

2014-2015 LONG SIGNATURE SHEET



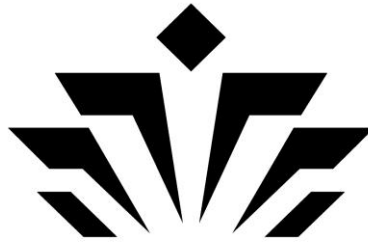
Proposal Number: ~~DBA 8005~~ 09-26-2014

Proposal Title: Establishment of a Professional Doctor of Business Administration

Originating Department: Belk College of Business

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE x _____ UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
		8/27/2014	Approved	<u>DEPARTMENT CHAIR</u> [print name here:] David J. Weehr
8/28/2014	9/4/2014	9/4/2014	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] Alan Blankley
9/12/2014	9/16/2014	9/26/2014	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:] Rob Roy McGregor
9/26/2014	9/26/2014	9/26/2014	Approved	<u>COLLEGE DEAN</u> [print name here:] Steven Ott
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u>
9/29/14	10/14/14	10/24/14	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Graduate Council Chair

From: Belk College Graduate Council

Date: September 26, 2014

Re: Establishment of a Professional Doctor of Business Administration

The Long Form is used for major curriculum changes. Examples of major changes can include:

Undergraduate: Major changes include new undergraduate degrees, minors, concentrations, certificates, and changes to more than 50% of an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Graduate: Major changes include new graduate courses, major changes to an existing graduate course or major changes to an existing graduate program

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses and programs should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

NEW GRADUATE PROGRAM PROPOSAL FOR THE PROFESSIONAL DBA

Course and Curriculum Proposal from: Belk College of Business

TITLE: Establishment of a New Professional Doctor of Business Administration

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. SUMMARY.

The Belk College of Business proposes to add a new interdisciplinary, professional Doctor of Business Administration (DBA) degree. The DBA is a professional degree taught in an executive format that will provide doctoral-level preparation for senior-level business professionals who wish to enhance their understanding of business theory, integrate cutting edge business theory and practice, and learn to address complex business problems through advanced research methodology. The focus of this degree is on providing a sound theoretical grounding and understanding of research methodology to address emerging issues in the practice of business. The executive DBA is broad in scope, cutting across business disciplines to address applied problems facing executives in the workplace. The executive DBA emphasizes the testing, application, and extension of existing theory more than the development of theory. The program will initially serve individuals interested in expanding their knowledge in four business disciplines: management, marketing, operations management, and information systems. As resources and demand permit, the Belk College will consider expanding the program to accommodate an accounting component.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

Few options for broad-based executive education in business beyond the master's degree level currently exist. This is particularly true for executives who choose to pursue advanced education while still fully employed. However, senior executives who participate in executive education frequently request information about furthering their education beyond the master's degree. While the primary focus for the proposed executive DBA program will be senior executives pursuing career goals in industry or consulting, there are also opportunities to attract senior executives who plan at some point in their careers to transition into higher education. The shortage of doctoral faculty in business was identified by the Association to Advance Collegiate Schools of Business (AACSB) International Management Education

Task Force (METF) in the document, *Management Education at Risk* and was further analyzed by the Doctoral Faculty Commission (DFC) and reported in *Sustaining Scholarship in Business School*. Expanding doctoral programs for executives was presented as a key strategy to address the faculty needs of business schools with non-research missions and to augment the teaching capacity in research focused business schools.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

The minimum admission requirements for the program are:

- a) An earned MBA or master's degree in a related field from a regionally accredited college or university;
 - b) A graduate grade point average of at least 3.0 on a 4.0 scale;
 - c) Five or more years of professional working experience;
 - d) Two essays with one addressing the candidate's goals and motivations for pursuing the executive DBA and the second outlining the candidate's general areas of research interest;
 - e) Three positive letters of recommendation;
 - f) A minimum TOEFL score of 220 (computer-based), 557 (paper-based), or 83 (internet based) or a minimum IELTS band score of 6.5 is required from any applicant whose native language is not English; and
 - g) Other credentials as required by the Graduate School or the executive DBA Program Committee.
3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The following new courses have been proposed:

BDBA8100 Introduction to Experimental Design and Measurement: Overview of quasi-experimental design, qualitative techniques, basic statistics, and methodological skills necessary to carry out applied research in the fields of management, marketing, operations management and information systems.

BDBA8110 Organizational Theories and Systems: Review of a broad range of organizational theory and topics in the fields of management, marketing, operations management and information systems.

BDBA8120 Professional Issues I: Introduction to the principles of scholarly research for both academic and industry settings, including ethics and research integrity, navigating scholarly literature, focusing on research and teaching excellence.

BDBA8130 Introduction to Business Theory: Review of fundamental theories and research in the fields of strategic management, marketing, operations management and information systems.

BDBA8140 Advanced Business Theory: Review of micro- and meso-theories and research developed in the fields of management, marketing, operations management and information systems.

BDBA8150 Business Statistics and Data Analysis: Development of basic skills to conduct quantitative and qualitative research in the chosen area of study within the fields of management, marketing, operations management and information systems.

BDBA8200 Research Methods I: Development and application of advanced research skills. Both advanced quantitative and qualitative research methods are discussed.

BDBA8210 Current Topics Research Seminar: Review of current topics in the fields of management, marketing, operations management and information systems and development of research skills in the respective focus areas.

BDBA8220 Professional Issues II: Consideration of advanced topics in the conduct and application of scholarly research within both academic and industry settings.

BDBA8230 Research Methods II: Development and application of advanced research skills necessary for successfully defending a dissertation proposal, building on *Research Methods I*. Both advanced quantitative and qualitative research methods are discussed.

BDBA8240 Focused Research Seminar: Review of current topics identified by the students in the program to support the development of dissertation idea. Topics are covered in the fields of management, marketing, operations management and information systems.

BDBA8350 Dissertation Proposal Development: In-depth discussion of papers and development of research models and approaches in

preparation of dissertation work. Collaboration with the intended dissertation chair is desired.

BDBA8999 Doctoral Dissertation Research: Each student will initiate and conduct an individual investigation culminating in the preparation and presentation of a doctoral dissertation.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

Exposure to leading business research and research methods will provide graduates with the knowledge, skills, and abilities to lead the application and adaptation of theoretical research to business practice. The executive DBA program will offer the opportunity to develop information channels between academia and practice leading to:

- Better understanding by business practitioners of the value of academic research in solving practical business problems.
 - Collaborative partnerships between business and the University that provide faculty access to corporate data sources for academic research and provide businesses with access to cutting-edge academic research. In discussions with administrators at similar programs they have indicated executives enter their programs bringing company specific proprietary data that is used to mutually benefit both the faculty and the company. In interviews with potential students, they too indicated they anticipated working with faculty using their corporate data to find solutions for their internal projects. This collaboration may open new avenues for funding academic and applied research.
 - Integration of academic business research with the practice of business to benefit organizations, employees, customers, the larger community and other stakeholders.
5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

N/A.

- C. **IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

- 1.** What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

While the primary focus for the proposed executive DBA program will be senior executives pursuing career goals in industry or consulting, there are also opportunities to attract senior executives who plan at some point in their careers to transition into higher education. The program will serve individuals interested in expanding their knowledge in four business disciplines: management, marketing, operations management, and information systems. Admission into the DBA program will be competitive. Students must have an earned MBA or master's degree in a related field with a GPA of at least 3.0 on a 4.0 scale and have five or more years of professional working experience. Students from non-English speaking countries will have to demonstrate proficiency in English through acceptable scores on the TOEFL or IELTS exams. Students will also submit two essays: one addressing their goals and motivations for pursuing the executive DBA and the second outlining their general areas of research interest. Students satisfying these requirements and whose essays align with the program will be served through the executive DBA program. Once admitted, all DBA students will be served through the program.

- 2.** What effect will this proposal have on existing courses and curricula?
 - a.** When and how often will added course(s) be taught?

The DBA program will be offered in an executive format. Courses will generally be offered once a year, depending on enrollment. Courses will meet once a month, for five months, and each class meeting will be for eight hours. We intend to offer three courses at a time that will meet over three consecutive days each month.

- b.** How will the content and/or frequency of offering of other courses be affected?

This will not affect the offering of any other courses or programs that the Belk College of Business currently offers.

- c.** What is the anticipated enrollment in course(s) added (for credit and auditors)?

It is anticipated the DBA program will enroll 15-20 students in the first year, growing to a steady-state enrollment of about 45-60 students within four years.

- d.** How will enrollment in other courses be affected? How did you determine this?

Executive DBA students will have different skill sets and career aspirations than those enrolled in traditional doctoral programs. As such, existing doctoral programs at UNC Charlotte are not likely to be impacted. The DBA will not negatively affect enrollment in the current Organizational Science doctoral program, as the target audience virtually does not overlap. Also, as the DBA does not focus on finance, no competition with the Ph.D. in Business Administration, which has a single major in finance, is expected. This will be the only doctoral program offered in a part time format; other Ph.D. programs will draw enrollment from a different group of people.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

New catalog copy will need to be developed. The proposed catalog copy is presented in Appendix C. The Belk College of Business will request for an update to the Degree Requirements and Academic Policies section to include DBA degree requirements. Additionally, the Degree Programs Offered by the Belk College of Business listing will need to be updated.

On page 68 of the current catalog the heading “Ph.D. Degree Requirements” should be adjusted to say “Ph.D. and D.B.A. Degree Requirements.”

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

A. PERSONNEL. Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

The current faculty at the University have the expertise needed to teach the courses in the proposed DBA program. The executive DBA program initially will primarily utilize faculty members in the Departments of Management, Marketing, and Business Information Systems/Operations Management. The executive DBA will be taught on an overload basis, preventing conflicts between the executive DBA and other doctoral/graduate programs with respect to faculty teaching resources. The table below highlights the Belk College faculty members who are interested in teaching in the proposed DBA program. At any given point in time, we anticipate only a small number of these faculty will actually be teaching in the program.

NAME (F, P)*	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Christie Amato (F)	Ph.D. (Marketing), University of Alabama	30+ years of marketing teaching experience Author or co-author of 17 peer reviewed journal articles Served as dissertation chair for 5 doctoral candidates
Jennifer Ames-Stuart (F)	Ph.D. (Marketing), Columbia University	10+ years of marketing and brand management corporate experience Author or co-author of 3 peer reviewed journal articles
Denis Arnold (F)	Ph.D. (Philosophy), University of Minnesota, Twin Cities	9 years of management teaching experience Author or co-author of 20 peer reviewed journal articles Author or co-author of 6 books Editor-In-Chief of <i>Business Ethics Quarterly</i> Served as dissertation chair for 2 doctoral candidates
Joyce Beggs (F)	Ph.D. (Business, Strategic Management Major), University of Tennessee at Knoxville	Nearly 25 years of management teaching experience Author or co-author of nearly 20 peer reviewed journal articles
Charles Bodkin (F)	Ph.D. (Marketing), Virginia Polytechnic Institute and State University	Nearly 25 years of marketing teaching experience Author or co-author of 25 peer reviewed journal articles
Victor Chen (F)	Ph.D. (Strategy and International Business), Simon Fraser University	3 years of management and international business teaching experience Author or co-author of 14 peer reviewed journal articles Co-founder and associate editor of <i>Transitional Corporations Review</i>
Doug Cooper (F)	Ph.D. (Economics, Operations Research) North Carolina State University	Nearly 30 years of operations management teaching experience Author or co-author of 10 peer reviewed journals

Peter Davis (F)	Ph.D. (Business Administration, Strategic Management), University of South Carolina	<p>25+ years of management teaching experience</p> <p>Author or co-author of 30 peer reviewed journal articles, 3 books</p> <p>Served as dissertation chair for 5 doctoral candidates</p> <p>Associate editor of <i>International Business: Research, Teaching, and Practice</i></p>
Sunil Erevelles (F)	Ph.D. (Business Administration/ Marketing), The Ohio State University	<p>20+ years of marketing teaching experience</p> <p>Author or co-author of more than 20 peer reviewed journal articles</p> <p>Special issue editor for the <i>Journal of Business Research</i> and the <i>Journal of Personal Selling and Sales Management</i></p>
Janaki Gooty (F)	Ph.D. (Organizational Behavior, Management), Oklahoma State University	<p>7 years of management teaching experience</p> <p>Author or co-author of 13 peer reviewed journal articles</p>
Jared Hansen (F)	Ph.D. (Business Administration, Marketing), Texas Tech University	<p>6 years marketing teaching experience</p> <p>Author or co-author of 12 peer reviewed journal articles</p>
Xuili He (F)	Ph.D. (Supply Chain and Operations Management), University of Texas at Austin	<p>5 years of operations management teaching experience</p> <p>Author or co-author of 9 peer reviewed journal articles</p>
Ed Jernigan (F)	Ph.D. (Management), Memphis State University	<p>Nearly 25 years of management teaching experience</p> <p>Author or co-author of nearly 20 peer reviewed journal articles</p>
Monica Johar (F)	Ph.D. (Management Science, Information Systems) University of Texas at Dallas	<p>Nearly 10 years of management information systems teaching experience</p> <p>Author or co-author of 6 peer reviewed journal articles</p> <p>Served as dissertation chair for 3 doctoral candidates</p>

Franz Kellermanns (F)	Ph.D. (Strategic Management), University of Connecticut	10 years of management teaching experience Nearly 10 years of consulting work Author or co-author of more than 75 peer reviewed journal articles, 2 books Served as dissertation chair for 15 doctoral candidates
Moutaz Khouja (F)	Ph.D. (Production/Operations Management), Kent State University	More than 20 years of operations management teaching experience Author or co-author of nearly 60 peer reviewed journal articles Served as dissertation chair for 3 doctoral candidates
Gary Kohut (F)	Ph.D. (Management), Southern Illinois University at Carbondale	30+ years of management teaching experience Author or co-author of more than 10 peer reviewed journal articles
Ram Kumar (F)	Ph.D. (Information Systems and Management Science), University of Maryland	More than 20 years of management information systems teaching experience Author or co-author of nearly 25 peer reviewed journal articles Served as dissertation chair for 7 doctoral candidates Associate editor for <i>Decision Support Systems</i> and <i>Journal of Database Management</i>
Sangkil Moon (F)	Ph.D. (Marketing), University of Iowa	10+ years of marketing and analytics teaching experience Author or co-author of 18 peer reviewed journal articles
Sungjune Park (F)	Ph.D. (Management Information Systems), State University of New York at Buffalo	13 years of management information systems teaching experience Author or co-author of more than 10 peer reviewed journal articles, 2 books

Steven Rogelberg (F)	Ph.D. (Industrial/Organizational Psychology), University of Connecticut	<p>20 years of organizational science teaching and consulting experience</p> <p>Author or co-author of 67 peer reviewed journal articles, 3 edited textbooks</p> <p>Editor of <i>Journal of Business and Psychology</i> and the <u>Talent Management Essentials</u> book series</p>
Cem Saydam (F)	Ph.D. (Engineering Management), Clemson University	<p>30 years of engineering and operations management teaching experiences</p> <p>Author or co-author of 30+ peer reviewed journal articles, 1 book</p> <p>Served as dissertation chair for 5 doctoral candidates</p> <p>Associate editor of <i>Information Technology and Management</i></p>
Antonis Stylianou (F)	Ph.D. (Management Information Systems), Kent State University	<p>30 years of management information systems teaching experience</p> <p>Author or co-author of 35+ peer reviewed journal articles</p> <p>Served as dissertation chair for 8 doctoral candidates</p> <p>Editor of <i>Data Base for Advances in Information Systems</i></p>
Chandra Subramaniam (F)	Ph.D. (Business Administration, Information Systems), University of Illinois at Urbana-Champaign	<p>Nearly 10 years of management information systems teaching experience</p> <p>Author or co-author of 13 peer reviewed journal articles</p>
Linda Swayne (F)	Ph.D. (Marketing), University of North Texas	<p>More than 30 years of marketing teaching experience</p> <p>Author or co-author of 20+ peer reviewed journal articles, 13 books, edited 1 encyclopedia</p> <p>Editor of <i>Case Research Journal</i></p>
Justin Webb (F)	Ph.D. (Strategic Management), Texas A&M University	<p>5 years of management and innovation teaching experience</p> <p>Author or co-author of more than 10 peer reviewed journal articles</p>

David Woehr (F)	Ph.D. (Industrial and Organizational Psychology), Georgia Institute of Technology	25+ years of management teaching experience Author or co-author of more than 60 peer reviewed journal articles, 1 book Served as dissertation chair for 21 doctoral candidates Associate editor of <i>Human Performance</i> Co-Principle Investigator on \$1.7M NSF grant
Lin Yang (F)	Ph.D. (Marketing), Duke University	Nearly 5 years of marketing teaching experience Author or co-author of 2 peer reviewed journal articles
Kelly Zellars (F)	Ph.D. (Organizational Behavior), Florida State University	15+ years of management teaching experience Author or co-author of nearly 20 peer reviewed journal articles
Kexin Zhao (F)	Ph.D. (Business Administration), University of Illinois at Urbana-Champaign	More than 5 years of management information systems teaching experience Author or co-author of more than 10 peer reviewed journal articles Served as dissertation chair for 2 doctoral candidates
Jing Zhou (F)	Ph.D. (Operations Management), University of Texas at Dallas	More than 5 years of operations management teaching experience Author or co-author of nearly 10 peer reviewed journal articles

* F, P: Full-time or Part-time

B. PHYSICAL FACILITY. Is adequate space available for this course?

The existing facilities and laboratories in the Belk College of Business as well as the classrooms and computer labs at the UNC Charlotte Center Building will be adequate to support the new program for the first five years. The new program will not negatively affect existing program space as classes for the DBA program will meet over long weekends.

C. EQUIPMENT AND SUPPLIES: Has funding been allocated for any special equipment or supplies needed?

No special equipment or supplies will be needed to offer the DBA program.

- D. COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

Adequate computer resources are currently available to offer the DBA program, particularly considering that many students will only be on campus on the weekends.

- E. AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

No new audio-visual resources will be required.

- F. OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

The Belk College of Business will hire two staff persons, one for operations and the other for recruiting purposes, to help manage the program. A Belk College faculty member will be appointed as the program director. Substantial public relations and marketing materials will be necessary. It is expected that travel, communications, printing, supplies, and advertising and recruiting expenses will cost around \$75,000. All personnel and materials will be internally funded from the campus-based tuition increases (CBTI) that the program generates.

- G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

No new faculty positions are necessary to implement this program, although as indicated in the budget we plan on using revenues generated by the program to hire two new faculty members who would support not only the DBA program but also other academic programs within the College. The faculty program director and faculty overload teaching stipends, staff positions, and other necessary program resources will be internally funded from the CBTI that the program generates. The launch of the program's first year will be internally funded.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

A copy of the executive DBA program proposal was shared with Nicole Spoor, Business Librarian, for consultation. Her report is included in Appendix A. All new courses proposed were considered to have adequate library holdings.

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

The proposed DBA program will operate out of the Belk College of Business. Faculty members from the College's Departments of Management, Marketing, and Business Information Systems and Operations Management made up the DBA program planning committee and engaged with departmental faculty to gauge interest. Discussions were favorable.

A copy of the executive DBA program proposal was shared with Steven Rogelberg, Organizational Science Program Director, and with Dolly King, Finance Department Chair, for consultation. Their letters of support are included in Appendix A.

- C. HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

N/A.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

The proposal was unanimously approved by the Belk College of Business on September 26, 2014.

- B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

- C. ATTACHMENTS.**

- 1. CONSULTATION:** Attach relevant documentation of consultations with other units.

Consultations with the Atkins Library, the Organizational Science Ph.D. Program Director, and the Finance Department Chair are attached in Appendix A.

- 2. COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).

Revised 05/06/14

OAA/mjw

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Sample syllabi are attached in Appendix B.

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use **red text with “~~strikethrough~~”** formatting for text to be deleted, and adding **blue text with “underline”** formatting for text to be added).

The proposed catalog copy is attached in Appendix C.

- a. For a new course or revisions to an existing course, check all the statements that apply:

This course will be cross listed with another course.

There are prerequisites for this course.

There are corequisites for this course.

This course is repeatable for credit.

This course will increase/decrease the number of credits hours currently offered by its program.

This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

See the courses listed above for a complete outline as well as the attached syllabi.

- b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

Request to Plan (Appendix A) approval received from General Administration on August 18, 2014. Request to Establish (Appendix C) is provided as an addendum to this proposal.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an [existing Academic Plan of Study](#)?
- Yes. If yes, please provide updated Academic Plan of Study in template format.
- No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
- Yes. If yes, please provide updated SLOs in template format.
- No.

The proposed student learning outcomes assessment plan is attached in Appendix D.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
- Yes. Briefly explain below.
- No. Briefly explain below.

Because this program is offered in an executive format, the cost of textbooks is included in the program tuition.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

APPENDIX A

Consultation on Library Holdings



Consultation on Library Holdings

To: Dr. Franz Kellermanns
From: Nicole Spoor
Date: March 10, 2014
Subject: Executive DBA Program Proposal

Summary of Librarian’s Evaluation of Holdings:

Evaluator: Nicole Spoor, Business Librarian **Date:** March 10, 2014

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if dept. purchases additional items
- Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to the proposed Executive DBA. Individual books not owned by the library may be requested through the library’s interlibrary loan service.

Catalog Search Performed	Top Results	Results Less Than 3 Years Old
Business AND “Research Methods”	75	13
Organization AND (Theory OR SYSTEM)	2131	380
“Data Analysis”	1424	225
Management	69415	5613
Marketing	31105	2830
“Information Systems”	3849	776

The following is a list of selected Atkins Library databases that may be relevant:

- | | |
|--------------------------|----------------------|
| Business Source Complete | Lexis Nexis Academic |
| Books 24X7 | ScienceDirect |
| JSTOR | SimplyMap |

Conclusion: The holdings of Atkins Library with regards to print sources, databases and journals are sufficient to support an Executive MBA program. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library

Consultation with Organizational Science Ph.D. Program Director



The University of North Carolina Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

August 29, 2014

Dear Dean Ott,

It is my pleasure to write this letter of support of the proposed DBA program in the Belk College of Business. In reviewing your proposal from the perspective of being Director of the Organizational Science program, it is clear that the proposed degree program is fundamentally different from the Organizational Science program given that:

1. The proposed program genuinely integrates content (and faculty) from multiple departments in the College including Management, Marketing, and BISOM. The Organizational Science program only involves the Management faculty and does include Marketing or BISOM content. Given the extensive involvement of faculty across the College to support the DBA program, it is clear that Management faculty will have the degrees of freedom to continue to teach and support the Organizational Science program.
2. The proposed program is designed for students with extensive working experience looking for a program delivered in an executive format. The Organizational Science program does not require business experience or a masters degree from its applicants. Furthermore, Organizational Science is a full-time day-based program.
3. The proposed program results in a DBA degree while the Organizational Science is a research extensive PhD program.

Good luck on this important effort.

A handwritten signature in black ink, appearing to read "Steven Rogelberg".

Steven Rogelberg
University Professor
Professor and Director, Organizational Science

Consultation with Belk College of Business Finance Department Chair



Department of Finance

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Memorandum

To: Dr. Richard Buttimer, Associate Dean for Graduate Programs

From: Dr. Dolly King, Chair, Department of Finance

Subject: Consultation Regarding the Proposal to Establish a Professional Doctor of Business Administration (DBA) Degree Program

Date: September 10, 2014

Thank you for consulting with the Department of Finance on the proposal to establish a new interdisciplinary professional Doctor of Business Administration (DBA) program. I have carefully reviewed the proposal. I note that the major areas, skill sets, expected career paths for students in the proposed program have no overlap with those for the students in the Ph.D. in Business Administration (BPHD) Program – Finance Concentration. The target pool of students is very different between the two programs, as a result I expect minimal impact on the enrollment of the BPHD program. In addition, the proposed program focuses on general business areas, which does not require any additional resources from our department.

On behalf of the Department of Finance, I fully support the proposal. Please let me know if I can be of further assistance.

APPENDIX B

Sample Syllabi

University of North Carolina at Charlotte
Belk College of Business
BDBA 8100
Introduction to Experimental Design and Measurement
Fall 2015 Syllabus

Professor: Dave Woehr
Office: Friday 252A
Phone: 704-687-5452
Email: dwoehr@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Overview of quasi-experimental design, qualitative techniques, basic statistics, and methodological skills necessary to carry out applied research in the fields of management, marketing, operations management and information systems.

Objectives

Knowledge-oriented goals

This course equips the doctoral student with the technical skills necessary to understand and perform the analysis of quantitative data collected in empirical research studies.

Skills-oriented goals

Students apply and interpret advanced statistical software used to analyze quantitative research studies.

Course Design

Meetings discussions

We will meet once a month for 5 months. Each class meeting will be for 8 hours. In addition to my lectures, faculty from other Departments including Management, Marketing, and Business Information Systems and Operations Management will participate in the course as appropriate.

Assignments

Assignments to run statistical analysis will be provided throughout the semester.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 50% Discussion of relevant assigned materials
- 50% Assignments

Grading Scale:

90-100%: A

80-89%: B
70-79%: C
Below 70%: U

Course Information Guidelines

1. **Statement on Diversity.** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.
2. **Documented Disability.** Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.
3. **Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.
4. **Classroom expectations.** This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.
6. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.
7. **Materials.** All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.
8. **Communication devices in classroom.** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class.
9. **Computers in the classroom.** Students are permitted to use computers during class for note-taking and other class-related work only.

10. **Attendance.** Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	
1	July	Course Introduction: Research Design and Data Collection
2	August	Basic Analysis (e.g., ANOVA, Chi Square)
3	September	Exploratory Factor Analysis, Multiple Regression
4	October	Multiple Regression
5	November	Cluster Analysis, Structural Equation Modeling Preview
6	Online	Assignments

Required Readings

Hair, J., Black, W., Babin, B. and Anderson, R. *Multivariate Data Analysis*, Prentice-Hall, New Jersey, 7th edition, 2010.

Please feel free to explore additional readings on the topic. There is always much more literature than one can assign in a seminar.

Software

Please download SPSS and AMOS from UNC Charlotte's information technology web-page.

University of North Carolina at Charlotte
Belk College of Business
BDBA 8110
Organizational Theories and Systems
Fall 2015 Syllabus

Professor: Franz Kellermanns
Office: Friday 206A
Phone: 704-687-1421
Email: Kellermanns@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Review of a broad range of organizational theories and topics in the fields of management, marketing, operations management and information systems.

Objectives

Knowledge-oriented goals

1. Review and synthesize fundamental themes in organizational theory in management.
2. Review and synthesize fundamental themes in organizational theory in marketing.
3. Review and synthesize fundamental themes in organizational theory in information systems.
4. Develop an appreciation of data analysis.
5. Explore the latest ideas for doing empirical research.

Skills-oriented goals

1. To increase theory-building skills, in particular to enhance the following abilities:
 - a. Articulate theoretically interesting, well-focused topics.
 - b. Develop logical argumentation in support of a model.
 - c. Define internally consistent theoretical constructs and identify non-trivial relationships among them.
 - d. Identify critical assumptions and boundary conditions for a theory.
 - e. Write compelling research questions or propositions.

Expectations

1. Understand the core research questions and methods embodied in a particular stream of literature.
2. Evaluate the theoretical significance and methodological rigor of the material.
3. Frame relevant questions and critique.
4. Identify logical next steps in the research stream.
5. Write an empirical or theoretical paper that makes a contribution within the domain of the topic area.
6. Submit the above paper and have it accepted at a regional or national meeting.

Course Design

Meetings discussions

We will meet once a month for 5 months. Each class meeting will be for 8 hours. In addition to my lectures, faculty from other Departments including Management, Marketing, and Business Information Systems and Operations Management will participate in the course as appropriate. Each meeting will follow the outlined procedure:

- For most classes doctoral students are assigned to guide the discussion.
- Each student is expected to identify and discuss major themes and subtopics – What are the key contributions of each paper? What are the methodological issues in studying this topic?

Bibliography

Core readings for each topic are identified. Please feel free to explore the topic further using the references in assigned papers. There is always much more literature than one can assign in a seminar.

Assignments

Group Assignment

For the group assignment, students will work in groups determined by their respective discipline (i.e., Management, Marketing, Operations Management and Information Systems). Each group will perform a content analysis of current research in the top journals in their disciplines. The content analysis should identify what are the major topics in their discipline. The due date for this assignment is XXX.

Paper

You will be asked to develop a paper. The paper can either be empirical or theoretical. Before you start writing a paper, your model has to be approved by your topic instructor (management faculty for management students, etc.). Try to get a paper idea approved as early as you can to have adequate time to write the paper. In addition, you will have to present the final paper, which will be done online.

Paper Presentation

The final draft of the paper is due on XXX day.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 10% Group project
- 40% Discussion (theoretical model development/paper presentation/class discussion)
- 50% Paper and paper presentation

Grading Scale:

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U

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Schedule

Class Day	Date	
1	July	Course Introduction: <ul style="list-style-type: none">• Mediation vs. Moderation – Scientific Language
2	August	Institutions and Organizations
3	September	Institutions and Organizations
4	October	Foundations
5	November	Power, Institutions and Networks
6	Online	Paper Presentation
7	Late November	Paper Due

Required Readings

Scott, W.R., *Institutions and Organizations*. 3rd ed. Thousand Oaks, CA: Sage.2007.

Foundations

1. Williamson, O.E., The economics of organization: The transaction cost approach. *American Journal of Sociology*. 87, 1975: pp. 548-577.
2. Eisenhardt, K.M., Agency Theory: An assessment and review. *Academy of Management Journal*. 14(1), 1989: pp. 57-74.
3. Villalonga, B. and R. Amit, How do family ownership, control and management affect firm value? *Journal of Financial Economics*. 80, 2006: pp. 385-417.
4. Aldrich H, McKelvey B, Ulrich D. Design strategy from the population perspective, *Journal of Management* 1984;10(1):pp. 67-86.
5. Barney, J.B. and A.M. Arkan, The resource-based view: Origins and implications, in *The Blackwell Handbook of Strategic Management*, M.A. Hitt, R.E. Freeman, and J.S. Harrison, Editors. 2001, Blackwell Publisher Ltd: Oxford, UK. pp. 124-188.

Power and Institutions

1. Finkelstein, S., Power in top management teams: dimensions, measurement, and validation. *Academy of Management Journal*. 35(3), 1992: pp. 505-538.
2. Ouchi, W.G., Market, bureaucracies, and clans. *Administrative Science Quarterly*. 25(1), 1980: pp. 129-141.
3. Coff, R.W., When competitive advantage doesn't lead to performance: The resource based view and stakeholder bargaining power. *Organization Science*. 10(2), 1999: pp. 119-133.
4. Klein SB, Astrachan JH, Smyrnios KX. The F-PEC scale of family influence: Construct validation, and further implication for theory, *Entrepreneurship Theory and Practice* 2005; 29(3):pp. 321-339.
5. Mechanic, David, Sources of Power of Lower Participants in Complex Organizations, *ASQ*, 7(3), 1962: pp. 349 - 364.
6. Pfeffer, J. and Salancik, G. R., Organizational Decision Making as a Political Process: The Case of a University Budget, *ASQ*, 19(2), 1974:135-151,

Networks

1. Granovetter, M. The strength of weak ties. *American Journal of Sociology*. 78(6)/1973: 1360-1380.
2. Coleman, James S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94: S95-S120.
3. Burt, Ronald S. (2001). Structural holes versus network closure as social capital. In: Lin, Nan/Cook, Karen S./Burt, Ronald S. (eds.). 'Social capital: Theory and research.' Aldine Transaction. New Brunswick, NJ: 31-56.
4. Walter, J., Kellermanns, F. W., & Lechner, C. (2012). Decision making within and between organizations: Rationality, politics and alliance performance. *Journal of Management*, 38(5), 1582-1610.
5. Parkhe, A., Strategic alliance structuring: A game theoretic and transaction cost examination of interfirm cooperation. *Academy of Management Journal*. 36, 1993: pp. 794-820.
6. Rousseau, D.M., S.B. Sitkin, R.S. Burt, and C. Camerer, Not so different after all: a cross discipline view of trust. *Academy of Management Review*. 23(3), 1998: pp. 393-404.

University of North Carolina at Charlotte
Belk College of Business
BDBA 8120
Professional Issues I
Fall 2015 Syllabus

Professor: Lin Yang
Office: Friday 244B
Phone: 704-687-7575
Email: L.Yang@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Introduction to the principles of scholarly research for both academic and industry settings, including ethics and research integrity, navigating scholarly literature, focusing on research and teaching excellence.

Objectives

Knowledge-oriented goals

1. Understand academic life.
2. Understand principles of research.
3. Understand principles of publishing.
4. Understand the importance of scientific conferences.

Skills-oriented goals

1. Read and write an academic resume.
2. Write reviews of academic papers.

Expectations

1. Understand what it takes to become a successful academic.
2. Understand what it takes to be a successful member of the academy.
3. Write an academic CV.
4. Write a review of an academic paper.

Course Design

Meetings discussions

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- For most classes doctoral students are assigned to guide the discussion
- Each student is expected to identify and discuss major themes and of the assigned chapters

Bibliography

We use an edited book as core readings for each topic. Please feel free to explore the topic further using the references in assigned papers. There is always much more literature than one can assign in a seminar.

Assignments

Individual Assignment

- Write an academic resume.
- Write a review for an assigned paper. Reviewing for journals or conferences is part of everybody's life. Writing a review takes a good amount of time, but is an important responsibility of an academic. The review should cover a comprehensive critique of all aspects of the manuscript.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 30% Review assignments
- 10% Academic resume
- 60% Discussion

Grading Scale:

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U

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Schedule

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1	July	Course Introduction: CAREER RHYTHMS: FIVE EXEMPLARS
2	August	EARLY RHYTHMS
3	September	EARLY RHYTHMS continued and MIDDLE RHYTHMS: TRADITIONAL PATHS
4	October	MIDDLE RHYTHMS: TRADITIONAL PATHS continued
5	November	MIDDLE RHYTHMS: NONTRADITIONAL PATHS and RHYTHMS OF THE FIELD
6	Online	RHYTHMS OF THE FIELD continued
7	Late November	Review Due

Required Readings

Selected readings from:

Rhythms of Academic Life: Personal Accounts of Careers in Academia. Forst, P & Taylor, M. (Eds.) 1996. □ ISBN-10: 0803972636 □ ISBN-13: 978-0803972636

Day 1:

Lessons Learned along the Way	Arthur G Bedeian
Twelve Suggestions for Optimizing Career Success	
On Becoming a Scholar	Joan V Gallos
One Woman's Journey	
Rhythms of an Academic's Life	Miriam Erez
Crossing Cultural Borders	
Transitions	Vance F Mitchell
Creating a Career	Stewart Clegg in conversation with John M Jermier
Observations from outside the Mainstream	

Day 2

Becoming a Teacher	
Becoming a Teacher at a Research University	Christina E Shalley
On Learning Why I Became a Teacher	John A Miller
Research/Teaching Boundaries	Walter R Nord
Teaching as an Act of Scholarship	Stella M Nkomo
Doing Research and Getting Published	
Using Programmatic Research to Build a Grounded Theory	Edwin A Locke
Developing Programmatic Research	Mats Alvesson
The Publishing Process	Susan J Ashford
A Struggle for Meaning	
Getting Published	Kevin R Murphy
Revising and Resubmitting	J Keith Murnighan
Author Emotions, Editor Roles, and the Value of Dialogue	
Working with Doctoral Students	

Day 3

The Development of Doctoral Students	Larry L Cummings
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Substantive and Emotional Perspectives	
Working with Doctoral Students	Susan J Ashford
Reflections on Doctoral Work Past and Present	
Mentoring Relationships	Linn Van Dyne
A Comparison of Experiences in Business and Academia	
Transitions and Turning Points in Faculty-Doctoral Student Relationships	Roderick M Kramer and Joanne Martin
Getting Tenure	
Getting Tenure	Marilyn E Gist
Rounding Corners	Toni C King
An African-American Female Scholar's Pretenure Experiences	
Pause Point 1: Integration of Work and Nonwork Lives	
Thoughts on Integrating Your Work and Personal Life (and the Limits of Advice)	James P Walsh
Holding It All Together	Marcy Crary

Day 4

Working Collaboratively	
Working Together	C R Hinings and Royston Greenwood
Growing a Personal, Professional Collaboration	Jane E Dutton, Jean M Bartunek and Connie J G Gersick
Three Voices Reflecting on Scholarly Career Journeys with International Collaboration	James G (Jerry) Hunt, Arja Ropo and P. Eriksson
Becoming a Reviewer	
Becoming a Reviewer	Elaine Romanelli
Lessons Somewhat Painfully Learned	
The Act of Reviewing and Being a Reviewer	Huseyin Leblebici
Balls, Strikes, and Collisions on the Base Path	Alan D Meyer
Ruminations of a Veteran Reviewer	
Becoming a Journal Editor	
Becoming a Journal Editor	Janice M Beyer
Work as a Parade of Decision Letters	Robert I Sutton
Pleasures and Burdens of Being an Associate Editor at the Administrative Science Quarterly	
Becoming a Department Chair and an Administrator	
Alice in Academia	Nancy K Napier
The Department Chairman Role from Both Sides of the	

Mirror	
Herding Cats Part Deux	Cynthia V Fukami
The Hygiene Factor	
Becoming an Administrator	Allan R Cohen
The Education of an Educator	
Becoming a Full Professor	
On Becoming a Professor	Ray V Montagno
Becoming a Full Professor	Sara L Rynes
Pause Point 2: The Overenriched Work Life	
Dealing with the Overenriched Work Life	Susan E Jackson

Day 5

Working as a Consultant	
Midlife as a Consultant	Philip H Mirvis
Working as a Consultant	Mary Ann Von Glinow
Academic Imprimatur or Taboo?	
Developing Innovative Teaching Materials	
Rhythms of an Academic Life	Robert D Marx
Reflections on Championing an Innovation in Academe	David A Whetten
The Case of Management Skill Education	
Working inside the University	
Breaking Out, inside the University	Judy D Olian
WORKING WITH POLICY MAKERS	
Working with Policy Makers	Paul R Sackett
Pause Point 3: Another Look at Integrating Work and Nonwork Lives	
Confronting the Tensions in an Academic Career	Robert E Quinn, Regina M O'Neill and Gelaye Debebe
Professional and Personal Life	Anne Sigismund Huff
A Look at the Future	
Business Schools in Transition	Raymond E Miles
A Brief History of Business Education	
The External and Institutional Context of Business Higher Education	William H Mobley
The Changing Role of the Business School's Environment	Robert B Duncan
The Threat-Rigidity Response Is Real	

Online

Business Schools in Transition

An Associate Dean's Perspective

Stakeholders and You

Embracing Change

We Get By with a Lot of Help from Our Friends

Marcia P Miceli

Janet P Near

James P Walsh

University of North Carolina at Charlotte
Belk College of Business
BDBA 8130
Introduction to Business Theory
Spring 2016 Syllabus

Professor: Moutaz Khouja
Office: Friday 351C
Phone: 704-687-7653
Email: mjkhouja@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Review of fundamental theories and research in the fields of strategic management, marketing, operations management and information systems.

Objectives

Knowledge-oriented goals

1. Review and synthesize fundamental meso- and macro-related themes in strategic management.
2. Review and synthesize fundamental meso- and macro-related themes in marketing.
3. Review and synthesize fundamental meso- and macro-related themes in information systems and operations.

Skills-oriented goals:

1. To increase theory-building skills, in particular to enhance the following abilities:
 - a. Articulate theoretically interesting, well-focused topics.
 - b. Develop logical argumentation in support of a model.
 - c. Define internally consistent theoretical constructs and identify non-trivial relationships among them.
 - d. Identify critical assumptions and boundary conditions for a theory.
 - e. Write compelling research questions or propositions.

Expectations

1. Understand the core research questions and methods embodied in a particular stream of literature
2. Evaluate the theoretical significance and methodological rigor of the material,
3. Frame relevant questions and critique
4. Identify logical next steps in the research stream.
5. Write an empirical or theoretical paper that makes a contribution within the domain of the topic area.
6. Submit the above paper and have it accepted at a regional or national meeting.
7. Integrate research.

Course Design

Meetings discussions

We will meet once a month for 5 months. Each class meeting will be for 8 hours. In addition to my lectures, faculty from other Departments including Management, Marketing, and Business Information Systems and Operations Management will participate in the course as appropriate. Each meeting will follow the outlined procedure:

- For most classes doctoral students are assigned to guide the discussion.
- Each student is expected to identify and discuss major themes and subtopics – What are the key contributions of each paper? What are the methodological issues in studying this topic?

Bibliography

Core readings for each topic are identified. Please feel free to explore the topic further using the references in assigned papers. There was always much more literature than one can assign in a seminar.

Assignments

Pick a topic based on the readings presented in class. Review this topic and write a 3 page literature review on the topic of your choosing. This review has to be more than a mere list of studies that you summarize, but should integrate the literature and present a comprehensive review of the topic area.

Papers

You will be asked to develop a paper. The paper can either be empirical or theoretical. Before you start writing a paper, your model has to be approved by your topic instructor (management faculty for management students, etc.). Try to get a paper idea approved as early as you can to have adequate time to write the paper. In addition, you will have to present the final paper, which will be done online.

Paper Presentation

The final draft of the paper is due on XXX day.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 10% Literature review
- 40% Discussion (theoretical model development/paper presentation/class discussion)
- 50% Paper and paper presentation

Grading Scale:

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8. **Communication devices in classroom.** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class.
9. **Computers in the classroom.** Students are permitted to use computers during class for note-taking and other class-related work only.
10. **Attendance.** Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	
1	January	Course introduction:overview of strategy research
2	February	Publishing marketing research
3	Mach	Meso research in marketing
4	April	Meso research in strategy
5	May	Meso research in information systems and operations
6	Online	Paper presentation
7	Late May	Paper due

Readings

Class Day 1:

Mahoney, J. T. 2004. *Economic foundations of strategy*: Sage.

Class Day 2:

Publishing OM and Supply Chain Management Research

1. Linderman, K. and Chandrasekaran, A. 2010. The scholarly exchange of knowledge in operations management. *Journal of Operations Management*, 28(4), 357-366.
2. Meredith, J.R. 2002. 20th anniversary of JOM: An editorial retrospective and prospective. *Journal of Operations Management*, 20(1), 1-18.
3. Meredith, J.R., Steward, M.D., and Lewis, B.R. 2011. Knowledge dissemination in operations management: Published perceptions versus academic reality. *Omega*, 39(4), 435-446.
4. Sower, V.E., Motwani, J., and Savoie, M.J. 1997. Classics in production and operations management. *International Journal of Operations & Production Management*, 17(1), 15-28.

Supply Chain Management

1. Chen, I.J. & Paulraj, A. (2004). Towards a theory of supply chain management: the constructs and measurements. *Journal of Operations Management*, 22: 119-150.
2. Fullerton, R. R., & McWatters, C. S. (2001). The production performance benefits from JIT implementation. *Journal of Operations Management*, 19(1), 81-96.
3. Gunasekaran, A., Patel, C., & Tirtiroglu, E. (2001). Performance measures and metrics in a supply chain environment. *International journal of operations & production Management*, 21(1/2), 71-87.

4. Ketchen, D. J. Jr., Tomas, G. and Hult, M. 2007, "Bridging organization theory and supply chain management: The case of best value supply chains", *Journal of Operations Management*, 25, 573–580
5. Miles, R. E. and C. C. Snow (2007). "Organization theory and supply chain management: An evolving research perspective." *Journal of Operations Management* 25(2): 459-463.
6. Monczka, R.M., Peterson, K.J., Handfield, R.B. & Ragatz, G.L. (2007). Success factors in strategic supplier alliances: the buying company perspective. *Decision Sciences*, 29: 553-577.
7. Novak, S. and S. D. Eppinger (2001). "Sourcing By Design: Product Complexity and the Supply Chain." *Management Science* 47(1): 189.
8. Saeed, K. A., M. K. Malhotra, et al. (2005). "Examining the Impact of Interorganizational Systems on Process Efficiency and Sourcing Leverage in Buyer-Supplier Dyads." *Decision Sciences* 36(3): 365-396.
9. Seuring, S., & Müller, M. (2008). From a literature review to a conceptual framework for sustainable supply chain management. *Journal of cleaner production*, 16(15), 1699-1710.
10. Subramani, M. (2004). How do suppliers benefit from information technology use in supply chain relationships? *MIS Quarterly*, 28: 45-73.
11. Wong, C.Y. & Boon-Itt, S. (2008). The influence of institutional norms and environmental uncertainty on supply chain integration in the Thai automotive industry. *International Journal of Production Economics*, 115: 400-410.
12. Zsidisin, G.A., Melnyk, S.A. & Ragatz, G. (2005). An institutional theory perspective of business continuity planning for purchasing and supply management. *International Journal of Production Research*, 43: 3401-3420.

Service Operations

1. Anderson, S.W., Baggett, L.S., and Widener, S.K. 2009. The impact of service operations failures on customer satisfaction: Evidence on how failures and their source affect what matters to customers. *Manufacturing and Service Operations Management* , 11(1), 52-69.
2. Bitner, M.J. 1992. Servicescapes: The impact of physical surroundings on customers and employees. *Journal of Marketing*, 56(2), 57-71.
3. Cook, D.P., Goh, C.H., and Cheung, C.H. 1999. Service typologies: A state of the art survey. *Production and Operations Management*, 8(3), 318-338.
4. Das, S.R. and Joshi, M.P. 2007. Process innovativeness in technology services organizations: Roles of differentiation strategy, operational autonomy and risk-taking propensity. *Journal of Operations Management*, 25(3), 643-660.
5. Harvey, J. 1998. Service quality: A tutorial. *Journal of Operations Management*, 16(5), 583-597.
6. Miller, J.L., Craighead, C.W., and Karwan, K.R. 2000. Service recovery: A framework and empirical investigation. *Journal of Operations Management*, 18(4), 387-400.

7. Roth, A.V. and Menor, L.J. 2003. Insights into service operations management: A research agenda. *Production and Operations Management*, 12(2), 145-164.
8. Safizadeh, M.H., Field, J.M., and Ritzman, L.P. 2003. An empirical analysis of financial services processes with a front-office or back-office orientation. *Journal of Operations Management*, 21(5), 557-576.
9. Sampson, S.E. and Froehle, C.M. Foundations and implications of a proposed unified services theory. *Production and Operations Management*, 15(2), 329-343.
10. Szymanski, D.M. and Henard, D.H. 2001. Customer satisfaction: A meta-analysis of the empirical evidence. *Journal of the Academy of Marketing Science*, 29(1), 16-35.

Class Day 3:

Meso-level Frameworks in Marketing

1. Layton, R.A., (2011), [Towards a Theory of Marketing Systems](#), *European Journal of Marketing*, 45 (1/2), 259-276.
2. Eiriz, V., and Wilson, D., (2006), [Research in Relationship Marketing: Antecedents, Traditions and Integration](#), *European Journal of Marketing*, 40 (3/4), 275-291.
3. Harris, L.C., Ogbonna, E., and Goode, M.M.H., (2008), [Intra-Functional Conflict: An Investigation of Antecedent Factors in Marketing Functions](#), *European Journal of Marketing*, 42 (3/4), 453-476.
4. Ehret, M., and Haase, M., (2012), [The Common Ground of Relationships and Exchange: Towards a Contractual Foundation of Marketing](#), *Journal of Business & Industrial Marketing*, 27 (6), 447-455
5. Vargo, S.L., [Market Systems, Stakeholders and Value Propositions: Toward a Service-Dominant Logic-Based Theory of the Market](#), *European Journal of Marketing*, 45 (1/2), 217-222.
6. Islam, G., Claro, D.P., and Andrade, E.B., (2014), [Sequential Betting Behavior: A Test of Asymmetric Inconsistencies in Group Decision Making](#), *Psychology & Marketing*, 31 (2), 126-133.
7. Hansen, S., (2008), [The Global Diffusion of Relationship Marketing](#), *European Journal of Marketing*, 42 (11/12), 1156-1161.
8. Loane, S., Bell, J., and McNaughton, R., (2006), [Employing Information Communication Technologies to Enhance Qualitative International Marketing Enquiry](#), *International Marketing Review*, 23 (4), 438-455.
9. Cova, B. and Salle, R. (2008), [The Industrial/Consumer Marketing Dichotomy Revisited: A Case of Outdated Justification?](#) *Journal of Business & Industrial Marketing*, 23 (1), 3-11.
10. Leonidou, C.N., and Leonidou, L.C., (2011) [Research into Environmental Marketing/Management: A Bibliographic Analysis](#), *European Journal of Marketing*, 45 (1/2), 68-103.

Class Day 4:

Floyd, S. W., & Wooldridge, B. 2000. *Building strategy from the middle: Reconceptualizing strategy process*. Thousand Oaks: Sage.

Class Day 5:

Conducting Information Systems Research

1. Grover, V., and Kohli, R. (2012). Cocreating IT Value: New Capabilities and Metrics for Multifirm Environments, *MIS Quarterly*, 36(1), 225-232.
2. Orlikowski, W. J. and Baroudi, J. J. (1991). Studying Information Technology in Organizations: Research Approaches and Assumptions, *Information Systems Research*, 2, 1-28.
3. Dennis, A.R. and Valacich, J.S. (2001). Conducting Research in Information Systems, *Communications of the AIS*, 7, Article 5, July 2001.
4. Banker, R.D. and Kauffman, R.J. (2004). The Evolution of Research on Information Systems: A Fiftieth-Year Survey of the Literature in Management Science. *Management Science*, 50(3), March, 281-298.
5. Palvia, P., E. Mao, A.F.Salam, and K.S. Soliman. (2003). Management Information Systems Research: What's there in a Methodology? *Communications of the AIS*, 11, 289-309.
6. Palvia, P., E. Mao, A.F.Salam, and K.S. Soliman. (2004). Research Methodologies in MIS: An Update. *Communications of the AIS*, 14, 526-542.
7. Benbasat, I., and Weber, R., 1996. "Rethinking "Diversity" in Information Systems Research", *Information Systems Research* (7:4), 389-399.
8. Robey, D., 1996. "Diversity in Information Systems Research: Threat, Promise, and Responsibility", *Information Systems Research* (7:4), 400-408.
9. Lee, A. S. 2001. "Research in Information Systems: What we haven't learned," *MIS Quarterly*, 25, 4, v-xv.

IT Governance, Strategy, and Leadership

1. Karahanna, E. and Watson, R.T., "Information Systems Leadership" *IEEE Transactions on Engineering Management*, 53:2, May 2006, pp. 171-176
2. Luftman, J. and Kempaiah, R. "Key Issues for IT Executives 2007," *MIS Quarterly Executive*, 7, 2(2008)
3. Luftman, J. and Kempaiah, R. "An Update on Business-IT Alignment: "A Line" Has Been Drawn," *MIS Quarterly Executive*, 3, 6(2007), 15.
4. V. Sambamurthy, A. Bharadwaj and V. Grover. "Shaping Agility through Digital Options: Reconceptualizing the Role of Information Technology in Contemporary Firms," *MIS Quarterly*, 27, 2 (2003), 237-263.

