



CERTIFICATE PROPOSAL FORM

Distilled Spirits Business Certificate
Title of Certificate

College of Business
Unit Submitting Proposal

Submission Date: **January 8, 2019**

Dean's Office
Department

Todd Mooradian
Department Chair/Dean

Kristen Lucas
Certificate Program Coordinator

Fall 2019
Proposed Starting Date (Term)

Note: Proposal submissions should include: 1) Proposal Form, 2) Dean's Letter, 3) Faculty Roster, 4) Library Letter and 5) Budget Form.

FOR MORE INFORMATION: <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>

Provost Office Section

Approved:

Letter of Intent:	Date: _____
Faculty Senate	Date: _____
Board of Trustees	Date: _____
Council on Postsecondary Education (CPE)	Date: _____
Other (if applicable)	Date: _____

Institution: University of Louisville	
Program Name	
Distilled Spirits Business Certificate	
Degree Level <i>(Select)</i>	
<u>Undergraduate:</u> Pre-Baccalaureate _____	<u>Graduate</u> <i>(select one of the following):</i> Post-Baccalaureate <u> X </u> Post-Master's _____ Post-Professional _____
Classification of Instructional Program (CIP) Code <i>(Provost Office Use Only)</i>	
52.0299	
(CIP) Area of Study <i>(Provost Office Use Only)</i>	
Business Administration, Management and Operations, Other	
Proposed Implementation Date: <i>(Semester and Year)</i>	
Fall 2019	
Institutional Contact Information	
Name: Kristen Lucas	
Title: Assistant Dean of Program Innovation & Strategic Initiatives	
Email: kristen.lucas@louisville.edu Work Phone: 502-852-4786	
2a. Provide a Brief Description of the Program.	
<p>The Distilled Spirits Business Certificate is a 9-credit hour certificate that offers students a broad-based understanding of the key knowledge needed to manage business operations in the distilled spirits industry. The program's integrated curriculum—with a focus on marketing, finance, operations, and more—will help individuals understand how different business functions operate interdependently.</p> <p>NOTE: The target students for this program are prospective and relatively new employees of the distilled spirits industry, who intend to work in the <i>business</i> operations of distilling. The program is not targeted to the technical side of distilling—as those individuals would be served by STEM-based programs in chemistry, chemical engineering, and agriculture.</p> <p>See Appendix A for the Letter of Support from Dean Mooradian.</p>	
2b. What are the objectives of the proposed program?	

1. To leverage existing resources, both within UofL and in the community, to develop an innovative program that will provide critical resources to the College of Business and UofL
2. To serve the distilled spirits industry with a unique educational offering.

2c. Explain how the objectives support the institutional mission

UofL's 2020 Plan highlights the strong commitment the University has to the city of Louisville and its economic health. The mission of the College of Business is to prepare students for responsible and rewarding careers, as well as to enhance the economic vitality of the city, the region, and the broader business community.

The Distilled Spirits Business Certificate serves these missions. The distilled spirits industry has a robust presence in the city of Louisville and the surrounding area, with companies such as Beam Suntory, Brown-Forman, Jim Beam, Heaven Hill, Makers Mark, Republic National Distributing Company, and the Distilled Spirits Epicenter (which is home to Moonshine U).

By aligning our certificate program with the needs of major distilled spirits organizations, it will enable us to develop a mutually beneficial talent pipeline that serves our business community and our students. Distilled spirits companies in Louisville (and beyond) will get well-prepared graduates who have a solid understanding of the distilled spirits industry and are ready to be successful in careers in business operations. In turn, our graduates gain broad-based knowledge about business operations within the distilled spirits industry, which makes them highly competitive for jobs and will ultimately accelerate their career success.

2d. Explain how the objectives align with the statewide postsecondary education strategic agenda:

1. *Goal: 60% with Degrees and Credentials by 2030:*
The Distilled Spirits Business certificate provides an additional standalone credential for students (with previously completed undergraduate degrees) who are seeking to enter into or advance within the distilled spirits business. The Distilled Spirits Business certificate also counts as credit toward a UofL MBA degree. See additional information in Section 4 of this form regarding credit toward an MBA.
2. *Priority 2: Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path:*
According to a report by UofL's Urban Studies Institute, the distilled spirits industry is responsible for between 15,000 and 17,500 jobs and \$800 million in annual payroll in Kentucky alone (Kelly, Kornstein, & Marshall, 2017). Louisville Forward reports that Louisville has a concentration of distilling-related jobs 60 times higher than the national average. In 2018, the Kentucky Distillers Association reports that the local distilled spirits industry is booming: in recent years, the area went from 6 distilleries to 39, and 18 more are planned. There

are significant shortages of qualified applicants and many distilleries are “poaching talent” from one another. Finally, Jobs in the distilled spirits industry are highly desirable. According to Kelly et al. (2017), the average salary in Kentucky’s distilling industry is \$95,000 per year.

3. *Priority 3: Create economic growth and development and make our state more prosperous:*

The distilled spirits industry is a thriving sector of the economy. It has been steadily growing for more than a decade. According to the Distilled Spirits Council of the United States, in 2017, supplier revenues were \$26.2 billion, with 226 million 9-liter cases sold. In Kentucky alone, the distilled spirits industry is responsible annually for \$8.5 billion of economic output. Educating business professionals about the complex industry will help distilled spirits companies be more prosperous, which in turn will help make Kentucky more prosperous.

2e. Is there an approval letter from Education Professional Standards Board (EPSB) ? (Education Proposals Only)

Yes No
If yes, please attach to the proposal.

3. Clearly state the admission, retention, and completion standards designed to encourage high quality. List Admission requirements, faculty to student ratio, and also provide projected enrollment and graduates for a five-year period.

Students must have a bachelor’s degree from a regionally-accredited university (or equivalent) with a GPA of 2.0 or higher to be admitted to the program. We will not require GMAT/GRE scores for admission.

Students must pass all courses and have a cumulative GPA of 3.0 to complete the program.

Although there is no official GMAT or math requirement for admission, some of the courses will require math competency. The math requirements typical of bachelor’s degree programs will be sufficient.

As our certificate offerings grow, we plan to hire student success coaches to ensure high retention and success rates in the program.

NOTE: Students who desire to complete an MBA in conjunction with the Distilled Spirits Business certificate must be separately admitted to the MBA program.

A. Indicate the expected Faculty to Student Ratio:

1:25

B. Projected Enrollment and Graduation Numbers for the First Five Years

Academic Year	Degrees Conferred	Headcount Enrollment (Fall term)
2019/20	25	25
2020/21	50	50
2021/22	50	50
2022/23	50	50
2023/24	50	50

4. Provide the program curriculum and any options; indicate total number of credit hours required for degree completion. Complete curriculum table below or attach a file. If any new courses are developed provide a copy of the course syllabi.

Curriculum Table

(All courses are new)

Prefix & Number	Course Title	Course Description	Credits
SPIR 610	Distilled Spirits Industry Overview & Regulatory Issues	Students will be introduced to an overview of the distilled spirits industry (including major players, industry outlook, economic impact, and key historical events). Students also will learn about the regulations governing the industry, including production, safety, labeling and advertising, distribution, and intellectual property and trademark.	1.5
SPIR 620	Distilled Spirits Finance Fundamentals	Students will be exposed to the finance fundamentals of the distilled spirits industry. They will learn how to project sales (including volume and pricing, distributor incentives, and marketing and promotion budgets). The course will also cover competitor price analysis, working capital, costs of production, and simple tax calculations.	1.5
SPIR 630	Distilled Spirits Operations & Supply Chain	Students will get an overview of the operations functions of the distilled spirits industry. They will be exposed to and apply critical elements of planning, sourcing, producing, and distributing spirits.	1.5
SPIR 640	Sustainability in the Distilled Spirits Industry	Students will learn about the broad array of sustainability issues in the distilled spirits industry and how they are essential to corporate social responsibility initiatives. Key topics include water, grain sources, barrel use (including forestry), energy, spent mash, and emissions.	1.5
SPIR 650	Spirit Brand Marketing	Students will be introduced to and apply marketing principles driving the creation of a brand. Special attention will be paid to product differentiation, on-premise and off-premise markets, and responsible marketing.	1.5
SPIR 660	Three-Tier System of Alcohol Distribution	Students will get a broad overview of how the three-tier system operates as the route to market. Special	1.5

		attention will be focused on the distributor, which is the critical link between suppliers and consumer-facing outlets. Students will develop the knowledge, skills, and abilities needed to drive sales.	
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See Appendix B for Syllabi.

NOTE: The Distilled Spirits Business certificate (as does our Franchise Management certificate) requires 9 credit hours to complete. We designed the curriculum at 9 credit hours for key reasons.

First, we benchmarked the number of credit hours required for certificates at Comparable, Competitive, and Aspirant schools (as identified by our AACSB accreditation report), as well as ACC schools. Of the 22 schools that offered for-credit certificate programs, nearly half (45%) offered 9-credit hour certificates, which indicated broad acceptance among peers. See Appendix C for more detail.

Second, the 9-credit hour format fits well into our existing MBA curriculum. Our MBA program requires 45 credits hours of coursework, of which 9 credit hours (20%) are electives. At 9-credit hours, existing MBA students may choose to take the certificate program to fulfill their electives. Alternatively, students completing the Distilled Spirits Business certificate—assuming they meet requirements for admission—could apply credits earned in the certificate program towards completion of their MBA.

Third, the 9-credit hour format is part of a larger strategy to develop a suite of industry-based certificates that will function as a “feeder” into our MBA program. While there are multiple certificates, only one may count towards completion of the MBA.

Finally, as indicated above, the 9-credit hours are composed of six 1.5 credit hour courses. The 1.5 credit hour format is consistent with all of the course offerings within our MBA. With this format, we offer highly focused, accelerated courses.

5. Describe the library resources available to support this program. Provide a letter from the appropriate University Library verifying available resources.

Existing library resources are adequate to support the broad disciplines covered by the program (e.g., marketing). However, library resources specifically on the distilled spirits industry need to be developed. We have agreed to the Dean of University Library’s request for \$1,000 per year for the first three years of the program. Please see Appendix D for the Support Letter from UofL Library and Evaluation of Library Resources Report for the proposed program.

6a. What are the intended learning outcomes of the proposed program?

Upon completion, students will be able to:

- Recognize regulatory issues in the distilled spirits industry
- Develop financial projection for future sales, including volume, pricing, distributor incentives, and advertising/promotion budgets
- Systematically evaluate warehousing, inventory management, transportation, shipping and receiving options
- Identify the broad array of sustainability issues in the distilled spirits industry (water, grain sources, energy, spent mash, emissions) and how the industry impacts resource sustainability
- Apply and execute strategic marketing concepts that focus on effective product differentiation, product positioning, and branding of a distilled spirit
- Describe what the three-tier system is and how it operates to get suppliers' product to consumer-facing outlets

6b. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.

Course learning objectives will be assessed per the individual course syllabi. Assessment consists primarily of direct assessment of student-produced reports/documents, spreadsheet-based simulations, and cases.

We will complete annual Student Learning Outcome (SLO) reports as part of our assessment plan.

At the program level, we plan to assess the extent to which individuals develop the overall knowledge and skills needed to succeed in the business-side of the distilled spirits industry. Assessment will be multi-pronged, longitudinal, and will involve students and employers (distilled spirits and related companies).

First, students will be surveyed periodically throughout the program to determine whether they are finding the content useful and applicable. They also will be surveyed at the completion of the program to determine the level of value they have derived from the program.

Second, we will follow-up with graduates of the program to track their success in the distilled spirits industry (to the extent they are willing to share the information). We will solicit input on the content in the program they perceive to be most valuable and attempt to identify any missing or underdeveloped content areas.

Third, we will seek feedback from employers who work with the students/graduates of the program. We will survey individuals in each of these groups who are familiar with the graduates' work. The survey will assess whether graduates are effectively using the knowledge and skills acquired in the program.

Program evaluation data will guide the continuous updates and improvements.

7a. Will this be a 100% distance learning program? *(Select One)* Yes No

All courses will be delivered online and there will be one OPTIONAL residential (i.e., in-person) experience where students gather face-to-face for an industry-related immersion experience. The immersion experience is designed to deepen their professional network with program faculty and their peers.

7b. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?
(Please select all that apply)

- Distance Learning
 Courses that combine various modes of interaction, such as face to face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television or World Wide Web.
- Technology-enhanced instruction
 Evening/weekend/early morning classes
 Accelerated Courses
- Instruction at nontraditional locations, such as employer worksite
 Courses with multiple entry, exit and reentry points
 Courses with “rolling” entrance and completion times, based on self-pacing
 Modularized courses

NOTE: The optional residential/immersion experience will be held in Louisville. Preliminary programming includes visits to cooperages, distilleries, distribution warehouses, and industry-related companies (e.g., Vendome, Parallel Products).

8a. Provide justification and evidence to support the need and demand for this proposed program. Include any data or student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

The distilled spirits industry is a thriving sector of the economy. It has been steadily growing for more than a decade. According to the Distilled Spirits Council of the United States, in 2017, supplier revenues were \$26.2 billion, with 226 million 9-liter cases sold. In Kentucky alone, the distilled spirits industry is responsible annually for \$8.5 billion of economic output, between 15,000 and 17,500 jobs, and \$800 million in payroll (Kelly, Kornstein, & Marshall, 2017).

Jobs in the distilled spirits industry are highly desirable. According to Kelly et al. (2017), the average salary in Kentucky’s distilling industry is \$95,000 per year. Louisville Forward reports that Louisville has a concentration of distilling-related jobs 60 times higher than the national average.

Graduates would be prepared for a wide range of jobs in the industry. Based on undergraduate major and/or professional experience, graduates would be well

suited for any number of entry-level professional positions* in business operations including, but not limited to:

- Global Supply Chain Specialist (Customer Service)
- Global Logistics Analyst
- Business Process Analyst
- Pricing Specialist
- SCI Process/Data Specialist
- Demand Planning Analyst
- Supply Planning Analyst
- Marketing Specialist
- Digital Media & Content Specialist
- Modern Media Specialist
- Financial Specialist
- Financial Operations Accountant
- Accountant
- Global Payroll Analyst
- Tax Accountant
- Treasury Analyst
- Sales Promotion Specialist

*NOTE: List of entry-level positions provided by Brown-Forman.

Conversations with local leaders in the distilled spirits industry signal that there is a need for people to get industry-specific skills and knowledge. The distilled spirits industry is particularly complex and difficult for novices to negotiate. For instance, the government mandated three-tier alcohol distribution system disrupts typical sales and marketing processes and requires all business-side employees to understand that one-of-a-kind route to consumer sales.

Therefore, we propose to create a certificate that gives students a broad-based understanding of the key knowledge needed to manage business operations in the distilled spirits industry. Because of the program's broad focus—marketing, finance, operations, and more—it also will help individuals understand how different business functions operate interdependently.

There are other certificate programs in the state that focus on the science of distilled spirits. Specifically, the University of Kentucky's Distillation, Wine and Brewing Studies program is an undergraduate program that focuses on the science of distilling and is housed in the School of Agriculture. It targets individuals who want to work as distillers or in technical operations of distilling. Our conversations with their program director, Dr. Seth DeBolt, indicate that our programs are complementary, not competitive.

Please see Appendix I for letters of support from the business community.

8b. Specify any distinctive qualities of the proposed program.

The Distilled Spirits Business certificate curriculum was designed in close partnership with industry experts to ensure the curriculum meets current business needs. Industry professionals have been involved in identifying industry needs, building the preliminary curriculum, and testing and refining the final curriculum.

The process for development was:

- Held ideation sessions with industry experts to identify the knowledge and skills needed by professionals new to the industry
- Sorted the knowledge and skills into cohesive learning clusters
- Developed preliminary course titles and descriptions, and identified basic topics
- Held focus groups and interviews with cross-functional industry professionals to review and refine proposed curriculum
- Working with COB's Graduate Certificate Curriculum Committee, finalized curriculum, including course names, descriptions, and topics
- Worked with faculty to build syllabi for each course

We plan to use industry experts to enhance the learning experience for students. For instance, we plan to hire Corporate Fellows to co-teach select courses in the programs. Additionally, we will use local case studies and guest speakers in courses.

We plan to deliver these courses online. Online delivery enables us to reach students who may not be located in Louisville. Because many of our students may already be working in the distilled spirits industry, the online modality provides the time flexibility to complete courses.

We plan to incorporate an optional residential experience into the Distilled Spirits Business certificate program. The residential experience will assist in building industry relationships and provide an experiential learning opportunity.

8c. Does the proposed program serve a different student population (e.g. students in a different geographic area, non-traditional students, etc.) from existing programs?

(Select One)

Yes

No

If yes, please explain:

While our seated MBA programs accept students from all over the world, the primary population served by our existing MBA programs is within an hour's drive of the UofL Belknap campus. The Distilled Spirits Business certificate is intended to serve a more geographically-distributed market of potential students currently working in, or seeking to work in, the distilled spirits industry.

Because our certificate will be offered online, it will be globally available. However, we anticipate that students will be almost exclusively from the United States. We also anticipate high concentrations of students from states with the most number of distilling operations: California, Florida, Illinois, New York, Tennessee, and Texas. Of course, we also expect a high concentration of students from Kentucky because of the strong presence of the distilled spirits industry in the Commonwealth.

9a. How will the program support or be supported by other programs within the institution?

Yes No

If yes, please explain:

UofL faculty members from the College of Business and one faculty member from the Department of Urban and Public Affairs will teach in the program on an x-pay basis.

The development of the online course content/instructional design, basic technology support, and marketing will be supported by the Delphi Center for Teaching & Learning.

See Appendix E for Letter of Support.

9b. Will this program replace or enhance any existing program(s) or track(s), concentration(s), or specialization(s) within an existing program?

Yes No

If yes, please explain:

The Distilled Spirits Business certificate courses will provide additional elective options for students enrolled in our current seated MBA programs, which will enhance those programs. Additionally, students who complete the certificate program and meet the admission requirements of our MBA programs, will be able to continue in one of those programs and receive a UofL MBA degree (if they apply and meet all admission requirements for that program).

10. Relationship with programs at other institutions or external organizations (if applicable)

N/A

10 a. If there is a program accreditor, indicate the organization, and whether there are any plans to obtain accreditation.

There is no official accreditor necessary for the program. However, as part of the College of Business, the program will come under the purview of AACSB accreditation.

11. Faculty Resources: Faculty qualifications and resources

11a. Submit curriculum vitae of full-time faculty members and adjunct/part-time faculty who will launch the program Complete the Faculty Roster and attach to the Certificate proposal. The roster form is located at :
<http://louisville.edu/oapa/program-approval/faculty-roster-form>

See Appendix F for the Faculty Roster form and CVs.

11b. If additional faculty will be required within the next five years, indicate the number and role of each new faculty member.

Additional adjunct faculty will be hired on an as needed basis.

NOTE: Corporate Fellows are considered adjunct faculty.

11c. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.

Yes, we anticipate hiring additional part-time faculty (Corporate Fellows) to teach in the program in the future. We have numerous contacts within the distilled spirits community, which we will call upon to identify well-qualified part-time faculty. All faculty hired to serve as instructors of record will meet SACS and AACSB standards.

12. Preliminary resource estimates - The resource requirements and planned sources of funding of the proposed program must be detailed in order to insure the adequacy of the resources to support a quality program.

12a. Will this program require additional resources?

Yes

X No

If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

NOTE: All faculty teaching the Distilled Spirits Business certificate program will be compensated on an x-pay basis, regardless of their home unit.

12b. Will this program impact existing programs and/or organizational units?

_____ Yes X No

If yes, please describe the impact on existing programs, will resources be allocated (i.e. reassign faculty or staff, change course offerings, reduction in students served?)

This Distilled Spirits Business certificate can be taken in conjunction with existing UofL MBA programs (full-time MBA, professional MBA, entrepreneurship MBA). A student may elect to take the certificate in lieu of the 9 required credit hours of electives in the MBA curriculum. Students pursuing this option will earn both their MBA and the Distilled Spirits Business certificate. Because this program is expanding the options for electives, we see this program positively impacting our MBA program.

12c. Complete program proposal budget form located at:

<http://louisville.edu/oapa/academic-program-approval-process-new-proposals>

See Appendix G for the Program Proposal Budget.

NOTE: We are projecting our budget based on a revenue share of 30% of gross tuition to Central Administration and 20% to Delphi. Per communication with Provost Boehm, Central Administration is working on a uniform model for revenue share across all units. Therefore, this agreement—like all agreements on campus—is subject to change in the future.

The 30/20/50 is the best and most conservative revenue share calculation available at this time for submitting a proposed budget.

Additional Request: Financial Aid for Certificate Programs

Students enrolled in stand-alone certificate programs are not eligible for federal financial aid. The university elected on June 30, 2012 to opt out of participation with the Department of Education (DOE). To qualify for federal aid, the law requires that most for-profit programs and certificate programs at nonprofit and public institutions prepare students for gainful employment in a recognized occupation. UofL students must be enrolled in a degree granting program in conjunction with the certificate program to receive federal aid.

Additional Request: Documentation of College of Business Approval

Please see Appendix H for documentation of internal College of Business approval process.

Additional Request: Estimated Textbook Costs

Estimated textbook costs: Purchase of required texts is \$176 for new copies or \$87 for Kindle/eBook copies.

