

UNIVERSITY OF MINNESOTA  
Graduate School

Minutes of the Executive Committee Meeting  
June 9, 1981  
11:30 a.m. 626 Campus Club

Members present: Faculty representatives--Professors James Boen, Vernon Hendrix, Douglas Lewis, Allen Simpson, Edward Sucoff, Harold Swofford; Mayo representative--Mr. Donald Weggen for Professor Franklyn Knox; guests--Professors John Alexander, Mitzi Duxbury, Richard Needle, Marilyn Sime; administrative representatives--Deans Warren Ibele, chair, Kenneth Zimmerman; student representative--Maureen Reddy; Civil Service representative--Linda Kleinsasser; staff-- Vicki Field, Andrew Hein, Klaus Jankofsky, Myrna Smith

I. FOR ACTION

A. Minutes of the Meeting of April 28, 1981

The minutes of the April 28 meeting were approved as submitted.

B. Proposal for the Introduction of Emphases within the Existing Program for the Master of Arts Degree in the Field of Education

Professor Hendrix reported that the proposal before the Executive Committee was for the M.A. degree in Education with an emphasis in Health Education and had recently been approved by the Education and Psychology Policy and Review Council. In 1976 the Task Force for Reorganization of Programs in the College of Education, chaired by Professor Paul Johnson, recommended establishment of clearly identified emphasis areas for both the M.A. and Ph.D. degree programs. Five areas of concentration have been established in the Ph.D. degree program; eight different emphasis areas will be proposed for the M.A. degree, although only one--that in Health Education--will come before the Executive Committee in the 1980-81 academic year. These emphasis areas are not new within the M.A. degree program in Education but represent a clarification and formalizing of existing curricular opportunities.

Professor Alexander briefly reviewed the history of the proposal, noting that recent revisions in the area of Physical Education have made this area of concentration inappropriate for students primarily interested in Health Education. The proposal attempts to take into account NCATE standards for teacher preparation, as illustrated by the sample programs. The M.A. degree program in Education with a Health Education emphasis will include core coursework in Education, courses in the area of Health Education to be taken both from School Health Education and from course offerings in the health

and social/behavioral sciences, and a research component. Students seeking entry to the program should have a background in Health Education or in a related field. Applications for admission would be reviewed by a director of graduate studies designated for this particular area of concentration.

Professor Boen mentioned that the School of Public Health awards the M.P.H. degree with an emphasis in health education; however, relevant faculty in Public Health have agreed that the proposed program stresses aspects of education while the Public Health program focuses on community health concerns. He expressed the hope that prospective employers would appreciate this distinction between the two degrees, however he acknowledged that some vagueness exists with respect to what a "health educator" is.

Professor Needle reported that there had been consultation between College of Education and School of Public Health faculty and that an attempt had been made in the proposal to integrate the resources of both units. It would be possible at the point of admission to determine which program (Education or Public Health) would be appropriate for an applicant on the basis of the student's undergraduate major and interests. Applicants who lacked prerequisite coursework for the M.A. program in Education with a Health Education emphasis would be required to complete specified courses before being admitted to the program.

As a result of a meeting of Professors Alexander, Boen, Needle, and Alan Stull on June 8, the following changes were suggested in the wording of the proposal: p. 1, par. 2, line 2, delete "major;" p. 3, par. 3, line 3, delete "educational" and replace by "pedagogical;" p. 3, par. 4, lines 12-13, change sentence to read, "Courses in the emphasis area of the College of Education program might include those from public health, social science and health education. Public health education students..."; p. 9, delete Robert ten BenseI from the list of prospective faculty.

Professor Sucoff thought that the sample programs included too few credits in health and health science disciplines and that the focus of the programs was too pedagogical. Professor Needle explained that increasing emphasis is being placed on the social and behavioral sciences in the field of Health Education and that emphasis on biology and the basic sciences is decreasing. Professor Hendrix added that in the case of all emphasis areas within the Education M.A. degree program, the primary focus will be on education and teaching.

Dean Ibele inquired about the nature of undergraduate preparation required for the M.A. program in Education with a Health Education emphasis. Professor Alexander thought that an undergraduate major in School and Community Health Education or Recreation, Park and Leisure Studies would provide suitable preparation for the program; at least seventy percent of the total undergraduate credits should be in the area of the major, he suggested. Undergraduate coursework would likely also include courses in basic chemistry, biology, anatomy, human physiology, and microbiology, although academic preparation would vary according to the undergraduate institution. Professor Needle observed that the Health Education curriculum at the University of Minnesota is more science-oriented at the undergraduate level than it would be at the graduate level, and he added that coursework relating to health and human disease and behavior represents a basic component of most undergraduate health education degree programs. Professor Boen noted that an undergraduate program which included coursework in the basic sciences mentioned should provide adequate preparation for the study of human disease.

Professor Hendrix moved approval of the proposal. Professor Sucoff recommended that the proposal clearly identify the critical subject matter which would be required of all graduate majors electing the Health Education emphasis, whether the courses would have been taken during the student's graduate or undergraduate career. Professor Needle said that a list of such courses could be prepared and presented to the Executive Committee in the fall. Dean Hein asked whether these courses were intended as prerequisites for admission to the graduate program or whether students lacking experience in these areas could make up deficiencies while completing other courses toward the M.A. degree. Professor Hendrix noted that a certified undergraduate program in School and Community Health Education is offered here, and students completing this major curriculum should have an appropriate background for the M.A. degree program in Education with a Health Education emphasis. If it is determined that an applicant lacks necessary academic preparation in some areas, however, the student will be required to make up the undergraduate deficiencies.

There appeared to be agreement that the proposal as submitted focused too heavily on education and pedagogical concerns and placed too little emphasis on health and health-related issues. Professor Sucoff offered a substitute motion expressing support for a Health Education emphasis area within the M.A. degree program in Education but requesting that a list of courses to be required of all students completing the degree with this concentration be prepared. The motion was approved with one dissenting

vote. It was noted that the proposal would be reconsidered in the fall. Professor Hendrix said that he would communicate the motion and discussion to faculty members in the Curriculum and Instruction program, since they may affect proposals for the establishment of other emphasis areas.

C. Proposal for the Establishment of a Special Section of the Master of Business Administration Program--The Managers' M.B.A. Program

Dean Ibele reported that the proposal had been discussed at two meetings of the Social Sciences Policy and Review Council and had been approved at the Council's June 4 session. Professor Lewis described the proposal and the context and rationale for this special section of the M.B.A. degree program. He noted that the format for presentation of course material and the student body would differ from both the current day and evening M.B.A. programs (the proposed Managers' M.B.A. Program would be a two-year program with weekly Friday class sessions and a week spent in residence at the beginning of each academic year; participation in the program would be limited to individuals with ten years' full-time work experience who hold managerial positions in public or private institutions). Questions raised by the Social Sciences Policy and Review Council upon initial review of the proposal concerned the quality of the program if class sessions are scheduled only one day per week over the two-year period; the relationship between the School of Management, students enrolled in the program, and the sponsoring companies (for most students, program costs will be paid by the employer); and whether the requirement that participants have ten years' work experience is potentially discriminatory. Professor Lewis reported that Professor Roger Upson, and Deans David Lilly and Edward Foster, had answered these questions to the Council's satisfaction and he moved approval of the proposal.

In response to a query concerning the admission requirements and focus of the special M.B.A. program vis-a-vis the University's land grant tradition, Professor Lewis reported that the School of Management has stressed the availability of the two existing M.B.A. programs in this regard. Admission requirements for the Managers' program (ten years' work experience and a managerial position) are necessary since the program as designed will relate to students' on-going activities and responsibilities as company managers.

Ms. Reddy pointed out that students sponsored by employing organizations in educational programs are usually reimbursed upon successful completion of a course, and she wondered whether many companies would wish to pay tuition prior to completion of coursework. Some

students may be unable to take advantage of the program for this reason, she thought. Professor Lewis said that the School of Management had consulted area companies about program costs and had found that firms seemed agreeable to proposed arrangements for payment of tuition and were enthusiastic about the program.

Dean Hein mentioned the importance of transcripts and inquired whether this permanent record would be based on completion of courses in the case of students enrolled in the Managers' M.B.A. Program. Also of concern was the record that would be provided for students who did not finish the program. Professor Lewis understood that the Managers' M.B.A. would be a coursework degree, and he indicated that periodic examinations, as described in the proposal, would serve to measure student progress.

Dean Ibele pointed out that the Managers' M.B.A. Program was not a new degree program but represented a variation in the delivery of an existing program. The same courses offered in the regular day and evening M.B.A. programs will be used in the special Managers' program, and the same number of credits--seventy-four--will be required. Students will participate in weekly study sessions in addition to attending scheduled Friday classes. The program conforms to the Senate standard of the Uniform Credit Hour Value, Dean Ibele said.

Professor Sucoff suggested that the proposed program may allow credit for prior knowledge gained through work experience. He also questioned the length of the program, noting that in other disciplines all coursework for the master's degree could similarly be completed in a shorter period of time, however, the same quality could not be guaranteed as in a program of longer duration. It was mentioned that the evening program for the master's degree in English and the UNITE program are also offered in a somewhat concentrated form.

Professor Swofford expressed support for the program and observed that it could be an effective educational experience for managers, providing an opportunity to apply what is learned on the job. He did not think the issue of contact hours was critical.

The motion to approve establishment of the Managers' M.B.A. Program was approved with one abstention. (A copy of the proposal is attached with these minutes.)

D. Proposal for the Establishment of a Ph.D. Program in the Field of Nursing

Professor Boen reported that the proposal for a Ph.D. degree program in Nursing had been approved at the June 2 meeting of the Health Sciences Policy and Review Council on a vote of fourteen to ten, and he moved Executive Committee approval of the proposal.

Professor Sucoff called attention to the list of proposed joint appointments and asked why additional faculty from other departments had not been included. Professor Duxbury acknowledged that this question had also been raised by the Program Review Committee of the Health Sciences Policy and Review Council and explained that joint appointments were invited only from faculty members with expertise in research areas of interest to Nursing students.

There are presently twenty-seven doctorally prepared graduate faculty members in the School of Nursing. Professor Boen reported that in connection with the Council's review of the degree program proposal, early consideration had been given to nominations to Full Membership for five Nursing faculty. Approval was recommended for two of the five; however, the Council's criteria for appointment to the Full Member rank are severe, and publication of thirty articles in refereed journals--with senior authorship of a significant number of these--is generally required for appointment. (It was mentioned that the five proposed joint appointments presently hold Full Membership on the graduate faculty in other, allied fields.) Professor Duxbury indicated that by the time the program would be implemented, the School of Nursing expects to have additional faculty who will qualify for Full Membership.

Professor Swofford inquired whether it was anticipated that implementation of a Nursing Ph.D. program would alleviate the current shortage of nurses. Professor Duxbury said that the program would improve the quality of nursing care delivered and would advance the status of the profession. The program is not intended to increase the supply of nurses, although it should attract more individuals to the discipline and profession over time.

Professor Duxbury briefly reviewed the five areas of research described in the proposal and noted the number of faculty in each area anticipated to hold appointment at the Full Member rank at the time the program is implemented. The two areas expected to have the fewest faculty at the Full Member level in the initial stages of the program are the organization of and system of delivery of nursing care, and the organization of and system of nursing knowledge. The School recently received an endowment of \$1 million

for a chair in nursing research; recruitment will begin in 1981-82. As regular faculty lines become available, the School will recruit only faculty who will likely qualify for Full Membership. Four of the School's present faculty members have served as doctoral advisers at other universities, and eleven have served on doctoral examining committees at Minnesota.

In response to a question from Dean Zimmerman regarding progress in the master's program, implemented in the fall of 1977, Professor Duxbury reported that the Program Review Committee had evaluated all thirteen M.S. theses completed to date and unanimously agreed that they were of excellent quality.

Professor Sucoff was puzzled by the ten votes against the proposal. Professor Boen thought the vote was indicative of the division between the basic science fields and clinical disciplines represented on the Health Sciences Policy and Review Council.

Dean Ibele reported that the Program Review Committee had expressed the following concerns in its evaluation of the proposal:

- 1.) There appear to be few faculty members in the School of Nursing who would qualify at present for appointment as Full Members of the graduate faculty.
- 2.) Currently, only minimal strength could be provided in all five areas of research and study identified in the proposal.
- 3.) A minor field of study should perhaps be required of all students rather than providing the option of a supporting program.
- 4.) Admission requirements should perhaps include submission of standardized test scores (for example, GRE scores).

Dean Jankofsky inquired how the Ph.D. program, if implemented, would affect the outstate master's program in Nursing. Professor Duxbury said that a Nursing program at the doctoral level would improve the quality of the outstate program. If budgetary retrenchment within the School became necessary, the undergraduate program would likely be cut back before the outstate master's program would be affected.