5. Do CIOs Matter? Assessing The Value of CIO Presence In Top Management Teams
Chandrasekaran, Ranganathan and Sanjeev Jha, University of Illinois at Chicago
(ICIS2008)
6. Smaltz, D., R. Agarwal, and Sambamurthy. "An Empirical Analysis of the Antecedents of CIO Role Effectiveness." *IEEE Transactions on Engineering Management*, 53:2, May 2006.
7. Wu, J. H., Chen Y.C., Lin H. H. (2004), "Developing a set of management needs for IS managers: a study of necessary managerial activities and skills", *Information and Management*, 41, pp. 413-429
8. Mani, D., Barua, A. and Whinston, A. 2006. "Successfully Governing Business Process Outsourcing Relationships", *MIS Quarterly Executive*, Vol, 41:1
9. Weill. How Top Performing Organizations Govern IT, *MISQ Executive*, March 2004, Volume 3, Number 1, pp. 1-17
10. Faraj and Sambamurthy, 2006. Leadership of IS development projects. *IEEE TRANSACTIONS ON ENGINEERING MANAGEMENT*, VOL. 53, NO. 2:238-249.
11. William R. King and Gholamreza Torkzadeh (2008). Information Systems Offshoring: Research Status and Issues, *MIS Quarterly*, 32 (2), pp. 205-225.
12. Enns, H., Huff, S. and Higgins, C. "CIO Lateral Influence Behaviors: Gaining Peers' Commitment to Strategic Information Systems," *MIS Quarterly*, 27, 1 (2003), 155-176
13. Xue, Y., Liang, H. and Boulton, W.R. "Information Technology Governance in Information Technology Investment Decision Processes: The Impact of Investment Characteristics, External Environment, and Internal Context," *MIS Quarterly*, March 2008, 67-96.
14. Sambamurthy, V. and Zmud, R.W. "Arrangements for Information Technology Governance: A Theory of Multiple Contingencies," *MIS Quarterly*, 23, 2 (1999).

E-business Strategy

1. Varian, H. "Buying, Sharing, and Renting Information Goods." *The Journal of Industrial Economics*, 48(4). 2000, 473-488.
2. Bakos, Y., and E. Brynjolfsson. "Bundling and Competition on the Internet." *Marketing Science*, 19(1), 2000, 63-82.
3. Brynjolfsson, E., Hu Y., and Simester, D. Goodbye Pareto Principle, Hello Long Tail: The Effect of Search Costs on the Concentration of Product Sales. *Management Science* 2011 57:8, 1373-1386
4. Oestreicher-Singer, G., & Sundararajan, A. (2012). Recommendation Networks And The Long Tail Of Electronic Commerce. *MIS Quarterly*, 36(1), 65-A4.
5. Forman, C., Ghose, A., and Wiesenfeld, B. "Examining the Relationship Between Reviews and Sales: The Role of Reviewer Identity Disclosure in Electronic Markets," *Information Systems Research*, 19, 3 (2008), 291-313.

6. Bakos, Y., Katsamakas, E., (2008) "Design and Ownership of Two-Sided Networks: Implications for Internet Platforms", Journal of Management Information Systems, Fall2008, Vol. 25 Issue 2, p171-202.
7. Jason Kuruzovich et al. "Marketspace or Marketplace? Online Information Search and Channel Outcomes in Auto Retailing," Information Systems Research, 19, 2 (2008), 182-201.

University of North Carolina at Charlotte
Belk College of Business
BDBA 8140
Advanced Business Theory
Spring 2016 Syllabus

Professor: Steven Rogelberg
Office: Friday 249
Phone: 704-687-7580
Email: srogelb@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Review of micro- and meso-theories and research developed in the fields of management, marketing, operations management and information systems.

Objectives

Knowledge-oriented goals

1. In-depth development of knowledge in micro- and meso-theories.
2. Advanced empirical research designs.

Skills-oriented goals:

1. To increase theory-building skills, in particular to enhance the following abilities:
 - a. Determine what theory is and what it is not.
 - b. Development of solid arguments for propositions/hypotheses.
 - c. Develop research models.

Expectations

1. Understand content and method of assigned papers.
2. Understand key assumptions of discussed theory.
3. Development of new research ideas.
4. Development of research paper.

Course Design

Meetings discussions

We will meet once a month for 5 months. Each class meeting will be for 8 hours. In addition to my lectures, faculty from other Departments including Management, Marketing, and Business Information Systems and Operations Management will participate in the course as appropriate. Each meeting will follow the outlined procedure:

- For most classes doctoral students are assigned to guide the discussion.
- Each student is expected to identify and discuss major themes and subtopics – What are the key contributions of each paper? What are the methodological issues in studying this topic?

Bibliography

Core readings for each topic are identified. Please feel free to explore the topic further using the references in assigned papers. There was always much more literature than one can assign in a seminar.

Assignments

Pick a topic based on the readings presented in class. Review this topic and write a 3 page literature review on the topic of your choosing. This review has to be more than a mere list of studies that you summarize, but should integrate the literature and present a comprehensive review of the topic area.

Papers

You will be asked to develop a paper. The paper can either be empirical or theoretical. Before you start writing a paper, your model has to be approved by your topic instructor (management faculty for management students, etc.). Try to get a paper idea approved as early as you can to have adequate time to write the paper. In addition, you will have to present the final paper, which will be done online.

Paper Presentation

The final draft of the paper is due on XXX day.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 10% Literature review
- 40% Discussion (theoretical model development/paper presentation/class discussion)
- 50% Paper and paper presentation

Grading Scale:

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U

Course Information Guidelines

1. **Statement on Diversity.** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.
2. **Documented Disability.** Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.

3. **Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.
4. **Classroom expectations.** This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.
6. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.
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10. **Attendance.** Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	
1	January	Course introduction: Micro and meso related readings in Management
2	February	Micro and meso related readings in Marketing and Operations Management
3	Mach	Micro and meso related readings in Marketing – continued

4	<i>April</i>	Mirco related readings in Management – continued
5	<i>May</i>	Mirco and meso related readings in Operations Management and Information System
6	<i>Online</i>	Paper presentation
7	<i>June</i>	Paper due

Readings

Class Day 1:

Section 1

1. Weick, K. (1989). Theory construction as disciplined imagination. *Academy of Management Review*, 14, 516-531.
2. James, L., Mulak, S., & Brett, J. 1982. Causal analysis. pp. 11-54. New York: Sage.
3. Staw, B. 1995. Repairs on the road to relevance and rigor. In Cummings & Frost (eds.) *Publishing in the organizational sciences* (2nd. Ed.). Thousand Oaks, CA: Sage: 96-107.
4. Abrahamson, E. 1996. Management fashion. *Academy of Management Review*, 21, 254-285.
5. Locke, K., & Golden-Biddle, K. 1997. Constructing opportunities for contribution: Structuring inter-textual coherence and “problematizing” organizational studies. *Academy of Management Journal*, 40, 1023-1062.
6. Pfeffer, J. 1998. Understanding organizations: Concepts and controversies. *Handbook of social psychology*.
7. Pfeffer, J. 1993. Barriers to the advancement of organizational science: Paradigm development as a dependent variable. *Academy of Management Review*, 18, 599-620.

Section 2

1. Staw, B. 1984. Organizational behavior: A review and reformulation of the field’s outcome variables. *Annual Review of Psychology*, 35, 627-666.
2. Rousseau, Denise M. 1997. Organizational behavior in the new organizational era. *Annual Review of Psychology*, Vol 48. pp. 515-546.
3. Mowday, R. T. and Sutton, R. I. 1993. Organizational behavior: Linking individuals and groups to organizational contexts. *Annual Review of Psychology*, Vol. 44.
4. Griffin, R. and Kacmar, K. M. 1991. Laboratory research in management: Misconceptions and missed opportunities. *Journal of Organizational Behavior*, 12: 301-311.
5. O’Reilly, C. 1991. Organizational behavior: Where we have been, where we’re going. *Annual Review of Psychology*, Palo Alto, CA: Annual Reviews, Inc.

Section 3

1. Chatman, J.A. 1989. Improving interactional organizational research: A model of person-organization fit. *Academy of Management Review*, 14, 333-349.
2. Davis-Blake, A., & Pfeffer, J. 1986. Just a mirage: The search for dispositional effects in organizational research. *Academy of Management Review*, 14, 385-400.

3. Schneider, B. 1987. The people make the place. *Personnel Psychology*, 40, 437-453.
4. Staw, B.M., Bell, N., & Clausen, J. 1986. The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly*, 31, 56-77.
5. Chatman, J., & Barsade, S. 1995. Personality, culture, and cooperation: Evidence from a business situation. *Administrative Science Quarterly*, 40, 423-443.
6. Snyder, Mark & Ickes, William. 1995. Personality and Social Behavior (Chapter 28). In Lindzey, G. & Aronson, E. (Eds.) *Handbook of Social Psychology*, 883-947.

Class Day 2:

Quality Management

1. Ahire, S.L. & Dreyfus, P. (2000). The impact of design management and process management on quality: an empirical investigation. *Journal of Operations Management*, 18: 549-575.
2. Daft, R.L. 1995 Why I recommend that your manuscript be rejected and what you can do about it. In L.L. Cummings and J.P. Frost (Eds.), *Publishing in the Organizational Sciences*, (2nd ed., pp. 164-182). Thousand Oaks, CA: Sage Publications.
3. Hackman, J.R. and Wageman, R. 1995. Total quality management: Empirical, conceptual, and practical issues. *Administrative Science Quarterly*, 40(2), 309-342.
4. Hendricks, K.B. & Singhal, V.R. (1997). Does implementing an effective TQM program actually improve operating performance? Empirical evidence from firms that have won quality awards. *Management Science*, 43: 1258-1274.
5. Lai, K-H, Cheng, T.C.E. & Yeung, A.C.L. (2005). Relationship stability and supplier commitment to quality. *International Journal of Production Economics*, 96: 397-410.
6. Linderman, K., Schroeder, R.G., Zaheer, S., Liedtke, C & Choo, A.S. (2004). Integrating quality management practices with knowledge creation processes. *Journal of Operations Management*, 22: 589-607.
7. Samson, D. and Terziovski, M. 1999. The relationship between total quality management practices and operational performance. *Journal of Operations Management*, 17(4), 393-409.
8. Sousa, R. and Voss, C.A. 2002. Quality management revisited: A reflective review and agenda for future research. *Journal of Operations Management*, 20(1), 91-109.
9. Stanley, L.L. & Wisner, J.D. (2001). Service quality along the supply chain: implications for purchasing. *Journal of Operations Management*, 19: 287-306.
10. Foster Jr, S. T. (2008). Towards an understanding of supply chain quality management. *Journal of Operations Management*, 26(4), 461-467.
11. Zhang, D., Linderman, K., and Schroeder, R.G. 2012. The moderating role of contextual factors on quality management practices. *Journal of Operations Management*, 30(1-2), 12-23.

Vertical Integration/ Capacity

1. Grover, V. & Malhotra, M.K. (2003). Transaction cost framework in operations and supply chain management research: theory and measurement. *Journal of Operations Management*, 21: 457-473.
2. Hendricks, K.B., Singhal, V.R. & Wiedman, C.I. (1995). The impact of capacity expansion on the market value of the firm. *Journal of Operations Management*, 12: 259-272.
3. Holcomb, T.R. & Hitt, M.A. (2007). Toward a model of strategic outsourcing. *Journal of Operations Management*, 25: 464-481.
4. Smith-Daniels, V.L., Schweikhart, S.B. & Smith-Daniels, D.W. (2007). Capacity management in health care services: review and future research directions. *Decision Sciences*, 19: 889-919.
5. Walker, G. & Weber, D. (1987). Supplier competition, uncertainty, and make-or-buy decisions. *Academy of Management Journal*, 30: 589-596.

Production Processes

1. Hull, F.M. & Collins, P.D. (1987). High-technology batch production systems: Woodward's missing type. *Academy of Management Journal*, 30: 786-797.
2. Collins, P.D., Hage, J. & Hull, F.M. (1988). Organizational and technological predictors of change in automaticity. *Academy of Management Journal*, 31: 512-543.
3. Ettl, J.E. & Reza, E.M. (1982). Organizational integration and process innovation. *Academy of Management Journal*, 35: 795-827.
4. Schroeder, Dean M. "A dynamic perspective on the impact of process innovation upon competitive strategies." *Strategic Management Journal* 11.1 (1990): 25-41.
5. Safizadeh, M.H., Ritzman, L.P., Sharma, D. & Wood, C. (1996). An empirical analysis of the product-process matrix. *Management Science*, 42: 1576-1591.

Class Day 3:

Micro- and Meso- Theories in Marketing

1. Howard, D.G., D. M. Savins, W. Howell, and J.K. Ryans, Jr. (1991), "[The Evolution of Marketing Theory in the United States and Europe](#)," *European Journal of Marketing*, 25 (2), 7-16.
2. Kohli, A K and BJ Jaworski (1990), "[Market Orientation: The Construct, Research Propositions, and Managerial Implications](#)," *Journal of Marketing*, 54 (April), 1-18.
3. Narver, J.C., and Slater, S.F. (1990). [The Effect of a Market Orientation on Business Profitability](#). *The Journal of Marketing*, 54(4), 20-35
4. Vargo, S.L. and R.F. Lusch (2004), "[Evolving to a New Dominant Logic for Marketing](#)," *Journal of Marketing*, 68 (1), 1-17.

5. Rubera, G., and Kirca, A.H. (2012), "Firm Innovativeness and its Performance Outcomes: A Meta-Analytic Review and Theoretical Integration," *Journal of Marketing*, 76 (May) 130-147.
6. Hunt, Shelby D. (2012), "[The Evolution of Resource-Advantage Theory: Six Events, Six Realizations, Six Contributions](#)," *Journal of Historical Research in Marketing*, 4(1), 7-29.
7. Hunt, S.D. (1992), "For Reason and Realism in Marketing," *Journal of Marketing*, 56 (April), 89-102.
8. Hunt, S.D. (1993), "Objectivity in Marketing Theory and Research," *Journal of Marketing*, 57 (April), 76-91.
9. H. Sujana, B.A. Weitz and N. Kumar (1994), "[Learning Orientation, Working Smart, and Effective Selling](#)," *Journal of Marketing*, 58(3), 39-52.
10. T. S. Robertson and H. Gatignon (1986), "[Competitive Effects on Technology Diffusion](#)," *Journal of Marketing*, 50 (3), 1-12.

Class Day 4:

Section 1

1. Latham, G. P & Pinder, C. C. (2005). Work Motivation Theory and Research at the Dawn of the Twenty-First Century. *Annual Review of Psychology*, 56, 485-516.
2. Steers, R. M, Mowday, R. T, & Shapiro, D. L. (2004). Introduction to special topic forum: The future of work motivation theory. *Academy of Management Review*, 29, 379-387. (Also skim through other articles in this special topic volume.)
3. Jin, P. (1993). Work motivation and productivity in voluntarily formed work teams: A field study in China. *Organizational Behavior and Human Decision Processes*, 54, 133-155.
4. Igalens, J. & Roussel, P. (1999). A study of the relationships between compensation package, work motivation and job satisfaction. *Journal of Organizational Behavior*, 20, 1003-1025.
5. Lockwood, P., Jordan, C. H., Kunda, Z. (2002). Motivation by positive or negative role models: Regulatory focus determines who will best inspire us. *Journal of Personality and Social Psychology*, 83, 854-864.
6. Higgins, E.T. 1997. Beyond pleasure and pain. *American Psychologist*, 52(12), 1280-1300.

Section 2

1. Hogg, M.A., & Terry, D.J. (2000). Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25, 121-140.
2. Dutton, J. E., Dukerich, J. M., & Harquail, C. V. (1994). Organizational images and member identification. *Administrative Science Quarterly*, 39, 239-263.
3. Elsbach, K. D., & Kramer, R. M. (1996). Members' responses to organizational identity threats: Encountering and countering the Business Session rankings. *Administrative Science Quarterly*, 41, 442-476.
4. Morrison, E. (1994). Role definitions and organizational citizenship behavior: The importance of the employee's perspective. *Academy of Management Journal*, 37, 1543-1567.

5. O'Reilly, C. and Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification and internalization on pro-social behavior. *Journal of Applied Psychology*, 3, 492-499.
6. Tepper, B. J., Duffy, M. K., Hoobler, J. & Ensley, M. D. (2004). Moderators of the Relationships Between Coworkers' Organizational Citizenship Behavior and Fellow Employees' Attitudes. *Journal of Applied Psychology*, 89, 455-465.

Section 3

1. Rousseau, D.M., Sitkin, S.B., Burt, R.S., & Camerer, C. 1998. Not so different after all: A cross-discipline view of trust. *Academy of Management Review*, 3(23), 393-404.
2. Schoorman, F., Mayer, R., & Davis, J. (2007). An Integrative Model of Organizational Trust: Past, Present, and Future. *The Academy of Management Review (AMR)*, 32(2), 344-354.
3. Dirks, K.T. & Ferrin, D.L. 2001. The role of trust in organizational settings. *Organization Science*, 12, 450-467.
4. McAllister, D.J. 1995. Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38, 1, 24-59.
5. Saporito, P.A., Chen, C.C. & Sapienza, H.J. 2004. The role of relationship trust in bank-small firm relationship. *Academy of Management Journal*, 47(3): 400-410.
6. Mayer, R. C., & Gavin, M. (2005). Trust in management and performance: Who minds the shop while the employees watch the boss? *Academy of Management Journal*, 48(5), 874-888.

Class Day 5:

Technology Acceptance

1. Duan, W., Gu, B., Whinston, A. "Informational Cascades and Software Adoption on the Internet: An Empirical Investigation," *MIS Quarterly*, 33,1(2009) 23-48.
2. Venkatesh, V., Morris, M.G., Davis, G.B., and Davis, F.D., "User Acceptance of Information Technology: Toward a Unified View," *MIS Quarterly*, 27, 3 (2003), 425-478.
3. Wixom, B.H. and Todd, P. A., "A Theoretical Integration of User Satisfaction and Technology Acceptance," *Information Systems Research*, 16, 1 (2005).
4. Venkatesh, V., Davis, F.D., and Morris, M.G. "Dead or Alive? The Development, Trajectory and Future of Technology Adoption Research," *Journal of the AIS*, 8, 4 (2007), 267-286.
5. Burton-Jones, Andrew; Gallivan, Michael J. "Toward A Deeper Understanding Of System Usage In Organizations: A Multilevel Perspective." *MIS Quarterly*, 31, 4 (2007), 657-679
6. Fichman, R.G., & Kemerer, C.F. "The illusory diffusion of innovation: An examination of assimilation gaps," *Information Systems Research*, 10, 3 (1999), 255-275.

Role of Culture in IS Management

1. Ein-Dor, P., Segev, E. and Orgad, M. "The Effect of National Culture on IS: Implications for International Information Systems," *Journal of Global Information Management*, 1, 1, 33-44.
2. Leidner, D. and Kayworth, T. "A Review of Culture in Information Systems Research: Toward a Theory of Information Technology Culture Conflict," *MIS Quarterly*, 30, 2 (2006), 357-399.
3. Srite, M. and Karahanna, E. "The Role of Espoused National Cultural Values in Technology Acceptance," *MIS Quarterly*, 30, 3 (2006), 679-704.
4. Martinsons, M., and Davison, R. "Guest Editorial, Cultural Issues and IT Management: Looking Ahead," *IEEE Transactions on Engineering Management*, 50, 1 (2003), 113-117.
5. Hofstede, G. "Cultural Constraints in Management Theories," *Academy of Management Executive*, 7, 1 (1993).
6. H - S. McCoy, D.F. Galletta and W.R. King "Integrating Culture into IS Research: The Need for Current Individual-Level Measures," *Communications of the Association for Information Systems (Volume 15, 2005)*211-224
7. Bandyopadhyay, K. and Fraccastoro, K. A. (2007), "The Effect of Culture on User Acceptance of Information Technology", *Communications of the Association for Information Systems*, Vol. 19, pp. 522-543
8. R.T. Watson, G.G. Kelly, R.D. Galliers, And J.C. Brancheau, *Key Issues in Information Systems Management: An International Perspective Journal of Management Information Systems I Spring 1997. Vol. 13.No. 4. pp 91-115*
9. Kappos, A. and Rivard, S. "A three-perspective model of culture, information systems, and their development and use," *MIS Quarterly* (32:3), 2008, pp. 601-634
10. Tan, B. C. Y. H. Jeff Smith, Mark Keil,2003. *Reporting Bad News About Software Projects: Impact of Organizational Climate and Information Asymmetry in an Individualistic and a Collectivistic Culture, IEEE Transactions on Engineering Management, VOL. 50, NO. 1, FEBRUARY 2003*
11. Iivari, J. and Huisman, M., 2007. *The relationship between organizational culture and the development of systems development methodologies. MIS Quarterly, 2007, 31(1):35-58*

IT-enabled Groups and Distributed Work

1. Trauth, E.M., & Jessup, L.M. (2000). Understanding computer-mediated discussion: Positivist and interpretive analysis of group support system use. *MIS Quarterly*, 24, 43-79.
2. Gopal, A. & Prasad, P. (2000). Understanding GDSS in symbolic context: Shifting the focus from technology to interaction. *MIS Quarterly*, 24, 509-546.

3. Fjermestad, J., S. R. Hiltz. 1999. An Assessment of Group Support Systems Experimental Research: Methodology and Results. *Journal of Management Information Systems*. 15(3) 7-149.
4. McGrath, J., "Time, Interaction, and performance (TIP): A theory of groups," *Small Group Research*, 22, 2, (1991), 147-174.
5. Dennis, A. R., M. J. Garfield. 2003. The Adoption and Use of GSS in Project Teams: Toward More Participative Processes and Outcomes. *MIS Quarterly*. 27(2) 289-323.

University of North Carolina at Charlotte
Belk College of Business
BDBA 8150
Business Statistics and Data Analysis
Spring 2016 Syllabus

Professor: Jared Hansen
Office: Friday 250B
Phone: 704-687-7303
Email: jared.jansen@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Development of basic skills to conduct quantitative and qualitative research in the chosen area of study within the fields of management, marketing, operations management and information systems.

Objectives

Knowledge-oriented goals

This course equips the doctoral student with the technical skills necessary to understand and perform the analysis of quantitative and qualitative data collected in empirical research studies.

Skills-oriented goals:

Students apply and interpret advanced statistical software used to analyze quantitative and qualitative research studies.

Course Design

Meetings discussions

We will meet once a month for 5 months. Each class meeting will be for 8 hours. In addition to my lectures, faculty from other Departments including Management, Marketing, and Business Information Systems and Operations Management will participate in the course as appropriate.

Bibliography

We use a statistics textbook. Please feel free to explore additional readings on the topic. There was always much more literature than one can assign in a seminar.

Assignments

Assignments to run statistical analysis will be provided throughout the semester.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 50% Discussion of relevant assigned materials
- 50% Assignments

Grading Scale:

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U

Course Information Guidelines

1. **Statement on Diversity.** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.
2. **Documented Disability.** Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.
3. **Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.
4. **Classroom expectations.** This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.
6. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.

7. **Materials.** All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.
8. **Communication devices in classroom.** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class.
9. **Computers in the classroom.** Students are permitted to use computers during class for note-taking and other class-related work only.
10. **Attendance.** Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	
1	January	Course Introduction: Qualitative 1
2	February	Qualitative 2
3	Mach	Moderation and Mediation - Advanced
4	April	SEM
5	May	Logistic Regression
6	Online	Assignments

Readings

Day 1 and Day 2

1. Yin, R.K. 2003. *Case study research*. Sage, Thousand Oaks, CA.
2. Miles, M.B., and Huberman, A.M. 1994. *Qualitative data analysis: An expanded sourcebook*. Sage, Thousand Oaks, CA.
3. Lindlof, T.R. and Taylor, B.C. 2011. *Qualitative Communication Research Methods*. Sage, Thousand Oaks, CA.
4. Corbin, J. and Strauss, A. 2008. *Basics of Qualitative Research*. Sage, Thousand Oaks, CA.
5. Plowman, D.A., L.T. Baker, T.E. Beck, M. Kulkarni, S.T. Solansky, D.V. Travis. 2007. Radical change accidentally: The emergence and amplification of small change. *Academy of Management Journal* 50(3) 515-543.
6. Chiles, T., A. Meyer, T. Hench. 2004. Organizational emergence: The origin and transformation of Branson, Missouri's musical theaters. *Organization Science* 15 499-519.
7. Eisenhardt, K. 1989. Building Theories from Case Study Research. *Academy of Management Review* 14(4): 532-550.
8. Nag, R., K.G. Corley, D.A. Gioia. 2007. The intersection of organizational identity, knowledge, and practice: Attempting strategic change via knowledge grafting. *Academy of Management Journal* 50(4) 821-847. [Really just about anything that Gioia does :)].
9. Van Maanen, J. 1988. *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.

Qualitative Methods in Marketing

1. Javalgi, R.G., Granot, E. and Alejandro, T.G.B., (2011), Qualitative Methods in International Sales Research: Cross-Cultural Considerations, *Journal of Personal Selling and Sales Management*, 31 (2), 157-170.
2. Chikweche, T., and Fletcher, R. (2012), Undertaking Research at the Bottom of the Pyramid Using Qualitative Methods: From Theoretical Considerations to Practical Realities, *Qualitative Market Research*, 15 (3), 242-267.
3. Milliken, J. (2001), Qualitative Research and Marketing Management *Management Decision*, 39 (1), 71-78.
4. Harrison, R.L. and Reilly, T.M. (2011), Mixed Methods Designs in Marketing Research, *Qualitative Market Research: An International Journal*, 14 (1), 7-26.
5. Zellman, E., Kaye-Blake, W., and Abell, W. (2010) Identifying Consumer Decision-Making Strategies Using Alternative Methods, *Qualitative Market Research: An International Journal*, 13(3), 271-286
6. Stuart, I, D. McCutcheon, R. Handfield, R. McLachlin and D. Samson (2002), Effective case research in operations management: a process perspective, *Journal of Operations Management*, 20(5), 419-433.
7. Meredith J., (1998) Building operations management theory through case and field research, *Journal of Operations Management*, 16(4), 441-454.
8. Wu, Z. and T. Y. Choi (2005). "Supplier-supplier relationships in the buyersupplier triad: Building theories from eight case studies." *Journal of Operations Management* 24(1): 27-52.
9. Pagell, M. (2004) Understanding the factors that enable and inhibit the integration of operations, purchasing and logistics, *Journal of Operations Management*, Volume 22, Issue 5, 459-487.
10. Samaddar S. and S. Kadiyala (2006) Information systems outsourcing: Replicating an existing framework in a different cultural context, *Journal of Operations Management*, 24(6), 910-931.
11. Choi, T. Y. and Y. Hong (2002) Unveiling the structure of supply networks: case studies in Honda, Acura, and DaimlerChrysler, *Journal of Operations Management*, 20(5), Pages 469-493.
12. Pagell, M. and J. A. LePine (2002), Multiple case studies of team effectiveness in manufacturing organizations, *Journal of Operations Management*, 20(5), 619-639.
13. Narasimhan, R. and J. Jayaram (1998), Reengineering service operations: a longitudinal case study, *Journal of Operations Management*, 17(1), 7-22.
14. Barratt, M., Choi, T. Y., & Li, M. (2011). Qualitative case studies in operations management: trends, research outcomes, and future research implications. *Journal of Operations Management*, 29(4), 329-342.
15. Handfield, R.B. and Melnyk, S.A. (1998). The Scientific Theory-Building Process: A Primer Using the Case of TQM, *Journal of Operations Management*, 16, 321-339.
16. Lee, A.S. (1989). A Scientific Methodology for MIS Case Studies, *MIS Quarterly*, 13(1), 33-50.

17. Benbasat, I., Goldstein, D., & Mead, M. (1987), The Case Research Strategy in Studies of Information Systems, *MIS Quarterly*, 369-386.
18. Lee, A. S. "Integrating Positivist and Interpretive Approaches to Organizational Research," *Organization Science*, (2), 1991, 342-365.

Day 3-5

1. Hair, J., Black, W., Babin, B. and Anderson, R. *Multivariate Data Analysis*, Prentice-Hall, New Jersey, 7th edition, 2010.
2. O'Leary-Kelly, S.W. & Vokurka, R.J. (1998). The empirical assessment of construct validity. *Journal of Operations Management*, 16: 387-405.
3. Boyer, K.K. & Pagell, M. (2000). Measurement issues in empirical research: improving measures of operations strategy and advanced manufacturing technology. *Journal of Operations Management*, 18: 361-374.
4. Verma, R. & Goodale, J.C. (1995). Statistical power in operations management research. *Journal of Operations Management*, 13: 139-152.
5. Schmenner, R.W. & Vollman, T.E. (1994). Performance measures: gaps, false alarms, and the „usual suspects“. *International Journal of Operations & Production Management*, 14: 58-69.
6. Shah, R. & Goldstein, S.M. (2006). Use of structural equation modeling in operations management research: Looking back and forward. *Journal of Operations Management*, 24: 148-169.
7. Lee, A.S. (1989). A Scientific Methodology for MIS Case Studies, *MIS Quarterly*, 13(1), 33-50.
8. Benbasat, I., Goldstein, D., & Mead, M. (1987), The Case Research Strategy in Studies of Information Systems, *MIS Quarterly*, 369-386.
9. Petter, S., Straub, D., and Rai, A. (2007). Specifying Formative Constructs in Information Systems Research. *MIS Quarterly*, 31(4), 623-656.
10. Boudreau, M., D. Gefen, and D.W.Straub. (2001). Validation in Information Systems Research: A State-of-the-Art Assessment. *MIS Quarterly*, 25(1), 1-16.
11. Anderson, M. C., Banker, R. D., and Ravindran, S. (2000), "Executive Compensation in the Information Technology Industry," *Management Science*, 46, 530-547.
12. Harter, D. E., Krishnan, M. S., and Slaughter. S. A. (2000), "Effects of Process Maturity on Quality, Cycle Time, and Effort in Software Product Development," *Management Science*, 46, 451-466.
13. Dewan, S., and Kraemer, K. L. (2000), "Information Technology and Productivity," *Management Science*, 46, 548-562.
14. Straub, D., Boudreau, M., and Gefen, D. (2004). Validation Guidelines for IS Positivist Research. *Communications of the AIS*, 13, 380-427.

15. Chin, W.W. (1998). Commentary: Issues and Opinion on Structural Equation Modeling. MIS Quarterly, 22 (1), vii-xvi.

Software

Please download SPSS and AMOS from UNC Charlotte's information technology web-page.

**University of North Carolina at Charlotte
Belk College of Business
BDBA 8200
Research Methods I
Fall 2016 Syllabus**

Professor: Sangkil Moon
Office: Friday 249A
Phone: 704-687-7672
Email: smoon13@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Development and application of advanced research skills. Both advanced quantitative and qualitative research methods are discussed.

Objectives

Knowledge-oriented goals

1. Understand key quantitative methods.
2. Understand key qualitative methods.

Skills-oriented goals:

1. Apply a variety of quantitative methods.
2. Apply a variety of qualitative methods.
3. Method skills required for dissertation proposal.

Expectations

1. Complete data analysis assignments.
2. Complete written assignments.

Assignments

Problems/Position Papers

There will be various assignments throughout the semester. These will typically be analytic problems that we will use as the basis for class discussion, but occasionally I will give you a topic/issue to address in writing. These assignments need to be completed prior to the class for which they are assigned.

Presentation

Each of you will be responsible for presenting on topic area. I will go over the details in class.

Course Design

We will meet once a month for 5 months. Each class meeting will be for 8 hours. In addition to my lectures, faculty from other Departments including Management, Marketing, and Business Information Systems and Operations Management will participate in the course as appropriate. Each meeting will follow the outlined procedure:

- For most classes doctoral students are assigned to guide the discussion.
- Each student is expected to identify and discuss major themes and of the assigned reading.

Bibliography

We use an edited book and a variety of articles for each topic. Please feel free to explore the topic further using the references in assigned papers. There is always much more literature than one can assign in a seminar.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 50% Attendance and class participation
- 25% Problems/Position Papers
- 25% Presentation

Grading Scale:

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U

Course Information Guidelines

1. **Statement on Diversity.** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.
2. **Documented Disability.** Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.
3. **Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.
4. **Classroom expectations.** This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will

exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.

6. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.
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8. **Communication devices in classroom.** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class.
9. **Computers in the classroom.** Students are permitted to use computers during class for note-taking and other class-related work only.
10. **Attendance.** Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	
1	July	Causal Modelling
2	August	Mediation and Moderation/ Hierarchical Linear Models
3	September	Qualitative Research - Revisited
4	October	Repeated Measures and Longitudinal Data Analysis
5	November	Null Hypothesis Significance Testing/ Power Analysis
6	Online	Various CARMA Videos

Recommended Text

Rogelberg, S. G. (2004). *Handbook of Research Methods in Industrial and Organizational Psychology*. Malden, MA: Blackwell Publishing. ISBN: 978-1-4051-2700-4.

Day 1

Causal Modelling - Goodness of Fit

Anderson, J.C. & Gerbing, D.W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, 103, 411-423.

Revised 05/06/14

OAA/mjw

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- Bagozzi, R.P. & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, 16, 74-94.
- Mulaik, S.A., James, L.R., Alstine, J.V., Bennett, N., Lind, S., Stilwell, C.D. (1989). Evaluation of goodness-of-fit indices for structural equation models. *Psychological Bulletin*, 105, 430-445.
- Tanaka, J.S. (1993). Multifaceted conceptions of fit in structural equation models. In K. Bollen & J. Long (Eds.), *Testing Structural Equation Models*. Newbury Park, CA: Sage.
- Tanaka, J.S. (1993). Multifaceted Conceptions of Fit in Structural Equation Models. In Bollen, K.A., & Long, J.S. (Eds). *Testing Structural Equation Models*. Sage Publications.
- Williams, L.J., Ford, L.R., & Nguyen, N. (2004). Basic and Advanced Measurement Models for Confirmatory Factor Analysis. Chap 18 in Rogelberg.

Day 2

Mediation and Moderation

- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.
- Edwards, J. R., & Lambert, L. S. (2004). Methods for integrating moderation and mediation: An analytical framework using moderated path analysis. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL. April, 2004.
- James, L. R., & Brett, J. M. (1984). Mediators, moderators, and tests for mediation. *Journal of Applied Psychology*, 69, 307-321.
- James, L.R., Mulaik, S.A., & Brett, J.M. (2006). A tale of two methods. *Organizational Research Methods*, 9(2), 233-244.
- MacKinnon, D. P., Lockwood, C. M., Hoffman, J. M., West, S. G., & Sheets, V. (2002). A comparison of methods to test mediation and other intervening variable effects. *Psychological Methods*, 7, 83-104.
- Shaver, M. J. (2005). Testing for mediating variables in management research: Concerns, implications, and alternative strategies. *Journal of Management*, 31, 330-353.

Stone-Romero, E. F., & Rosopa, P. J. (2004). Inference problems with hierarchical multiple regression-based tests of mediating effects. *Research in Personal and Human Resources Management, 23*, 249-290.

Assignment

- 1.) List the 3 basic equations underlying the LISREL model and expand the matrix equations for the model in the handout.
- 2) Test the fit of the model in the handout.
- 3) Find your own data set and evaluate a latent variable model.
- 4.) Pick your favorite variable. Now design 3 models.
Model 1, the variable should be a main effect.
Model 2, it should be a mediator.
Model 3, it should be a moderator.
Model 4: the variable is both a mediator and a moderator.

Day 3

Qualitative Research Revisited

Lindlof, T. R. & Taylor, B.C. (2011). Qualitative Communication Research Methods (3rd ed). Thousand Oaks, CA: Sage Publications.

Van Maanen, J. (1988) Tales of the field: On writing ethnography. Chicago: University of Chicago Press

Hierarchical Linear Models

Gavin M. B., & Hofmann, D. A. (2002). Using hierarchical linear modeling to investigate the moderating influence of leadership climate. *Leadership Quarterly 13 (1)*: 15-33 FEB 2002

Hofmann, D. A., & Jones, L.M. (2005). Leadership, collective personality, and performance. *Journal of Applied Psychology 90 (3)*: 509-522.

Hofmann, D.A. (1997). An overview of the logic and rationale of hierarchical linear models. *Journal of Management 23 (6)*: 723-744.

Multiple Groups /Measurement Equivalence

Bernstein, I. H., & Teng, G. (1989). Factoring items and factoring scales are different: Spurious evidence for multidimensionality due to item categorization. *Psychological Bulletin, 105*, 467-477.

- Cheung, G. W., & Rensvold, R. B. (2002). Evaluating goodness-of-fit indexes for testing measurement invariance. *Structural Equation Modeling*, 9, 233-255.
- Hall, R. J., Snell, A. F., & Foust, M. S. (1999). Item parceling strategies in SEM: Investigating the subtle effects of unmodeled secondary constructs. *Organizational Research Methods*, 2, 233-256.
- Hui, C. H., & Triandis, H. C. (1985). Measurement in cross-cultural psychology: A review and comparison of strategies. *Journal of Cross-Cultural Psychology*, 16, 131-152.
- Landis, R. S., Beal, D. J., & Tesluk, P. E. (2000). A comparison of approaches to forming composite measures in structural equation models. *Organizational Research Methods*, 3, 186-207.
- Vandenburg, R. J. & Lance, C. E. (2000). A review and synthesis of the measurement invariance literature: Suggestions, practices, and recommendations for organizational research. *Organizational Research Methods*, 3, 4-69.
- Woehr, Archinega, & Lim (2007). Examining work ethic across populations: A comparison of the multidimensional work ethic profile across three diverse cultures. *Educational and Psychological Measurement*, 67, 154-168.

Day 4

Repeated Measures and Longitudinal Data Analysis

- Chen, G., & Bliese, P.D. (2002). The role of different levels of leadership in predicting self- and collective efficacy: Evidence for Discontinuity. *Journal of Applied Psychology*, 87, 3, 549-556.
- Eyring, J. D., Johnson, D. S., & Francis, D. J. (1993). A cross-level units-of-analysis approach to individual differences in skill acquisition, *Journal of Applied Psychology*, 78, 805-814.
- Farrell, J. N. & McDaniel, M. A. (2001). The stability of validity coefficients over time: Ackerman's (1988) model and the general aptitude test battery. *Journal of Applied Psychology*, 86, 60-79.
- Hofmann, D. A., Jacobs, R., & Gerras, S. J. (1992). Mapping individual performance over time, *Journal of Applied Psychology*, 77, 185-195.
- Keil, C. T. & Cortina, J. M. (2001). Degradation of validity over time: A test and extension of Ackerman's Model. *Psychological Bulletin*, 127, 5, 673-697.
- Mitchell, T. R. & James, L. R. (2001) Building better theory: Time and the specification of when things happen. *Academy of Management Review*, 26, 530-547.

Mitchell, T. R., Hopper, H. Daniels, D. George-Falvy, J., & James, L. R. (1994). Predicting self-efficacy and performance during skill acquisition, Journal of Applied Psychology, 79, 506-517.

Assignment: Describe five questions that can be addressed with longitudinal data that cannot be addressed with cross-sectional data. Please work individually.

Day 5

Null Hypothesis Significance Testing

Readings:

Cohen, J. (December, 1994). The earth is round. American Psychologist, 997-1003.

Cortina, J. M. & Dunlap, W. P. (1997). On the logic and purpose of significance testing. Psychological Methods, 2, 161-172.

Cortina, J. M. & Folger, R. G. (1998). When is it acceptable to accept a null hypothesis: No way, Jose?. Organizational Research Methods, 1, No. 3, 334-350.

Hagen, R. L. (1997). In praise of the null hypothesis statistical test. American Psychologist, 52, No. 1, 15-24.

Frick, R. W. (1996). The appropriate use of null hypothesis testing. Psychological Methods, 1, No. 4, 379-390.

Jones, L.V., & Tukey, J.W. (2000). A sensible formulation of the significance test. Psychological Methods, 5, 411-414.

Krueger, J. (2001) Null Hypothesis Significance Testing, On the survival of a flawed method. American Psychologist 56, No. 1, 16-26.

Nickerson, R. S. (2000). Null hypothesis significance testing: A review of an old and continuing controversy. Psychological Methods, 5, No. 2, 241-301.

Wainer, H. (1999). One cheer for null hypothesis significance testing. Psychological Methods, 4, No. 2, 212-213.

Power Analysis

Aguinis, H., Boik, R. J., & Pierce, C.A. A generalized solution for approximating the power to detect effects of categorical moderator variable using multiple regression. (2001). **Organizational Research Methods**, 4, 291-323.

University of North Carolina at Charlotte
Belk College of Business
BDBA 8210
Current Topics Research Seminar
Fall 2016 Syllabus

Professor: Sunil Erevelles
Office: Friday 252B
Phone: 704-687-7681
Email: Sunil.Erevelles@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Review of current topics in the fields of management, marketing, and operations management and information systems and development of research skills in the respective focus areas.

Objectives

Knowledge-oriented goals

1. Review and synthesize of current topics in strategic management.
2. Review and synthesize of current topics in marketing.
3. Review and synthesize of current topics in information systems and operations.
4. Develop an appreciation of data analysis.
5. Explore the latest ideas for doing empirical research.

Skills-oriented goals

1. To increase theory-building skills, in particular to enhance the following abilities:
 - a. Articulate theoretically interesting, well-focused topics.
 - b. Develop logical argumentation in support of a model.
 - c. Define internally consistent theoretical constructs and identify non-trivial relationships among them.
 - d. Identify critical assumptions and boundary conditions for a theory.
 - e. Write compelling research questions or propositions.

Expectations

1. Understand the core research questions and methods embodied in a particular stream of literature.
2. Evaluate the theoretical significance and methodological rigor of the material.
3. Frame relevant questions and critique.
4. Identify logical next steps in the research stream.
5. Write an empirical or theoretical paper that makes a contribution within the domain of the topic area.
6. Submit the above paper and have it accepted at a regional or national meeting.
7. Integrate research.

Course Design

Meetings discussions

We will meet once a month for 5 months. Each class meeting will be for 8 hours. In addition to my lectures, faculty from other Departments including Management, Marketing, and Business Information Systems and Operations Management will participate in the course as appropriate. Each meeting will follow the outlined procedure:

- For most classes doctoral students are assigned to guide the discussion.
- Each student is expected to identify and discuss major themes and subtopics – What are the key contributions of each paper? What are the methodological issues in studying this topic?

Bibliography

Core readings for each topic are identified. Please feel free to explore the topic further using the references in assigned papers. There is always much more literature than one can assign in a seminar.

Assignments

Pick a topic based on the readings presented in class. Review this topic and write a 3 page literature review on the topic of your choosing. This review has to be more than a mere list of studies that you summarize, but should integrate the literature and present a comprehensive review of the topic area.

Papers

You will be asked to develop a paper. The paper can either be empirical or theoretical. Before you start writing a paper, your model has to be approved by your topic instructor (management faculty for management students, etc.). Try to get a paper idea approved as early as you can to have adequate time to write the paper. In addition, you will have to present the final paper, which will be done online.

Paper Presentation

The final draft of the paper is due on XXX day.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 10% Literature review
- 40% Discussion (theoretical model development/paper presentation/class discussion)
- 50% Paper and paper presentation

Grading Scale:

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U

Course Information Guidelines

1. **Statement on Diversity.** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.
2. **Documented Disability.** Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.
3. **Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.
4. **Classroom expectations.** This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.
6. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.
7. **Materials.** All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.
8. **Communication devices in classroom.** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class.
9. **Computers in the classroom.** Students are permitted to use computers during class for note-taking and other class-related work only.
10. **Attendance.** Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	
1	July	Course Introduction: Family Firm and Entrepreneurship
2	August	Current Marketing & Operation Topics
3	September	Current Marketing Topics Continued
4	October	Entrepreneurship - continued
5	November	Current Operations Management and Information System Topics
6	Online	Paper Presentation
7	Late November	Paper Due

Readings

Class Day 1:

Section 1

Family Firm Foundation

1. Aldrich, H.E. & Cliff, J.E. 2003. The pervasive effects of family on entrepreneurship: Toward a family embeddedness perspective. *Journal of Business Venturing*, 18: 573-596.
2. Anderson, R.C. & Reeb, D.M. 2003. Founding-family ownership and firm performance: Evidence from the S&P 500. *Journal of Finance*, 58: 1301-1328.
3. Eddleston, K.A., & Kellermans, F.W. 2007. Destructive and productive family relationships: A stewardship theory perspective. *Journal of Business Venturing*, 22: 545-565.
4. Chrisman, J. J., Chua, J. H., Kellermans, F. W. and Chang, E. P. (2007). "Are family managers agents or stewards? An exploratory study in privately-held family firms," *Journal of Business Research* 60, 1030-1038.
5. Gedajlovic, E., Carney, M., Chrisman, J. J. and Kellermans, F. W. (2012). "The adolescence of family firm research: Taking stock and planning for the future," *Journal of Management* 38(4), 1010-1037.

Section 2

Family Firm Extension

1. Gómez-Mejía, L. R., Haynes, K. T., Núñez-Nickel, M., Jacobson, K. J. L. and Moyano-Fuentes, H. (2007). "Socioemotional wealth and business risk in family-controlled firms: Evidence from Spanish olive oil mills," *Administrative Science Quarterly* 52(1), 106-137.
2. Zellweger, T. M., Kellermans, F. W., Chrisman, J. J. and Chua, J. H. (2012). "Family control and family firm valuation by family CEOs: The importance of intentions for transgenerational control," *Organization Science* 23(3), 851-868.
3. Chrisman, J.J., Kellermans, F.W., Chan, K.C., and Liano, K. (2010). Intellectual foundations of current research in family business: an identification and review of 25 influential articles. *Family Business Review*, 23, 9-26.

4. Arregle, J-L., Hitt, M.A., Sirmon, D.G., and Very, P. (2007) The development of organizational social capital: Attributes of family firms. *Journal of Management Studies*, 44, 73-95.
5. Chang, E. P. C., Chrisman, J. J., Chua, J. H. and Kellermanns, F. W. (2008). Regional economy as a determinant of the prevalence of family firms in the United States: A preliminary report," *Entrepreneurship Theory and Practice* 32, 559-573.

Section 3

Entrepreneurial Motivation

1. Cardon, M.S., Wincent, J., Singh, J and Drnovsek, M. 2009. The nature and experience of entrepreneurial passion. *Academy of Management Review*, 34(3): 511-532.
2. Foo, M.W., Uy, M.A. and Baron, R. 2009. How do feelings influence effort? An empirical study of entrepreneurs' affect and venture effort. *Journal of Business Venturing*, 19(2); 203-211.
3. Morris, M. H., Allen, J. A., Kuratko, D. F. and Brannon, D. (2010). "Experiencing family business creation: Differences between founders, non-family managers and founders of non-family firms," *Entrepreneurship Theory & Practice* 34(6), 1057-1084.
4. Krueger Jr, N. F., Reilly, M. D., & Carsrud, A. L. 2000. Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5), 411-432.
5. Chang, E. P. C., Memili, E., Chrisman, J., Kellermanns, F. W. and Chua, J. (2009). "Family social capital, venture preparedness, and start-up decisions: A study of hispanic entrepreneurs in New England," *Family Business Review* 22(3), 279-292.

Class Day 2:

Current Marketing Topics: Consumer Behavior

1. Park, J.K., and John, D.R. (2010) "Got to Get You into My Life: Do Brand Personalities Rub Off on Consumers," *Journal of Consumer Research*, 37 (December), 655-669.
2. Huang, S., and Zhang, Y., (2011) "Motivational Consequences of Perceived Velocity in Consumer Goal Pursuit," *Journal of Marketing Research*, 48 (December), 1045-1056.
3. Luna, D., Ringberg, T., and Peracchio, L.A., (2008) "One Individual, Two Identities: Frame Switching among Biculturals," *Journal of Consumer Research*, 35 (August), 279-293.
4. Cutright, K.M., Bettman, J.R., and Fitzsimons, G.J., (2013) "Putting Brands in Their Place: How a Lack of Control Keeps Brands Contained," *Journal of Marketing Research*, 50 (June), 365-377.
5. Shiv, B., Carmon, Z. and Ariely, D., (2005) "Placebo Effects of Marketing Actions: Consumers May Get What They Pay For," *Journal of Marketing Research*, 42 (November), 383-393.
6. Zauberan, G., Kim, B.K., Malkoc, S.A., and Bettman, J.R., (2009) "Discounting Time and Time Discounting: Subjective Time Perception and Intertemporal Preferences," *Journal of Marketing Research*, 46 (August), 543-556.

7. Zauberan, G., Ratner, R.K., and Kim, B.K., (2009) "Memories as Assets: Strategic Memory Protection in Choice over Time," *Journal of Consumer Research*, 35 (February), 715-728.
8. Keinan, A., and Kivetz, R., (2011) "Productivity Orientation and the Consumption of Collectable Experiences," *Journal of Consumer Research*, 37 (April), 935-950.
9. Ferraro, R., Bettman, J.R., and Chartrand, T., (2009) "The Power of Strangers: The Effect of Incidental Consumer Brand Encounters on Brand Choice," *Journal of Consumer Research*, 35 (February), 729-741.
10. Mogilner, C., Aaker, J., and Kamvar, S.D., "How Happiness Affects Choice," *Journal of Consumer Research*, 39 (August), 429-443.

Supply Chain Risk Management

1. Kevin Hendricks and Vinod Singhal (2005), An Empirical Analysis of the Effect of Supply Chain Disruptions on Long-Run Stock Price Performance and Equity Risk of the Firm, *Production & Operations Management*; 14(1), 35-52.
2. Paul Kleindorfer and Germaine Saad (2005) Managing Disruption Risks in Supply Chains, *Production & Operations Management*, 14(1), 53-68.
3. Michael A. Lewis (2003), Cause, consequence and control: towards a theoretical and practical model of operational risk, *Journal of Operations Management*, 21(2), 205-224.
4. Sridhar Seshadri and Marti Subrahmanyam, (2005), Introduction to the Special Issue on "Risk Management in Operations" *Production & Operations Management*, 14(1), 1-4.
5. Tang, C., Tomlin, B., 2008. The power of flexibility for mitigating supply chain risks. *International Journal of Production Economics*, 116, 12-27
6. Tang, C., 2006. Perspectives in supply chain risk management. *International Journal of Production Economics*, 103, 451-488
7. Tomlin, B., 2006. On the Value of Mitigation and Contingency Strategies for Managing Supply Chain Disruption Risks. *Management Science*, 52, 639-657.
8. Chopra, S., Sodhi, M., 2004. Managing Risk To Avoid Supply-Chain Breakdown. *Sloan Management Review*, 46(1), 53-61
9. Swaminathan J. M., Tomlin, B., 2007. Risk Management Pitfalls, *Supply Chain Management Review*, 35-42.

Operations Safety

1. Das, Ajay, et al. "Toward a theory of the linkages between safety and quality." *Journal of Operations Management* 26.4 (2008): 521-535.
2. Pagell, Mark, and David Gobeli. "How plant managers' experiences and attitudes toward sustainability relate to operational performance." *Production and Operations Management* 18.3 (2009): 278-299.
3. De Koster, Rene, Daan Stam, and Bert M. Balk. "Accidents happen: The influence of safety-specific transformational leadership, safety consciousness, and hazard reducing

systems on warehouse accidents." *Journal of Operations management* 29.7 (2011): 753-765.

4. Karen A. Brown, P. Geoffrey Willis and Gregory E. Prussia (1999), Predicting safe employee behavior in the steel industry: Development and test of a sociotechnical model, *Journal of Operations Management* 18(4), 445-465.
5. Kathleen L. McFadden and Balakrishna S. Hosmane (2001), Operations safety: an assessment of a commercial aviation safety program, *Journal of Operations Management*, 19(5), 579-591.