Appendix A

Letter of Support from Dean Mooradian

Date: January 8, 2019

To: Robert Goldstein, Vice Provost, Institutional Research, Effectiveness and Analytics

From: Todd Mooradian, Dean, College of Business

Subject: Graduate Certificate in Distilled Spirits Business

I am writing in support of the online Distilled Spirits Business (DSB) graduate certificate proposed by the College of Business. As outlined in the proposal, the DSB certificate is a unique educational offering that has been designed to serve our students, the distilled spirits industry, and Louisville and the surrounding region.

The distilled spirits industry is one that is strongly identified with both Louisville and Kentucky – it's one of the things that “make Louisville Louisville.” In Kentucky alone, the distilled spirits industry is responsible for \$8.5 billion of economic output, \$800 million in payroll, and between 15,000 and 17,500 jobs. Furthermore, the industry is in a period of unprecedented growth, which is creating enormous demand for qualified talent.

As we describe in the proposal, by aligning the DSB certificate program with the needs of distilled spirits organizations, we will develop a mutually beneficial talent pipeline that serves our business community and our students. Distilled spirits companies in Louisville (and beyond) will get well-prepared graduates who have a solid understanding of the distilled spirits industry and are ready to be successful in careers in business operations. In turn, our graduates gain broad-based knowledge about business operations within the distilled spirits industry, which makes them highly competitive for jobs and will ultimately accelerate their career success.

The budget included in the proposal includes conservative estimates of enrollment for the next five years. The resources we are committing to in developing this program will be funded by the program itself. In addition, the DSB certificate is the second, following our Franchise Management Certificate, of several industry-based graduate certificates that will allow us to enter previously untapped markets in a way that capitalizes on the strengths of the University of Louisville and provides a gateway to our MBA programs.

I have reviewed the DSB certificate program proposal and evaluated and the impact on resources in the College of Business. Per request of the Academic Program Committee, there are two points I would specifically like to address. First, our proposed budget projects a loss for the first year. There are significant start-up costs for the first year of the program—particularly expenses related to building online content and marketing that must be incurred before students enroll. We are confident that we will soon get the enrollments necessary to cover those costs and generate a gain for the College of Business and UofL as a whole. So we accept that initial budget shortfall.

Second, we have noted that a Business Development Manager will be hired for all certificate programs and his/her salary will be prorated among programs. The enclosed budget reflects a preliminary estimate of 25% apportionment to the DSB program. We will commit to (re)adjusting the apportionment on an annual basis to reflect the amount of time spent on the DSB program relative to the other online programs.

In conclusion, the DSB certificate program, along with others we have introduced and plan to introduce in the next two years, will be a significant step in helping the College achieve its goal of introducing significant, innovative programs that both serve needs in the market and provide significant resources to help us improve all of our COB programs.

Appendix B
Course Syllabi

Distilled Spirits Industry Overview & Regulatory Issues

SPIR 610, Section 70
XXXX

Instructor Information

Joel Adams

Contact Information

Office: College of Business

Phone: 502 599-9745

Email: joel.adams@louisville.edu

Office Hours

Virtual office hours will be held on Collaborate Ultra.

Course Information

Course Description

Students will be introduced to an overview of the distilled spirits industry (including major players, industry outlook, economic impact, and key historical events). Students also will learn about the regulations governing the industry, including production, safety, labeling and advertising, distribution, and intellectual property and trademark.

Credit Hours: 1.5

Pre-requisites: None

Student Learning Objectives

After successfully completing this course, you will be able to:

- Understand the broad history of the distilled spirits industry in the U.S.
- Identify major players in the industry
- Be knowledgeable about and fluent in distilled spirits vocabulary
- Identify the basic regulations surrounding:

- Production standards
- Safety regulations
- Labeling and advertising
- Intellectual Property for Alcohol brands (or does this fit somewhere else?)
- Trademark litigation
- Domestic and international SKUs

Materials

Required Reading

Readings will be posted to Blackboard

Taking an Online Class

Taking an online class is different from taking a face-to-face class.

Without lectures, you will be teaching yourself to learn. That's what life-long learning is all about.

You will do most of your communicating by writing. So, as a result, there will likely be more writing than in face-to-face classes.

Class communication is largely asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource. My job is to create an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning.

I am here to support and help you, but it is up to you to ask for help when you need it. Unlike face-to-face classes, I cannot see the confused look on your face when something doesn't make sense.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them.

For your privacy and security, only your official UofL email account will be used for email communication. No information will be sent to personal email accounts. Please check your UofL email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

Course Organization

Use this section to list the content to be covered in each module or section.

Course Requirements

Module Quizzes

The Module Quizzes will be a combination of multiple choice, true/false, and short answer. They will cover information from the current Module. You may use your book and notes, however, the quizzes are timed and you will not have time to look up all of the answers.

Discussion Board

Each module will have a topic on the discussion boards for you to discuss with your classmates. You are expected to create an initial post, where you provide your thoughts on the topic, and respond to at least 3 posts from your classmates. Your responses should encourage further discussion and be more substantial than "I agree" or "You make a good point". Like journals, discussion board activity will not be graded on your opinion, but on how well you support your opinion as well as how much you help further the discussion. Please use appropriate netiquette when interacting with your classmates (see Netiquette, above).

Case Studies

You will be provided with three case studies which will let you apply what you learned in the module and apply it to a real world business scenario.

Research Project

You will research specific regulations for various states and provide a research report outlining your findings.

How to Submit Assignments

Journal assignments will be submitted using the journaling tool within Blackboard. Quizzes will use the Blackboard testing tool, and the final project will use the Assignments tool. Links to all methods of assignment submission will be in the Modules.

Assignment	Percentage of Final Grade
Module Quizzes	20%
Discussion Board	10%
Case Studies	45%
Research Project	25%
Total	100%

Grading

Grade	Percent range
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Course Schedule

Date/Module	Tasks
Week 1	History of Distilled Spirits Industry

Week 2	Major Players and Industry Trends
Week 3	Internal Regulations: Production & Safety
Week 4	Consumer Regulations: Labeling & Advertising
Week 5	Legal Issues: Trademark & Intellectual Property

Important Dates

Event	Date
Final Drop Date	
Reading Day	
Final Exam	

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We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status - that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Severe Weather

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BizComm Coaching

About

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Contact Information

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Phone: 502-852-4870

Email: bizcomm@louisville.edu

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Syllabus Changes

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Distilled Spirits Finance Fundamentals

SPIR 620, Section 70
Semester XXXXX

Instructor Information

Carolyn Callahan

Contact Information

Office: COB 252

Phone: 502.852.4827

Email: cmcall04@louisville.edu

Office Hours

Course Information

Course Description

Students will be exposed to the finance fundamentals of the distilled spirits industry. They will learn how to project sales (including volume and pricing, distributor incentives, and marketing and promotion budgets). The course will also cover competitor price analysis, working capital, costs of production, and simple tax calculations.

Course Purpose

The ability to read and analyze financial statements and to make sound financial decisions are prerequisites for managers in many areas of any business. The purpose of this course is to introduce these concepts and provide students practice applying them in the context of the distilled spirits industry.

Credit Hours: 1.5

Pre-requisites: None

Student Learning Objectives

After successfully completing this course, you will be able to:

Sales and Marketing Financial Planning

- Develop financial projection for future sales, including volume, pricing, distributor incentives, and advertising/promotion budgets
- Use Nielsen Data to track shelf pricing by year and market

- Complete a competitor price analysis
- Compare projected vs. actual shipments and depletions
- Complete an estimation of the effects of foreign exchange rates and tariffs

Costing

- Calculate costs of spirit production (including product, glass, labels, barrels, etc.)
- Identify cost of goods sold, bill of materials
- Consider how hedging (e.g., of grains) can be used to control costs

Working Capital

- Calculate working capital needed to launch a new product
- Calculate costs of the aging process (e.g., “laying down barrels”) into working capital
- Evaluate different ways to create cash flow until product is ready to sell (e.g., producing different products, externally sourcing product)

Taxation

- Understand the basics of taxation in the distilled spirits industry
- Identify the specific taxes required in different states (e.g., excise taxes, barrel taxes)
- Calculate proof gallons and the Federal Excise Tax based on the Alcohol and Tobacco Tax and Trade Bureau’s (TTB) established formula
- Examine calculated taxes for domestic and international sales

Materials

Required Reading

The Portable MBA in Finance and Accounting 4th Edition by Grossman and Livingstone

Recommended Reading

None

Other Materials

HBS Case: Ranger Creek Brewing and Distilling

Taking an Online Class

Taking an online class is different from taking a face-to-face class.

Without lectures, you will be teaching yourself to learn. That’s what life-long learning is all about.

You will do most of your communicating by writing. So, as a result, there will likely be more writing than in face-to-face classes.

Class communication is largely asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource. My job is to create an effective learning environment. Your job is to use that environment to learn – interact with the

materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning.

I am here to support and help you, but it is up to you to ask for help when you need it. Unlike face-to-face classes, I cannot see the confused look on your face when something doesn't make sense.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them.

For your privacy and security, only your official UofL email account will be used for email communication. No information will be sent to personal email accounts. Please check your UofL email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
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- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Each week, you will have a combination of material to read or view as well as assignments. These assignments will require you to be online and interact with your classmates. You may be in a group as well to complete assignments. You will also have assignments outside of class. Both will be used to assess your grade in this course.

Course Organization

Week 1: Introduction to finance in the distilled spirits industry

Week 2: Sales and Marketing Financial Planning

Week 3: Costing

Week 4: Working Capital

Week 5: Taxation

Course Requirements

Journals

Each Module will provide a writing prompt for you to answer in your Blackboard journal. This is a place for you to explore the topic and demonstrate critical thinking. You will not be graded on the stance that you take, but in how well you demonstrate that you have considered all of the angles and how well you defend your position.

Practice Activities

You will be provided with a number of practice activities which will let you apply what you learned in that Module. These activities are not counted toward your grade, however, they will give you feedback on how well you understand the material and guide you to areas for further study.

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Each module will have a topic on the discussion boards for you to discuss with your classmates. You are expected to create an initial post, where you provide your thoughts on the topic, and respond to at least 3 posts from your classmates. Your responses should encourage further discussion and be more substantial than “I agree” or “You make a good point”. Like journals, discussion board activity will not be graded on your opinion, but on how well you support your opinion as well as how much you help further the discussion. Please use appropriate netiquette when interacting with your classmates (see Netiquette, above).

Module Quizzes

The Module Quizzes will be a combination of multiple choice, true/false, and short answer. They will cover information from the current Module. You may use your book and notes, however, the quizzes are timed and you will not have time to look up all of the answers.

Final Project

You will be given a case that includes data on assets, liabilities, revenues and expenses as well as several decision scenarios. With your team, you will produce and analyze a set of financial statements, calculate measures to analyze the statements, and make decisions for each of the decision scenarios.

During each Module, you will be drafting a different section of the final paper. You will receive feedback on each section, but the individual sections are not graded. Use the feedback to edit and create a polished version which will be submitted for your graded final project.

The final project should be created in Microsoft Word and Excel and include all of the major sections that are discussed throughout the course. Use standard 1” margins and format the document using Styles. Save the final product as a pdf and upload it using the Assignments tool in Blackboard.

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Instructor Information

Lynn Boyd

Contact Information

Office: COB 318

Phone: 502.852.4791

Email: lynn.boyd@louisville.edu

Office Hours

Course Information

Course Description

In this course, students will get an overview of the operations functions of the distilled spirits industry. They will be exposed to and apply critical elements of planning, sourcing, production, and distribution.

Course Purpose

Successfully managing any function in the distilled spirits industry requires a basic understanding of the operations involved in producing and distributing the product. The purpose of this course is to provide students a basic understanding of distilled spirits operations as a context for making sense of the financial, marketing, regulatory and other aspects of the business.

Credit Hours: 1.5

Pre-requisites: SPIR 610, Distilled Spirits Industry Overview & Regulatory Issues

Student Learning Objectives

After successfully completing this course, you will be able to:

- Create a big-picture project management plan that estimates a timeline and captures the core processes involved in moving from idea to implementation for a new distilled spirits product.
- Develop a bill of materials that identifies what is needed, how much is needed, when it is needed to produce and distribute a distilled spirit product.
- Review distilled spirits production processes through an operations lens to understand timelines of production, equipment and supplies involved, labor intensive vs. non-labor intensive steps, risk, etc.

- Drawing upon basics of operations management (Lean, Six Sigma, Theory of Constraints), evaluate warehousing, inventory management, transportation, shipping and receiving options

Materials

Required Reading

Operations Management for MBAs by Meredith and Shafer

Recommended Reading

None

Other Materials

HBS Case: Ranger Creek Brewing and Distilling

HBS Case: Russian Standard Vodka: Strategies for Global Branding and Expansion into the US Market

Ivey Case: The High West Distillery

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Course Organization

Week 1: Overview of distilled spirits operations and distribution: From farm to shelf.

Week 2: Operations challenges and issues in the distilled spirits industry.

Week 3: Process measurement and quality in distilled spirits

Week 4: Process improvement in the distilled spirits industry.

Week 5: Putting it all together in a management process that drives performance.

Course Requirements

Case Studies

Read and analyze the three case studies different aspects of operations and distribution in the distilled spirits industry. The cases will deal with capacity management, process measurement and improvement, and supply chain issues in the DS Industry.

Journals

Each Module will provide a writing prompt for you to answer in your Blackboard journal. This is a place for you to explore the topic and demonstrate critical thinking. You will not be graded on the stance that you take, but in how well you demonstrate that you have considered all of the angles and how well you defend your position.

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Final Project

You will be given a case that includes data on options, pricing, geography, product, etc. With your team, you will produce a brief operational plan and a decision matrix that estimates costs, lead times, and constraints and provides justifications for decisions including production, shipping, warehousing, etc.

The final assignment is a case study. During each Module, you will be drafting a different section of the final paper. You will receive feedback on each section, but the individual sections are not graded. Use the feedback to edit and create a polished version which will be submitted for your graded final project.

The final project should be created in Microsoft Word and include all of the major sections that are discussed throughout the course. Use standard 1” margins and format the document using Styles. Save the final product as a pdf and upload it using the Assignments tool in Blackboard.

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Module Quizzes	15%
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Final Project	40%
Total	100%

Grading

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For more information: <http://business.louisville.edu/students/college-of-business-academic-dishonesty-policy/>

Request for Accommodation

University of Louisville is committed to providing access to programs and services for qualified students with a disability. If you are a student with a known and documented disability and require accommodation to participate in and complete requirements for any UofL class, notify your instructor immediately and contact the UofL Disability Resource Center (DRC, phone number 502-852-6938, or visit Stevenson Hall - Room 119) for verification of your eligibility and determination of specific accommodations. You must provide your instructor with the required formal accommodation letter from the DRC within the first week of class or right after receiving formal notification during a semester.

For more information: <http://louisville.edu/disability/>

Observance of Religious Days

Federal law prohibits discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who choose to observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate student requests for adjustments in course work on the grounds of religious observance, provided that a student makes such a request in writing during the first two weeks of the term.

For more information: <http://louisville.edu/diversity/resources/Work-Restricted-Holy-Days>

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (502-852-2663), Counseling Center (502-852-6585), and Campus Health Services (502-852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (502-852-5787) or University of Louisville Police (502-852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity/expression, sexual orientation,

age, socioeconomic status, disability, religion, national origin or military status - that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Severe Weather

If the University of Louisville is closed due to a holiday, weather-related conditions or other unusual circumstances, planned real-time activities in online classes will not be held and no form of coursework will be due. Real-time activities include scheduled class chats, virtual classroom meetings, or any other activity that requires students to access the course management system (i.e., Blackboard) at a scheduled time.

If the University of Louisville is on a delayed schedule, on-campus classes are canceled up until a certain time, and classes that begin at or after the delayed time meet at their regular time and include the full instruction period. However, a delayed schedule will not affect online classes in any way. Coursework is due as planned and any scheduled real-time activities will be held.

A student will occasionally lose his or her Internet access due to an outage where both the cause and solution are outside of his or her control. Examples include an extended power or cable outage causing a loss in Internet access. It is at the discretion of the course instructor whether to require documentation and to determine a reasonable course of action.

Support Services

BizComm Coaching

About

The BizComm Coaches can offer a variety of FREE assistance on writing, speaking, and team-based assignments. Specific help ranges from dealing with writers block or speech anxiety, to organizing preliminary ideas, to polishing final drafts or fine-tuning presentation graphics.

Contact Information

Office: Room 392

Phone: 502-852-4870

Email: bizcomm@louisville.edu

To book an appointment, go to <http://business.louisville.edu/bizcomm/bizcomm-coach/> and click on the "Book Appointment" button.

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the [Library Services for Distance Education and Online Courses](#) page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources](#) website.

Syllabus Changes

This syllabus is subject to change. Any changes will be posted on the Announcements page of Blackboard and emailed to students' official UofL email account.

Sustainability in the Distilled Spirits Industry

SPIR 640, Section 70
Semester XXXXX

Instructor Information

Contact Information

Tamara Sluss, Ph.D.

Office: Urban and Public Affairs 426 W. Bloom Street 123B
Telephone: 502-852-4040
Email: tamara.sluss@louisville.edu

Office Hours

MTW 3-4

Course Information

Course Description

Students will learn about the broad array of sustainability issues in the distilled spirits industry and how they are essential to corporate social responsibility initiatives. Key topics include water, grain sources, barrel use (including forestry), energy, spent mash, and emissions.

Course Purpose

Sustainability in the distilled spirits industry is vital to the longevity of the industry as well as the land, water, and species that are required for production. This course will investigate and analyze the resources that are required for distilled spirits and the factors that may jeopardize the resource sustainability and therefore the distilled spirits industry. The specific focus of this course is on the sustainability of resources required for the distilled spirits industry, factors affecting resources, and current sustainability initiatives.

Credit Hours: 1.5

Pre-requisites: None

Student Learning Objectives

After successfully completing this course, you will be able to:

1. Explain factors that affect water quality and quantity for distilled spirits.

2. Compare and contrast organic and conventional agricultural methods.
3. Know the range, limiting factors, and threats to species used in the distilled spirits industry.
4. Identify genetically modified crops that may be used in the distilled spirits industry and the intent of their modification.
5. Discuss the advantages and disadvantages or different water sources for distilled spirit and provide examples of distilleries utilizing different sources.
6. Summarize sustainability initiatives from research and interviews.
7. Propose a new distillery site to safeguard sustainability.

Materials

Required Reading

Proof: The Science of Booze by Adam Rogers

Recommended Reading

The Drunken Botanist by Amy Stewart

Distillery Operations: How to Run a Small Distillery by Payton Fireman

Other Materials

- Links to sites or paper references will be posted as needed with announcements or in course documents.

Taking an Online Class

Class communication is asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The role of the professor is to be a facilitator, guide, coach, or resource, in order to create an effective learning environment. Your job as the student, is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments should be completed using Microsoft Word unless Power Point is specifically required. Please use a virus checker on all documents before submitting them.

For your privacy and security, only your official U of L email account will be used for email communication. No information will be sent to personal email accounts. Please check your U of L email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Each week, you will have a combination of material to read or view as well as assignments. Some assignments will require you to be online and to communicate with a partner or to review peer work. Other assignments will be completed by individuals.

Course Organization

Week 1: Processes and Required Resources, Factors Affecting Resource Supply and Demand

Week 2: Agriculture: Compare and Contrast Local, Conventional, Organic, GM with Focus on Corn

Week 3: Water Sources (Municipal, Rivers, Lakes, Salt, Ground): Advantages and Disadvantages

Week 4: Byproducts, Energy, and Efficiency

Week 5: Transportation Considerations

Course Requirements

Species Presentation

This is partner/group project. Students will be assigned to work with each other and will research an assigned species such as White Oak, the scientific name, its range (where it can live), limiting factors, life history traits that may affect sustainability (long generation time, etc.), and existing threats to the species. Students will create five quiz questions that will be send to the instructor that must be answered in the presentation. Students will create a power point presentation using narration and will upload the presentation to Bb for peers to review for the species quiz.

Genetically Modified (GM) Crops Assignment

This is an individual assignment. Students will be provided with a list of crops used in the distilled spirits industry and will research the existence of a GM version and if a GM variety exists, where is it grown in the world and the purpose of genetic modification.

Water Source Assignment

Students will summarize advantages and disadvantages of different water sources from a power point lecture and will research on the resources used by at least three different distilleries.

Sustainability Initiatives Interview

This is group project. Students will determine the questions for the interview and will interview different distilleries and combine their work into a small poster using power point and will be uploaded to Bb for peers to view for consideration of their final project.

Final Project

Students will select and justify a site with a map for a new distillery based on sustainability factors discussed in the course. Students will select spirit (and associated crops), water source, consider distance, site size/footprint, and sustainability initiatives for their distillery using a poster format.

Criteria for Determination of Grades

Assignment	Percentage of Final Grade
Species Report Powerpoint (Partner/Group)	15%
Quiz on Species Presentations (Individual)	5%
Genetically Modified Crops (Individual)	10%
Water Source Assignment (Individual)	10%
Sustainability Initiatives at Distilleries (Partner/Group)	20%
Final Project – Sustainable Site Selection and Justification (Individual)	40%
Total	100%

Grading

Grade	Percent range
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
F	Less than 70%

Late Assignments

Meeting deadlines is very important. Therefore, late assignments will receive a 10% deduction of the total points possible for every calendar day they are late.

