

Also in attendance: Dr. Alex Sevilla, Kara Cupoli, Craig Petrus, Jason Rife, and Tara Hollow.

I. Approval of September 17, 2015 meeting minutes

- *Committee voted to approve the September 2015 minutes.*

II. Human Capital concentration

- **Rationale:** The MBA Program has experienced an increased interest in recruiters such as Exxon, GE, Chevron, Ford, and P & G looking for full-time MBA candidates with a focus on human capital, HR, human relations, etc. The MBA Program has also seen an increase in students interested in such course work, partially driven by the increased availability of lucrative post-MBA jobs in this area. The Program has placed students in roles consistently over the past three years, including five interns placed into such roles this past summer.
- **Suggested course work includes:**
 - Art & Science of Negotiations
 - Organizational Staffing
 - Compensation in Organizations
 - Leading Teams
 - Employment Law
 - Business Ethics & Corporate Social Responsibility
 - Economics of Organizations and Markets
 - Controllership
- Kara introduced the topic as well as Craig Petrus and Jason Rife from GBCS who were invited to the meeting to present back up data to the committee to support approving the Human Capital concentration.
- Craig said they work with employers one-on-one in terms of placement and listen to what they are seeking. They also know their student's very well, which is an advantage in placing them in the right positions. They are placing more and more of their students into leadership development programs where they are offered full time jobs or internships. Companies hire these students to be future leaders of the company so they are very highly sought after positions among MBA students globally.
 - Research has revealed over 60+ Leadership Development Programs that have a direct focus on or component of Human Resources that include big names like

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Johnson & Johnson and ExxonMobil. There are plenty of opportunities for our students post MBA.

- GMAC's 2015 Corporate Recruiter survey revealed that 40% of companies surveyed reported placing recent hires into the HR/Organizational Management function, with 69% of those hires placed into entry-level roles, and 82% being placed into mid-level roles.
- Craig also provided salary trends and found that since 2006, UF MBA has had 13 students obtain careers in the HR function. The average salaries of these students are:
 - All salaries: \$81,231
 - LDP salaries: \$91,000
- Craig shared that organizations are looking at HR differently. The mindset of how HR is viewed has changed tremendously and the HR function is becoming an integral part of the organization.
- From GBCS's perspective UF MBA does very well at national career fairs and they feel the program needs this concentration to attract those students to our program. He feels very confident that once we have those students they will be able to place them in high paying jobs.
- Jason agreed with Craig there is an apparent shift in thought process of organizations regarding HR. Big name companies are starting to look for knowledge provided by the above coursework and are willing to pay at or above six figure salaries for top talent. They are being asked by these organizations what we have to offer in our program to reassure them the students are really interested in these jobs and enough of a critical mass to look at the UF MBA program as a core school for them.
- Dr. Houston had a concern and asked would this new concentration drag students from a better job in a different concentration. Jason answered that he doesn't see it going that direction, but rather thinks it will bring in candidates who would have otherwise not considered our program.
- Dr. Cooke inquired as to how many people the Human Capital concentration would bring in compared to other concentrations. Jason answered that he thinks 10 a year to start and possibly trickle in 14-15 long term. But that this concentration will also open another door into a Deloitte. The program is already starting to get traction in a couple of placements, it's possible to start getting 3 or 4 placements, and they were looking at \$120k-\$140k base salaries plus \$20k-\$30k kickers and \$20k-\$30k year-end bonus, that gets the base salary and signing bonuses up in the territory to compete with the top 15-20 ranks of U.S. News and that shifts us up in the rankings.
- Dr. Sevilla added that GBCS has been transformed over the past several years. They've been working hard to build a better national profile beyond the regional boundaries. That combined with this new Human Capital mind set in companies and the multitude of companies a student can be placed, it becomes more attractive to a student and addresses salary issues. It may not contribute to large quantities of applicants, but better quality admits.

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- Kara said from a management standpoint the thing that is nice about this is four of these courses are MBA only sections, three of which are slim sometimes in enrollment numbers. It may help us drive some demand to courses that we consider valuable and important. Sometimes students are making choices on what they're going to enroll in based on whether or not it counts for their concentration.
- Dr. Erez asked if more courses would be required. Kara answered we require five for the concentration. Kara indicated the number of courses offered for the proposed concentration exceed what is currently offered for marketing. This is above average and around the same as strategy.
- Dr. Sevilla added that there is eventually room to add, but the main priority would be to build something with confidence to get the job done while being realistic with faculty resources and faculty interest in those areas.
- Dr. Sevilla reminded the committee that we're not going to keep adding concentrations back. We feel comfortable keeping it at six concentrations.
- Dr. Cooke suggested to set up some standards for getting information about where the market is moving. Dr. Sevilla agreed he will set it up for the first meeting of each academic year to present an assessment to the committee, led by GBCS directors.
- *Committee voted to approve the Human Capital concentration.*

III. Probation and Dismissal Guidelines

- Review current guidelines
- Discuss options to better communicate and engage faculty in utilizing the guidelines
- Dr. Sevilla provided the committee with a sheet listing the guidelines then went on to describe the concern of a "gentleman's B" and how to enforce and support the guidelines to be applied. Dr. Sevilla explained he speaks at every orientation to clarify the expectations of the program to the new students. It's our responsibility to protect our brand and make sure those graduating earned their degree and that those not pulling their weight are not permitted to get passing grades they did not earn.
- Dr. Houston inquired about:
 - What percentage of students are on probation?
 - What percent to get off?
 - Do you think more should be on probation?
 - Dr. Sevilla said he can provide the committee that information.
- Dr. Sevilla went on to say what use is a letter grade if it's not reflective of what they actually earned? He shared a recent case where there was concern among a particular student not doing well in the program and the faculty member admitting they didn't want to hurt the student's GPA so they gave them a better, less deserving, grade which in turn made the MBA director's job more difficult to dismiss the student from the program.
- Dr. Cooke said he's assuming it was a thoughtful decision to look at Cumulative GPA vs. term GPA. Dr. Sevilla said yes, we don't want to penalize people.