E-Business and Service Operations

1. Aleda Roth and Larry Menor (2003), Insights into service operations management: A research agenda, *Production and Operations Management*, 12(2), 145-164.
2. Boyer, K. K. and J. R. Olson (2002). "Drivers of Internet Purchasing Success." *Production & Operations Management* 11(4): 480-498.
3. Chee-Chuong Sum; Yang-Sang Lee; Hays, Julie M.; Hill, Arthur V. (2002), Modeling the Effects of a Service Guarantee on Perceived Service Quality Using Alternating Conditional Expectations (ACE). *Decision Sciences*, 33(3), 347-392.
4. Choo, A. S., K. W. Linderman, et al. (2007). "Method and Psychological Effects on Learning Behaviors and Knowledge Creation in Quality Improvement Projects." *Management Science* 53(3): 437-450.
5. Elliot Bendoly and Daesik Hur (2007) Bipolarity in reactions to operational 'constraints': OM bugs under an OB lens, *Journal of Operations Management*, 25(1) 1-13.
6. Frei, Frances X.; Kalakota, Ravi (1999), Process Variation as a Determinant of Bank Performance: Evidence from the Retail Banking Study. *Management Science*, 45(9), 1210-1220.
7. Froehle, C. M. (2006). "Service Personnel, Technology, and Their Interaction in Influencing Customer Satisfaction." *Decision Sciences* 37(1): 5-38.
8. Karuppan, C.M., and Schniederjans, M., (1995), Sources of stress in an automated plant, *Production and Operations Management*, 4(2), 108-126.
9. Mantel, S. P., M. V. Tatikonda, et al. (2006). "A behavioral study of supply manager decision-making: Factors influencing make versus buy evaluation." *Journal of Operations Management* 24(6): 822-838.
10. Rabinovich, E. (2007). "Linking e-service quality and markups: The role of imperfect information in the supply chain." *Journal of Operations Management* 25(1): 14-41.
11. Sinha, K. K. and A. H. Van de Ven (2005). "Designing Work Within and Between Organizations." *Organization Science* 16(4): 389-408.
12. Thirumalai, S. and K. K. Sinha (2005). "Customer satisfaction with order fulfillment in retail supply chains: implications of product type in electronic B2C transactions." *Journal of Operations Management* 23(3/4): 291-303.

13. Vickery, S. K., C. Droge, et al. (2004). "The Performance Implications of Media Richness in a Business-to-Business Service Environment: Direct Versus Indirect Effects." *Management Science* 50(8): 1106-1119.
14. Wu, D. Y. and E. Katok (2006). "Learning, communication, and the bullwhip effect." *Journal of Operations Management* 24(6): 839-850.

Class Day 3:

Current Marketing Topics: Market Innovation

1. Aboulnasr, K., Narasimhan, O., Blair, E., & Chandy, R. (2008). Competitive Response to Radical Product Innovations. *Journal of Marketing*, 72 (May), 94-110.
2. Burroughs, J. E., Dahl, D. W., Moreau, C. P., Chattopadhyay, A., & Gorn, G. J. (2011). Facilitating and Rewarding Creativity During New Product Development. *Journal of Marketing*, 75 (July), 53-67.
3. Coviello, N. E., & Joseph, R. M. (2012). Creating Major Innovations with Customers: Insights From Small and Young Technology Firms. *Journal of Marketing*, 76 (November), 87-104.
4. Goldberg, J., Han, S., Lehmann, D. R., & Hong, J. W. (2009). The Role of Hubs in the Adoption Process. *Journal of Marketing*, 73 (March), 1-13.
5. Lam, S. K., Kraus, F., & Ahearne, M. (2010). The Diffusion of Market Orientation Throughout the Organization: A Social Learning Theory Perspective. *Journal of Marketing*, 74 (September), 61-79.
6. Lambert-Pandraud, R., & Laurent, G. (2010). Why do Older Consumers Buy Older Brands? The Role of Attachment and Declining Innovativeness. *Journal of Marketing*, 74 (July), 104-121.
7. Nordhoff, C. S., Kyriakopoulos, K., Moorman, C., Pauwels, P., & Dellaert, B. G. (2011). The Bright Side and Dark Side of Embedded Ties in Business-to-Business Innovation. *Journal of Marketing*, 75 (September), 34-52.
8. Rao, R. S., Chandy, R. K., & Prabhu, J. C. (2008). The Fruits of Legitimacy: Why Some New Ventures Gain More from Innovation Than Others. *Journal of Marketing*, 72 (July), 58-75.
9. Schreier, M., Fuchs, C., & Dahl, D. W. (2012). The Innovation Effect of User Design: Exploring Consumers' Innovation Perceptions of Firms Selling Products Designed by Users. *Journal of Marketing*, 76 (September), 18-32.

10. Sethi, R., Iqbal, Z., & Sethi, A. (2012). Developing New-to-the-Firm Products: The Role of Micropolitical Strategies. *Journal of Marketing*, 76 (March), 99-115.
11. Slotegraaf, R. J., & Atuahene-Gima, K. (2011). Product Development Team Stability and New Product Advantage: The Role of Decision-Making Processes. *Journal of Marketing*, 75 (January), 96-108.
12. Srinivasan, S., Pauwels, K., Silva-Risso, J., & Hanssens, D. M. (2009). Product Innovations, Advertising, and Stock Returns. *Journal of Marketing*, 73 (January), 24-43.
13. Tellis, G. J., Prabhu, J. C., & Chandy, R. K. (2009). Radical Innovation Across Nations: The Preeminence of Corporate Culture. *Journal of Marketing*, 73 (January) 3-23.

Class Day 4:

Section 1

Opportunity Recognition

1. Dimov, D. (2007). From Opportunity Insight to Opportunity Intention: The Importance of Person-Situation Learning Match. *Entrepreneurship: Theory & Practice*, 31, 4, p561-583.
2. McMullen, J.S. and Shepherd, D.A. (2006). Entrepreneurial action and the role of uncertainty in the theory of the entrepreneur. *Academy of Management Review*.
3. Sarasvathy, Saras D. (2001). Causation and Effectuation: Towards a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency. *Academy of Management Review*, 26(2): 243-88.
4. Shane, S. (2000). Prior knowledge and the discovery of entrepreneurial opportunities, *Organization Science*, 11, pp. 448-469.
5. Gregoire, D., Barr, P. and Shepherd, D.A. 2010. Cognitive processes of opportunity recognition: The role of structural alignment. *Organization Science*, 21: 413-431.

Section 2

Entrepreneurial Orientation

1. Lumpkin, G.T., & Dess, G.G. 1996. Clarifying the entrepreneurial orientation construct and linking it to performance. *Academy of Management Review*, 21: 135-172.
2. Miller, D. (1983). The correlates of entrepreneurship in three types of firms. *Management Science*, 29(7), 770-791.
3. Rauch, A., J. Wiklund, M. Freese & T. Lumpkin (2009) Entrepreneurial Orientation and Business Performance: An Assessment of Past Research and Suggestions for the Future. *Entrepreneurship Theory & Practice*. 33(3): 761-787
4. Wiklund, J., & Shepherd D. A. (2003). Knowledge-Based Resources, Entrepreneurial Orientation, and the Performance of Small and Medium-Sized Businesses. *Strategic Management Journal*, 24(13), 1307-1314.
5. Kellermanns, F. W. and Eddleston, K. (2006). "Corporate entrepreneurship in family firms: A family perspective," *Entrepreneurship Theory and Practice* 30(6), 809-830.

Section 3

Psychology and Entrepreneurship

1. Miner, J. B., & Raju, N. S. 2004. Risk propensity differences between managers and entrepreneurs and between low- and high-growth entrepreneurs: A reply in a more conservative vein. *Journal of Applied Psychology*, 89: 3-13.
2. Shane, S., Nicolaou, N., Cherkas, L., & Spector, T. 2010. Genetics, the Big Five, and the tendency to be self-employed. *Journal of Applied Psychology*, 95: 1154-1162.
3. Simon, M., Houghton, S. M., & Aquino, K. 2000. Cognitive biases, risk perception, and venture formation: How individuals decide to start companies. *Journal of Business Venturing*, 15: 113-134.
4. Zhao, H., Seibert, S. E., & Hills, G. E. 2005. The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology*, 90: 1265-1272.
5. Zhao, H., Seibert, S. E. and Lumpkin, G. T. (2009). "The relationship of personality to entrepreneurial intentions and performance: A meta-analytic review," *Journal of Management* 36(2), 381-404.

Class Day 5:

Information Security

1. Gordon, L. A. and M. P. Loeb (2002). "The economics of information security investment." *ACM Trans. Inf. Syst. Secur.* 5(4): 438-457.
2. Cavusoglu, H., B. Mishra, et al. (2004). "A model for evaluating IT security investments." *Commun. ACM* 47(7): 87-92.
3. Ransbotham, S. and Mitra, S., Choice and Chance: A Conceptual Model of Paths to Information Security Compromise, *Information Systems Research*, 20, 1 (2009), 121-139.
4. Png, I.P.L., Wang, C.Y., Wang, Q.H. The deterrent and displacement effects of information security enforcement: International evidence. *Journal of Management Information Systems*, 25, 2 (2008), 125-144.
5. Johnson, M.E. Information risk of inadvertent disclosure: An analysis of file-sharing risk in the financial supply chain. *Journal of Management Information Systems*, 25, 2 (2008), 97-123.
6. Arora, A., Telang, R., and Xu, H. Optimal policy for software vulnerability disclosure. *Management Science*, 54, 4 (2008), 642-656.
7. Arora, A., Krishnan, R., Telang, R., and Yang, Y. An empirical analysis of software vendors' patch release behavior: Impact of vulnerability disclosure. *Information Systems Research*, 21, 1 (2010), 115-132.

Online Communities

1. Gu, B., Konana, P., Rajagopalan, B., and Chen, H.M., "Competition Among Virtual Communities and User Valuation: The Case of Investing-Related Communities," *Information Systems Research*, 18, 1 (2007)

2. Van Alstynny and Brynjolfsson, E. "Global Village or Cyber-Balkans? Modeling and Measuring the Integration of Electronic Communities," *Management Science*, 2005.
3. Bieber, M., Engelbart, D., Futura, R., Hiltz, S. R., Noll, J., Preece, J., Stohr, E. A., Turoff, M. and Walle, B. V. D. "Toward Virtual Community Knowledge Evolution," *Journal of Management of Information Systems*, 18, 4 (2002), 11-35
4. Ridings, C., Gefen, D. and B. Arinze "Psychological Barriers: Lurker and Poster Motivation and Behavior in Online Communities," *Communications of AIS*, 18, (2006), 329-354.
5. O - Chiu, C. M., Hsu, M. H., and Wang, E. T.G. (2006), "Understanding knowledge sharing in virtual communities: An integration of social capital and social cognitive theories", *Decision Support Systems*, Vol. 42, Issue 3, pp. 1872-1888
6. S - Cummings, J., Butler, B., and Kraut, R. (2002) "The Quality of Online Social Relationships," *CACM* 45(7).
7. X - Blood, R. (2004) "How blogging software reshapes the online community," *Communication of The ACM*, (47:12), pp.53-55
8. Y - Ma, M and Agarwal, R., 2007. Through a Glass Darkly: information technology design, identity verification, and knowledge contribution in online communities. *Information Systems Research*, 18(1): 42-67.

Project Management & Managing Systems Development

1. Gemino, A., Reich, B. H. and Sauer, C. "A Temporal Model of Information Technology Project Performance," *Journal of Management Information Systems*, 24, 3 (2008), 9–44.
2. Brown, C., Clancy, G., Scholer, R. "A Post-Merger IT Integration Success Story: Sallie Mae" *MIS Quarterly Executive*, 2, 1 (2003)
3. Kumar, R. L. (2002) "Managing Risks in IT Projects: An Options Perspective," *Information and Management*, Vol. 40, pp. 63-74.
4. Faraj, S., and Sproull, L. "Coordinating Expertise in Software Development Teams," *Management Science*, 46, 12 (2000).
5. Osmundson, J., Michael, J., Machniak, M., and Grossman, M. "Quality Management Metrics for Software Development," *Information & Management*, 40, 2003, 799-812.

University of North Carolina at Charlotte
Belk College of Business
BDBA 8220
Professional Issues II
Fall 2016 Syllabus

Professor: Janaki Gooty
Office: Friday 240A
Phone: 704-687-7694
Email: jgooty@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Consideration of advanced topics in the conduct and application of scholarly research within both academic and industry settings,

Objectives

Knowledge-oriented goals

1. Understand teaching.
2. Understand principles of service.
3. Understand principles of consulting.
4. Understand the principles of writing a dissertation.

Skills-oriented goals

1. Master the dissertation process.

Expectations

1. Write a write a method section for a potential dissertation.

Course Design

Meetings discussions

We will meet once a month for 5 months. Each class meeting will be for 8 hours. In addition to my lectures, faculty from other Departments including Management, Marketing, and Business Information Systems and Operations Management will participate in the course as appropriate. Each meeting will follow the outlined procedure:

- For most classes doctoral students are assigned to guide the discussion.
- Each student is expected to identify and discuss major themes and of the assigned chapters.

Bibliography

Core readings for each topic are identified. Please feel free to explore the topic further using the references in assigned papers. There was always much more literature than one can assign in a seminar.

Assignments

Individual assignments

- Write a method section for your potential dissertation.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 40% Method section
- 60% Discussion of relevant assigned materials

Grading Scale:

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U

Course Information Guidelines

1. **Statement on Diversity.** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.
2. **Documented Disability.** Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.
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4. **Classroom expectations.** This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.
6. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as

provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.

7. **Materials.** All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.
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10. **Attendance.** Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	
1	July	Resume and Job Market
2	August	Teaching and Distance Learning
3	September	Publication Process
4	October	Sample Dissertations – 3 Examples
5	November	Conferences, Committee Work, Consulting
6	Online	Identifying Jobs – Respective Online Data-bases
7	Late November	Method Section Due

Readings

Day 1

<http://www.insidehighered.com/advice/2012/03/05/essay-how-give-job-talk>

Day 2

1. Kidder, D. L., & Bowes-Sperry, L. (2012). Examining the Influence of Team Project Design Decisions on Student Perceptions and Evaluations of Instructors. *Academy of Management Learning & Education*, 11(1), 69-81.
2. Martins, L. & Kellermanns, F. W. 2004. Student acceptance of a web-based course management system. *Academy of Management Learning and Education*, 3(1): 7–26.

3. Redpath, L. (2012). Confronting the Bias Against On-Line Learning in Management Education. *Academy of Management Learning & Education*, 11(1), 125-140.
4. Ross, D. N., & Rosenbloom, A. (2011). Reflections on Building and Teaching an Undergraduate Strategic Management Course in a Blended Format. *Journal of Management Education*, 35(3), 351-376.
5. Tregear, A., Kuznesof, S., & Brennan, M. (2007). Critical Approaches in Undergraduate Marketing Teaching: Investigating Students' Perceptions. *Journal of Marketing Management*, 23(5/6), 411-424.
6. Yorio, P. L., & Feifei, Y. (2012). A Meta-Analysis on the Effects of Service-Learning on the Social, Personal, and Cognitive Outcomes of Learning. *Academy of Management Learning & Education*, 11(1), 9-27.

Day 3

1. Sharma, P., & Kellermanns, F. W. (2009). Editors' note: The craft of reviewing. *Family Business Review*, 22(4): 305-308.
2. Whetten, D.A., What constitutes a theoretical contribution? *Academy of Management Review*. 14, 1989: pp. 490-495.
3. Pfeffer, J., Barriers to the advance of organizational science: paradigm development as a dependent variable. *Academy of Management Review*. 18(4), 1993: pp. 599-620.
4. Mitchell, T.R., The academic life: Realistic changes needed for business school students and faculty. 6(2) 2007. 236-251.

Publication and Research Excellence in Marketing

1. Voss, G.B. (2003), "Formulating Interesting Research Questions," *Journal of the Academy of Marketing Science*, 31: 356-9.
2. MacKenzie, S.B. (2003) "The Dangers of Poor Construct Conceptualization," *Journal of the Academy of Marketing Science*, 31: 323-326.
3. Smith, D.C., (2003) "The Importance and Challenges of Being Interesting," *Journal of the Academy of Marketing Science*, 31: 319-22.
4. Skipper, R. and M.R. Hyman (1987), "Evaluating and Improving Argument-Centered Works in Marketing," *Journal of Marketing*, 51 (October), 60-75
5. Day, A. (1997), 'How to Get Research Published in Journals'", *European Journal of Marketing*, 31(11/12), 896-901.
6. Perry, C., Carson, D. and Gilmore, A., (2003) "Joining a Conversation: How to get Published", Commentary, *European Journal of Marketing*, Issue 5/6, 652-67.

7. Polonsky, M., Lawson, R., Uncles, M., Johnson, L.W., Wilkinson, I. and Alpert, F. (1998), "Perspectives on Academic Publishing; Advice for Those Just Starting," *Australasian Marketing Journal*, 2(2), 63-80.

Day 4

Dissertations:

Kincy Madison: Agency theory and stewardship theory integrated, expanded, and bounded by context: An empirical investigation of structure, behavior, and performance within family firms. Defended January 2014.

Marketing Dissertation:

Song, Reo: Essays on International Market Entry, Texas A&M University, Defended, January 2010.

Day 5

Reviewing and Contributing to the Marketing Discipline

1. Parasuraman, A. (2003) "Reflections on Contributing to a Discipline Through Research and Writing," *Journal of the Academy of Marketing Science*, 31: 314-8.
2. Singh, J. (2003) "A Reviewer's Gold", *Journal of the Academy of Marketing Science*, 31: 331-336.
3. Ostrom, Amy L. (2003) "Achieving 'Reviewer Readiness'", *Journal of the Academy of Marketing Science*, 31: 337-340.
4. Taylor, Shirley (2003) "Big R (Versus Little R) Reviewers: The Anonymous Coauthor", *Journal of the Academy of Marketing Science*, 31: 341-343.
MacInnis, Debbie (2003) "Responsibilities of a Good Reviewer: Lessons Learned from Kindergarten", *Journal of the Academy of Marketing Science*, 31: 344-345.
5. Nakata, Cheryl (2003) "A Philosophy of Reviewing: Taking Cues from Henry James", *Journal of the Academy of Marketing Science*, 31: 346-347.

University of North Carolina at Charlotte
Belk College of Business
BDBA 8230
Research Methods II
Spring 2017 Syllabus

Professor: Chandra Subramaniam
Office: Friday 353A
Phone: 704-687-7604
Email: csubrama@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Development and application of advanced research skills necessary for successfully defending a dissertation proposal, building on *Research Methods I*. Both advanced quantitative and qualitative research methods are discussed.

Objectives

Knowledge-oriented goals

1. Application of quantitative methods.
2. Application of qualitative methods.

Skills-oriented goals:

1. High level application of research methods.
2. Acquisition of additional method skills required for the dissertation proposal.

Expectations

1. Complete data analysis and written assignments.

Assignments

Problems/Position Papers

There will be various assignments throughout the semester. These will typically be analytic problems that we will use as the basis for class discussion, but occasionally I will give you a topic/issue to address in writing. These assignments need to be completed prior to the class for which they are assigned.

Presentation

Each of you will be responsible for presenting on topic area. I will go over the details in class.

Course Design

We will meet once a month for 5 months. Each class meeting will be for 8 hours. In addition to my lectures, faculty from other Departments including Management, Marketing, and Business Information Systems and Operations Management will participate in the course as appropriate.

Each meeting will follow the outlined procedure:

- For most classes doctoral students are assigned to guide the discussion.
- Each student is expected to identify and discuss major themes and of the assigned reading.

Bibliography

We use an edited book and a variety of articles for each topic. Please feel free to explore the topic further using the references in assigned papers. There was always much more literature than one can assign in a seminar.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 50% Attendance and class participation
- 25% Problems/position papers
- 25% Presentation

Grading Scale:

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U

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10. **Attendance.** Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	
1	January	New approach to qualitative research
2	February	Meta-Analysis and Validity Generalization
3	March	Relative Importance and Difference Scores
4	April	Social Relations Modeling
5	May	Polotymous Item Response Theory
6	Online	Various CARMA Videos

Required Text

Rogelberg, S. G. (2004). *Handbook of Research Methods in Industrial and Organizational Psychology*. Malden, MA: Blackwell Publishing. ISBN: 978-1-4051-2700-4

Day 1

New approaches to qualitative research

Janesick, V. J. (2000). The choreography of qualitative research design. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 379-399). Thousand Oaks, CA: Sage.

Marshall, C. & Rossman, G.B. (2006). Data collection methods. In C. Marshall & G. B. Rossman *Designing Qualitative Research*. (4th ed, pp. 97-150). Thousand Oaks, CA: Sage.

Altheide, D. L., & Johnson, J. M. (1998). Criteria for assessing interpretive validity in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.) *Collecting and interpreting qualitative materials* (pp. 283-312). Thousand Oaks, CA: Sage

Marshall, C. & Rossman, G.B. (2006). Articulating value and logic. In C. Marshall & G. B. Rossman *Designing Qualitative Research*. (4th ed, pp. 199-217). Thousand Oaks, CA: Sage.

Johnson, R. B. (2008). Examining the validity structure of qualitative research. In F. Pyczak. *Evaluating research in academic journals*. (4th ed, pp. 139-145). Glendale, CA: Pyczak Publishing.

Morgan, D. (1997). Focus groups as qualitative research. *Sage Qualitative Methods Series, 16*.

Bloor, M., Frankland, J., Thomas, M. & Robson, K. (2001). *Focus Groups in Social Research* (chpt 1, 2. 4 - Trends, Composition, & analysis). Thousand Oaks, CA: Sage.

Madriz, E. (2000). Focus Groups in Feminist Research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (2nd ed., pp. 835-850). Thousand Oaks, CA: Sage Publications.

Day 2

Meta-Analysis

Arthur, W. Jr., Bennett, W. Jr., & Huffcutt, A. I. (2001). *Conducting meta-analysis using SAS*. Mahwah, NJ: LEA.

Arthur, W. Jr., Day, E. A., McNelly, T. L., & Edens, P. S. (2003). A meta-analysis of the criterion-related validity of assessment center dimensions. *Personnel Psychology, 56*, 125-154.

Bowler, M. C., & Woehr, D. J. (2006). A meta-analytic evaluation of the impact of dimension and exercise factors on assessment center ratings. *Journal of Applied Psychology, 91*, 1114-1124.

- Hall, S. M. & Brannick, M. T. (2002). Comparison of two random-effects methods of meta-analysis. *Journal of Applied Psychology* 87, 377-389.
- Huffcutt, A., Arthur, W., Jr., & Bennett, W. (1993). Conducting meta-analysis using the 'PROC MEANS' procedure in SAS. *Educational and Psychological Measurement*, 53, 119-131.
- LeBreton, J. M., Burgess, J. R. D., Kaiser, R. B., Atchley, E. K., & James, L. R. (2003). The restriction of variance hypothesis and interrater reliability and agreement: Are ratings from multiple sources really dissimilar? *Organizational Research Methods*, 6, 80-128.
- Meriac, J. P., Hoffman, B.J., Woehr, D.J. & Fleisher, M. (In press). Further Evidence for the Validity of Assessment Center Dimensions: A Meta-Analysis of Internal and External Correlates. *Journal of Applied Psychology*.
- Meyer, G. J., Finn, S. E., Eyde, L. D., Kay, G. G., Moreland, K. L., Dies, R. R., Eisman, E. J., Kubiszyn, T. W. & Reed, G. M. (2001). Psychological testing and psychological assessment. A review of evidence and issues. *American Psychologist* 56, 128-165.
- Schmidt, F. L. (1992). What do data really mean? Research findings, meta-analysis, and cumulative knowledge in psychology. *American Psychologist*, 47, 1173-1181.
- Steiner, D. D., Lane, I. M., Dobbins, G. H., Schnur, A., & McConnell, S. (1991). A review of meta-analyses in organizational behavior and human resources management: An empirical assessment. *Educational and Psychological Measurement*, 51, 609-626.
- Viswesvaran, C., Ones, D. S. & Schmidt, F. L. (1996). Comparative analysis of the reliability of job performance ratings. *Journal of Applied Psychology*, 81, 557-574.
- Wanous, J. P., Sullivan, S. E., & Malinak, J. (1989). The role of judgment calls in meta-analysis. *Journal of Applied Psychology*, 74, 259-264.

Day 3

Relative Importance

- Azen, R., & Budescu, D. V. (2003). Dominance analysis approach for comparing predictors in multiple regression. *Psychological Methods*. 8, 2, 129-148.
- Budescu, D. V. (1993). Dominance analysis: A new approach to the problem of relative importance of predictors in multiple regression, *Psychological Bulletin*, 114, 541-551.
- Cortina, J. M., & DeShon, R. P. (1998). Determining relative importance of predictors with observational design, *Journal of Applied Psychology*, 83, 798-804.

Day 4

Social Relations Modeling

Kenny, D. A. (2001, April 3). *D. A. Kenny's Homepage* [WWWDOCUMENT]. URL users.rcn.com/dakenny.

Kenny, D. A. (1998). SOREMO V. 2.

Kenny, D. A., & La Voie, (1984). The social relations model. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (pp. 141-182). Orlando, FL: Academic Press.

Rentsch, J., & Woehr, D. J. (2004). Quantifying congruence in cognition: Social relations modeling and team member schema similarity. In E. Salas, & S.M. Fiore (Eds.), *Team Cognition: Understanding the Factors that Drive Process and Performance*. Washington, DC: American Psychological Association.

Day 5

Polytymous Item Response Theory

Ellis, B.B., & Meade, A.D. (2004). Item Analysis: Theory and Practice Using Classical and Modern Test Theory. In Rogelberg, S. G. (Ed). *Handbook of Research Methods in Industrial and Organizational Psychology*. Malden, MA: Blackwell Publishing.

Reise, SP., Smith, L., & Furr, M. (2001). Invariance on the NEO PI-R Neuroticism Scale. *Multivariate Behavioral Research*, 36(1), 83-110.

Schmit, M.J., Kihm, J.A., & Robie, C. (2000) Development of a Global Measure of Personality. *Personnel Psychology*, 53(1),153-193.

Smith, L.L. (2002) On the Usefulness of Item Bias Analysis to Personality Psychology. *Personality and Social Psychology Bulletin*, 28(6), 754-763.

Weiss, D.J., & Yoes, M.E. (1991). Item Response Theory. In Hambleton, R.K. (Ed.) *Advances in Educational and Psychological Testing: Theory and Applications*. Boston: Kluwer Academic Publishing.

Woehr, D.J., Arciniega, L.M., & Lim, D.H. (2007). Examining Work Values Across Populations: A Confirmatory Factor Analytic Examination Of The Measurement Equivalence Of English, Spanish, and Korean Versions Of The Multidimensional Work Ethic Profile. *Educational and Psychological Measurement*, 67(1), 154-168.

Woehr, D.J., & Meriac, J.P. (in press). Using polyomous Item Response Theory to examine differential item and test functioning. In Braun , M. & Johnson, T. (Eds). *Theory and Methodology for Comparative Surveys*.

University of North Carolina at Charlotte
Belk College of Business
BDBA 8240
Focused Research Seminar
Spring 2017 Syllabus

Professor: Antonis Stylianou
Office: Friday 266B
Phone: 704-687-7605
Email: AStylianou@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: Review of current topics identified by the students in the program to support the development of dissertation idea. Topics are covered in the fields of management, marketing, operations management and information systems.

Objectives

Knowledge-oriented goals

1. Develop in-depth knowledge of key theories.
2. Develop in-depth knowledge of key theories. Explore cutting edge empirical research.

Skills-oriented goals

1. To increase theory-building skills, in particular to enhance the following abilities:
 - a. Build theory.
 - b. Build models.
 - c. Identify gaps in the literature.

Expectations

1. Develop propositions.
2. Develop research ideas that can lead to testable hypotheses.
3. Develop critiquing skills.

Course Design

Meetings discussions

We will meet once a month for 5 months. Each class meeting will be for 8 hours. In addition to my lectures, faculty from other Departments including Management, Marketing, and Business Information Systems and Operations Management will participate in the course as appropriate. Each meeting will follow the outlined procedure:

- For most classes doctoral students are assigned to guide the discussion.
- Each student is expected to identify and discuss major themes and subtopics – What are the key contributions of each paper? What are the methodological issues in studying this topic?

Bibliography

Core readings for each topic are identified. Please feel free to explore the topic further using the references in assigned papers. There is always much more literature than one can assign in a seminar.

Assignments

Pick a topic based on the readings presented in class. Review this topic and write a 3 page literature review on the topic of your choosing. This review has to be more than a mere list of studies that you summarize, but should integrate the literature and present a comprehensive review of the topic area.

Papers

You will be asked to develop a paper. The paper can either be empirical or theoretical. Before you start writing a paper, your model has to be approved by your topic instructor (management faculty for management students, etc.). Try to get a paper idea approved as early as you can to have adequate time to write the paper. In addition, you will have to present the final paper, which will be done online.

Paper Presentation

The final draft of the paper is due on the last day of class.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 10% Literature review
- 40% Discussion (theoretical model development/paper presentation/class discussion)
- 50% Paper and paper presentation

Grading Scale:

- 90-100%: A
- 80-89%: B
- 70-79%: C
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9. **Computers in the classroom.** Students are permitted to use computers during class for note-taking and other class-related work only.
10. **Attendance.** Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	
1	January	Course Introduction: Cognition, Learning, Consensus and Conflict
2	February	Marketing Strategy 1
3	Mach	Marketing Strategy 2
4	April	Strategic Management
5	May	Operations Strategy

6	<i>Online</i>	Paper Presentation
7	<i>Late May</i>	Paper Due

Readings

Class Day 1:

Section 1

Cognition

1. Barr, P., Stimpert, L. and Huff, A. (1992): Cognitive change, strategic action, and organizational renewal, *Strategic Management Journal*, 13 (Special Issue), pp. 15-36.
2. Walsh, J.P. 1995. Managerial and organizational cognition: Notes from a trip down memory lane. *Organization Science*, 6: 280-321.
3. Markoczy. L. 1997. Measuring beliefs: Accept no substitutes. *Academy of Management Journal*. 40: 1228-1242.
4. Fiol, C. M. & O'Connor, E. J. (2003) Waking up! Mindfulness in the face of bandwagons. *Academy of Management Review*. 28: 54-70.
5. Kellermanns, F. W., Person, A., Spencer, B. & Floyd, S. 2008. The interactive effects of shared mental models and constructive confrontation on decision quality. *Journal of Organizational Behavior*, 29, 119-137.
6. Baron, R. A. & Ward, T. B. 2004. Expanding entrepreneurial cognition's toolbox: Potential contributions from the field of cognitive science. *Entrepreneurship Theory and Practice*, 28(6): 553-574.

Section 2

Learning

1. Cohen, W., & Levinthal, D. 1990. Absorptive capacity: A new perspective on learning and innovation. *Administrative Science Quarterly*, 35: 128-152.
2. Levinthal, D. A. & March, J. G. 1993. 'The myopia of learning.' *Strategic Management Journal*. 14: 95-112.
3. Nonaka, I. (1994) A dynamic theory of organizational knowledge creation, *Organizational Science*, 5, 14-37.
4. McGrath, R. G. 2001 'Exploratory learning, innovative capacity & managerial oversight' *Academy of Management Journal*, 44: 118-133.
5. Miller, D. & Shamsie, J. 2001 'Learning across the life cycle: Experimentation and performance among the Hollywood studio Heads, *Strategic Management Journal*. 22: 725-746.
6. Lane, P. J., Koka, B. R., & Pathak, S. 2006. The reification of absorptive capacity: A critical review and rejuvenation of the construct. *Academy of Management Review* 31(4): 833-863.
7. Floyd, S. W., Ross, J., Jacobs, C. & Kellermanns, F. W. (Eds.) 2005. *Innovating Strategy Process*. Strategic Management Society Book Series. Blackwell Publishing, Oxford. (Chapter 8, Chapter 14)
8. Chrisman, J. J., McMullan, E., & Hall, J. 2005. The influence of guided preparation on the long-term performance of new ventures. *Journal of Business Venturing*, 20: 769-791.

Section 3

Conflict and Consensus

1. Wooldridge, B. and Floyd, S. W. (1989) 'Strategic Process Effects on Consensus,' *Strategic Management Journal*, 10, 295-302.
2. Amason, A. C. 1996. Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. *Academy of Management Journal*. 39: 123-148.
3. Kellermanns, F. W., Walter, J., Lechner, C., & Floyd, S. W. 2005. The lack of consensus about strategic consensus: Advancing theory and research. *Journal of Management*, 31(5): 719-737.
4. Westphal, J. D., & Dednar, M. K. 2005. Pluralistic ignorance in corporate Boards and firms' strategic persistence in response to low firm performance. *Administrative Science Quarterly*, 50: 262-298.
5. Floyd, S. W., Ross, J., Jacobs, C. & Kellermanns, F. W. (Eds.) 2005. *Innovating Strategy Process*. Strategic Management Society Book Series. Blackwell Publishing, Oxford. (Chapter 15)
6. Korsgaard, M. A., Jeong, S. S., Mahony, D. M. & Pitariu, A. H. 2008. A multilevel view of intragroup conflict. *Journal of Management*, 34, 1222-1252.
7. Eddleston, K. & Kellermanns, F. W. 2007. Destructive and productive family relationships: A stewardship theory perspective. *Journal of Business Venturing*. 22(4): 545-565.

Class Day 2:

Current Topics in Marketing: Marketing Strategy 1

1. Jonah Berger, Alan T. Sorensen, and Scott J. Rasmussen (2010), "Positive Effects of Negative Publicity: When Negative Reviews Increase Sales," *Marketing Science*, 29(5), 815-827
2. Archak, N., A. Ghose, and P. Ipeirotis (2011), "Deriving the Pricing Power of Product Features by Mining Consumer Reviews," *Management Science*, 57(8), 1485-1509.
3. Jonah Berger, Katy Milkman (2012), "What Makes Online Content Viral?" *Journal of Marketing Research*, 49 (2), 192-205.
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Lean Manufacturing and Just-in-time

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Operations Management in China

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Sustainability

1. Corbett, C.J. and Klassen, R.D. 2006. Extending the horizons: Environmental excellence as key to improving operations. *Manufacturing and Service Operations Management*, 8(1), 5-22.
2. Jacobs, B.W., Singhal, V.R., and Subramanian, R. 2010. An empirical investigation of environmental performance and the market value of the firm. *Journal of Operations Management*, 28(5), 430-441.
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5. Linton, Jonathan D., Robert Klassen, and Vaidyanathan Jayaraman. "Sustainable supply chains: an introduction." *Journal of Operations Management* 25.6 (2007): 1075-1082.
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Class Day 3:

Current Topics in Marketing: Marketing Strategy 2

1. Quelch, John A. and Katherine Jocz (2008), "Milestones in Marketing," *Business History Review*, 82 (Winter), 827-838.
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5. Farnell, Claes, Sunil Mithas, Forrest V. Margeson III and M. S. Krislman (2006), "Customer Satisfaction and Stock prices: High Returns, Low Risks", *Journal of Marketing*, 70 (January), 3-14.
6. Kimbrough, Michael D. and Leigh McAlister (2008), "Linking Marketing Actions to value Creation and firm Value: Insights from Accounting Research," *Journal of Marketing Research*,
7. Rust, Roland T., Tim Ambler, Gregory S. Carpenter, V. Kumar, and Rajendra k. Srivastiva (2004), "Measuring Marketing Productivity: Current Knowledge and Future Directions", *Journal of Marketing*, 68 (October), 78-89.
8. Rust, Roland T., Katherine. N. Lemon, and Valerie A. Zeithaml (2004), "Return on Marketing: Using Customer Equity to Focus on Marketing Strategy", *Journal of*

- Marketing*, 68 (January),109-127.
9. Srinivasan, Shuba and Dominique Hanssens (2008), "Marketing and Firm Value: Metrics, Methods, Findings and future Directions," *Journal of Marketing Research*,
 10. Morgan, Neil A. and Lopo L. Rego (2009), "Brand Portfolio Strategy and Firm Performance," *Journal of Marketing*," 73 (January), 59-74.

Class Day 4:

Section 1

Strategic decision-making

1. Eisenhardt, K.M. & Zbaracki, M. J. 1992. 'Strategic decision making' *Strategic Management Journal* 13 [Special Issue]. 17-37.
2. Dooley, R. S. & Fryxell, 1999. Attaining decision quality from dissent: The moderating effects of loyalty and competence in strategic decision making teams. *Academy of Management Journal*, 42:4 389-402.
3. Miller, C. C. & Cardinal, L. B. 1994. 'Strategic planning and firm performance: A synthesis of more than two decades of research.' *Academy of Management Journal*. 37: 1649-1665.
4. Perlow, L. A., Okhuysen, G. A. & Repenning, N. P. (2002) The speed trap: Exploring the relationship between decision-making and temporal context. *Academy of Management Journal*. 45: 931-955.
5. Ketokivi, M., & Castaner, X. 2004. Strategic planning as an integrative device. *Administrative Science Quarterly*, 49: 337-365.
6. Folger, R. & Salvador, R. 2008. Is management theory too "self-ish"? *Journal of Management*, 34: 1127-1151.

Section 2

Top Management Teams

1. Bigley, G. A. & Wiersema, M. F. (2002) New CEOs and corporate strategic refocusing: How experience as heir apparent influences the use of power. *Administrative Science Quarterly*, 47: 707-727.
2. Pettigrew, A. M. (1992) 'On studying managerial elites,' *Strategic Management Journal* (special issue), 13, 163-182.
3. Hambrick, D. C., M. A. Geletkanycz & J. W. Fredrickson (1993) 'Top executive commitment to the status quo: Some tests of its determinants,' *Strategic Management Journal*, 14, 401-418.
4. Hambrick, D. C. 1994. Top management groups: A conceptual integration and reconsideration of the 'team' label. *Research in Organizational Behavior*. 16: 171-213.
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Section 3

Management of Innovation (in the widest sense)

1. Burgelman, R.A. 1985. Managing the new venture division: Research findings and implications for Strategic Management. *Strategic Management Journal*, 6: 39-54.
2. Garud, R. & Van de Ven, A.H. 1992. An empirical evaluation of the internal corporate venturing process. *Strategic Management Journal*, 13 Special Issue: 93-110.
3. Day, D.L. 1994. Raising radicals: Different processes for championing innovative corporate ventures. *Organization Science*, 5: 148-172.
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5. McGrath, R.G. 1997. A real options logic for initiating technology positioning investments. *Academy of Management Review*, 22(4): 974-996.
6. Covin, J. G. & Selvin, D. P. 1991. A conceptual model of entrepreneurship as firm behavior. *Entrepreneurship Theory and Practice*, 16: 7-25.
7. Shepherd, D.A. 1999. Venture capitalists' assessment of new venture survival. *Management Science*, 45: 621-632.

Class Day 5:

Global IT Environment and Digital Divide

1. Van Dijk, J., and Hacker, K. "The Digital Divide as a Complex and Dynamic Phenomenon," *The Information Society*, 19, 4 (2003), 315-326 .
2. Payton, F. "Rethinking the Digital Divide," *Communications of the ACM*, 46, 6 (2003), 89-91.
3. Briggs, R., Nunamaker J., and Sprague R. "Global Perspectives on Information, Communication, and E-Commerce," *Journal of Management Information Systems*, 2007
4. Palvia, P., Palvia, S., and Whitworth, J. "Global information technology: a meta analysis of key issues," *Information & Management*, 39, 5 (2002), 403-414.
5. Pan, S., and Leidner, D. "Bridging communities of practice with information technology in pursuit of global knowledge sharing," *The Journal of Strategic Information Systems*, 12, 1 (2003), 71-88
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7. JOHN HULLAND, MICHAEL R. WADE, AND KERSI D. ANTIA "The Impact of Capabilities and Prior Investments on Online Channel Commitment and Performance," *Journal of Management Information Systems / Spring 2007*, Vol. 23, No. 4, pp. 109–142
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9. Cuervo, M. R. V., and Menendez, A. J. L. (2006) "A multivariate framework for the analysis of the digital divide: Evidence for the European Union-15", *Information & Management* 43, pp. 756-766
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12. Granados, N.F., Kauffman, R.J. and King, B., 2008. How Has Electronic Travel Distribution Been Transformed? A Test of the Theory of Newly Vulnerable Markets. *Journal of Management Information Systems*, 25(2):73-95.
13. Maznevski, M. & Chudoba, K. (2000). Bridging space over time: Global virtual team dynamics and effectiveness. *Organization Science*, 11, 473-492.

E-Business and Supply Chain Management

1. Gosain, S., Malhotra, A., & El Sawy, O. A., Coordinating for flexibility in e-business supply chains. *Journal of Management Information Systems*, 21(3), 2004, 7-45.
2. Dedrick, J., Xu, S., Zhu, K. "How Does Information Technology Shape Supply-Chain Structure? Evidence on the Number of Suppliers." *Journal of Management Information Systems*, 25, 2 (2008), 41-72.
3. Rai, A., R. Patnayakuni, and N. Patnayakuni, Firm Performance Impacts of Digitally-Enabled Supply Chain Integration Capabilities. *MIS Quarterly*, 2006, 225-246
4. Hult, G. T. M., Ketchen, D. J. J., & Slater, S. F., Information processing, knowledge development, and strategic supply chain performance. *Academy of Management Journal*, 47(2), 2004, 241-253.
5. Malhotra, A., Gosain, S., and El Sawy, O. A. (2007) "Leveraging Standard Electronic Business Interfaces to Enable Adaptive Supply Chain Partnerships", *Information Systems Research*, Vol. 18, No. 3, pp. 260-279
6. Ketchen, D. J. Jr., Tomas, G. and Hult, M. 2007, "Bridging organization theory and supply chain management: The case of best value supply chains", *Journal of Operations Management*, 25, 573-580
7. Straub, E, Rai, A, and Klein R. (2004) "Measuring firm performance at the network level: a nomology of the business impact of digital supply networks", *Journal of Management Information Systems*, 21:1, pp.83-114
8. Zhu, K., Kraemer, K.L., Gurbaxani, V., 2006. Migration to open-standard interorganizational systems: network effects, switching costs, and path dependency. *MIS Quarterly*, 30(Special Issue): 515-539

University of North Carolina at Charlotte
Belk College of Business
BDBA 8350
Dissertation Proposal Development
Spring 2017 Syllabus

Professor: Franz Kellermanns
Office: Friday 206A
Phone: 704-687-1421
Email: Kellermanns@uncc.edu
Class time/location: 8:00 to 5:00, UNC Charlotte Center City Building

Office Hours: By appointment

Focus of the Course: In-depth discussion of papers and development of research models and approaches in preparation of dissertation work. Collaboration with the dissertation chair is desired.

Objectives

Knowledge-oriented goals

1. Review and synthesize fundamental themes in the area of the dissertation research.
2. Understand data analysis expectations in the area of the dissertation research.
3. Explore the latest ideas for doing empirical research in the area of the dissertation research.

Skills-oriented goals

1. Identify gaps in the literature worth of exploring.
2. Develop testable models.
3. Conduct literature reviews.

Course Design

Meetings discussions

We will meet once a month for 5 months. Each meeting will be custom tailored by the professor to the student and his/her interest for developing a dissertation.

Bibliography

Core readings for the potential dissertation are identified. Please feel free to explore the topic further using the references in assigned papers.

Assignments

Papers

1. Development of a literature review paper on the dissertation topic.
2. Development of a theoretical paper, proposing a testable model.
3. Development of a method section, that can be adapted for dissertation use.

Paper Presentation

The final draft of the paper is due on XXX day.

Student Evaluation

Assignments include in-class exercises, case analyses, reaction papers, and exams.

Grades will be based on the following weights:

- 50% Discussion
- 50% Paper and paper presentation

Grading Scale:

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U

Course Information Guidelines

1. **Statement on Diversity.** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.
2. **Documented Disability.** Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.
3. **Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.
4. **Classroom expectations.** This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.
6. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as

provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.

7. **Materials.** All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.
8. **Communication devices in classroom.** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class.
9. **Computers in the classroom.** Students are permitted to use computers during class for note-taking and other class-related work only.
10. **Attendance.** Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	
1	January	Course Introduction:
2	February	Dissertation Specific Reading 1
3	March	Dissertation Specific Reading 2
4	April	Dissertation Specific Reading 3
5	May	Dissertation Specific Reading 4
6	Online	Paper Presentation

Required Readings

Complete Your Dissertation or Thesis in Two Semesters or Less Paperback – by [Evelyn Hunt Ogden](#).

Readings for a Dissertation in Family Business:

Dissertation Specific Reading 1:

Debicki, B. J., Matherne, C. F., Kellermanns, F. W., & Chrisman, J. J. 2009. Family business research in the new millennium: An overview of the who, the where, the what, and the why. *Family Business Review*, 22(2): 151-166.

Le Breton-Miller, I., & Miller, D. 2009. Agency vs. stewardship in public family firms: A social embeddedness reconciliation. *Entrepreneurship: Theory & Practice* 33(6): 1169-1191.

Chrisman, J. J., Chua, J. H., & Sharma, P. 2003. Current trends and future directions in family business management studies: Toward a theory of the family firm. Cole Whiteman Paper Series.

- Sharma, P., Chrisman, J. J., & E.Gersick, K. 2012. 25 years of family business review : Reflections on the past and perspectives for the future *Family Business Review*, 25(1): 5-15.
- Sharma, P., Chrisman, J. J., & E.Gersick, K. 2012. 25 years of family business review : Reflections on the past and perspectives for the future *Family Business Review*, 25(1): 5-15.
- De Massis, A., Sharma, P., Chua, J. H., & Chrisman, J. J. 2012. Family Business Studies: An Annotated Bibliography. Northampton, MA: Edward Elgar.
- Chrisman, J. J., Kellermanns, F. W., Chan, K. C., & Liano, K. 2010. Intellectual foundations of current research in family business: An identification and review of 25 influential articles. *Family Business Review*, 23(1): 9-26.

Dissertation Specific Reading 2:

- Eisenhardt, K. M. 1989. Agency Theory: An assessment and review. *Academy of Management Review*, 14(1): 57-74.
- Schulze, W. S., Lubatkin, M. H., & Dino, R. N. 2003. Toward a theory of agency and altruism in family firms. *Journal of Business Venturing*, 18(4): 473-490.
- Schulze, W. S., Lubatkin, M. H., & Dino, R. N. 2003. Exploring the agency consequences of ownership dispersion among the directors of private family firms. *Academy of Management Journal*, 46(2): 179-194.
- Chua, J. H., Chrisman, J. J., & Bergiel, E. B. 2009. An agency theoretic analysis of the professionalized family firm. *Entrepreneurship Theory & Practice*, 33: 355-372.
- Chua, J. H., Chrisman, J. J., Kellermanns, F. W., & Wu, Z. 2011. Agency problems of borrowed social and financial capital: Resolution in new ventures through family involvement. *Journal of Business Venturing*, 26(4): 472-488.
- Chrisman, J. J., Chua, J. H., Kellermanns, F. W., & Chang, E. P. 2007. Are family managers agents or stewards? An exploratory study in privately-held family firms. *Journal of Business Research*, 60: 1030-1038.
- Wiseman, R. M., & Gómez-Mejía, L. R. 1998. A behavioral agency model of managerial risk taking. *Academy of Management Review*, 23(1): 133-153.
- Gómez-Mejía, L. R., Núñez-Nickel, M., & Gutierrez, I. 2001. The role of family ties in agency contracts. *Academy of Management Journal*, 44(1): 81-95.

Dissertation Specific Reading 3:

- Davis, J. H., Schoorman, F. D., & Donaldson, L. 1997. Toward a stewardship theory of management. *Academy of Management Review*, 22(1): 20-47.
- Davis, J. H., Allen, M. R., & Hayes, H. D. 2010. Is blood thicker than water? A study of stewardship perceptions in family business. *Entrepreneurship Theory & Practice*, 34(6): 1093-1116.
- Eddleston, K., & Kellermanns, F. W. 2007. Destructive and productive family relationships: A stewardship theory perspective. *Journal of Business Venturing*, 22(4): 545-565.
- Miller, D., Le Breton-Miller, I., & Scholnick, B. 2008. Stewardship vs. stagnation: An empirical comparison of small family and non-family businesses. *Journal of Management Studies*, 45(1): 51-78.

- Zahra, S. A., Hayton, J. C., Neubaum, D. O., Dibrell, C., & Craig, J. 2008. Culture of family commitment and strategic flexibility: The moderating effect of stewardship. *Entrepreneurship: Theory & Practice*, 32(6): 1035-1054.
- Le Breton-Miller, I., & Miller, D. 2009. Agency vs. stewardship in public family firms: A social embeddedness reconciliation. *Entrepreneurship: Theory & Practice*, 33(6): 1169-1191.
- Eddleston, K., Kellermanns, F. W., & Zellweger, T. 2012. Exploring the entrepreneurial behavior of family firms: Does the stewardship perspective explain differences? *Entrepreneurship Theory & Practice*, 36(2): 347-367.
- Pearson, A. W., & Marler, L. W. 2010. A leadership perspective of reciprocal stewardship in family firms. *Entrepreneurship Theory & Practice*, 34(6): 1117-1124.

Dissertation Specific Reading 4:

- Gómez-Mejía, L. R., Haynes, K. T., Núñez-Nickel, M., Jacobson, K. J. L., & Moyano-Fuentes, H. 2007. Socioemotional wealth and business risk in family-controlled firms: Evidence from Spanish olive oil mills. *Administrative Science Quarterly*, 52(1): 106-137.
- Berrone, P., Cruz, C. C., Gómez-Mejía, L. R., & Larrazza Kintana, M. 2010. Socioemotional wealth and corporate response to institutional pressures: Do family-controlled firms pollute less? *Administrative Science Quarterly*, 55(1): 82-113.
- Gómez-Mejía, L. R., Cruz, C., Berrone, P., & De Castro, J. 2011. The bind that ties: Socioemotional wealth preservation in family firms. *Academy of Management Annals*, 5(1): 653-707.
- Berrone, P., Cruz, C., & Gómez-Mejía, L. R. 2012. Socioemotional wealth in family firms: Theoretical dimensions, assessment approaches, and agenda for future research. *Family Business Review*, 25(3): 258-279.
- Naldi, L., Cennamo, C., Corbetta, G., & Gomez-Mejia, L. R. 2013. Preserving socioemotional wealth in family firms: Asset or liability? The moderating role of business context. *Entrepreneurship Theory & Practice*, 37: 1341-1360.
- Miller, D., & Breton-Miller, I. L. 2014. Deconstructing socioemotional wealth. *Entrepreneurship Theory & Practice*, 38(4): 713-720.
- Berrone, P., Cruz, C. C., & Gómez-Mejía, L. R. in press. Socioemotional wealth in family firms: A review and agenda for future research. *Family Business Review*: doi:10.1177/0894486511435355.
- Zellweger, T. M., Kellermanns, F. W., Chrisman, J. J., & Chua, J. H. 2012. Family control and family firm valuation by family CEOs: The importance of intentions for transgenerational control. *Organization Science*, 23(3): 851-868.
- Kellermanns, F. W., Eddleston, K., & Zellweger, T. 2012. Extending the socioemotional wealth perspective: A look at the dark side. *Entrepreneurship: Theory & Practice*, 36(6): 1175-1182.

APPENDIX C

Proposed Catalog Copy

Doctor of Business Administration

The Doctor of Business Administration (DBA) is a professional degree taught in an executive format designed to prepare graduates for leadership positions in organizations and teaching careers in academia. The program focuses on research methodology with practice-focus content and projects that address issues confronting contemporary business leaders. All students will gain an advanced level of knowledge in the following major fields: management, marketing, operations management and information systems. In addition, students are expected to demonstrate mastery of the existing body of knowledge in their major field and to develop new knowledge through original independent research. With the educational background provided by the program, graduates are qualified to lead organizations as senior executives and change agents, acquire faculty positions in academic institutions, and launch successful careers in management consulting.

Additional Admission Requirements

All applicants seeking admission to the DBA program must fulfill the University's general requirements for graduate admission at the Ph.D. level. Additional requirements for admission into the program are listed below:

1. An earned MBA or master's degree in a related field from a regionally accredited college or university with a minimum GPA of at least 3.0 on a 4.0 scale.
2. Five or more years of professional working experience.
3. For non-native speakers of English, a minimum score of 220 on the computer-based TOEFL, a score of 557 on the paper-based TOEFL, a score of 83 on the internet-based TOEFL, or a band score of 6.5 on the IELTS.
4. Three positive letters of recommendation.
5. Two essays: one addressing the candidate's goals and motivations for pursuing the DBA and the second outlining the candidate's general areas of research interest.
6. Other credentials as required by the Graduate school or the executive DBA program committee.