The proposal for a Ph.D. degree program in Nursing was approved.

## II. FOR DISCUSSION

### Recommendations on Graduate School Student Services and Admissions Procedures from the Social Sciences Policy and Review Council

Dean Ibele noted that the recommendations had been presented to all of the Policy and Review Councils and reported that the Plant and Animal Sciences Policy and Review Council had left it up to individual representatives to convey their response to the recommendations to the Graduate School Dean.

Professor Swofford said that the Physical Sciences Policy and Review Council did not view the concerns expressed by the Social Sciences Policy and Review Council as problematic, however, Council members noted that in light of the Graduate School's present budgetary situation, re-examination of several of the recommendations might be worthwhile.

Professor Simpson reported that the Language, Literature and the Arts Policy and Review Council had mixed feelings about the recommendations, although members generally did not appear to view the issues raised as presenting difficulties for programs represented on the Council. A motion at the Council's May 20 meeting to approve the third and fourth recommendations on an experimental basis for programs that elected to participate, with the stipulation that a mechanism for review of programs' performance also be implemented, passed on a split vote (4 yes, 1 no, 6 abstain). Of greatest concern with respect to the recommendations on admission procedures were whether the quality of a graduate education could be maintained if programs assumed responsibility in this area and questions regarding affirmative action.

Professor Hendrix indicated that the Education and Psychology Policy and Review Council had suggested that thesis registration could be carried out at the program level, however most Council members favored retention of the practice and observed that the requirement ensures sufficient time for committee members to read the thesis prior to the final oral examination. The Council did not think that the recommended alternative procedure for filing approved degree programs was necessary since the present system is flexible. Agreement between the Graduate School and programs regarding the standards each applies in making admission decisions was stressed, and the Council urged that the Graduate School admission criteria be articulated and distributed to programs. Responsibility for collection of applications should be retained by the Graduate School. To facilitate the transition between Directors of Graduate Studies, orientation meetings for new Directors of Graduate Studies were suggested.

Professor Boen indicated that there appeared to be little interest in the recommendations among members of the Health Sciences Policy and Review Council, and the recommendations were not discussed.

Dean Ibele said that the Graduate School will prepare a proposal that attempts to respond to the Social Sciences recommendations, taking into account the Graduate School's fiscal situation. With respect to the admissions process, he noted that programs will likely be asked to mail a Graduate School admissions brochure to prospective applicants. Professor Lewis commented that the recommendation concerning required registration of the thesis in the Graduate School had been referred to the Directors of Graduate Studies Advisory Committee for examination, and he thought that a proposal for a simplified doctoral program had similarly been referred to the Task Force on Doctoral Programs. Dean Ibele clarified the status of the degree program plan, explaining that the Graduate School staff will wish to study a draft of the document before it is forwarded to the Task Force.

Dean Ibele informed Committee members that the Graduate School will be retrenched an additional \$51,000 in 1981-82, however \$25,000 in soft money will be provided next year to ease the transition to a reduced budget. Dean Hein emphasized that this cut follows a \$24,000 reduction in Graduate School operating funds in mid-year of 1980-81. Dean Zimmerman recalled that the retrenchment was predicated on erroneous data and occurred despite opposition voiced by the Executive Committee and others. Dean Jankofsky reported that budget cuts have reduced the staff in the Graduate School office at Duluth by one third.

### III. FOR INFORMATION

#### A. Revised Program for the Ph.D. Degree in Business Administration

Attention was called to the summary of revisions distributed with the agenda. Dean Hein reported that the Graduate School has raised a question regarding use of GRE scores in lieu of scores on the GMAT for admission as described in the Business Administration document. Until a conversion table for the scores is provided, and until it can be demonstrated that the two tests measure the same qualities, the Graduate School will continue to enforce present admission requirements and will accept only GMAT scores.

#### B. Proposal on Transfer of Credit across Degree Programs

The revised proposal prepared by the Graduate School staff was noted. Dean Ibele pointed out the inclusion of an option allowing programs to specify a lower percentage of course work for

transfer. Other changes from the previous draft were the revision of the footnote to include additional recognized graduate degrees and an amendment to exclude the Plan B Project and Plan A thesis from transfer. The amended statement will be considered by the Policy and Review Councils in the fall.

C. Graduate Courses Offered at Off-Campus Locations or in a Workshop Format

Dean Zimmerman reported that the Education and Psychology Policy and Review Council had recently received a response from the College of Education concerning courses which appeared to be at variance with the Uniform Credit Hour Value. The response will be further discussed in the fall. Committee members were reminded that results of the Councils' examination of off-campus and shortened courses will be considered by the Executive Committee when Council deliberations are completed.

D. Report on Regents' and HECB Action on the Proposals for a Master of Music Degree and for a Master of Arts Degree in Religious Studies

Dean Zimmerman reported that the proposal for a Master of Arts Degree in Religious Studies had been approved by HECB and would receive a final review by the Board of Regents on June 10. The Master of Music degree proposal must yet undergo a second review by HECB and will be presented to the Regents for final approval in the fall.

E. Resolution of Faculty Advisers of Moroccan Doctoral Students

Due to time constraints, consideration of the resolution was postponed until the Committee's first meeting of the fall term.

F. Report on CIC Graduate Enrollment and Degrees Granted Data

The report, distributed with the agenda, was noted as a point of information. (A copy of the report is attached with these minutes.)

G. Report from the Council of Graduate Students

Ms. Reddy reported that the following new officers have been elected for the 1981-82 academic year:

President:	David Pogoff
Vice President for Committees:	Ruth Shuman
Vice President for Public Relations:	Steven Deyo

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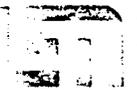
The Vice President for Finance will be elected in the fall.

Dean Zimmerman thanked Professors Hendrix and Swofford for their service as Policy and Review Council chairs and wished them well in their roles as department heads.

The meeting was adjourned.

Respectfully submitted,

Vicki Field  
Assistant to the Dean



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Business Administration and  
Graduate School of Business Administration  
Business Administration Building  
271 19th Avenue South  
Minneapolis, Minnesota 55455

March 19, 1981

GRADUATE SCHOOL  
MAR 19 1981  
OFFICE OF THE DEAN

Dean Warren Ibele  
The Graduate School  
321 Johnston Hall

Dear Warren:

I would like to get a quick comment from you on the enclosed "Advance Notice of the Managers' MBA Program." The Notice is to inform prospective applicants about the special section of the MBA outlined in David Lilly's letter earlier this quarter.

I would like to take this opportunity to explain to you some important aspects of this special section of the MBA program and explain some of the materials included in the Notice.

Access. In your letter to Ken Keller, you wrote that students should be admitted regardless of company sponsorship. Consequently, the admission process on pages five and six of the Notice has been written to allow for the admission of a non-sponsored person. Similarly, the application form attached to the notice does not mandate company sponsorship. In working on these materials, I sought and received advice from Ed Foster, who also thinks that we have addressed your concerns about access.

Curriculum and schedule. The courses listed in the Notice are those used in the 74 credit regular MBA Program. The schedule for the first year, diagrammed on page three, has room for all the teaching sessions in the first year of the full time MBA program. A faculty subcommittee, which I chaired, arranged these sessions to fit into the different format of the Managers' MBA Program. The whole schedule has been reviewed by the MBA Core Course Committee. The Notice also makes explicit reference to the student preparation expected, to the study group meetings outside of class that are required, and to the faculty scheduled to teach in the program. Thus, we have addressed the basic issues of curriculum, course, and teacher equivalence between this and the day and evening MBA programs.

Application and matriculation forms. This program is intended for persons with managerial experience, and thus the application form has been designed to produce relevant information. Consequently, it differs from the form currently used for the day and evening programs, by the addition of questions relating to experience, achievement, and organization, and the deletion of questions relating to student visas, TOEFL scores, financial aid, and day versus evening programs. These deletions relate to the characteristics of the people we expect to apply to the program. The ordinary, blue, matriculation form has been included in the Notice.

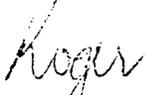
As you know, we are aiming at an August 31, 1981 start to this program. However, it is likely that prospective applicants and their employers will need as much as two months to determine their interest in the program. Consequently, it is necessary to get the Notice into the hands of as many prospective applicants and employers as soon as possible.

Thus, I would like to start distributing the attached materials on March 31, working on the basis that any issues that may arise from your review will be resolvable during Spring Quarter.

I anticipate that David Lilly will want to distribute about 400 copies to the chief executive officers of Twin City organizations and that I will want to distribute about 600 copies to other executives and prospective applicants. Thus, I will need 1,000 copies of the matriculation form to incorporate into the notice and would appreciate your advice on how I should obtain those forms.

In conclusion, I appreciate the concerns that you raised in your letter earlier this month, and think we have responded positively to them. I propose providing you a complete day by day schedule of the Managers' MBA Program during Spring Quarter, and I would like to know what other materials you need so that you can inform the Policy and Review Council of this additional offering of the MBA Program.

Sincerely,



Roger B. Upson  
Professor of Finance  
Director, MBA Program

RBU/aks

cc: Dean Wallace  
Dean Zimmerman  
Dean Foster

THE MANAGERS' MBA PROGRAM  
Graduate School of Business Administration  
University of Minnesota  
March 1981

PROGRAM OBJECTIVE

This program is designed for managers with at least ten years' work experience who wish to increase their managerial effectiveness and prepare for greater responsibilities.

SCHEDULE

The program meets every Friday from September through the following June, for two successive years, with a week in residence at the beginning of each academic year. This schedule enables an integrated program of advanced study to be combined with continued job performance. The first class of no more than forty participants will start on August 31, 1981, and will graduate by completing the program in June 1983.

COURSES OF INSTRUCTION

Management skills and analytical methods and their application in the functional areas of business are the primary focus of the first year. The emphasis in the second year is on problem formulation, decision making and implementation in areas such as corporate strategy, finance, marketing, and operations.

First year courses:

Computer Access and Programming for Business Analysis

Management and Organizational Behavior

Human Resource Management

Business Statistics  
Decision Sciences and Information Systems  
Financial Accounting  
Managerial Economics and Accounting  
Financial Management  
Marketing Management  
Operations Management

Second year courses:

Business, Government and Macroeconomics  
Strategy and Policy  
Problem Formulation and Decision Making  
International Financial Management  
Product Policy  
Operations Strategy  
Business Forecasting  
Computers and Management Information Systems  
Organizational Behavior and Management Analysis

Two projects are also required in the program. One project is a written report that is part of the Problem Formulation and Decision Making course. The other project is an independent report, written in conjunction with one of the second year courses, in which a participant explores in depth a managerial issue.

The courses are taught in an integrated format, as illustrated in the following diagram of the first year of the program.

THE MANAGER'S MBA PROGRAM: FIRST YEAR SCHEDULE

Courses: Calendar	Management, Organizational Behavior, and Human Resource Management	Computer Access, Statistics and Decision Science	Accounting and Economics	Financial, Marketing, and Operations Management
Residential Week Aug. 31 - Sept. 4				
Sept. 11, 18, 25				
Oct. 2, 9, 16, 23, 30				
Nov. 6, 13, 20				
Dec. 4, 11, 18				
Jan. 8, 15, 22, 29				
Feb. 5, 12, 19, 26				
Mar. 5, 12, 19, 26				
Apr. 2, 9, 16, 23, 30				
May 7, 14, 21, 28				
June 4, 11, 18, 25				

## FACULTY

Faculty members scheduled to teach in the first year of the Managers'

MBA Program include:

John C. Anderson, Associate Professor, Management Science, has degrees in chemical engineering and business administration from the University of Minnesota and was formerly with Dayton-Hudson Corp. He has published in Interfaces and Academy of Management Review, is active as a consultant, and has received awards for teaching excellence, including the American Institute for Decision Sciences 1979 Outstanding Instruction Award. He will teach decision sciences in the Managers' MBA.

Norman L. Chervany, Professor, Management Science, holds a DBA in quantitative business analysis from Indiana University and has articles in Management Science, Decision Sciences, The American Statistician, Interfaces, and the Journal of Financial and Quantitative Analysis. He has had extensive research and consulting experience in the analysis and design of computer based information systems, and has taught in both the Minnesota Executive Program and the Middle Management Institute. He will teach business statistics.

John W. Dickhaut, Associate Professor, Accounting, has degrees from Duke and Ohio State University and was formerly at the University of Chicago. He has articles in the Accounting Review, the Journal of Accounting Research, and Management Services, and will teach managerial economics and accounting.

James M. Gahlon, Assistant Professor, Finance, holds a Ph.D. from the University of Illinois, and has published in the Journal of Financial and Quantitative Analysis, Financial Management, and the Journal of Business Research. He has been active in several management development programs, received the school's Outstanding Teacher of the Year Award in 1979-80, and will teach financial management in this program.