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- Dr. Houston noted that he sees the EMBA's get upset about the perpetual slackers who don't get flushed. Dr. Sevilla agreed and said that person becomes the hot potato in class passed around because no one wants them on their team.
 - Kara said that maybe there needs to be a conversation of allowing students to speak up if someone on their team isn't performing well.
 - Dr. Cooke agreed and added that you could combine that with giving tools to the faculty to aide this process.
- Dr. Bandyopadhyay shared that at least with the ISOM's, being a "hard" teacher in turn hurts the evaluations.
- Dr. Cooke said if there are no privacy issues, it would be helpful for him to see the student's grades prior to the students coming into class.
- Dr. Sevilla added that, privacy issues aside, the team evaluation info could be forwarded onto the career team who presents this collected data and informs the students "these are the things your peers are saying about you." It could be very powerful feedback to hear before they go onto their next interview knowing what they need to improve upon.
- Dr. Cooke suggested creating an incentive of recognition for each cohort of the student with the best key ratings.
- Kara asked "Is there a tool that could be suggested that every class has for a team evaluation component that's attached to a grade and are there a few that has been found valuable?"
- Dr. Cooke replied it should be proposed that if there is team work, there should be team evaluations and faculty can use them as seen fit.
- Dr. Sevilla said he likes the idea of the team ratings, it would be beneficial to have one system used among faculty to have consistent data to present.
- Dr. Houston asked, what grade do you give a student trying very hard, is great at participation, but it's not their subject? For him, this is where the gentleman's B is given.
- Dr. Sevilla said he is empathetic and would then bring in the student for an evaluation and offer tutoring or something to help them get their grades up if that was their goal.
- Dr. Erez said that faculty is willing to help since this is data to them.
- Kara said it will give us data for admissions purposes as well for future use.
- Dr. Cooke expressed if you use the data for research you will need IRB approval, but if it's just for the MBA program use only the IRB approval isn't necessary.
- Dr. Sevilla asked if he could work with Dr. Erez before the next meeting. He likes the idea of incorporating the peer evaluations and said the committee needs to decide collectively the best way to communicate to the faculty.

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IV. GIE Syllabus

- This course is not managed or overseen by an academic department. Program staff desire for MBA committee to review current syllabus template to evaluate strength and rigor of GIE coursework and student/faculty expectations.
- Kara said GIE's are not managed by a department they are managed by the MBA program and it falls to the committee. The committee approved them as electives in 2007 and 2008. There is now different faculty and syllabi and not as much consistency across GIE's. She provided the committee a stock syllabus for the committee to review. There is usually a pre-trip report, a paper and a presentation. If we are putting this up against other classes, how do we feel about the rigor and faculty expectations? At the next meeting we will discuss, if you were evaluating this account as the MBA committee:
 - What are your thoughts?
 - Should changes be made?
 - Are there other deliverables the faculty in charge should be providing?
- Dr. Sevilla added that these have been very successful. Students love them and they're great trips. They want to continue them and want them to be bettered. Is there a space between what we're doing on average and what we can do to make this equally as rigorous as the other electives and prove they're actually learning something?
- Dr. Houston shared that the course should be rigorous, but it should be meaningful. Anything that makes them bettered prepared for the meetings and representing our program is beneficial.
- Kara asked some things to think about and consider:
 - Is the country history analysis the best activity to best prepare?
 - Are there other practices in your courses that could be added in that would be more valuable?
 - Should a case be added in the beginning that students have to read and discuss in a pre-trip meeting?
- Dr. Sevilla asked, from a faculty perspective, what are the expectations of a faculty member overseeing these trips?
 - What level of work is necessary?
 - What is the expectation?
 - How rigorous should the experience be?
- Kara added that by adding a global component to the Online and PMBA programs, demand will increase and more faculty will be involved. It is imperative to have clear outlines of the faculty's role and what needs to be delivered from an educational standpoint to communicate to faculty.
- Dr. Houston thinks being on time, being alert and representing the program well should be required.
 - Kara answered explaining there is a policy in place if one meeting is missed, the student gets a C, and if two are missed they fail.

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- Dr. Sevilla said a student can go on these trips with very little pre-trip preparation and no one is pushing them to learn about the country and its market.
- This issue will be continued at the next MBA Committee meeting

V. Leading Teams Course Description

- Kara gave a packet to review that include a Leading Teams course description, reading list and syllabus. She introduced the topic and shared that the management department is supportive of the faculty members having interest in this class apply to strategy concentration. Strategy is not owned by any particular department, so it is incumbent as a committee to determine if the class has the right rigor for the concentration and whether or not it is appropriate for strategy.
- This will be discussed in more detail at the next MBA Committee meeting.

-Meeting adjourned at 2:20PM