Students are admitted to the program by the Dean of the Graduate School based on the recommendation of the Belk College of Business DBA Program Director, in consultation with the Belk College of Business DBA Program Committee. Recommendations are based on the assessments of the Program Director and Program Committee of the candidate's ability to complete the program, as supported by the application materials. If there are more candidates than can be accommodated, candidates are recommended in order of their perceived ability, promise of success, and suitability to the program.

Degree Requirements

The degree of Doctor of Business Administration is awarded for completion of scholarly research that advances knowledge in the fields of business theory or practice. Evidence of this is demonstrated by a successful dissertation defense. Additionally, recipients of this degree must demonstrate mastery of the body of knowledge within the field and potential for success in future leadership positions and academia.

The DBA is a three-year (six-semester), lockstep program consisting of 18, three credit hour courses. The program requires 54 post-master's credit hours. The curriculum has three major components:

Research Methodology (21credits)

- BDBA 8100 Introduction to Experimental Design and Measurement (3)
- BDBA 8130 Introduction to Business Theory (3)
- BDBA 8140 Advanced Business Theory (3)
- BDBA 8150 Business Statistics and Data Analysis (3)
- BDBA 8200 Research Methods I (3)
- BDBA 8230 Research Methods II (3)
- BDBA 8350 Dissertation Proposal Development (3)

Seminars in Applied Research (15 credits)

- BDBA 8110 Organizational Theory and Systems (3)
- BDBA 8120 Professional Issues I (3)
- BDBA 8210 Current Topics Research Seminar (3)
- BDBA 8220 Professional Issues II (3)
- BDBA 8240 Focused Research Seminar (3)

Dissertation (18 credits)

- BDBA 8999 Doctoral Dissertation Research (18)

Grades

A student is expected to earn an A or B in all courses included in the program and must maintain a minimum cumulative 3.0 GPA (on a 4.0 scale) to graduate. The dissertation is graded on a Pass/Unsatisfactory basis and, therefore, will not be included in the cumulative average. An accumulation of three marginal C grades in any graduate coursework will result in suspension of the student's enrollment. If a student earns a grade of U in any course, their enrollment will be suspended and the student cannot take further coursework without being readmitted to the program. Readmission to the program requires approval of the Dean of the Graduate School upon the recommendation of the Program Director.

Dissertation Advisor and Advisory Committee

Every student in the program must have a Dissertation Advisor and an Advisory Committee prior to being admitted to Candidacy. The student should select a dissertation advisor before the end of the second year of the program. The student and the dissertation advisor jointly determine the advisory committee. The Dissertation Advisor serves as Chair of the Advisory Committee and must be a member of the Graduate Faculty of Belk College of Business UNC Charlotte. The Advisory Committee must have at least four members, three of which are chosen by the student. Normally, the Dissertation Chair will be graduate faculty of the Belk College from the Departments of Business Information Systems and Operations Management, Management, or Marketing. Advisory Committee members must be members of the graduate faculty at UNC Charlotte or from other institutions or industry provided they have relevant expertise and background. Committee members should reflect both content and methods expertise needed for the student to complete the research.

Admission to Candidacy

The dissertation topic may be proposed after the student has completed the required coursework. The proposal defense will serve as the qualifying exam. Pursuant to Graduate School rules, a doctoral student advances to candidacy after the student's Advisory Committee and the Dean of the Graduate School approve the dissertation topic. Further pursuant to Graduate School rules, candidacy must be achieved at least six months before the degree is conferred.

Dissertation

The student must complete and defend a dissertation based on a research program approved by the student's Dissertation Advisor and Advisory Committee which results in a high-quality, original, and substantial piece of research. The student must orally present and defend the dissertation before the Advisory Committee in a defense that is open to the University community. A copy of the dissertation must be made available to the Graduate Faculty of the Belk College at least three weeks prior to the public defense. While the defense is open to the University Community, the deliberations of the Advisory Committee are held in Executive Session. The dissertation will be graded on a Pass/Unsatisfactory basis by the Advisory Committee and the Dean of the Graduate School.

The dissertation defense is the final examination. It is a Graduate School requirement that a student that fails the final examination twice will be terminated from the program.

Residency Requirement

The DBA is a cohort-based program offered in an executive format. Normally students must enroll for nine credit hours during each semester of the regular academic year (i.e., fall and spring). Students may petition the Program Director for permission to enroll in less than nine semester hours in cases of hardship or other emergencies. It is a Graduate School requirement that a student must enroll in at least 18 total hours of Dissertation Research in order to graduate from the program.

Students that have completed all degree requirements, including the Dissertation Defense, may enroll once in GRAD 9999, Doctoral Degree Graduate Residency Credit, in order to meet Graduate School Residency requirements.

Time Limit for Degree Completion

Students are allowed a maximum of eight calendar years from formal admission to the DBA program to complete the program successfully.

Application for Degree

Each student should make application for his/her degree by completing the online Application for Degree through Banner Self Service no later than the filing date specified in the University Academic Calendar.

APPENDIX D

Student Learning Outcomes Assessment Plan



2013-14 Student Learning Outcomes Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only.)

College: Belk College of Business

Department: Belk College of Business

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program: Doctor of Business Administration (DBA)

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

n/a – this is a new assessment plan for the proposed DBA program

Student Learning Outcome 1
(knowledge, skill or ability to be assessed)

Students will demonstrate mastery of interdisciplinary business theory and advanced research methodologies.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

n/a

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The instruments used to assess student achievement of this learning outcome are questions and problems embedded in three core courses. Specifically, the questions and problems test the concepts below, which, together effectively gauge overall student understanding:

1. Students will demonstrate knowledge of business research methods.
2. Students will demonstrate knowledge of organizational theory and systems.
3. Students will demonstrate knowledge of professional issues.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

This SLO will be measured in three core courses taken at the beginning of the DBA program: *Introduction to Experimental Design and Measurement*, *Organizational Theories and Systems*, and *Professional Issues I* every other Fall semester. Students will be assessed using course embedded questions and problems designed to measure student knowledge related to each of the three effectiveness measures.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting each semester to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes are implemented the next time the course is taught.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric. (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)*

80% of students will correctly answer 80% of the questions correctly and/or earn a score of 80 or higher on the assessment problems related to each effectiveness measure.

Fall 2012 Assessment Data	Spring 2013-Fall 2013 Assessment Data
n/a	n/a

Plans for 2014-15: Based upon the 2013 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

n/a

Assessment Lead's Comments on Student Learning Outcome 1:

n/a

Student Learning Outcome 2
(knowledge, skill or ability to be assessed)

Students will demonstrate the ability to conduct independent scholarly research in a business related field.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

n/a

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The instrument used to assess student ability to conduct independent scholarly research will be the doctoral dissertation and defense. Specifically, the dissertation committee will assess the dissertation and defense in each of the areas below. These areas collectively serve as an effective gauge of the student's ability to conduct independent scholarly research:

1. Students will demonstrate the ability to write a relevant literature review.
2. Students will demonstrate the ability to use appropriate methodology.
3. Students will demonstrate the ability to appropriately analyze results.

4. Students will demonstrate the ability to present scholarly research findings.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Student performance will be assessed by the student’s dissertation committee. This committee of at least three graduate faculty members will be selected by the student. The committee reviews the dissertation prior to the student’s defense. At the student’s dissertation defense, the dissertation committee will use a rubric to grade the dissertation and defense. Students that earn a “proficient” (3) or higher on each relevant portion of the rubric will be counted as having demonstrated the ability to conduct independent scholarly research.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program’s assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting each semester to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes are implemented the next time the course is taught.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric. (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)*

80% of candidates will score “proficient” (3) or higher on the relevant portions of the rubric.

Fall 2012 Assessment Data	Spring 2013-Fall 2013 Assessment Data
n/a	n/a

Plans for 2014-15: Based upon the 2013 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

n/a

Assessment Lead's Comments on Student Learning Outcome 2:

n/a

APPENDIX C

UNIVERSITY OF NORTH CAROLINA REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

***INSTRUCTIONS:** Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required. Please submit one hard copy and an electronic copy of the proposal to the Office of the Senior Vice President of Academic Affairs at UNC General Administration.*

Date: September 29, 2014

Constituent Institution: The University of North Carolina at Charlotte

CIP Discipline Specialty Title: Business Administration and Management, General

CIP Discipline Specialty Number: 52.0201 Level: B M Res. Doc. Prof. Doc.

Exact Title of the Proposed Degree: Doctor of Business Administration

Exact Degree Abbreviation (e.g., B.S., B.A., M.A., M.S., Ed.D., Ph.D.): D.B.A.

Does the proposed program constitute a substantive change as defined by SACS? Yes No

The current SACS Substantive Change Policy Statement may be viewed at:
<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>

If yes, please briefly explain.

As required by the Policy Statement on Substantive Change for Accredited Institutions of the Southern Association of Colleges and Schools (SACS) Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification prior to implementation for new degree programs. Notification of this new degree program will be provided to SACS after approval by the University of North Carolina Board of Governors and prior to implementation.

Proposed date to enroll first students in degree program: Month August Year 2015

Are there plans to offer 50% or more of program credit hours to students off-campus or online? Yes No

If yes, complete the form to be used to request establishment of a distance education program and submit it along with this request.

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery must wait until BOG program approval is received. (400.1.1[R], page 3)

The program will be offered on the UNC Charlotte Main Campus and the UNC Charlotte Center City Building. There are no plans to offer the program in any other locations.

Provide a summary of the status of this proposal in your campus review processes.

- a. List the campus bodies that reviewed and commented on this Appendix C proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.

The following campus bodies reviewed this Appendix C proposal before submission to UNC General Administration:

Campus Body	Action	Votes, If Applicable
Doctor of Business Planning Committee	Approved	5 for, 0 against
Belk College Graduate Council	Approved	
Belk College Graduate Faculty	Approved	39 for, 0 against
Belk College Dean's Office	Approved	
UNC Charlotte Graduate Council	Approved	
Dean of the Graduate School		
Provost's Office		
Chancellor's Office		

- b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

The UNC Graduate Council reviewed Appendix A and was broadly supportive of the proposed executive DBA program. The concerns they expressed primarily focused on student and societal demand and who can serve on the program's dissertation committees. These concerns have been addressed and accounted for in this Request for Authorization to Establish a New Degree Program.

The Belk College Graduate Council (BCGC) considered Appendix C at the request of the DBA Planning Committee. The BCGC unanimously voted in favor of the proposal pending two key sets of revisions, which have been made. First, BCGC asked that the titles and course descriptions for some courses be modified to more closely reflect the content in the syllabi provided. Second, BCGC recommended that the planning committee consider adding an accounting track after the program becomes operational.

The BCGC submitted Appendix C forward to the Belk College graduate faculty for their review. At the faculty meeting, the Belk College graduate faculty unanimously voted in favor of the proposal. No significant issues, concerns, or opposition were raised.

The Belk College submitted Appendix C forward to the UNC Charlotte Graduate Council for their review. The Graduate Council requested more details about the program structure and funding, both of which were addressed in the on-campus approval form and budget. Following the Graduate Council meeting, the DBA proposal was approved unanimously.

EXECUTIVE SUMMARY

Overview:

The proposed Doctor of Business Administration (DBA) is a professional degree taught in an executive format that will provide doctoral-level preparation for senior-level business professionals who wish to enhance their understanding of business theory, integrate cutting edge business theory and practice, and learn to address complex business problems through advanced research methodology. The focus of this degree is on providing a sound theoretical grounding and understanding of research methodology to address emerging issues in the practice of business. More so than a Ph.D., the executive DBA is broad in scope, cutting across business disciplines to address applied problems facing executives in the workplace. The executive DBA emphasizes the testing, application, and extension of existing theory more than the development of theory.

The proposed executive DBA program will target a select group of senior executives who hold an MBA or a master's degree in a related field and have extensive business experience but who do not want to leave their careers to pursue a full-time Ph.D. Individuals who are attracted to the executive DBA often seek to deepen their overall business knowledge and understanding of high-level research skills in order to better address the complex challenges facing them in today's dynamic business environment. Others pursue the executive DBA as a means of transitioning into a career in higher education or to enhance their expertise for a career in consulting.

Need for the program:

Few options for executive education beyond the master's degree level currently exist. This is particularly true for executives who choose to pursue advanced education while still fully employed. However, senior executives who participate in executive education frequently request information about furthering their education beyond the MBA or specialized business master's degree. The explosion of data, complex technology, and the increasing complexities of operating in a rapidly changing global environment require abilities that exceed the MBA or executive MBA level. There has been an evolution of executive education needs from the bachelor's degree to the MBA/EMBA.

While the primary focus for the proposed executive DBA program will be senior executives pursuing career goals in industry or consulting, there are also opportunities to attract senior executives who plan at some point in their careers to transition into higher education. The shortage of doctoral faculty in business was identified by the Association to Advance Collegiate Schools of Business (AACSB) International Management Education Task Force (METF) in the document, *Management Education at Risk* and was further analyzed by the Doctoral Faculty Commission (DFC) and reported in *Sustaining Scholarship in Business School*. Expanding doctoral programs for executives was presented as a key strategy to address the faculty needs of business schools with non-research missions and to augment the teaching capacity in research focused business schools.

Executive doctoral programs are gaining traction in the U.S. as evidenced by the increasing number of universities offering these programs and the discussion of these programs by the news media, businesses, and business accrediting organizations like AACSB International. The demand for doctorates in industry has long been the norm in Europe.

In an effort to gain information about demand for the proposed executive DBA, the program concept and an outline of the program was presented to the Belk College Board of Advisors. The reaction to the proposed executive DBA was favorable and subsequent meetings with individual members confirmed that Board members may have a personal interest in the executive DBA program. They were also interested in making this educational opportunity available to top executives in their companies.

To establish demand for the executive DBA, the Belk College of Business initiated a three-phase demand analysis consisting of a review of secondary sources of information and existing program websites, in-depth interviews with 25 potential students and 5 human resource executives in major Charlotte-region companies and a survey of alumni from the Belk College MBA and specialized master's programs. Hanover Research conducted the secondary research and alumni studies. A local consultant conducted the in-depth interviews. Findings from the three research efforts included:

- A growing number of American EDBA programs attract highly qualified students from around the country and world. Current programs have successfully grown and maintained student enrollment.
- In in-depth interviews respondents suggested that they knew very little about executive doctorate programs. However, 60 percent of the prospective students (15 individuals) interviewed expressed some interest in the program. Most indicated they would need more information about the specific program that would be offered by the Belk College before making a decision. Of the 99 alumni who responded to the Belk College alumni survey, approximately one third (31 respondents) indicated they would be interested in enrolling in the proposed executive DBA program. Approximately 30 percent of this interested respondent group indicated that they would be willing to consider enrolling "immediately" or "within the next year".
- Given that the target population for each cohort is around 15-20 students, the in-depth interviews and the alumni survey provided an encouraging demand picture.

Objectives:

The educational objectives of the proposed executive DBA can be summarized as follows:

1. To foster executive-scholars' pursuit of interdisciplinary business theory and advanced research methodologies to inform the practice of business decision making in an increasingly complex business environment. Graduates of the program will be prepared to:
 - a. Lead organizations as senior executives and change agents.
 - b. Acquire faculty positions in academic institutions, addressing the shortage of doctoral-trained business faculty.
 - c. Launch successful careers in management consulting.
2. To facilitate the dissemination of complex academic research into the practice of business. Exposure to leading business research and research methods will provide graduates with the knowledge, skills, and abilities to lead the application and adaptation of theoretical research to business practice. The executive DBA program will offer the opportunity to develop information channels between academia and practice leading to:
 - a. A better understanding by business practitioners of the value of academic research in solving practical business problems.
 - b. Collaborative partnerships between businesses and the University that provide faculty access to corporate data sources for academic research and provide businesses with access to cutting-edge academic research. This collaboration may open new avenues for funding academic and applied research.
 - c. Integration of academic business research with the practice of business to benefit organizations, employees, customers, the larger community and other stakeholders.
3. Effective communication skills that facilitate the effective presentation of analysis results to non-technical, business audiences.

4. The ability to manage and lead analytics projects and work in cross-functional business teams.

I. Description of the Program

- A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The proposed executive DBA is a professional degree that will provide doctoral-level preparation for senior-level business professionals who wish to enhance their understanding of business theory, integrate cutting edge business theory and practice, and learn to address complex business problems through advanced research methodology. The focus of this degree is on providing a sound theoretical grounding and understanding of research methodology to address emerging issues in the practice of business. More so than a Ph.D., the executive DBA is broad in scope, cutting across business disciplines to address applied problems facing executives in the workplace. The executive DBA emphasizes the testing, application, and extension of existing theory more than the development of theory.

The executive DBA will be a three-year (six-semester), lockstep program consisting of 18, three credit hour courses (54 credit-hour total)¹. Students will complete three courses per semester, for a total of nine credit hours. Courses in the DBA program will be offered in an executive format (e.g., five, three-day residencies per semester) to accommodate the needs of business executives who work full time.

The initial focus of the program will be on research methodology courses. As students progress in the program, the emphasis will shift toward applied research content courses and projects that address issues confronting contemporary business leaders. The program will culminate with a dissertation that addresses a complex, cross-functional business problem of strategic interest to a company or non-profit organization.

The proposed executive DBA program will target a select group of senior executives who hold an MBA or a master's degree in a related field and have extensive business experience but who do not want to leave their careers to pursue a full-time Ph.D. Individuals who are attracted to the executive DBA often seek to deepen their overall business knowledge and understanding of high-level research skills in order to better address the complex challenges facing them in today's dynamic business environment. Others pursue the executive DBA as a means of transitioning into a career in higher education or to enhance their expertise for a career in consulting.

- B. List the educational objectives of the program.

1. To foster executive-scholars' pursuit of interdisciplinary business theory and advanced research methodologies to inform the practice of business decision making in an increasingly complex business environment. Graduates of the program will be prepared to:
 - a. Lead organizations as senior executives and change agents.

¹ The executive DBA will require 54 credit hours, including 18 hours of dissertation credit. Since the UNC Charlotte Graduate School requires that any student earning a doctoral degree must have completed at least 72 post-baccalaureate semester-hours, students entering the program must have already completed an MBA or master's degree in a business related field with more than 18 hours transferable credit. The Graduate School 18 hours of research credit requirement will be met by 18 credit hours of dissertation research.

- b. Acquire faculty positions in academic institutions, addressing the shortage of doctoral-trained business faculty.
 - c. Launch successful careers in management consulting.
 - 2. To facilitate the dissemination of complex academic research into the practice of business. Exposure to leading business research and research methods will provide graduates with the knowledge, skills, and abilities to lead the application and adaptation of theoretical research to business practice. The executive DBA program will offer the opportunity to develop information channels between academia and practice leading to:
 - a. A better understanding by business practitioners of the value of academic research in solving practical business problems.
 - b. Collaborative partnerships between businesses and the University that provide faculty access to corporate data sources for academic research and provide businesses with access to cutting-edge academic research. This collaboration may open new avenues for funding academic and applied research.
 - c. Integration of academic business research with the practice of business to benefit organizations, employees, customers, the larger community and other stakeholders.
 - 3. Effective communication skills that facilitate the effective presentation of analysis results to non-technical, business audiences.
 - 4. The ability to manage and lead analytics projects and work in cross-functional business teams.
- C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of:

The proposed executive DBA provides the opportunity to create an entirely new doctoral program at the institution that is offered in a unique, executive format. Little opportunity exists to create relationships between the executive DBA and other existing programs at the institution. The focus on engaging real business problems with research methods that drive solutions as well as the executive format precludes sharing of doctoral courses with other doctoral programs. There may be some overlap in the skills that are developed in doctoral-level research methods courses, but the executive format limits including courses that are designed for full-time Ph.D. students.

There is little relationship between the executive DBA and the current Business Administration Ph.D. (BPHD) program. Executive DBA students will have a much different skill sets and career aspirations than those enrolled in the BPHD, requiring different course content and delivery. While graduates of the executive DBA program may transition into academic positions, the executive DBA program focuses on individuals who intend to stay in industry. The industry focus dictates that courses in the executive DBA program and the type of research conducted by executive DBA students will likely be significantly more applied in nature than would be the case for courses and research in the

BPHD program. Currently, the finance track is the only track in the BPHD program with coursework and research focusing almost exclusively on finance, as opposed to the executive DBA which will have a more general business focus. The two programs are sufficiently different, both in terms of focus and research methods, that there will be little overlap in the degree programs, suggesting few opportunities for sharing of classes.

We do not anticipate the executive DBA to directly affect enrollment in the BPHD program. The two programs will be taught by different faculty members. The BPHD program only offers one major in finance. As a result, that program utilizes only faculty members from the Departments of Finance, Economics, and Mathematics. That program is at its capacity given faculty and funding constraints, and so is unlikely to grow in the near future. The curriculum of the proposed DBA program focuses in areas other than finance. Specifically the executive DBA program will primarily utilize faculty members in the Departments of Management, Marketing, and Business Information Systems/Operations Management. The executive DBA will be taught on an overload basis, preventing conflicts between the executive DBA and other doctoral/graduate programs with respect to faculty teaching resources. The tuition increment for the executive DBA is expected to generate the necessary resources for the program and student support.

Since teaching in the executive DBA program is a competing activity, it has the potential to reduce faculty research productivity. However, relatively few faculty members will participate in the program and the program is expected to generate resources to enhance research productivity throughout the College. As high-level executives with the ability to direct company resources and policy are the target audience for the executive DBA, it is anticipated that dissertations and projects completed by these students will lead to research synergies for faculty participating in the program. Research from student dissertations could lead to new data sources and further research opportunities.

We see little relationship to the existing MBA program. Although not as great an emphasis as in the Ph.D. program, the executive DBA is still a research degree and will have a significantly higher level of research expectations than the MBA. Further, the weekend/executive format is not well suited to our current MBA student population of part-time working professionals. Those students strongly prefer to attend classes on weekday evenings as opposed to weekend classes.

Rather than overlapping with existing programs, the executive DBA opens a new pool of students for doctoral education in business because of the uniqueness of its content and delivery. Business executives who are able to self-fund their doctoral education or who are supported by their organization create the opportunity for a new doctoral model. Executive scholars also link the University to the business community, fostering business commitment and funding opportunities. Existing programs will benefit from resources generated from the executive DBA and from the synergy that will come from high-level executive scholars working with our faculty. These industry relationships will foster the sharing of ideas and data while producing both academic research and research of interest to the business community.

1. Courses

We anticipate that all courses in the executive DBA will be developed specifically for the program. Given the executive format and the general business format, there is little opportunity for executive DBA courses to serve other programs.

2. Faculty

The executive DBA faculty will be comprised of the Belk College Graduate Faculty members, whose expertise is relevant to the executive DBA. Faculty from other institutions with proper credentials and expertise may serve as Adjunct Faculty and on dissertation committees. In addition, any member of the Graduate Faculty at the University with proper credentials and expertise and interest in teaching and/or serving on committees of the executive DBA may apply to become an adjunct faculty member of the executive DBA faculty. The executive DBA faculty will be appointed by the executive DBA Program Director in consultation with the Program Committee. Faculty from other institutions must also be approved through the normal approval process. The appointments will be for five-year terms with re-appointments made according to guidelines established by the executive DBA Program Director and approved by the Dean of the Belk College.

Faculty teaching in the executive DBA program and serving on dissertation committees will do so in addition to their normal faculty load. Compensation will be provided through tuition increment funds from the program.

3. Facilities, and

The executive DBA will employ existing facilities of the Belk College of Business at the main campus as well as the UNC Charlotte Center City Building.

4. Other resources

N/A

II. Justification for the Program – Narrative Statement

A. Describe the proposed program as it relates to:

1. Institutional mission

The executive DBA is consistent with the Mission Statement of UNC Charlotte. As North Carolina's urban research university, UNC Charlotte seeks opportunities to engage business and other community organizations in partnerships that enhance its research and educational goals. The executive DBA is designed as a program for senior-level executives and organizational leaders. Bringing these individuals into the University over an extended period of time strengthens our relationships with them and their organizations thus facilitating "collaborations among university, business and community leaders" (UNC Charlotte Mission Statement).

Engaging business professionals in applied academic research enhances the practice of business in the region and aids in the diffusion of academic research to the profession. Both activities help realize UNC Charlotte's mission to achieve a leadership position in higher education and to offer internationally competitive programs of research. Programs that foster the understanding of academic research and advanced research methodology by practitioners enhance the reputation of research faculty and the institution. Business schools have been criticized for ignoring business practice. Executive DBA programs offer synergistic

platforms for integrating business theory and practice. Collaborative, cross-disciplinary research and engagement can expose business faculty to ideas and provides data that produces research of interest to the business community.

2. Strategic plan

The executive DBA supports UNC Charlotte's strategic plan. The University Goal #1 is to "improve educational opportunities that respond to the intellectual and professional needs of the region". The first action step for meeting this goal is to "increase number of doctoral programs in high demand fields". The demand for doctoral-level business faculty is high with many universities in the United States paying increasingly high salaries to attract business faculty. Moreover, European executives regularly seek to advance their careers through executive doctorates, a trend that is spreading to the United States. Universities currently offering executive business doctorates prepare students to meet the demand in the academy and in the profession.

The executive DBA is also aligned with the UNC Compact's commitment to pursue and share knowledge and research that advances the state's economy and improves the quality of life for North Carolinians.

3. Student demand. Provide any update to the documented evidence of student demand presented in Appendix B.

No institution in North Carolina offers an executive format DBA program, so we cannot point to enrollment data for existing majors, minors, concentrations, or certificate programs on our campus or elsewhere in the UNC System. We do note, however, that these programs are relatively common in Europe and that a number of programs have started here in the United States. We look to these programs, as well as extensive survey and market studies that we have commissioned, to demonstrate that there is adequate student demand.

Few options for practitioner-focused education beyond the master's degree level currently exist. This is particularly true for executives who choose to pursue advanced education while still fully employed. However, senior executives who participate in executive education frequently request information about furthering their education beyond the MBA or specialized business master's degree. The explosion of data, complex technology, and the increasing complexities of operating in a rapidly changing global environment require abilities that exceed the MBA or executive MBA level. There has been an evolution of executive education needs from the bachelor's degree to the MBA/EMBA.

Between 2002 and 2007, the compounded annual growth rate in master's-level degrees in business administration, management and operations grew at 4.3 percent, only marginally more than that of master's-level degrees awarded in all disciplines. Between 2007 and 2012, the compound annual growth rate in master's-level business degrees grew to 6 percent while the growth rate of master's-level degrees awarded grew to 4.9 percent. Given the recent growth in business master's degrees, master's-level executive education no longer provides the competitive advantage executives need to resolve complex business problems and to advance their careers. Many see the executive doctorate as the next step in this evolutionary process.

While professional doctoral programs are more prevalent in Europe and Australia, with at least 16 programs in the U.K., an estimated 58.5 percent of executives

holding doctoral degrees in Germany and 20 programs created in Australia from 1993 to 2005, few U.S. universities offer executive doctorates. The Association to Advance Collegiate Schools of Business (AACSB) International lists six AACSB-accredited DBA and Executive Doctorate Programs in the U.S. (http://www.bestbizschools.com/doctorate/professional_doctorate_degrees.asp). Two of the six, Cleveland State University and Louisiana Tech University offer DBA programs, patterned after traditional Ph.D. programs (i.e., full time, non-executive format). Case Western Reserve University, Georgia State University, and Kennesaw State University offer doctorates in an executive format. Oklahoma State University's Executive Ph.D. in Business began in January 2012.

Colleges of Business offering executive doctorates report strong demand, even at relatively high tuitions. The program director at Kennesaw State University reports receiving 400 inquiries to fill 15 spots in the DBA program² and that more than 250 students have shown up at the program's information session in each of the past two years³. The Case Western Reserve University program began in 1995 and they accept, on average, 25 students per year. Georgia State University's program began in 2009. The program enrolled 17 students in 2009, 19 students in 2010 and 23 students in 2014, for a current total enrollment of 59 students. Kennesaw State University enrolled its first class in 2009 with 17 students. By August 2010, 43 students were enrolled in the program. The most recent program at Oklahoma State University enrolled 19 students into the first cohort that began January 2012.

Executive doctoral programs at Georgia State, Case Western Reserve and Oklahoma State focus on executives who pursue an executive doctorate to enhance their careers in business or consulting. Statistics from Georgia State's first cohort indicate that 25 percent of students come from *Fortune* 500 companies, 25 percent come from independent companies and the remaining 50 percent come from small- to medium-sized companies. Georgia State reports that virtually all graduates seek the executive doctorate to enhance career opportunities in industry or consulting. Similarly, of the 19 students enrolled in the Oklahoma State program, 18 indicate a primary interest in pursuing business career advancement. Case Western Reserve program administrators report that about one half of their graduates pursue advancement in business careers and one-half transition to academic careers.

The population characteristics and business climate in the Charlotte region and the state compare favorably with those of universities with successful executive doctoral programs. Population provides an indication of the potential demand for educational programs. Table 1 considers Metropolitan Statistical Area (MSA)

² Source: Bisoux, Tricia. "Solving the Doctoral Dilemma", *BizEd*, March/April, 2009, pp. 24-31.

³ Source: Damast, Alison. "Ph.D. Programs for Executives Gain Traction", *Bloomberg Businessweek*, August 16, 2010, available at: http://www.businessweek.com/bschools/content/aug2010/bs20100816_081076.htm

population for MSAs within a 100 and 200 mile radius of UNC Charlotte (Charlotte), Georgia State (Atlanta), Case Western Reserve (Cleveland) and Oklahoma State (Stillwater). Charlotte, Atlanta and Cleveland are major population centers with more than 6 million people in MSAs within 200 miles. Stillwater is a significantly smaller population center with just a little over 2 million people. (See Table 1.)

Table 1: MSA Population Within 100 and 200 Miles of UNC Charlotte

<i>MSA</i>	<i>2010 Population</i>
UNC Charlotte	
Asheville	425,000
Charlotte-Gastonia-Concord, NC-SC	1,758,000
Durham-Chapel Hill, NC	504,000
Fayetteville, NC	366,000
Greensboro-High Point, NC	724,000
Greenville-Mauldin-Easley, SC	637,000
Hickory-Lenoir-Morganton, NC	365,000
Raleigh-Cary, NC	1,130,000
Spartanburg, SC	284,000
Wilmington, NC	362,000
Winston Salem, NC	478,000
<i>Total MSA Population 100 Miles</i>	<i>4,246,000</i>
<i>Total MSA Population 200 Miles</i>	<i>7,033,000</i>
Georgia State / Kennesaw State	
Atlanta-Sandy Springs-Marietta, GA	5,269,000
Augusta-Richmond County, GA-SC	557,000
Columbus, GA-AL	295,000
Greenville-Mauldin-Easley, SC	637,000
Spartanburg, SC	284,000
<i>Total MSA Population 100 Miles</i>	<i>5,564,000</i>
<i>Total MSA Population 200 Miles</i>	<i>7,042,000</i>
Case Western Reserve	
Canton-Massillon, OH	404,000
Cleveland-Elyria-Mentor, OH	2,077,000
Columbus, OH	1,837,000
Dayton, OH	842,000
Toledo, OH	651,000
Youngstown-Warren-Boardman, OH-PA	566,000
<i>Total MSA Population 100 Miles</i>	<i>3,047,000</i>
<i>Total MSA Population 200 Miles</i>	<i>6,377,000</i>
Oklahoma State	
Oklahoma City, OK	1,253,000
Tulsa, OK	937,000
<i>Total MSA Population 100 Miles</i>	<i>2,190,000</i>
<i>Total MSA Population 200 Miles</i>	<i>2,190,000</i>

Source: 2012 Statistical Abstract of the United States, U.S. Census Bureau

A better indication of demand comes from population statistics qualified by age and educational attainment. Table 2 provides state population with advanced

degrees. Since executive doctoral programs generally attract students in the 45-59 age demographic, the number of individuals with advanced degrees is also provided for that age group. The North Carolina profile compares favorably with that of Georgia and Ohio and is significantly more positive than Oklahoma.

Table 2: 2009 Comparison of North Carolina with States with Comparable Executive DBA Programs

<i>State</i>	<i>Population > 25 yrs.</i>	<i>Population 45-59 yrs.</i>	<i>Percent Advanced Degrees</i>	<i>Advanced Degrees > 25 yrs.</i>	<i>Advanced Degrees 45-59 yrs.</i>
North Carolina	6,316,000	1,970,000	8.8%	555,808	173,360
Georgia	6,227,000	1,965,000	9.9%	616,473	194,535
Ohio	7,705,000	2,529,000	8.8%	678,040	222,552
Oklahoma	2,440,000	762,000	7.4%	180,560	56,388

Source: 2012 Statistical Abstract of the United States, U.S. Census Bureau

Most programs also draw students from other states and internationally, increasing the geographic reach of executive doctoral programs. The extent to which students are willing to travel to complete the program requirements illustrates the potential value of developing these programs in a greater number of regions. Because so few programs exist, many business schools could be losing local talent to institutions that, traditionally, may not have been considered competitors. Based on available information for executive doctoral students and alumni at these three schools, Case Western Reserve has enrolled students from 31 states plus the District of Columbia and 11 countries with 25 percent of its students from Ohio; Georgia State has enrolled 77 percent of students from Georgia; Oklahoma State enrolled 47 percent of students from Oklahoma and an additional 26 percent from Texas. Table 3 summarizes the reported residencies of current and former DBA students from Case Western Reserve University, Oklahoma State University, Kennesaw State University and Georgia State University.

Table 3. Student Enrollment Patterns

	Cohorts Represented in Student Profiles	Enrollments				Average Distance Traveled
		Total Students	In- State	Domestic Out-of- State	International	
Case Western Reserve	2014,2015	44	10	31	3	734 mi.
Oklahoma State	2015,2016	17	4	10	3	505 mi.
Kennesaw State	2012,2013,2014	52	29	23	0	266 mi.
Georgia State	2012,2013	33	26	7	0	212 mi.

Source: University websites

The Charlotte region provides opportunities to attract business executives into a business doctoral program. According to the Charlotte Chamber:

Seven of the nation's 500 largest corporations, listed by Fortune magazine, have headquarters in the Charlotte area. Nine hundred fifty seven firms with annual revenues exceeding \$1 million and 31 companies with revenues exceeding \$1 billion have operations in Mecklenburg County. Of the companies with over \$1 million in revenue, 525 are headquartered here.

While students in existing business doctoral programs are employed in large, independent and small- to medium-sized businesses as well as consulting, non-profit and government, the number of *Fortune* 500 company headquarters offer a way to compare potential opportunity for UNC Charlotte's executive DBA program with that of other successful programs. Table 4 provides information that suggests that UNC Charlotte should have a business community with the ability to sustain an executive DBA program.

Table 4: 2011 Fortune 500 Company Headquarters

<i>Fortune 500 Comp. Headquarters</i>	
<i>UNC Charlotte</i>	
North Carolina	15
Charlotte	7
<i>Case Western Reserve</i>	
Ohio	27
Cleveland	5
<i>Georgia State / Kennesaw State</i>	
Georgia	14
Atlanta	10
<i>Oklahoma State</i>	
Oklahoma	4
Stillwater	0

In an effort to establish demand for the executive DBA, the Belk College of Business initiated a three-phase demand analysis consisting of a review of secondary sources of information and existing program websites, in-depth interviews with 25 potential students and 5 human resource executives in major Charlotte-region companies and a survey of alumni from the Belk College MBA and specialized master's programs. Hanover Research conducted the secondary research and alumni studies. A local consultant conducted the in-depth interviews.

Key findings from the secondary research study include:

- A growing number of American executive DBA programs attract highly qualified students from around the country and world. Current programs have successfully grown and maintained student enrollment.

- Labor market trends indicate mixed levels of growth for occupations most closely associated with business administration. Slow growth for some occupations, including chief executives and general managers, may indicate that workers will seek new opportunities to demonstrate their qualifications. In other cases, occupations with significant proportions of employees with master's level degrees may seek and reward applicants with more significant levels of education. However, because successful candidates for admission to executive DBA programs typically already possess a considerable level of professional success, employment projections may prove less relevant to degree-seekers than potential for academic exploration.
- Existing executive DBA and Ph.D. programs vary significantly in terms of commitment and total cost.

The Hanover secondary research study also concluded that candidates in executive doctorate programs may be motivated by more than the promise of financial gain. They quote one Georgia State University executive DBA student who said: "People don't go into a program like this at 45 or 50 to make another \$100,000 on their base salary. It seems like we're all doing this more for a personal quest and the desire to make a difference somehow in the world at large."

In the in-depth interview component of the research, 25 prospective students who have an MBA or a master's degree in a business field plus significant executive experience participated in 30-45 minute executive interviews. In addition, 5 human resource executives, who represented major employers in the Charlotte region, participated in an in-depth discussion aimed at understanding company interest and willingness to participate in the executive DBA program. Although the executive doctorate is a new type of degree program in the U.S. and few of the participants were familiar with the executive degree concept, 60 percent of the prospective students (15 individuals) expressed some interest in the program. Most indicated they would need more information about the specific program that would be offered by the Belk College before making a decision. However, 3 of the respondents indicated that they were highly interested and would be very likely to participate in a program if it were offered by the Belk College. Given that the target population for each cohort is around 15-20 students, this was an encouraging demand picture. Both potential students and human resource executives perceived the program to be unique with the potential to attract students beyond the Charlotte region.

Human resource executives were mixed in their perception of company support for the executive DBA program. Most saw the executive DBA as a degree that would benefit the individual more than the company and while companies may provide some support, most of the cost would be borne by the Student. However, when asked about company benefit most of the human resource executives believed that there would be benefit to the company. Two comments that summarize this appear below:

"It would be a huge value-add to use a company problem as the focus of the dissertation."

"The executive DBA candidate employee would gain new perspectives and critical thinking skills that could enhance the success of the organization through innovative thought and strategic vision."

In support letters from senior executives, the value of executive scholars to the company is reiterated. (See Appendix B). Typical comments include:

“I believe the vision you have set forth for this program can grow to become an answer to the challenges I see before our organization. I also see specific opportunity in the lack of market-proven options for professionals who wish to deeply improve their rigor and skills as we lead increasingly complex organizations in the future.” *Richard Maltsbarger, Senior VP, Lowe’s Inc.*

“I endorse the EDBA because it appears to afford businesses such as mine the opportunity to enhance the skillset of senior level personnel (in a time efficient manner) to support them undertaking long term projects of strategic importance to the business and industry.” *Michael Mulligan, President, General Dynamics Armament and Technical Products*

“The program will fill a great need in our business community by providing an opportunity to develop senior managers beyond the present academic opportunities now available locally. To be successful in this new environment, executives need additional tools beyond those provided by the MBA or executive MBA.” *Manuel Zapata, President, Zapata Engineering*

The Hanover Research Survey of alumni who graduated five to seven years ago from one of the Belk College of Business graduate programs support the findings of the in-depth interviews. Of the 99 alumni who responded to the survey, approximately one third (31 respondents) indicated they would be interested in enrolling in the proposed executive DBA program. Approximately 30 percent of this interested respondent group indicated they would be willing to consider enrolling “immediately” or “within the next year”. While Belk College alumni would be one audience for the program, the experience of other business executive doctorate programs in the U.S. suggests that the executive DBA program would attract students beyond graduate program alumni and region. With a maximum cohort size in the 15-20 student range, the results of the in-depth interviews and the alumni survey add further support to our belief that there is adequate student demand for this program.

4. Societal demand and employability of graduates. Provide any update to the documented evidence of societal demand and employment opportunities presented in Appendix B.

Few options for executive education beyond the master’s degree level currently exist. This is particularly true for executives who choose to pursue advanced education while still fully employed. However, senior executives who participate in executive education frequently request information about furthering their education beyond the MBA or specialized business master’s degree. The explosion of data, complex technology and the increasing complexities of operating in a rapidly changing global environment require abilities that exceed the MBA or executive MBA level. There has been an evolution of executive education needs from the bachelor’s degree to the MBA/EMBA.

Between 2002 and 2007, the compounded annual growth rate in master’s-level degrees in business administration, management and operations grew at 4.3 percent, only marginally more than that of master’s-level degrees awarded in all disciplines. Between 2007 and 2012, the compound annual growth rate in master’s-level business degrees grew to 6 percent while the growth rate of

master's-level degrees awarded grew to 4.9 percent. Given the recent growth in business master's degrees, master's-level executive education no longer provides the competitive advantage executives need to resolve complex business problems and to advance their careers. Many see the executive doctorate as the next step in this evolutionary process. Executive doctoral programs draw students who are interested in furthering their careers within their organization or as a consultant and those who may later in their careers transition into academics, full or part-time. The following discussion will provide support for the demand for executive scholars pursuing those two career goals.

In an effort to gain information about demand for the proposed executive DBA, the program concept and an outline of the program was presented to the Belk College Board of Advisors. The Board of Advisors is a group of accomplished business and civic leaders who work closely with the Belk College to ensure our relevance to the business community. The Board is frequently used as a sounding board for refining and improving our curriculum and programing. The reaction to the proposed executive DBA was favorable and subsequent meetings with individual members confirmed that Board members may have a personal interest in the executive DBA program. They were also interested in making this educational opportunity available to top executives in their companies. Board members also suggested that the executive DBA would provide necessary education beyond the MBA level and enhanced credibility for executives, especially in consulting firms. Informal conversations with other business and civic leaders reinforce the belief by the Belk Board of Advisors that the proposed executive DBA would generate significant interest and demand within the Charlotte region and beyond.

Employment Opportunities in Industry and Consulting

Since it is expected that most graduates of the proposed executive DBA program will pursue career goals within their current organization or as consultants within their industry, general employment data provide little insight as to the demand for graduates. That said, the growing complexity in business and government will create a need for business doctorates beyond those acquired by executives within organizations. The 2012 Survey of Earned Doctorates⁴ estimates that slightly more than 20 percent of traditional U.S. business doctorates will be employed in industry or government. It is likely that executive DBA degrees, focused on blending theory and practice with strong research skills to drive business solutions may better prepare students for these fields and may be preferred by industry or government employers. To get a sense of the demand for these students in industry, we focus on the management consulting field. While we recognize that these students would not enter this field exclusively, our view is that it is a field in which they would be broadly employable and which is comparable to the other types of senior positions for which they would be eligible.

The Bureau of Labor Statistics (BLS) maintains the *Occupational Outlook Handbook* on the web (www.bls.gov/data/). Within this Handbook the management consulting field is referred to as "Management Analyst" (SOC code 13-1111). The BLS estimates that over the ten year period from 2012 to 2022, employment in this field will grow by 19% from 718,700 to 852,500. The challenge

⁴ Source: NSF/NIH/USED/USDA/NEH/NASA, 2014 Survey of Earned Doctorates

in interpreting these projections, however, is that the BLS includes all levels of positions, including entry-level positions. Our expectation for graduates of the DBA program is that they will generally be senior-level employees prior to entering the program and they will certainly be looking for very senior level positions upon graduation.

If one digs deeper within the BLS data, however, it is possible to tease out some additional information. Specifically the Bureau provides their projections on “Management Analyst” job growth by industry. One such industry is “Management, Scientific, and Technical Consulting Services.” This industry would typically employ the more senior and highly skilled people that are the target market graduates of this program. The BLS estimates that this field will see 41% job growth between 2012 and 2022, with growth from 142,000 positions to 200,400 positions. A second such industry is “Administrative and Support Services.” The BLS estimates that this field will see 27.7% growth from 25,800 to 33,000 between 2012 and 2022.

In addition to the BLS data, the Census Bureau also provides employment information by NAICS code by state. These codes tend to be somewhat broader than those used by BLS. Students graduating with the DBA degree that enter management consulting positions would tend to fall into either NAICS code 540000, “Professional, Scientific, and Technical Services” or NAICS code 550000, “Management of Companies and Enterprises.” The Census Bureau reports that in the second quarter of 2013, 292,446 people were employed in North Carolina in these two fields. While we again acknowledge that these are rather broad sectors which include entry level positions which will not be appropriate for graduates of this program, these data do indicate that these are vibrant and healthy employment sectors in North Carolina, and that there should be significant opportunities for graduates of these programs to obtain positions.

Employment Opportunities in Universities

The primary focus for the proposed executive DBA program will be senior executives pursuing career goals in industry or consulting. There are, however, also opportunities to attract senior executives who plan at some point in their careers to transition into higher education jobs with a heavy teaching component. The shortage of doctoral faculty in business was identified by the AACSB International Management Education Task Force (METF) in the document, *Management Education at Risk* and was further analyzed by the Doctoral Faculty Commission (DFC) and reported in *Sustaining Scholarship in Business School*. Both documents are available online at <http://www.aacsb.edu/resources/doctoral/publications.asp>. These studies suggest that significant demand exists for doctoral-trained faculty. In fact, the DFC proposed creating alternative educational models to attract other sources of doctoral candidates as a way to address the shortage of business doctoral faculty. Expanding doctoral programs for executives was presented as a key strategy to address the faculty needs of business schools with non-research missions and to augment the teaching capacity in research focused business schools.

The DFC analysis confirms that the problem facing business schools is one of demand outstripping supply. Based on data from the National Science Foundation, the DFC reports that U.S. business doctorates decreased by 19 percent to 1,071 in 1999-2000 from 1,327 in 1994-1995. By contrast most other fields remained stable or increased over the same period. More recently, AACSB reports that U.S. universities awarded 1,029 doctoral degrees in 2010-2011, down from 1,062 in 2009-2010 and 1,129 in 2008-2009. This shortage is exacerbated by an increased rate of faculty retirement. Data from the U.S. Department of Education, *Digest of Educational Statistics, 2010*⁵ provides a clear picture of the looming retirement issue. Even if it were assumed that all full-time business faculty who were 60 and older in 2003 have already retired, 9,372 additional doctoral-trained full-time business faculty would be needed in the next 10 years to maintain the status quo.

Although the number of business doctorates is projected to continue to decline, several trends suggest strong demand for doctoral degrees in business: (1) increased undergraduate and graduate business school enrollment in the U.S. and worldwide, (2) enhanced research focus of many business schools, (3) AACSB International and EQUIS requirements for higher faculty qualification standards and (4) graduates pursuing positions in industry. The DFC report estimates approximately 302,000 U.S. business undergraduate degrees awarded in 2011-2012, up from 253,000 in 1999-2000. Similarly, the DFC report estimates the number of U.S. master's-level degrees awarded to grow to 125,250 in 2011-2012 from 111,664 in 1999-2000. Based on this analysis the DFC concluded that the shortage of business doctorates would continue to grow. The DFC estimated a shortage of 1,142 by 2007 and 2,419 by 2012. Under the worst-case scenarios, shortages were expected to be 3,043 by 2007 and 5,689 by 2012. More recent analysis of hiring needs of AACSB accredited schools indicate that "many schools reported that efforts to attract and retain qualified faculty members are becoming increasingly difficult in a highly competitive and resource-constrained hiring environment."⁶

The DFC report was issued in 2002 and ideally would have been updated in the intervening time. There are, however, other indications that there is continuing and strong demand for business faculty and that this demand will continue. There are approximately 1,600 business schools at U.S. universities and colleges. AACSB is the premier accrediting body for business schools, and it accredits slightly more than 650 of those 1,600 business schools, or slightly more than one third of the market. Each year AACSB conducts a faculty salary and hiring survey of its membership. Included in this survey are data on new hires by the association's members. Table 5 presents information extracted from these AACSB surveys for a ten year period.

⁵ Source: *Digest of Educational Statistics, 2010*, U.S. Department of Education.

⁶ Source: *AACSB eNewslines*, June/July 2010.

Table 5. New Hires Sorted By Rank at AACSB Accredited Business Schools in the United States 2003-2012.

Year	Schools Responding	Professor	Associate Professor	Assistant Professor	Instructor	Total New Hires
2012	517	133	182	1411	612	2338
2011	517	133	184	1322	555	2194
2010	505	136	162	1196	522	2016
2009	503	118	157	1036	474	1785
2008	510	121	231	1141	368	1861
2007	498	185	265	1448	609	2507
2006	485	130	259	1330	565	2284
2005	491	161	258	1296	580	2295
2004	485	175	257	1198	481	2111
2003	510	112	210	1062	463	1847

Source: AACSB Salary Survey Reports, 2002-2003 through 2012-2013 inclusive.

These data demonstrate that demand for business school faculty members is strong, and has remained very robust even during the recession period. Even at the height of the recession the demand for new assistant professor hires never dropped below 1,000 positions per year. We further note that AACSB includes in the “Instructor” rank not only non-doctoral faculty members but also doctoral-holding faculty members in non-tenure track roles, such as “clinical professors” or “professors of practice.” We anticipate that at least some DBA graduates would take those types of positions. When combined with the assistant professor positions this brings the number of potential positions open in each year to between 1,500 and 2,000.

The new hires presented in Table 5 include both new doctorates hired as assistant professors or instructors, and when a faculty member is hired away from another school. The AACSB salary survey also reports how many of the new hires were new doctorates or ABDs. These data are presented in Table 6.

Table 6. Number of New Doctorate and ABD hires at US Business Schools 2003-2012.

Year	New Doctorates	ABDs	Total
2012	430	69	499
2011	372	49	421
2010	358	47	405
2009	284	53	337
2008	311	66	377
2007	431	84	515

2006	422	97	519
2005	424	92	516
2004	357	114	471
2003	602	178	780

Source: AACSB Salary Survey Reports, 2002-2003 through 2012-2013 inclusive.

Table 6 demonstrates that typically between 400 and 500 new doctorates are hired by AACSB accredited business schools. Given that Table 5 demonstrates that total new assistant professor and instructor new hires range between 1,500 and 2,000, it stands to reason that roughly 1,000 or so of the new hires each year are situations where faculty at one school are recruited away by another institution. We do recognize that some of these moves are due to frictional reasons, i.e., a faculty member seeks to move to a new school for a pay raise, to reset their tenure clock, or because of geographic preference. We also recognize that some schools prefer to recruit more seasoned assistant professors. Our sense, however, is that in the majority of cases new doctorates and seasoned assistant professors are competing for the same positions. The fact that in two thirds of the cases where business schools seek to hire assistant professor or instructors they hire seasoned assistant professors from other schools is strong evidence that there is unfilled demand for new assistant professors.

This argument is further buttressed by salary data. The AACSB survey presents salary data on newly hired seasoned assistant professors as well as newly hired assistant professors that have new doctorates. Table 7 presents the 75th percentile of the salary distribution at AACSB accredited schools in the three disciplines in which graduates of the proposed DBA program will most likely find employment: management, marketing, and management information systems. Further, to demonstrate the evolution in this trend over time, Table 7 presents this data for both 2003 and 2012.

Table 7. Salary Data for Newly Hired Assistant Professors in Selected Disciplines.

		2003	2012
Management	New Doctorate	95,000	130,000
	Seasoned Assistant Professor	92,000	125,000
Marketing	New Doctorate	105,000	145,000
	Seasoned Assistant Professor	100,000	142,000
MIS	New Doctorate	106,000	138,400
	Seasoned Assistant Professor	100,000	125,000

Source: AACSB Salary Survey Reports 2003-2004 through 2013-2014 inclusive.

We note that over the roughly ten year period covered in this report that salaries in these disciplines have risen very rapidly, with annualized growth rates of between three and five percent. Additionally, this growth occurred despite the very significant recession that occurred during this time period. Further, we note that new doctorates command a significant premium relative to seasoned assistant professors. That is, business schools are evidently willing to pay more to hire a new doctorate than to hire away a faculty member from another institution. We again take this as very strong evidence that there is significant demand for faculty members with new doctorates, and that there remains a significant shortage for new faculty in business schools.

- B. Provide any update to the discussion of similar degree programs and opportunities for collaboration presented in Appendix A. Discuss here the feasibility of a joint or collaborative degree program with one or more UNC institutions.