Thomas R. Hoffmann, Professor, Management Science, and Director, West Bank Computer Center, holds degrees in mathematics and engineering from the University of Wisconsin, Madison. The author of books on production and programming, he has also published numerous reports and articles and consulted with a variety of companies. He will teach computer access.

Mary E. Lippitt, Associate Professor, Management, holds degrees in mathematics, business and organization from the University of Kansas. She has published in Administrative Science Quarterly and Industrial Marketing Management, and has taught in the Middle Management Institute. She will teach management and organizational behavior.

Roger G. Schroeder, Professor, Operations Management, holds degrees from the University of Minnesota and Northwestern University, and was formerly with the Department of Defense. The author of books on planning and operations management, he has also published articles in Decision Sciences, Interfaces, and Management Science. He received the University's Morse-Amoco Outstanding Teaching Award in 1978, and will teach operations management in this program.

Terry Tranter, Visiting Assistant Professor, Accounting, holds a Ph.D. from the University of Washington. He is also a CPA and was formerly with Peat Marwick and Mitchell. He will teach financial accounting in the Managers' MBA.

#### TEACHING AND EVALUATION METHODS

A wide variety of teaching methods are used, including case analyses, lectures, discussions, and computer simulations. Special attention is paid to the further development of speaking and writing skills, and participants have access to the MBA Communications Workshop.

The program requires extensive preparation and involvement by the participants. The regularly scheduled meetings include the five day residential sessions at the start of each year, and the subsequent thirty-nine Friday sessions, with breaks for Thanksgiving, Christmas, and New Year. Participants will also join small study groups, which are expected to meet between one Friday session and the next. These groups enrich the learning experience and facilitate personal development.

Grades are based on the quality of participation in the regularly scheduled sessions, plus performance on assignments and exams. Four Saturday mornings (one each in October, January, April, and June) are scheduled for exams.

Participant evaluations of the faculty are an integral part of the program and are obtained on a continuous basis throughout the program.

#### ADMISSION, PREREQUISITES, AND ENTRY DATE

Admission is based on:

1. An applicant's aptitude for graduate work in business administration. This is usually demonstrated by the applicant's prior academic experience and the results of the Graduate Management Admission Test (GMAT).
2. An applicant's record as a successful manager with at least ten years' full time work experience at increasing levels of responsibility. This will normally be

demonstrated by the applicant's resume and statement of achievements, and by a letter of nomination from the applicant's employer.

3. An applicant's ability and willingness to make a commitment to attend all sessions, participate in study groups, and do the necessary preparation. Relevant evidence includes the applicant's own statements plus the employer's agreement to keep travel time to a minimum and release the applicant from job responsibilities on class days.

GMAT. Applicants are required to present their results from the Graduate Management Admission Test, administered by the Educational Testing Service, P.O. Box 966, Princeton, N.J. 08540. GMAT applications are also available from the MBA program office. The test is given in January, March, July, and October each year, and may be taken on the Minneapolis campus. Results normally arrive about five weeks after the test.

Applicants who plan to take the test in July 1981 should note that on the application form. These applicants may receive provisional acceptance that will be confirmed or denied after the GMAT results have been reviewed by the Admission Committee.

Prerequisites. Participants will receive a list of the books to be used in the first year soon after they have been admitted. This will enable them to get a start on the first year's reading. Participants must have an undergraduate degree in any field and have the equivalent of at least a first college course in microeconomics and in finite math or calculus.

Entry Date. The first day of the program is Monday, August 31, 1981.

## EXPENSES

The comprehensive charge for tuition, books, other materials, meals and accommodations is \$6,000 per year per participant in 1981-81. This includes single room reservations and all meals for the residential week, and lunch at every Friday session. It is expected that this charge will normally be paid by the employing organization.

## APPLICATION INSTRUCTIONS

Applications should be returned as early as possible, and preferably before June 1, 1981. Two copies of the application form, and a matriculation form, are attached to this notice.

Self-Managed Application. The MBA Program at the University of Minnesota uses a self-managed application. The applicant is responsible for completing the application forms, and for obtaining all the supporting documents. The Matriculation Form and the Application Fee go to the Graduate School; all the other documents go to the MBA Program, as explained in item 20 of the application form.

Equal Opportunity Statement. The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, creed, color, sex, national origin, or handicap. In adhering to this policy, the University abides by the requirements of Title IX of the Education Amendments of 1972, by Section 504 of the Rehabilitation Act of 1973, and by other applicable statutes and regulations relating to equality of opportunity. Inquiries regarding compliance may be directed to Lillian H. Williams, Director, Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, 100 Church Street S.E., University of Minnesota, Minneapolis, MN 55455, 612-373-7969, or to the Director of the Office of Civil Rights, Department of Health, Education, and Welfare, Washington, D.C. 20201.

Privacy Statement. The University of Minnesota is bound by U.S. and state of Minnesota privacy laws. In compliance with such statutes, no information about an application will be released to anyone other than the applicant and the admissions committee without the written permission of the applicant. All information requested on the application is required (except for item 15, which is optional) and will be used either for identification or admission purposes.

Fee. A \$15.00 credentials examination fee is required of all applicants. Exceptions: applicants who have a bachelor's degree or professional degree from the University of Minnesota or who will receive one here before beginning graduate studies pay a \$5.00 fee rather than \$15.00 and students previously enrolled in the Graduate School of the University of Minnesota pay no fee.

U.S. residents must pay by personal check or money order. Foreign applicants must pay by international money order or certified bank check. All checks should be made payable to the University of Minnesota. The fee will not be refunded.

Narrative Transcripts. Applicants who submit undergraduate narrative transcripts or transcripts containing "pass-no credit" (P/N), "credit" or other ungraded notations for a substantial number of courses taken during their junior-senior years must submit the results of the Graduate Record Examination aptitude test plus written evaluations or work taken in ungraded courses that are relevant to the MBA. For information on GRE, write Educational Testing Service, Box 955, Princeton, N.J. 08540.

Special Note for Foreign Applicants. Foreign applicants for whom English is not the native language must score 550 or better on the Test of English as a Foreign Language (TOEFL). Further information is available from TOEFL, Box 899, Princeton, N.J. 08540. All foreign applicants who have attended universities that issue official records upon request must submit such credentials, which should include the qualitative results of all examinations taken during college attendance. Attested or certified copies of such records are not acceptable. Those foreign applicants who have attended universities that issue original transcripts, examination reports, or marks sheets only once to the student must submit certified or attested true copies of academic records, which should include the detailed results of all examinations taken during college attendance. Certified or attested credentials are those that are attested to be true copies of the original documents; photostatic copies of originals must be certified after photostating. These credentials may be certified by appropriate university personnel, authorized governmental officials, or American Embassy staff. An applicant may not verify her/his own credentials. Foreign applicants who have attended institutions that do not issue transcripts, examination reports, or marks sheets should submit an official statement from the Registrar or their tutor, giving a detailed description of their program, a qualitative evaluation of their work, class rank, and the results of all examinations taken. If the grading system used by the university is not shown on the credentials, a separate official statement from the University is required giving this information. Foreign applicants who submit credentials on which the award of the degree received is not recorded should submit certified true copies of their diplomas.

Handicapped Applicants. Special arrangements can be made by contacting the testing agencies. There are alternative admissions criteria for handicapped applicants who are unable to take the required tests.

Care has been taken to ensure the accuracy of information in this publication; the information is susceptible, however, to unintended error and is subject to changes or deletions without notification.

Application to the Managers' MBA Program  
 University of Minnesota Graduate School  
 and Graduate School of Business Administration

Please Type - See Instruction Page

1. Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Name \_\_\_\_\_ U.S. Social Security Number \_\_\_\_\_  
 Your application will be filed under the name you indicate as "last" name. Be sure all credentials and correspondence come to us under your full name.

2. Birthdate \_\_\_\_\_ Country of Birth \_\_\_\_\_ Country of Citizenship \_\_\_\_\_  
 Month Day Year

3. Present Address Street City State Zip Good until what date?

4. Business Address Firm Name Street City State Zip

5. Present Home Telephone \_\_\_\_\_ Business Telephone \_\_\_\_\_

6. If your country of citizenship is other than the U.S.A., but you are currently in the U.S.A., what type of visa do you have? \_\_\_\_\_

7. Have you ever attended the Graduate School of the University of Minnesota before? Yes \_\_\_ No \_\_\_ If yes, indicate major and year \_\_\_\_\_

8. Are you a fellow, assistant, or member of the teaching staff of the University of Minnesota? Yes \_\_\_ No \_\_\_ If yes, give title and department \_\_\_\_\_

9. Name & Location of Secondary School	Dates Attended from to	Diploma or Certificate Name	Date Awarded
_____	_____	_____	_____

Name & Location of each College, University, and Graduate School Attended	Dates Attended from to	Degree, Major, and Date	Overall GPA (Use A = 4)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

List on a separate sheet any courses, not included on your transcripts, that you expect to complete before entering the Managers' MBA Program.

10. Employment - List all full-time positions held since completing high school

Position Title	Employer	Dates	
		From	To

11. Describe your current duties. What personnel, annual budget, and capital investment are you responsible for? To what position do you report? Please use a separate sheet of paper for this answer.

12. Name of your organization \_\_\_\_\_  
Nature of its principal activity \_\_\_\_\_  
Sales last year \_\_\_\_\_ Employees \_\_\_\_\_ Assets \_\_\_\_\_

13. Annual base salary \_\_\_\_\_ Additional organization compensation, if any \_\_\_\_\_  
(You may state your salary on a separate sheet if you wish. Place in a sealed envelope marked "Confidential: Director, Manager's MBA Program", and attach to this application.)

14. List on a separate sheet any honors or scholastic distinctions you received in college and any professional certifications held by you.

15. If there are any factors that have influenced your grade point average or your test scores, or if your educational background has generally been disadvantaged, and you would like these factors to be considered when your application is reviewed, please explain these circumstances fully, using a separate sheet.

16. Personal Essay - Attach a 300 Word Statement relating to your career goals which answers the following:  
a) describe your experiences and achievements which you consider relevant to your interest in and capacity for study for an MBA.  
b) what are your short term and long term professional career objectives?  
c) what do you expect to accomplish through this program?

17. Transcripts: You must include with this application two official transcripts from each institution attended, including the University of Minnesota. Official transcripts are those that bear the original signature of the registrar and the impression seal of the issuing institution. If not included on the transcript please describe the grading system used (for example, A = 4, B = 3, etc.) or attach descriptive material if available.

18. GMAT Results - Fill in these from your copy of the results, and arrange for the Educational Testing Service to send copy to the Graduate School, 307 Johnston Hall, University of Minnesota, 101 Pleasant St. S.E., Minneapolis, Minn. 55455.

Test Date		Verbal	% Below	Quant.	% Below	Total	% Below
Month	Year						
_____	_____	_____	_____	_____	_____	_____	_____

19. Recommendations - Please arrange for three persons to send us letters of appraisal to assist us in reviewing your application. The letters should be sent to the Director, Managers' MBA Program. One letter should come from a senior executive in your organization and another from your immediate supervisor. The letters should comment on your professional achievements and on your ability to do academic work at the graduate level. The letter from your supervisor should make clear the employer's agreement to release you for class sessions. List the three persons below:

Name, Address, Phone No.	Name, Address, Phone No.	Name, Address, Phone No.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

20. Because a completed application includes the following items, please check that you have included them:

- |  |   |
|--|---|
| <input type="checkbox"/> Two Official Transcripts from each institution attended | <input type="checkbox"/> Description of Current Duties        |
| <input type="checkbox"/> Personal Essay  | <input type="checkbox"/> GMAT scores reported                 |
|  | <input type="checkbox"/> Both copies of this application form |

Please return both copies of this application form, the transcripts, and other separate sheets, in one envelope to:

Managers' MBA Program  
 Graduate School of Business Administration  
 University of Minnesota  
 271 19th Avenue South  
 Minneapolis, Minn. 55455

Have you sent the Application Fee and the Matriculation Form to:  
 Graduate School  
 307 Johnston Hall  
 University of Minnesota  
 101 Pleasant Street S.E.  
 Minneapolis, Minnesota 55455

21. I certify that the information given on this form is complete and accurate.

Date \_\_\_\_\_ Applicant's Signature \_\_\_\_\_

22. If you are admitted to the program, to whom should the invoice for the program charge be sent?

\_\_\_\_\_  
 Name Address

**UNIVERSITY OF MINNESOTA**

**Matriculation Information**



PLEASE TYPE OR PRINT CLEARLY.  
Every question must be answered. Write N/A for questions which are not applicable.  
This form must be filed with your application for admission.

Date \_\_\_\_\_

Name \_\_\_\_\_ U.S. Social Security No. \_\_\_\_\_  
last first middle

Permanent Address \_\_\_\_\_  
street city state zip code

Current Mailing Address \_\_\_\_\_  
street city state zip code

Time lived in Minnesota \_\_\_\_\_  
Yrs. Months When did you last move to Minnesota? Why did you move to Minnesota?