Important Dates

Event	Date
Final Drop Date	
Spring/Fall Break	
Reading Day	
Final Exam	

University Policies

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

Students with Disabilities

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

Student Conduct & Responsibilities

Integrity is one of the most important characteristics that employers seek in new hires and one that the College of Business strives to foster in all its students. As such, this course will abide by the [College of Business student conduct and responsibilities](#) and the [University of Louisville student conduct and responsibilities](#).

Academic Dishonesty

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Sometimes circumstances make it tempting to cut corners or take the easy way out. You will always have a better final outcome by missing a deadline or completing less than your best work than by cheating. Plagiarized assignments will earn an automatic F, your final grade may be further adjusted by up to two full letters, and the incident will be reported to the Dean for further disciplinary action.

Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status - that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Religious Holy Days and Observances

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term. For more information visit [Work Restricted Holiday Calendar](#).

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

Severe Weather

If the University of Louisville is closed due to a holiday, there is no impact on online classes. Coursework will be due according to the schedule.

Support Services

BizComm Coaching

About

The BizComm Coaches can offer a variety of FREE assistance on writing, speaking, and team-based assignments. Specific help ranges from dealing with writers block or speech anxiety, to organizing preliminary ideas, to polishing final drafts or fine-tuning presentation graphics.

Contact Information

Laura Tetreault 502-852-4870

Patrick Danner 502-852-4870

Office: Room 392

Email: bizcomm@louisville.edu

To book an appointment, go to <http://business.louisville.edu/bizcomm/bizcomm-coach/> and click on the "Book Appointment" button.

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Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources](#) website.

University Writing Center

The University Writing Center is committed to supporting the writing of distance education students. If you are taking a distance education course and cannot make a face-to-face appointment at the Writing Center, you can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the [Writing Center](#) website.

Syllabus Changes

This syllabus is subject to change. Any changes will be posted on the Announcements page of Blackboard and emailed to students' official UofL email account.

Prepared by Dr. Tamara Sluss, September 2018 based on a framework by Dr. Denise Cumberland and Dr. Kathleen Gosser, May, 2018.

Spirit Brand Marketing

SPIR 650, Section 70
Semester XXXXX

Instructor Information

Charles Sharp

Contact Information

Office: COB

Phone: 852-7565

Email: clshar01@louisville.edu

Office Hours

Meeting times easily available by appointment.

Course Information

Course Description

Students will be introduced to and apply marketing principles driving the creation of a brand. Special attention will be paid to product differentiation, on-premise and off-premise markets, and responsible marketing.

Course Purpose

The development of effective marketing strategies requires an integrative approach. Therefore, students in the Distilled Spirits Curriculum will have four courses before the Spirit Brand Marketing course. These requisite courses will provide students with the academic background that will facilitate the understanding of the marketing concepts presented in this course.

Marketing exists as a basic business function. Accordingly, this course provides a framework that will facilitate the development of effective marketing objectives and strategies. Recognizing the often intense competitiveness of the distilled spirits industry, it is generally defined as a hypercompetitive industry. Therefore, it follows that marketing strategy planning and execution must be developed to succeed in an intensely competitive marketing environment.

It should be expected that reading/study beyond the minimum assigned is usually required to perform at a level considered excellent. For each individual student the minimum requirements of the course may not always provide a satisfactory level of conceptual competence. Therefore, the student is expected and encouraged to read more broadly (e.g. gather information from the World Wide Web, consult marketing experts/practitioners, review materials studied in previous business courses, etc.). Generally, the student is

expected conscientious and resourceful in preparing for each weekly session. As a minimum guideline the student should expect to commit at least 10 hours of class preparation each week.

Credit Hours: 1.5

Prerequisites: None

Student Learning Objectives

After successfully completing this course, you will be able to:

- Identify the key elements of a customer-driven marketing orientation.
- Learn tools and techniques for analyzing and understanding markets, competitors, and the external environment.
- Apply and execute strategic marketing concepts that successfully drive the creation of a brand.
- Apply and execute strategic marketing concepts that focus on effective product differentiation, product positioning, and branding.
- Strategically plan and execute responsible brand-focused marketing programs.
- Understand the importance of business ethics.

These objectives will be pursued through an integration of theory and practical experience. Student input and exchange is a requisite element to full understanding of the practical aspects of marketing strategy. Major concepts presented will be grounded in theory, related to contemporary marketing practices, and examined as appropriate in the context of the distilled spirits industry.

Materials

Required Reading

A Framework For Marketing Management (6th edition), Phillip Kotler and Kevin Lane Keller – Pearson Upper Saddle River, NJ, 2018.

Taking an Online Class

Taking an online class is different from taking a face-to-face class.

Without lectures, you will be teaching yourself to learn. That's what life-long learning is all about.

You will do most of your communicating by writing. So, as a result, there will likely be more writing than in face-to-face classes.

Class communication is largely asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource. My job is to create an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning.

I am here to support and help you, but it is up to you to ask for help when you need it. Unlike face-to-face classes, I cannot see the confused look on your face when something doesn't make sense.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them.

For your privacy and security, only your official UofL email account will be used for email communication. No information will be sent to personal email accounts. Please check your UofL email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
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- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

Course Requirements

Discussion Board

Students are expected to read and study each of the assigned articles. You should read the articles for conceptual understanding and to enhance your study of the textbook chapters. Some of the articles are considered to be academic scholarly articles and may test your comprehension. However, your diligent efforts are encouraged as you seek understanding.

Discussion posts should be no less than 200 words and no more than 300 words. Your posts should seek to accomplish the following:

- Identify and discuss a main point(s) of the article.
- Identify and discuss the strategic implication(s) of the main point(s) of the article.
- Establish and association between the assigned article and the assigned textbook chapter(s).
- Discuss constructive criticisms of the main point(s) of the article.

Your discussion posts should address at least two of the above bullet points.

Responses to discussion posts should be no more than 200 words. Your responses should be reasoned and theoretically-based. Accordingly, it should establish both clear and convincing agreement with the discussion post (i.e. providing appropriate rationale); or your response should establish clear and convincing disagreement with the discussion post.

Exams

Two exams will be offered during the session. Exam 1 will focus on the textbook chapters 1 – 9 and lectures/cases/readings related to each chapter (see Schedule of Assignments). The Final Exam will be comprehensive, and offered during the scheduled final examination period.

Project Proposal

Each student is required to develop and submit a Proposal that convincingly defines and discusses the exact nature of the marketing problem(s) that will be addressed.

The marketing problem should be current and concern a distilled spirit brand that is in national distribution.

The Proposal should include 3 sections formatted to identify the below bold items as sub-headings:

- Problem
 - Background
 - Defined
 - Scope
 - Implications
- Motivation – candid discussion why you wish to investigate this problem.
- Citations – ten (10) recent citations that address the stated problem. Citations should reflect a variety of sources (e.g. books, magazines, journals, newspaper articles, world wide web, etc.). The majority of your citations should not be from the internet.

The Proposal is expected to be no more than 3 – 5 pages in length (i.e. not including Citations). Approval of the Proposal by the Professor is required before the student proceeds in earnest on the project.

Project Paper

The format of the Project - Paper should be exactly as presented by the outline on the following page. The outline on the following page should be used to establish headings and subheadings for the paper. Each of the items on the outline on the following page should be a heading or subheading on the paper. Variance from the outline is not permitted without the approval by the instructor.

The project should not exceed twenty-five (20) pages in length. The first page of the paper (i.e. though not included in the 20-page limit) following the title page should be the Executive Summary. The Executive Summary should not exceed one (1) page. The paper should be word-processed, double-spaced, use 12 pt. font, and approximately 1 inch outer margins. Generally, the American Psychological Association (APA) format should be used. According to APA format citations/bibliography at the end of the paper is preferred (i.e. rather than footnotes).

The page length maximum applies only to the written text of the paper, and does not include the Executive Summary, Table of Contents, Title Page, or attachments. Therefore, an unlimited number of attachments (e.g. exhibits, tables, illustrations, etc.) may be included at the end of the paper. However, all attachments should be appropriately cited, and accordingly directly relate to items in the body of the paper.

The format of the Project – Paper should follow the outline presented below. All parts of the following outline should be included in the final version of your paper. Additions to this format will be permitted with the approval of the professor. However, no part of the following outline should be omitted from the final version of your paper.

Assignment	Percentage of Final Grade
Exams	25%
Module Quizzes	20%
Discussion Posts	25%
Project	30%
Total	100%

Grading

Grade	Percent range
A+	97% +
A	93-96.9%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
F	Less than 70%

Late Assignments

Meeting deadlines is very important. Therefore, late assignments will be docked 10% of the total points possible for every calendar day they are late. If you have circumstances that prevent you from meeting a deadline (e.g., representing the university in official functions such as athletic/academic competition,

professional development conferences, ROTC), please make arrangements to submit your assignment(s) before the due date.

Course Schedule

Week	Subject	Chapter
1	Read the following textbook chapters:	
	Defining Marketing for the Twenty-First Century	1
	Developing and Implementing Marketing Strategies and Plans	2
	Understanding Markets, Market Demand, and the Marketing Environment	3
	Term Project – Proposal (See Syllabus for format)	
	Discussion Board – Original Post (2)	
	Discussion Board – Respond to Post (2)	
	Listen to Lecture Modules:	
	“Distilled Spirits Course Overview”	
	“The Term Project Proposal and the Term Project Paper”	
“Understanding Marketing Management”		
2	Read the following textbook chapters:	
	Creating Customer Value, Satisfaction, and Loyalty	4
	Analyzing Consumer Markets	5
	Identifying Market Segments and Targets	7
	Discussion Board – Original Post (2)	
	Discussion Board – Respond to Post (2)	
	Read Article:	
	Theodore Levitt, “Marketing Myopia,” Harvard Business Review, July-August, 1960, p. 50.	
	Listen to Lecture Modules:	
	“Connecting With Customers”	
Quiz 1 – Chapters 4, 5, 7		
3	Read the following textbook chapters:	
	Creating Brand Equity	8
	Crafting the Brand Positioning and Dealing With Competition	9
	Midterm Examination	
	Listen to Lecture Modules:	
	“Building Strong Brands”	
	Read Article:	
Kevin Lane Keller, Brian Stenthal, and Alice Tybout, “Three Questions You Need To Ask About Your Brand,” Harvard Business Review, September 2002, p. 80-89.		
4	Read the following textbook chapters:	
	Setting Product Strategy and Marketing through the Life Cycle	10
	Developing Pricing Strategies and Programs	12

Managing Retailing, Wholesaling, and Logistics 14
 Discussion Board – Original Post (2)
 Discussion Board – Respond to Post (2)
 Listen to Lecture Modules:
 "Pricing and Channels Strategies"
 Read Article:
 Theodore Levitt, "Marketing Success Through Differentiation – of Anything,"
 Harvard Business Review, January-February 1980, p. 83-91.
 Gary M. Erickson and Johny K. Johansson, "The Role of Price in Multi-
 Attribute Product Evaluations," Journal of Consumer Research, September
 1985, p. 195-199.
 Quiz 2 – Chapters 10, 12, and 14

5	Read the following textbook chapters:	
	Designing and Managing Integrated Marketing Communication	15
	Managing Mass Communication	16
	Managing Personal Communication	17
	Term Project - Paper	
	Listen to Lecture Modules:	
	"Managing Marketing Communications"	
	Quiz 3 – Chapters 15, 16, and 17	

Important Dates

Event	Date
Final Drop Date	
Reading Day	
Final Exam	

University Policies

Student Conduct, Rights, and Responsibilities

Integrity is one of the most important characteristics that employers seek in new hires and one that the College of Business strives to foster in all its students. As such, this course will abide by the College of Business' policies guiding student conduct, rights, and responsibilities:

<http://business.louisville.edu/student-rights-policies/>

and the University of Louisville's code of Student Rights and Responsibilities:

<https://louisville.edu/dos/students/studentrightsandresponsibilities>

Academic Honesty

Academic honesty and integrity are expected in this course. Academic dishonesty is defined by the Code of Student Conduct in the Undergraduate Catalog. Its definition pertains to but is not limited to cheating, fabrication, falsification, multiple submission, plagiarism, and complicity. It is the student's responsibility to maintain high standards of ethical conduct and intellectual integrity and to be familiar with the definition of

academic dishonestly. As evidence of the seriousness with which the College of Business regards these matters, academic dishonesty allegations are handled in accordance with College of Business Procedures for Dealing with Academic Dishonesty.

For more information: <http://business.louisville.edu/students/college-of-business-academic-dishonesty-policy/>

Request for Accommodation

University of Louisville is committed to providing access to programs and services for qualified students with a disability. If you are a student with a known and documented disability and require accommodation to participate in and complete requirements for any UofL class, notify your instructor immediately and contact the UofL Disability Resource Center (DRC, phone number 502-852-6938, or visit Stevenson Hall - Room 119) for verification of your eligibility and determination of specific accommodations. You must provide your instructor with the required formal accommodation letter from the DRC within the first week of class or right after receiving formal notification during a semester.

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Observance of Religious Days

Federal law prohibits discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who choose to observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate student requests for adjustments in course work on the grounds of religious observance, provided that a student makes such a request in writing during the first two weeks of the term.

For more information: <http://louisville.edu/diversity/resources/Work-Restricted-Holy-Days>

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (502-852-2663), Counseling Center (502-852-6585), and Campus Health Services (502-852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (502-852-5787) or University of Louisville Police (502-852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity/expression, sexual orientation,

age, socioeconomic status, disability, religion, national origin or military status - that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Severe Weather

If the University of Louisville is closed due to a holiday, weather-related conditions or other unusual circumstances, planned real-time activities in online classes will not be held and no form of coursework will be due. Real-time activities include scheduled class chats, virtual classroom meetings, or any other activity that requires students to access the course management system (i.e., Blackboard) at a scheduled time.

If the University of Louisville is on a delayed schedule, on-campus classes are canceled up until a certain time, and classes that begin at or after the delayed time meet at their regular time and include the full instruction period. However, a delayed schedule will not affect online classes in any way. Coursework is due as planned and any scheduled real-time activities will be held.

A student will occasionally lose his or her Internet access due to an outage where both the cause and solution are outside of his or her control. Examples include an extended power or cable outage causing a loss in Internet access. It is at the discretion of the course instructor whether to require documentation and to determine a reasonable course of action.

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BizComm Coaching

About

The BizComm Coaches can offer a variety of FREE assistance on writing, speaking, and team-based assignments. Specific help ranges from dealing with writers block or speech anxiety, to organizing preliminary ideas, to polishing final drafts or fine-tuning presentation graphics.

Contact Information

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Email: bizcomm@louisville.edu

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Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the [Library Services for Distance Education and Online Courses](#) page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources](#) website.

Syllabus Changes

This syllabus is subject to change. Any changes will be posted on the Announcements page of Blackboard and emailed to students' official UofL email account.

Three-Tier System of Alcohol Distribution

SPIR 660, Section 50
Semester XXXXX

Instructor Information

Contact Information

Name: Prof. Jacob Burgdorf

Office:

Phone:

Email:

Office Hours

Course Information

Course Description

In this course, students will get a broad overview of how the three-tier system operates as the route to market. Special attention will be focused on the distributor, which is the critical link between suppliers and consumer-facing outlets. Students will develop the knowledge, skills, and abilities needed to drive sales.

Course Purpose

The purpose of the course is to introduce you to the three-tier system and how it operates to get distilled spirits from the producer (i.e., the distillery) to consumer-facing outlets such as bars and liquor stores. You also will get exposure to and practice in the specific tasks carried out by distributors as part of the sales process (pricing, inventory, merchandising, etc.).

Credit Hours: 1.5

Pre-requisites: None

Student Learning Objectives

After successfully completing this course, you will be able to:

- Describe what the three-tier system is and how it operates to get suppliers' product to consumer-facing outlets (e.g., liquor stores, restaurants)
- Understand the important role the three-tier system plays in counterfeit control, tax collection, etc.
- Manage the relationship between supplier and distributor, including building cooperative and mutually-beneficial working relationships, negotiating, and setting agreements; may cover what parties can and cannot do
- Perform a SKU rationalization to identify the ideal range of products for a retailer

- Use Excel to calculate margins and markup
- Set a pricing strategy based on sales maximization vs. profit maximization analyses
- Conduct a breakeven analysis for sales
- Identify how consumer trends and demographics affect sales
- Localize and implement a national brand campaign for a local market
- Execute a point of sale merchandising display
- Understand and describe the basic functions involved in distributor warehousing (inventory management, cycle counting, staffing/vs automation) and logistics (geo-tabling delivery vehicles, shipping patterns)

Materials

Required Reading

Whitman, Douglas Glen. *Strange Brew: Alcohol and Government Monopoly*. Independent Institute, 2003.

Other Materials

Academic articles, news articles, and court cases such as the list below will be posted online.

- Ornstein, Stanley I., and Dominique M. Hanssens. "Resale price maintenance: output increasing or restricting? The case of distilled spirits in the United States." *The Journal of Industrial Economics* (1987): 1-18.
- FTC Staff Comment to the Honorable Dan Cronin Concerning Illinois S.B. 15, the Illinois Wine and Spirits Industry Fair Dealing Act of 1999"
- Holt, Douglas. "U.S. judge overturns Wirtz law on liquor." *Chicago Tribune*, February 1, 2002.
- Kendall-Jackson Winery, Ltd. v. Branson, 82 F. Supp. 2d 844 (N.D. Ill. 2000)
- Sibley, D. and Srinagesh, P. *Dispelling the Myths of the Three-Tier Distribution System*. Washington: Wine & Spirits Wholesalers, 2008

Taking an Online Class

Taking an online class is different from taking a face-to-face class.

Without lectures, you will be teaching yourself to learn. That's what life-long learning is all about.

You will do most of your communicating by writing. So, as a result, there will likely be more writing than in face-to-face classes.

Class communication is largely asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource. My job is to create an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning.

I am here to support and help you, but it is up to you to ask for help when you need it. Unlike face-to-face classes, I cannot see the confused look on your face when something doesn't make sense.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them.

For your privacy and security, only your official UofL email account will be used for email communication. No information will be sent to personal email accounts. Please check your UofL email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Each week, you will have a combination of material to read or view as well as assignments. These assignments will require you to be online and interact with your classmates. You may be in a group as well to complete assignments. You will also have assignments outside of class. Both will be used to assess your grade in this course.

Course Organization

Week 1: The Three-Tier System: Manufacturers, Wholesalers and Retailers. Distribution and Sales laws, Control States and other sales laws.

Week 2: Franchise Termination Laws

Week 3: Exclusive Territories and other contractual provisions

Week 4: Contracts with wholesalers

Week 5: Mark-ups, Point of Sale investments, brand management

Course Requirements

Describe the assignments, tests, and other requirements that are computed into the student's grade along with the percentage each counts toward their grade. Include expectations, such as what constitutes an acceptable discussion board post or what format you would like papers submitted in. The following is an example.

Journals

Each Module will provide a writing prompt for you to answer in your Blackboard journal. This is a place for you to explore the topic and demonstrate critical thinking. You will not be graded on the stance that you take, but in how well you demonstrate that you have considered all of the angles and how well you defend your position.

Practice Activities

You will be provided with a number of practice activities which will let you apply what you learned in that Module. These activities are not counted toward your grade, however, they will give you feedback on how well you understand the material and guide you to areas for further study.

Discussion Board

Each module will have a topic on the discussion boards for you to discuss with your classmates. You are expected to create an initial post, where you provide your thoughts on the topic, and respond to at least 3 posts from your classmates. Your responses should encourage further discussion and be more substantial than "I agree" or "You make a good point". Like journals, discussion board activity will not be graded on your opinion, but on how well you support your opinion as well as how much you help further the discussion. Please use appropriate netiquette when interacting with your classmates (see Netiquette, above).

Module Quizzes

The Module Quizzes will be a combination of multiple choice, true/false, and short answer. They will cover information from the current Module. You may use your book and notes, however, the quizzes are timed and you will not have time to look up all of the answers.

Final Project

The final project will have you draft a hypothetical distribution contract with a wholesaler. This will be reviewed by both the instructor and an industry expert. More details will be delivered in the first week of the course.

How to Submit Assignments

Journal assignments will be submitted using the journaling tool within Blackboard. Quizzes will use the Blackboard testing tool, and the final project will use the Assignments tool. Links to all methods of assignment submission will be in the Modules.

Assignment	Percentage of Final Grade
Online Quizzes	60%
Discussion Board	20%
Final Project	20%
Total	100%

Grading

Grade	Percent range
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
F	Less than 70%

Late Assignments

Meeting deadlines is very important. Therefore, late assignments will be docked 10% of the total points possible for every calendar day they are late. If you have circumstances that prevent you from meeting a deadline (e.g., representing the university in official functions such as athletic/academic competition, professional development conferences, ROTC), please make arrangements to submit your assignment(s) before the due date.