No universities in North Carolina offer an executive DBA or any other executive doctorate in business. This will be the first executive DBA offered in the state. The closest similar programs are the Executive Doctorate in Business at Georgia State University and the Doctor of Business Administration at Kennesaw State University. Since no other universities in public or private institutions of higher education in North Carolina offer an executive DBA or any other business doctoral program in an executive format, we see no opportunity at this time to collaborate with other universities.

Two universities in North Carolina offer a Ph.D. in Business Administration (distance from UNC Charlotte):

1. Duke University, The Fuqua School of Business (132 miles);
2. University of North Carolina at Chapel Hill, Kenan-Flagler Business School (132 miles)

The University of North Carolina at Greensboro (83 miles from Charlotte) offers a Ph.D. in Economics. None of these North Carolina programs are designed to provide doctoral-level preparation for senior business professionals in an executive format.

Since none of the universities in the state offer doctoral business classes in an executive format, developing reciprocal course sharing agreements would be difficult. If other institutions develop executive doctoral programs in business, we will seek opportunities to collaborate. We would be very interested in including faculty from other universities in the state as adjunct professors and dissertation committee members for the program.

Hanover Research was hired by the Belk College of Business to study peer and competitor programs in the U.S. and abroad. A copy of their research report is provided in Appendix C. A summary of key features of U.S. programs appears in Table 8 below:

Table 8: Key Features of U.S. Programs.

INSTITUTION	DEGREE	LOCATION	NUMBER OF RESIDENCIES	LENGTH OF RESIDENCIES	YEARS TO COMPLETION	TUITION
Case Western Reserve University	DM	Cleveland, OH	18	3-4 days	3	\$150,000
Kennesaw State University	DBA	Kennesaw, GA	16-20	3-4 days	3.5	\$96,000
Oklahoma State University	Ph.D.	Stillwater, OK	18 or more	3 days	3	\$120,000
Georgia State University	DBA	Atlanta, GA	24	3 days	3	\$109,000
Temple University	DBA	Philadelphia, PA	12	3 days	3	\$124,200
Rollins College	DBA	Winter Park, FL	16	2 days	3	\$67,995
Pace University	DPS	New York, NY	19	5 days	3-5	\$63,270
Averages			17.9	3.3 days	3.2	\$104,352

Source: Institutional websites.

These programs are very similar regarding number of residencies, length of residency and years of completion. The more prominent programs offer programs in the \$100,000 to \$150,000 tuition range. We set ourselves apart from these schools by providing a more rigorous academic program at a premier location with easy access for students.

No licensure or professional accreditation is required for the program. Academic accreditation is discussed in section VIII of this document.

- C. Enrollment (baccalaureate programs should include only upper division majors, that is, juniors and seniors).

Please indicate the anticipated first year and fourth year steady-state enrollment (head count) for the proposed program.

Year 1: Full Time _____ Part-time ____15____ Total ____15____

Year 4: Full-time _____ Part-time ____45____ Total ____45____

III. Program Requirements and Curriculum

A. Program Planning

- List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

Case Western Reserve University
 Weatherhead School of Management
 Doctor of Management
<http://weatherhead.case.edu/degrees/doctor-management/>

Georgia State University
 Robinson College of Business
 Executive Doctorate in Business
<http://robinson.gsu.edu/execdoctorate/index.html>

Kennesaw State University
 Coles College of Business
 Doctor of Business Administration
<http://coles.kennesaw.edu/dba/>

Oklahoma State University
Spears School of Business
PhD in Business for Executives
<http://phdexec.okstate.edu>

Temple University
Fox School of Business
Executive Doctorate in Business Administration (planned for Fall 2014)
http://www.fox.temple.edu/cms_academics/dba/home/overview

2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

Meeting with Belk College Board of Advisors

In an effort to gain information about demand for the proposed executive DBA, the program concept and an outline of the program was presented to the Belk College Board of Advisors. The Board of Advisors is a group of accomplished business and civic leaders who work closely with the Belk College to ensure our relevance to the business community. The Board is frequently used as a sounding board for refining and improving our curriculum and programing. The reaction to the proposed executive DBA was favorable and subsequent meetings with individual members confirmed that Board members may have a personal interest in the executive DBA program. They were also interested in making this educational opportunity available to top executives in their companies. Board members also suggested that the executive DBA would provide necessary education beyond the MBA level and enhanced credibility for executives, especially in consulting firms. Informal conversations with other business and civic leaders reinforce the belief by the Belk Board of Advisors that the proposed executive DBA would generate significant interest and demand within the Charlotte region and beyond. Letters of support are provided in Appendix B.

Alumni Survey

Hanover Research conducted a survey of alumni who graduated five to seven years ago from the Belk College of Business master's programs. Results of the survey have been discussed above in the student demand section and provided in Appendix D.

In-Depth Interviews

A consultant was hired by the Belk College of Business to conduct in-depth interviews with prospective students who have an MBA or master's degree in a business field and significant executive experience. In addition, a small group of human resource executives were also interviewed. Results of the interviews have been discussed above in the student demand section and a consultant report is provided in Appendix E.

Consultation with other Executive Doctorate Programs

Dr. Torsten Pieper, a professor heavily involved in the DBA program at Kennesaw State University visited the UNC Charlotte campus and provided detailed insights into the direction of the Kennesaw program, their challenges, and their success. As the program closest to Charlotte, his visit gave us unique insights into the positioning of the program.

We also engaged in a telephone conference with representatives from the Executive Doctorate of Management program at the Weatherhead School of Management at Case Western Reserve University. We spoke with Dr. Kalle Lyytinen and Mrs. Sue Nartker. Similar to Kennesaw State University, their program is interdisciplinary in nature, though more established. Here again, challenges and best practices were discussed.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

The minimum admission requirements for the program are:

- a. An earned MBA or master's degree in a related field from a regionally accredited college or university;
- b. A grade point average of at least 3.0 on a 4.0 scale;
- c. Five or more years of professional working experience;
- d. Two essays: one addressing the candidate's goals and motivations for pursuing the executive DBA and the second outlining the candidate's general areas of research interest;
- e. Three positive letters of recommendation;
- f. A minimum TOEFL score of 220 (computer-based), 557 (paper-based), or 83 (internet-based) or a minimum IELTS band score of 6.5 is required from any applicant whose native language is not English; and
- g. Other credentials as required by the Graduate School or the executive DBA Program Committee.

2. Documents to be submitted for admission (listing or attach sample).

Documents to be submitted for admission include:

- a. Official transcripts from all colleges and universities attended;
- b. Official TOEFL or IELTS scores for applicants whose native language is not English;
- c. The UNC Charlotte application for graduate admission form;
- d. Three positive letters of recommendation;
- e. Current resume; and
- f. Two essays: one addressing the candidate's goals and motivations for pursuing the executive DBA and the second outlining the candidate's general areas of research interests.
- g. Other materials as required by the Graduate School or the executive DBA Program Committee.

C. Degree requirements. List the following:

1. Total hours required. State requirements for Major, Minor, General Education, etc.

The DBA is a three-year (six semester), lockstep program consisting of 18, three credit hour courses. The program requires 54 post-master's credit hours. The curriculum has three major components:

Research Methodology (21 credits)

- BDBA 8100 Introduction to Experimental Design and Measurement (3)
- BDBA 8130 Introduction to Business Theory (3)
- BDBA 8140 Advanced Business Theory (3)
- BDBA 8150 Business Statistics and Data Analysis (3)
- BDBA 8200 Research Methods I (3)
- BDBA 8230 Research Methods II (3)
- BDBA 8350 Dissertation Proposal Development (3)

Practice-Focus Areas (15 credits)

- BDBA 8110 Organizational Theories and Systems (3)
- BDBA 8120 Professional Issues I (3)
- BDBA 8210 Current Topics Research Seminar (3)
- BDBA 8220 Professional Issues II (3)
- BDBA 8240 Focused Research Seminar (3)

Dissertation (18 credits)

- BDBA 8999 Doctoral Dissertation Research (18)

2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

The student will be assigned an advisor at the beginning of the program. In the second year, the student will pick an advisor preparing him/her for the dissertation work.

After course work is completed, the student will need to be continuously enrolled in dissertation hours.

It is a Graduate School requirement that each doctoral candidate must complete and defend a dissertation. The student must orally present and defend the dissertation before the Advisory Committee in a defense that is open to the University Community.

For graduate programs only, please also list the following:

3. Proportion of courses open only to graduate students to be required in program

All coursework that will count toward the DBA will be at the 6000 level or above and unavailable to undergraduate students. The majority of the coursework will be at the 8000 level.

4. Grades required

A student is expected to earn an A or B in all courses included in the program and must maintain a minimum cumulative 3.0 GPA (on a 4.0 scale) to graduate. The dissertation is graded on a Pass/Unsatisfactory basis, and therefore, will not be

included in the cumulative average. An accumulation of more than two marginal (C) grades will result in suspension of the student's enrollment in the program. If a student earns a grade of U in any course, their enrollment will be suspended and the student cannot take further coursework without being readmitted to the program.

5. Amount of transfer credit accepted

Due to the cohort nature of the program, transfer credit will not be accepted.

6. Language and/or research requirements

Students must complete and defend a dissertation.

7. Any time limits for completion

Students are allowed a maximum of eight calendar years from formal admission to the DBA program to complete the program successfully.

D. For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

The proposed executive DBA program will follow UNC Charlotte's Academic Policy on Course Numbering. Doctoral-level courses are numbered at the 8000 level. Unique second digits are used University-wide to designate special types of courses. 89xx courses indicate research. Credit hours are provided in parentheses.

The executive DBA curriculum includes three major curricular components: (1): core DBA, (2) research, and (3), advanced seminars. As the proposed DBA will be offered in an executive format to senior-level business professionals, the curriculum proposed includes all new courses:

BDBA8100 Introduction to Experimental Design and Measurement: Overview of quasi-experimental design, qualitative techniques, basic statistics, and methodological skills necessary to carry out applied research in the fields of management, marketing, operations management and information systems.

BDBA8110 Organizational Theories and Systems: Review of a broad range of organizational theory and topics in the fields of management, marketing, operations management and information systems.

BDBA8120 Professional Issues I: Introduction to the principles of scholarly research for both academic and industry settings, including ethics and research integrity, navigating scholarly literature, focusing on research and teaching excellence.

BDBA8130 Introduction to Business Theory: Review of fundamental theories and research in the fields of strategic management, marketing, operations management and information systems.

BDBA8140 Advanced Business Theory: Review of micro- and meso-theories and research developed in the fields of management, marketing, operations management and information systems.

BDBA8150 Business Statistics and Data Analysis: Development of basic skills to conduct quantitative and qualitative research in the chosen area of study within the fields of management, marketing, operations management and information systems.

BDBA8200 Research Methods I: Development and application of advanced research skills. Both advanced quantitative and qualitative research methods are discussed.

BDBA8210 Current Topics Research Seminar: Review of current topics in the fields of management, marketing, operations management and information systems and development of research skills in the respective focus areas.

BDBA8220 Professional Issues II: Consideration of advanced topics in the conduct and application of scholarly research within both academic and industry settings..

BDBA8230 Research Methods II: Development and application of advanced research skills necessary for successfully defending a dissertation proposal, building on *Research Methods I*. Both advanced quantitative and qualitative research methods are discussed.

BDBA8240 Focused Research Seminar: Review of current topics identified by the students in the program to support the development of dissertation idea. Topics are covered in the fields of management, marketing, operations management and information systems.

BDBA8350 Dissertation Proposal Development: In-depth discussion of papers and development of research models and approaches in preparation of dissertation work. Collaboration with the intended dissertation chair is desired.

BDBA8999 Doctoral Dissertation Research: Each student will initiate and conduct an individual investigation culminating in the preparation and presentation of a doctoral dissertation.

IV. Faculty

- A. (For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. For master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.
- B. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications,

and experience directing student research including the number of theses and dissertations directed.

Table 9 below highlights the Belk College faculty members who are interested in teaching in the proposed executive DBA program.

Table 9. Faculty Interested in Teaching in the Proposed Executive DBA Program.

NAME (F, P)*	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Christie Amato (F)	Fall 2013 MBAD 7090, Special Topics in Business, 3 (G)	PhD (Marketing), University of Alabama	30+ years of marketing teaching experience Author or co-author of 17 peer reviewed journal articles Served as dissertation chair for 5 doctoral candidates
Jennifer Ames-Stuart (F)	Fall 2013 MKTG 3222, Marketing Analysis and Decision Making, 3 (UT) MBAD 6172, Marketing Research, 3 (G) Spring 2014 MKTG 3222, Marketing Analysis and Decision Making, 3 (UT)	PhD (Marketing), Columbia University	10+ years of marketing and brand management corporate experience Author or co-author of 3 peer reviewed journal articles

<p>Denis Arnold (F)</p>	<p>Fall 2013 MBAD 6192, Business Ethics and Corporate Responsibility, 3 (G) MGMT 3282, Managerial Ethics, 3 (UT)</p>	<p>PhD (Philosophy), University of Minnesota, Twin Cities</p>	<p>9 years of management teaching experience Author or co-author of 20 peer reviewed journal articles Author or co-author of 6 books Editor-In-Chief of <i>Business Ethics Quarterly</i> Served as dissertation chair for 2 doctoral candidates</p>
<p>Joyce Beggs (F)</p>	<p>Fall 2013 MGMT 3277, Entrepreneurship, 3 (UT) MGMT 3280, Business Policy, 3 (UT) Spring 2014 MGMT 3280, Business Policy, 3 (UT)</p>	<p>PhD (Business, Strategic Management Major), University of Tennessee at Knoxville</p>	<p>Nearly 25 years of management teaching experience Author or co-author of nearly 20 peer reviewed journal articles</p>
<p>Charles Bodkin (F)</p>	<p>Fall 2013 MKTG 3110, Marketing Concepts, 3 (UT) Spring 2014 MKTG 3110, Marketing Concepts, 3 (UT) MBAD 3275, Global Marketing Strategy, 3 (G)</p>	<p>PhD (Marketing), Virginia Polytechnic Institute and State University</p>	<p>Nearly 25 years of marketing teaching experience Author or co-author of 25 peer reviewed journal articles</p>

<p>Victor Chen (F)</p>	<p>Fall 2013 MGMT 3274, International Business Process and Problems, 3 (UT) Spring 2014 MBAD 6197, Managing the Multinational Enterprise, 3 (G)</p>	<p>PhD (Strategy and International Business), Simon Fraser University</p>	<p>3 years of management and international business teaching experience Author or co-author of 14 peer reviewed journal articles Co-founder and associate editor of <i>Transitional Corporations Review</i></p>
<p>Doug Cooper (F)</p>	<p>Fall 2013 OPER 3100, Operations Management, 3 (UT) Spring 2014 OPER 3100, Operations Management, 3 (UT)</p>	<p>PhD (Economics, Operations Research) North Carolina State University</p>	<p>Nearly 30 years of operations management teaching experience Author or co-author of 10 peer reviewed journals</p>
<p>Peter Davis (F)</p>	<p>Fall 2013 MGMT 3280, Business Policy, 3 (UT) Spring 2014 MGMT 3280, Business Policy, 3 (UT)</p>	<p>PhD (Business Administration, Strategic Management), University of South Carolina</p>	<p>25+ years of management teaching experience Author or co-author of 30 peer reviewed journal articles, 3 books Served as dissertation chair for 5 doctoral candidates Associate editor of <i>International Business: Research, Teaching, and Practice</i></p>

<p>Sunil Erevelles (F)</p>	<p>Spring 2014 MKTG 3000, Topics in Marketing: Marketing Change and Innovation, 3 (UT)</p>	<p>PhD (Business Administration/ Marketing), The Ohio State University</p>	<p>20+ years of marketing teaching experience Author or co-author of more than 20 peer reviewed journal articles, 6 books Special issue editor for the <i>Journal of Business Research</i> and the <i>Journal of Personal Selling and Sales Management</i></p>
<p>Janaki Gooty (F)</p>	<p>Fall 2013 MBAD 6161, Organizational Leaderships and Behavior I, 3 (G) Spring 2014 MGMT 3140, Management and Organizational Behavior, 3 (UT)</p>	<p>PhD (Organizational Behavior, Management), Oklahoma State University</p>	<p>7 years of management teaching experience Author or co-author of 13 peer reviewed journal articles</p>

<p>Jared Hansen (F)</p>	<p>Fall 2013</p> <p>MKTG 3000, Topics in Marketing: Mobile Marketing and Analytics, 3 (UT)</p> <p>MKTG 3224, Brand Building and New Product Strategy, 3 (UT)</p> <p>MBAD 7090, Special Topics in Business: Brand Building and New Product Innovation, 3, (G)</p> <p>Spring 2014</p> <p>DSBA 6100, Big Data Analytics for Competitive Advantage, 3 (G)</p>	<p>PhD (Business Administration, Marketing), Texas Tech University</p>	<p>6 years marketing teaching experience</p> <p>Author or co-author of 12 peer reviewed journal articles</p>
<p>Xuili He (F)</p>	<p>Fall 2013</p> <p>OPER 3100, Operations Management, 3 (UT)</p> <p>MBAD 6208, Supply Chain Management, 3 (G)</p> <p>Spring 2014</p> <p>OPER 3206, Managing for Quality, 3 (UT)</p>	<p>PhD (Supply Chain and Operations Management), University of Texas at Austin</p>	<p>5 years of operations management teaching experience</p> <p>Author or co-author of 9 peer reviewed journal articles</p>

<p>Ed Jernigan (F)</p>	<p>Fall 2013 MGMT 3140, Management and Organizational Behavior, 3 (UT) Spring 2014 MGMT 3140, Management and Organizational Behavior, 3 (UT)</p>	<p>PhD (Management), Memphis State University</p>	<p>Nearly 25 years of management teaching experience Author or co-author of nearly 20 peer reviewed journal articles</p>
<p>Monica Johar (F)</p>	<p>Fall 2013 INFO 3236, Business Analytics, 3 (UT) MBAD 6201, Business Intelligence and Analytics, 3 (G) Spring 2014 INFO 3130, Management Information Systems, 3 (UT) INFO 3231, Business Applications Development, 3 (UT)</p>	<p>PhD (Management Science, Information Systems) University of Texas at Dallas</p>	<p>Nearly 10 years of management information systems teaching experience Author or co-author of 6 peer reviewed journal articles Served as dissertation chair for 3 doctoral candidates</p>

<p>Franz Kellermanns (F)</p>	<p>Fall 2013 MBAD 6194, Global Strategic Management, 3 (G)</p>	<p>PhD (Strategic Management), University of Connecticut</p>	<p>10 years of management teaching experience Nearly 10 years of consulting work Author or co-author of more than 75 peer reviewed journal articles, 2 books Served as dissertation chair for 15 doctoral candidates</p>
<p>Moutaz Khouja (F)</p>	<p>Fall 2013 OPER 3201, Advanced Operations Management, 3 (UT) MBAD 6141, Operations Management, 3 (G) Spring 2014 OPER 3100, Operations Management, 3 (UT) OPER 3204, Management of Service Operations, 3 (UT)</p>	<p>PhD (Production/Operations Management), Kent State University</p>	<p>More than 20 years of operations management teaching experience Author or co-author of nearly 60 peer reviewed journal articles Served as dissertation chair for 3 doctoral candidates</p>

<p>Gary Kohut (F)</p>	<p>Fall 2013</p> <p>MGMT 3287, Managerial Leadership, 3 (UT)</p> <p>MBAD 6100, Leadership, Ethics and Business Environment Seminar, 1 (G)</p> <p>MBAD 6164, Executive Communication, 3 (G)</p> <p>Spring 2014</p> <p>MGMT 3287, Managerial Leadership, 3 (UT)</p> <p>MBAD 6100, Leadership, Ethics and Business Environment Seminar, 1 (G)</p> <p>MBAD 6165, Negotiation and Conflict Management, 3 (G)</p>	<p>PhD (Management), Southern Illinois University at Carbondale</p>	<p>30+ years of management teaching experience</p> <p>Author or co-author of more than 10 peer reviewed journal articles</p>
<p>Ram Kumar (F)</p>	<p>Fall 2013</p> <p>INFO 3130, Management Information Systems, 3 (UT)</p> <p>INFO 3234, Business Information Systems Analysis and Design, 3 (UT)</p> <p>Spring 2014</p> <p>INFO 3130, Management Information Systems, 3 (UT)</p> <p>MBAD 6207, Business Project Management, 3 (G)</p>	<p>PhD (Information Systems and Management Science), University of Maryland</p>	<p>More than 20 years of management information systems teaching experience</p> <p>Author or co-author of nearly 25 peer reviewed journal articles</p> <p>Served as dissertation chair for 7 doctoral candidates</p> <p>Associate editor for <i>Decision Support Systems</i> and <i>Journal of Database Management</i></p>

<p>Sangkil Moon (F)</p>	<p>Fall 2013</p> <p>MKTG 3228, Marketing Analytics, 3 (UT)</p> <p>MBAD 7090, Special Topics in Business: Consumer Analytics, 3 (G)</p> <p>Spring 2014</p> <p>MBAD 6278, Innovation Analytics, 3 (G)</p>	<p>PhD (Marketing), University of Iowa</p>	<p>10+ years of marketing and analytics teaching experience</p> <p>Author or co-author of 18 peer reviewed journal articles</p>
<p>Sungjune Park (F)</p>	<p>Fall 2013</p> <p>INFO 3229, Business Data Communications, 3 (UT)</p> <p>INFO 3130, Management Information Systems, 3 (UT)</p> <p>Spring 2014</p> <p>INFO 3229, Business Data Communications, 3 (UT)</p> <p>INFO 3130, Management Information Systems, 3 (UT)</p>	<p>PhD (Management Information Systems), State University of New York at Buffalo</p>	<p>13 years of management information systems teaching experience</p> <p>Author or co-author of more than 10 peer reviewed journal articles, 2 books</p>

<p>Steven Rogelberg (F)</p>	<p>Fall 2013</p> <p>OSCI 8001, Current Topics and Events in Organizational Science, 2 (G)</p> <p>OSCI 8477, Organizational Science Practicum, 1 (G)</p> <p>OSCI 8899, Organizational Science Readings and Research, 3 (G)</p> <p>Spring 2014</p> <p>OSCI 8001, Current Topics and Events in Organizational Science, 1 (G)</p> <p>OSCI 8477, Organizational Science Practicum, 1 (G)</p>	<p>PhD (Industrial/Organizational Psychology), University of Connecticut</p>	<p>20 years of organizational science teaching and consulting experience</p> <p>Author or co-author of 67 peer reviewed journal articles, 3 edited textbooks</p> <p>Editor of <i>Journal of Business and Psychology</i> and the <u>Talent Management Essentials</u> book series</p>
<p>Cem Saydam (F)</p>	<p>Fall 2013</p> <p>OPER 3203, Management Science, 3 (UT)</p> <p>Spring 2014</p> <p>MBAD 6122, Decision Modeling and Analysis via Spreadsheets, 3 (G)</p>	<p>PhD (Engineering Management), Clemson University</p>	<p>30 years of engineering and operations management teaching experiences</p> <p>Author or co-author of 30+ peer reviewed journal articles, 1 book</p> <p>Served as dissertation chair for 5 doctoral candidates</p> <p>Associate editor of <i>Information Technology and Management</i></p>

<p>Antonis Stylianou (F)</p>	<p>Fall 2013</p> <p>INFO 3130, Management Information Systems, 3 (UT)</p> <p>INFO 3233, Data and Information Management, 3 (UT)</p> <p>Spring 2014</p> <p>INFO 3130, Management Information Systems, 3 (UT)</p> <p>INFO 3233, Business Database Systems, 3 (UT)</p>	<p>PhD (Management Information Systems), Kent State University</p>	<p>30 years of management information systems teaching experience</p> <p>Author or co-author of 35+ peer reviewed journal articles</p> <p>Served as dissertation chair for 8 doctoral candidates</p> <p>Editor of <i>Data Base for Advances in Information Systems</i></p>
<p>Chandra Subramaniam (F)</p>	<p>Spring 2014</p> <p>INFO 3130, Management Information Systems, 3 (UT)</p> <p>INFO 3240, Fundamentals of E-Business, 3 (UT)</p> <p>INFO 3401, Management Information Systems Internship, 3 (UT)</p>	<p>Ph.D. (Business Administration, Information Systems), University of Illinois at Urbana-Champaign</p>	<p>Nearly 10 years of management information systems teaching experience</p> <p>Author or co-author of 13 peer reviewed journal articles</p>

<p>Linda Swayne (F)</p>	<p>Fall 2013 MKTG 3250, Marketing Strategy Consultancy, 3 (UT) MBAD 6371, Marketing Management, 3 (G) Spring 2014 MKTG 3250, Marketing Strategy Consultancy, 3 (UT) MBAD 6270, Marketing Management, 3 (G)</p>	<p>PhD (Marketing), University of North Texas</p>	<p>More than 30 years of marketing teaching experience Author or co-author of 20+ peer reviewed journal articles, 13 books, edited 1 encyclopedia Editor of <i>Case Research Journal</i></p>
<p>Justin Webb (F)</p>	<p>Newly hired as of Fall 2014</p>	<p>PhD (Strategic Management), Texas A&M University</p>	<p>5 years of management and innovation teaching experience Author or co-author of more than 10 peer reviewed journal articles</p>
<p>David Woehr (F)</p>	<p>Fall 2013 MBAD 6163, Human Resource Management, 3 (G)</p>	<p>PhD (Industrial and Organizational Psychology), Georgia Institute of Technology</p>	<p>25+ years of management teaching experience Author or co-author of more than 60 peer reviewed journal articles, 1 book Served as dissertation chair for 21 doctoral candidates Associate editor of <i>Human Performance</i> Co-Principle Investigator on \$1.7M NSF grant</p>

<p>Lin Yang (F)</p>	<p>Fall 2013 MKTG 3221, Consumer Behavior and Strategy, 3 (UT)</p> <p>Spring 2014 MKTG 3221, Consumer Behavior and Strategy, 3 (UT)</p> <p>MBAD 6271, Consumer Behavior and Strategy, 3 (G)</p>	<p>PhD (Marketing), Duke University</p>	<p>Nearly 5 years of marketing teaching experience</p> <p>Author or co-author of 2 peer reviewed journal articles</p>
<p>Kelly Zellars (F)</p>	<p>Fall 2013 MGMT 3287, Managerial Leadership, 3 (UT)</p> <p>MBAD 6161, Organizational Leaderships and Behavior I, 3 (G)</p> <p>Spring 2014 MGMT 3287, Managerial Leadership, 3 (UT)</p> <p>MBAD 6161, Organizational Leaderships and Behavior I, 3 (G)</p>	<p>PhD (Organizational Behavior), Florida State University</p>	<p>15+ years of management teaching experience</p> <p>Author or co-author of nearly 20 peer reviewed journal articles</p>

<p>Kexin Zhao (F)</p>	<p>Fall 2013 INFO 3130, Management Information Systems, 3 (UT) Spring 2014 MBAD 6211, Advanced Business Analytics, 3 (G)</p>	<p>PhD (Business Administration), University of Illinois at Urbana-Champaign</p>	<p>More than 5 years of management information systems teaching experience Author or co-author of more than 10 peer reviewed journal articles Served as dissertation chair for 2 doctoral candidates</p>
<p>Jing Zhou (F)</p>	<p>Fall 2013 OPER 3100, Operations Management, 3 (UT) OPER 3208, Supply Chain Management, 3 (UT) Spring 2014 OPER 3100, Operations Management, 3 (UT) OPER 3208, Supply Chain Management, 3 (UT)</p>	<p>PhD (Operations Management), University of Texas at Dallas</p>	<p>More than 5 years of operations management teaching experience Author or co-author of nearly 10 peer reviewed journal articles</p>

* F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Belk College faculty members are committed to producing scholarly research. Table 10 below highlights the number of journal articles published by Belk College faculty members in the BISOM, Management, and Marketing departments in the last five years. During the past five years this data covers, the Belk College offered two executive programs in Hong Kong and Taiwan that were also taught on an overload basis. The College terminated these programs in anticipation of beginning a DBA program, enabling faculty to devote more time to other executive teaching opportunities, such as the proposed DBA program, while continuing to produce high quality scholarly research.

Table 10. Journal Articles Published by Belk College Faculty

Department	Number of Articles Published				
	2009	2010	2011	2012	2013
Business Information Systems and Operations Management	12	11	16	16	17
Management	31	29	23	27	23
Marketing	11	10	5	6	8

The Marketing Department is the College's smallest department. In 2013, the College hired one tenured professor and one tenure track assistant professor in Marketing. These professors have already contributed to the department's scholarly research. The College is currently hiring two senior Accounting faculty members, one Management faculty member, and two Marketing faculty members, who will also contribute to the College's scholarly research as well as possibly teach in the proposed executive DBA Program.

- C. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.
 No new faculty members are needed as courses will be taught as part of an overload. There will be no reduction in staffing of current programs.
- D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

We believe that the addition of the executive DBA will increase scholarly research produced by the faculty members of the College. We believe this will happen for a number of reasons. First we expect the executive DBA to generate positive net revenue. These funds will be used to support a variety of faculty activities, but especially research activities. Second, as high-level executives with the ability to direct company resources and policy are the target audience for the executive DBA, we anticipate that dissertations and projects completed by these students will lead to research synergies for faculty participating in the program. Research collaborations with executives participating in the DBA program could lead to new data sources and further research opportunities for faculty. Third, we believe that the executive DBA program will be a selling point for the involved departments when they recruit new faculty. This will allow the departments to recruit research-active faculty that otherwise might not have considered those departments.

The executive DBA will be taught on an overload basis, preventing conflicts between the executive DBA and other doctoral/graduate programs with respect to faculty teaching resources. Since teaching in the executive DBA program is a competing activity, however, we acknowledge that it has the potential to reduce faculty research productivity if not managed correctly. To avoid this, we note that at any specific point in time there will not be many faculty members teaching in the program – and as noted on the faculty roster we have a relatively large number of qualified faculty members from whom we can draw. Department Chairs, in consultation with the Dean's Office and the DBA Program Director, will take into account faculty research productivity when approving faculty to teach in this program.

V. Library

- A. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

A consultation on library holdings is provided in Appendix F.

- B. State how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

Presently there are no plans to increase library holdings specifically for this program. Expansion of relevant holdings will be sought as funds become available.

- C. Discuss the use of other institutional libraries.

Holdings of other major libraries in the North Carolina system and beyond are accessible to faculty and students free of charge through online and interlibrary loan options.

VI. Facilities and Equipment

- A. Describe facilities available for the proposed program.

Facilities at both the UNC Charlotte main campus in the Belk College of Business and at the UNC Charlotte Center City Building will be used for the DBA program. Each location provides ample classrooms and state of the art computer facilities. In addition, breakout rooms and labs will be available for student and faculty use.

- B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

The existing facilities and laboratories in the Belk College of Business as well as the classrooms and computer labs at the UNC Charlotte Center City Building will be adequate to support the new program. Furthermore, the new program will not negatively affect existing program space as classes for the DBA program will meet over long weekends.

- C. Describe information technology and services available for the proposed program.

The Information and Technology Services (ITS) at UNC Charlotte, under the leadership of the Vice Chancellor and Chief Information Officer, is responsible for providing campus wide technology support and services for all of the colleges. The ITS systems and organization are designed to support the University's goals and programs, including the proposed executive DBA program. A common architecture serves as an enabler for excellent and cost effective services. Specifically ITS:

- Promotes the use of information systems for enhancing teaching, learning, and research;
- Provides access to secure, quality, and timely information and online services;

- Provides excellent support for campus-wide systems and technologies;
- Evaluates and recommends new technologies as to their capability to promote the University's mission and goals; and
- Uses all campus information technology resources effectively to provide agreed on services and solutions.

A component of ITS, the Center for Teaching and Learning provides support for instructional technology. These combined capabilities will be adequate to support the anticipated information technology needs for the new DBA program.

- D. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

Computers and related technology will be supported through the significant tuition increment the executive DBA program will generate, enabling adequate support for technology and services both at the commencement of the program and over the course of the next decade.

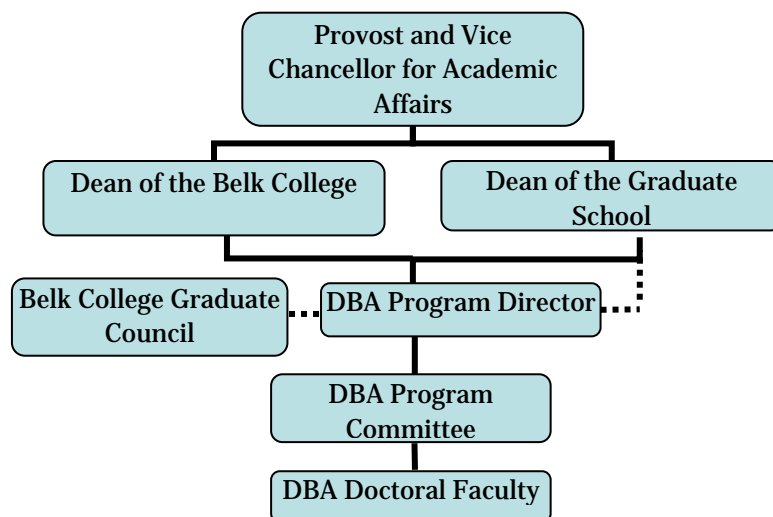
The DBA program will be internally funded for year one, and funded by the college-based tuition increment thereafter.

VII. Administration

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The administrative structure of the planned executive DBA program is illustrated in Figure I. The program will be operated and centrally administered in the Belk College of Business. The program will be led by a Program Director. Each student will have a Doctoral Program Committee chaired by his/her doctoral research advisor who will liaise with the Business Administration Doctoral Committee. The organizational chart for the executive DBA is shown in Figure I below.

Figure I. Organizational Chart for the Executive DBA Program.



The following describes a proposed governance structure and processes of the DBA program:

- *Graduate School:* The Graduate School is responsible for setting policy regarding the operation of all graduate programs of the University of North Carolina at Charlotte. These policies cover minimum admission standards and performance requirements for successful completion of graduate degree programs. The executive DBA program will be subject to the rules and policies of the Graduate School. The Graduate School is responsible for collecting the material for applicants to the program and forwarding completed application packets to the DBA Program Director.
- *Dean of the Graduate School:* At UNC Charlotte, the Dean of the Graduate School is the administrative officer with primary responsibility for the supervision of graduate programs. The Dean is responsible for the executive and administrative affairs of the Graduate School in accordance with policies determined by the UNC Charlotte Graduate Council, the Graduate Faculty, and the Faculty Council. It is anticipated that the Dean of the Graduate School will communicate with the Dean of the Belk College on important programmatic issues. The Graduate Dean's primary duties include the following:
 - Final admission of students;
 - Final appointment of dissertation and doctoral committees;
 - Approval of programs of study;
 - Admission of students to candidacy; and
 - Final approval of dissertations.
- *Dean of the Belk College of Business:* The Dean of the Belk College has the administrative responsibility for supervision of all departments and programs housed within the College. The Dean of the Belk College has primary administrative responsibility for the executive DBA program.
- *DBA Program Director:* The Program Director is appointed by the Dean of the Graduate School. The Program Director is a faculty member in the Belk College who oversees the curriculum and operations of the executive DBA program. Responsibilities for the Program Director will include:
 - Recommending operating budgets and supervising expenditures;
 - Chairing meetings of the DBA Doctoral Faculty;
 - Communicating assessment of the program and personnel to the chairs of participating departments and the Deans of Business and the Graduate School;
 - Overseeing recruitment efforts for the program;
 - Coordinating the scheduling of courses;
 - Assuring proper maintenance of graduate student records;
 - Scheduling dissertation defenses; and
 - Representing the program to external constituencies.
- *DBA Program Committee:* The Program Committee will be composed of five Graduate Faculty members from Belk College. The committee members are nominated by relevant department Chairs in the Belk College and approved by the Dean of the College. The DBA Program Director will have ex officio membership on the Program Committee and will serve as chairperson for the Committee. Membership on the Committee will be for a three-year, renewable term. The Program Committee works with the Program Director to set policy and curriculum, recommend students for admission to the program and candidates for the degree, and evaluate the program.

- *Belk College Graduate Council:* The Belk College Graduate Council (BCGC) is composed of a representative from each Department in the Belk College. BCGC reviews and approves all course proposals and major curriculum changes to graduate programs in the BCOB. The Associate Dean for Graduate Programs serves as an ex officio member of the committee.
- *DBA Doctoral Faculty:* The DBA Doctoral Faculty will be composed of those members of the Graduate Faculty at UNC Charlotte who will participate in the executive DBA program as dissertation advisors and instructors in component courses. It is expected that the credentials presented by a DBA program graduate faculty member will include a list of journal publications, externally funded research grants and prior experience in supervising master's theses and/or doctoral dissertations, as well as a research program relevant to the goals of the program. Appointment to the DBA Doctoral Faculty will be made by the Program Director and DBA Program Committee. Appointments will be for five-year terms, with reappointment made according to the guidelines established by the Business Administration Doctoral Committee.
- *DBA Research Advisor for each student:* Each student will be assigned an interim advisor by the Program Director upon admission into the program. The interim Research Advisor, along with two other faculty members assigned by the Program Director, will comprise the Interim Committee. All faculty members on the Interim Committee must be members of the UNC Charlotte Graduate Faculty. The Interim Committee will advise the student on all matters related to his/her plan of study prior to the formation of the DBA Program Committee. The interim Research Advisor will most commonly be the faculty member with whom the student has expressed interest to work. The DBA Program Director will serve as the interim advisor until the DBA Dissertation Committee is formed. Prior to the formation of the student's DBA Dissertation Committee and at the request of the student and the interim Research Advisor, a permanent adviser will be confirmed by the Program Director as the student's Doctoral Research Advisor. This faculty member must be a member of the DBA Doctoral Faculty.

VIII. Accreditation and Licensure

- A. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

The Belk College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, the premier accrediting agency for degree programs in business administration and accounting. AACSB Accreditation must be maintained on a five-year cycle in which the College undergoes a rigorous internal review. The College must demonstrate its continued commitment to the 15 quality standards relating to strategic management and innovation, participants, learning and teaching, and academic and professional engagement, as well as a commitment to continuous improvement and achievement of learning goals in degree programs. The executive DBA will be included in future Belk College AACSB continuous improvement reviews.

The executive DBA does not include any required practica, internships, or supervised clinical experiences and therefore there is no impact on licensure or professional accreditation standards in this regard.

- B. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

UNC Charlotte is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's, and doctoral degrees.

The Belk College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and the executive DBA will be included in the College's accreditation scope.

- C. If the new degree program meets the SACS definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACS on time?

The Belk College of Business will draft a substantive change prospectus per SACS requirements. The draft will be submitted to the Office of Assessment and Accreditation, who will work with the Provost and Chancellors Office to submit the prospectus at least six months prior to the start of the executive DBA degree program.

- D. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam.

No licensure to practice is required.

IX. Supporting Fields

Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

None needed.

X. Additional Information

Include any additional information deemed pertinent to the review of this new degree program proposal.

XI. Budget

- A. Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

The four year operating budget is presented in Appendix G.

It is estimated that in the first year, faculty and staff stipends, salaries, and fringe benefits will cost \$322,845. Student supplies and materials are estimated to cost \$20,000. Additional expenses including travel, communications, printing, advertising and recruiting, and classroom expenses as well as other one-time program start-up costs are expected to cost \$77,155. There are no expected expenses related to graduate stipends or libraries. It is anticipated that the total costs for the first year of the DBA program will be \$420,000.

It is estimated that in the second year, program expenses will double to \$840,000. The increase in expenses includes additional faculty overload stipends and associated fringe benefits as more courses will be taught, as well as an increase in student supplies and materials, printing supplies, and classroom catering and expenses as more students are expected to enroll in the program. In addition we anticipate using funds generated by the program to hire two new faculty members into the College. These new faculty members

would support not only the DBA program but also other academic programs within the College.

In years three and four, program expenses will grow to \$1,260,000. The increase in expenses from year two includes additional faculty overload stipends and higher fringe benefits as well as more student supplies and materials as the expected student enrollment continues to grow. Additionally, there will be a new expense for dissertations.

- B. Based on the campus' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc), will the campus:
1. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

We are not seeking enrollment increase funds or additional state appropriations to implement and sustain the program.
 2. Require differential tuition supplements or program-specific fees? If so, please elaborate.
 - a. State the amount of tuition differential or program-specific fees that will be requested.

The tuition differential would be \$16,700 per semester (Fall and Spring) for a full-time graduate student.
 - b. Describe specifically how the campus will spend the revenues generated.

Revenue generated through the tuition differential will be used to enhance academic excellence in the program through funding for:

 - Faculty stipends
 - Student services
 - Attracting top caliber and diverse students
 - Technology enhancements and maintenance
 - Faculty development
 - Faculty DBA Program Director stipend
 - Other operating expenses
 - c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

No. A request for tuition differential is currently being prepared for the next Tuition and Fee cycle. Appendix G includes a comprehensive budget plan that includes the proposed budget items that will be funded through the tuition increment. A study of national DBA programs conducted by Hanover Research (see Appendix C) provides additional justification for including \$16,700 per semester increment for students. This tuition is in line with other executive doctoral programs.
- C. If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Please elaborate and provide documentation of campus commitments where appropriate.

No, the executive DBA program with the proposed enrollment cannot be implemented and sustained without enrollment increase funding.

XII. Evaluations Plans

All new degree program proposals must include an evaluation plan which includes:

- A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

Table 11 below highlights the proposed Student Learning Outcomes Assessment Plan for the executive DBA program.

Table 11. Proposed Student Learning Outcomes Assessment Plan.

Student Learning Outcome	Effectiveness Measures	Where the Assessment Will Occur			
		Introduction to Business Research Methods	Organizational Theories and Systems	Professional Issues I	Dissertation and Defense
Students will demonstrate mastery of interdisciplinary business theory and advanced research methodologies.	Students will demonstrate knowledge of business research methods.	X			
	Students will demonstrate knowledge of organizational theory and systems.		X		
	Students will demonstrate knowledge of professional issues.			X	
Students will demonstrate the ability to conduct independent scholarly research in a business related field.	Students will demonstrate the ability to write a relevant literature review.				X
	Students will demonstrate the ability to use appropriate methodology.				X
	Students will demonstrate the ability to appropriately analyze results.				X
	Students will demonstrate the ability to present scholarly research findings.				X

- B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

The program is expected to reach a steady-state enrollment of about 45-60 students within four years. Students are expected to complete the program in three years. We expect to graduate about 15-20 students per year. The program will be deemed successful if graduates receive competitive promotions or additional responsibilities with their current company, if they receive competitive job offers from other companies, or if graduates are recruited to academia. The Student Learning Outcomes Assessment plan will be used to evaluate student learning.

- C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

Annual evaluations prior to the fourth year will consist of a review of achievements related to student recruitment, admissions, and retention; and in student course evaluations and satisfaction. After two years, statistics regarding time to graduation also will be collected annually. Periodic surveys of alumni will complement the data that will be collected annually. The Advisory Board and DBA Program Committee will be asked for feedback on a regular basis, such as innovations in the field, which may signal a need to examine and potentially revise the curriculum.

The Student Learning Outcomes Assessment Plan will be used to evaluate student learning.

XIII. Reporting Requirements

Institutions will be expected to report on new program productivity as a part of the biennial low productivity program review process.

XIV. Attachments

Attach the final approved Appendix A as the first attachment following this document.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____ **Date:** _____

APPENDIX A



Office of Academic Affairs

9201 University City Boulevard, Charlotte, NC 28223-0001
t/ 704.687.5717 www.uncc.edu

May 12, 2014

Courtney H. Thornton, Ed.D.
Associate Vice President for Research and Graduate Education
General Administration
University of North Carolina
910 Raleigh Road
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Courtney:

This letter serves as UNC Charlotte's response to the questions posed following review of the Appendix A Request to Plan the Doctor of Business Administration (DBA) in the March 25, 2014 memo:

1. **Faculty – The proposal states no additional faculty are needed (p. 18) but we are not comfortable yet with this assertion.**

We appreciate the questions relating to faculty. We have spent considerable time and effort analyzing our faculty and their ability to take on this new program. We are confident we have the faculty in place to deliver a very high quality program. We have addressed each of the three points you have raised below.

- a. **P.7 indicates the existing BPHD program is at capacity given faculty constraints. Are these the same faculty who would be teaching in the DBA program on an overload basis? If they are already at capacity, how can they take on more?**

These are not the same faculty members. The BPHD program only offers one major, which is in finance. As a result that program utilizes only faculty members from the Departments of Finance, Economics, and Mathematics. The curriculum of the proposed DBA program will focus in areas other than finance. Specifically the program will primarily utilize faculty members in our Management, Marketing, and BISOM departments.

- b. **Would you need to hire faculty with different types of training and preparation to teach in the DBA program (similar to the way Doctor of Nursing Practice programs seek to add DNP faculty who are prepared to guide the applied doctoral work of a DNP program)?**

We believe that our current faculty members have the necessary skills to deliver the program. Key distinctions between a Ph.D. program and the proposed DBA program is that the DBA program will be geared to focus on applied research and it will be marketed to working professionals. For many years our master's programs, and especially our MBA program, have focused on working professionals. Because of this, our faculty members have developed the skills needed to deliver a high-quality program while also recognizing and accommodating the needs of a full time professional and executive student body. While the DBA will necessarily be a more research-focused program than an MBA program, we are highly confident that we already have in place the faculty needed to direct the applied research which DBA students will produce.

In addition, over the past three or four years the Belk College has substantially increased the number of faculty members in its marketing and management departments. During those hiring processes we have specifically looked for faculty members that have either had experience in DBA programs, or have at least had experience teaching executive audiences.

- c. **P. 8 indicates “relative few faculty will participate in the program,” but you project 45-60 enrolled students at steady-state. Even if these faculty are not the same ones teaching in the BPHD program, that is a substantial number of new advisees and doctoral committees. How will this be managed among existing faculty, in addition to their existing teaching loads?**

Our plan is to admit up to 15 students per year, with most students needing three years to complete the degree and only modest attrition. We therefore think that the steady-state enrollment in the program will be approximately 35-40 students, and that we anticipate having 10-12 dissertations ongoing at any one point in time. The three departments which will be the primary participants in the program, Management, Marketing, and BISOM, have combined 34 faculty members between them. We believe this is adequate to support the 10-12 dissertation committees which will be needed at any given point in time.

We intend to augment our faculty with doctoral-qualified outside experts. We see two sources for these experts. The first source is the Charlotte business community itself. We know that within the Charlotte business community there are senior managers and executives who hold Ph.D.'s or DBAs. We believe that many of them would be willing to serve as outside experts for the types of applied dissertations these students would be doing. The second source would be faculty members at other institutions, both inside and outside of the UNC system. Given the pricing of the degree, we believe that there will be sufficient revenue to allow

us to compensate these outside experts sufficiently well to attract them.

2. Societal Demand/Employment – The proposal discusses that the program will target executives who want to advance in industry, and perhaps pursue academic or consulting opportunities. Although the proposal indicates that the focus of the program is not to prepare academics, a thread of evidence runs throughout the proposal regarding a shortage of qualified b-school faculty and how the DBA can help fill that gap.

a. What evidence exists that DBA graduates are being/would be hired into academic positions? (other than the experience of Case Western, p. 10)

Case Western does not track their student progress and does not get actively involved in placing their graduates. A more proximate school, Kennesaw State, however, keeps track of the students and is actively involved in trying to place their doctoral students. All but one of their graduates that wanted to pursue an academic position have placed in AACSB accredited business schools (the exception has placed at a business school, where her husband is dean, but which is not accredited). Placements range from lecturer type positions to tenure track positions.

b. Are you aware of job postings that specify DBA graduates? For what types of positions.

We anticipate that the majority of the students that go through this program will either take senior industry positions or academic positions. Within industry it is not uncommon to find positions for senior consultants, executives, and senior managers that will specify that the candidate should have a doctoral degree. Typically these position descriptions do not differentiate between a Ph.D. or a DBA.

Similarly, we do not see where academic job postings differentiate between Ph.D. and DBA degrees. In fact, AACSB has explicitly stated that faculty members that hold DBA degrees with an applied research focus meet the “research doctorate” requirement that AACSB has for faculty qualifications. We acknowledge that students who earn this degree are unlikely to be viewed as competitive for tenure-track faculty positions at top-tier research universities, i.e. at universities with Carnegie Classifications of say Doctoral/Research and above. We do think, however, that they will be competitive for non-tenure track “clinical” positions at those universities and for tenure track positions at institutions with Master’s and Baccalaureate Carnegie Classifications. Evidence from Kennesaw State shows that their graduates (with a more practice/applied DBA) compete for tenure track positions at their peer and aspirant schools.

c. If it is appropriate to suggest that DBA graduates could fulfill b-school faculty shortages, then the source report for those shortages, the DFR report, is quite old (2002). Has there been any update – for example is there any way to know if the projected shortage of 2,419 faculty in 2012 was a good projection (p. 16)?

We anticipate that DBA graduates will pursue both industry and faculty positions, so we do agree that it is appropriate to suggest that at least some of the graduates could fulfill business school faculty shortages. Unfortunately the DFC report has not been updated. There are, however, other indications that there is continuing and strong demand for business faculty and that this demand will continue.

There are approximately 1600 business schools at U.S. universities and colleges. AACSB is the premier accrediting body for business schools, and it accredits slightly more than 650 of those 1600 business schools, or slightly more than one third of the market. Each year AACSB conducts a faculty salary and hiring survey of its membership. Included in this survey are data on new hires by the association’s members. Table 1 presents information extracted from these AACSB surveys for a ten year period.

Table 1. New Hires Sorted By Rank at AACSB Accredited Business Schools in the United States 2003-2012.

Year	Schools Responding	Professor	Associate Professor	Assistant Professor	Instructor	Total New Hires
2012	517	133	182	1411	612	2338
2011	517	133	184	1322	555	2194
2010	505	136	162	1196	522	2016
2009	503	118	157	1036	474	1785
2008	510	121	231	1141	368	1861
2007	498	185	265	1448	609	2507
2006	485	130	259	1330	565	2284
2005	491	161	258	1296	580	2295
2004	485	175	257	1198	481	2111
2003	510	112	210	1062	463	1847

Source: AACSB Salary Survey Reports, 2002-2003 through 2012-2013 inclusive.

These data demonstrate that demand for business school faculty members is strong, and has remained very robust even during the recession period. Even at the height of the recession the demand for new assistant professor hires never dropped below 1000 positions per year. We further note that AACSB includes in the “Instructor” rank not only non-doctoral faculty members, but also doctoral-holding faculty members in non-tenure track roles, such as “clinical professors” or “professors of practice.” We anticipate that at least some DBA graduates would take those types of positions. When combined with the assistant professor positions this brings the number of potential positions open each year to between 1500 and 2000.

The new hires presented in Table 1 include both new doctorates hired as assistant professors or instructors, and when a faculty member is hired away from another school. The AACSB salary survey also reports how many of the new hires were new doctorates or ABDs. These data are presented in Table 2.

Table 2. Number of New Doctorate and ABD hires at US Business Schools 2003-2012.

Year	New Doctorates	ABDs	Total
2012	430	69	499
2011	372	49	421
2010	358	47	405
2009	284	53	337
2008	311	66	377
2007	431	84	515
2006	422	97	519
2005	424	92	516
2004	357	114	471
2003	602	178	780

Source: AACSB Salary Survey Reports, 2002-2003 through 2012-2013 inclusive.