Legal Residence \_\_\_\_\_  
Are you a U.S. citizen? Yes  No  If non-U.S. citizen, do you have an immigrant visa? Yes  No

Present job and employer \_\_\_\_\_ Date it began \_\_\_\_\_

Colleges and Universities attended \_\_\_\_\_  
name state or country dates attended

**FOR COLLEGE USE ONLY**  
Admit: Qtr. & Year \_\_\_\_\_ I.D. # \_\_\_\_\_ College \_\_\_\_\_ Non-U.S. Citizen  Res.  Non-Res.

**CONFIDENTIAL INFORMATION**

The tear-off form has been devised to collect information needed for reporting or research. The information on this form will not be used as a basis for admission or in a discriminatory manner.

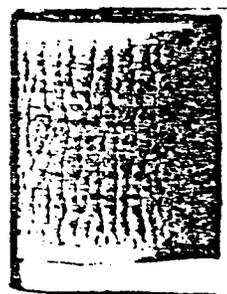
Name \_\_\_\_\_ U.S. social security number \_\_\_\_\_  
last first middle

The information collected on this Sex and Predominant Ethnic Background section of the slip will be used for summary reports required by the State, U.S. Department of HEW, and the Office of Civil Rights and to support institutional affirmative action efforts. It is important that applicants provide the requested information.  
Sex: ( )Female ( )Male  
Predominant Ethnic Background: Check one  
See reverse side for a more complete description of categories:  
\_\_\_\_ 1. Black (Afro-American, non-Hispanic origin)  
\_\_\_\_ 2. American Indian or Alaskan Native  
\_\_\_\_ 3. Asian or Pacific Islander  
Hispanic  
\_\_\_\_ 4a. Chicano (Mexican-American)  
\_\_\_\_ 4b. Other Hispanic origin  
\_\_\_\_ 5. International Student (foreign student)  
\_\_\_\_ 6. White, non-Hispanic origin  
NOTE: International students who are not citizens of the U.S. or permanent residents should check only Category 5.

This Student Disabilities section requests information on handicapping conditions on a voluntary basis. This information will be used to support the institution's voluntary efforts to provide access for students with handicapping conditions. This information will be kept confidential. Refusal to provide this information will not subject the applicant to any adverse treatment.  
Student Disabilities (Voluntary): Do you have any of the following conditions to a degree that is handicapping you?  
\_\_\_\_ A. Sight impairment: partial, not correctable with normal lenses  
\_\_\_\_ B. Sight impairment: legally blind  
\_\_\_\_ C. Hearing impairment: significant bilateral hearing loss  
\_\_\_\_ D. Hearing impairment: deaf  
\_\_\_\_ E. Mobility impairment: use of wheelchair  
\_\_\_\_ F. Mobility impairment: other  
\_\_\_\_ G. Coordination impairment: (loss of manual dexterity)  
\_\_\_\_ H. Learning disability  
\_\_\_\_ I. Speech impairment  
\_\_\_\_ J. Systemic impairment (e.g., seizures, diabetes, etc.)  
\_\_\_\_ K. Emotional or psychological disability  
\_\_\_\_ L. Chemical dependency

Have you attended the University of Minnesota? \_\_\_\_\_ If so, please complete the following: I.D. # \_\_\_\_\_ College Attended \_\_\_\_\_ Dates Attended \_\_\_\_\_ Birthdate \_\_\_\_\_

A145 6/79 See reverse side for a more complete description of categories



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Business Administration and  
Graduate School of Business Administration  
Business Administration Building  
271 19th Avenue South  
Minneapolis, Minnesota 55455

05/28/81

Professor Douglas Lewis, Chair  
Social Sciences Policy and Review Council

Dear Professor Lewis,

Thank you for your invitation to attend the Council's next meeting, which I accept.

In response to some of the concerns about the timetable and quality of the special section of the MBA, called the Managers' MBA, I am enclosing the schedule for the first year courses. This schedule was drafted by a faculty subcommittee and reviewed by the MBA Core Course Committee. Five principles were followed in compiling this schedule.

1. Include all the teaching sessions currently used in the regular MBA program.

2. Integrate the materials so as to enhance the rigor and the relevance of the program. Participants with ten years' experience and a management position will need to be taught in a way that capitalizes on their experience and uses it constructively. We think that one way to help do this is to package the course materials so they are well integrated, with related materials juxtaposed, and taught so the managerial implications are readily apparent. This implies that a course may not meet on consecutive Fridays, and probably will not match an existing quarter precisely.

3. Each Friday should have two faculty involved, one for the morning, the other for the afternoon, but with flexibility as to how the time is used.

4. The first, residential, week should include some cases that preview the end of the year materials in finance, marketing, and operations.

5. Specific provisions for integrated examinations is included throughout the year.

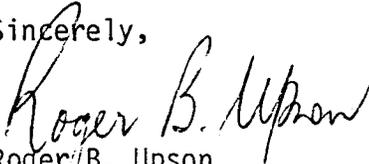
Because the schedule runs from August 31 through the following June 25, without breaks between quarters, the year has been expanded considerably beyond the usual thirty teaching weeks of the conventional three quarter academic year.

This expanded time enables all the teaching sessions used in the day or evening MBA programs to be included. In addition to the time spent in class sessions, all participants are required to join small study groups, which are expected to meet between one Friday session and the next. Such group work increases learning and makes the subsequent classes more productive.

In response to the concerns about pressure on the College because tuition obligations are met by employers, I wish to relate my experience from the Evening MBA program. Eighty percent of the students in that program have their tuition paid in full by their employers and another five percent have part of their tuition paid by their employers. During the three years that I have directed that program, and the thirteen years that I have taught in it, I have never had any pressures from employers of the kind hypothesized in your letter. I appreciate your concern, but this is not an issue that has arisen so far in our relationship with the community, and we use a wider than typical grading band. Consequently, we are not anticipating such pressures in the Managers' MBA.

I hope this letter and its attachment are helpful to Council members as they continue their discussion of the Managers' MBA. I look forward to participating in that discussion and responding to other concerns that may be raised.

Sincerely,



Roger B. Upson  
Professor of Finance  
Director, MBA Program

THE MANAGERS' MBA  
DRAFT SCHEDULE

The attached draft schedule for the first year of the Managers' MBA uses a code number. This code number provides a reference to the course outlines for the Regular MBA which are also attached. The code number should be read as shown in the example:

code number

40-3

"40" refers to the course MBA 8040 Financial Management. The first two digits of the code number are always the last two digits of the MBA course number.

"-3" refers to the third topic in the course outline; this number will be found in the margin of each outline.

<u>Date</u>	<u>Code</u>	<u>Contact Hours</u>	<u>Subject</u>
<u>RESIDENTIAL WEEK</u>			
Aug 31	none	1.0	Introduction to the program
	05-1	2.0	Introduction to Computer Access
	70-& 50-5	3.0	Blitz Co: problem formulation
Sep 1	05-2	2.0	Meritss and edit
	30-1,2	2.5	Introduction to financial accounting, transactions
	10-1	1.75	Introduction to management, organization behavior, decision processes and decision-making
Sep 2	05-3	2.0	Batch
	30-3	1.25	T accounts
	20-1,2	3.5	Introduction to business statistics; descriptive statistics
Sep 3	05-4	2.0	Basic
	30-4	1.25	Financial statements; case V
	45-2	2.0	Hesper Silver
Sep 4	05-5	2.0	Apple graphics
	30-5	1.25	Statement analysis; case III
	40-3	3.5	Financial analysis; case of the unidentified industries
			Team teaching
<u>39 NON-RESIDENTIAL FRIDAYS</u>			
Sep 11	30-6,7,8	3.75	Revenue recognition, case I; capitalization and depreciation; inventory
	20-3,4	3.5	Probability; sources of data
Sep 18	30-9,10, 11	3.75	Inventory, case IV; present value; bonds
	20-5,6	3.5	Sampling
Sep 25	30-12,13, 14	3.75	Deferred tax; pensions, case VI; equity
	20-7,8	3.5	Estimation; mean; Wendy case on secondary data (+ Marketing faculty)
Oct 2	30-15,16, 17	3.75	Mergers, case VII; inflation; change in financial position
	20-9,10	3.5	Hypothesis testing
Oct 9	30-18	1.25	Cash budgets, case VIII
	20-11,12	3.5	Tests of means; tests for proportions (+ Mgmt. faculty)
	10-2	1.75	Individual Behavior

<u>Date</u>	<u>Code</u>	<u>Contact Hours</u>	<u>Subject</u>	
Oct 16	10-3,4	3.5	Group behavior; group decision-making; Claremont case	
	20-13,14	3.5	Differences in proportions and means; Wendy case on plan for analysis (+ Mktg. faculty)	
Oct 17 (Sat)	Exam	4.0		
Oct 23	10-5,6	3.5	Behavior and change; Slade case	
	15-4	2.5	Recruiting and selection	
	25-1 (part)	1.5	Introduction to decision science	
Oct 30	10-7	1.75	Communication (Incl. Communication Coordinator)	
	10-8,9	3.5	Organization design	
	25-1 (part)	1.5	Linear programming	
Nov 6	10-10	1.75	Job design; Markham case	
	15-8	2.5	Labor relations	
	25-2	3.3	Linear programming	
Nov 13	10-11,12	3.5	Planning; control	
	25-3	3.3	Linear programming; decision theory	
Nov 20	35-9	3.0	Control (standard costs)	
	15-1,2,	5.0	Perspective on human resource management; labor environment	
Nov 27	No session (Thanksgiving)			
Dec 4	35-10	3.0	Control (variance analysis)	
	15-3	2.5	Regulatory environment to human resource management	
Dec 11	15-5 (part)	6.25	Training	
	6,7			
	10-13	1.75	Control; Empire Glass case (+I.R. and Accounting faculty)	
Dec 18	20-15,16	3.5	Regression (linear; tests)	
	10-14,15	3.5	Leadership; Pierce Irwin case	
Dec 25	No session (Christmas Day)			
Jan 1	No session (New Year's Day)			
Jan 8	20-17,18	3.5	Regression (use; multiple)	Team
	35-1	3.0	Math review; demand estimation	teaching

<u>Date</u>	<u>Code</u>	<u>Contact Hours</u>	<u>Subject</u>
Jan 15	20-19	1.75	Wendy case on recommendations (+ Mktg. faculty)
	35-2	3.0	Cost estimation
Jan 22	40-6	3.5	Capital budgeting
	35-3	3.0	Production theory
Jan 23 (Sat)	Exam	4.0	
Jan 29	40-7	3.5	Capital budgeting; Super case
	35-4	3.0	Short run problems (make-buy, add-drop, break even)
Feb 5	25-4	3.3	Decision analysis
	35-5	3.0	Joint costs
Feb 12	25-5	3.3	Simulation
	35-6	3.0	Profit maximization and pure competition
Feb 19	25-6	3.3	Oleum case
	35-7	3.0	Monopoly
Feb 26	40-1	3.5	Risk, return, and valuation
	35-8	3.0	Oligopoly
Mar 5	40-2	3.5	Risk, return, and valuation
	25-7 (part)	1.5	Simulation; IFPS case
Mar 12	40-4	3.5	Working capital; Science Technology case
	25-7 (part),8	4.8	Management information systems
Mar 19	40-5	3.5	Working captial; Dunning Cabinet case
	25-9	3.3	Management information systems; risk analysis case
Mar 26	10-16,17	3.5	Conflict; Organizational change and development
	25-10	3.3	Implementing MIS and Management Science
Apr 2	15-5 (part)	1.25	Organization development
	10-18-19	3.5	Organizational change and development; Stuart case
	50-1,2,	3.0	Introduction to operations; operations and logistics;
Apr 9	45-1	2.0	Introduction to marketing and logistics
	50-3,4	3.0	Benihana case, Process management
Apr 10 (Sat)	Exam	4.0	

<u>Date</u>	<u>Code</u>	<u>Contact Hours</u>	<u>Subject</u>
Apr 16	45-3,4	4.0	Product policy; Gillette case
	50-6,7	3.0	Location; Bay Bakery case
Apr 23	45-5,6	4.0	Gould case; promotion
	50-8,9	3.0	Forecasting; Loma Hospital case
Apr 30	45-7,8	4.0	Life Cereal and Lamberton cases
	50-10,11	3.0	Inventory; Roscoe case
May 7	45-9,10	4.0	Price; discuss first written case
	50-12,13	3.0	Scheduling
May 14	45-11,12	4.0	Southwest air case; distribution
	50-14,15	3.0	Material requirements programs; Hot Line case
May 21	45-13,14	4.0	Maslund case; Smucker case
	50-16,17	3.0	Productivity; GM Detroit case
May 28	40-8	3.5	Leverage
	50-18	1.5	Quality
June 4	40-9	3.5	Leverage; Western Fabricating case
	45-15,16	4.0	Presentations in marketing management
June 11	40-10	3.5	Cost of capital and dividend policy
	45-17,18	4.0	Presentations in marketing management
June 18	15-9	2.5	Career development
	45-19	2.0	Discuss second written case
June 19 (Sat)	Exam	4.0	
June 25	60-	6.0	Fuqua A.B.C cases

THE MANAGERS' MBA  
SCHEDULING WITHIN DAILY SESSIONS

## RESIDENTIAL WEEK

Hours	Monday	Tuesday	Wednesday	Thursday	Friday
8 AM —	check-in	Financial Accounting			Financial Accounting
9 —	Introduction to program				and
10 —	Read Blitz case	Read accounting	Business statistics	Read Hesper Silver	Financial Management
11 —	Syndicates on Blitz			Syndicates	
12 Noon —					
1 PM —	lunch	lunch	lunch	lunch	lunch
2 —	Problem Formulation: Blitz	Intro. to mgmt. & org. behav.	Do statistics assignment	Marketing Management: Hesper	Computer Access
3 —		Read stats			
4 —					
5 —	Computer Access				
6 —					
7 —	dinner	dinner	dinner	dinner	
8 —	Read accounting	Read stats	Do accounting	Read finance	
9 —	Do access problems	Do access problems	and access assignments	Do computer assignments	
10 PM —					

Areas of time that are boxed are for formal scheduled activities; unboxed areas are for individual or group study, with the probable activities being as shown.