Course Schedule

Date/Module	Tasks	Due Date

Important Dates

Event	Date
Final Drop Date	TBD
Reading Day	TBD
Final Exam	TBD

University Policies

Student Conduct, Rights, and Responsibilities

Integrity is one of the most important characteristics that employers seek in new hires and one that the College of Business strives to foster in all its students. As such, this course will abide by the College of Business' policies guiding student conduct, rights, and responsibilities:

<http://business.louisville.edu/student-rights-policies/>

and the University of Louisville's code of Student Rights and Responsibilities:

<https://louisville.edu/dos/students/studentrightsandresponsibilities>

Academic Honesty

Academic honesty and integrity are expected in this course. Academic dishonesty is defined by the Code of Student Conduct in the Undergraduate Catalog. Its definition pertains to but is not limited to cheating, fabrication, falsification, multiple submission, plagiarism, and complicity. It is the student's responsibility to maintain high standards of ethical conduct and intellectual integrity and to be familiar with the definition of academic dishonesty. As evidence of the seriousness with which the College of Business regards these matters, academic dishonesty allegations are handled in accordance with College of Business Procedures for Dealing with Academic Dishonesty.

For more information: <http://business.louisville.edu/students/college-of-business-academic-dishonesty-policy/>

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Syllabus Changes

This syllabus is subject to change. Any changes will be posted on the Announcements page of Blackboard and emailed to students’ official UofL email account.

Appendix C

Benchmarking for 9 Credit Hour Certificate

Credit Hour Benchmarking for Certificates

We conducted a review of Comparable, Competitive, Aspirant, and ACC b-schools on December 21, 2017 to look at the number of credit hours required for certificates. Of 22 business schools that offered for-credit certificate programs, nearly half (10) required 9 credits; the others were at about 12-15 credits.

Here is the list of schools that offer 9-credit hour certificates:

Babson College

<http://www.babson.edu/admission/graduate/certificate-programs/Pages/cam-program.aspx>

Temple University

<https://www.fox.temple.edu/graduate-certificates/>

University of Central Florida

<https://www.graduatecatalog.ucf.edu/programs/program.aspx?id=1072>

University of Florida

<http://warrington.ufl.edu/graduate/academics/certificates/tourismHospitality.asp>

<https://www.jou.ufl.edu/current-students/masters/fundraising-certificate/curriculum/>

University of Houston

<https://www.bauer.uh.edu/degrees-programs/certificates/>

University of Kentucky

<http://gradschool.uky.edu/graduate-certificates>

University of Miami (FL) [requires 8 credit hours]

<http://bulletin.miami.edu/graduate-academic-programs/business/non-degree/>

University of North Carolina-Chapel Hill

<http://www.kenan-flagler.unc.edu/executive-development/unc-business-essentials>

University of Texas – Arlington

<http://catalog.uta.edu/business/entrepreneurship/#masterstext>

Virginia Tech

https://secure.graduateschool.vt.edu/graduate_catalog/certificate.htm?certificateID=EHTC_id

Appendix D

Letter of Support from University Library

October 9, 2018

Connie Shumake
Office of the Provost
University of Louisville
Louisville, KY 40292

Connie,

We have been asked to provide a letter of support for the proposed graduate certificate in distilled spirits in the College of Business. The University Libraries have prepared an analysis of their ability to support the new certificate. The review indicates that while in general our collections are adequate in the broad disciplines that are covered (marketing, etc.), they are very small when dealing specifically with distilled spirits. We have only three journals covering the beverage industry and fewer than 150 books, many of which are dated. None of these books are e-books which is a concern as the program will be offered online. While we do not expect heavy book usage for the program, we do feel that we should have some resources to offer students. Accordingly, we would ask for \$1,000 per year for the first three years of the program to add additional journal and/or book resources to offer at least a minimal number of resources to students. We would welcome input from faculty on potential resources that could be added to benefit the program.

I am attaching a copy of our review report for your records. Please contact us if you have any questions or need additional information.

Sincerely,



Robert E. Fox, Jr.
Dean, University Libraries

Cc: Kristen Lucas
Sue Finley

**EVALUATION OF LIBRARY RESOURCES
ESSENTIAL TO THE SUPPORT OF:
DISTILLED SPIRITS BUSINESS CERTIFICATE
COLLEGE OF BUSINESS**

Susan Finley
Business Librarian

Dean Robert E. Fox, Jr.
University Libraries
October, 2018

BACKGROUND

University of Louisville (UofL) Libraries are comprised of: 1) Ekstrom Library serving humanities, social sciences, life sciences, business, engineering, physical sciences, and technology, 2) Kornhauser Health Sciences Library, 3) Anderson Music Library, 4) Bridwell Art Library, 5) the Law Library, and 6) University Archives and Special Collections. Most materials pertinent to business are found in Ekstrom Library.

UofL's library system supports instructional and research needs of about 22,000 full and part-time students and about 7,000 faculty and staff. UofL belongs to the Association of Research Libraries (ARL), an organization of 125 North American library systems affiliated with large, comprehensive research institutions, the State-Assisted Academic Library Council of Kentucky (SAALCK), and Kentuckiana Metroversity, a consortium of Louisville area libraries.

UofL's new proposed Distilled Spirits Business Certificate will include six required 600-level courses (1.5 credit hours each) plus an optional industry immersion experience. The six courses, which will be offered online, are being adapted from courses already taught by UofL's College of Business (COB). The curriculum will cover distilled spirits production, distribution, marketing, costing, regulation, and taxation as well as industry sustainability. According to the COB letter of intent, the University of Kentucky's Department of Agriculture offers an undergraduate program focused on the science of distilling, but there are no other academic programs in this region focused on business management in the distilled spirits industry. There are also no similar programs offered by UofL's peer institutions.

This document reviews business resources currently available through UofL's Ekstrom Library that are relevant to the distilled spirits curriculum outlined in the COB's letter of intent, and summarizes UofL Libraries' ongoing support of distance learning programs.

COLLECTIONS

Books

According to WorldShare Analytics, UofL has about 3000 books on Marketing, Advertising, and Wholesale & Retail Trade, and nearly 900 books on Business and Business Administration. Unfortunately, however, fewer than 200 of these books have been published within the last eight years. Also, according to WorldCat, UofL has fewer than 150 books on the specific subjects of distilled spirits and liquor, and none are available online. The curriculum for this program is not expected to involve library book requirements, but as funds allow, Ekstrom Library will make efforts to add updated ebooks on distilled spirits, liquor, and alcoholic beverages.

Periodicals

UofL has online full-text access to three beverage trade journals that cover distilled spirits:

	<u>Online Full-Text</u>
Beverage Dynamics	1999-Present
Beverage Industry	1997-Present
Beverage World	1991-Present

Industry & Company Profiles

Many of UofL's current online business databases provide regularly updated reports on the distilled spirits industry as well as profiles, financial statements, and analyses of major distillers and distributors. These include:

Industry Profiles & Reports

- Barnes Reports (Business Source Premier)
- BMI Industry Snapshots and Reports (Nexis Uni and ABI/INFORM)
- CFRA Equity Research Industry Overviews (S&P Net Advantage)
- First Research Industry Profiles (Mergent Intellect)
- Hoover's Industry Snapshots (Nexis Uni)
- MarketLine Industry Profiles (Business Source Premier)
- Nexis Uni Industry Dossiers

Company Profiles & Reports

- Canadean Company Reports (ABI/INFORM)
- Hoover's Company Profiles (ProQuest)
- MarketLine Company Profiles (Business Source Premier)
- Mergent Intellect
- Mergent Online
- Nexis Uni Company Dossiers

Government Documents

Because alcohol is a highly regulated industry, a number of reference documents, such as the Treasury Department's [Beverage Alcohol Manual \(BAM\)](#) and [Distilled Spirits Statistics](#) are available on federal government websites. State government sites also list and explain their jurisdictions' alcohol wholesaling, retailing, and taxation laws.

Data and Statistics

UofL subscribes to at least three additional online resources with relevant data:

[Statista](#) -- A portal to quantitative data and charts on a wide variety of topics, including the production, sales, and consumption of alcoholic beverages. Statista contains domestic and global reports on the entire alcoholic beverage industry plus studies of the whiskey, gin, rum,

tequila, vodka, and cognac categories. It also provides a Consumer Market Outlook titled *Spirits in the United States*, plus hundreds of individual charts with sales and consumption data trends by type of outlet, region, demographic segment, and more.

Gfk MRI+ University Reporter—Annual survey of 25,000 households. Includes three years of data with detailed consumer profile and media usage habits for major distilled spirit categories (e.g., bourbon, brandy, cognac, gin, rum, scotch, tequila, vodka, whiskey, cordials and liqueurs) and over 150 individual brands.

D&B Key Business Ratios (Mergent)—Solvency, efficiency, and profitability ratios and industry norms for liquor distillers, distributors, and retailers.

Bibliographic Resources

The following databases offer indexes, abstracts, and full-text access to the periodicals listed above plus thousands of other business and news publications. All are accessible from remote locations.

- ABI/INFORM
- America City Business Journals
- Business & Industry
- Business & Management Practices
- Business Source Premier
- Hein Online
- Nexis Uni (formerly LexisNexis)
- Regional Business News

SERVICES

Document Delivery Inter-Library Loan

Ekstrom Library has a Distance Education Specialist who assists in providing PDFs of journal articles and chapters of print books owned by UofL to distance learning students via email.

Inter-Library Loan

Books and periodicals not held by the UofL Libraries are identified through online databases and WorldCat, an online union catalog with more than 32 million records describing materials owned by libraries around the world. Requested materials are obtained through UofL's traditional Interlibrary Loan (ILL) service. Articles and chapters are sent to distance learners via email. Books obtained by ILL are mailed to students living in the United States. Full book service is not available to international locations.

Research Assistance

Ekstrom Library provides online instruction and research assistance via email, telephone, and online communication apps, such as chat.

STAFFING

Ekstrom Library has a dedicated Business Librarian and, as noted above, a Distance Education Specialist, who will be the primary contacts for students in the proposed program. Ekstrom also has a Government Documents librarian to help students locate and analyze data from federal, state, and local agencies. There are roughly a dozen other research librarians and staff personnel who assist students with their research needs.

CONCLUSION

This review shows UofL's Ekstrom Library currently offers databases which index, abstract, and provide full-text access to a wide range of articles, reports, and data related to the distilled spirits industry as well as individual companies within the industry. UofL Libraries also offers a variety of other applicable data and reports on the broader alcoholic beverage industry. Ekstrom Library is somewhat weak, however, in terms of recent monographs, particularly ebooks, on the subject of distilled spirits. We will look for opportunities to strengthen the libraries' online book collection as we allocate monograph budgets in coming years.

Appendix E

Letter of Support from Urban & Public Affairs

October 29, 2018

Dear Dean Mooradian,

Please accept this letter in support of the Distilled Spirits Management Certification program proposed by the College of Business. Distilling is an important industry in the Commonwealth of Kentucky, and the sustainability of natural resources for distilling is imperative for the future of this industry.

I am pleased to affirm that one of our Urban and Public Affairs faculty members, Dr. Tamara Sluss, has been involved in the initiative and has developed a course for the program that utilizes her expertise in the field of sustainability. She has been invited to teach an online, 1.5 hour course on Sustainability and the Spirits Industry for the program. As I understand it, the College of Business will pay her for the initial development of the associated online content and also will pay her for delivery of the course. This teaching will be done on an overload basis.

We support this collaboration. Should there be any substantive changes as the program grows, we will be happy to revisit this arrangement and revise as appropriate.

Sincerely,



David M. Simpson, PhD, AICP
Fifth Third Professor of Community Development, and
Chair, Department of Urban and Public Affairs

Appendix F

Faculty Roster and CVs

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Louisville

Name of Primary Department, Academic Program, or Discipline: College of Business

Academic Term(s) Included: Fall 2019

Date Form Completed: October 25, 2018

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Adams, Joel (P)	SPIR 610: Distilled Spirits Industry Overview & Regulatory Issues (1.5 CH)	<ul style="list-style-type: none"> MBA, Entrepreneurship, University of Louisville 	<ul style="list-style-type: none"> 5 years of experience in distilled spirits industry, including CEO and Cofounder of RJS Spirits and Vice President of International Spirit & Beverage Group 10 years of experience in government affairs 5 years of experience as adjunct faculty member teaching courses in entrepreneurship
Boyd, Lynn (F)	SPIR 630: Distilled Spirits Operations & Supply Chain (1.5 CH)	<ul style="list-style-type: none"> PhD, Operations Management, University of Georgia 	<ul style="list-style-type: none"> Extensive experience teaching and researching in the area of operations management
Burgdorf, Jacob (F)	SPIR 660: Three-Tier System of Alcohol Distribution (1.5 CH)	<ul style="list-style-type: none"> PhD, Economics, Clemson University 	<ul style="list-style-type: none"> Published several research articles on the three-tier system of alcohol distribution
Callahan, Carolyn (F)	SPIR 620: Distilled Spirits Finance Fundamentals (1.5 CH)	<ul style="list-style-type: none"> PhD, Accounting, Michigan State University 	<ul style="list-style-type: none"> Brown-Forman Professor of Accounting Extensive experience teaching accounting and finance
Sharp, Charles (F)	SPIR 650: Spirit Brand Marketing (1.5 CH)	<ul style="list-style-type: none"> PhD, Marketing, University of Wisconsin-Madison 	<ul style="list-style-type: none"> Extensive experience teaching brand marketing 10 years of experience in brand marketing for the tobacco industry

Sluss, Tamara (F)	SPIR 640: Sustainability in the Distilled Spirits Industry (1.5 CH)	<ul style="list-style-type: none"> • PhD, Biology, University of Louisville • MS, Environmental Biology, University of Louisville 	<ul style="list-style-type: none"> • Faculty member in Urban & Public Affairs • Director of UofL's Interdisciplinary Master's Program in Sustainability
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F, P: Full-time or Part-time

Joel Adams

6618 Borden Rd • Greenville, IN 47124
502.599.9745 • joelalanadams@gmail.com
www.linkedin.com/in/joeladams

Education

University of Louisville, Louisville, KY

MA, Humanities and Civic Leadership

- Graduate Assistantship, Concentrations in Philosophy and Linguistics

2018

MBA, Entrepreneurship

- Vice President UofL MBA Association, College of Business Grievance and Appeals Board

2007

BA, Philosophy

- President's Scholarship, Richard Campbell Smith Award for Academic Excellence

2002

Courses Taught

Bellarmine University, Louisville, KY

- *Tech Ventures and Cross-Cultural Development*, Spring and Fall 2018

University of Louisville, Louisville, KY

- *Entrepreneurship III*, Spring 2017-2018
- *Small Business Management (graduate)*, Fall 2017-2018

Simmons College of Kentucky, Louisville, KY

- *Foundations of Business and Society*, Spring 2016
- *Social Entrepreneurship and Innovation*, Fall 2016

Indiana Tech, Jeffersonville, IN

- *Principles of Management*, Fall 2013
- *Marketing*, Spring 2014

Jefferson Community and Technical College, Louisville, KY

- *Entrepreneurial Finance*, Spring 2013
- *Entrepreneurial Leadership and Small Business Management*, Fall 2013
- *Small Business Taxation*, Fall 2013
- *Entrepreneurship*, Spring and Fall 2014-2015
- Faculty coach for winning teams at Idea State U, 2014

Non-Academic Experience

National Alliance for Public Charter Schools, Louisville, KY

Advocacy Director, Commonwealth of Kentucky

- As part of a small team, successfully organized and led lobbying effort for HB520.
- Named Executive Director for the Kentucky Public Charter Schools Association.

2016 – present

- Revio, Louisville, KY** **2016 – present**
Head of Communications and Strategy
- Led re-positioning of core products.
 - Led two rounds of seed funding, raised \$850K.
 - Developed and executed outbound communications and business development strategy.
- International Spirit and Beverage Group, Louisville, KY** **2015 – 2016**
Vice President, Operations & Marketing
- Developed operational strategy for brand acquisitions and corporate growth for ISBG, an early-stage, publicly traded distilled spirits company.
 - Negotiated and managed the acquisition of a premium vodka brand.
 - Provided oversight of marketing, sales, supply chain management, and human resources.
 - Developed financial and budget models for fundraising and operations.
- Solution Streak/Big Tent Group, Louisville, KY** **2009 – 2015**
Principal Consultant / Founder
- Provided general, media, and management consulting to clients, legislators and startup companies.
 - Offered startup guidance, operational reorganization, strategic management, product development and branding, sales and marketing, media planning and production, and copywriting services.
 - Diverse industry experience: publishing, hospitality, agriculture, food and beverage, higher education, supplemental education, corporate events, candidate campaigns, non-profit, and logistics.
 - Planned and executed congressional primary and general election campaigns, including organizing and managing large volunteer organization and staff.
 - Staff and Political Director, Candidate for US Congress – 2010
 - Campaign Manager, Candidate for US Congress – 2014
 - Led real-time response efforts on social media and television for campaigns and issues advocacy.
 - Cultivated \$885K in donations from individual donors during the last congressional campaign.
- National Alliance for Public Charter Schools, Louisville, KY** **2011 – 2012**
Advocacy Director, Commonwealth of Kentucky
- Built a statewide grassroots network of over 1500 citizen activists
 - Researched and organized hearings in state legislature; lobbied legislators for support
 - Assisted in the crafting of legislation that was proposed in KY House of Representatives
- RJS Spirits, LLC, Louisville, KY** **2007 – 2009**
CEO / Cofounder
- Wrote fundraising and marketing plan for RJS, a distilled spirits company, and raised \$775k in private equity during launch.
 - Led management team from conception to market expansion; exceeded first-year sales goals by 74%.
 - Led product development, regulatory, production, sales, and marketing processes.
 - Hired, trained and managed subcontractors including a team of 40 sales representatives.
- Humana, Inc., Louisville, KY** **2004 – 2007**
Analyst, Provider Relations / Education
- Marketed Humana's Private Fee for Service Medicare plans to healthcare providers.
 - Managed data migration within in-house systems.
 - Drafted, edited and proofed internal communications

Service

- Board of Directors, **Venture Connectors of Louisville*** **2012 – Present**
*Board of Directors, **World Affairs Council of KY and So. IN*** **2013 – 2015**
*Five-Time Judge, **Cardinal Venture Challenge International Business Plan Competition***
*Three-Time Judge, **Idea State University Business Plan Competition***
*Two-time Coach and Mentor, **Purdue Entrepreneurship Academy***
*Economics Instructor, **Junior Achievement of Kentuckiana***
*Student Mentor, **Young Entrepreneurs Academy***
*Business Mentor, **Breakthrough Business Bootcamp***

VITA

Lynn Howard Boyd, Ph.D.

Office

College of Business, Room 355
University of Louisville
Louisville, KY 40292

(502) 852-4791
(502) 852-4875 Fax
lhboyd@louisville.edu

Education and Certifications

1999 University of Georgia, PhD in Operations Management, Minor: Strategic Management

1993 Certified Jonah, Avraham Goldratt Institute

1993 CPIM Certification, American Production and Inventory Control Society (APICS)

1992-1997 University of Georgia, Doctoral student majoring in Production and Operations Management-
GPA 4.0, Passed comprehensive exams with distinction.

1981 CPA, State of Michigan

1978 Passed CPA exam in first sitting

1978 MBA, University of Michigan, Ann Arbor, concentration in Accounting

1973 BS, University of Michigan, Ann Arbor, Zoology

Professional Experience

2014-present Chair, Department of Management, University of Louisville

2003- present Associate Professor, Department of Management, University of Louisville

1997-2002 Assistant Professor, Department of Management, University of Louisville

1993-1996 Instructor, Department of Management, University of Georgia

1978-1992 Positions through Senior Manager, Audit, Deloitte & Touche

1974-1976 Claims Examiner, Veterans Administration

Teaching

University of Louisville: Management 201 – Introduction to Statistics

Management 401 – Operations Management
Management 403 – Total Quality Management
Management 441 – Business Policy and Strategy
Management 458 – Managerial Decision Making
Management 477 – Theory of Constraints
Management 610 – Operations Management
MBA 614 – Operations Management
MBA 680 – Project Management
MBA 680 – Managerial Decision Making
IMBA 646 – Operations Management
IMBA 650 – Integrative Operations Strategy
University of Georgia: Management 320 – Operations Management
Management 527 – Total Quality Management

Professional Activities

2010-present Associate editor, Theory of Constraints International Certification Organization Dictionary
2007-2012 Member, APICS Master Planning of Resources Certification Exam Committee
2006 Session Chair, Decision Sciences Institute Annual Meeting
2005-present Reviewer, International Journal of Operations and Production Management
2002-2003 Consulting Editor, APICS E&R Foundation Lean Manufacturing Workshop Series
2001-2003 Judge, APICS Romey Everdell Best Paper Award
2002 Judge, APICS Educational and Research Foundation Plossl Doctoral Competition
1999-2015 Reviewer, International Journal of Production Research
2000 Reviewer, Operations Management Division, Decision Sciences Annual Meeting
1996 President, Athens, Georgia, chapter of APICS
1994-1995 Reviewer, Business Policy and Strategy Division, Academy of Management Annual Meeting.
1994 Session Chair, Business Policy and Strategy, Academy of Management Annual Meeting.