Table 2 demonstrates that typically between 400 and 500 new doctorates are hired by AACSB accredited business schools. Given that Table 1 demonstrates that total new assistant professor and instructor new hires range between 1500 and 2000, it stands to roughly 1000 or so of the new hires each year are situations where faculty at one school are recruited away by another institution. We do recognize that some of these moves are due to frictional reasons, i.e. a faculty member seeks to move to a new school for a pay raise, to reset their tenure clock, or because of geographic preference. We also recognize that some schools prefer to recruit more seasoned assistant professors. Our sense, however, is that in the majority of cases new doctorates and seasoned assistant professors are competing for the same positions. The fact that in two thirds of the cases where business schools seek to hire assistant professors or instructors they hire seasoned assistant professors from other schools is strong evidence that there is unfilled demand for new assistant professors.

This argument is further buttressed by salary data. The AACSB survey presents salary data on newly hired seasoned assistant professors as well as newly hired assistant professors that have new doctorates. Table 3 presents the 75th percentile of the salary distribution at AACSB accredited schools in the three disciplines in which graduates of the proposed DBA program will most likely find employment, management, marketing, and MIS. Further, to demonstrate the evolution in this trend over time, Table 3 presents this data for both 2003 and 2012.

Table 3. Salary Data for Newly Hired Assistant Professors in Selected Disciplines.

		2003	2012
Management	New Doctorate	95,000	130,000
	Seasoned Assistant Professor	92,000	125,000

	New Doctorate	105,000	145,000
Marketing	Seasoned Assistant Professor	100,000	142,000
	New Doctorate	106,000	138,400
MIS	Seasoned Assistant Professor	100,000	125,000

Source: AACSB Salary Survey Reports 2003-2004 through 2013-2014 inclusive.

We note that over the roughly ten year period covered in this report that salaries in these disciplines have risen very rapidly, with annualized growth rates of between three and five percent. We note that this growth occurred despite the very significant recession that occurred during this time period. Further, we note that new doctorates command a significant premium relative to seasoned assistant professors. That is, business schools are evidently willing to pay more to hire a new doctorate than to hire away a faculty member from another institution. We again take this as very strong evidence that there is significant demand for faculty members with new doctorates, and that there remains a significant shortage for new faculty in business schools.

The DBA program is designed for mid-career professionals. Our expectation is that these professionals will either return to industry in executive or consulting positions, or they will enter academic positions as either tenure-track assistant professors or as non-tenure track “clinical” or “professor of practice” faculty. Our expectation is that graduates of the program will tend to focus in three areas, management, management information systems, and marketing. We have, therefore, organized our analysis of society demand into two main sections. In the first section we examine the labor market for senior executives and consultants. In the second section we examine the academic labor market for management, MIS, and marketing professors.

- d. Please see attached recent recommendations of the BOG Education Planning, Policies, and Programs (EPPP) committee regarding evidence of employment opportunities for graduate and sources of data. Although we imagine it will be challenging in this case, please work to incorporate these sources into the proposal.**

We have worked to incorporate data into the proposal. As we are sure you are aware, the challenge is that most of the data sources listed in the EPPP recommendations focus on very broad job classifications which necessarily incorporate mostly entry level and early career information. The graduates of this program will typically be applying for very senior and executive positions, as well as faculty positions. That said, we do believe that we present credible evidence from these and similar sources that will demonstrate that there is demand for the graduates of the program in the attached revised Appendix A.

3. **Student Demand** The demand case presented is quite unique from what we typically see; the proposal compares the Charlotte region to others offering executive doctorates (Georgia, Ohio, OK) via population statistics, education statistics, company headquarter statistics, etc. Discussions with HR executives suggest that the companies may provide some support, but most of the cost would be paid by the student.

- a. **Were the prospective students surveyed (99) and interviews (25) (pp. 14-15) asked about cost and willingness to pay? If so, what were the responses?**

We acknowledge that we have presented a somewhat unique case for student demand. This is driven, of course, by our trying to be innovative and at the forefront of what we think will be a new trend in business education. There simply are not enough other programs in the country like this to generate the typical data which would be used to justify a traditional degree program.

When the prospective students were surveyed it quickly became apparent that the dollar cost was not a deciding factor for them. Again, these potential students are very senior, and in many cases wealthy, individuals. For them the monetary cost was not the biggest cost; the biggest cost is opportunity costs of the time they must devote to the program. Even in the executive format this program will still be a major time investment for them, and their opportunity costs are very high. For those potential students that were willing to make the time commitment, the dollar cost did not appear to be a major issue.

Finally, although we realize that the dollar costs are high, they are not out of line with other executive degree programs. Certainly at a national level Executive MBA programs, which are frequently funded by the student, will cost in the low six figures. We do not feel that this is a similar price point for an executive format DBA will be out of reach for the types of students we are targeting for the program.

4. **Budget – Implications of the proposed tuition model (\$120k for the three-year program for all enrollees) are being considered from both a policy and procedural standpoint.**
- a. **Please provide more information on the cost model. Is the program off-model in terms of enrollment funding/entirely tuition receipt-supported and to receive no state appropriations? Is the rate all-inclusive for students enrolled and covers all related expenses for the duration of the program?**

The program will be on the state funding model. Students will pay the regular graduate tuition, resident or nonresident depending on their residency status, plus a substantial CBTI to cover the costs of offering and operating the program. The pricing for the program will be such that North Carolina residents will pay a total cost of \$80,000 over the three years of the program, and nonresidents will pay approximately \$117,000. This puts the resident tuition well below our other U.S. competitors for DBA programs like this one, thus enabling us to attract interested NC residents to our program. This allows us to keep NC DBA candidates in state. The nonresident tuition will be competitive with other programs and will allow us

to attract strong candidates from across the U. S. and the world. The cost is all inclusive and will cover related expenses for the duration of the program.

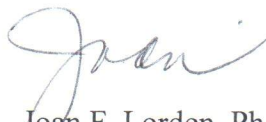
b. What will be the functions of the two new staff members required? (p. 18)

If approved, we intend to allocate one staff member to student recruitment and intake, and the second staff member to logistical support. Our assumption is that because we will be recruiting very senior business leaders into the program that we will have to take a very personal approach to recruiting. This will be more time-intensive than say our MBA recruiting process, and will require a staff person that is capable of identifying potential students, making contact with them, and then demonstrating to them the benefits of obtaining the degree. This will necessarily be a high level person. Although they will work with the faculty member assigned to be the program director, this recruiter will have to be able to work independently and with little day to day supervision.

The pricing of this program as a premium program means that the students will expect a very high level of logistical support. The second staff member will be assigned to providing this support. This staff member will be responsible for insuring that students' books and supplies are available, that there is food and beverages available during class sessions, and that they can help arrange the students make travel or hotel arrangements. This staff member will also be responsible for monitoring the program budget.

Enclosed please find an updated *Appendix A* that reflects the changes noted above and also utilizes the new template. Thank you for your consideration of this request and please let me know if I can provide additional information.

Cordially,



Joan F. Lorden, Ph.D.

Provost and Vice Chancellor for Academic Affairs

Enclosure

cc: Steven Ott, Dean, Belk College of Business, UNC Charlotte
Cody Thompson, Assistant to the Vice President for Academic & University Programs

**APPENDIX A UNIVERSITY OF
NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PLAN
A NEW DEGREE PROGRAM**

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date: 5/13/14

Constituent Institution: University of North Carolina at Charlotte

CIP Discipline Specialty Title: Business Administration and Management, General

CIP Discipline Specialty Number: 52.0201 **Level:** B _____ M _____ **1st Prof** _____ **D** X

Exact Title of the Proposed Program: Business Administration

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): D.B.A

Does the proposed program constitute a substantive change as defined by SACS? Yes X

**The current SACS Substantive Change Policy Statement may be viewed at:
<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>**

If yes, please briefly explain.

As required by the Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification prior to implementation for new degree programs. Notification of this new degree program will be provided to SACS after approval by the University of North Carolina Board of Governors and prior to implementation.

Proposed date to enroll first students in degree program: *Month* August *Year* 2015

1. Provide a summary of the status of this proposal in your campus review processes.

a. List the campus bodies that reviewed and commented on this Appendix A proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.

This *Request for Authorization to Plan for a Doctor of Business Administration* degree has been reviewed and commented on by:

- Belk College DBA planning committee (unanimous vote to approve);
- Belk College Dean's Office;
- UNC Charlotte Graduate School Dean's Office;
- Academic Affairs/Provost Office.

b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

There has been no opposition raised through the campus review process.

The main questions or concerns about the program focused on the pricing of the degree and the ability to attract students at that price point. To address these concerns the College undertook extraordinary market research. Specifically the College commissioned an external survey of potential candidates as well as a more general market research study. The results of these studies are presented in detail in section 3 of this document, but these studies satisfied the faculty committee and administration of the Belk College that there is sufficient demand for this program to be successful.

A second concern about the program related to whether the program would be on the normal funding model. Originally we anticipated asking for the program to be entirely off the funding model. After consultations with both the General Administration and UNC Charlotte Academic Affairs, we came to the conclusion that it would be best to stay on the funding model, but with a very high College Based Tuition Increment.

Following approval of the *Request to Plan*, the faculty committee will complete the on-campus review processes for approval of the curriculum, including syllabi for the specific classes. The *Request to Establish* document will be reviewed through the UNC Charlotte graduate program approval process, which includes review and votes from the Belk College Graduate Faculty, the UNC Charlotte Graduate Council, consultations with each of the Departments participating in the program, and a final vote by the Faculty Council.

2. Describe the proposed new degree program. The description should include:

a. A brief description of the program and a statement of educational objectives;

The proposed executive Doctor of Business Administration (DBA) is a professional degree that will provide doctoral-level preparation for senior-level business professionals who wish to enhance their understanding of business theory, integrate cutting edge business

theory and practice, and learn to address complex business problems through advanced research methodology. The focus of this degree is on providing a sound theoretical grounding and understanding of research methodology to address emerging issues in the practice of business. More so than a Ph.D., the executive DBA is broad in scope, cutting across business disciplines to address applied problems facing executives in the workplace. The executive DBA emphasizes the testing, application, and extension of existing theory more than the development of theory.

The proposed executive DBA program will target a select group of senior executives who hold an MBA or a master's degree in a related field and have extensive business experience but who do not want to leave their careers to pursue a full-time Ph.D. Individuals who are attracted to the executive DBA often seek to deepen their overall business knowledge and understanding of high-level research skills in order to better address the complex challenges facing them in today's dynamic business environment. Others pursue the executive DBA as a means of transitioning into a career in higher education or to enhance their expertise for a career in consulting.

The professional doctorate, while common in some fields (e.g. medicine, law and education), is an emerging trend in business (Gill and Hoppe 2009). Executive-scholars in doctoral programs are more common in Europe and Australia. Recently, this trend has gained momentum in the U.S. and other regions of the world (Bisoux 2009). Two factors appear to be driving the interest in executive doctoral level education: (a) the deluge of information and increasing complexity that faces high-level business executives; and (b) the shortage of academically qualified business faculty.¹

Despite the increased demand for doctoral level executive programs, there are still relatively few U.S. universities offering these programs. The current list of AACSB-accredited executive DBA and executive doctorate programs includes only six U.S. programs. A survey of these programs indicates a consistently high level of demand. In addition, unlike traditional full time doctoral programs, executive doctoral programs tend to generate a significant amount of revenue that can cover much of the costs of operating the program

The educational objectives of the proposed executive Doctor of Business Administration (DBA) can be summarized as follows:

1. To foster executive-scholars' pursuit of interdisciplinary business theory and advanced research methodologies to inform the practice of business decision making in an increasingly complex business environment. Graduates of the program will be prepared to:

¹ The Doctoral Faculty Commission (DFC), tasked by the Board of Directors of AACSB International (Association to Advance Collegiate Schools of Business) to analyze past and future trends in the supply and demand of doctoral trained business faculty determined that the shortage in doctoral faculty in business fields is due both to a reduction in the production of business Ph.D.s and to an increased demand for doctoral-trained individuals in both the academy and industry (Doctoral Faculty Commission 2002). Thus, programs such as the proposed executive DBA represent an efficient response to the increased for doctoral level faculty and practitioners.

- a. Lead organizations as senior executives and change agents
 - b. Acquire faculty positions in academic institutions, addressing the shortage of doctoral-trained business faculty
 - c. Launch successful careers in management consulting
2. To facilitate the dissemination of complex academic research into the practice of business. Exposure to leading business research and research methods will provide graduates with the knowledge, skills, and abilities to lead the application and adaptation of theoretical research to business practice. The executive DBA program will offer the opportunity to develop information channels between academia and practice leading to:
- a. Better understanding by business practitioners of the value of academic research in solving practical business problems
 - b. Collaborative partnerships between business and the University that provide faculty access to corporate data sources for academic research and provide businesses with access to cutting-edge academic research. This collaboration may open new avenues for funding academic and applied research.
 - c. Integration of academic business research with the practice of business to benefit organizations, employees, customers, the larger community and other stakeholders.

Proposed Curriculum Overview

The executive DBA will be a three-year (six-semester), lockstep program consisting of 18, three credit hour courses (54 credit-hour total)². Students will complete three courses per semester, for a total of nine credit hours. Courses in the executive DBA will be offered in an executive format (e.g., four, three-day residencies per semester) to accommodate the needs of business executives who work full time.

The initial focus of the program will be on research methodology courses. As students progress in the program, the emphasis will shift toward practice-focused content courses and projects that address issues confronting contemporary business leaders. The program will culminate with a dissertation that addresses a complex, cross-functional business problem of strategic interest to a company or non-profit organization. A potential sample curriculum appears below.

Prerequisite Business Core Courses

Since students will be required to have completed an MBA or master's degree in a

² The executive DBA will require 54 credit hours, including 12 hours of dissertation credit. Since the UNC Charlotte Graduate School requires that any student earning a doctoral degree must have completed at least 72 post-baccalaureate semester-hours, students entering the program must have already completed an MBA or master's degree in a business related field with more than 18 hours transferable credit. The Graduate School 18 hours of research credit requirement will be met by 12 credit hours of research methods courses and 12 credit hours of dissertation research.

business related field and have extensive business experience to be admitted to the executive DBA program, entering students should have had the equivalent of the following business core courses:

1. Foundations in Accounting
2. Macro and Microeconomics
3. Financial Management
4. Marketing Management
5. Management Policy
6. Foundations in Information Technology

Students admitted to the program who are lacking coursework in business core areas will be required to make up this deficiency before taking relevant executive DBA courses. It is possible that a student may apply to the program who has not taken a specific business core course(s) but who has, nevertheless, acquired the same skill and technical abilities that the course would convey. In such cases the Program Director may waive the course(s) with appropriate evidence of competency.

Major Courses

Students will complete 30 credit hours of DBA major courses (3 credits each):

1. Global Economic and Financial Systems Seminar
2. Organization Management and Leadership Seminar
3. Organizational Learning and Knowledge Management
4. Decision Modeling and Analysis
5. Business and Consumer Analytics
6. Social Media and the Network Economy
7. Executive Decision Making Seminar I: Systems Thinking
8. Executive Decision Making Seminar II: Strategy
9. Innovation and Change Management
10. Creating and Managing the Sustainable Business Enterprise

Research Support Courses

Students will take the following 12 credit hours of research support courses (3 credits each):

1. Designing Quantitative Research Studies
2. Quantitative Analysis
3. Model Building and Validation
4. Designing and Analyzing Qualitative Research Studies

Dissertation Research

Upon completion of a qualifying examination, students will select an Advisory Committee. The Advisory Committee consists of three members selected by the student and approved by the Program Director. One additional committee member will be a Graduate Faculty Representative appointed by the Dean of the Graduate School. During the last two semesters, students will take six-credit-hours each semester for dissertation research. While students are expected to complete the dissertation at the end of the third academic year, consistent with Graduate School policy students who do not finish within that time period must be continuously enrolled in dissertation hours until the dissertation is

completed.

b. The relationship of the proposed new program to the institutional mission;

The executive DBA is consistent with the Mission Statement of UNC Charlotte. As North Carolina's urban research university, UNC Charlotte seeks opportunities to engage business and other community organizations in partnerships that enhance its research and educational goals. The executive DBA is designed as a program for senior-level executives and organizational leaders. Bringing these individuals into the University over an extended period of time strengthens our relationships with them and their organizations thus facilitating "collaborations among university, business and community leaders" (UNC Charlotte Mission Statement).

Engaging business professionals in applied academic research enhances the practice of business in the region and aids in the diffusion of academic research to the profession. Both activities help achieve UNC Charlotte's mission to achieve a leadership position in higher education and to offer internationally competitive programs of research. Programs that foster the understanding of academic research and advanced research methodology by practitioners enhance the reputation of research faculty and the institution. Business schools have been criticized for ignoring business practice. Executive DBA programs offer synergistic platforms for integrating business theory and practice. Collaborative, cross-disciplinary research and engagement can expose business faculty to ideas and provides data that produces research of interest to the business community.

c. The relationship of the proposed new program to existing programs at the institution and to the institution's strategic plan; and

The proposed executive DBA provides the opportunity to create an entirely new doctoral program at the institution that is offered in a unique, executive format. Little opportunity exists to create relationships between the executive DBA and other existing programs at the institution. The focus on engaging real business problems with research methods that drive solutions plus the executive format precludes sharing of doctoral courses with other doctoral programs. There may be some overlap in the skills that are developed in doctoral-level research methods courses, but the executive format limits including courses that are designed for full-time Ph.D. students.

There is little relationship between the executive DBA and the current Business Administration Ph.D. (BPHD) program. Executive DBA students will have a much different skill sets and career aspirations than those enrolled in the BPHD, requiring different course content and delivery. While graduates of the executive DBA program may transition into academic positions, the executive DBA program focuses on individuals who intend to stay in industry. The industry focus dictates that courses in the executive DBA program and the type of research conducted by executive DBA students will likely be significantly more applied in nature than would be the case for courses and research in the BPHD program. Currently, the finance track is the only track in the BPHD program which means that

coursework and research focus almost exclusively on finance rather than on a more general business focus for the executive DBA. The two programs are sufficiently different, both in terms of focus and research methods, that there will be little overlap in the degree programs, suggesting few opportunities for sharing of classes.

We do not anticipate the executive DBA to directly affect the growth of the BPHD program. The two programs will be taught by different faculty members. The BPHD program only offers one major, which is in finance. As a result, that program utilizes only faculty members from the Departments of Finance, Economics, and Mathematics. That program is at its capacity given faculty and funding constraints, and so is unlikely to grow in the short run. The curriculum of the proposed DBA program focuses in areas other than finance. Specifically the program will primarily utilize faculty members in the Departments of Management, Marketing, and Business Information Systems/Operations Management. The executive DBA will be taught on an overload basis, preventing conflicts between the executive DBA and other doctoral/graduate programs with respect to faculty teaching resources. The tuition increment for the executive DBA is expected to generate the necessary resources for the program and student support.

Since teaching in the executive DBA program is a competing activity, it has the potential to reduce faculty research productivity. However, relatively few faculty will participate in the program and the program is expected to generate resources to enhance research productivity throughout the College. Since high-level executives with the ability to direct company resources and policy are the target audience for the executive DBA, it is anticipated that dissertations and projects completed by these students will lead to research synergies for faculty participating in the program. Research from student dissertations could lead to new data sources and further research opportunities.

We see little relationship to the existing MBA program. Although not as great an emphasis as in the Ph.D. program, the EDDBA is still a research degree and will have a significantly higher level of research expectations than the MBA. Further, the weekend/executive format is not well suited to our current MBA student population of part-time working professionals. Those students strongly prefer to attend classes on weekday evenings as opposed to weekend classes.

Rather than overlapping with existing programs, the executive DBA opens a new pool of students for doctoral education in business because of the uniqueness of its content and delivery. Business executives who are able to self-fund their doctoral education or who are supported by their organization create the opportunity for a new doctoral model. Executive scholars also link the University to the business community, fostering business commitment and funding opportunities. Existing programs will benefit from resources generated from the executive DBA and from the synergy that will come from high-level executive scholars working with our faculty. These industry relationships will foster the sharing of ideas and data while producing both academic research and research of interest to the business community.

The executive DBA supports UNC Charlotte's strategic plan. The University Goal #1 is to "improve educational opportunities that respond to the intellectual and professional needs of the region". The first action step for meeting this goal is to "increase number of doctoral programs in high demand fields". The demand for doctoral-level business faculty

is high with many universities in the United States paying increasingly high salaries to attract business faculty. Moreover, European executives regularly seek to advance their careers through executive doctorates, a trend that is spreading to the United States. Universities currently offering executive business doctorates prepare students to meet the demand in the academy and in the profession.

d. Special features or conditions that make the institution a desirable, unique, or cost effective place to initiate such a degree program.

UNC Charlotte is the center of the nation's sixth largest urban region. Charlotte, the region's largest city, is the 19th largest U.S. city and is a financial, distribution and transportation center for the urban region. Hoover's lists 3,464 companies with \$1 million or more in revenues located in Charlotte-Mecklenburg. Of these companies, 274 of the Fortune 500 companies have facilities here with eight headquartered in Charlotte. The strong business presence and urban region makes UNC Charlotte uniquely positioned within the state for an executive DBA that attracts senior business executives.

Most Belk College of Business tenure-track faculty currently participate in master's and/or doctoral-level programs. Since many of the students in our master's programs are working professionals, Belk College faculty must work with students both on the theoretical and applied level to solve current business problems. These skills make Belk College faculty well suited for teaching in an executive DBA program. In addressing UNC Charlotte's mission as North Carolina's urban research university, the Belk College of Business has evolved into a research-oriented college. Faculty joining the college do so with a mandate to produce top-quality research. This faculty research focus provides a rich environment for executive DBA students who seek to acquire high-level research skills that they can bring to the workplace.

3. Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Evidence of student demand should reflect likely applicant pools (local, regional, statewide, national, or global) and could include:

a. Surveys of potential enrollees (such as students or alumni of feeder programs, community college enrollees, etc.).

b. Enrollment data from existing minor, concentration or certificate programs on your campus.

c. Enrollment data from similar programs in UNC, the state, or country.

In this section we present evidence of student demand. No institution in North Carolina offers an executive-format DBA, so we cannot point to enrollment data from existing minors, concentrations, or certificate programs on our campus or elsewhere in the UNC system. We do note, however, that these programs are relatively common in Europe and that a number of programs have started here in the United States. We look to these programs, as well as extensive survey and market studies that we have commissioned, to demonstrate that there is adequate student demand.

Few options for practitioner-focused education beyond the master's degree level currently exist. This is particularly true for executives who choose to pursue advanced education while still fully employed. However, senior executives who participate in executive education frequently request information about furthering their education beyond the MBA or specialized business master's degree. The explosion of data, complex technology and the increasing complexities of operating in a rapidly changing global environment require abilities that exceed the MBA or executive MBA level. There has been an evolution of executive education needs from the bachelor's degree to the MBA/EMBA.

Between 2002 and 2007, the compounded annual growth rate in master's-level degrees in business administration, management and operations grew at 4.3 percent, only marginally more than that of master's-level degrees awarded in all disciplines. Between 2007 and 2012, the compound annual growth rate in master's-level business degrees grew to 6 percent while the growth rate of master's-level degrees awarded grew to 4.9 percent. Given the recent growth in business master's degrees, master's-level executive education no longer provides the competitive advantage executives need to resolve complex business problems and to advance their careers. Many see the executive doctorate as the next step in this evolutionary process.

While professional doctoral programs are more prevalent in Europe and Australia, with at least 16 programs in the U.K., an estimated 58.5 percent of executives holding doctoral degrees in Germany and 20 programs created in Australia from 1993 to 2005, few U.S. universities offer executive doctorates. AACSB International lists six AACSB-accredited DBA and Executive Doctorate Programs in the U.S. (http://www.bestbizschools.com/doctorate/professional_doctorate_degrees.asp). Two of the six, Cleveland State University and Louisiana Tech University offer DBA programs, patterned after traditional Ph.D. programs (i.e., full time, non-executive format). Case Western Reserve University, Georgia State University and Kennesaw State University (GA) offer doctorates in an executive format. Oklahoma State University's Executive Ph.D. in Business began in January 2012.

Colleges of Business offering executive doctorates report strong demand, even at relatively high tuitions. The program director at Kennesaw State University reports receiving 400 inquiries to fill 15 spots in the DBA program³ and that more than 250 students have shown up at the program's information session in each of the past two years⁴. The Case Western Reserve University program began in 1995 and they accept, on average, 25 students per year. Georgia State University's program began in 2009. The program enrolled 17 students in 2009, 19 students in 2010 and 23 students in 2014, for a current total enrollment of 59 students. Kennesaw State University enrolled its first class in 2009 with 17 students. By August 2010, 43 students were enrolled in the program. The most recent program at Oklahoma State University enrolled 19 students into the first cohort that began January 2012.

³ Source: Bisoux, Tricia. "Solving the Doctoral Dilemma", *BizEd*, March/April, 2009, pp. 24-31.

⁴ Source: Damast, Alison. "Ph.D. Programs for Executives Gain Traction", *Bloomberg Businessweek*, August 16, 2010, available at: http://www.businessweek.com/bschools/content/aug2010/bs20100816_081076.htm

Executive doctoral programs at Georgia State, Case Western Reserve and Oklahoma State focus on executives who pursue an executive doctorate to enhance their careers in business or consulting. Statistics from Georgia State's first cohort indicate that 25 percent of students come from *Fortune* 500 companies, 25 percent come from independent companies and the remaining 50 percent come from small- to medium-sized companies. Georgia State reports that virtually all graduates seek the executive doctorate to enhance career opportunities in industry or consulting. Similarly, of the 19 students enrolled in the Oklahoma State program, 18 indicate a primary interest in pursuing business career advancement. Case Western Reserve program administrators report that about one half of their graduates pursue advancement in business careers and one-half transition to academic careers.

The population characteristics and business climate in the Charlotte region and the state compare favorably with those of universities with successful executive doctoral programs. Population provides an indication of the potential demand for educational programs. Table 1 considers Metropolitan Statistical Area (MSA) population for MSAs within a 100 and 200 mile radius of UNC Charlotte (Charlotte), Georgia State (Atlanta), Case Western Reserve (Cleveland) and Oklahoma State (Stillwater). Charlotte, Atlanta and Cleveland are major population centers with more than 6 million people in MSAs within 200 miles. Stillwater is a significantly smaller population center with just a little over 2 million people. (See Table 1.)

Table 1: MSA Population Within 100 and 200 Miles of UNC Charlotte

<i>MSA</i>	<i>2010 Population</i>
UNC Charlotte	
Asheville	425,000
Charlotte-Gastonia-Concord, NC-SC	1,758,000
Durham-Chapel Hill, NC	504,000
Fayetteville, NC	366,000
Greensboro-High Point, NC	724,000
Greenville-Mauldin-Easley, SC	637,000
Hickory-Lenoir-Morganton, NC	365,000
Raleigh-Cary, NC	1,130,000
Spartanburg, SC	284,000
Wilmington, NC	362,000
Winston Salem, NC	478,000
<i>Total MSA Population 100 Miles</i>	<i>4,246,000</i>
<i>Total MSA Population 200 Miles</i>	<i>7,033,000</i>
Georgia State / Kennesaw State	
Atlanta-Sandy Springs-Marietta, GA	5,269,000
Augusta-Richmond County, GA-SC	557,000
Columbus, GA-AL	295,000
Greenville-Mauldin-Easley, SC	637,000
Spartanburg, SC	284,000
<i>Total MSA Population 100 Miles</i>	<i>5,564,000</i>
<i>Total MSA Population 200 Miles</i>	<i>7,042,000</i>
Case Western Reserve	
Canton-Massillon, OH	404,000
Cleveland-Elyria-Mentor, OH	2,077,000
Columbus, OH	1,837,000
Dayton, OH	842,000
Toledo, OH	651,000
Youngstown-Warren-Boardman, OH-PA	566,000
<i>Total MSA Population 100 Miles</i>	<i>3,047,000</i>
<i>Total MSA Population 200 Miles</i>	<i>6,377,000</i>
Oklahoma State	
Oklahoma City, OK	1,253,000
Tulsa, OK	937,000
<i>Total MSA Population 100 Miles</i>	<i>2,190,000</i>
<i>Total MSA Population 200 Miles</i>	<i>2,190,000</i>

Source: 2012 Statistical Abstract of the United States, U.S. Census Bureau

A better indication of demand comes from population statistics qualified by age and educational attainment. Table 2 provides state population with advanced degrees. Since executive doctoral programs generally attract students in the 45-59 age demographic, the number of individuals with advanced degrees is also provided for that age group. The North Carolina profile compares favorably with that of Georgia and Ohio and is significantly more positive than Oklahoma.

Table 2: 2009 Comparison of North Carolina with States with Comparable Executive DBA Programs

<i>State</i>	<i>Population > 25 yrs.</i>	<i>Population 45-59 yrs.</i>	<i>Percent Advanced Degrees</i>	<i>Advanced Degrees > 25 yrs.</i>	<i>Advanced Degrees 45-59 yrs.</i>
North Carolina	6,316,000	1,970,000	8.8%	555,808	173,360
Georgia	6,227,000	1,965,000	9.9%	616,473	194,535
Ohio	7,705,000	2,529,000	8.8%	678,040	222,552
Oklahoma	2,440,000	762,000	7.4%	180,560	56,388

Source: 2012 Statistical Abstract of the United States, U.S. Census Bureau

Most programs also draw students from other states and internationally, increasing the geographic reach of executive doctoral programs. The extent to which students are willing to travel to complete the program requirements illustrates the potential value of developing these programs in a greater number of regions. Because so few programs exist, many business schools could be losing local talent to institutions that, traditionally, may not have been considered competitors. Based on available information for executive doctoral students and alumni at these three schools, Case Western Reserve has enrolled students from 31 states plus the District of Columbia and 11 countries with 25 percent of its students from Ohio; Georgia State has enrolled 77 percent of students from Georgia; Oklahoma State enrolled 47 percent of students from Oklahoma and an additional 26 percent from Texas. Table 3 summarizes the reported residencies of current and former DBA students from Case Western Reserve University, Oklahoma State University, Kennesaw State University and Georgia State University.

Table 3. Student Enrollment Patterns

	Cohorts Represented in Student Profiles	Enrollments				Average Distance Traveled
		Total Students	In- State	Domestic Out-of- State	International	
Case Western Reserve	2014,2015	44	10	31	3	734 mi.
Oklahoma State	2015,2016	17	4	10	3	505 mi.
Kennesaw State	2012.2013,2014	52	29	23	0	266 mi.
Georgia State	2012.2013	33	26	7	0	212 mi.

Source: University websites

The Charlotte region provides opportunities to attract business executives into a business doctoral program. According to the Charlotte Chamber:

Seven of the nation's 500 largest corporations, listed by Fortune magazine, have headquarters in the Charlotte area. Nine hundred fifty seven firms with annual revenues exceeding \$1 million and 31 companies with revenues exceeding \$1 billion have operations in Mecklenburg County. Of the companies with over \$1 million in revenue, 525 are headquartered here.

While students in existing business doctoral programs are employed in large, independent and small- to medium-sized businesses as well as consulting, non-profit and government, the number of *Fortune* 500 company headquarters offer a way to compare potential opportunity for UNC Charlotte's executive DBA program with that of other successful programs. Table 4 provides information that suggests that UNC Charlotte should have a business community with the ability to sustain an executive DBA program.

Table 4: 2011 Fortune 500 Company Headquarters

	<i>Fortune 500 Comp. Headquarters</i>
<i>UNC Charlotte</i>	
North Carolina	15
Charlotte	7
<i>Case Western Reserve</i>	
Ohio	27
Cleveland	5
<i>Georgia State / Kennesaw State</i>	
Georgia	14
Atlanta	10
<i>Oklahoma State</i>	
Oklahoma	4
Stillwater	0

In an effort to gain information about demand for the proposed executive DBA, the program concept and an outline of the program was presented to the Belk College Board of Advisors. The Board of Advisors is a group of accomplished business and civic leaders who work closely with the Belk College to ensure our relevance to the business community. The Board is frequently used as a sounding board for refining and improving our curriculum and programing. The reaction to the proposed executive DBA was favorable and subsequent meetings with individual members confirmed that Board members may have a personal interest in the executive DBA program. They were also interested in making this educational opportunity available to top executives in their companies. Board members also suggested that the executive DBA would provide necessary education beyond the MBA level and enhanced credibility for executives, especially in consulting firms. Informal conversations with other business and civic leaders reinforce the belief by the Belk Board of Advisors that the proposed executive DBA would generate significant interest and demand within the Charlotte region and beyond.

In a further effort to establish demand for the executive DBA, the Belk College of Business initiated a three-phase demand analysis consisting of a review of secondary sources of information and existing program websites, in-depth interviews with 25 potential students and 5 human resource executives in major Charlotte-region companies and a survey of alumni from the Belk College MBA and specialized master's programs. Hanover Research conducted the secondary research and alumni studies. A local consultant conducted the in-depth interviews.

Key findings from the secondary research study:

- A growing number of American executive DBA programs attract highly qualified students from around the country and world. Current programs have successfully grown and maintained student enrollment.
- Labor market trends indicate mixed levels of growth for occupations most closely associated with business administration. Slow growth for some occupations, including chief executives and general managers, may indicate that workers will seek new opportunities to demonstrate their qualifications. In other cases, occupations with significant proportions of employees with master's level degrees may seek and reward applicants with more significant levels of education. However, because successful candidates for admission to executive DBA programs typically already possess a considerable level of professional success, employment projections may prove less relevant to degree-seekers than potential for academic exploration.
- Existing executive DBA and Ph.D. programs vary significantly in terms of commitment and total cost.

The Hanover secondary research study also concluded that candidates in executive doctorate programs may be motivated by more than the promise of financial gain. They quote one Georgia State University executive DBA student who said: "People don't go into a program like this at 45 or 50 years old to make another \$100,000 on their base salary. It seems like we're all doing this more for a personal quest and the desire to make a difference somehow in the world at large."

In the in-depth interview component of the research, 25 prospective students who have an MBA or master's degree in a business field plus significant executive experience participated in 30-45 minute executive interviews. In addition, 5 human resource executives, who represented major employers in the Charlotte region, participated in an in-depth discussion aimed at understanding company interest and willingness to participate in the executive DBA program. Although the executive doctorate is a new type of degree program in the U.S. and few of the participants were familiar with the executive doctorate concept, 60 percent of the prospective students (15 individuals) expressed some interest in the program. Most indicated they would need more information about the specific program that would be offered by the Belk College before making a decision. However, 3 of the respondents indicated that they were highly interested and would be very likely to participate in a program if it were offered by the Belk College. Given that the target population for each cohort is around 15-20 students, this was an encouraging demand picture. Both potential students and human resource executives perceived the program to be unique with the potential to attract students beyond the Charlotte region.

Human resource executives were mixed in their perception of company support for the executive DBA program. Most saw the executive DBA as a degree that would benefit the individual more than the company and while companies may provide some support, most of the cost would be borne by the student. However, when asked about company benefit most of the human resource executives believed that there would be benefit to the company. Two comments that summarize this discussion appear below:

“It would be a huge value-add to use a company problem as the focus of the dissertation”

“The executive DBA candidate employee would gain new perspectives and critical thinking skills that could enhance the success of the organization through innovative thought and strategic vision.”

In support letters from senior executives, the value of executive scholars to the company is reiterated. (See appendix.) Typical comments include:

“I believe the vision you have set forth for this program can grow to become an answer to the challenges I see before our organization. I also see specific opportunity in the lack of market-proven options for professions who wish to deeply improve their own rigor and skills as we lead increasingly complex organizations in the future. *Richard Maltsbarger, Senior VP, Lowe’s Inc.*

“I endorse the EDBA because it appears to afford businesses such as mine the opportunity to enhance the skillset of senior level personnel (in a time efficient manner) to support them undertaking long term projects of strategic importance to the business and industry.” *Michael Mulligan, President, General Dynamics Armament and Technical Products*

“The program will fill a great need in our business community by providing an opportunity to develop senior managers beyond the present academic opportunities now available locally. To be successful in this new environment, executives need additional tools beyond those provided by the MBA or executive MBA.” *Manuel Zapata, President, Zapata Engineering*

The Hanover Research survey of alumni who graduated five to seven years ago from one of the Belk College of Business (BCOB) graduate programs support the findings of the in-depth interviews. Of the 99 alumni who responded to the survey, approximately one third (31 respondents) indicated they would be interested in enrolling in the proposed executive DBA program. Approximately 30 percent of this interested respondent group indicated that they would be willing to consider enrolling “immediately” or “within the next year”. While BCOB alumni would be one audience for the program, the experience of other business executive doctorate programs in the U.S. suggests that the executive DBA program would attract students beyond graduate program alumni and region. With a maximum cohort size in the 15 – 20 student range, the results of the in-depth interviews and the alumni survey add further support to our believe that there is adequate student demand for this program.

4. Provide evidence of societal demand and employability of graduates from as many of the following sources as feasible unless a good reason exists why such evidence cannot be obtained and similar evidence is presented from sources not listed here.

The DBA program is designed for executives and other senior business leaders. A major attribute of the program is that students entering the program will generally continue to be employed during their time in the program. Indeed, this is one of the defining attributes of the program – students in the program will be taking classes with other senior business leaders. We anticipate that the majority of the students that enter the program will remain in industry upon graduation. We do think that many of the students will leverage earning a DBA to transition either to new positions within their current company or to senior roles at major consulting firms. We also expect that a not insignificant minority of students will elect to leave industry and pursue academic positions upon

graduation.

In formulating our response to the question of societal demand and employment prospects for these students, we have looked at both industry and academic positions. With respect to societal demand for DBA graduates in industry, when answering the questions below we have broadly focused on the areas of senior corporate management and management consulting. We have done this because we feel these areas most broadly represent the demand and prospect for these students. When looking at academic positions we have generally looked at the demand for assistant professors in business schools, and particularly at such positions in management, marketing, and MIS/Operations Management departments.

Because these are going to be very senior positions, not all of the recommended sources below provide appropriate data. Where that is the case, we have noted that in the space provided. Where the data the source can provide are accurate we have, of course, provided the data. We also use data sources which are not specified below but which we think are very good indicators of the societal demand and job employment prospects for these students. We have placed those sources, along with some of the sources requested in the questions below, into a narrative at the end of this section. We believe that all of the data, when taken together, provide a compelling case that there is a societal demand for these students and that they will be very marketable when they graduate.

- a. Labor market information (www.ncworks.gov) – Current and projected industry and occupational data by region and statewide from the NC Department of Commerce. Available data include (but are not limited to):**
- (1) Area, occupation, and industry profiles.**
 - (2) NC Occupational and employment projections.**
 - (3) Job Postings.**
 - (4) Economic and demographic indicators.**

The ncworks.gov web site is a portal for a wide variety of data on the North Carolina labor market. This web-site provides data on everything from entry-level positions that require no higher education to position that require significant work and experience. Further, the web-site can provide data at the state level, the metropolitan area level, or city level.

As already noted, the DBA program is one that will admit students that are already very senior business leaders. This has two implications for how we built our analysis of the ncworks.gov data. First, we elected to work with State-level data. We did this because we anticipate drawing students from across North Carolina, and even nationally, to the program. We fully anticipate that graduates of the program will place in industry jobs throughout the State. As a result, we believe that State-level data are the most representative of the labor market into which graduates of this program will graduate. Second, we have limited our analysis to positions which require very significant work and/or educational backgrounds.

The ncworks.gov web site provides State-level occupational projections for a variety of disciplines. The most relevant for graduates of the DBA program would be Management Occupations. The web-site estimated that in 2010 there were 268,130 people estimated to be employed in those occupations, and projects that by 2020 there will be 274,280 people employed in those occupations in North Carolina. Indeed, as of May 2014 the ncworks.gov web site listed 16,544 open positions within the Management Occupations category. While many of

these positions would be more junior in nature and would not be appropriate for DBA graduate, these data do demonstrate that there is significant demand for managerial talent in the state, and that the demand for such talent is only likely to increase in the future.

We also note that the networks.gov web site provides data on median wages in North Carolina for selected occupations. For example, it shows median annual wage for marketing managers as being \$120,380, for Compensation and Benefits Managers as \$111,330, and for unclassified managers as being \$107,350. We again note that many of the positions which fall into this classification would include more junior positions that would clearly not require the DBA. Our sense is that DBA graduates would in general be very competitive for positions with salaries from the upper end of that distribution.

Finally, the networks.gov web-site provides some information on attributes of jobs currently listed as open through the NC Department of Labor. We do note that many of the types of jobs which DBA graduate would seek would probably not be listed with the Department of Labor, but would instead be filled through search-firms or other types of advertising. As a result, we believe these data understate the demand for employees with this level of skill and experience. That being said, we do note that as of May, 2014 more than 5% of the total jobs advertised in the state require between five or more years of work experience. Further, over 7% of the jobs listed required a graduate degree of some form.

**b. National occupational and industry projections (<http://www.bls.gov/data/>)
National, regional and state outlook for occupations, also including wage data.**

The Bureau of Labor Statistics maintains the *Occupational Outlook Handbook* on the web (www.bls.gov/data/). Within this Handbook the management consulting field is referred to as “Management Analyst” (SOC code 13-1111.) The BLS estimates that over the ten year period 2012-2022 employment in this field will grow by 19% from 718,700 to 852,500. The challenge in interpreting these projections, however, is that the BLS includes all levels of position, including entry-level positions. Our expectation for these graduates is that they will generally be senior-level people prior to entering the program and they will certainly be looking for very senior level positions upon graduation.

If one digs deeper within the BLS data, however, it is possible to tease out some additional information. Specifically the Bureau provides their projections on “Management Analyst” job growth by industry. One such industry is “Management, Scientific, and Technical Consulting Services.” This industry would typically employ the more senior and highly skilled people that are the target market graduates of this program. The BLS estimates that this field will see 41% job growth between 2012 and 2022, with growth from 142,000 positions to 200,400 positions. A second such industry is “Administrative and Support Services.” The BLS estimates that this field will see 27.7% growth from 25,800 to 33,000 between 2012 and 2022.

In addition to the BLS data, the Census Bureau also provides employment information by NAICS code by state. These codes tend to be somewhat broader than those used by BLS. Students graduating with the DBA degree that enter management consulting positions would tend to fall into either NAICS code 540000, “Professional, Scientific, and Technical Services” or NAICS code 550000, “Management of Companies and Enterprises.” The Census Bureau

reports that in the second quarter of 2013, 292,446 people were employed in North Carolina in these two fields. While we again acknowledge that these are rather broad sectors which include entry level positions which will not be appropriate for graduates of this program, these data do indicate that these are vibrant and healthy employment sectors in North Carolina, and that there should be significant opportunities for graduates of these programs to obtain positions.

c. Wages and employment of graduates in North Carolina – Percentage of graduates of UNC programs employed in North Carolina and wages paid to graduates of UNC programs employed in North Carolina.

There are no professional-oriented doctoral degrees in business in North Carolina. As a result we cannot provide wage data on similar UNC program graduates in North Carolina.

d. Wages and employment of graduates nationally when these data becomes available (see http://www.doleta.gov/performance/pfdocs/wris2_status_state_optin.pdf) – Wages paid to graduates of UNC programs employed nationally (North Carolina partnership in WRIS2 forthcoming).

These data are not yet available.

e. Job-posting analyses.

As mentioned earlier the data from networks.gov provides some evidence that there are executive positions in North Carolina which graduate from this program would be ideally suited to fill. To supplement those data we looked at other job-posting sites which might tend to cater to more executive and senior manager positions.

We looked first at Monster.com. There are, as of May 2014, 178 jobs listed in North Carolina as being at the executive level. These positions include many job titles, including CFO, VP of Quality Assurance, Business Development Regional Vice Presidents, Operations Vice Presidents, Management Consultants, and many other positions. Listed salaries ranged from a low of about \$72,000 to as high of approximately \$300,000.

Another site, Jobs.com, listed 856 jobs in North Carolina under the “executive management” heading. Once again, there were a wide variety of job titles listed, including Senior Vice President of Marketing, Vice President for Data Analytics, Division Vice President of Operations, National Sales Manager, as well as CFO and COO positions. While there were many other positions listed which probably were not senior enough to be appropriate for graduates of this program, the job postings on both Monster.com and Jobs.com, when coupled with the more general data from networks.gov, demonstrate that there is a significant demand for executive talent throughout North Carolina. Graduates from the DBA program would help fill that senior talent need.

f. Projections from professional associations or industry reports.

Please see following narrative.

g. Data concerning employment and wages for graduates of a particular program area from the UNC alumni survey when this survey and data become available.

This survey and data are not yet available.

Societal Demand Analysis

In developing our internal analysis of societal demand, we examined a number of factors and sources of data. Some, but not all, of those factors and sources of data we have referenced above. To provide the fullest possible picture of the demand for this degree, we have provided our entire internal analysis below. This analysis looks at not only industry positions which the graduates might pursue, but also the opportunities which would await them should they elect to pursue employment as a faculty member in a business school.

Demand for Business Doctorates in Industry and Consulting

Since it is expected that most graduates of the proposed executive DBA program will pursue career goals within their current organization or as consultants within their industry, general employment data provide little insight as to the demand for graduates. That said, the growing complexity in business and government will create a need for business doctorates beyond those acquired by executives within organizations. The 2012 Survey of Earned Doctorates⁵ estimates that slightly more than 20 percent of traditional U.S. business doctorates will be employed in industry or government. It is likely that executive DBA degrees, focused on blending theory and practice with strong research skills to drive business solutions may better prepare students for these fields and may be preferred by industry or government employers. To get a sense of the demand for these students in industry, we focus on the management consulting field. While we recognize that these students would not enter this field exclusively, our view is that it is a field in which they would be broadly employable and which is comparable to the other types of senior positions for which they would be eligible.

The Bureau of Labor Statistics maintains the *Occupational Outlook Handbook* on the web (www.bls.gov/data/). Within this Handbook the management consulting field is referred to as “Management Analyst” (SOC code 13-1111.) The BLS estimates that over the ten year period 2012-2022 employment in this field will grow by 19% from 718,700 to 852,500. The challenge in interpreting these projections, however, is that the BLS includes all levels of position, including entry-level positions. Our expectation for these graduates is that they will generally be senior-level people prior to entering the program and they will certainly be looking for very senior level positions upon graduation.

If one digs deeper within the BLS data, however, it is possible to tease out some additional information. Specifically the Bureau provides their projections on “Management Analyst” job growth by industry. One such industry is “Management, Scientific, and Technical Consulting Services.” This industry would typically employ the more senior and highly skilled people that are the target market graduates of this program. The BLS estimates that this field will see 41% job growth between 2012 and 2022, with growth from 142,000 positions to 200,400 positions. A second

⁵ Source: NSF/NIH/USED/USDA/NEH/NASA, 2014 Survey of Earned Doctorates

such industry is “Administrative and Support Services.” The BLS estimates that this field will see 27.7% growth from 25,800 to 33,000 between 2012 and 2022.

In addition to the BLS data, the Census Bureau also provides employment information by NAICS code by state. These codes tend to be somewhat broader than those used by BLS. Students graduating with the DBA degree that enter management consulting positions would tend to fall into either NAICS code 540000, “Professional, Scientific, and Technical Services” or NAICS code 550000, “Management of Companies and Enterprises.” The Census Bureau reports that in the second quarter of 2013, 292,446 people were employed in North Carolina in these two fields. While we again acknowledge that these are rather broad sectors which include entry level positions which will not be appropriate for graduates of this program, these data do indicate that these are vibrant and healthy employment sectors in North Carolina, and that there should be significant opportunities for graduates of these programs to obtain positions.

Demand for Business Doctorates in Universities

The primary focus for the proposed executive DBA program will be senior executives pursuing career goals in industry or consulting. There are, however, also opportunities to attract senior executives who plan at some point in their careers to transition into higher education. The shortage of doctoral faculty in business was identified by the AACSB International Management Education Task Force (METF) in the document, *Management Education at Risk* and was further analyzed by the Doctoral Faculty Commission (DFC) and reported in *Sustaining Scholarship in Business School*. Both documents are available online at <http://www.aacsb.edu/resources/doctoral/publications.asp>. These studies suggest that significant demand exists for doctoral-trained faculty. In fact, the DFC proposed creating alternative educational models to attract other sources of doctoral candidates as a way to address the shortage of business doctoral faculty. Expanding doctoral programs for executives was presented as a key strategy to address the faculty needs of business schools with non-research missions and to augment the teaching capacity in research focused business schools.

The DFC analysis confirms that the problem facing business schools is one of demand outstripping supply. Based on data from the National Science Foundation, the DFC reports that U.S. business doctorates decreased by 19 percent to 1,071 in 1999-2000 from 1,327 in 1994-1995. By contrast most other fields remained stable or increased over the same period. More recently, AACSB reports that U.S. universities awarded 1,029 doctoral degrees in 2010-2011, down from 1,062 in 2009-2010 and 1,129 in 2008-2009. This shortage is exacerbated by an increased rate of faculty retirement. Data from the U.S. Department of Education, *Digest of Educational Statistics, 2010*⁶ provides a clear picture of the looming retirement issue. Even if it were assumed that all full-time business faculty who were 60 and older in 2003 have already retired, 9,372 additional doctoral-trained full-time business faculty would be needed in the next 10 years to maintain the status quo.

Although the number of business doctorates is projected to continue to decline, several trends suggest strong demand for doctoral degrees in business: (1) increased undergraduate and graduate business school enrollment in the U.S. and worldwide, (2) enhanced research focus of

⁶ Source: *Digest of Educational Statistics, 2010*, U.S. Department of Education.

many business schools, (3) AACSB International and EQUIS requirements for higher faculty qualification standards and (4) graduates pursuing positions in industry. The DFC report estimates approximately 302,000 U.S. business undergraduate degrees awarded in 2011-2012, up from 253,000 in 1999-2000. Similarly, the DFC report estimates the number of U.S. master's-level degrees awarded to grow to 125,250 in 2011-2012 from 111,664 in 1999-2000. Based on this analysis the DFC concluded that the shortage of business doctorates would continue to grow. The DFC estimated a shortage of 1,142 by 2007 and 2,419 by 2012. Under the worst-case scenarios, shortages were expected to be 3,043 by 2007 and 5,689 by 2012. More recent analysis of hiring needs of AACSB accredited schools indicate that "many schools reported that efforts to attract and retain qualified faculty members are becoming increasingly difficult in a highly competitive and resource-constrained hiring environment."⁷

The DFC report was issued in 2002 and ideally would have been updated in the intervening time. Unfortunately AACSB has not updated the report. There are, however, other indications that there is continuing and strong demand for business faculty and that this demand will continue.

There are approximately 1600 business schools at US universities and colleges. AACSB is the premier accrediting body for business schools, and it accredits slightly more than 650 of those 1600 business schools, or slightly more than one third of the market. Each year AACSB conducts a faculty salary and hiring survey of its membership. Included in this survey are data on new hires by the association's members. Table 5 presents information extracted from these AACSB surveys for a ten year period.

Table 5. New Hires Sorted By Rank at AACSB Accredited Business Schools in the United States 2003-2012.

Year	Schools Responding	Professor	Associate Professor	Assistant Professor	Instructor	Total New Hires
2012	517	133	182	1411	612	2338
2011	517	133	184	1322	555	2194
2010	505	136	162	1196	522	2016
2009	503	118	157	1036	474	1785
2008	510	121	231	1141	368	1861
2007	498	185	265	1448	609	2507
2006	485	130	259	1330	565	2284
2005	491	161	258	1296	580	2295
2004	485	175	257	1198	481	2111
2003	510	112	210	1062	463	1847

Source: AACSB Salary Survey Reports, 2002-2003 through 2012-2013 inclusive.

⁷ Source: AACSB eNewslines, June/July 2010.

These data demonstrate that demand for business school faculty members is strong, and has remained very robust even during the recession period. Even at the height of the recession the demand for new assistant professor hires never dropped below 1000 positions per year. We further note that AACSB includes in the “Instructor” rank not only non-doctoral faculty members but also doctoral-holding faculty members in non-tenure track roles, such as “clinical professors” or “professors of practice.” We anticipate that at least some DBA graduate would take those types of positions. When combined with the assistant professor positions this brings the number of potential positions open in each year to between 1500 and 2000.