## FRIDAY SESSIONS

The typical Friday will start at 8 AM and end at 5 PM. Except for four Fridays out of 39, only 2 faculty members will be teaching on a Friday, with each getting approximately half the day.

THE MANAGERS' MBA  
EXAMS AND GRADES

Four Saturday mornings will be set aside for four hour exams. These exams have been scheduled once every eleven meeting days in the draft schedule. Each exam should cover the materials included in the preceding eleven meetings, and the exams could be composed jointly by the faculty teaching those materials. The exams would be graded and returned to the participants.

These exam results plus the results of homework assignments will be reviewed after each exam and program participants would be informed of their progress to date. At the end of the year, these interim results would be collated so that grades for the entire set of first year courses could be assigned. As the year passed, grades of X (continuation course) would be assigned with final grades not being recorded until the end of the year.

MBA 8005. Computer Access and Programming for Business Analysis (1 cr.)

Teaching Method:

1. 10 hours of lectures
2. 10 hours of readings
3. Problems to be worked on individually. Assistants will be available to answer questions. Expected time at terminals is 10 hours.
4. Texts: BASIC, by William Sharpe and Nancy Jacob, and Applesoft II Programming Manual, and MINITAB - Student Handbook.

<u>Week Number</u>	<u>Topic/Reading Assignment</u>	<u>Time Allocation</u>		
		<u>Lecture</u>	<u>Reading</u>	<u>Terminal</u>
CS-1	Introduction to Computer Terminology and Computers at the U. of Minn./"A Guide to Interactive Computing"	2	1	1
CS-2	Use of Packages on MERITSS and Text Editing/MINITAB "XEDIT Users Guide"	2	2	3
CS-3	Batch Processing and Introduction to Programming/S&J; vii-46;	2	3	2
CS-4	Programming in Basic/S&J: 47-94; APPLE: 1-42, 110-114	2	2	2
CS-5	APPLE Graphics and Debugging Aids/ APPLE: 43-90, 118-120.	2	2	2

Course Objectives

The objective of this course is to familiarize new MBA students with the various computer facilities available to them and to prepare the student for computer based assignments in other courses.

To accomplish this, the equipment will be explained and there will be hands-on use of timesharing, batch, and microcomputer facilities. Reference materials will be distributed and where to find additional help will be explained. In order for this course to mesh with other MBA core courses, it will be compressed into the first five weeks of each quarter.

CLASS SCHEDULE

- September 29  
 INTRODUCTION  
 Description of the business environment  
 Managerial functions - point/counterpoint  
 A look at Honeywell
- 10-2 October 1  
 INDIVIDUAL BEHAVIOR IN ORGANIZATIONS  
 Perception  
 Attribution  
 Motives  
 READING: Chapter 1 (HSW)  
 Mintzberg, H., "On the Nature of Managerial Work"  
 Campbell, et. al., "Expectancy Theory" (pp 49-53)  
 Staw, "The Self-Perception of Motivation"
- 10-3 October 6  
 GROUP BEHAVIOR  
 READING: Chapter 4  
 Roy, D. "Banana Time: Job Satisfaction and Informal Interaction" (pp 202-218)  
 Naughton, R., "Motivational Factors of American POW's in Vietnam" (pp 224-236)  
 CASE DUE: Claremont Instruments
- 10-4 October 8  
 GROUP DECISION MAKING  
 READING: Chapter 5  
 Zander, A., "Team Spirit vs. The Individual Behavior" (pp. 218-224)  
 Filley, A., "Committee Management" (pp 263-274)  
 Maier, N., "Leadership Principles for Problem Solving Conferences"  
 Janis, I., "Preventing Groupthink" (pp 275-284)
- 10-5 October 13  
 PROCESSES OF BEHAVIOR AND ATTITUDE CHANGE  
 Power  
 Authority  
 Social Influence  
 Commitment  
 READING: Chapter 2  
 Barnard, C., "A Theory of Authority" (pp 87-90)  
 Korda, M. "The Psychology of Power" (pp 92-101)
- 10-6 October 15  
 BEHAVIOR AND ATTITUDE CHANGE (CON'T)  
 READING: McMurry, R., "Power and the Ambitious Executive" (pp 101-108)  
 CASE DUE: Slade Company

10-7 October 20

COMMUNICATION

READING: Chapter 3

"The Case of Mr. Hart and Bing" (pp 134-136)  
Roethlisberger, F., "The Administrator's Skill:  
Communication" (pp 136-144)

Rogers, C. and R. Farson, "Active Listening"

10-8 October 22

ORGANIZATION DESIGN

Traditional forms of organization  
Differentiation and integration  
Effective Delegation  
Strategy and Structure

READING: Chapter 6

Woodward, J., "Management and Technology" (pp 344-353)

10-9 October 27

ORGANIZATION DESIGN

READING: Burns, T. and G. Stalker, "Management of Innovation"  
(pp 365-371)

CASE DUE: Markham Instruments

10-10 October 29

JOB DESIGN

READING: Chapter 7

Hackman, J., "Designing Work for Individuals and  
for Groups"  
Ford, R. "Job Enrichment Lessons from AT&T" (pp 423-430)  
Dowling, W., "Job Redesign on the Assembly Line:  
Farewell to Blue Collar Blues?" (pp 436-445)

10-11 November 3

THE PLANNING PROCESS OPERATING PLANS

Goal setting  
Strategic planning

READING: Chapter 8

Moskow, M., "Case Studies of Planning at GE & IBM"  
Fortune Articles, to be distributed

November 5

MID-TERM EXAM

November 10

To be announced

10-12 November 12

A conceptual model of control  
Critical issues in developing a control system  
Managing behavioral responses to control

READING: Chapter 9

Kerr, S., "On the Folly of Rewarding 'A' While  
Hoping for 'B'"

Camman, C. and D. Nadler, "Fit Control Systems to Your Managerial Style" (pp 570-580)

10-13 November 17

PLANNING AND CONTROL

READING: Schleh, E. "Policy-A Vital Force"

CASE DUE: Empire Glass

10-14 November 19

LEADERSHIP

READING: Chapter 10  
House, R. and T. Mitchell, "Path-Goal Theory of Leadership" (pp 628-638)  
Tannebaum, R. and W. Schmidt, "How to Choose a Leadership Pattern" (pp 649-662)

10-15 November 24

LEADERSHIP (CON'T)

READING: Berlew, D., "Leadership and Organizational Excitement"

CASE DUE: Pierce-Irwin Corporation

10-16 November 26

CONFLICT AND CONFLICT MANAGEMENT

READING: Chapter 11  
Zaleznik, A. "Power and Politics in Organizational Life" (pp 708-724)

10-17 December 1

ORGANIZATIONAL CHANGE AND DEVELOPMENT

READING: Chapter 12  
McGregor, D., "Team Development" (pp 792-796)  
Greiner, L. "Patterns of Organization Change" (pp 808-821)

10-18 December 3

ORGANIZATIONAL CHANGE AND DEVELOPMENT

CASE DUE: Stuart Aircraft

10-19 December 8

INDIVIDUAL AND ORGANIZATIONAL DECISION PROCESSES

READING: To be distributed

EMBA 8-015  
HUMAN RESOURCES MANAGEMENT

Fall Quarter, 1980  
Thursday, 5:30 p.m. - 8:00 p.m.

Blegen Hall 225

Professor Howard Miller  
Office: 547 Business Administration  
373-3853  
Office Hours: by appointment

TEXTS

Schuster, Fred E. Contemporary Issues in Human Resources Management.  
Reston, VA: Reston Publishing Company, Inc., 1980. (S)

Arvey, Richard D. Fairness in Selecting Employees. Reading, MA:  
Addison-Wesley Publishing Company, 1979. (A)

Dyer, Lee (ed.). Careers in Organizations. Ithaca, NY: Publications  
Division, NYSSILR, 1976. (D)

SUPPLEMENTAL READINGS

Located in Industrial Relations Reference Room, Third Floor,  
Business Administration Building.

OUTLINE

<u>DATE</u>	<u>TOPIC</u>
15-1 October 2	<u>Perspective</u> : Human Resources Management
15-2 9	<u>External Environment</u> : Labor Market
15-3 16	Regulatory
15-4 23	<u>Input</u> : Recruiting and Selection <i>incl. 160 - state &amp; computer</i>
15-5 30	<u>Treatment</u> : Training, Organizational Development
November 6	MIDQUARTER EXAMINATION
15-6 13	<u>Treatment</u> : Performance Appraisal
15-7 20	Compensation
15-8 27	Labor Relations
15-9 December 4	Career Development
December 11	FINAL EXAMINATION

*short relations data  
course objectives*

VII. TOPIC OUTLINEWeek 1

- 9/20-1 Introduction  
 I. Descriptive Statistics & Probability
- 10/120-2 Descriptive Statistics

Introduction, Ch. 8 (8.1, 8.2)

Ch. 1 (1.1, Ch. 2, Ch. 3 (3.1, 3.2))

Week 2

- 10/620-3 Descriptive Statistics and Probability Concepts  
 II. Data Sources
- 10/820-4 Description and Evaluation of Data Sources

Ch. 3 (3.3), Ch. 4 (4.1, pp. 75-79, 4.2)

Ch. 5 (5.1, 5.2, 5.6, 5.7), Ch. 6 (6.4)

Ch. 1 (1.2 - 1.5)

Week 3

- 10/1320-5 Sampling and Sampling Distributions
- 10/1520-6 Sampling Distributions  
 III. Estimation and Testing Methods

Ch. 8 (8.1 - 8.5), Ch. 9 (9.1)

Ch. 9 (9.1 - 9.3)

Week 4

- 10/2020-7 Concepts of Estimation
- 10/220-8 Estimation of a Mean ( $\mu$ )

Ch. 11 (11.1, 11.2, 11.4, 11.6, 11.8)

Ch. 7 (7.2)

Ch. 11 (11.5, 11.7)

Week 5

- 10/2720-9 Concepts of Hypothesis Testing
- 10/2920-10 Concepts of Hypothesis Testing Cont.