Publications

Refereed Journal Publications

- Manikas, A., Boyd, L., Pang, Q., and Guan, J. An Analysis of Research Methods in IJPR since Inception. **International Journal of Production Research**. Published online August 9, 2017.
- Guan, J., Manikas, A., and Boyd, L. The International Journal of Production Research at 55: A Content-Driven Review and Analysis. **International Journal of Production Research**. Published online March 2, 2017.
- Manikas, A.S., Gupta, M.C., and Boyd, L.H., (2014) Experiential exercises with four production planning and control systems, **International Journal of Production Research**, 53(14).
- Gupta, M.C., Boyd, L.H., and Kuzmits, F., (2011) The Evaporating Cloud: A Tool for Resolving Workplace Conflict, **International Journal of Conflict Management**, 22(4).
- Gupta, M.C. and Boyd, L.H., (2011) An Excel-based Dice Game: An Integrative Learning Activity in Operations Management, **International Journal of Operations and Production Management**, 31(6).
- Adams, A.J. and Boyd, L.H., (2010) A Cautionary Note on, and Extensions of "Winning Hearts and Minds," **Decision Sciences Journal of Innovative Education**, 8(2).
- Gupta, M.C. and Boyd, L.H., (2008) Theory of Constraints: A Theory for Operations Management. **International Journal of Operations and Production Management**, 28(9/10).
- Baxendale, S., Boyd, L.H. and Gupta, M.C., (2006) The Absorption Costing/Inventory Management Conundrum: A Theory of Constraints Approach. **Cost Management**, 20(6).
- Boyd, L.H. and Gupta, M.C., (2004) Constraints management: What is the theory? **International Journal of Operations and Production Management**, 24(4).
- Gupta, M.C., Boyd, L.H., and Sussman, L., (2004) To better maps: A TOC primer for strategic planning. **Business Horizons**, 47(2), 15-26.
- Boyd, L.H., and Cox, J.F., III, (2002) Optimal decision making using cost accounting information. **International Journal of Production Research**, 40(8), 1879-1898.
- Boyd, L.H., Gupta, M.C., and Sussman, L., (2001) A new approach to strategy formulation. **Journal of Education for Business**, 76(6), 338-344.
- Gattiker, T.F., and Boyd, L.H. (1999) A cause and effect approach to analyzing continuous improvement at an electronics manufacturing facility. **Production and Inventory Management Journal**, 40(2): 26-31.
- Cox, J.F., III, Draman, R.H., Boyd, L.H., and Spencer, M.S. (1998) A cause and effect approach to analyzing performance measures: Part 2: Internal plant operations. **Production and Inventory Management Journal**, 39(4): 25-33.
- Cox, J.F., III, Howe, W.G., and Boyd, L.H. (1997) Transfer pricing effects on locally measured organizations. **Industrial Management**, 39(2): 20-29.

Boyd, L.H. (1997) The use of cost information in management decision making. **Journal of Cost Management**, 11(3): 42-47.

Boyd, L.H., and Cox, J.F., III, (1997) A cause and effect approach to analyzing performance measures. **Production and Inventory Management Journal**, 38(3): 25-32.

Refereed Conference Proceedings

Boyd, L. H. & Wright, B., (2006) Teaching an Approach to Solving Unstructured Decision Problems. *2006 Proceedings of the Decision Sciences Institute Annual Meeting*, November.

Gupta, M. C. and Boyd, L. H., (2006) Constraints Management: A Theory in Operations Management. *2006 Proceedings of the Decision Sciences Institute Annual Meeting*, November.

Boyd, L. H. & Cox, J. F., III, (2001) Planning Production and Producing the Plan: Effects of Cost and Production System Choice on the Make-Buy Decision. *2001 Proceedings of the Decision Sciences Institute Annual Meeting*, November, 127-129.

Gupta, M. C., Boyd, L. H., & Sussman, L., (2001) A Theory of Constraints Primer for Strategy Practitioners. *2001 Proceedings of the Decision Sciences Institute Annual Meeting*, November, 388-391.

Gupta, M. C. and Boyd, L. H., (2000) Constraints Theory: A Theory in Operations Management. *2000 Proceedings of the Decision Sciences Institute Annual Meeting*, November, 978-980.

Book Chapters

TOC in Complex Organizations, with Dr. James R. Holt, in *The Constraints Management Handbook*, Second Edition, Cox, J. F., III, and Schleier, J., editors, McGraw-Hill; New York, 2010.

Other Publications

Cox, J., Boyd, L., Sullivan, T., Reid, R. & Cartier, B., (2012) *The Theory of Constraints International Certification Organization Dictionary*, Second Edition, McGraw-Hill; New York.

Work in Progress

Research in Progress

The Theory Development Tree: A structured approach to developing theory, with K. Watson and A. Patti. This paper is planned for submission to the *Academy of Management Review*.

Why Continuous Process Improvement Programs Fail, with K. Watson and A. Patti. This paper is planned for submission to the *Journal of Operations Management*.

Improving the Manufacturing Environment: A Comparison of Production Control Strategies, with M.C. Gupta. This paper is planned for submission to the *International Journal of Production Research* or the *International Journal of Operations and Production Management*.

Presentations

- 2011 The Current Reality Tree as a Theory Development Method. Production and Operations Management Society Annual Meeting.
- 2011 Why CPI Programs Fail: An Example of a Theory Development Approach. Decision Sciences Institute Annual Meeting (with Kevin Watson).
- 2007 Using Cause and Effect Diagrams to Foster Critical Thinking. Celebration of Teaching & Learning, University of Louisville, Delphi Center.
- 2006 Theory of Constraints: An Integrating Theory in Operations Management. Decision Sciences Institute Annual Meeting, (with M.C. Gupta).
- 2006 Teaching an Approach to Solving Unstructured Decision Problems, Decision Sciences Institute Annual Meeting.
- 2005 The Theory of Constraints in Project Management. Center for Quality of Management, Louisville Chapter.
- 2004 The Application of the Theory of Constraints Tools to Bed Availability in an Academic Medical Center. 16th Annual Society for Health Systems Conference, IIE Society for Health Systems.
- 2001 A Cause and Effect Approach to Analyzing Performance Measures: Plant to Division Level. APICS Education and Research Foundation Summer Workshop.
- 2000 Optimal decision making using cost accounting information. APICS Education and Research Foundation Summer Workshop.
- 1999 Professional Development Seminar: A 90-minute overview of the theory of constraints presented to management department faculty.
- 1998 Presentation on expectations for incoming freshmen to the University of Louisville CBPA
- 1995 The Transfer Pricing Problem: Should Strategists Be Concerned? Topic table presentation at Decision Sciences Annual Meeting.
- 1996 Inventory management, presented for Athens, Georgia, chapter of APICS
- 1991 Governmental auditing standards, presented for Michigan Association of Counties
- 1987 Protecting assets, presented for Michigan Association of CPAs

Professional Development

Master Teacher Program, Georgia State University, May 9-13, 2006.

Academy of Management Theory Development Workshop, Academy of Management Annual Meeting, August 6, 2000.

Content Enhancement Strategy Training, University of Louisville School of Education, May 19, 2000.

Content Enhancement Strategy Training, University of Louisville School of Education, May 13-14, 1999

Midwest Leadership Teaching Conference, Purdue University, March 27, 1999.

Service

2014-2016 University of Louisville QEP Development Task Group

2013 University of Louisville COB Personnel Committee

2007-2014 University of Louisville Ideas to Action Task Group

2003-present University of Louisville COB Undergraduate Studies Committee

2003-2007 University of Louisville General Education Curriculum Committee

2001-2002 University of Louisville Department of Management Undergraduate Management Major Team

2001-2002 University of Louisville CBPA Student Development Committee

2000-2002 University of Louisville Faculty Senate

2000-2001 University of Louisville Logistics and Distribution Institute, Assistant Research Director, UPS Quick Response Center,

2000-2001 University of Louisville CBPA International Committee and Faculty Advisor to International Business Club

1997-2001 University of Louisville CBPA Technology Committee

1999 University of Louisville CBPA Search committee for Cobb Family Professor of Entrepreneurship

Consulting

2004 Shippers Supply Company, Louisville, Kentucky

1996 State of Michigan Office of Financial Management

1994 State of Michigan Project MAIN

Honors, Awards and Honorary Associations

University-Wide Scholarship, University of Georgia, 1993-1996.

Comer Fellowship, University of Georgia, 1993-1996.

Terry College of Business Research Award, University of Georgia, 1994 and 1995

University of Georgia Representative to the DSI Doctoral Student Consortium, 1995.

Passed Comprehensive Examinations with Distinction, University of Georgia, 1996

JACOB BURGENDORF

Last updated: August 2018

CONTACT INFORMATION

Department of Economics
College of Business
University of Louisville
Louisville, KY 40292

Email: jacob.burgdorf@louisville.edu
Office: (502) 852-7742
Web: <https://sites.google.com/site/jeburgdorf/>

POSITIONS HELD

Visiting Assistant Professor of Economics (Aug 2016-Present)
Department of Economics, University of Louisville

EDUCATION

Ph.D. in Economics May 2016
Clemson University
Dissertation Topic: "Essays on Mandated Vertical Restraints"
Committee: Matthew Lewis (Chair), F. Andrew Hanssen, Daniel Miller, Charles Thomas

M.A. in Economics December 2011
Clemson University

B.S. in Economics May 2010
Magna Cum Laude
North Carolina State University, Raleigh, NC
Minor in Statistics

FIELDS OF INTEREST

Industrial Organization (Primary field), Regulation and Antitrust Policy, Applied Microeconomics

WORKING PAPERS

Trouble Brewing? Impact of Mandated Vertical Restraints on Craft Brewery Entry

This paper empirically estimates how U.S. craft brewers' entry and production decisions responded to beer franchise laws and prohibitions on vertical integration between brewing and wholesaling activities. I find these regulations significantly decreased entry and production growth, consistent with encouraging opportunism from wholesalers and inhibiting the growth of smaller firms in the industry.

Impact of Mandated Exclusive Territories in the US Brewing Industry: Evidence from scanner level data

This paper examines the effect on prices, quantities, and number of brands of beer the enactment of mandated exclusive territories had. Using scanner data from a large number of chain grocery stores, I find that craft beer prices increased, brands and quantities decreased. The findings are consistent with the laws causing an increase in costs of distribution and reducing competition.

The Strategic Impacts of Voluntary vs. Mandated Vertical Restraints

It has been shown that manufacturers can employ exclusive contracts and vertical restraints to prevent entry in markets where upstream entrants require downstream accommodation. I show that if downstream product investment is important and encouraged by the restraint, this behavior is not credible. Additionally, publicly mandated vertical restraints could prevent this anti-competitive behavior, but if mandates reduce downstream product investment, mandates could have the opposite effect and decrease entry.

WORKS IN PROGRESS

Exclusive Territories and Efficiency: Evidence from the brewing industry (preliminary draft available upon request)

Product Quality Perceptions and Entrepreneurial Failure (with Jose Fernandez and Stephan Gohmann)

How Do Ridesharing Services Affect Alcohol Consumption and Driving Under the Influence? (with Keith Teltser)

OTHER PUBLICATIONS

Trouble Brewing? Brewer and Wholesaler Laws Restrict Craft Breweries, Mercatus on Policy, September 2016

REFEREE SERVICE

Economic Inquiry
Journal of Applied Economics and Policy

TEACHING EXPERIENCE

University of Louisville

Econometrics I
Business Statistics
Introductory Microeconomics
Industrial Organization
Game Theory (Spring 2019)

Clemson University

Managerial Economics
Intermediate Microeconomics
Introductory Microeconomics

Clemson University, Teaching Assistant

Advanced Econometrics (Masters Level), Dr. Babur De Los Santos
Price Theory (PhD Level), Dr. Dan Wood
Applied Mathematical Economics (PhD Level), Dr. Scott Templeton
Advanced Economics and Applications (PhD Level), Dr. Kevin Tsui
Introductory Macroeconomics, Dr. Scott Baier
Introductory Microeconomics, Dr. F. Andrew Hanssen
Introductory Microeconomics, Dr. Charles Thomas

Clemson University, Other

Economic Theory Comprehensive Exam Review (PhD Level)

INVITED PRESENTATIONS

AAEA Annual Meeting, August 2018
Western Kentucky University, December 2017
Federal Communications Commission, February 2016
Institute for Policy Integrity, January 2016
Analysis Group, January 2016
Wofford College, November 2015

CONFERENCE PRESENTATIONS

AAEA Annual Meeting, August 2018
International Industrial Organization Conference, April 2018
Association of Private Enterprise Education Meeting, April 2018
Public Choice Society, March 2018
Southern Economics Association, November 2017
Kentucky Economics Association, October 2017
Beeronomics, July 2017
Association of Private Enterprise Education Meeting, April 2017
Public Choice Society, March 2017
Southern Economics Association, November 2016
Southern Economics Association, *Graduate Student Invited Session*, November 2015
Beeronomics, September 2015
South Carolina Applied Micro Day (SCAM'D), May 2015

Carolyn M. Callahan
Vita, September 29, 2012
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Curriculum Vita
CAROLYN M. CALLAHAN
University of Memphis
KPMG Distinguished Professor of Accounting
Director of the School of Accountancy

901 895-7177 Mobile Phone

EDUCATION

Ph.D., 1985, College of Business Administration
Major Areas of Concentration: Accounting and Finance
Minors: Microeconomic Theory, Information Economics, Theoretical Statistics
Michigan State University
East Lansing, Michigan 48823

Dissertation: The Theoretical and Empirical Determinants of Systematic Risk
Ernst and Whinney Dissertation Grant, 1983
Academic Excellence Doctoral Studies Award, 1984

Masters of Accountancy, 1978
Bowling Green State University (Ohio)
Inducted into Academic Honorary Society: Beta Alpha Psi (Accounting)

B.A. Accounting 1977, highest honors
Ohio Northern University

ACADEMIC EXPERIENCE

Director of the School of Accountancy and PhD Coordinator (January 2009-present)
University of Memphis, KPMG Distinguished Professor of Accounting,
University of Arkansas, *Doris M. Cook Endowed Chair and Accounting Professor* (2001-2008)
University of Arkansas, *Associate Vice-Provost for Academic Affairs (Graduate School)*
and chaired faculty appointment-Walton College of Business, Accounting (2006-07)
University of Rhode Island, *American Council of Education (ACE) Fellowship* 2005-06
University of Arkansas, *Director of Accounting Doctoral Program* (2001-2004)
The University of Notre Dame, *Associate Professor* (1991-2000) *and KPMG Research Fellow*
The University of Massachusetts -Amherst, *Associate Professor and KPMG Research Fellow* (1991)
Smith College, Executive Management Program Faculty (Summer 1990-1997)
The University of Massachusetts -Amherst, *Assistant Professor* (1985-1990)
Michigan State University, *Instructor* (1981-84)
Michigan State University, *Teaching Assistant* (1980)
Bowling Green State University, *Instructor and Coordinator of Introductory Accounting* (1978-79)

Carolyn M. Callahan
Vita, September 29, 2012
, page 2

CORPORATE EXPERIENCE

Pratt & Whitney, Jet Engine Division (Ex-Cell-O), Corporate Accounting

ACADEMIC NOTATIONS

Distinguished Professor Status with tenure, University of Memphis, January 2009
Endowed Chair Status, University of Arkansas, January 2001
Tenured, University of Notre Dame, May 1994
Tenured, University of Massachusetts- Amherst, January 1991

Competitive National Research Grants and Awards:

KPMG Research Faculty Fellowship, 1994-2000
AICPA Research Award, 1998
KPMG Research Faculty Fellowship, 1990
KPMG Research Fellow, 1988

Teaching Awards (University-wide):

Honors College Undergraduate Research Grant (Mentor), 2007
Lilly Faculty Teaching Fellow, 1986-87, University of Massachusetts-Amherst
Excellence in Teaching Citation, 1981, Michigan State University

Other National Honors and Awards:

Financial Accounting Standards Advisory Council to the FASB, 2008
American Council of Education (ACE) Fellowship 2005-06
American Accounting Association Vice President 2003-2005
Massachusetts Board of Higher Education Visiting Review
Team Member for Doctoral Programs, Bentley College 2005
American Association of Higher Education Harold Delaney Exemplary Educational
Leadership Award, 2003
University of Arkansas, Provost Faculty Recognition 2003 (1 of 10 on campus)
American Accounting Association, Council 1995-97
American Accounting Association New Faculty Consortium Chairperson, 1999
National Accounting PhD Project Academic Founder-Doctoral Students Association
Annual Conference organizer and Chair sponsored by KPMG LLP (1994-1999)

Editorial Boards:

Journal of International Business Research
Journal of International Accounting Research (2007-present)
International JIFMA-IAAER Editorial Board, 2004-present
University of Notre Dame Press, 1995-2000
Quarterly Journal of Business and Economics, 1999-2002
The Accounting Review (1999-2002)
The Accounting Horizons (1998-2002)

Ad Hoc Reviewer:

Journal of Business, Finance and Accounting (2005-present)
European Journal of Finance (2004-present)
The Accounting Review (2003-present)
Accounting Horizons (2003-present)

Carolyn M. Callahan
Vita, September 29, 2012
, page 3
Contemporary Accounting Research (2001-present)
Financial Review (1988-present)
Journal of Financial Research (1992-present)
Journal of Economics and Business (1992-present)

TEACHING INTERESTS

Financial and Managerial Accounting,
Information Economics Doctoral Seminar
Capital Markets Research Doctoral Seminars

RESEARCH INTERESTS

Analytical and Empirical Capital Market Investigations of Accounting-Based Decisions

RESEARCH ACTIVITIES

Publications:

An Examination of the Cost of Capital Implications of Financial Interpretation 46. *The Accounting Review*, Vol. 87 Issue 4, July 2012 with Smith, Rod E. and Spencer, Angela Wheeler

The Cost of Debt and Capital Expenditures in the Defense Industry: The Economic Impact of Implied Facilities Cost of Money Subsidies, *Journal of Accounting and Public Policy*, 2012, 301-319 with Valaria P. Venzryk, and Maureen G. Butler.

The Valuation and Disclosure Implications of FIN 46 for Synthetic Leases: Off-Balance Sheet Financing of Real Property” with Angela Spencer, accepted *Journal of Accounting and Public Policy*, forthcoming 2012.

Management Control Systems in the Electric Utility Industry: Performance Effects and Overinvestment, *Oil Gas & Energy Quarterly* May 2011 with T Waymire.

“A Theoretical and Empirical Investigation of the Impact of Labor Flexibility on Risk and the Cost of Equity Capital,” *Journal of Applied Business Research (JABR)* Vol. 26 No. 5 pp.45-82 . October 2010 with Stuebs, M.

“Human Resource Outsourcing: Long Term Operating Performance Effects from the Provider’s Perspective,” *Journal of Applied Business Research (JABR)*, Vol. 26 No. 5 pp.77-86. October 2010 with Butler, M.

“Hospital Cost Analysis, Technical Efficiency and the Bias Associated with Organizational Decision Heuristics.” *Advances in Management Accounting (AIMA)* 2010, with Tammy Waymire, and Tim West.

“Response to the Securities and Exchange Commission SEC’s Proposed Rule—Roadmap for the Potential Use of Financial Statements Prepared in Accordance with International Financial Reporting Standards(IFRS) by U.S. Issuers,” *Accounting Horizons*, 24(1), March 2010, 117–128. With Brandshaw, M., Ciesielski, J., Gordon, E. A., Hodder, L., Hopkins, P. E., Kohlbeck, M. , Laus, R., McVay, S., Stober, T., Stoeckn, P., and Lombardi Yohn, T

The Effects of Inter-Firm Cost Correlation, IT Investment and Product Cost Accuracy On Production Decisions And Firm Profitability with E. Ann Gabriel, Ohio University and Rod E. Smith, California State University at Long Beach, *Journal of Information Systems* 2008.

“An Integrated Theoretical Framework: A Theoretical Review and Classification of Experimental Markets Accounting Research” with E. Ann Gabriel, Ohio University and Barbara J. Sainty, Canada,

Carolyn M. Callahan
Vita, September 29, 2012
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Journal of Accounting Literature, December 2006.

“How Transparent are Annual Report MD&A Disclosures (with Rodney Smith). *Bank Accounting and Finance*, February 2005.

“Earnings Predictability, Information Asymmetry, and Market Liquidity” with J. Affleck-Graves and N. Chipalkatti. *Journal of Accounting Research* 40 (June 2002), p.561-583.

“Tax and Regulatory Motivations for Issuing Preferred Stock” (with B. Terando and W. Shaw) *Journal of Accounting Research* 39, 3 (December 2001), p. 463-480.

"Detecting Abnormal Bid-Ask Spreads: A Comparison of Event Study Methods" with John Affleck-Graves, and Ram Ramanan. *Review of Quantitative Finance and Accounting*, January 2000, Vol 14, p. 45-65.

“The Differential Impact of Accurate Product Cost Information In Imperfectly Competitive Markets: A Theoretical and Empirical Investigation” with E. Ann Gabriel. *Contemporary Accounting Research*, winter, 1998 v.15-4. pp. 419-455.

Accounting Disclosures and Information Asymmetry: Research Opportunities Associated with Bid-Ask Spreads (with Charles F. Lee, Cornell University and Teri L. Yohn, Georgetown) *Accounting Horizons*, December 1997, Vol 11, No. 4

"Systematic Risk and Finance-Related Subsidiaries: A Further Test," (with Rosanne Mohr) *Accounting Enquiries: A Research Journal*, February 1995, Vol. 4, No. 2.

"The Systematic Risk of Unconsolidated Finance Subsidiaries." (with Rosanne Mohr) *Financial Management* Vol 19, winter 1990, pp. 11-12.