The new hires presented in Table 5 include both new doctorates hired as assistant professors or instructors, and when a faculty member is hired away from another school. The AACSB salary survey also reports how many of the new hires were new doctorates or ABDs. These data are presented in Table 6.

Table 6. Number of New Doctorate and ABD hires at US Business Schools 2003-2012.

Year	New		Total
	Doctorates	ABDs	
2012	430	69	499
2011	372	49	421
2010	358	47	405
2009	284	53	337
2008	311	66	377
2007	431	84	515
2006	422	97	519
2005	424	92	516
2004	357	114	471
2003	602	178	780

Source: AACSB Salary Survey Reports, 2002-2003 through 2012-2013 inclusive.

Table 6 demonstrates that typically between 400 and 500 new doctorates are hired by AACSB accredited business schools. Given that Table 5 demonstrates that total new assistant professor and instructor new hires range between 1500 and 2000, it stands to reason that roughly 1000 or so of the new hires each year are situations where faculty at one school are recruited away by another institution. We do recognize that some of these moves are due to frictional reasons, i.e. a faculty member seeks to move to a new school for a pay raise, to reset their tenure clock, or because of geographic preference. We also recognize that some schools prefer to recruit more seasoned assistant professors. Our sense, however, is that in the majority of cases new doctorates and seasoned assistant professors are competing for the same positions. The fact that in two thirds of the cases where business schools seek to hire assistant professor or instructors they hire seasoned assistant professors from other schools is strong evidence that there is unfilled demand for new assistant professors.

This argument is further buttressed by salary data. The AACSB survey presents salary data on newly hired seasoned assistant professors as well as newly hired assistant professors that have new doctorates. Table 3 presents the 75th percentile of the salary distribution at AACSB accredited schools in the three disciplines in which graduates of the proposed DBA program will most likely find employment, management, marketing, and MIS. Further, to demonstrate the evolution in this trend over time, Table 7 presents this data for both 2003 and 2012.

Table 7. Salary Data for Newly Hired Assistant Professors in Selected Disciplines.

		2003	2012
Management	New Doctorate	95,000	130,000
	Seasoned Assistant Professor	92,000	125,000
Marketing	New Doctorate	105,000	145,000
	Seasoned Assistant Professor	100,000	142,000
MIS	New Doctorate	106,000	138,400
	Seasoned Assistant Professor	100,000	125,000

Source: AACSB Salary Survey Reports 2003-2004 through 2013-2014 inclusive.

We note that over the roughly ten year period covered in this report that salaries in these disciplines have risen very rapidly, with annualized growth rates of between 3 and 5 percent. We note that this growth occurred despite the very significant recession that occurred during this time period. Further, we note that new doctorates command a significant premium relative to seasoned assistant professors. That is, business schools are evidently willing to pay more to hire a new doctorate than to hire away a faculty member from another institution. We again take this as very strong evidence that there is significant demand for faculty members with new doctorates, and that there remains a significant shortage for new faculty in business schools.

5. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery.

No universities in North Carolina offer an executive DBA or any other executive doctorate in business. This will be the first executive DBA offered in the state. The closest similar programs are the Executive Doctorate in Business at Georgia State University and the Doctor of Business Administration (DBA) at Kennesaw State University. Note that these programs are all offered in an on-site, in-person delivery mode, but in an executive format. That is, the students attend courses in intensive weekend-long formats.

Two universities in North Carolina offer a Ph.D. in Business Administration (distance from UNC Charlotte):

1. Duke University, The Fuqua School of Business (132 miles.) The delivery mode is in-person and on campus only;

2. University of North Carolina at Chapel Hill, Kenan-Flagler Business School (132 miles.) The delivery mode is in-person and on campus only;

Three universities in North Carolina offer an EMBA (distance from UNC Charlotte):

1. Duke University, The Fuqua School of Business (132 miles.) Duke has two EMBA programs. The first is a traditional weekend EMBA. The delivery mode is in-person and meets on campus in a highly compressed format. The second is their Global Executive MBA. That program meets both on their campus and at locations overseas. Courses include a residency period as well as a distance-learning period;
2. Queens University of Charlotte (12 miles.) This program is delivered in person and on campus;
3. University of North Carolina at Chapel Hill, Kenan-Flagler Business School (132 miles.) The delivery mode is in-person. Two of their programs are offered on campus, while their Global OneMBA is offered at a variety of international locations.

a. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

There are no DBA programs in North Carolina.

Institution:

Program Title:

	(year)	(year)	(year)	(year)
Enrollment				
Degrees-awarded				

b. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

Since no other universities in public or private institutions of higher education in North Carolina offer an executive DBA or any other business doctoral program in an executive format, we see no opportunity at this time to collaborate with other universities.

c. Present evidence that establishment of this program would not create unnecessary program duplication.

Since there are no similar programs offered by any institution of higher education in North

Carolina, we do not believe that there will be any program duplication.

6. Are there plans to offer all or a portion of this program to students off-campus or online?

The program will be offered in the UNC Charlotte Center City Building and on the UNC Charlotte Main Campus. There are no plans to offer the program in any other locations.

If so,

- a. Briefly describe these plans, including sites and method(s) of delivering instruction.
- b. Indicate any similar programs being offered off-campus or online in North Carolina by other institutions (public or private).
- c. What is the estimated percentage of courses in the degree program that will be offered/available off-campus or online: ____
- d. Estimate the number of off-campus or online students that would be enrolled in the first and fourth years of the program:

First Year Full-Time _____ *Part-Time* _____

Fourth Year Full-Time _____ *Part-Time* _____

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery is conditioned upon BOG program approval. (400.1.1[R], page 3)

7. Estimate the total number of students that would be enrolled in the program during the first year of operation: *Full-Time* 0 *Part-Time* 15-20

Estimate the total number of students that would be enrolled in the program during the fourth year of operation: *Full-Time* 0 *Part-Time* 35-40

Our plan is to admit up to 15 students per year, with most students needing 3 years to complete the degree. We anticipate that there will be some modest attrition. We therefore think that the steady-state enrollment in the program will be approximately 35-40 students, and that we anticipate having 10-12 dissertations ongoing at any one point in time.

8. Will the proposed program require development of any new courses: Yes X
No ____ If yes, briefly explain.

We expect that new courses would need to be added. Since the executive DBA program is aimed at working professionals at senior levels within organizations, current Ph.D. courses will not provide an applied focus on a breadth of high-level business topics. MBA and other master's-level courses would not provide doctoral coverage. All courses in this program would need to be taught in an executive format, requiring new courses or extensively modified courses.

9. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.)

- a. **New Faculty:** Yes _____ No
- b. **Additional Library Resources:** Yes _____ No
- c. **Additional Facilities and Equipment:** Yes _____ No
- d. **Additional Other Program Support:** Yes No _____
(for example, additional administrative staff, new Master's program graduate student assistantships, etc.)

The new executive DBA would require a program director and two staff members. The funding for these positions would come from the tuition differential for the program. This program will recruit very senior business leaders. Supporting them will require a very personal approach to recruiting. This will be more time-intensive than say our MBA recruiting process, and will require a staff person that is capable of identifying potential students, making contact with them, and then demonstrating to them the benefits of obtaining the degree. This will necessarily be a high level person. Although they will work with the faculty member assigned to be the program director, this recruiter will have to be able to work independently and with little day to day supervision.

The pricing of this program as a premium program means that the students will expect a very high level of logistical support. The second staff member will be assigned to providing this support. This staff member will be responsible for insuring that students' books and supplies are available, that there is food and beverages available during class sessions, and that they can help arrange the students make travel or hotel arrangements. This staff member will also be responsible for monitoring the program budget.

10. Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

Yes, the program with the proposed enrollment can be implemented and sustained without enrollment increase funding. UNC Charlotte has prioritized the DBA as a high campus initiative and will prioritize the program for funding due to the critical importance of this program to our students and to the Charlotte business community. The substantial College Based Tuition Increment requested will allow the program to continue even if enrollment growth money were not available.

11. For graduate programs only:

Does the program require a tuition differential or program specific fee in order to be implemented and sustained? Yes No

a. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.

The program will be on the state funding model. Students will pay the regular graduate tuition, resident or nonresident depending on their residency status, plus a substantial CBTI to cover the costs of offering and operating the program. The pricing for the program will be such that North Carolina residents will pay a total cost of \$80,000 over the three years of the program, and nonresidents will pay approximately \$120,000. This puts the resident tuition well below our other U.S. competitors for DBA programs like this one, thus enabling us to attract interested NC residents to our program. This allows us to keep NC DBA candidates in state. The nonresident tuition will be competitive with other programs and will allow us to attract strong candidates from across the U. S. and the world. The cost is all inclusive and will cover related expenses for the duration of the program.

The executive DBA program is designed to attract senior-level business executives. The nature of this student population provides funding opportunities through a substantial Campus-Initiated Tuition Increment. Moreover, these students will be self-funded, requiring no financial aid or assistantships. Other executive doctoral programs in business charge comparable tuition.

Tuition for three similar programs is provided below:

	Tuition per Semester	Tuition for Program
Case Western Reserve	\$25,000	\$150,000
Georgia State	\$18,000	\$109,000*
Oklahoma State	\$20,000	\$120,000

*Includes a one-time \$1,000 seat deposit.

b. Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment should be provided.

No, the program will not be financially viable without the Campus-Based Tuition Increment. This program is aimed at senior business professionals. The program will have to provide a level of service and logistical support which is unusual for programs at UNC Charlotte. For example, we will provide textbooks and other class materials directly to the students. To support this level of service, and to position ourselves to compete with other institutions nationally, we are relying on the Campus Based Tuition Increment.

12. For doctoral programs only:

a. Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.

UNC Charlotte and the Belk College have substantial research and scholarly infrastructure in place to support this program. This infrastructure has been put in place over the past fifteen years as the Belk College has begun to participate in and lead four doctoral programs. In particular the University and College have made very substantial commitments to hiring faculty capable of teaching doctoral classes and supervising doctoral dissertations. The College has seventy tenured or tenure-track faculty members, all of whom hold doctoral degrees. Belk College faculty members are extremely active in research, with over five hundred peer-reviewed journal articles published in the past five years.

The College has also made a very substantial commitment to providing appropriate electronic databases in support of its research mission. The College spends almost \$300,000/year on subscriptions to financial and other electronic databases. A partial list of the major databases to which the College subscribes include the Wharton Research Data System, the Center for Research in Securities Prices (CRSP), Compustat database, CBOE Indices, DataStream, Dow Jones, Mergent, Academic EDGAR, IBES, IBIS World, MorningStar, SEC Order Execution, Trace, SDC Platinum, and SNL. In addition, the College maintains a subscription to Bloomberg.

The University and College also have significant research computing resources. In particular the University Research Computing office maintains a series of high-performance grid computing cluster with over 1000 computing cores, with each core having more than 2 GB of RAM. The Belk College provides all faculty and doctoral students with appropriate local research computing support.

b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.

No additional state funds will be required to start or maintain the executive DBA program. Funding for the program will come from a Campus-Initiated Tuition Increment. The executive DBA program is designed to attract senior-level business executives. The nature of this student population provides funding opportunities through a substantial Campus-Initiated Tuition Increment. Moreover, these students will be self-funded, requiring no financial aid or assistantships. Ample space is available in the newly opened UNC Charlotte Center City Building. Since classes will be scheduled primarily during weekends, current space is sufficient and no additional physical facilities will be required. Classes will be taught, on an overload basis if needed, by current Belk College of Business faculty and when necessary by qualified faculty from other regionally accredited universities, including other UNC system schools. The determination of faculty qualification would follow the current policy for hiring adjunct graduate faculty. Operating funds for program director stipend, staff and recruiting will come from the Campus-Initiated Tuition Increment.

c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

Students in the program will be working professionals at the executive level in their organization. These students will be self-funded, requiring no stipends or related tuition benefits.

13. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Planning for the proposed executive DBA program will begin with the formation of an executive DBA planning committee. The committee will consist of faculty members from the three academic departments in the Belk College of Business that will have primary responsibility for courses taught in the program. These three departments include: Business Information Systems and Operation Management (BISOM), Management and Marketing. Faculty members from support departments may be added as the planning process proceeds. Committee members include:

Dr. David Woehr, Professor and Chair, Department of Management, dwoehr@uncc.edu, 704-687-5452 (Chair of committee)

Dr. Sunil Erevelles, Professor and Chair, Department of Marketing, Sunil.Erevelles@uncc.edu, 704-698-6171

Dr. Franz Kellermanns, Professor and Addison H. & Gertrude C. Reese Endowed Chair, kellermanns@uncc.edu, 704-687-1421

Dr. Sungjune Park, Associate Professor of Management Information Systems, supark@uncc.edu, 704-687-7628

Dr. Steven Rogelberg, Professor of Management and Director, Organizational Science Ph.D. Program, sgrogelb@unc.edu, 704-687-4742

This committee will be charged with the design, development, and implementation of the executive DBA program. It is anticipated that this committee will begin this process by collecting benchmarking data with respect to existing executive doctoral programs both in the U.S. and worldwide. This data will provide a starting point with respect to:

- academic content and curriculum;
- program format and delivery;
- potential student demand;
- degree cost; and,
- program expenses and overhead.

The benchmarking data will be reviewed and adapted to the specific context of the Belk College of Business, UNC Charlotte, and Charlotte. Committee members will be asked to review the proposed curriculum and coursework with members of the respective academic departments. Committee members will also collect information from business executives with interest in the

executive DBA program and representatives of companies who would support senior employees attending this program or hire graduates. Once planning is completed, the executive DBA planning committee will establish a permanent executive DBA program committee. This executive DBA program committee will consist of faculty representatives from each academic unit in the college. The role of this committee will include:

- Overseeing program structure and governance
- Ongoing program review
- Assessing and supporting student progress
- Curriculum development and delivery
- Screening and recommending applicants for admission to the program
- Approving the student's advisory committee and dissertation topic
- Recommending course additions and alterations as appropriate
- Approving participation of faculty in the program
- Planning and evaluating the program
- Approving minor areas of study
- Deciding on waivers of course requirements
- Evaluating applicants for admission to the program
- Recommending to the executive DBA faculty changes in admission requirements, and degree requirements
- Recommending to the executive DBA faculty changes in the governance of the executive DBA program.

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____ **Date:** _____



UNC CHARLOTTE

Office of the Chancellor

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November 12, 2013

Dr. Chris Brown
Vice President for Research and Graduate Education
General Administration
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Dr. Brown:

Enclosed is UNC Charlotte's request for authorization to plan a Doctor of Business Administration (DBA). The proposed program is a professional degree for senior-level business executives who wish to enhance their understanding of the conceptual and methodological underpinnings of business theory and apply cutting edge theory to emerging business issues. The professional doctorate is gaining currency in the field of business higher education. The proposed DBA will be one of only seven similar programs in the country and the only such program in the state designed in an executive format for working business professionals.

Thank you for your consideration of this request. Provost Joan Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois
Chancellor

cc: Joan Lorden, Provost and Vice Chancellor for Academic Affairs
Steve Ott, Dean, Belk College of Business
Courtney Thornton, Associate Vice President, UNC General Administration
Cody Thompson, Assistant to the VP for Academic Planning, UNC General Administration

The University of North Carolina at Charlotte

**Doctor of
Business Administration
Request for Authorization
to Plan**

APPENDIX A
UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PLAN
A NEW DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date: 10/25/13

Constituent Institution: University of North Carolina at Charlotte

CIP Discipline Specialty Title: Business Administration and Management, General

CIP Discipline Specialty Number: 52.0201 **Level:** B _____ M _____ **1st Prof** _____ **D** X

Exact Title of the Proposed Program: Business Administration

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): D.B.A

Does the proposed program constitute a substantive change as defined by SACS? Yes X

The current SACS Substantive Change Policy Statement may be viewed at:
<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>

If yes, please briefly explain.

As required by the Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification prior to implementation for new degree programs. Notification of this new degree program will be provided to SACS after approval by the University of North Carolina Board of Governors and prior to implementation.

Proposed date to establish degree: *Month* August *Year* 2014

¹This Appendix A supersedes the preceding Appendix A entitled, "Notification of Intent to Plan a New Baccalaureate or Master's Program," adopted May 6, 2009.

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1. Describe the proposed new degree program. The description should include:
a. a brief description of the program and a statement of educational objectives

The proposed executive Doctor of Business Administration (DBA) is a professional degree that will provide doctoral-level preparation for senior-level business professionals who wish to enhance their understanding of business theory, integrate cutting edge business theory and practice, and learn to address complex business problems through advanced research methodology. The focus of this degree is on providing a sound theoretical grounding and understanding of research methodology to address emerging issues in the practice of business. More so than a Ph.D., the executive DBA is broad in scope, cutting across business disciplines to address applied problems facing executives in the workplace. The executive DBA emphasizes the testing, application, and extension of existing theory more than the development of theory.

The proposed executive DBA program will target a select group of senior executives who hold an MBA or a master's degree in a related field and have extensive business experience but who do not want to leave their careers to pursue a full-time Ph.D. Individuals who are attracted to the executive DBA often seek to deepen their overall business knowledge and understanding of high-level research skills in order to better address the complex challenges facing them in today's dynamic business environment. Others pursue the executive DBA as a means of transitioning into a career in higher education or to enhance their expertise for a career in consulting.

The professional doctorate, while common in some fields (e.g. medicine, law and education), is an emerging trend in business (Gill and Hoppe 2009). Executive-scholars in doctoral programs are more common in Europe and Australia. Recently, this trend has gained momentum in the U.S. and other regions of the world (Bisoux 2009). Two factors appear to be driving the interest in executive doctoral level education: (a) the deluge of information and increasing complexity that faces high-level business executives; and (b) the shortage of academically qualified business faculty.²

Despite the increased demand for doctoral level executive programs, there are still relatively few U.S. universities offering these programs. The current list of AACSB-accredited executive DBA and executive doctorate programs includes only six U.S. programs. A survey of these programs indicates a relatively high level of demand. In addition, unlike traditional full time doctoral programs, executive doctoral programs tend to generate a significant amount of revenue that can cover much of the costs of operating the program

The educational objectives of the proposed executive Doctor of Business Administration (DBA) can be summarized as follows:

1. To foster executive-scholars' pursuit of interdisciplinary business theory and advanced research methodologies to inform the practice of business decision

² The Doctoral Faculty Commission (DFC), tasked by the Board of Directors of AACSB International (Association to Advance Collegiate Schools of Business) to analyze past and future trends in the supply and demand of doctoral trained business faculty determined that the shortage in doctoral faculty in business fields is due both to a reduction in the production of business Ph.D.s and to an increased demand for doctoral-trained individuals in both the academy and industry (Doctoral Faculty Commission 2002). Thus, programs such as the proposed executive DBA represent an efficient response to the increased for doctoral level faculty and practitioners.

making in an increasingly complex business environment. Graduates of the program will be prepared to:

- a. Lead organizations as senior executives and change agents
 - b. Acquire faculty positions in academic institutions, addressing the shortage of doctoral-trained business faculty
 - c. Launch successful careers in management consulting
2. To facilitate the dissemination of complex academic research into the practice of business. Exposure to leading business research and research methods will provide graduates with the knowledge, skills, and abilities to lead the application and adaptation of theoretical research to business practice. The executive DBA program will offer the opportunity to develop information channels between academia and practice leading to:
- a. Better understanding by business practitioners of the value of academic research in solving practical business problems
 - b. Collaborative partnerships between business and the University that provide faculty access to corporate data sources for academic research and provide businesses with access to cutting-edge academic research. This collaboration may open new avenues for funding academic and applied research.
 - c. Integration of academic business research with the practice of business to benefit organizations, employees, customers, the larger community and other stakeholders.

Proposed Curriculum Overview

The executive DBA will be a three-year (six-semester), lockstep program consisting of 18, three credit hour courses (54 credit-hour total)³. Students will complete three courses per semester, for a total of nine credit hours. Courses in the executive DBA will be offered in an executive format (e.g., four, three-day residencies per semester) to accommodate the needs of business executives who work full time.

The initial focus of the program will be on research methodology courses. As students progress in the program, the emphasis will shift toward practice-focused content courses and projects that address issues confronting contemporary business leaders. The program will culminate with a dissertation that addresses a complex, cross-functional business problem of strategic interest to a company or non-profit organization. A potential sample curriculum appears below.

Prerequisite Business Core Courses

Since students will be required to have completed an MBA or master's degree in a business related field and have extensive business experience to be admitted to the

³ The executive DBA will require 54 credit hours, including 12 hours of dissertation credit. Since the UNC Charlotte Graduate School requires that any student earning a doctoral degree must have completed at least 72 post-baccalaureate semester-hours, students entering the program must have already completed an MBA or master's degree in a business related field with more than 18 hours transferable credit. The Graduate School 18 hours of research credit requirement will be met by 12 credit hours of research methods courses and 12 credit hours of dissertation research.

executive DBA program, entering students should have had the equivalent of the following business core courses:

1. Foundations in Accounting
2. Macro and Microeconomics
3. Financial Management
4. Marketing Management
5. Management Policy
6. Foundations in Information Technology

Students admitted to the program who are lacking coursework in business core areas will be required to make up this deficiency before taking relevant executive DBA courses. It is possible that a student may apply to the program who has not taken a specific business core course(s) but who has, nevertheless, acquired the same skill and technical abilities that the course would convey. In such cases the Program Director may waive the course(s) with appropriate evidence of competency.

Major Courses

Students will complete 30 credit hours of DBA major courses (3 credits each):

1. Global Economic and Financial Systems Seminar
2. Organization Management and Leadership Seminar
3. Organizational Learning and Knowledge Management
4. Decision Modeling and Analysis
5. Business and Consumer Analytics
6. Social Media and the Network Economy
7. Executive Decision Making Seminar I: Systems Thinking
8. Executive Decision Making Seminar II: Strategy
9. Innovation and Change Management
10. Creating and Managing the Sustainable Business Enterprise

Research Support Courses

Students will take the following 12 credit hours of research support courses (3 credits each):

1. Designing Quantitative Research Studies
2. Quantitative Analysis
3. Model Building and Validation
4. Designing and Analyzing Qualitative Research Studies

Dissertation Research

Upon completion of a qualifying examination, students will select an Advisory Committee. The Advisory Committee consists of three members selected by the student and approved by the Program Director. One additional committee member will be a Graduate Faculty Representative appointed by the Dean of the Graduate School. During the last two semesters, students will take six-credit-hours each semester for dissertation research. While students are expected to complete the dissertation at the end of the third academic year, consistent with Graduate School policy students who do not finish within that time period must be continuously enrolled in dissertation hours until the dissertation is completed.

b. the relationship of the proposed new program to the institutional mission

The executive DBA is consistent with the Mission Statement of UNC Charlotte. As North Carolina's urban research university, UNC Charlotte seeks opportunities to

engage business and other community organizations in partnerships that enhance its research and educational goals. The executive DBA is designed as a program for senior-level executives and organizational leaders. Bringing these individuals into the University over an extended period of time strengthens our relationships with them and their organizations thus facilitating “collaborations among university, business and community leaders” (UNC Charlotte Mission Statement).

Engaging business professionals in applied academic research enhances the practice of business in the region and aids in the diffusion of academic research to the profession. Both activities help achieve UNC Charlotte’s mission to achieve a leadership position in higher education and to offer internationally competitive programs of research. Programs that foster the understanding of academic research and advanced research methodology by practitioners enhance the reputation of research faculty and the institution. Business schools have been criticized for ignoring business practice. Executive DBA programs offer synergistic platforms for integrating business theory and practice. Collaborative, cross-disciplinary research and engagement can expose business faculty to ideas and provides data that produces research of interest to the business community.

c. the relationship of the proposed new program to existing programs at the institution and to the institution’s strategic plan

The proposed executive DBA provides the opportunity to create an entirely new doctoral program at the institution that is offered in a unique, executive format. Little opportunity exists to create relationships between the executive DBA and other existing programs at the institution. The focus on engaging real business problems with research methods that drive solutions plus the executive format precludes sharing of doctoral courses with other doctoral programs. There may be some overlap in the skills that are developed in doctoral-level research methods courses, but the executive format limits including courses that are designed for full-time Ph.D. students.

There is little relationship between the executive DBA and the current Business Administration Ph.D. (BPHD) program. Executive DBA students will have a much different skill sets and career aspirations than those enrolled in the BPHD, requiring different course content and delivery. While graduates of the executive DBA program may transition into academic positions, the executive DBA program focuses on individuals who intend to stay in industry. The industry focus dictates that courses in the executive DBA program and the type of research conducted by executive DBA students will likely be significantly more applied in nature than would be the case for courses and research in the BPHD program. Currently, the finance track is the only track in the BPHD program which means that coursework and research focus almost exclusively on finance rather than on a more general business focus for the executive DBA. The two programs are sufficiently different, both in terms of focus and research methods, that there will be little overlap in the degree programs, suggesting few opportunities for sharing of classes.

We do not anticipate the executive DBA to directly affect the growth of the BPHD program. The BPHD program is at its capacity given faculty and funding constraints, and so is unlikely to grow in the short run. The executive DBA will be taught on an overload basis, preventing conflicts between the executive DBA and other doctoral/graduate programs with respect to faculty teaching resources. The tuition increment for the executive DBA is expected to generate the necessary resources for the program and student support.

Since teaching in the executive DBA program is a competing activity, it has the potential to reduce faculty research productivity. However, relatively few faculty will participate in the program and the program is expected to generate resources to enhance research productivity throughout the College. Since high-level executives with the ability to direct company resources and policy are the target audience for the executive DBA, it is anticipated that dissertations and projects completed by these students will lead to research synergies for faculty participating in the program. Research from student dissertations could lead to new data sources and further research opportunities.

We see little relationship to the existing MBA program. Although not as great an emphasis as in the Ph.D. program, the EDDBA is still a research degree and will have a significantly higher level of research expectations than the MBA. Further, the weekend/executive format is not well suited to our current MBA student population of part-time working professionals. Those students strongly prefer to attend classes on weekday evenings as opposed to weekend classes.

Rather than overlapping with existing programs, the executive DBA opens a new pool of students for doctoral education in business because of the uniqueness of its content and delivery. Business executives who are able to self-fund their doctoral education or who are supported by their organization create the opportunity for a new doctoral model. Executive scholars also link the University to the business community, fostering business commitment and funding opportunities. Existing programs will benefit from resources generated from the executive DBA and from the synergy that will come from high-level executive scholars working with our faculty. These industry relationships will foster the sharing of ideas and data while producing both academic research and research of interest to the business community.

The executive DBA supports UNC Charlotte's strategic plan. The University Goal #1 is to "improve educational opportunities that respond to the intellectual and professional needs of the region". The first action step for meeting this goal is to "increase number of doctoral programs in high demand fields". The demand for doctoral-level business faculty is high with many universities in the United States paying increasingly high salaries to attract business faculty. Moreover, European executives regularly seek to advance their careers through executive doctorates, a trend that is spreading to the United States. Universities currently offering executive business doctorates prepare students to meet the demand in the academy and in the profession.

d. special features or conditions that make the institution a desirable, unique, or cost effective place to initiate such a degree program

UNC Charlotte is the center of the nation's sixth largest urban region. Charlotte, the region's largest city, is the 19th largest U.S. city and is a financial, distribution and transportation center for the urban region. Hoover's lists 3,464 companies with \$1 million or more in revenues located in Charlotte-Mecklenburg. Of these companies, 274 of the Fortune 500 companies have facilities here with eight headquartered in Charlotte. The strong business presence and urban region makes UNC Charlotte uniquely positioned within the state for an executive DBA that attracts senior business executives.

Most Belk College of Business tenure-track faculty currently participate in master's and/or doctoral-level programs. Since many of the students in our master's programs are working professionals, Belk College faculty must work with students both on the theoretical and applied level to solve current business problems. These skills make Belk College faculty well suited for teaching in an executive DBA program. In addressing UNC Charlotte's mission as North Carolina's urban research university, the Belk College

of Business has evolved into a research-oriented college. Faculty joining the college do so with a mandate to produce top-quality research. This faculty research focus provides a rich environment for executive DBA students who seek to acquire high-level research skills that they can bring to the workplace.

2. Provide documentation of student demand and evidence of the proposed program's responsiveness to the needs of the region, state, or nation.

Few options for executive education beyond the master's degree level currently exist. This is particularly true for executives who choose to pursue advanced education while still fully employed. However, senior executives who participate in executive education frequently request information about furthering their education beyond the MBA or specialized business master's degree. The explosion of data, complex technology and the increasing complexities of operating in a rapidly changing global environment require abilities that exceed the MBA or executive MBA level. There has been an evolution of executive education needs from the bachelor's degree to the MBA/EMBA.

Between 2002 and 2007, the compounded annual growth rate in master's-level degrees in business administration, management and operations grew at 4.3 percent, only marginally more than that of master's-level degrees awarded in all disciplines. Between 2007 and 2012, the compound annual growth rate in master's-level business degrees grew to 6 percent while the growth rate of master's-level degrees awarded grew to 4.9 percent. Given the recent growth in business master's degrees, master's-level executive education no longer provides the competitive advantage executives need to resolve complex business problems and to advance their careers. Many see the executive doctorate as the next step in this evolutionary process. Executive doctoral programs draw students who are interested in furthering their careers within their organization or as a consultant and those who may later in their careers transition into academics, full or part-time. The following discussion will provide support for the demand for executive scholars pursuing those two career goals.

Demand for Business Doctorates in Industry and Consulting

Since it is expected that most graduates of the proposed executive DBA program will pursue career goals within their current organization, general employment data provides little insight as to the demand for graduates. That said, the growing complexity in business and government may create a need for business doctorates beyond those acquired by executives within organizations. The 2010 Survey of Earned Doctorates⁴ estimates that slightly more than 20 percent of traditional U.S. business doctorates will be employed in industry or government. It is likely that executive DBA degrees, focused on blending theory and practice with strong research skills to drive business solutions may better prepare students for these fields and may be preferred by industry or government employers. Perhaps the best indication of this demand comes from the trend toward new executive doctoral programs and their recruiting experiences as well as from formal and informal communication with business leaders.

Executive doctoral programs are gaining traction in the U.S. as evidenced by the increasing number of universities offering these programs and the discussion of these programs by the news media, businesses and business accrediting organizations like AACSB International. The demand for doctorates in industry has long been the norm in Europe. In the past year a group of U.S., European and Asian-Pacific business schools

⁴ Source: NSF/NIH/USED/USDA/NEH/NASA, 2010 Survey of Earned Doctorates

have created the Executive DBA Council to foster executive business doctoral education and share ideas and best practices.

While professional doctoral programs are more prevalent in Europe and Australia, with at least 16 programs in the U.K., an estimated 58.5 percent of executives holding doctoral degrees in Germany and 20 programs created in Australia from 1993 to 2005, few U.S. universities offer executive doctorates. AACSB International lists six AACSB-accredited DBA and Executive Doctorate Programs in the U.S. (http://www.bestbizschools.com/doctorate/professional_doctorate_degrees.asp). Two of the six, Cleveland State University and Louisiana Tech University offer DBA programs, patterned after traditional Ph.D. programs (i.e., full time, non-executive format). Case Western Reserve University, Georgia State University and Kennesaw State University (GA) offer doctorates in an executive format. Oklahoma State University's Executive Ph.D. in Business began in January 2012.

Colleges of Business offering executive doctorates report strong demand, even at relatively high tuitions. The program director at Kennesaw State University reports receiving 400 inquiries to fill 15 spots in the DBA program⁵ and that more than 250 students have shown up at the program's information session in each of the past two years⁶. The Case Western Reserve University program began in 1995 and they accept, on average, 25 students per year. Georgia State University's program began in 2009. The program enrolled 17 students in 2009, 19 students in 2010 and 23 students in 2014, for a current total enrollment of 59 students. Kennesaw State University enrolled its first class in 2009 with 17 students. By August 2010, 43 students were enrolled in the program. The most recent program at Oklahoma State University enrolled 19 students into the first cohort that began January 2012.

Executive doctoral programs at Georgia State, Case Western Reserve and Oklahoma State focus on executives who pursue an executive doctorate to enhance their careers in business or consulting. Statistics from Georgia State's first cohort indicate that 25 percent of students come from *Fortune* 500 companies, 25 percent come from independent companies and the remaining 50 percent come from small- to medium-sized companies. Georgia State reports that virtually all graduates seek the executive doctorate to enhance career opportunities in industry or consulting. Similarly, of the 19 students enrolled in the Oklahoma State program, 18 indicate a primary interest in pursuing business career advancement. Case Western Reserve program administrators report that about one half of their graduates pursue advancement in business careers and one-half transition to academic careers.

The population characteristics and business climate in the Charlotte region and the state compare favorably with those of universities with successful executive doctoral programs. Population provides an indication of the potential demand for educational programs. Table 1 considers Metropolitan Statistical Area (MSA) population for MSAs within a 100 and 200 mile radius of UNC Charlotte (Charlotte), Georgia State (Atlanta), Case Western Reserve (Cleveland) and Oklahoma State (Stillwater). Charlotte, Atlanta and Cleveland are major population centers with more than 6 million people in MSAs within 200 miles. Stillwater is a significantly smaller population center with just a little over 2 million people. (See Table 1.)

⁵ Source: Bisoux, Tricia. "Solving the Doctoral Dilemma", *BizEd*, March/April, 2009, pp. 24-31.

⁶ Source: Damast, Alison. "Ph.D. Programs for Executives Gain Traction", *Bloomberg Businessweek*, August 16, 2010, available at: http://www.businessweek.com/bschools/content/aug2010/bs20100816_081076.htm

Table 1: Metropolitan Statistical Area (MSA) Population Density

<i>MSA</i>	<i>2010 Population</i>
UNC Charlotte	
Asheville	425,000
Charlotte-Gastonia-Concord, NC-SC	1,758,000
Durham-Chapel Hill, NC	504,000
Fayetteville, NC	366,000
Greensboro-High Point, NC	724,000
Greenville-Mauldin-Easley, SC	637,000
Hickory-Lenoir-Morganton, NC	365,000
Raleigh-Cary, NC	1,130,000
Spartanburg, SC	284,000
Wilmington, NC	362,000
Winston Salem, NC	478,000
<i>Total MSA Population 100 Miles</i>	<i>4,246,000</i>
<i>Total MSA Population 200 Miles</i>	<i>7,033,000</i>
Georgia State / Kennesaw State	
Atlanta-Sandy Springs-Marietta, GA	5,269,000
Augusta-Richmond County, GA-SC	557,000
Columbus, GA-AL	295,000
Greenville-Mauldin-Easley, SC	637,000
Spartanburg, SC	284,000
<i>Total MSA Population 100 Miles</i>	<i>5,564,000</i>
<i>Total MSA Population 200 Miles</i>	<i>7,042,000</i>
Case Western Reserve	
Canton-Massillon, OH	404,000
Cleveland-Elyria-Mentor, OH	2,077,000
Columbus, OH	1,837,000
Dayton, OH	842,000
Toledo, OH	651,000
Youngstown-Warren-Boardman, OH-PA	566,000
<i>Total MSA Population 100 Miles</i>	<i>3,047,000</i>
<i>Total MSA Population 200 Miles</i>	<i>6,377,000</i>
Oklahoma State	
Oklahoma City, OK	1,253,000
Tulsa, OK	937,000
<i>Total MSA Population 100 Miles</i>	<i>2,190,000</i>
<i>Total MSA Population 200 Miles</i>	<i>2,190,000</i>

Source: 2012 Statistical Abstract of the United States, U.S. Census Bureau

A better indication of demand comes from population statistics qualified by age and educational attainment. Table 2 provides state population with advanced degrees. Since executive doctoral programs generally attract students in the 45-59 age demographic, the number of individuals with advanced degrees is also provided for that age group. The

North Carolina profile compares favorably with that of Georgia and Ohio and is significantly more positive than Oklahoma.

Table 2: 2009 Comparison of North Carolina with States with Comparable Executive DBA Programs

<i>State</i>	<i>Population > 25 yrs.</i>	<i>Population 45-59 yrs.</i>	<i>Percent Advanced Degrees</i>	<i>Advanced Degrees > 25 yrs.</i>	<i>Advanced Degrees 45-59 yrs.</i>
North Carolina	6,316,000	1,970,000	8.8%	555,808	173,360
Georgia	6,227,000	1,965,000	9.9%	616,473	194,535
Ohio	7,705,000	2,529,000	8.8%	678,040	222,552
Oklahoma	2,440,000	762,000	7.4%	180,560	56,388

Source: 2012 Statistical Abstract of the United States, U.S. Census Bureau

Most programs also draw students from other states and internationally, increasing the geographic reach of executive doctoral programs. The extent to which students are willing to travel to complete the program requirements illustrates the potential value of developing these programs in a greater number of regions. Because so few programs exist, many business schools could be losing local talent to institutions that, traditionally, may not have been considered competitors. Based on available information for executive doctoral students and alumni at these three schools, Case Western Reserve has enrolled students from 31 states plus the District of Columbia and 11 countries with 25 percent of its students from Ohio; Georgia State has enrolled 77 percent of students from Georgia; Oklahoma State enrolled 47 percent of students from Oklahoma and an additional 26 percent from Texas. Table 3 summarizes the reported residencies of current and former DBA students from Case Western Reserve University, Oklahoma State University, Kennesaw State University and Georgia State University.

Table 3: Student Enrollment Patterns

	Cohorts Represented in Student Profiles	Total number of Students	Total In-State	Total Out-of-State*	Total International	Average Distance Traveled
Case Western Reserve	2014,2015	44	10	31	3	734 mi.
Oklahoma State	2015,2016	17	4	10	3	505 mi.
Kennesaw State	2012,2013, 2014	52	29	23	0	266 mi.
Georgia State	2012,2013	33	26	7	0	212 mi.

Source: University websites

*Excludes international students.

The Charlotte region provides opportunities to attract business executives into a business doctoral program. According to the Charlotte Chamber:

Seven of the nation's 500 largest corporations, listed by Fortune magazine, have headquarters in the Charlotte area. Nine hundred fifty seven firms with annual revenues exceeding \$1 million and 31 companies with revenues exceeding \$1 billion have operations in Mecklenburg County. Of the companies with over \$1 million in revenue, 525 are headquartered here.

While students in existing business doctoral programs are employed in large, independent and small- to medium-sized businesses as well as consulting, non-profit and government, the number of *Fortune* 500 company headquarters offer a way to compare potential opportunity for UNC Charlotte's executive DBA program with that of other successful programs. Table 4 provides information that suggests that UNC Charlotte should have a business community with the ability to sustain an executive DBA program.

Table 4: 2011 Fortune 500 Company Headquarters

	<i>Fortune 500 Comp. Headquarters</i>
<i>UNC Charlotte</i>	
North Carolina	15
Charlotte	7
<i>Case Western Reserve</i>	
Ohio	27
Cleveland	5
<i>Georgia State / Kennesaw State</i>	
Georgia	14
Atlanta	10
<i>Oklahoma State</i>	
Oklahoma	4
Stillwater	0

In an effort to gain information about demand for the proposed executive DBA, the program concept and an outline of the program was presented to the Belk College Board of Advisors. The Board of Advisors is a group of accomplished business and civic leaders who work closely with the Belk College to ensure our relevance to the business community. The Board is frequently used as a sounding board for refining and improving our curriculum and programing. The reaction to the proposed executive DBA was favorable and subsequent meetings with individual members confirmed that Board members may have a personal interest in the executive DBA program. They were also interested in making this educational opportunity available to top executives in their companies. Board members also suggested that the executive DBA would provide necessary education beyond the MBA level and enhanced credibility for executives, especially in consulting firms. Informal conversations with other business and civic leaders reinforce the belief by the Belk Board of Advisors that the proposed executive DBA would generate significant interest and demand within the Charlotte region and beyond.

In a further effort to establish demand for the executive DBA, the Belk College of Business initiated a three-phase demand analysis consisting of a review of secondary sources of information and existing program websites, in-depth interviews with 25 potential students and 5 human resource executives in major Charlotte-region companies

and a survey of alumni from the Belk College MBA and specialized master's programs. Hanover Research conducted the secondary research and alumni studies. A local consultant conducted the in-depth interviews.

Key findings from the secondary research study:

- A growing number of American executive DBA programs attract highly qualified students from around the country and world. Current programs have successfully grown and maintained student enrollment.

- Labor market trends indicate mixed levels of growth for occupations most closely associated with business administration. Slow growth for some occupations, including chief executives and general managers, may indicate that workers will seek new opportunities to demonstrate their qualifications. In other cases, occupations with significant proportions of employees with master's level degrees may seek and reward applicants with more significant levels of education. However, because successful candidates for admission to executive DBA programs typically already possess a considerable level of professional success, employment projections may prove less relevant to degree-seekers than potential for academic exploration.

- Existing executive DBA and Ph.D. programs vary significantly in terms of commitment and total cost.

The Hanover secondary research study also concluded that candidates in executive doctorate programs may be motivated by more than the promise of financial gain. They quote one Georgia State University executive DBA student who said: "People don't go into a program like this at 45 or 50 years old to make another \$100,000 on their base salary. It seems like we're all doing this more for a personal quest and the desire to make a difference somehow in the world at large."

In the in-depth interview component of the research, 25 prospective students who have an MBA or master's degree in a business field plus significant executive experience participated in 30-45 minute executive interviews. In addition, 5 human resource executives, who represented major employers in the Charlotte region, participated in an in-depth discussion aimed at understanding company interest and willingness to participate in the executive DBA program. Although the executive doctorate is a new type of degree program in the U.S. and few of the participants were familiar with the executive doctorate concept, 60 percent of the prospective students (15 individuals) expressed some interest in the program. Most indicated they would need more information about the specific program that would be offered by the Belk College before making a decision. However, 3 of the respondents indicated that they were highly interested and would be very likely to participate in a program if it were offered by the Belk College. Given that the target population for each cohort is around 15-20 students, this was an encouraging demand picture. Both potential students and human resource executives perceived the program to be unique with the potential to attract students beyond the Charlotte region.

Human resource executives were mixed in their perception of company support for the executive DBA program. Most saw the executive DBA as a degree that would benefit the individual more than the company and while companies may provide some support, most of the cost would be borne by the student. However, when asked about company benefit most of the human resource executives believed that there would be benefit to the company. Two comments that summarize this discussion appear below:

"It would be a huge value-add to use a company problem as the focus of the dissertation"

"The executive DBA candidate employee would gain new perspectives and critical thinking skills that could enhance the success of the organization through innovative thought and strategic vision."

In support letters from senior executives, the value of executive scholars to the company is reiterated. (See appendix.) Typical comments include:

“I believe the vision you have set forth for this program can grow to become an answer to the challenges I see before our organization. I also see specific opportunity in the lack of market-proven options for professions who wish to deeply improve their own rigor and skills as we lead increasingly complex organizations in the future. *Richard Maltsbarger, Senior VP, Lowe’s Inc.*

“I endorse the EDDBA because it appears to afford businesses such as mine the opportunity to enhance the skillset of senior level personnel (in a time efficient manner) to support them undertaking long term projects of strategic importance to the business and industry.” *Michael Mulligan, President, General Dynamics Armament and Technical Products*

“The program will fill a great need in our business community by providing an opportunity to develop senior managers beyond the present academic opportunities now available locally. To be successful in this new environment, executives need additional tools beyond those provided by the MBA or executive MBA.” *Manuel Zapata, President, Zapata Engineering*

The Hanover Research survey of alumni who graduated five to seven years ago from one of the Belk College of Business (BCOB) graduate programs support the findings of the in-depth interviews. Of the 99 alumni who responded to the survey, approximately one third (31 respondents) indicated they would be interested in enrolling in the proposed executive DBA program. Approximately 30 percent of this interested respondent group indicated that they would be willing to consider enrolling “immediately” or “within the next year”. While BCOB alumni would be one audience for the program, the experience of other business executive doctorate programs in the U.S. suggests that the executive DBA program would attract students beyond graduate program alumni and region. With a maximum cohort size in the 15 – 20 student range, the results of the in-depth interviews and the alumni survey add further support for the program beyond the very successful recruiting patterns of other colleges of business who offer executive doctorate degrees.

Demand for Business Doctorates in Universities

While the primary focus for the proposed executive DBA program will be senior executives pursuing career goals in industry or consulting, there are also opportunities to attract senior executives who plan at some point in their careers to transition into higher education. The shortage of doctoral faculty in business was identified by the AACSB International Management Education Task Force (METF) in the document, *Management Education at Risk* and was further analyzed by the Doctoral Faculty Commission (DFC) and reported in *Sustaining Scholarship in Business School*. Both documents are available online at <http://www.aacsb.edu/resources/doctoral/publications.asp>. These studies suggest that significant demand exists for doctoral-trained faculty. In fact, the DFC proposed creating alternative educational models to attract other sources of doctoral candidates as a way to address the shortage of business doctoral faculty. Expanding doctoral programs for executives was presented as a key strategy to address the faculty needs of business schools with non-research missions and to augment the teaching capacity in research focused business schools.

The DFC analysis confirms that the problem facing business schools is one of demand outstripping supply. Based on data from the National Science Foundation, the DFC reports that U.S. business doctorates decreased by 19 percent to 1,071 in 1999-2000 from 1,327 in 1994-1995. By contrast most other fields remained stable or increased over the same period. More recently, AACSB reports that U.S. universities awarded 1,029

doctoral degrees in 2010-2011, down from 1,062 in 2009-2010 and 1,129 in 2008-2009. This shortage is exacerbated by an increased rate of faculty retirement. Data from the U.S. Department of Education, *Digest of Educational Statistics, 2010*⁷ provides a clear picture of the looming retirement issue. Even if it were assumed that all full-time business faculty who were 60 and older in 2003 have already retired, 9,372 additional doctoral-trained full-time business faculty would be needed in the next 10 years to maintain the status quo.

Although the number of business doctorates is projected to continue to decline, several trends suggest strong demand for doctoral degrees in business: (1) increased undergraduate and graduate business school enrollment in the U.S. and worldwide, (2) enhanced research focus of many business schools, (3) AACSB International and EQUIS requirements for higher faculty qualification standards and (4) graduates pursuing positions in industry. The DFC report estimates approximately 302,000 U.S. business undergraduate degrees awarded in 2011-2012, up from 253,000 in 1999-2000. Similarly, the DFC report estimates the number of U.S. master's-level degrees awarded to grow to 125,250 in 2011-2012 from 111,664 in 1999-2000. Based on this analysis the DFC concluded that the shortage of business doctorates would continue to grow. The DFC estimated a shortage of 1,142 by 2007 and 2,419 by 2012. Under the worst-case scenarios, shortages were expected to be 3,043 by 2007 and 5,689 by 2012. More recent analysis of hiring needs of AACSB accredited schools indicate that "many schools reported that efforts to attract and retain qualified faculty members are becoming increasingly difficult in a highly competitive and resource-constrained hiring environment."⁸

3. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

No universities in North Carolina offer an executive DBA or any other executive doctorate in business. This will be the first executive DBA offered in the state. The closest similar programs are the Executive Doctorate in Business at Georgia State University and the Doctor of Business Administration (DBA) at Kennesaw State University. Since no other universities in public or private institutions of higher education in North Carolina offer an executive DBA or any other business doctoral program in an executive format, we see no opportunity at this time to collaborate with other universities.

Two universities in North Carolina offer a Ph.D. in Business Administration (distance from UNC Charlotte):

1. Duke University, The Fuqua School of Business (132 miles);
2. University of North Carolina at Chapel Hill, Kenan-Flagler Business School (132 miles)

⁷ Source: *Digest of Educational Statistics, 2010*, U.S. Department of Education.

⁸ Source: *AACSB eNewslines*, June/July 2010.

The University of North Carolina at Greensboro (83 miles from Charlotte) offers a Ph.D. in Economics. None of these North Carolina programs are designed to provide doctoral-level preparation for senior business professionals in an executive format.

4. Are there plans to offer all or a portion of this program to students off-campus or online? If so,

The program will be offered in the UNC Charlotte Center City Building and on the UNC Charlotte Main Campus. There are no plans to offer the program in any other locations.

- a. Briefly describe these plans, including sites and method(s) of delivering instruction.**
- b. Indicate any similar programs being offered off-campus or online in North Carolina by other institutions (public or private).**
- c. What is the estimated percentage of courses in the degree program that will be offered/available off-campus or online: _____**
- d. Estimate the number of off-campus or online students that would be enrolled in the first and fourth years of the program:**

First Year Full-Time _____ *Part-Time* _____

Fourth Year Full-Time _____ *Part-Time* _____

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery is conditioned upon BOG program approval. (400.1.1[R], page 3)

5. Estimate the total number of students that would be enrolled in the program during the first year of operation: *Full-Time* 0 *Part-Time* 15-20

Estimate the total number of students that would be enrolled in the program during the fourth year of operation: *Full-Time* _____ *Part-Time* 45 - 60

By admitting 15-20 students per year and assuming three years to complete the degree, at a steady state the program will likely have 45-60 students at any one time. This is typical of other executive doctorates in business at other U.S. universities.

6. Will the proposed program require development of any new courses: Yes X No _____

If yes, briefly explain.

We expect that new courses would need to be added. Since the executive DBA program is aimed at working professionals at senior levels within organizations, current Ph.D. courses will not provide an applied focus on a breadth of high-level business topics. MBA and other master's-level courses would not provide doctoral coverage. All courses in this program would need to be taught in an executive format, requiring new courses or extensively modified courses.

7. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, and state the source of the new funding and resources required.)

- a. **New Faculty:** Yes _____ No X_____
- b. **Additional Library Resources:** Yes _____ No X_____
- c. **Additional Facilities and Equipment:** Yes _____ No X_____
- d. **Additional Other Program Support:** Yes X_____ No _____
(for example, additional administrative staff, new
Master's program graduate student assistantships, etc.)

The new executive DBA would require a program director and two staff members. The funding for these positions would come from the tuition differential for the program.

8. For graduate programs only:

- a. **Does the campus plan to seek approval for a tuition differential or program specific fee for this new graduate program?** Yes X_____ No _____
- b. **If yes, state the amount of tuition differential or fee being considered, and give a brief justification.**

The Belk College of Business plans to charge \$120,000 for the three year (six-semester) program. This amount would include both the tuition differential and the regular tuition amount.

The executive DBA program is designed to attract senior-level business executives. The nature of this student population provides funding opportunities through a substantial Campus-Initiated Tuition Increment. Moreover, these students will be self-funded, requiring no financial aid or assistantships. Other executive doctoral programs in business charge comparable tuition.

Tuition for three similar programs is provided below:

	Tuition per Semester	Tuition for Program
Case Western Reserve	\$25,000	\$150,000
Georgia State	\$18,000	\$109,000*
Oklahoma State	\$20,000	\$120,000

*Includes a one-time \$1,000 seat deposit.

9. For doctoral programs only:

- a. **Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.**

UNC Charlotte and the Belk College have substantial research and scholarly infrastructure in place to support this program. This infrastructure has been put in place over the past fifteen years as the Belk College has begun to participate in and lead four doctoral programs. In particular the University and College have made very substantial commitments to hiring faculty capable of teaching doctoral classes and supervising doctoral dissertations. The College has

seventy tenured or tenure-track faculty members, all of whom hold doctoral degrees. Belk College faculty members are extremely active in research, with over five hundred peer-reviewed journal articles published in the past five years.

The College has also made a very substantial commitment to providing appropriate electronic databases in support of its research mission. The College spends almost \$300,000/year on subscriptions to financial and other electronic databases. A partial list of the major databases to which the College subscribes include the Wharton Research Data System, the Center for Research in Securities Prices (CRSP), Compustat database, CBOE Indices, DataStream, Dow Jones, Mergent, Academic EDGAR, IBES, IBIS World, MorningStar, SEC Order Execution, Trace, SDC Platinum, and SNL. In addition, the College maintains a subscription to Bloomberg.