Ch. 12 (12.1-12.4)

Ch. 12 (12.5, 12.6)

Week 6

- 11/320-11 Testing a Mean ( $\mu$ )
- 11/520-12 Estimation and Testing Proportions ( $p$ )

Ch. 12 (12.7-12.9)

Ch. 10 (10.1-10.3), pp. 214-220)

Ch. 13 (13.1, pp. 298-304)

Week 7

- 11/1020-13 Differences in Proportions ( $P_1-P_2$ ): Estimation, Testing, and Cross Tab Analysis  
 IV. Linear Regression

Ch. 13 (13.6) Ch. 17 (17.5),

Ch. 7 (7.1)

<u>Week 7</u>		
11/12 <sup>20-14</sup>	<u>Analysis of Relationships</u>	
	<u>Estimation and Testing Differences in Means (<math>\mu^1 - \mu^2</math>)</u>	Ch. 13 (13.3 - 13.5)
11/14	<i>Wed. 11/12/14</i>	
<u>Week 8</u>		
11/17 <sup>20-15</sup>	<u>Interpretation and Estimation of a Simple Regression Model</u>	Ch. 18 (18.1 - 18.6)
11/19 <sup>20-16</sup>	<u>Testing A Simple Regression Model</u>	Ch. 19 (19.3, 19.6) Ch. 7 (7.3)
<u>Week 9</u>		
11/24 <sup>20-17</sup>	<u>Using a Simple Regression Model</u>	Ch. 19 (19.1 - 19.3) Ch. 19 (19.7, 19.8)
<u>Week 10</u>		
12/1 <sup>20-18</sup>	<u>Interpreting a Multiple Regression Model</u>	Ch. 20 (20.1, 20.2, 20.5)
	<u>Testing a Multiple Regression Model</u>	Ch. 20 (20.3, 20.6)
12/5	<i>Wed. 12/2/18</i>	
<u>Week 11</u>		
12/8 <sup>20-19</sup>	<u>Catch up and/or (hopefully) Review</u>	

Management Science Methods and Technology

1	<u>Week 1</u>	<u>Session #1</u>	<u>Introduction to Course, Math Programming</u>	
	T 9/30	<del>10/1</del>	-- Introduction to course objectives, organization, and exercises	Text, Chapter 8
	Th 10/2			
		<u>Session #2</u>	<u>Introduction to Math Programming</u>	
			-- Major Assumptions and Structure of LP	
			-- Terminology of LP	
			-- LP Formulation	
			-- Discussion of Forest Magement	
5-2	<u>Week 2</u>	<u>Session #3</u>	<u>LP Solution Procedures</u>	
	T 10/7		-- Graphical Solution max/min	Text, Chapter 9
	Th 10/9		-- Simplex Algorithm max/min	
			-- LPKODE Solution	
		<u>Session #4</u>	<u>Sensitivity of LP Solution, Use of Information</u>	
			-- Postoptimality Analysis, Sensitivity	Text, Chapter 11, pp. 386-401
			-- LPKODE Postoptimality	Readings: Arnold & Botkin

5-3	<u>Week 3</u>	<u>Session #5</u>	<u>Math Programming Extensions</u>	
	T 10/14		-- Forest Management: Post Optimality	Review Oleum Case
	Th 10/16		-- Introduction to LP Case Evaluation	Text, Chapter 14, pp. 516-520
			-- Other Math Programming Forms	Chapter 12, pp. 429-435
			Goal Programming	
			Transportation Method	
		<u>Session #6</u>	<u>Decision Theory and Decision Analysis</u>	
			-- Payoff Matrix, Decision Trees, Sensitivity Analysis	Text, Chapter 4
			-- EPVI, Uncertainty	
5-4	<u>Week 4</u>	<u>Session #7</u>	<u>Decision Analysis Quantifying Beliefs</u>	
	T 10/21		-- Decision Criteria	Text, Chapter 5
	Th 10/23		-- Utility	Reading Balthasar et. al.
			-- Axioms of Rational Decision Making	Math Programming Homework Due
		<u>Session #8</u>	<u>Decision Analysis: Sequential and Information Acquisition Decisions</u>	
			-- Bayesian Revision Process	Text, Chapter 6
			-- Bayesian Revision/Decision Trees	

25-5  
W 5

Session #9

Simulation Formulation and Queueing Simulation Models

T 10/28  
Th 10/30

- Formulation, Structure of Simulation Models
- Terminology of Simulation
- Queueing Simulation Model

Text, Chapter 17

Session #10

Formulation and Utilization of Simulation Models

- Formulate Non-queueing Simulation
- Risk Analysis Models
- Introduction to Case Evaluation #2

Reading: Hertz, Kwak  
 Review Cozi, Inc.  
 Decision Theory Homework Due

25-6  
Week 6

Session #11

Case Evaluation and Review

T 11/4  
Th 11/6

- LP Case Evaluation
- Review of Decision Theory Homework

Oleum Case Due

Session #12

MIDQUARTER EXAM

25-7

Week 7      Session #13      Simulation Languages and Planning Models

T 11/11      -- Simulation Languages

Review Execucom IFPS

Th 11/13      -- Simulation Planning Models

Reading: Iyer, Keen

-- IFPS

Simulation Homework Due

Session #14      Computers/Information Processing I

-- Evolution of Computing Equipment

Computing in the 80's

-- Evolution of Computing Industry

Computerworld article, Bariff

-- Distributed Processing

-- Systems Futures

25-8

Week 8      Session #15      Management Science Process

T 11/18      -- Concept and Philosophy (Systems Analysis)

Chapter 1

Th 11/20      -- Problem Formulation Process

Reading: Anderson, Woolsey,

-- Modeling Process

Simon

Session #16      Decision Making and Information Systems

-- Decision Models, the Structure of the Decision Making Process

Reading: Hammond, Scott, Gorry, et. al

-- The Role of Information/Systems/Models

-- Concepts of Information Systems

<u>Week 9</u>	<u>Session #17</u>	<u>Study/Review &amp; Case Preparation</u>	
T 11/25			
Th 11/27	<u>Session #18</u>	(no scheduled class meeting)	
<sup>25-9</sup> <u>Week 10</u>	<u>Session #19</u>	<u>Decision Support Systems/Management Information Systems (MIS)</u>	
T 12/2		-- Concepts of Management and MIS	Alter, Little, Nolan,
Th 12/4		-- Structure of Decision Support Systems	Rockart
	<u>Session #20</u>	<u>Case Evaluation #2 - Risk Analysis</u>	
<sup>5-10</sup> <u>Week #11</u>	<u>Session #21</u>	<u>Implementing MS/MIS Problems and Opportunities</u>	
T 12/9		-- Establishing the need for Models and Systems	Savas, Zeleny, McKinney & Keen
Th 12/11		-- Problems of Implementation	
		-- Factor Studies	
	<u>Session #22</u>	<u>Managing the Implementation Process</u>	
		-- Implementation Risk Analysis	Alter, Alter & Ginzberg
		-- Project Management	Anderson, et. all.

Sept. 30, 1980

Topic: Introduction, Role of Financial Accounting, Financial Statements: Content and Relationships

30-1 Reading: Chapter 1

Assignment:

Oct. 2

30-2 Topic: Transaction Analysis

Reading: Chapter 2

Assignment: 2-1, 4, 12, 14, 18

Oct. 7

30-3 Topic: General Ledger "T" Accounts and General Journal. Sales, Purchases and Payroll.

Reading: Chapters 3 and 4

Assignment: 3-2, 4, 12, 17; 4-11

Oct. 9

30-4 Topic: End of Period Adjustments and Statement Preparation

Reading: Chapter 5, Case V

Assignment: 5-15

Oct. 14

30-5 Topic: Statement Analysis

Reading: Chapter 17, Case III, SR-1, SR-6, SR-12, SR-18 - review the last two as specific topics are covered.

Assignment: 17-5,13,16

Oct. 16

30-6 Topic: Revenue Recognition

Reading: Chapter 8 and review pages 93-102, Case I, SR-5, SR-11

Assignment: 8-1, 2

Oct. 21

30-7 Topic: Capitalization and Depreciation

Reading: Chapters 10 and 12

Assignment: 10-9, 10, 14; 12-13, 17

Oct. 23

Mid-Quarter I

Continued on Page 3

Oct. 28

30-8 Topic: Inventory  
Reading: Chapter 9  
Assignment: 9-1, 3

Oct. 30

30-9 Topic: Inventory - Manufacturing Cost Flows  
Reading: Chapters 9 and 6, Case IV, SR-3, SR-4  
Assignment: 9-13; 6-2

Nov. 4

30-10 Topic: Introduction to Present Value  
Reading: Chapter 7 and Appendix A  
Assignment: 7-1, 2, 4, 5, 13

Nov. 6

30-11 Topic: Bonds Payable  
Reading: Pages 372-386, SR-2, SR-3  
Assignment: 13-1, 9, 17 (Skip part D & E)

Nov. 11

30-12 Topic: Deferred Taxes and Investment Credit  
Reading: Pages 386-392  
Assignment: 13-2, 11, 12

Nov. 13

30-13 Topic: Pensions and Leases  
Reading: Pages 393-400, Case VI, SR-19, SR-20  
Assignment: 13-16

Nov. 18

Mid-Quarter II

Nov. 20

30-14 Topic: Stockholders' Equity  
Reading: Chapter 14, SR-14, SR-15  
Assignment: 14-4, 14

Continued on Page 4

Nov. 25

30-15 Topic: Business Combinations: Cost vs Equity, Consolidated Statements - Purchase vs Pooling

Reading: Chapter 15, Case VII, SR-7, SR-9, SR-16

Assignment: Handout I

Nov. 27

Holiday - No Class

Dec. 2

30-16 Topic: Inflation Accounting

Reading: Chapter 11 (Note: This is a poorly written Chapter - Do the best you can with it), SR-10, SR-13, SR-17

Assignment: Handout IV

Dec. 4

30-17 Topic: Statement of Changes in Financial Position

Reading: Chapter 16 and Case II

Assignment: Handout II

Dec. 9

30-18 Topic: Cash Budgets

Reading: Chapter 18, Case VIII, SR-4, SR-8

Assignment: 18-3, Handout III

Dec. 11

FINAL EXAM

Dec. 12

No Accounting - Ecstasy

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#### Supplementary Readings (SR)

The following articles are designed to illustrate how topics discussed in class are applied in actual business situations and also to supplement areas in which the text is weak. All articles are subject to coverage on tests regardless of whether they are discussed in class.

SR-1 "Among Frail Utilities, Vepco is Outstanding..." Wall Street Journal, Oct. 23, 1979, p. 1.

SR-2 "The Bomb IBM Dropped on Wall Street," Fortune, November 19, 1979, p. 52+.

SR-3 "Bond-Market Debacle," Minneapolis Tribune, Feb. 19, 1980.

SR-4 Braniff's Cash Shortage is Becoming Desperate..." Wall Street Journal, July 30, 1980, p. 1.

SR-5 "Does Anybody Really Need RRA?" Fortune, June 18, 1979, p. 70+.

## Reading for 8-035

- 35-1 Week 1 & 2 *Costs & C Est.* Heineke, Chapter 1 and Chapter 2 *D & D Estimation*  
*Cost review*
- 35-2 Week 2 & 3 The Study of Costs - Handout by Dickhaut.  
"Cost Classifications" - Chapter 2, Dopuch, Birnberg and Demski  
"Cost Estimation" - Chapter 3, Dopuch, Birnberg, and Demski
- 35-3 Week 3 *Production Theory, Long-Run Costs* Heineke, Chapter 3, Chapter 4
- 35-4 Week 4 *Revenue (exam + hand)* Heineke, Chapter 5; Dopuch, Birnberg, Demski, Chapter 4 *SR Acct Problems (Marketing) (P) (sup) 2/E*
- 35-5 Week 5 *Production & Cost Curves* Heineke, Chapter 6; Dopuch, Birnberg, and Demski, Chapter 14 *Target Costing - practice*
- 35-6 Week 6 *Costs: Manufacturing & Price Determination* Heineke, Chapter 7 and Chapter 8
- 35-7 Week 7 *Monopoly* Heineke, Chapter 9
- 35-8 Week 8 *Oligopoly* Heineke, Chapter 10; Dopuch, Chapters 8, 9, 10
- 35-9 Week 9 *Control - Old & Young & Revenue* Handout on Exante-Expost; Dopuch, Chapter 11
- 35-10 Week 10 Dopuch, Chapter 12 and Chapter 16; Handout by Dickhaut

## Problems for 8-035

- Week 1 Chapter 1; Heineke; 2, 3, 4
- Week 2 Chapter 2; Heineke; 1 in Heineke along with The Demand for Oranges: A Case Study for Discussion
- Week 2 Chapter 2; Dopuch; 15, 18, 19, 23
- Week 3 Chapter 3; Dopuch; 12, 14, 28, 31
- Week 3 Chapter 3; Heineke; 1, 3
- Week 4 Chapter 4; Heineke; 3, 4, 10, 17, 18
- Week 4 Chapter 5; Heineke; 1, 2, 4 (Problems Optional)
- Week 5 Chapter 4; Dopuch; 11, 12, 17, 23
- Week 5 Chapter 6; Heineke; 1, 3, 6
- Week 6 Chapter 14; Dopuch; 16, 17, 24
- Week 6 Chapter 7; Heineke; 1, 3, 10 Amtrak Case
- Week 7 Chapter 8; Heineke; 2, 5, 7 Price Regulation: A Case for Discussion
- Week 7 Chapter 9; Heineke; 5, 6, 11, 12

MBA 8-040: Financial Management  
 Summer Session, 1980  
 Professor James M. Gahlon