"The Determinants of Systematic Risk: A Synthesis of the Theoretical Research.(with Rosanne Mohr) *Financial Review*, Vol. 24, No. 2, May 1989, pp. 157-181.

"The Effect of Earnings Yields upon the Association Between Unexpected Earnings and Security Returns: A Re-examination." (with P. Elgers and E. Strock, Boston College) *The Accounting Review*, Vol. LXII, No. 4, October 1987, pp. 763-773.

Invited chapters in book

Trailblazing: A Mission Enhanced By Faith and Commitment, ed. M. L. Poorman, C.S.C., 27-42.
Notre Dame, IN.: University of Notre Dame Press, 1996.

Completed manuscripts (5) under journal review/in editorial revision request process:

Performance Effects of Management Control Systems Disclosures: An Internal and External Market-Based Control Approach, September 2010 Editorial revise received May 2011 with Tammy Waymire. *The Accounting Review*, revision in progress.

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“The Valuation and Disclosure Implications of FIN 46 for Synthetic Leases: Off-Balance Sheet Financing of Real Property” with Angela Spencer, Oklahoma State University, accepted for presentation at International Association for Accounting Education and Research Conference in Mexico City, September 2007, Editorial revise and resubmit request, resubmitted December 2009. *The Accounting Review*, second revision request received October 2010, resubmitted May 2011.

The Valuation and Disclosure Implications of FIN 46 for Synthetic Leases: Off-Balance Sheet Financing “Editorial revise received May 2011 with for publication consideration in the *Journal of Accounting and Public Policy*, revision in progress.

“Product Cost Systems: The Theoretical Effects of Benchmarking Information on Required Product Cost Accuracy and Firm Profitability”, with E. Ann Gabriel. Editorial revise and resubmit received from *Contemporary Accounting Research* in progress.

“Do Major Customer Relationships Enhance the Performance of Strategic Alliances in High-Tech Industries?” with Angela Spencer, Oklahoma State University and Rod Smith, Associate Professor, University of California, Long Beach, *The Journal of Applied Business Research* submission January 2010.

Five (5) Completed Paper accepted for presentation at the 2009 American Accounting Association Meetings (New York)

An Examination of the Cost of Capital Implications of FASB Interpretation (FIN)46

Does External Benchmarking Mitigate the Need for Internal Investments in Product Cost Accuracy?

Over-Investment in Management Control Systems: The Effect of Regulation and Free Cash Flow in the Electric Utility Industry

Fundamental Analysis of Firm Performance Following Strategic Alliance Announcements

The Cost of Debt in the Defense Industry: The Economic Impact of the Facilities Cost of money Subsidies

Four (4) Completed working papers accepted for presentations at 2008 Management Accounting Section (MAS) Midyear, January 2008.

“Human Resource Outsourcing: Market Performance of Service Providers” with M. Butler, University of South Florida.

“Uncertainty of Future Performance: The Impact of Labor Investment and Labor Flexibility” with Martin Stuebs, Baylor University.

“An Examination of the Impact of Budgetary Control on Bond Ratings: Evidence from the Public Sector” with T. Waymire (second year doctoral student).

“The Impact of Research Alliances on the Performance Risk of Biotechnology Firms” with E. A. Gabriel, Ohio University and R. Smith, University of California-Long Beach.

SELECTED PRESENTATIONS

“The Valuation and Disclosure Implications of FIN 46 for Synthetic Leases: Off-Balance Sheet Financing of Real Property” with Angela Spencer, Oklahoma State University, presented at University of Kentucky, February 2007, revised and presented at International Association for Accounting Education and Research Conference in Mexico City, September 2007, Target, *The Accounting Review*.

“Human Resource Outsourcing: Market and Operating Performance” with M. Butler, presented at the American Accounting Association 2007.

“Firm Partnerships and Alliances: The Impact of Operating Risk Assessment On Financial and Market Performance” with Rod Smith, University of California revised summer 2005 based on comments from presentation at the 2005 MAS midyear conference, and presented at Canadian Accounting Research (CAR) conference in June 2006 and American Accounting Association 2007.

An Examination of the Effects of Budgetary Control on Operational and Market Performance: Evidence from School Districts with T. Waymire (doctoral student) presented at the American Accounting Association 2007 (second draft).

Invited Speaker PhD Project Panel Discussion on Administration in Higher Education (2009):

Invited Speaker PhD Project: The Finance Doctoral Student Association/KPMG Conference 10th year anniversary, Founding Academic Member, Big Sky, Montana, June 25, 2007.

“Product Cost Systems: The Effects of IT Investment and Benchmarking Information on Required Product Cost Accuracy and Firm Profitability”, presented at the AAA annual meetings, Washington D.C. August, 2006.

“The Impact of Labor Flexibility and Labor Leverage on Equity Risk and the Cost of Capital” presented at the 2005 Management Accounting Research and Case Conference in Scottsdale, Arizona with Marty Stuebs (doctoral student).

“Firm Partnerships and Alliances: The Impact of Operating Risk Assessment On Financial and Market Performance” presented at the 2005 Management Accounting Research and Case Conference in Scottsdale, Arizona midyear conference.

Invited Research Discussant AAA Annual Meetings, New York August 2009, CEO Compensation and Quality and two paper: International evidence on corporate transparency

Invited Research Discussant AAA Annual Meetings, Chicago, Illinois, August 2007, (1) *Does Harmonization of Accounting Standards Lead to the Harmonization of Accounting Practices? A Study from China* and (2) *Internal Reports and Forecast Accuracy*

Invited ACE Fellow Participant: *Leading the Academy: Internal and External Challenges* 2007 Council of Fellows Weekend, L'Enfant Plaza Hotel, Washington, DC, June 2–3, 2007.

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Invited Research Discussant AAA Annual Meetings, Washington D.C. August 2006, *Transfer Pricing and Supply Chain Models*.

Invited Speaker: Negotiating the Academic Environment: Effective Strategies for Achieving the rank of Full Professor and Professional Development at the Senior Ranks In Academe,” American Association of Higher Education Leadership Conference, Savannah, GA., July, 2006.

Invited Research Discussant, *Journal of International Financial Management and Accounting* associated with the Research Conference for Accounting Educators. Contemporary International Accounting Issues, Bordeaux France October 2005.

Invited Research Discussant AAA Annual Meetings, San Francisco August 2005 *The Impact of Firm Characteristics on Management Accounting Practices – An Empirical Analysis*.

Invited Roundtable Speaker: International Conference Durban South Africa, (International Accounting Education Standards). Chaired by Michael Walsh (England) Vice President of the International Accounting Standards Board. July 2004.

“The Impact of Mandated Accounting Disclosure under Global Competition: Implications for Standard Setters” with E. Ann Gabriel, and Bjorn Jorgensen, Harvard, American Accounting Association/Taiwan Accounting Association, First Globalization Conference, Taipei, Taiwan, July 1999.

SERVICE ACTIVITIES

Departmental Contributions

University of Arkansas 2001-present (Chaired Eight Doctoral Committees):

Doctoral Dissertation Committee Chair (Meshari Alharshani) 2003, three years to completion.

Doctoral Dissertation Committee Chair (Marty Stuebs) 2005, four years, placement at Baylor

Doctoral Dissertation Committee Chair (Ali Serhan) 2005, four years in Saudi Arabia

Doctoral Dissertation Committee Chair (Angela Spencer), four years August 2006 at Oklahoma State University.

Doctoral Dissertation Committee Chair (Maureen Butler), three years, April 2006, at University of South Florida.

Doctoral Dissertation Committee Chair (Dennis Lopez) four years, May 2007, at University of Texas-San Antonio.

Doctoral Dissertation Committee Chair, (Tammy Waymire), completed years, Northern Illinois University

Doctoral Dissertation Committee Chair, (Thomas Zach Webb, completed September 2009. Mississippi State

Faculty Advisor: Undergraduate Honors Thesis:

Chanta L. Givens, 2008

Rebecca D. Nevin, 2007

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Committee Assignments

Chair, Research Peer Review Group (2007-present)
Chair, Third Year Faculty Review Committee (2007-present)
Chair, Departmental Committee on Appointment, Promotion, and Tenure (2007-present)
McQueen Endowed Chair Search 2007-08
Department Chair Search Committee Member 2006-07
Doctoral Comprehensive Exams Committee Chair (2001-2004)
Doctoral Program Committee Member (2004-present)
Departmental Committee on Appointment, Promotion, and Tenure (2001-2003)
Departmental Faculty Search Committee
Research Peer Review Group (2001-2003)
Research Workshop Organizer (2001-2005)
Curricular Review Team-Financial Accounting
Faculty Search Committee
Faculty Mentor: Rod Smith
Third Year Faculty Review Committee (2003-2004)

University of Notre Dame 1991-2001:

KPMG Chair Search Committee
Department Chair Search Committee
Committee on Appointments and Promotions 1994-95
Procter & Gamble Faculty Representative
Honesty Committee Chair, 1993-1994, Member, 1992-1993
Research Seminar Series Committee Member 1991-99
Faculty Mentor - E. Ann Gabriel
Faculty Mentor - Paquita Davis-Friday

University of Massachusetts 1984-1991:

Doctoral Dissertation Committee Chair (Niranjan Chipalkatti), 1992
Doctoral Core and Comprehensive Exam Committee Member, 1984-1989
Faculty Recruitment Committee, 1985-1989
Accounting Chair Search Committee, 1986-1989
Undergraduate Curriculum Committee, 1984-1989
Doctoral Dissertation Committee Member (Elizabeth Strock), 1987.
Doctoral Dissertation Committee Member (Davashi Mitra), 1988.
Undergraduate Program Policy Committee, 1984-1985
Accounting Department Personnel Committee, 1987-1989

University and College Contributions:

University of Arkansas (2001-present)

Chancellor's 210 Commission- Strategic (2004-present)
Chancellor's University Committee: Doctoral Funded Fellowships (2001-present)
5th Year General Endowed Chair Review Committee (GRC), Committee Chair; for Gary D. Ferrier,
Lewis E. Epley, Jr. Professor of Economics.
University Appointment, Promotion and Tenure Committee (2003-2004)
Graduate Council Faculty Representative (2002-2006)
Search Committee Walton College Dean (Spring 2005)

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Search committee Associate Vice Chancellor for Institutional Diversity and Education (2004)

Search Committee-Departmental Chair

University of Notre Dame 1991-2001:

Faculty Mentor and University Recruiter-Football, Basketball

National Alumni Club Speaker (1991-2001)

Provost Search Committee, 1995

Provost Faculty Advisory Committee

University Curriculum Committee (Colloquy) 1995

Faculty Senate (*ex officio*), 1993-1995

Academic Matters Council Executive Committee, 1993-1994

Freshman Orientation Faculty Leader, 1991-1992

Cultural Diversity Committee 1992-2001

Minority Faculty Retention Sub-Committee Chair

Status of Female Faculty and Students, 1990-1994

PMEGS and CANDAX-McNair Programs Faculty Representative

Faculty Mentor for Kimberly Waits (University of Illinois), Katina Henry

(Xavier University) and Patricia Villereal (University of Notre Dame), Summer 1992-94.

University of Massachusetts 1984-1990:

Bridge to Business Steering Committee-Holyoke Community College Linkage, 1989-1990

Minority Task Force, 1988-91

Summer Research Grant Committee, 1986-1990

Search Committee for the Minority Management Program Director

National American Accounting Association (AAA)

Executive Council Member, Financial Accounting and Reporting Section (2007-present)

Research Advisory Committee (2005-present)

Director of Doctoral Student Consortium, International Reporting Section (2007-08)

2007 Steve Berlin/CITGO Award Committee

2007 Seminal Contributions (Research) to Accounting Literature Award Committee

Vice President and Executive Council 2003-2005

Wildman Award Committee Member (2004-2005)

Financial Accounting Standards Advisory Committee (2004-05)

Financial Accounting and Reporting Section Best Dissertation Committee (2004-2005)

Program Committee Member, AAA Annual Meeting 2001

Global Initiation Conference Task Force (Taipei Taiwan) 1999

Program Chair, Second Annual Globalization Conference, Cambridge, England, July 2000

Nominations Committee, 1998

Chair New Faculty Consortium, 1998

Member New Faculty Consortium, 1995-97

New Faculty Consortium Group Leader on Capital Markets Research,

New Faculty Consortium Panel Participant

Council Member at large 1994-96

Competitive Manuscript Award Committee 1996

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Other Professional Contributions:

FASB Faculty Fellow, 1997
AICPA Summer Faculty Seminar 1993-1997
Lilly Endowment Conference on "The Improvement of Undergraduate Education," December 1986,
Atlanta, GA.

OTHER ACADEMIC HONORS AND AWARDS

1995 Beta Alpha Psi Outstanding Alumni Award, Bowling Green State University
1988 School of Mgmt. Competitive Research Grant, University of Massachusetts

Graduate:

1985 Beta Gamma Sigma Honorary Society, Michigan State University
1984 Academic Excellence Award, Doctoral Studies, Michigan State University
1981 MSU Woman Achiever, Michigan State University
1980 NABA Scholarship, National Association of Black Accountants
1978 Beta Alpha Psi Accounting Academic Award, Bowling Green State University

Undergraduate:

1977 Delta Mu Delta Honorary Society, Ohio Northern University (ONU)
1977 Phi Kappa Phi Honorary Society, Ohio Northern University
1976 ONU Top Junior Student Academic Excellence Award

INVITED PRESENTATIONS

Louisiana State University, September 2011
Michigan Tech University, September, 2011
University of Kentucky, 2007
Old Dominion University, 2006
Oklahoma State University 2006
University of California-Irvine 2004
University of Oklahoma, 2003
Case Western Reserve University, 1996, 2000
University of Wisconsin, 2000
Ohio State University, 1989, 1994 and 1995, 2000
Michigan State University, 1985, 1988, 1989, 1993, 1995, 2000
University of Arkansas, Fayetteville, 1999, 2000
Emory University, Atlanta, GA.1996
Washington University at St. Louis, 1996
Texas A & M, College Station, TX 1996, 1999
University of Michigan, Ann Arbor, MI., 1995, 1996
University of Georgia, Athens, GA., 1994
Oklahoma State University, 1984, 1994, 2004, 2005
Boston College, 1989
Boston University, 1987

PROFESSIONAL MEMBERSHIPS

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American Accounting Association
Financial Management Association
Eastern Finance Association
Financial Executive Institute

Charles Louis Sharp

129 Gardiner Lake Road
Louisville, KY 40205

Telephone: (502) 458-1299 (home)
(502) 852-7565 (office)

Education

Ph.D., December 1996, University of Wisconsin-Madison, Madison, WI.
Concentration: Marketing

Dissertation Title: "African-American Ethnicity: Its Antecedents and
Consumer Behavior Outcome Dimensions"

M.B.A., May, 1975, Washington University, St. Louis, MO.
Concentration: Marketing Management

B.S., May, 1973, Millikin University, Decatur, IL.
Major: Marketing Management

Teaching

Spring 1997 to
Present

University of Louisville- Louisville, KY

Assistant Professor - College of Business

My responsibilities include traditional classroom instruction of both undergraduate and graduate students, scholarly writing, and research. I have taught previously in the International MBA Program (i.e. El Salvador and Singapore, 1999 -2001). I am currently teaching in the Integrated MBA Program.

Courses Taught: Undergraduate

Principles of Marketing

Business Strategy and Policy

Integrative Marketing Strategy

Consumer Behavior

Graduate

Marketing Foundations

Strategic Management

Marketing Management

Fall 1991 to
Fall 1996

University of Wisconsin-Madison

Teaching Assistant - School of Business.

Course Taught: Marketing Management

Lecturer - School of Business

Course Taught: Marketing Communication/Advertising

Fall 1992

Upper Iowa University-Madison

Adjunct Professor - Department of Business Administration.

Courses Taught: Principles of Advertising

Small Business Management

Spring 1990 to Summer 1990	<u>University of Louisville - Louisville, KY</u> Instructor - School of Business Responsibilities included classroom instruction of traditional undergraduate students. Additionally, I taught in the Executive BSBA Program that is targeting to successful business professionals seeking the baccalaureate degree. Course Taught: Principles of Management
Fall 1989 to Fall 1990	<u>Winston-Salem State University, Winston-Salem, NC</u> Instructor - Division of Business & Economics Responsible for classroom instruction of traditional undergraduate students. Instructional area was in the department of marketing. Additional responsibilities included the development of a GMAT Preparation Module, and served as advisor to the University Chapter of the American Marketing Association. Courses Taught: Principles of Marketing Consumer Behavior Principles of Retailing Principles of Advertising Business Communications
Fall 1982 to Spring 1989	<u>Winston-Salem State University, Winston-Salem, NC</u> Part-Time Instructor - Division of Business & Economics Courses Taught: Principles of Marketing Principles of Advertising Marketing Research Consumer Behavior Business Communications
Fall 1974 to Spring 1975	<u>Southern Illinois University, Edwardsville, IL</u> Part-Time Instructor - College of Business Course Taught: Principles of Marketing

Scholarship & Research

Publications

Sharp, Charles L., 1993, "Uptown Cigarettes: A Comparison Of Media Treatments In The African American Market And The General Market," Minority Marketing: Research Perspectives For The 1990's (The Academy of Marketing Science), Vol. 6.

Sharp, Charles L. 2002, Book Review: Marketing to American Latinos: A Guide to the In-Culture Approach (Valdes 2001), Journal of Consumer Marketing, Vol. 19(2 and 3), p. 168.

Scholarly Symposia

1995 Albert Haring Symposium at Indiana University
Discussant: Blazing, Jennifer (1995), "Consumer Responses To Services Extensions," Working Paper.

2001 Society for Marketing Advances Conference
Discussant: "Future External Reference Prices: You Better Buy Now" and "Big Brother has a Deal for You: The Ethics of M-Commerce."

Scholarly Memberships

American Marketing Association
Association of Consumer Research
The Academy of Marketing Science

Research Interests Consumer Behavior - African American market.
Ethnic Market Segmentation - Marketing strategy implications.
Negotiation - Dyadic exchange relationships.
Social Marketing - Socio-economically underprivileged consumer segments.

Service

Marketing Profession – Article Reviews

“Improving Undergraduate Student Satisfaction With The Consumer Behavior Course: Will Interactive Technology Help?” (*Marketing Education Review*, 2010).

“Evaluating and Designing the Brand Management Curriculum From the Perspective of Brand Managers’ Professional Needs.” (*Marketing Education Review*, 2007).

“A Fault Line in the Academic Practitioner Interface: The Case for Composite Objectives in Marketing Planning” (*Marketing Education Review*, 2006)

“Implications of Contemporary Intelligence Theories to Marketing Education” (*Marketing Education Review*, 2006)

“Racial Identity and Art Consumption” (2005 Academy of Marketing Science Annual Conference).

“Valuing The Option To Fire Your Customer: An Integrative Marketing/Finance Exercise” (*Marketing Education Review*, 2004).

“Institutional Productivity in the Scholarship of Teaching: A Study of Marketing Education Journal Publications” (*Marketing Education Review*, 2003).

“Making Grading Easier: The Use of Rubrics in Grading Written Cases” (*Marketing Education Review*, 2003).

“The Best Undergraduate Marketing Education Program: An Assessment” (*Marketing Education Review*, 2002).

“Future External Reference Prices: You Better Buy Now” (2001 Society for Marketing Advances Conference).

“Big Brother Has A Deal For You: The Ethics of M-Commerce” (2001 Society for Marketing Advances Conference).

Marketing Profession – Editorial

Co-editor, *Journal of Business Cases and Applications*; Academic and Business Research Institute; listed in *Cabell Publishing, Inc. – Directory of Publishing Opportunities* (2017).

College of Business

Management Department – Business Communication Faculty Search Committees (2017 – Pres.)

Marketing Department – Term Faculty Search Committee (2018 – Pres.)

National Diversity Case Competition (At Indiana University) – Faculty Advisor (2015 – 2016)

College of Business Dean Search Committee (2015 – 2016)

Student Marketing Association – Faculty Advisor (1998 – Pres.)

Alpha Kappa Psi – Omicron Phi Chapter – Faculty Advisor (2008-2011)

Entrepreneurship Faculty Research Team – Member (1996-1999)

Honors and Awards Committee – Member (1998-Pres.)

International MBA Team – Member (1999-2002)

MBA Program Committee – Member (1999-2003)

Faculty Grievance Review Committee (2004-2006)

Project BUILD (for Minority High School Juniors) – Faculty Lecturer (2001-Pres.)