Class Schedule

<u>Date</u>	<u>Topics</u>	<u>Assignment Due</u>
40-1 June 18	Introduction Risk, Return, and Valuation	
40-2 25	Risk, Return, and Valuation	Problem Set #1
40-3 July 2	Financial Analysis	Problem Set #2 Unidentified U.S. Industries
40-4 9	Working Capital Management	Problem Set #3 Science Technology Co.
40-5 16	Working Capital Management	Problem Set #4 Dunning Cabinet Co.
? 23	Midterm Examination	
40-6 23	Capital Budgeting	
40-7 30	Capital Budgeting	Problem Set #5 The Super Project
40-8 August 6	Leverage and Financial Structure	
40-9 13	Leverage and Financial Structure Cost of Capital	Western Fabricating Corp.
40-10 20	Cost of Capital Dividend Policy Summary	Problem Set #6
? 27	Final Examination	

SYLLABUS  
MBA 8045  
Summer, 1980

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
45-1 June 17	Course Introduction/Group Assignments	
45-2 19	<u>Case Discussion:</u> Hesper Silver	Notes on Perspectives, Programs, and Planning
45-3 24	Product Discussion	Note on Product Policy and selected articles
45-4 26	<u>Case Discussion:</u> Gillette Cassette	
45-5 July 1	<u>Case Discussion:</u> Gould	
3	<u>EXAMINATION</u>	Tarpey, Donnelly, and Peter, Chap. 1-13
45-6 8	Promotional Discussion	Note on Promotion and selected articles
45-7 10	<u>Case Discussion:</u> Life Cereal	
45-8 15	<u>Case Discussion:</u> Lamberton Furniture	
45-9 17	Price Discussion	Note of Price and selected articles
45-10 22	Discussion of First Written Case	
45-11 24	<u>Case Discussion:</u> Southwest Airlines	
45-12 29	Distribution Discussion	Notes on Channels and Physical Distribution, Organization and Implementation, Marketing Evaluation, and selected articles
45-13 31	<u>Case Discussion:</u> C.H. Masland	
Aug. 5 45-14	Research Discussion and <u>Case Discussion:</u> Smucker	Note on Marketing Information
45-15 7	Group Presentations	
45-16 12	Group Presentations	
45-17 14	Group Presentations	
45-18 19	Group Presentations	
45-19 21	Discussion of Second Written Case	

Period	Assignment
4/1 50-1 1 <i>A. Intro</i>	Introduction to the Course Ch. 1, 2 (Skim) 3 (Skim)
4/3 50-2 2 FB	Introduction to Operations Introduction to Logistics Ch. 1 (B)
4/8 50-3 3 <i>B. Process</i>	Benihana of Tokyo
4/10 50-4 4	Process Selection & Process Flows Ch. 5, 6, 7
4/15 50-5 5 <i>C. Case</i>	<u>*Blitz</u>
4/17 50-6 6 FB	Location Problems Ch. 8 (B) Ch. 10
4/22 50-7 7 FB	Bay Area Bakery - Exercise
4/24 50-8 8	Forecasting & Aggregate Planning Ch. 9, 11
4/29 50-9 9	Loma Vista Hospital (B)
5/1 50-10 10 FB <i>D. Inventory</i>	Inventory Ch. 13 Ch. 9 (B)
5/6 11	Midquarter
5/8 50-11 12 FB	Roscoe Corp.
5/13 50-12 13	Scheduling Ch. 12
5/15 50-13 14	<u>*Eastern Airlines</u>
5/20 50-14 15	MRP Ch. 14
5/22 50-15 16 <i>E. Production</i>	Hot Line - Exercise
5/27 50-16 17	Productivity Ch. 16, 17, 18
5/29 50-17 18	<u>*General Motors - Detroit Plant</u>
6/3 50-18 19 <i>F. Quality</i>	Quality Ch. 19, 20
6/5 20	Review/Summary Ch. 21 Ch. 12 (B)

*Staffing*

*Staff*

*MRP*

*Staff*

UNIVERSITY OF MINNESOTA  
TWIN CITIES

Graduate School  
Johnston Hall  
101 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

May 8, 1981

Dean Warren E. Ibele  
Graduate School  
321 Johnston Hall  
East Bank Campus

Dear Dean Ibele:

At its meeting of April 30, while considering a proposal from the College of Business Administration for the establishment of the Manager's MBA program as a special section of the Master of Business Administration (M.B.A.) degree program, the Social Sciences Policy and Review Council discussed the proposed change of the name of the College and Graduate School of Business Administration to the School of Management. The Council expressed serious reservations about this change. Of primary concern were (1) the objection voiced by the Industrial Relations faculty, which the Council believes was not given adequate consideration in Dean Lilly's letter of February 5, 1981 to Vice President Kenneth Keller, and (2) the rationale for the change of name as quoted in Vice President Keller's February 5 memorandum to the Board of Regents, which the Council finds unconvincing. With respect to opposition from the Industrial Relations faculty, most Council members agreed that the implications of the name change for the program in Industrial Relations are significant in view of the common interpretation of "management" as "labor management" (where labor and management are often opposed). In connection with the rationale, several Council members note that the proposed name reflects the hopes of what the College of Business Administration will become more than what it is and that it is therefore misleading.

On behalf of the Social Sciences Policy and Review Council, and at its request, I write to ask that the Graduate School convey the Council's reservations concerning the proposed name change to the Board of Regents in order that the Regents might take them into account in their consideration of the matter. I understand that a resolution to approve the change of name from the College and Graduate School of Business Administration to the School of Management will be on the Board of Regents agenda for action at the May 8

Motion for Faculty Approval

The following motion will be introduced by the Ph.D. Program Review Committee at a future faculty meeting called to discuss this report:

It is moved that the curriculum requirements for the revised Ph.D. program in Business Administration, as specified on pages 10 to 24 of this report, be approved by the Graduate Faculty in Business Administration.

Summary

A revised Ph.D. program is proposed to replace the present Ph.D. program in Business Administration. The goal of the revised program is to educate scholars who have the ability to make substantial contributions to their fields. This goal can be achieved by emphasizing quality in incoming students, in program offerings, and in placement.

Highlights of the proposed Ph.D. program are:

1. The new program stresses research scholarship. Coursework in research methodology is increased, a research apprenticeship is prescribed, and research seminars are required in the major field.
2. A teaching seminar is added and formal faculty evaluation of Ph.D. student teaching is required.
3. In order to insure that graduates are at the "leading edge" of their field, the revised program adds coursework in the major area while consolidating minor and related field requirements.
4. The revised program includes annual progress reviews beginning with an advisory oral examination at the end of the first year. These reviews are

intended to encourage students to make satisfactory progress toward graduation. The revised program can be completed in about 3 years by those students with bachelor's or master's degrees in business administration and in 4 years by other full-time students.

5. The revised program includes the services of a communications specialist to help students improve written and oral communications.

6. More thorough screening of Ph.D. applications is recommended to provide assurance that well qualified candidates are admitted to the program.

7. A greatly expanded recruiting effort is contemplated to seek out and obtain top students. It is suggested that the amount of financial aid be significantly increased in order to support the expanded recruiting efforts.

8. The committee recommends that enrollment be increased from 85 to 110 students in order to reach a critical mass of students in all parts of the school and to respond to high market demand.

9. More attention to placing our graduates in major research universities or other positions of substantial scholarship is recommended.

10. A limited number of summer research internships in local businesses are planned for those students who desire practical experience and access to empirical research topics.

The resource requirements of the revised Ph.D. program are expected to be 1-1/2 additional faculty positions, \$250,000 in additional student financial aid, and additional office space for Ph.D. students.

MAY 14 1981

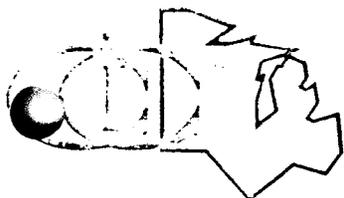
OFFICE OF THE DEAN

## Committee on Institutional Cooperation

520 North Dearborn St. • Evanston, Ill. 60201 • Phone: (312) 866-6610, 31

NEW ADDRESS: 990 Grove St.

- University of Chicago
- University of Illinois
- Indiana University
- University of Iowa
- University of Michigan
- Michigan State University
- University of Minnesota
- Northwestern University
- Ohio State University
- Purdue University
- University of Wisconsin



MEMORANDUM TO: CIC Graduate Deans

FROM: Roger E. Wyman *REW*

RE: CIC Graduate School Data from CGS/GRE Questionnaire

DATE: May 12, 1981

The enclosed eight tables, which were handed out at the meeting in Ann Arbor on May 4-5, reflect graduate enrollment data submitted on your 1980-81 questionnaires for the CGS/GRE survey plus some information submitted to the Lilly Endowment in support of our proposal for a renewal of their grant to our minorities fellowships program (Tables 2-6). For Tables A, B and C we have calculated some totals and some simple percentages. Table A shows the changes in enrollment and in graduate degrees awarded over a two-year period plus the percentage of male graduate students for 1980. Tables B and C show distribution of doctorates awarded by field. Table B shows the distribution by field at each institution and Table C shows the percentage of degrees awarded in each field by each CIC university. For Table C, the total number of degrees in each field represents 100%

Tables 2 through 6 were included in our proposal to the Lilly Endowment. The data in Tables 2 and 3 were also taken from the CGS/GRE survey. Tables 4, 5 and 6 include information about the program in the social sciences only. Table 6 demonstrates the amazing diversity of backgrounds of the CIC Fellows and underscores our ability to recruit good minority students from all types of institutions and all sections of the country. The 69 social science fellows received their bachelor's degrees from 57 different institutions.

A rule of thumb we have always used in writing grant applications is that the CIC universities award 20% of all doctorates earned in the United States. According to Table A, the 11 flagship campuses awarded 5,224 doctorates between July 1978 and June 1979. Adding the total of doctorates awarded by the University of Wisconsin-Milwaukee and the University of Illinois at Chicago Circle and the Medical Center, the grand total awarded by the CIC institutions is 5,384. According to the National Research Council Summary Report 1979: Doctorate Recipients from United States Universities, the total number of doctorates awarded nationally during that same period

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was 31,200. The percentage of that total thus awarded by the CIC universities is 17.3. Does this seem to you to represent a significant drop from what the percentage has been in previous years or decades? Are there any doctorates awarded by your institutions not included in the CGS/GRE survey that would boost the number of doctorates awarded? We would appreciate any additional data or commentary regarding the national share of doctorates awarded by the CIC institutions.

We have copies of the 1980-1981 CGS/GRE surveys from each of the CIC doctoral-granting units. We will be happy to forward them to those who want them. If you want copies, please fill out the tear sheet below and return it. Thank you.

-----  
Please send a copy of the CGS/GRE surveys from the CIC graduate schools to us. We want copies for:

- 11 flagship campuses only
- all 14 doctoral-granting units
- only the following institutions \_\_\_\_\_

Please send copies to:

\_\_\_\_\_  
Dean Warren Ibele

\_\_\_\_\_  
Graduate School, 321 Johnston Hall

\_\_\_\_\_  
University of Minnesota

\_\_\_\_\_  
101 Pleasant Street, S.E.

\_\_\_\_\_  
Minneapolis, MN 55455

Table A

GRADUATE ENROLLMENT DATA, 1979-1980  
CIC UNIVERSITIES

	<u>Enrollment</u>		<u>Change, 79-80</u>		<u>Doctorates Awarded</u>				<u>Masters Awarded</u>				<u>% Male</u>
	<u>1980</u>	<u>1979</u>	<u>No.</u>	<u>%</u>	<u>79-80</u>	<u>78-79</u>	<u>No.</u>	<u>%</u>	<u>79-80</u>	<u>78-79</u>	<u>No.</u>	<u>%</u>	<u>1980</u>
Chicago	2964	3093	-129	-4.2	312	327	-15	-4.6	718	809	-91	-11.2	57.0
Ill.-Urbana	7343	7296	47	.6	607	652	-45	-6.9	2094	2218	-124	-5.6	63.8
Indiana	6442*	6569*	-127	-1.9	451	488	-37	-7.6	1958	2011	-53	-2.6	56.7
Iowa	5588	5585	3	.1	274	304	-30	-9.9	1263	1201	62	5.2	53.1
Michigan	7469	7320	149	2.0	564	632	-68	-10.8	1884	2081	-197	-9.5	57.0
Mich. State	7060	7150	-90	-1.3	474	464	10	2.2	2320	2112	208	9.8	57.9
Minnesota	8185	7927	258	3.3	483	467	16	3.4	1325	1413	-88	-6.2	59.0
Northwestern	2116	2214	-106	-4.9	296	259	37	14.3	556	578	-22	-3.8	61.6
Ohio State	10219	10159	60	.6	566	575	-9	-1.6	2315	2136	179	8.4	51.6
Purdue	4924	4847	77	1.6	387	376	+11	2.9	1512	1458	54	3.7	66.3
Wis.-Madison	9095	9059	36	.4	662	680	-18	-2.6	2125	2126	-1	0.0	61.0
					5076	5224	-148	-2.8	18,070	18,143	-73	-0.4	

\* All post-baccalaureate students, not just Graduate School.  
Source: CGS/GRE Surveys, 1979 and 1980, Parts I and II

DOCTORATES AWARDED BY CIC UNIVERSITIES, 1979-1980  
DISTRIBUTION AT EACH UNIVERSITY BY AREA

	<u>Total</u>	<u>Educ.</u>	<u>Hum.</u>	<u>Soc. Sci.</u>	<u>Phys. Sci.</u>	<u>Eng'g.</u>	<u>Biol. Sci.</u>
Chicago	312	8.7	20.2	38.5	14.7	0	17.9
Ill.-Urbana	607 <sup>a</sup>	15.3	11.7	14.3	21.9	17.3	17.8
Indiana	451	39.5	31.0	10.2	8.0	0	11.3
Iowa	274	34.7	26.6	10.9	7.7	3.6	16.4
Michigan	564	23.0	15.2	25.4	10.5	8.2	16.0
Mich. State	474 <sup>b</sup>	29.7	7.0	10.1	8.9	4.6	39.7
Minnesota	483 <sup>a</sup>	21.3	8.7	18.0	10.4	7.2	35.2
Northwestern	296	14.2	14.2	32.4	10.8	17.9	10.5
Ohio State	566	26.5	10.1	12.4	11.1	6.9	32.9
Purdue	387	8.3	5.9	12.1	18.3	22.2	33.1
Wis.-Madison	662	17.4	11.8	21.8	16.9	6.9	25.2

<sup>a</sup>Percentages do not add up to 100% because of minor discrepancies between number of degrees awarded listed on Part I and sum of degrees by field included on Part II.