Integrated MBA Committee (2004-2009)
Student Recruitment and Retention Committee (2004-2006)
Diversity Committee (2011-Pres.)
College of Business Dean Search Committee (2010)

University of Louisville

Accolade Student Recruitment Program – Faculty Speaker (2015 – Pres.)
Commission on Diversity & Racial Equality – Presidential Advisory Committee (2018 - Pres.)
Residency Review Committee (2017 – Pres.)
Community Engagement Office – Faculty Liaison (2011 – Pres.)
Campus Climate Committee (2012 – Pres.)
21st Century University Initiative – Culture of Excellence Committee (2014)
College of Arts & Sciences Dean Search Committee (2014)
Commission on Diversity & Racial Equality – Co-Chair (2011-2014)
University Faculty Salary Equity Committee – Member (2011-2014)
University Human Resources Advisory Committee – Member (2011-2014)
University Signature Partnership Initiative – Member (2011-Pres.)
Presidential Inauguration & State of the University (Dr. James Ramsey) – Ecumenical Prayer (2006 – 2015)
Commission on Diversity & Racial Equality – Diversity Programing Sub-Committee Member (2000 – 2014)
Commission on Diversity & Racial Equality – Presidential Advisory Committee (2008-2014)
Decanal Review Committee (Re: Dean Robert L. Taylor) – Member (1998)
College of Business & Public Administration Dean Search Committee (1st Search) – Member (2002-2003)
College of Business & Public Administration Dean Search Committee (2nd Search) – Member (2003)
President’s Planning & Budget Advisory Committee - Member (2003-Current)
University Diversity Committee – Member (2001 – 2002)
Presidential Search Faculty Advisory Committee – Member (2002)

Greater Louisville Community

National Multiple Sclerosis Society-Kentucky Chapter – Member Board of Directors (1998 - 2001)
Metro United Way - Member Marketing Committee (Current)
Portland Child Development Center– Member Advisory Board (2000-2003)
Tidy Maid Cleaning & Janitorial Service, Inc. – Member Board of Directors (1998-2001)
Louisville Urban League – Save Our Children Program (Charter Member)

Commonwealth of Kentucky

Gubernatorial appointment by Executive Order [of the Honorable Ernie Fletcher] appointed as Member of the Board of Directors of the Bluegrass State Skills Corporation. (2003 – 2009)
Gubernatorial appointment by the Honorable Ernie Fletcher appointed to the Order of Kentucky Kernel.

Honors & Activities

Honors

Millikin University:	General Motors Scholar H. F. Bird Scholar-Athlete Award Varsity Wrestling Team – Captain Varsity Football Team – Scholar
Washington University	General Motors Fellow

University of Wisconsin	National Consortium for Educational Access Fellow Advanced Opportunity Fellow
University of Louisville	Outstanding Teacher Award – EMERGE Program Graduate Teacher of the Year Award 2008 – College of Business. 2008 Top 10 University Faculty Award – Selected by students. Red & Black Athletes 2008 Awards Banquet – By student athlete invitation. Red & Black Athletes 2003 Awards Banquet – By student athlete invitation. Undergraduate Teacher of the Year Award 2004 – College of Business Women’s Field Hockey 2004 Honorary Game Coach– By student athlete invitation.

Activities

Current	Broadway Temple Church & African Methodist Episcopal Zion Church <ul style="list-style-type: none"> - Board of Trustees - Chair - Associate Director of Christian Education - Kentucky - Episcopal Director of Christian Education – Midwest Region - Annual Baccalaureate Committee-Chair
Past	Gardiner Lakes Homeowners Association – Member/Treasurer Hickory Grove African Methodist Episcopal Church <ul style="list-style-type: none"> - Board of Trustees-Chairman - Usher & Greeter National Urban League – Black Executives Exchange Program Communications Excellence to Black Audiences-Advisory Board Clemmons (NC) Community Development Council-Executive Board Big Brothers of Winston-Salem Master Teacher Program (Georgia State University)

Corporate Experience

R. J. Reynolds Tobacco Company, Winston-Salem, NC

November 1986
August 1989

Group Manager-Financial Control and Administration.

Responsible for developing and implementing internal financial control procedures to monitor the expenditure of the promotion budget exceeding \$450 million. Major accomplishments included the coordination of the development of a mainframe computer system that consolidated both budget planning and the planning and execution of all promotion programs. The system established procedures that were projected to significantly improve the efficiency and accuracy of the budgeting process throughout the Company. I was responsible for a professional staff of five.

July 1984 to
July 1989

Promotion Manager-Camel. Responsible for developing and implementing national and targeted promotion programs to build and enhance the Camel brand. Promotion programs implemented represented a broad range of promotion vehicles that included: coupon programs, product sampling, local field marketing, sweepstakes and retail presence programs. The “Camel World of Wheels Sweepstakes” attracted more respondents than any sweepstakes ever sponsored by RJR. The Camel Brand represented more than \$600 million in sales and approximately \$45 million in promotion funds.

April 1980
June 1983

Brand Manager-Special Markets. Major accountability was the responsibility for recommending, developing and executing marketing programs for all RJR cigarette brands targeted to ethnic markets, the military market, young adult markets, and vending

sales. Special market segments in total accounted for approximately 20% of the RJR cigarette volume. Responsible for allocating the expenditure of approximately \$15 million in marketing funds.

December 1977 to
March 1980

Brand Manager-Camel Flavor Brands/Salem Lights.

Responsibilities included all activities related to the overall marketing, planning and profit implications of the brands. Major accomplishments included the development of an improved Camel Filter product and packaging that was introduced nationally. The Salem Lights brand was repositioned and established as the leader and fastest growing brand in its category. The Camel Flavor Brand represented approximately \$400 million in sales and \$24 million in marketing expenditures. The Salem Brand represented \$350 million in sales and \$29 million in marketing expenditures.

October 1975 to
November 1977

Assistant Brand Manager/Marketing Assistant.

Responsibilities included the coordination and development of sales promotion and media programs, marketing budget administration and developing recommendations relative to the strategic direction of the brand. Major accomplishment was a recommendation to executive management of an integrated marketing program to test market a line extension product, Camel Lights. Responsibility extended to the implementation of the approved test market plan. Camel Lights was successfully test marketing and is currently a highly successful national brand.

September 2018

Curriculum Vitae
Tamara D. Sluss, Ph.D.
Tamara.sluss@louisville.edu
(502) 852-4040

University of Louisville
Urban and Public Affairs
426 W. Bloom Street
Louisville, KY 40292

Education:	University of Louisville Ph.D. Biology (2006), Dr. Jeff Jack - Mentor M.S. in Environmental Biology (2003) B.S. Biology (2000) University of Kentucky	1998-2006 1996-1998
Awards:	Presidential Award, Kentucky State University Convocation Who's Who Among American Teachers and Educators Dean's Citation for Graduating Doctoral Dissertation University of Louisville Doctoral Fellowship Neff Stream Biology Award	2012 2007-present 2006 2001-2004 2000

Leadership Experience

Director, MA/MS in Interdisciplinary Studies: Concentration in Sustainability, University of Louisville **August 2018-present**

Administrator of the program, working to make course and program changes based on student feedback and curriculum bottlenecks.

Biology Coordinator at Kentucky State University 2015-2018

Led biology faculty in developing course and program outcomes for assessment, assessment plans, and data analysis. I wrote and revised SACS narratives, updates, CPE program review documents, curricular changes and processing documents within the university. I also chaired a group of volunteers from the biology unit to revitalize a biotechnology option and courses.

Teaching Experience

University of Louisville Spring 2019

Advanced Global Change Ecology: Graduate level course will be taught from Biology Department, a requirement for the MA/MS in Interdisciplinary Studies: Concentration in Sustainability degree.

Bellarmine University Fall 2015-Fall 2017

Environmental Science: Introductory lecture and laboratory course for majors and a science laboratory course for non-majors at Bellarmine. The course considers human impacts from urbanization, agricultural practices, waste, and energy extraction and production on the sustainability of natural resources and effects on human health.

Kentucky State University (KSU) 2005-present

Bioinformatics and Big Data: A special topics course taught online that covers practical data applications related to the field of biology.

Principles of Biology: Introductory course for biology majors, includes lecture and lab and introduces the natural world and chemical processes with coverage from biological molecules to ecosystems.

Medical Terminology: Non-biology major course that covers common terms in medical professions and was taught online.

Special Problems in Biology: Independent research course for senior level biology majors. I have served as a mentor and as instructor of record for the course.

Biology Seminar: Course for upper level biology majors to present their research results, typically from Special Problems in Biology.

Freshman Seminar: One hour course for freshman biology majors to introduce career options, academic planning, resume, and letter writing.

Population and Community Ecology: This course is a requirement of the Master's of Environmental Studies program at KSU and investigates the theoretical basis for ecological interactions at the population and community levels of the biological hierarchy. The course is taught online.

Environmental Biology: Students completing this course should be able to understand the impact of humans on our environment and the consequences on resource sustainability, biodiversity, and human health. Environmental Biology has been taught in a classroom and online.

Aquatic Ecology Lecture and Laboratory: This course investigates the interaction of organisms with their biotic and abiotic aquatic environments. Sampling and laboratory methods for limnological analysis is also be covered.

Ecology Lecture and Laboratory: A study of the interaction between organisms and their biotic and abiotic surroundings. Population interactions, population growth, field methods, modeling, terrestrial and aquatic ecosystems are emphasized.

Anatomy and Physiology I: A study of basic chemistry, biochemistry, cell structure and function, tissues, the integument, and the skeletal, muscular, and nervous systems. Lecture and lab required for Nursing majors.

Anatomy and Physiology II: A continuation of A&P I with emphasis on the endocrine, digestive, respiratory, circulatory, urinary, and reproductive systems. Lecture and lab required for Nursing majors.

Life Science: A general study of the biological concepts of living organisms for non-majors in lecture and lab. Emphasis is placed on cellular physiology, genetics, ecology, and evolution.

Exploration of Modern Topics in Biology: Formal presentations and colloquia on biological topics of current interest. Concise overviews will be presented on the diversity of living systems, evolution, and life processes.

Instructor, Jefferson Community College, 2002-2005

Basic Ideas of Biology Lecture and Laboratory: A general study of the biological concepts of living organisms for non-majors in lecture and lab. Emphasis is placed on cellular physiology, genetics, ecology, and evolution.

Anatomy and Physiology I: A study of: basic chemistry, biochemistry, cell structure and function, tissues, the integument, and the skeletal, muscular, and nervous systems. Lecture and lab required for Nursing majors.

Anatomy and Physiology II: A continuation of BIO 107 with emphasis on the endocrine, digestive, respiratory, circulatory, urinary, and reproductive systems. Lecture and lab required for Nursing majors.

University of of Louisville, 2001-2002

Ecology Laboratory: Teaching Assistant and Recitation Instructor. I conducted training in the laboratory as well as the field for this course. Along with another graduate student, we were in charge of every aspect of this course from developing curricula, exercises, and exams to grading and taking attendance.

Peer Reviewed Publications:

1. Bomford, MK, Sluss, TD, Hansford, S., Bates, K., and. 2014. Potential of Kentucky Freeway Rights-of-Way for production of Prairie Switchgrass, *Panicum virgatum*, *Journal of the Kentucky Academy of Sciences*, 74(1-2):16-25
2. Sluss, TD and Jack, JD*. 2013. Ohio River zooplankton growth rates and community assemblages and their relationship to abiotic and biotic factors in navigational dam pools. *River Systems*, 21(1)55-70
3. Sluss, TD. 2013. Osmosis In or Out? 2012. *Proceedings of the Association of Biology Laboratory Educators*, Volume 34, <http://www.ableweb.org/proceedings/SPT--FullRecord.php?ResourceId=1028>
4. Sluss, TD and Bates, K. 2011. Life on the Edge, a field-based activity for the Ecological Society of America's EcoEd Digital Library: <http://www.esa.org/ecoed/index.php?P=FullRecord&ResourceId=321>
5. Sluss, TD, Jack, JD*, and Thorp, JH. 2011. A Comparative Analysis of Sampling Methods of Large River Zooplankton. *River Systems*, 19(4)315-326
6. Sluss, TD, Cobbs, GA, and Thorp, JH. 2008. The Effect of Turbulence on Riverine Zooplankton, a Mesocosm Experiment, *Freshwater Biology*, (53) 1999-2010, Impact Factor: 3.29, ISI Journal Citation Reports © Ranking: 2011: 7/97 (Marine & Freshwater Biology) Online ISSN: 1365-2427

Research Presentations:

1. Building the Resumes of Future Aquatic Scientists with Curricular Activities, Society of Freshwater Science Annual Meeting in Detroit, MI, May 2018
2. INSTARS Program Poster with Checo Colon-Gard, Tina Mendez, Judy Li, and Krista Capps, Joint Aquatic Sciences Meeting, Portland Oregon, May, 2014
3. Biofuel Potential of Kentucky's Mined Lands. Esri Users Conference, San Diego, CA, July 2012
4. Temporal and Spatial Patterns of Kentucky Lake Zooplankton Communities, American Society of Limnology and Oceanography (ASLO)/North American Benthological Society (NABS) Joint Meeting, June, 2010 Santa Fe, NM
5. Biofuel Potential of Kentucky Rights-of-Way, Ecological Society of America (ESA), Albuquerque, NM, June, 2009
6. Environmental Education with Stream Ecosystems, American Society of Limnology and Oceanography (ASLO), Orlando, FL March, 2008
7. The effect of velocity on riverine zooplankton, Ecological Society of America (ESA), San Jose, CA August, 2007
8. The effect of velocity on riverine zooplankton food selection, American Society of Limnology and Oceanography (ASLO), Santa Fe, NM February, 2007
9. A comparison of zooplankton community assemblages in two navigation pools of the Ohio River, American Society of Limnology and Oceanography (ASLO), Victoria, B.C., Canada, June, 2002 and Savannah, GA, June, 2004.
10. Environmental effects on zooplankton density in a large, regulated river, the Ohio River Kentucky Water Resources Institute (KWRI), Lexington, KY, February, 2002.
11. Environmental effects on zooplankton density in a large, regulated river, the Ohio River Ohio River Basin Consortium for Research and Education (ORBCRE), Louisville, KY, December, 2001.

12. Environmental effects on zooplankton density in a large, regulated river, the Ohio River, Kentucky Academy of Sciences (KAS), Murfreesboro, TN, November 2001.

Other Activities:

Grants

1. P.I. Assessing the biomass and biofuel potential of Kentucky's Mined Lands \$98,000, Center for Renewable and Alternative Fuel Technology (CRAFT), 2011-2012
2. P.I. Fish morphology in differing pools of the Ohio River, KWRRI, \$4000
3. P.I. Biofuel Production Potential of Kentucky Rights-of-way, EPA, \$10,000, 2011
4. Co-P.I. USDA Capacity Building Grant for Development of a Master's of Environmental Studies at KSU, 2008-2010, \$200,000
5. Co-P.I. USDA Capacity Building Grant for Environmental Education, 2006, \$200,000
6. P.I. The effect of velocity on riverine zooplankton food selection, National Science Foundation Kentucky NSF EPSCoR Research Enhancement Grant, 2006, \$24,957
7. P.I. Aquatic organisms in turbulent conditions: the effects of turbulence on the grazing rates of Copepods, Cladocera, Rotifers, and Zebra Mussel Veligers, Kentucky Society of Natural History \$600 and Kentucky Institute of the Environment and Sustainable Development \$500

Mentoring

LSAMP Summer Research Program, 2018: Drinking Water Research Topics: Lead from Drinking Water, Stream Macroinvertebrate Rapid Bioassessment, and Survey of Harmful Algal Blooms

Miss Rhiannon Cecil, 2016-2018. Callery Pear Population Growth and Fish Community Health of Little Six Mile

Miss Megan Glass and Miss Ieshia Hopwood, 2017-2018. Nutrient Export of the KY River

Miss Katy Doyle 2017-present. Master's of Environmental Studies Capstone: Herpetological Population Stability and Community Diversity at Cove Springs Park

Miss Jean Branttie, 2014-2015. Long term discharge trends in lotic systems of Kentucky, presented at the EPA International Student Symposium in Atlanta, GA.

Mrs. Melissa Grimes, 2015. Avian diversity in patches affected by the Emerald Ash Borer, will be presented at the annual meeting of the KY Academy of Sciences in 2015.

Mr. Daniel Walker, 2012-2014. Master's of Environmental Studies Capstone: Salamander abundance at Cove Spring Park, Frankfort, Kentucky.

Mrs. Jessica Lafferty, 2014. Avian species present in ash trees affected by the Emerald Ash Borer in Frankfort, KY, Will be presenting at Posters at the Capitol February, 2015

Miss Kamillah Taylor, 2014. Survey of distribution and canopy cover in ash trees affected by the Emerald Ash Borer in Frankfort, KY, Will be presenting at Posters at the Capitol February, 2015

Miss Ja'Nice Smith, 2014. Nest remnants present in ash trees affected by the Emerald Ash Borer in Frankfort, KY, Will be presenting at Posters at the Capitol February, 2015

Mr. Bryon Burks, 2014. Solid Waste Assessment of Kentucky State University

Miss Erika Parks, 2013. Distribution and location of Lone Star Ticks (*Amblyomma americanum*) based on electronic surveys. Results were presented at the Kentucky Academy of Sciences meeting in Morehead, KY in 2013.

Mr. Brandon Curry, 2013. Organic Matter Dynamics of an Intermittent Stream.

Mr. David Jones, 2011-2013. Master's of Environmental Studies Capstone: Using LiDAR to Tree Height on Reclaimed Mined Lands in Eastern Kentucky and Physiographic Constraints of Biofuel Potential of Kentucky's Mined Lands, combined poster at Esri Conference in San Diego, CA, and Kentucky Association of Mapping Professionals meeting in Louisville, KY, 2012

Miss Teya Everett. Biofuel Potential of Kentucky's Mined Lands, combined poster at Esri Conference in San Diego, CA, 2012

Miss Tekoyah Brown. Biomass Potential of Kentucky's Mined Lands, combined poster at Esri Conference in San Diego, CA, 2012

Mr. Rodney Ripberger, 2012, MES Capstone: Creation and Monitoring of a Campus Rain Garden

Mr. Adam Gerughty, 2012, MES Capstone: Fish Morphology in Pools with Differing Geomorphology in the Ohio River, presented at the Society of Freshwater Science Meeting in Louisville, KY 2012

Mr. Ronnie Payton with Ken Bates. Impervious Surface Changes in a Portion of Frankfort, KY over the Last Decade, 2013.

Mr. Brandon May, Standing crop and potential biomass of three warm season grasses grown on a small farm in Central Kentucky. Results were presented and awarded at the Kentucky Academy of Sciences Annual Meeting in 2011.

Mrs. Rye Howard, Pond and Stream Frog Species Richness and Diversity in Central Kentucky

Mr. Christopher Gantt, Water quality and macroinvertebrate communities of four streams in Central Kentucky: a comparison of rural and urban systems.

Mr. Russell Williams, Biofuel Production along Kentucky Parkways, results were presented at the EPA National Sustainable Design Expo in the Mall, Washington D.C. April 18-21, 2008.

Mr. Rodney Ripberger, Habitat Fragmentation and Edge Effects on Native and Invasive Plant Communities in Areas of Differing Land Use, results presented at KAS November, 2008 and Posters at the Capitol, February, 2009.

Mrs. Sharmali Hansford, (Spring, Summer 2008): Biofuel production along Kentucky Interstates and review of Prairie Switchgrass (*P. virgatum*) biomass and ethanol production. The results were presented at the EPA National Sustainable Design Expo in the Mall, Washington D.C. April 18-21, 2008.

Miss April Newsome, 2007, Macroinvertebrate diversity and water quality in four central Kentucky streams

Miss Lynnette Acton, 2006, The effect of velocity on riverine zooplankton food selection, presented results at the Kentucky Academy of Sciences (KAS) November, 2006

New Course Development

BIO 103 Environmental Biology: Lecture course for non-biology majors, meets liberal studies requirements

BIO 319: Study Abroad: The purpose of this course is to allow biology major students to receive credit for an upper level biology course taught abroad through an accredited study abroad program.

BIO 413/AQU 413/AQU 513: Aquatic Ecology: Lecture and lab covering the concepts and methods of limnology.

ENV 600 Population and Community Ecology: This online lecture course is a requirement of the Master's of Environmental Science Program and covers the theory and modeling of populations and communities in nature and interactions with human activities.

Conservation Biology in Belize: This was a study abroad course affiliated with the Cooperative Center for Study Abroad (CCSA) was taught May 18-June 1, 2007.

The Biology of Ethanol: London and Dublin: This was a study abroad course affiliated with CCSA that was taught in December 26, 2011-January 9, 2012. Fermentation, species involved in producing alcohol, biofuels, human physiology, and abuse and dependence were covered.

Ecosystems and Invasive Species of Australia: This was a field-based study abroad course affiliated with CCSA that was taught in December 26, 2012-January 9, 2013.

Professional Development and Research

EPA International Student Environmental Symposium, 2015:

I participated in a workshop that used design principles to solve a problem as a group.

JASM, 2014: I attended sessions and co-chaired a session at the Joint Aquatic Sciences Meeting (Society of Freshwater Sciences, Association of Limnologists and Oceanographers, etc.) in Portland, Oregon.

Big Data Workshop, 2013: Workshop discussed the use and challenges of large datasets to investigate ecological concepts during the Ecological Society of America Annual Meeting, Minneapolis, MN.

Vegetation of Wisconsin, 2013: A week-long field course investigating the plant communities of Wisconsin via the University of WI-Milwaukee Field Station.

Association of Biology Laboratory Educators (ABLE) Conference, 2012: I participated in ABLE in 2012's annual meeting at UNC Chapel Hill, which allowed participants to learn and integrate tested lab activities for students from other professors around The United States and Canada.

Aquatic Insects, 2011 Workshop: I participated in his workshop at the University of Wisconsin-Milwaukee's field station as a refresher and to observe how another educator approaches a common topic.

Mushrooms and Other Fleshy Fungi, 2010 Workshop: I participated in his workshop at the University of Wisconsin-Milwaukee's field station to learn the ecology and identification of fungal groups for my ecology (BIO 316) course.

Mayfly Taxonomy Workshop, 2009: Workshop covered the identification and taxonomic updates on the insect order Ephemeroptera.

Diversity in Aquatic Sciences Discussion, 2009: The participants discussed the low representation of minorities in aquatic science and two minority graduate students shared their perspectives, led to the development of the SFS Instars program.

NSF EPSCoR Water Dynamics Workshop: November, 2008 Burlington, VT. The workshop presented current aquatic research and NSF funding opportunities.

Reptiles and Amphibians of Wisconsin Workshop: May, 2008, Saukville, WI. In this workshop, I learned how to sample and identify common amphibians and reptiles.

Introduction to GIS Workshop, 2007

Grasses ID and Ecology Workshop, 2007

This workshop was delivered by Dr. Robert Freckman in association with the University of Wisconsin Milwaukee. I learned how to identify common grasses.

Faculty Ambassadors/Fellows Project, 2006

This project paired faculty with teachers in Kentucky State University's service area to develop Teacher Work Samples to build curricula and develop questions for the Praxis exam.

NCHC Faculty Institute, 2006

Attending this workshop allowed me to gain new insight into teaching using experiential learning with honors faculty.

Service

Kentucky Conservation Committee Board, 2009-present, Vice-President 2014-February 2015, President 2015-present: I serve on the Board of KCC and their mission is to review environmental legislation and disseminate the information to the public. KCC is extremely active during the legislative session in the early spring.

Post Tenure Review and Promotion Committee, 2015: Elected position to review faculty with tenure at Kentucky State University

Critical Language Scholars Program Reviewer, Dec, 2014: I evaluated applicants for the United States Secretary of State Critical Language Scholars Program for their first round of applicants.

Biology Committee, 2005-present, Unit Coordinator, 2014-2015: This committee works on biology curriculum policy and developed student learning outcomes for assessment.

Unit Tenure and Promotion Committee 2013: As a part of this committee, I reviewed dossiers submitted for tenure or promotion and made recommendations to the Chair of the Division of Mathematics and Sciences regarding the applicant.

Faculty Search Committees 2013, 2014: I have served on a search committee for tenure-track positions in Fine Arts, Aquaculture, and Biology.

Chair Evaluation Committee 2013: I served on this committee to conduct a mandatory evaluation of the Chair of the Division of Mathematics and Sciences at KSU.

INSTARS: Mentoring program of the Society of Freshwater Science (formerly The North American Benthological Society) 2009-present: I have served on the advisory committee for several years with Dr. Judy Li and Dr. Colon-Gard for this major aquatic science society.

Presentation Judge for the American Society of Limnology and Oceanography at the annual meeting of the society in Santa Fe, NM 2010

Cooperative Center for Study Abroad (CCSA) Board Representative (2010-2014):

As a representative of CCSA, I recruit and disseminate material and information for study abroad programs offered by CCSA. I also served as the assistant director in the Ireland program in summer, 2011.

Earth Day Activities:

Earth Day projects involving both KSU students and schools from Frankfort Schools (Capitol Day, Wilkinson Street). Activities on Earth Day have included stream ecology with students (2008), GPS and Invasive Species (2009), launching the school's recycling program along with ridding the school of 48,000 pounds of electronic waste, and mapping tombstones at Greenhill Cemetery in Frankfort, KY.

Peer Reviewer, River Research and Applications, Journal of Plankton Research, and Hydrobiologia STEM Recruitment Committee, 2006-present, Chair 2009-2011.

This committee meets with the goal of recruiting new students and retaining current Kentucky State University students, particularly in STEM fields.

Kentucky Girls STEM Collaborative, 2008-Spring 2011

Leadership team, grant reviewer for mini-grants, July, 2008 and January, 2009

Faculty Advisor for The Green Society, a student environmental club at KSU 2008-2014: The club received an Earth Day award from the Commonwealth of KY Environmental Quality Commission in 2013.

KSU Curriculum Committee, 2007-2009

This is a university level committee that deals with matters relating to the curriculum.

KSU Recycling Sub-committee, Professional Concerns Committee 2008-2009: We assessed recycling programs on other small campuses and evaluated the economic costs and projected amount of recyclable materials. Results of the study were submitted to the Faculty Senate at KSU and to the president of the university.

Faculty Senate (2006-2009, 2011-2012), Parliamentarian and Executive Committee 2008-2009

Judge for Buell and Braun Awards: I evaluated student posters and presentations for these prestigious awards given by the Ecological Society of America (ESA).

Academic Policies Committee member 2005-2007, Recording Secretary, 2005-2006

Salt River Watershed Watch, Trainer, (Spring 2006, 2007, 2011) and Steering Advisory Board: I trained volunteers how to assess the health of a stream by measuring water chemistry and biology parameters as well as assessing habitat quality. Volunteers then collect data from streams within the Salt River Watershed and submit it to the Kentucky Division of Water.

Appendix G

Budget

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain source(s) of additional funding for the proposed program.

A. Funding Sources, by year of program:	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
We do not anticipate funding from federal sources.					
Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State					
~ New	-	-	-	-	-
~ Existing					
Narrative Explanation/Justification:					
We do not anticipate funding from other non-state sources.					
Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
State Resources					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
We do not anticipate funding from state sources.					
Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Internal Allocation					
Internal Reallocation					

Cost/Funding Explanation

Narrative Explanation/Justification: *The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.*

Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Student Tuition					
~ New	\$ 160,650	\$ 321,300	\$ 321,300	\$ 321,300	\$ 321,300
<i>(Est. # of students per year @ \$6,426 tuition)</i>	(25)	(50)	(50)	(50)	(50)
~ Existing					

Narrative Explanation/Justification: *Describe the impact of this program on enrollment, tuition, and fees.*

Tuition for the certificate will be charged at standard online graduate tuition rates, which is \$714/credit hour or \$6,426 for the 9-credit hour certificate.

In addition to direct tuition for the Distilled Spirits Business program, we expect that some students will continue in our MBA program, which will generate additional tuition of approximately \$25,600 per student, less allowances for scholarships and out-of-pocket costs, over the following 20 months. The additional tuition for Certificate students who continue in the UofL MBA program are not included above.

A.	TOTAL - Funding Sources (REVENUES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
		\$ 160,650	\$ 321,300	\$ 321,300	\$ 321,300	\$ 321,300

Cost/Funding Explanation

Budget Expenses/Requirements

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<i>Staff</i>					
<u>Executive, Administrative, Managerial</u>					
~ New					
~ Existing	-				
<u>Other Professional</u>					
~ New: Staff hire - online programs business development	\$ 19,200	\$ 19,776	\$ 20,369	\$ 20,980	\$ 21,610
~ Existing					
<u>Faculty</u>					
~ New (Corporate Fellows)	12,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
~ Existing (Faculty)	\$ 24,000	\$ 48,000	\$ 48,000	\$ 48,000	\$ 48,000
<u>Graduate Assistants</u>					
~ New	-				
~ Existing	-				
<u>Student Employees</u>					
~ New	-				
~ Existing	-				
<p>Narrative Explanation/Justification: <i>Includes salaries or all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.</i></p> <p>(1) Staff: We plan to hire an Online Program Business Development Manager (at an approximate salary of \$60,000 + fringe) to oversee program administration and student recruitment of this and similar certificate programs to be launched in the next two years. We expect this person to devote approximately 25% time to the Distilled Spirits Business Certificate program, and have prorated the the salary expense accordingly. We are calculating a 3% annual increase.</p> <p>(2) Faculty: Year 1: each of the six 1.5 hour modules will be taught once at a cost of \$4,000 each time for the faculty member of record, plus an additional \$2,000 each time for the Corporate Fellow.</p> <p>Years 2-5: Each module will be taught twice per year at a cost of \$4,000 each time for the faculty member of record, plus an additional \$2,000 each time for the Corporate Fellow.</p>					
Breakdown of Budget Expenses/Requirements (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year

Cost/Funding Explanation

Budget Expenses/Requirements

Equipment and Instructional Materials					
~ New	0	0	0	0	0
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Library					
~ New	1,000	1,000	1,000	0	0
~ Existing					
Narrative Explanation/Justification:					
Per the letter of support from Dean Fox of the University Libraries, we are designating \$1,000 per year for three years to build library resources relevant to distilled spirits.					
Breakdown of Budget Expenses/Requirements (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Contractual Services					
~ New	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
~ Existing					
Narrative Explanation/Justification:					
We plan to spend \$20,000 annually on marketing and promotion (advertising, purchasing targeted mailing lists, etc.).					
Breakdown of Budget Expenses/Requirements (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Academic and/or Student Support Services					
~ New	\$ 16,000	\$ 16,480	\$ 16,974	\$ 17,484	\$ 18,008
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

We plan to hire a Student Success Manager (at an annual salary of approximately \$50,000, including fringes) to help students navigate the online learning system and overcome hurdles to success, as well as to monitor student progress throughout the program. We expect this person to devote approximately 25% time to the Distilled Spirits Business Certificate program, and have prorated the the salary expense accordingly. We are calculating a 3% annual increase.

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other Support Services					
~ New: Delphi Center	\$ 32,130	\$ 64,260	\$ 64,260	\$ 64,260	\$ 64,260
~ Existing					
Narrative Explanation/Justification:					
We are assuming a payment to Delphi Center of 20% of gross revenue					

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Faculty Development					
~ New	\$ 13,500		\$ 6,000		\$ 6,000
~ Existing					
Narrative Explanation/Justification:					
(1) In Year 1, we will pay faculty \$2,250 to develop each of the six modules.					
(2) After initial launch, we plan to refresh courses on an every-other-year basis. So in Years 3 and 5, we have budgeted for \$6,000 to pay stipends to faculty and/or additional payments to Delphi Center for services provided to refresh courses.					

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Assessment					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Assessment costs are included in the \$4,000 x-pay each faculty member will receive for teaching the modules.					

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
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Cost/Funding Explanation

Budget Expenses/Requirements

Other					
~ New: Industry Immersion Experience					
~ Existing					
Narrative Explanation/Justification:					
<p>(1) We plan to incorporate an OPTIONAL annual industry immersion experience into the program. The immersion experience will assist in building industry relationships and provide an experiential learning experience. While there will be expenses associated with the experience, we will charge students a fee that will be sufficient to cover related expenses. Therefore, this experience will net no additional expenses.</p>					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
B. TOTAL - Expenses/Requirements (EXPENDITURES)	\$ 137,830	\$ 193,516	\$ 200,604	\$ 194,724	\$ 201,878

Cost/Funding Explanation

		<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
A.	TOTAL - Funding Sources (REVENUES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
		\$ 160,650	\$ 321,300	\$ 321,300	\$ 321,300	\$ 321,300
B.	TOTAL - Expenses/Requirements (EXPENDITURES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
		(\$137,830)	(\$193,516)	(\$200,604)	(\$194,724)	(\$201,878)
SUBTOTAL - (SURPLUS/DEFICIT)		\$22,820	\$127,784	\$120,696	\$126,576	\$119,422
C.	REVENUE SHARE - Projecting 30% share of gross tuition paid to Central Administration	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
		(\$48,195)	(\$96,390)	(\$96,390)	(\$96,390)	(\$96,390)
D.	RETAINED SHARE	(\$25,375)	\$31,394	\$24,306	\$30,186	\$23,032

Appendix H

Faculty Approval Process

Summary of Faculty Approval Process

Distilled Spirits Business Certificate

The approval of the Distilled Spirits Business Certificate was approved through a three-part process. The first part was approval by the Graduate Certificate Curriculum Committee. The second part was to communicate about the DSB through several information sessions. The third part was approval by the faculty as a whole.

Graduate Certificate Curriculum Committee Approval

The College of Business established a Graduate Certificate Curriculum Committee (GCCC) to provide oversight of current and proposed graduate certificates. The committee consists of full-time faculty members from the COB, with at least one faculty member with expertise in each certificate area. Additionally, Kristen Lucas (Assistant Dean of Program Innovation & Strategic Initiatives) and Lynn Boyd (Associate Dean) serve as ex-officio members.

The GCCC met on October 8, 2018 to discuss the Distilled Spirits Business certificate curriculum. Upon review, two minor changes were requested: changing the name of one course and reordering the course sequence. The GCCC voted 3-0 to approve the curriculum and to propose the curriculum to the full faculty for a vote.

Communication to Faculty

Information Sessions. On October 11, we announced a series of three information sessions to all faculty members. The message included a brief overview of the DSB certificate curriculum and shared the times and dates of the meetings. Meetings times were selected during the lunch hour (when there are no classes scheduled) to maximize the opportunity for faculty to attend. We also held another meeting in the late afternoon to catch people at the end of the day, but before evening courses started.

Monday, October 15 @ 12:15-1:00 p.m.

Tuesday, October 16 @ 12:15-1:00 p.m.

Wednesday, October 17 @ 4:00 -4:45 p.m.

Only 2 faculty members attended the Information Sessions.

Innovation Town Hall. On October 16, we sent an invitation to an “Innovation Town Hall” to all faculty AND staff. The purpose of this meeting was to introduce the proposal for the DSB certificate and to host a Q&A session.

Friday, October 19 @ 9:00-10:00 a.m.

Approximately 15 faculty and staff members attended the Innovation Town Hall.

Faculty Vote

The original plan was to introduce the DSB certificate proposal for a vote at the Faculty and Staff meeting to be held on October 26. However, that meeting was cancelled. So we held the vote electronically.

1. We established a 5-day window to vote.
2. We sent an email message to all faculty (see below) providing overview of the DSB development process and included the curriculum overview.
3. We included a link to a “live” FAQ document and encouraged people to submit questions. We started the document with questions that were asked in the Information Sessions and Innovation Town Hall Meeting.
4. Faculty voted by submitting their email ballot to Claire Arnold, a COB staff member, who tracked votes.
5. We sent email reminders to vote on Friday, October 26 and Monday, October 29.

Outcome: In total, 57 faculty members of 80 (70% turnout) voted. The final vote was 56-1 to approve the DSB certificate.

Email

From: Lucas, Kristen
Sent: Wednesday, October 24, 2018 3:03 PM
To: COB_FT_Faculty <COBFTFaculty@louisville.edu>
Subject: Faculty Vote on Distilled Spirits Business Certificate

All,

We are writing to announce a faculty vote on the proposed **Distilled Spirits Business (DSB)** certificate program. We are conducting this vote electronically, as we will not have a Faculty & Staff meeting this month. All tenured, tenure track, and term faculty are eligible to vote on curriculum proposals.

The DSB curriculum (described below) was developed over the past six months and in close consultation with professionals from across the distilled spirits industry. The curriculum was reviewed and approved by our College of Business Graduate Certificate Curriculum Committee on October 8. We also held three Information Sessions and one Innovation Town Hall meeting the week of October 15 to present a closer look at the curriculum and provide an opportunity for Q&A and input. We are now calling for an official vote so we can proceed to the next step of the University’s internal approval process.

After (1) reviewing the material below and (2) asking any questions you would like addressed (check out our FAQs [here](#)), please reply to Claire Arnold (claire.arnold@louisville.edu) with your vote by **Noon on Monday, October 29**.

Proposal: The College of Business shall introduce an online, 9-credit hour, graduate-level certificate in Distilled Spirits Business.

Please put an “X” next to either “Yes” or “No” below.

____ Yes, I support this proposal

____ No, I do not support this proposal

This is an exciting opportunity for the College of Business to continue building a suite of industry-based programs that serve the needs of the global industries here in our city and accelerate our students’ professional success.

Thank you,

Kristen

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=====

About the Distilled Spirits Business Certificate

The **Distilled Spirits Business** (DSB) graduate certificate is a 9-credit hour program delivered 100% online. It was designed to provide a broad-based overview of the essential business functions of the industry, with a focus on what makes the industry unique. The curriculum has been developed in close collaboration with industry professionals and UofL faculty over the past six months. It consists of six 1.5 credit hour courses:

- **Distilled Spirits Industry Overview & Regulatory Issues:**
Students will be introduced to an overview of the distilled spirits industry (including major players, industry outlook, economic impact, and key historical events). Students also will learn about the regulations governing the industry, including production, safety, labeling and advertising, distribution, and intellectual property and trademark.
- **Distilled Spirits Finance Fundamentals:**
Students will be exposed to the finance fundamentals of the distilled spirits industry. They will learn how to project sales (including volume and pricing), accounting for distributor incentives and marketing and promotion budgets. The course will also cover competitor price analysis, working capital, costs of production, and simple tax calculations.
- **Distilled Spirits Operations and Supply Chain:**
Students will get an overview of the operations functions of the distilled spirits industry.

They will be exposed to and apply critical elements of planning, sourcing, producing, and distributing spirits.

- **Sustainability in the Distilled Spirits Industry:**
Students will learn about the broad array of sustainability issues in the distilled spirits industry and how they are essential to corporate social responsibility initiatives. Key topics include water, grain sources, barrel use (including forestry), energy, spent mash, and emissions.
- **Spirit Brand Marketing:**
Students will be introduced to and apply marketing principles driving the creation of a brand. Special attention will be paid to product differentiation, on-premise and off-premise markets, and responsible marketing.
- **Three-Tier System of Alcohol Distribution:**
Students will get a broad overview of how the three-tier system operates as the route to market. Special attention will be focused on the distributor, which is the critical link between suppliers and consumer-facing outlets. Students will develop the knowledge, skills, and abilities needed to drive sales.

We have created and will continue to moderate an FAQ Page ([here](#)) to answer your questions. If you have a question, email me and I'll post the question and answer to the page.

Appendix I

Letter of Support from Business Community



LOUISVILLE FORWARD
LOUISVILLE, KENTUCKY

GREG FISCHER
MAYOR

MARY ELLEN WIEDERWOHL
CHIEF

December 19, 2018

University of Louisville
2301 South Third Street
Louisville KY 40208

Dear University of Louisville Faculty Senate,

I am writing to express support for the Distilled Spirits Business Graduate Certificate presented by the University of Louisville's College of Business. Building on the economic strength of our existing distilling economy is a strategic priority for the city. The courses presented can significantly advance the workforce in a cluster that is a unique and competitive advantage to the region. Over 95% of America's native spirit, bourbon, is made in Kentucky, and Louisville is home to significant spirits industry headquarter operations.

As we look to the future of distilling, Louisville is well-positioned to be the epicenter of producing top distilling talent for the state's 17,500 industry jobs averaging \$95,059 per job. It is important that the University of Louisville prepare its students for the distilling industry as it continues to enhance and expand economic growth and opportunity.

We request the Faculty Senate give full consideration to approve the Distilled Spirits Business Graduate Certificate. Louisville Forward is eager to advance the work of the University as it continues to align with economic growth and advanced industry needs.

Sincerely,

Mary Ellen Wiederwohl
Chief, Louisville Forward



**REPUBLIC NATIONAL
DISTRIBUTING COMPANY
OF KENTUCKY**

Don Wolz
Executive Vice President
Republic National Distributing Co- Kentucky
2300 Stanley Gault Parkway
Louisville, KY 40223
January 3, 2019

Dr. Kristen Lucas
Assistant Dean for Program Innovation and Strategic Initiatives
University of Louisville
College of Business
Louisville, KY 40292

Dear Dr. Lucas:

I am glad to hear that the Distilled Spirits Business certificate is moving forward through the approval process at the University of Louisville. Distilled Spirits are critical to the Commonwealth of Kentucky's future successes; Brown-Forman is headquartered in Louisville and Buffalo Trace, Heaven Hill and other major spirit suppliers have a large corporate presence in Kentucky. Bourbon is an \$8.5 billion signature industry in Kentucky generating 17,500 jobs with an annual payroll of \$800 million. Bourbon is "Kentucky Proud" and has attracted over 1 million visitors to the Kentucky Bourbon Trail in 2017.

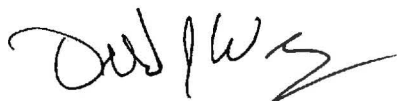
The spirit and wine wholesale network is also vital to the success of the Distilled Spirits industry. Spirit and wine wholesalers are the second tier of the alcohol industry; they are the local marketing and logistic experts in every state. Wholesalers are vital contributors to local economies, employing more than 74,000 Americans in 3,000 locations nationwide. Wholesalers account for jobs paying \$6.5 billion annually.

Wholesalers are also critical to Kentucky's economy, the wider alcohol industry, and the communities where they operate. The second tier of the three-tier system is a major employer across the Commonwealth. According to the figures from a 2016 economic impact study, wholesalers and distributors employ more than 1,400 people- paying more than \$85 million in wages and adding more than a half billion dollars to the Kentucky economy.

The growing success of the Distilled Spirits business in Kentucky will increase employment opportunities so it is critical that we continue to develop the talent pipeline. According to the Kentucky Distillers Association there is more than \$1.1 billion in capital projects that have been completed or are planned over the next five years, from new distilleries and aging warehouses to

bottling facilities and tourism centers. This investment in Kentucky must also have an investment in human capital to aid in fueling the growth of Louisville and the rest of the Commonwealth. There is a real need for a focused concentration on the Distilled Spirits business in Kentucky. The University of Louisville's Distilled Spirits Business certificate will fill that void.

Sincerely,

A handwritten signature in black ink, appearing to read 'Don Wolz', with a stylized flourish at the end.

Don Wolz
Executive Vice President
Republic National Distributing Co- Kentucky