<sup>b</sup>Sum of degrees by field listed in Part II was 49 greater than number listed in Part I. The 49 included mostly specialist or advanced study certificates in education; all 49 were subtracted from the education category. Percentages for all categories may include minor errors.

PERCENTAGE DISTRIBUTION BY INSTITUTION AND FIELD  
DOCTORATES AWARDED BY CIC UNIVERSITIES, 1979-1980

	<u>Educ.</u>	<u>Hum.</u>	<u>Soc. Sci.</u>	<u>Phy. Sci.</u>	<u>Eng'g</u>	<u>Biol. Sci.</u>
Chicago	2.4	8.9	13.1	6.9	0	4.6
Ill.-Urbana	8.4	10.0	9.5	20.0	23.8	8.9
Indiana	16.1	19.8	5.0	5.4	0	4.2
Iowa	8.6	10.3	3.3	3.2	2.3	3.7
Michigan	11.8	12.1	15.6	8.9	10.4	7.4
Mich. State	12.7	4.7	5.2	6.3	5.0	15.4
Minnesota	9.3	5.9	9.5	7.5	7.9	13.9
Northwestern	3.8	5.9	10.5	4.8	12.0	2.5
Ohio State	13.6	8.1	7.6	9.5	8.8	15.2
Purdue	2.9	3.2	5.1	10.7	19.5	10.5
Wis.-Madison	10.4	11.0	15.7	16.8	10.4	13.7
Total	1,106	708	918	665	442	1,220

Table 2

## Minority Enrollment in CIC Graduate Schools, Fall 1979 and Fall 1980, and change, Fall 1979 - Fall 1980

## FALL, 1979

	<u>Chicago</u>	<u>Ill-Urbana</u>	<u>Indiana</u>	<u>Iowa</u>	<u>Mich-igan</u>	<u>Mich.State</u>	<u>Minne-sota</u>	<u>North-western</u>	<u>Ohio State</u>	<u>Purdue</u>	<u>Wis-Madison</u>
Total enrollment	3093	7296	6569	5585	7320	7150	7917	2214	10,159	4847	9059
Black	101	165	173	127	459	280	88	N/A	487	64	171
Hispanic	73	93	78	38	99	95	41	N/A	69	54	113
Am. Indian	8	23	28	17	28	22	10	N/A	15	15	23
Asian Am.	74	202	59	75	120	97	33	N/A	74	48	181
Total minority	256	483	338	257	706	494	172	N/A	645	181	488

## FALL, 1980

Total enrollment	2964	7343	6442	5588	7469	7060	8185	2108	10,219	4924	9095
Black	116	163	170	131	361	249	94	53	544	75	178
Hispanic	58	84	79	53	103	94	36	14	91	46	141
Am. Indian	12	24	20	12	17	20	14	2	16	20	19
Asian Am.	83	225	72	71	107	89	45	35	239	56	178
Total minority	269	496	341	267	588	452	189	104	890	197	516

## Change, 1979 - 1980

Total enrollment	-129	+47	-127	+3	+149	-90	+268	-106	+60	+77	+36
Black	+15	-2	-3	+4	-98	-31	+6	N/A	+57	+11	+7
Hispanic	-15	-9	+1	+15	+4	-1	-5	N/A	+22	-8	+28
Am. Indian	+4	+1	-8	-5	-11	-2	+4	N/A	+1	+5	-4
Asian Am.	+9	+23	+13	-4	-13	-8	+12	N/A	+165	+8	-3
Total minority	+13	+13	+3	+10	-118	-42	+17	N/A	+245	+16	+28

Table 3

Minority Enrollment in CIC Graduate Schools, Fall 1979, and Fall 1980, and change, Fall 1979 - Fall 1980

## Percentage Distribution

## FALL, 1979

	<u>Chicago</u>	<u>Ill- Urbana</u>	<u>Indiana</u>	<u>Iowa</u>	<u>Mich- igan</u>	<u>Mich. State</u>	<u>Minne- sota</u>	<u>North- western</u>	<u>Ohio State</u>	<u>Purdue</u>	<u>Wis- Madison</u>
Total enrollment	3093	7296	6569	5585	7320	7150	7917	2214	10,159	4847	9059
Black	3.3	2.3	2.6	2.3	6.3	3.9	1.1	N/A	4.8	1.3	1.9
Hispanic	2.4	1.3	1.2	0.7	1.4	1.3	0.5	N/A	0.7	1.1	1.2
Am. Indian	0.3	.3	0.4	0.3	0.4	0.3	0.1	N/A	0.1	0.3	0.3
Asian Am.	2.4	2.8	0.9	1.3	1.6	1.4	0.4	N/A	0.7	1.0	2.0
Total minority	8.3	6.6	5.1	4.6	9.6	6.9	2.2	N/A	6.3	3.7	5.4

## FALL, 1980

Total enrollment	2964	7374	6442	5588	7469	7060	8185	2108	10,219	4924	9095
Black	3.9	2.2	2.6	2.3	4.8	3.5	1.1	2.5	5.3	1.5	2.0
Hispanic	2.0	1.1	1.2	0.9	1.4	1.3	0.4	0.7	0.9	0.9	1.6
Am. Indian	0.4	0.3	0.3	0.2	0.2	0.3	0.2	0.1	0.2	0.4	0.2
Asian Am.	2.8	3.1	1.1	1.3	1.4	1.3	0.6	1.7	2.3	1.1	2.0
Total minority	9.1	6.8	5.3	4.8	7.9	6.4	2.3	4.9	8.7	4.0	5.7

## Change, 1979 - 1980

Total enrollment	-129	+47	-127	+3	+149	-90	+268	-106	+60	+77	+36
Black	+0.6	-0.1	0.0	0.0	-1.5	-0.4	0.0	N/A	+0.5	+0.2	+0.1
Hispanic	-0.4	-0.2	0.0	+0.2	0.0	0.0	-0.1	N/A	+0.2	-0.2	+0.4
Am. Indian	-0.1	0.0	-0.1	-0.1	-0.2	0.0	+0.1	N/A	+0.1	+0.1	-0.1
Asian Am.	+0.4	+0.3	+0.2	0.0	-0.2	-0.1	+0.2	N/A	+1.2	+0.1	0.0
Total minority	+0.8	+0.2	+0.2	+0.2	-1.7	-0.5	+0.1	N/A	+2.4	+0.3	+0.3

Table 4

CIC MINORITIES FELLOWSHIPS PROGRAM IN THE SOCIAL SCIENCES  
DISTRIBUTION OF AWARDEES AND ALTERNATES BY FIELD, ETHNICITY, SEX AND GRE SCORES

I. <u>Field</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>Total</u>	<u>%</u>
Anthropology	6	4	4	4	18	9.5
Economics	2	6	5	7	20	10.6
Geography	2	0	2	0	4	2.1
History	5	5	11	5	26	13.8
Political Science	9	10	8	9	36	19.0
Psychology	11	12	15	13	51	27.0
Sociology	9	9	10	6	34	18.0
	<u>44</u>	<u>46</u>	<u>55</u>	<u>44</u>	<u>189</u>	<u>100.0</u>
II. <u>ETHNICITY</u>						
Black	25	22	28	23	98	51.9
Hispanic	8	18	13	11	50	26.5
Asian	9	6	12	8	35	18.5
Amer. Indian	1	0	2	2	5	2.6
Other	1	0	0	0	1	.5
	<u>44</u>	<u>46</u>	<u>55</u>	<u>44</u>	<u>189</u>	<u>100.0</u>
III. <u>SEX</u>						
Male	23	30	30	25	108	57.1
Female	21	16	25	19	81	42.9
	<u>44</u>	<u>46</u>	<u>55</u>	<u>44</u>	<u>189</u>	<u>100.0</u>
IV. MEAN GRADUATE RECORD EXAMINATION SCORES						
<u>Group</u>	<u>No. of Scores reported</u>	<u>GRE Verbal</u>	<u>GRE Quantitative</u>			
Class of 1978	36	552	530			
Class of 1979	37	597	560			
Class of 1980	46	577	534			
Class of 1981	37	576	555			
National mean, all fields <sup>1</sup>	-	479	518			
National mean, social sciences <sup>2</sup>	-	490	494			

<sup>1</sup>All test-takers, 1977-1980.

<sup>2</sup>Test-takers, 1977-78, who indicated a social science field as their major.

Table 5

## DISTRIBUTION OF CIC FELLOWS BY FIELD, ETHNICITY, SEX, AND UNIVERSITY

<u>Field</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>Total</u>	<u>%</u>
Anthropology	4	3	3	10	14.5
Economics	1	3	2	6	8.7
Geography	1	0	1	2	2.9
History	3	3	5	11	15.9
Political Science	5	6	4	15	21.7
Psychology	5	3	4	12	17.4
Sociology	4	6	3	13	18.8
	<u>23</u>	<u>24</u>	<u>22</u>	<u>69</u>	<u>99.9</u>
<u>Ethnicity</u>					
Black	13	11	12	36	52.2
Hispanic	4	10	4	18	26.1
Asian	5	3	5	13	18.8
Amer. Indian	1	0	1	2	2.9
	<u>23</u>	<u>24</u>	<u>22</u>	<u>69</u>	<u>100.0</u>
<u>Sex</u>					
Male	12	16	9	37	53.6
Female	11	8	13	32	46.4
	<u>23</u>	<u>24</u>	<u>22</u>	<u>69</u>	<u>100.0</u>
<u>University</u>					
Chicago	6	3	4	13	18.8
Illinois	0	1	0	1	1.5
Indiana	3	2	3	8	11.6
Iowa	1	0	0	1	1.5
Michigan	5	1	6	12	17.4
Michigan State	3	3	1	7	10.1
Minnesota	1	1	1	3	4.3
Northwestern	2	6	4	12	17.4
Ohio State	0	2	0	2	2.9
Purdue	1	2	0	3	4.3
Wisconsin	1	3	3	7	10.1
	<u>23</u>	<u>24</u>	<u>22</u>	<u>69</u>	<u>99.9</u>

Table 6

COLLEGES GRANTING BACHELOR'S DEGREES OF CIC FELLOWS

(Numbers in parentheses denotes numbers of fellows if more than one)

Alabama A & M University	Miami University
Albertus Magnus College	University of Michigan (2)
Alfred University	Michigan State University
University of Arkansas	Mississippi State University
Bemidji State University	Norfolk State University
University of California, Berkeley	Northeastern Illinois University
University of California, Los Angeles	Northwestern University (2)
University of California, Riverside	Oakwood College
California State University, Fullerton	Ohio State University
California State University, Long Beach	Oklahoma State University
University of Chicago	Pacific Lutheran University
Columbia University	Pitzer College
Connecticut College	Pomona College
Cornell University (2)	University of Puerto Rico (5)
University of District of Columbia	Rutgers University-Newark
Evansville University	Sangamon State University
University of Florida	Southeast Massachusetts University
Florida A & M University	Southwest Texas State University (2)
University of Hawaii (2)	Stanford University
University of Houston (2)	SUNY-Old Westbury
Howard University	Temple University (2)
University of Illinois at Chicago Circle	Texas Southern University
Indiana University-Purdue University at Indianapolis	Valdosta State College
Indiana State University	University of Washington
Livingstone College	Wellesley College
University of Maryland (2)	Whittier College
University of Massachusetts	Widener College
Memphis State University	University of Wisconsin-Green Bay
	Yale University