The University and College also have significant research computing resources. In particular the University Research Computing office maintains a series of high-performance grid computing cluster with over 1000 computing cores, with each core having more than 2 GB of RAM. The Belk College provides all faculty and doctoral students with appropriate local research computing support.

b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.

No additional state funds will be required to start or maintain the executive DBA program. Funding for the program will come from a Campus-Initiated Tuition Increment. The executive DBA program is designed to attract senior-level business executives. The nature of this student population provides funding opportunities through a substantial Campus-Initiated Tuition Increment. Moreover, these students will be self-funded, requiring no financial aid or assistantships. Ample space is available in the newly opened UNC Charlotte Center City Building. Since classes will be scheduled primarily during weekends, current space is sufficient and no additional physical facilities will be required. Classes will be taught, off-load, by current Belk College of Business faculty and when necessary by qualified faculty from other regionally accredited universities, including other UNC system schools. The determination of faculty qualification would follow the current policy for hiring adjunct graduate faculty. Operating funds for program director stipend, staff and recruiting will come from the Campus-Initiated Tuition Increment.

c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

Students in the program will be working professionals at the executive level in their organization. These students will be self-funded, requiring no stipends or related tuition benefits.

10. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Planning for the proposed executive DBA program will begin with the formation of an executive DBA planning committee. The committee will consist of faculty members from the three academic departments in the Belk College of Business that will have primary responsibility for courses taught in the program. These three departments include: Business Information Systems and Operation Management (BISOM), Management and Marketing. Faculty members from support departments may be added as the planning process proceeds. Committee members include:

Dr. David Woehr, Professor and Chair, Department of Management, dwoehr@uncc.edu, 704-687-5452 (Chair of committee)

Dr. Sunil Erevelles, Professor and Chair, Department of Marketing, Sunil.Erevelles@uncc.edu, 704-698-6171

Dr. Franz Kellermanns, Professor and Addison H. & Gertrude C. Reese Endowed Chair, kellermanns@uncc.edu, 704-687-1421

Dr. Sungjune Park, Associate Professor of Management Information Systems, supark@uncc.edu, 704-687-7628

Dr. Steven Rogelberg, Professor of Management and Director, Organizational Science Ph.D. Program, sgrogeb@unc.edu, 704-687-4742

This committee will be charged with the design, development, and implementation of the executive DBA program. It is anticipated that this committee will begin this process by collecting benchmarking data with respect to existing executive doctoral programs both in the U.S. and worldwide. This data will provide a starting point with respect to:

- academic content and curriculum;
- program format and delivery;
- potential student demand;
- degree cost; and,
- program expenses and overhead.

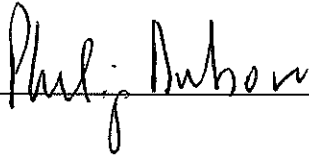
The benchmarking data will be reviewed and adapted to the specific context of the Belk College of Business, UNC Charlotte, and Charlotte. Committee members will be asked to review the proposed curriculum and coursework with members of the respective academic departments. Committee members will also collect information from business executives with interest in the executive DBA program and representatives of companies who would support senior employees attending this program or hire graduates. Once planning is completed, the executive DBA planning committee will establish a permanent executive DBA program committee. This executive DBA program committee will consist of faculty representatives from each academic unit in the college. The role of this committee will include:

- Overseeing program structure and governance
- Ongoing program review

- Assessing and supporting student progress
- Curriculum development and delivery
- Screening and recommending applicants for admission to the program
- Approving the student's advisory committee and dissertation topic
- Recommending course additions and alterations as appropriate
- Approving participation of faculty in the program
- Planning and evaluating the program
- Approving minor areas of study
- Deciding on waivers of course requirements
- Evaluating applicants for admission to the program
- Recommending to the executive DBA faculty changes in admission requirements, and degree requirements
- Recommending to the executive DBA faculty changes in the governance of the executive DBA program.

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor



Date

11/14/13

Appendix: Letters of Program Support

Richard Maltsbarger
Senior Vice President, Strategy
Lowe's Companies, Inc.

Richard Maltsbarger has served as senior vice president of strategy for Lowe's since January 2011, having previously served as vice president of strategic planning, vice president of research and director of customer analytics since joining the company in 2004.

In his role, Mr. Maltsbarger is responsible for leading three functions with Lowe's including guiding corporate strategy planning and alignment processes; managing the strategic realization, delivery and portfolio management office for six key corporate initiatives and leading the business process management and improvement organization. Through these three roles, he is accountable for helping to guide the connection between corporate strategy, business planning, initiative delivery and ongoing business process design and improvement to realize Lowe's future.

Lowe's is a FORTUNE® 50 company that serves approximately 15 million customers a week at more than 1,745 home improvement stores in the United States, Canada and Mexico. Lowe's stores stock 40,000 products in 16 product categories ranging from appliances to tools, to paint, lumber and nursery products. Lowe's has more than 250,000 items available online at Lowes.com. Lowe's is the second-largest home improvement chain, after Home Depot, and the second-largest U.S. home appliance retailer after Sears.



Dr. Steve Ott
Dean
Belk College of Business Administration
9201 University City Boulevard
Charlotte, NC 28223

Dear Dean Ott:

Please allow me to offer my support and recommendation for our college moving forward with the proposed Executive Doctorate in Business Administration. I offer support from two different angles – one personally and one professionally.

On the personal angle, I specifically would have qualified for the type of student you are looking to engage. I can tell you about the great disappointment I have in the opportunity to advance my education while maintaining my role as a senior executive in a Fortune 50 company – I simply cannot find a good option. For background, I completed my MBA program within the part-time program at Olin School of Business at Washington University in St. Louis. I can personally vouch for the power of being able to learn the academic theory one evening and then immediately work to apply it the next morning. I fundamentally believe this immediate theory to practice connection is one of the most important foundations upon which the success of my career to date was built. I have explored how to replicate that experience within a doctorate program and, despite my interest and research into the matter, cannot find a suitable offering for location or for rigor. This lack of market-proven offerings inhibits my desire to transition to academia later in life.

From a professional angle, I lead a dynamic, challenging department that includes three functions, all of which could benefit from having graduates of this program. Specifically,

- In Strategic Planning, our group could use the rich systems thinking and challenging doctrine of academic research to push our assumptions and lead us to better insights and plans for how to grow and improve Lowe's fortunes and meaning to our stakeholders
- In Strategic Realization, we could leverage skills of these graduates in understanding the latest in academic rigor on organizational behavior and economics in order to guide the change management required to realize the benefits in over \$2 billion of capital investments
- In Business Process Management, we need skilled leaders who understand the dynamics of business process design, operations research and organizational behavior in order to build highly effective, replicable service-based processes

I believe the vision you have set forth for this program can grow to become an answer to the challenges I see before our organization. I also see specific opportunity in the lack of market-proven options for professionals who wish to deeply improve their own rigor and skills as we lead increasingly complex organizations in the future.

Thank you for your time and consideration and please let me know if there are any further steps I can provide to assist in the success of this program.

A handwritten signature in black ink, appearing to read "R. Mattison".

Senior Vice President – Strategy

Michael Mulligan
President

General Dynamics Armaments and Technical Products

Mike Mulligan was appointed President of General Dynamics Armament and Technical Products in November 2006. In December 2006, Mr. Mulligan was elected a Vice President of the General Dynamics Corporation. In this capacity, Mike leads a diverse, 2,300 person organization providing gun systems, reactive armor, rockets and warheads, chemical and biological detection, countermeasure systems and advanced composites that Armament and Technical Products provides for its customers. Mike joined Armament and Technical Products in July 2006 as the Vice President of Operations responsible for all manufacturing and supply chain functions for the company.

General Dynamics Armament and Technical Products has a broad portfolio that offers high-performance weapon and armament systems, survivability systems for combat vehicles, composite products for aircraft and ground systems, and heavy-duty off-road axle and suspension systems to the U.S. military, allied forces and select commercial customers.

A recognized industry leader in quality performance, the Office of Naval Research's Best Manufacturing Practices Program identified 19 GDATP company business practices as "Best Practices" industry-wide. GDATP is ISO 9001:2000 registered, and the company earned Software Engineering Institute Capability Maturity Model Level 3 certification for our software process capability. GDATP continues to receive many prestigious aerospace supplier, Department of Defense, industry and environmental awards.

GENERAL DYNAMICS
Armament and Technical Products

Michael Mulligan
President

March 26, 2012

Dr. Steve Ott
Dean
Belk College of Business Administration
9201 University City Boulevard
Charlotte, NC 28223

Dear Dean Ott:

I am pleased to write a letter supporting the proposed Executive Doctorate in Business Administration (EDBA). In a complex, global business environment executives need skills that go beyond the MBA or executive MBA. Executives today are looking for research methodology and analytics skills that help them integrate cutting edge business theory and practice to drive decision-making. Unfortunately, most senior executives are unable to leave their careers to pursue a traditional doctorate. The proposed EDBA, offered in an executive format, provides a program focused on addressing practical, emerging business issues, offered in a format that works for "executive scholars".

In our business I am interested in building a capability in our strategic planning organization which does not exist today which I am extremely excited about the EBDA as a tool to achieve our needs. Our challenge is to transition professionals with extensive customer and market knowledge into senior roles with the responsibility to establish the strategic direction of the business over the next decade or more. MBA's may have the background in business theory but lack the detailed market knowledge coupled with research knowledge necessary to dive deep and rigorously into specific topic fundamental to the future course of the business. I endorse the EDBA because it appears to afford businesses such as mine the opportunity to enhance the skill set of senior level personnel (in a time efficient manner) to support them undertaking long term projects of strategic importance to the business and industry.

The Belk College has the unique opportunity to leverage the EDBA to form strong partnerships with the business community. Bringing "executive scholars" into the University will facilitate collaborations among university, business and community leaders. Engaging professionals in applied academic research enhances the practice of business in the region. I see this as a win-win situation for the Belk College and for the business community.

Please let me know if I can be of further assistance in making this a successful degree program.

Sincerely,



Four LakePointe Plaza
2118 Water Ridge Parkway
Charlotte, NC 28217-4536
Tel: 704 714 8001
Fax: 704 714 8002
mmulligan@gdatp.com

Manuel Zapata
President
Zapata Engineering

Manuel Zapata, President of ZAPATA ENGINEERING, has proven expertise in the field of engineering management with more than 30 years of successful experience applying his engineering and managerial skills. Under his leadership, the firm has earned a reputation for providing innovative solutions to engineering challenges. Mr. Zapata has instilled his dynamic entrepreneurial spirit in the culture of the firm. He has developed a business committed to making trust, integrity, and quality a cornerstone of its operations. In addition to building a successful engineering firm, Mr. Zapata is also recognized as a civic leader. As Chairman of the Sister Cities Committee, he revitalized the Committee by bringing the support and participation of the business community to the committee's activities. At the request of the North Carolina Secretary of Commerce, Mr. Zapata organized and led a delegation from the North Carolina Ports Authority in a recruiting mission to South America. As a result of his civic work on behalf of the community, Mr. Zapata was featured by The Charlotte Observer as an industry recruiter and a Goodwill Ambassador for the City of Charlotte. Mr. Zapata studied civil engineering in his native Chile and earned his Bachelor of Science degree in Mechanical Engineering and his Master's degree in Business Administration from the University of North Carolina at Charlotte. He is a licensed Professional Engineer in North Carolina, South Carolina, Florida, Virginia, West Virginia, Mississippi, Alabama, Louisiana, and Georgia.

Zapata Incorporated (ZAPATA) is a full service engineering and field services firm that provides energy engineering and management, architecture and engineering construction management, environmental engineering and remediation, geophysics, mining, munitions response services, and water resources engineering.



February 29, 2012

Dr. Steve Ott, Dean
Belk College of Business Administration
9201 University City Boulevard
Charlotte, NC 28223

Dear Dean Ott:

I am pleased to write this letter in support of the proposed Executive Doctorate in Business Administration (EDBA). This program will fill a great need in our business community by providing an opportunity to develop senior managers beyond the present academic opportunities now available locally.

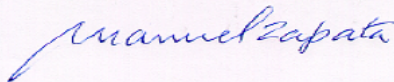
Most businesses presently operate in a global and very complex environment facing competition from all corners of the planet. To be successful in this new environment, executives need additional tools beyond those provided by the MBA or executive MBA. Executives today need a solid grounding in research methodology and analytics skills to help them integrate cutting edge business theory and practice into their decision making process. Unfortunately, most senior executives are unable to leave their careers to pursue a traditional doctorate. The proposed EDBA, offered in an executive format, provides a program focused on addressing practical, emerging business issues, offered in a format that works for "executive scholars".

This program is of particular interest to me personally, since I cannot leave my business to go to another city to get this level of education. However, my case is not unique since Charlotte has a very large pool of executives in the banking, insurance, defense, and energy industries that will benefit by acquiring additional formal education at the doctoral level. We are the second largest financial center in the country, and we need this program.

The Belk College has a unique opportunity to leverage the EDBA and form strong partnerships with the business community. The Belk College, since its creation, has had a very strong record of bringing together the academic and business worlds for the benefit of the community and the University at large. This partnership will be strengthened by the EDBA program and will generate new research opportunities for academicians and improve the competitive skills of those us in the business arena.

Please let me know if I can be of further assistance in making this a successful degree program.

With kindest regards,



Manuel L. Zapata, P.E.
President

APPENDIX B

Support Letters from Senior Executives



Dr. Steve Ott
Dean
Belk College of Business Administration
9201 University City Boulevard
Charlotte, NC 28223

Dear Dean Ott:

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On the personal angle, I specifically would have qualified for the type of student you are looking to engage. I can tell you about the great disappointment I have in the opportunity to advance my education while maintaining my role as a senior executive in a Fortune 50 company – I simply cannot find a good option. For background, I completed my MBA program within the part-time program at Olin School of Business at Washington University in St. Louis. I can personally vouch for the power of being able to learn the academic theory one evening and then immediately work to apply it the next morning. I fundamentally believe this immediate theory to practice connection is one of the most important foundations upon which the success of my career to date was built. I have explored how to replicate that experience within a doctorate program and, despite my interest and research into the matter, cannot find a suitable offering for location or for rigor. This lack of market-proven offerings inhibits my desire to transition to academia later in life.

From a professional angle, I lead a dynamic, challenging department that includes three functions, all of which could benefit from having graduates of this program. Specifically,

- In Strategic Planning, our group could use the rich systems thinking and challenging doctrine of academic research to push our assumptions and lead us to better insights and plans for how to grow and improve Lowe's fortunes and meaning to our stakeholders
- In Strategic Realization, we could leverage skills of these graduates in understanding the latest in academic rigor on organizational behavior and economics in order to guide the change management required to realize the benefits in over \$2 billion of capital investments
- In Business Process Management, we need skilled leaders who understand the dynamics of business process design, operations research and organizational behavior in order to build highly effective, replicable service-based processes

I believe the vision you have set forth for this program can grow to become an answer to the challenges I see before our organization. I also see specific opportunity in the lack of market-proven options for professionals who wish to deeply improve their own rigor and skills as we lead increasingly complex organizations in the future.

Thank you for your time and consideration and please let me know if there are any further steps I can provide to assist in the success of this program.

Senior Vice President – Strategy

Michael Mulligan
President

March 26, 2012

Dr. Steve Ott
Dean
Belk College of Business Administration
9201 University City Boulevard
Charlotte, NC 28223

Dear Dean Ott:

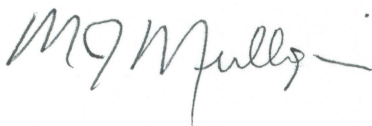
I am pleased to write a letter supporting the proposed Executive Doctorate in Business Administration (EDBA). In a complex, global business environment executives need skills that go beyond the MBA or executive MBA. Executives today are looking for research methodology and analytics skills that help them integrate cutting edge business theory and practice to drive decision-making. Unfortunately, most senior executives are unable to leave their careers to pursue a traditional doctorate. The proposed EDBA, offered in an executive format, provides a program focused on addressing practical, emerging business issues, offered in a format that works for "executive scholars".

In our business I am interested in building a capability in our strategic planning organization which does not exist today which I am extremely excited about the EBDA as a tool to achieve our needs. Our challenge is to transition professionals with extensive customer and market knowledge into senior roles with the responsibility to establish the strategic direction of the business over the next decade or more. MBA's may have the background in business theory but lack the detailed market knowledge coupled with research knowledge necessary to dive deep and rigorously into specific topic fundamental to the future course of the business. I endorse the EDBA because it appears to afford businesses such as mine the opportunity to enhance the skill set of senior level personnel (in a time efficient manner) to support them undertaking long term projects of strategic importance to the business and industry.

The Belk College has the unique opportunity to leverage the EDBA to form strong partnerships with the business community. Bringing "executive scholars" into the University will facilitate collaborations among university, business and community leaders. Engaging professionals in applied academic research enhances the practice of business in the region. I see this as a win-win situation for the Belk College and for the business community.

Please let me know if I can be of further assistance in making this a successful degree program.

Sincerely,





February 29, 2012

Dr. Steve Ott, Dean
Belk College of Business Administration
9201 University City Boulevard
Charlotte, NC 28223

Dear Dean Ott:

I am pleased to write this letter in support of the proposed Executive Doctorate in Business Administration (EDBA). This program will fill a great need in our business community by providing an opportunity to develop senior managers beyond the present academic opportunities now available locally.

Most businesses presently operate in a global and very complex environment facing competition from all corners of the planet. To be successful in this new environment, executives need additional tools beyond those provided by the MBA or executive MBA. Executives today need a solid grounding in research methodology and analytics skills to help them integrate cutting edge business theory and practice into their decision making process. Unfortunately, most senior executives are unable to leave their careers to pursue a traditional doctorate. The proposed EDBA, offered in an executive format, provides a program focused on addressing practical, emerging business issues, offered in a format that works for “executive scholars”.

This program is of particular interest to me personally, since I cannot leave my business to go to another city to get this level of education. However, my case is not unique since Charlotte has a very large pool of executives in the banking, insurance, defense, and energy industries that will benefit by acquiring additional formal education at the doctoral level. We are the second largest financial center in the country, and we need this program.

The Belk College has a unique opportunity to leverage the EDBA and form strong partnerships with the business community. The Belk College, since its creation, has had a very strong record of bringing together the academic and business worlds for the benefit of the community and the University at large. This partnership will be strengthened by the EDBA program and will generate new research opportunities for academicians and improve the competitive skills of those us in the business arena.

Please let me know if I can be of further assistance in making this a successful degree program.

With kindest regards,

Manuel L. Zapata, P.E.
President

APPENDIX C

Hanover Research Report

Executive Doctorate of Business Administration Program Demand

Prepared for University of North Carolina at
Charlotte

July 2013



In the following report, Hanover Research analyzes the market for an executive doctorate of business administration (EDBA) at the University of North Carolina at Charlotte. This report examines potential student demand for an EDBA, presents regional and national employment projections for occupations related to business administration, and profiles EDBA programs offered domestically and internationally.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In an effort to assist the University of North Carolina at Charlotte as it considers the development of an executive doctorate in business administration (EDBA), this report considers academic and labor market trends related to doctoral business education. First, this report examines available degree completions data to estimate student demand for business degrees on the doctoral level and for the EDBA in particular. Second, this report examines labor market demand to assess the extent to which the labor market may require graduates with more advanced business degrees. Finally, this report analyzes executive doctoral programs operated by seven American institutions and 23 international institutions.

KEY FINDINGS

- **A growing number of American EDBA programs attract highly-qualified students from around the country and world.** The residency instructional format allows students to enroll in programs outside of their local regions. An examination of enrollment data published by four American institutions indicates that, on average, students enrolled in these EDBA programs travel more than 400 miles to complete program requirements.
- **Labor market trends indicate mixed levels of growth for occupations most closely associated with business administration.** Slow growth for some occupations, including chief executives and general managers, may indicate that workers will seek new opportunities to demonstrate their qualifications. In other cases, occupations with significant proportions of employees with master's level degrees may seek and reward applicants with more significant levels of education. However, because successful candidates for admission to EDBA programs typically already possess a considerable level of professional success, employment projections may prove less relevant to degree-seekers than potential for academic exploration.
- **Existing executive DBA and Ph.D. programs vary significantly in terms of time commitment and total cost.** Total tuition for American EDBA programs ranges from \$63,270 at Pace University to \$150,000 at Case Western Reserve University. Most American programs last approximately three years, while the average time to completion for international programs ranges from 1.5 to four years. In terms of curriculum, American and international programs share many commonalities, including the residency instructional format, opportunities for online collaboration, program sequences that include methodological and content-based courses, and opportunities for support throughout the dissertation process.

SECTION I: STUDENT DEMAND

This section examines the viability of an executive Doctor of Business Administration (EDBA) at the University of North Carolina at Charlotte through an analysis of total doctoral degrees awarded in business administration nationally and within institutions with executive or traditional DBA programs.

METHODOLOGY

To assess student demand, this report partially relies upon degree completions reported through the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS). NCES uses a taxonomic system of numeric codes to classify higher education academic programs, known as the Classification of Instructional Programs (CIP). Virtually all higher education institutions nationwide submit degree completions data, classified by CIP code and academic award level, to the NCES Integrated Postsecondary Education Data System (IPEDS). All completions data analyzed in this report were drawn from IPEDS.¹

IPEDS data, while comprehensive and useful on a broad level, have limitations. First, institutions are able to classify their degrees as they see fit, and although program descriptions for each CIP code exist, there is no single standard by which degree programs are judged. Thus, individual institutions may classify equivalent degree programs under different CIP codes. Second, the IPEDS data set distinguishes neither the DBA from the Ph.D. nor executive programs from programs with more traditional forms of instructional delivery. Thus, Hanover cannot precisely establish the number of students that have earned EDBAs or any increase in the rate at which students have earned these degrees.

To assess potential demand for executive DBA programs, this report separately examines three sets of completions data:

- Total doctoral and master's-level degree completions in business administration;
- Total doctoral degree completions for institutions that offer DBA programs; and
- Self-reported executive DBA completions published on four institutional websites.

For the purpose of this analysis, Hanover identifies all graduate-level program completions for business as classified under Classification of Instructional Program (CIP) Code 52.02 – “Business Administration, Management, and Operations.” CIP 52.02 includes instructional content defined by an additional 14 six-digit CIP codes defined in Figure 1.1:²

¹ “IPEDS Data Center.” Integrated Postsecondary Education Data System. <http://nces.ed.gov/ipeds/datacenter/>

² “Detail for CIP Code 52.02.” National Center for Education Statistics. <http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88876>

Figure 1.1: Six-Digit Business Administration, Management, and Operations CIP Codes

CIP CODE	TITLE	DESCRIPTION
52.0201	Business Administration and Management, General	A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.
52.0202	Purchasing, Procurement / Acquisitions and Contracts Management	A program that prepares individuals to manage and/or administer the processes by which a firm or organization contracts for goods and services to support its operations, as well as contracts it to sell to other firms or organizations. Includes instruction in contract law, negotiations, buying procedures, government contracting, cost and price analysis, vendor relations, contract administration, auditing and inspection, relations with other firm departments, and applications to special areas such as high-technology systems, international purchasing, and construction.
52.0203	Logistics, Materials, and Supply Chain Management	A program that prepares individuals to manage and coordinate all logistical functions in an enterprise, ranging from acquisitions to receiving and handling, through internal allocation of resources to operations units, to the handling and delivery of output. Includes instruction in acquisitions and purchasing, inventory control, storage and handling, just-in-time manufacturing, logistics planning, shipping and delivery management, transportation, quality control, resource estimation and allocation, and budgeting.
52.0204	Office Management and Supervision	A program that prepares individuals to supervise and manage the operations and personnel of business offices and management-level divisions. Includes instruction in employee supervision, management, and labor relations; budgeting; scheduling and coordination; office systems operation and maintenance; office records management, organization, and security; office facilities design and space management; preparation and evaluation of business management data; and public relations.
52.0205	Operations Management and Supervision	A program that prepares individuals to manage and direct the physical and/or technical functions of a firm or organization, particularly those relating to development, production, and manufacturing. Includes instruction in principles of general management, manufacturing and production systems, plant management, equipment maintenance management, production control, industrial labor relations and skilled trades supervision, strategic manufacturing policy, systems analysis, productivity analysis and cost control, and materials planning.
52.0206	Non-Profit / Public / Organizational Management	A program that prepares individuals to manage the business affairs of non-profit corporations, including foundations, educational institutions, associations, and other such organizations, and public agencies and governmental operations. Includes instruction in business management, principles of public administration, principles of accounting and financial management, human resources management, taxation of non-profit organizations, and business law as applied to non-profit organizations.

CIP CODE	TITLE	DESCRIPTION
52.0207	Customer Service Management	A program that prepares individuals to supervise and monitor customer service performance and manage frontline customer support services, call centers/help desks, and customer relations. Includes instruction in customer behavior, specialized information technology and systems management, developing and using customer service databases, user surveys and other feedback mechanisms, strategic and performance planning and analysis, operations management, personnel supervision, and communications and marketing skills.
52.0208	E-Commerce / Electronic Commerce	A program that prepares individuals to plan, manage, supervise, and market electronic business operations, products, and services provided online via the Internet. Includes instruction in business administration, information technology, information resources management, web design, computer and Internet law and policy, computer privacy and security, e-trading, insurance, electronic marketing, investment capital planning, enterprise operations, personnel supervision, contracting, and product and service networking.
52.0209	Transportation / Mobility Management	A program that prepares individuals to plan, administer, and coordinate physical transportation operations, networks, and systems. Includes instruction in transportation systems and technologies; traffic logistics and engineering; multi- and intermodal transportation systems; regional integration; facilities design and construction; transportation planning and finance; demand analysis and forecasting; carrier management; behavioral issues; transportation policy and law; intelligent systems; and applications to aviation, maritime, rail, and highway facilities and systems.
52.0210	Research and Development Management	A program that prepares individuals to manage projects, programs and organizations involving basic and applied research, or specialized technology applications, in the public or private sectors. Includes instruction in all aspects of business management applied to the leadership and control of scientific, clinical, engineering and social scientific enterprises; the management of related operational, security and logistical issues; and technical competence in one or more research disciplines.
52.0211	Project Management	A program that prepares individuals to apply quantitative and qualitative knowledge, skills, tools, and techniques to manage projects in a wide range of fields and occupations. Includes instruction in project planning, risk management, cost and time management, contracts and procurement, accounting, statistics, decision making, and human resources.
52.0212	Retail Management	A program that prepares individuals to manage the operations of a wide variety of retail businesses, including department stores; independent and chain stores; fashion, food and beverage, and pharmaceutical establishments; and online retail businesses. Includes instruction in retail management, merchandise management, customer service management, marketing, organizational behavior, accounting, finance, business law, and personnel management.

CIP CODE	TITLE	DESCRIPTION
52.0213	Organizational Management	A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.
52.0299	Business Administration, Management, and Operations, Other	Any instructional program in business and administration not listed above.

Source: IPEDS.

DOCTORAL AND MASTER'S-LEVEL DEGREE COMPLETIONS

In recent years, many leaders in business education have expressed concern that the growing rate at which business schools have begun to award MBAs will ultimately devalue the degree, thus preventing employers from accurately distinguishing among job applicants and driving down average salaries.³ To assess the theory of MBA inflation, Hanover examined completions for master's- and doctoral-level degrees in business administration, management, and operations in comparison with the total number of master's-level and doctoral degree completions. To assess the extent to which trends in growth reflect more recent shifts, rather than longstanding patterns, Hanover assessed data for the 2007-2012 and 2002-2007 academic years separately.

Figure 1.2 summarizes completions data between 2002 and 2012 as well as year-to-year trends. Year-to-year trends in completions are analyzed in terms of Compound Annual Growth Rate (CAGR), Average Annual Change (AAC), and Standard Deviation (STDEV). **CAGR** reflects the percentage growth that would occur each year if one assumed the same change occurred yearly between the first year and the final year. This measure offers an impression of a theoretical, steady growth rate by ignoring data presented during middle years. By contrast, **AAC** is determined by calculating the average numerical year-to-year difference, allowing for a better gauge of annual fluctuations. **Standard deviation** highlights the variation or "dispersion" that exists from the AAC. It provides a metric to understand the variance between the AAC and the actual year-to-year change. By using all three measures, Hanover aims to measure not only the magnitude of completions growth, but also the *consistency* of this growth over time.

³ [1] "Wecker, M. "Amidst MBA Inflation, Executives Recommend Business Doctorates." *US News and World Report*, 17 February 2012. <http://www.usnews.com/education/best-graduate-schools/top-business-schools/articles/2012/02/17/amidst-mba-inflation-executives-recommend-business-doctorates>

[2] Simon, R. "For Newly Minted MBAs, a Smaller Paycheck Awaits." *Wall Street Journal*, 6 January 2013. http://online.wsj.com/article/SB10001424127887324296604578175764143141622.html?mod=WSJ_hpp_LEFTTo pStories

[3] Weissman, J. "There Are Officially Too Many MBAs." *The Atlantic*, 7 January 2013. <http://www.theatlantic.com/business/archive/2013/01/there-are-officially-too-many-mbas/266880/>

Figure 1.2: 2002-2012 Doctoral and Master’s Level Degree Completions

CIP CODE AND TITLE	TOTAL NUMBER OF COMPLETIONS					CAGR	AAC	STDEV
	07-08	08-09	09-10	10-11	11-12			
Doctoral Level								
52.02. Business Administration, Management and Operations	997	1291	1314	1365	1573	12.1%	144	129
99. Grand Total, All Disciplines	153,940	157,850	158,791	164,295	170,660	2.6%	4,180	2,387
Master’s Level								
52.02. Business Administration, Management and Operations	102,235	112,621	120,309	127,439	129,284	6%	6,762	3,573
99. Grand Total, All Disciplines	631,218	665,714	700,524	739,747	764,233	4.9%	33,254	6,231
CIP CODE AND TITLE	TOTAL NUMBER OF COMPLETIONS					CAGR	AAC	STDEV
	02-03	03-04	04-05	05-06	06-07			
Doctoral Level								
52.02. Business Administration, Management and Operations	634	748	716	864	936	10.2%	72	68
99. Grand Total, All Disciplines	125,939	130,470	139,037	143,350	150,598	4.6%	5,451	2,409
Master’s Level								
52.02. Business Administration, Management and Operations	80,278	85,952	87,267	90,491	95,065	4.3%	3,954	1,725
99. Grand Total, All Disciplines	515,619	558,600	577,487	597,798	606,946	4.2%	24,861	13,205

Source: IPEDS.

Between 2002 and 2007, the compound annual growth rate in master’s-level degrees in business administration, management, and operations grew at 4.3 percent, a rate only marginally more than that of master’s-level degrees awarded in all disciplines. Between 2007 and 2012, however, the compound annual growth rate in master’s-level business degrees grew to 6 percent, while the growth rate of master’s-level degrees awarded grew to 4.9 percent. This set of completions data supports assertions that the growth in MBA completions has been comparatively rapid and that this shift has been relatively recent.

On the doctoral level, the number of business administration, management, and operations degrees awarded each year has remained small, totaling fewer than 2,000 degrees per year. However, the rate of growth in the number of business doctorates awarded each year has consistently outpaced growth in the total number doctoral degrees awarded, potentially indicating rapid growth in student demand for business programs on the doctoral level.

DOCTORAL COMPLETIONS FOR INSTITUTIONS WITH DBA PROGRAMS

Figure 1.3 lists all institutions identified by Hanover as offering a Doctorate of Business Administration, Doctor of Management, or executive Ph.D. in business administration. As a comprehensive list of such degrees does not exist, Hanover used organization websites, accreditation websites, news reports, and search engines to compile the list referenced for this report. Not all programs are styled “Doctorate of Business Administration,” but all are similar in design and purpose.

In total, Hanover identified seven institutions that offer an executive DBA or Ph.D. in business administration and 19 institutions that offer a DBA or similar degree in a more traditional format. Figure 1.3 lists doctoral completions between 2007 and 2012, but does not list year-to-year trends, as these data for programs that report so few completions may be misleading. Not all programs report degree completions for every year from 2007-2008 through 2011-2012, which may indicate that a program has recently launched or has classified degree completions using an alternative CIP code. Note that many institutions in Figure 1.3 offer more than one doctoral degree in business administration, and, therefore, this set of completions data likely reflects completions across multiple doctoral degrees.

Overall, six of the eight institutions included in Figure 1.3 that report degree completions from each year between 2007-2008 and 2011-2012 report awarding more doctoral degrees in the 2007-2008 and 2008-2009 academic years than in the 2010-2011 and 2011-2012 academic years.

Figure 1.3: Doctoral Completions for Identified DBA Programs

INSTITUTION	STATE	DEGREE TITLE	TOTAL DOCTORAL COMPLETIONS CIP 52.02				
			07-08	08-09	09-10	10-11	11-12
Institutions With EDBA Programs							
Case Western Reserve University	OH	Doctor of Management ⁴	16	20	24	11	9
Kennesaw State University	GA	Doctor of Business Administration ⁵	-	-	-	-	8
Oklahoma State University-Main Campus	OK	PhD in Business for Executives ⁶	9	6	12	8	6
Temple University	PA	Executive Doctorate in Business Administration ⁷	19	16	10	16	7
Georgia State University	GA	Executive Doctorate in Business ⁸	-	1	2	3	7
Pace University-New York	NY	Doctor of Professional Service ⁹	-	-	-	-	-
Rollins College	FL	Executive Doctorate in Business Administration ¹⁰	-	-	-	-	-
All Other Identified Institutions with DBA Programs							
Argosy University-Sarasota	FL	Doctor of Business Administration ¹¹	-	38	55	47	50

⁴ "Doctor of Management." Case Western Reserve University. <http://weatherhead.case.edu/degrees/doctor-management/>

⁵ "DBA Program." Kennesaw State University. <http://coles.kennesaw.edu/dba/>

⁶ "Ph.D. In Business for Executives." Oklahoma State University. <http://phdexec.okstate.edu/>

⁷ "Executive Doctorate in Business Administration." Temple University. http://www.fox.temple.edu/cms_academics/dba/home/overview

⁸ "Executive Doctorate." Georgia State University. <http://robinson.gsu.edu/execdoctorate/index.html>

⁹ "Doctoral Program in Business." Pace University. <http://www.pace.edu/lubin/executive-doctorate-programs>

¹⁰ "Executive Doctorate in Business Administration." Rollins College. <http://www.rollins.edu/mba/doctoral-program/>

INSTITUTION	STATE	DEGREE TITLE	TOTAL DOCTORAL COMPLETIONS CIP 52.02				
			07-08	08-09	09-10	10-11	11-12
Baker College Center for Graduate Studies	MI	Doctorate of Business Administration ¹²	-	-	-	4	6
Cleveland State University	OH	Doctor of Business Administration ¹³	3	1	8	2	4
Columbia Southern University	Online	Doctor of Business Administration ¹⁴	-	-	-	-	3
George Fox University	OR	Doctor of Business Administration ¹⁵	-	-	2	1	7
Globe University Minnesota School of Business	MN	Doctor of Business Administration ¹⁶	-	-	-	-	-
Golden Gate University-San Francisco	CA	Doctor of Business Administration ¹⁷	5	14	6	2	3
Harvard University	MA	Doctor of Business Administration ¹⁸	-	-	-	-	-
International School of Management	NY	Doctor of Business Administration ¹⁹	-	-	-	-	-
Jacksonville University	FL	Doctor of Business Administration ²⁰	-	-	-	-	-
Louisiana Tech University	LA	Doctor of Business Administration ²¹	4	9	6	3	3
Nova Southeastern University	FL	Doctor of Business Administration ²²	45	32	29	16	19
Saint Leo University	FL	Doctor of Business Administration ²³	-	-	-	-	-
University of Maryland-University College	MD	Doctor of Management ²⁴	-	-	-	-	-

¹¹ "Doctor of Business Administration." Argosy University. <http://online.argosy.edu/college/business/dba/>

¹² "Doctorate of Business Administration." Baker College. <http://www.baker.edu/programs/detail/doctor-of-business-administration/>

¹³ "Doctor of Business Administration Program." Cleveland State University. <http://www.csuohio.edu/business/academics/doctoral.html>

¹⁴ "Doctor of Business Administration." Columbia Southern University. <http://www.columbiasouthern.edu/Degree/Business/Doctor-of-Business-Administration>

¹⁵ "Doctor of Business Administration." George Fox University. <http://www.georgefox.edu/business/dba/index.html>

¹⁶ "Doctor of Business Administration (DBA) Degree." Glove University Minnesota School of Business. <http://www.msbcollege.edu/degree-programs/business/business-administration/doctor-of-business-administration/>

¹⁷ "Doctor of Business Administration." Golden Gate University. <http://www.ggu.edu/programs/business-and-management/doctor-of-business-administration>

¹⁸ "Doctoral Programs." Harvard Business School. <http://www.hbs.edu/doctoral/>

¹⁹ "DBA Overview." International School of Management. <http://www.ism.edu/DBA/dba-overview.html>

²⁰ "Doctor of Business Administration." Jacksonville University. <http://www.ju.edu/dcob/AcademicPrograms/Pages/Doctor-of-Business-Administration.aspx>

²¹ "Doctor of Business Administration." Louisiana Tech University. <http://www.business.latech.edu/graduate/dba.htm>

²² "Doctor of Business Administration." Nova Southeastern University. <http://www.huizenga.nova.edu/FutureStudents/Doctoral/DBA.cfm>

²³ "D.B.A." Saint Leo University. <http://www.saintleo.edu/academics/graduate/business/dba.aspx>

²⁴ "Doctor of Management." University of Maryland-University College. <http://www.umuc.edu/academic-programs/doctor-of-management.cfm>

INSTITUTION	STATE	DEGREE TITLE	TOTAL DOCTORAL COMPLETIONS CIP 52.02				
			07-08	08-09	09-10	10-11	11-12
University of Northern Virginia	VA	Doctor of Business Administration ²⁵	-	-	-	-	-
University of Phoenix-Online Campus	Online	Doctor of Business Administration ²⁶	53	249	257	241	191
University of South Alabama	AL	Doctor of Business Administration ²⁷	-	-	-	-	-
Walsh College of Accountancy and Business Administration	MI	Doctor of Management ²⁸	-	-	-	-	4
Wilmington University	DE	Doctor of Business Administration ²⁹	-	-	-	-	7

Source: IPEDS.

SELF-REPORTED STUDENT ENROLLMENT DATA

Among the seven American institutions that offer executive DBAs or Ph.D.'s, four publish profiles of current students and alumni that list each current or former student's city of residence. Using data published from these profiles, Hanover determined that many students that enroll in executive doctoral programs **travel long distances for the opportunity to earn the executive doctorate**. The residency instructional format used by nearly all executive doctoral programs reviewed for this report supports institutional efforts to enroll students from many different regions.

The extent to which students are willing to travel to complete the program requirements illustrates the potential value of developing these programs in a greater number of regions. Because so few programs exist, many business schools could be losing local talent to institutions that, traditionally, may not have been considered competitors. Figure 1.4 summarizes the reported residencies of current and former DBA students from Case Western Reserve University, Oklahoma State University, Kennesaw University, and Georgia State University. The data contained in Figure 1.4 represent the total values across all cohorts for which institutions have published residency information.

²⁵ "Doctor of Business Administration." The University of Northern Virginia. <http://www.unva.edu/doctor-business-administration.html>

²⁶ "The Doctor of Business Administration." University of Phoenix. <http://www.phoenix.edu/programs/degree-programs/business-and-management/doctoral/dba.html>

²⁷ "Doctor of Business Administration Program." University of South Alabama. <http://www.southalabama.edu/mcob/dba.html>

²⁸ "Doctor of Management Program." Walsh College. <http://www.walshcollege.edu/dmel#.UecGqUG1Fsk>

²⁹ "Doctor of Business Administration." Wilmington University. <http://www.wilmu.edu/business/dba.aspx>

Figure 1.4: Student Enrollment Patterns

	COHORTS REPRESENTED IN STUDENT PROFILES	TOTAL NUMBER OF STUDENTS	TOTAL IN-STATE	TOTAL OUT- OF-STATE*	TOTAL INTERNATIONAL	AVERAGE DISTANCE TRAVELED*
Case Western Reserve University	2014, 2015	44	10	31	3	734 miles
Oklahoma State University	2015, 2016	17	4	10	3	505 miles
Kennesaw State University	2012, 2013, 2014	52	29	23	0	266 miles
Georgia State University	2012, 2013	33	26	7	0	212 miles
Totals		146	69 (47%)	71 (49%)	6 (4%)	414 miles

Source: Institutional websites.³⁰

*Excludes international students.

³⁰ Student enrollment data are further examined and cited for each of these institutions in Section III. All enrollment data are based on published student profiles, and may not account for changes in residency before, during, or after program completion. Average travel distances were calculated based on driving distances reported by Google Maps.

SECTION II: LABOR MARKET DEMAND

This section examines demand for the DBA in the marketplace by examining national, regional, and state labor market projections

LABOR MARKET DEMAND METHODOLOGY

State and national labor market projections are made for occupations as defined by the Bureau of Labor Statistics' (BLS) Standard Occupational Code (SOC) system.³¹ The SOC system is analogous to the CIP system, and the two are connected by the CIP-SOC crosswalk, which maps individual degree programs to individual (six-digit) occupations.³² These connections, however, are not geared to the levels of education obtained, and the strength of the connection between a degree program and an occupation is not necessarily clear. To partially account for this deficiency, Hanover eliminated from this analysis occupations associated with CIP code 52.02, Business Administration, Management, and Operations, for which a below average proportion of workers have earned master's degrees. Figure 2.1 describes relevant occupations as defined by the BLS, and Figure 2.2 describes the levels of educational attainment for workers in each occupation.

Figure 2.1: SOC Codes, Titles, and Descriptions

SOC CODE	OCCUPATION	DESCRIPTION
11-1011	Chief Executives	Determine and formulate policies and provide overall direction of companies or private and public sector organizations within guidelines set up by a board of directors or similar governing body. Plan, direct, or coordinate operational activities at the highest level of management with the help of subordinate executives and staff managers.
11-1021	General and Operations Managers	Plan, direct, or coordinate the operations of public or private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Excludes First-Line Supervisors.
11-2022	Sales Managers	Plan, direct, or coordinate the actual distribution or movement of a product or service to the customer. Coordinate sales distribution by establishing sales territories, quotas, and goals and establish training programs for sales representatives. Analyze sales statistics gathered by staff to determine sales potential and inventory requirements and monitor the preferences of customers.
11-3011	Administrative Services Managers	Plan, direct, or coordinate one or more administrative services of an organization, such as records and information management, mail distribution, facilities planning and maintenance, custodial operations, and other office support services. Medical records administrators are included in "Medical and Health Services Managers" (11-9111). Excludes "Purchasing Managers" (11-3061).

³¹ "Standard Occupational Classification." BLS. <http://www.bls.gov/SOC/>

³² "CIP 2010 to SOC 2010 Crosswalk." NCES. <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>

SOC CODE	OCCUPATION	DESCRIPTION
11-3021	Computer and Information Systems Managers	Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming. Excludes "Computer Occupations" (15-1111 through 15-1199).
11-3051	Industrial Production Managers	Plan, direct, or coordinate the work activities and resources necessary for manufacturing products in accordance with cost, quality, and quantity specifications.
11-3061	Purchasing Managers	Plan, direct, or coordinate the activities of buyers, purchasing officers, and related workers involved in purchasing materials, products, and services. Includes wholesale or retail trade merchandising managers and procurement managers.
11-3071	Transportation, Storage, and Distribution Managers	Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers.
11-9121	Natural Sciences Managers	Plan, direct, or coordinate activities in such fields as life sciences, physical sciences, mathematics, statistics, and research and development in these fields. Excludes "Architectural and Engineering Managers" (11-9041) and "Computer and Information Systems Managers" (11-3021).
11-9151	Social and Community Service Managers	Plan, direct, or coordinate the activities of a social service program or community outreach organization. Oversee the program or organization's budget and policies regarding participant involvement, program requirements, and benefits. Work may involve directing social workers, counselors, or probation officers.
11-9199	Managers, All Other	All managers not listed separately.
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	Represent and promote artists, performers, and athletes in dealings with current or prospective employers. May handle contract negotiation and other business matters for clients.
13-1081	Logisticians	Analyze and coordinate the logistical functions of a firm or organization. Responsible for the entire life cycle of a product, including acquisition, distribution, internal allocation, delivery, and final disposal of resources. Excludes "Transportation, Storage, and Distribution Managers" (11-3071).
13-1111	Management Analysts	Conduct organizational studies and evaluations, design systems and procedures, conduct work simplification and measurement studies, and prepare operations and procedures manuals to assist management in operating more efficiently and effectively. Includes program analysts and management consultants. Excludes "Computer Systems Analysts" (15-1121) and "Operations Research Analysts" (15-2031).
25-1011	Business Teachers, Postsecondary	Teach courses in business administration and management, such as accounting, finance, human resources, labor and industrial relations, marketing, and operations research. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

Source: BLS.³³

³³ "2010 SOC Definitions." BLS, Updated January 2013. http://www.bls.gov/soc/soc_2010_definitions.pdf

Figure 2.2: Levels of Educational Attainment by Occupation

OCCUPATION	LESS THAN HIGH SCHOOL DIPLOMA	HIGH SCHOOL DIPLOMA OR EQUIVALENT	SOME COLLEGE, NO DEGREE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S DEGREE	DOCTORAL OR PROFESSIONAL DEGREE
Total, All Occupations	9.9%	26.8%	21.4%	8.8%	20.8%	8.4%	3.9%
Chief Executives	1.8%	11.6%	17.2%	5.6%	38.7%	18.8%	6.2%
General and Operations Managers	2.3%	16.6%	24.1%	8.4%	33.9%	12.3%	2.5%
Sales Managers	1%	8.9%	17.4%	6.6%	48%	16.7%	1.4%
Administrative Services Managers	2.2%	19.5%	28.3%	11.8%	27.7%	9.1%	1.4%
Computer and Information Systems Managers	0.4%	4.5%	16%	9%	46.1%	21.9%	2.1%
Natural Sciences Managers	0.5%	1.4%	3.9%	2.4%	30.7%	27.8%	33.3%
Social and Community Service Managers	1.8%	8.9%	14.9%	6.5%	37.2%	26.1%	4.7%
Managers, All Other	2.8%	15.2%	20%	7.9%	34.4%	16.2%	3.5%
Agents and Business Managers of Artists, Performers, and Athletes	3.2%	13.8%	20.9%	6.1%	41.2%	10.5%	4.2%
Logisticians	1.7%	15.6%	26.8%	12.5%	32.8%	9.9%	0.7%
Industrial Production Managers	3.7%	22.3%	22.7%	8.9%	30.7%	10.5%	1.1%
Purchasing Managers	1.1%	12%	21.5%	9.2%	38.2%	15.7%	2.2%
Management Analysts	0.6%	5%	12.5%	4.7%	41.1%	28.9%	7.1%
Postsecondary Teachers	0.1%	0.1%	2.5%	2.2%	15.8%	35.1%	44.2%

Source: BLS.³⁴

OCCUPATIONAL PROJECTIONS

This sub-section presents national and state governmental occupational projections data for business-related occupations. Based on available data regarding student enrollment patterns that indicates that students may travel a considerable distance to complete EDBA program requirements, this report includes state-level employment projections for North Carolina, Washington, D.C., Virginia, and South Carolina. Note that labor market projections are made on a national level by the BLS, while state-level data are assembled by the state departments of labor.

The BLS offers guidance for the interpretation of employment projections between 2010 and 2020. Hanover uses the BLS interpretation of projected 10-year growth described in Figure 2.3 to assess occupational projections.

³⁴ "Educational Attainment for Workers 25 Years and Older by Detailed Occupation." Bureau of Labor Statistics. 2009. http://www.bls.gov/emp/ep_table_111.htm

Figure 2.3: Interpretation of Occupational Growth Projections

PROJECTED 10-YEAR GROWTH	INTERPRETATION
29% or more	Much faster than average growth
Between 20% and 28%	Faster than average growth
Between 10% and 19%	About as fast as average growth
Between 3% and 9%	More slowly than average growth
Between 2% and -2%	Little or no change
Between -3% and -9%	Slow or moderate decline
-10% or less	Rapid decline

Source: BLS.³⁵

Figure 2.4 summarizes national employment projections for the 14 occupations examined for this report. Nationally, the BLS anticipates growth that occurs more slowly than average for five of the 14 occupations examined for this report. For some of these professions, such as chief executives and general and operations managers, additional credentials may make candidates more competitive. Three of the fourteen occupations reviewed for this report are expected to grow at a faster than average rate. Two of the occupations that are expected to grow at a faster than average rate, social and community service managers and management analysts, employ a large proportion of workers with master's degrees or higher, and, thus, although these occupations may grow more quickly, employers may expect potential candidates for these positions to possess more advanced degrees than employers expect of candidates for other positions.³⁶

Figure 2.4: National Employment Projections

SOC CODE	OCCUPATION	NUMBER EMPLOYED (IN HUNDRED-THOUSANDS)		CHANGE 2010-20		OPENINGS FROM GROWTH AND REPLACEMENTS
		2010	2020	NUMBER	PERCENT	
11-1011	Chief Executives	369.9	385.3	15.4	4.2%	111.5
11-1021	General and Operations Managers	1,767.1	1,848.6	81.6	4.6%	410.1
11-2022	Sales Managers	342.1	382.3	40.1	11.7%	139.7
11-3011	Administrative Services Managers	254.3	291.2	36.9	14.5%	99.8
11-3021	Computer and Information Systems Managers	307.9	363.7	55.8	18.1%	102.8
11-3051	Industrial Production Managers	150.3	164	13.7	9.1%	49
11-3061	Purchasing Managers	68	72.9	4.9	7.2%	25.6
11-9121	Natural Sciences Managers	49.3	53.1	3.8	7.7%	33.5
11-9151	Social and Community Service Managers	134.1	169.9	35.8	26.7%	64.8

³⁵ "Occupational Information Included in the OOH." BLS. <http://www.bls.gov/oooh/About/Occupational-Information-Included-in-the-OOH.htm>

³⁶ BLS data indicate that in 2009, 30.8 percent of social and community service managers and 26 percent of management analysts held a master's degree or higher.

SOC CODE	OCCUPATION	NUMBER EMPLOYED (IN HUNDRED-THOUSANDS)		CHANGE 2010-20		OPENINGS FROM GROWTH AND
11-9199	Managers, All Other	828.1	893.5	65.4	7.9%	249.4
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	24.1	27.5	3.4	14%	8
13-1081	Logisticians	108.9	136.7	27.8	25.5%	48.7
13-1111	Management Analysts	718.8	876	157.2	21.9%	274.3
25-1000	Postsecondary Teachers*	1,756	2,061.7	305.7	17.4%	586.1
	Totals	6,878.9	7,726.4	847.5	12.3%	2,203.3

Source: BLS.³⁷

*National projections do not distinguish among postsecondary teachers of different disciplines.

Regionally, growth for many occupations is somewhat less robust than that anticipated at the national level. As indicated on the national level, growth in positions for chief executives and general operations managers is projected to be slower than average. These circumstances potentially indicate a need for aspiring chief executives and managers to seek new ways to distinguish themselves among other candidates for these positions.

Figure 2.5: Regional Employment Projections

OCCUPATION	AREA	NUMBER EMPLOYED		CHANGE 2010-2020		OPENINGS FROM GROWTH AND REPLACEMENTS
		2010	2020	NUMBER	PERCENT	
Chief Executives	North Carolina	4,210	4,240	30	0.7%	110
	Washington, D.C.	8,327	8,943	616	7.4%	278
	Virginia	8,722	9,539	817	9.4%	308
	South Carolina	6,266	6,640	374	6%	200
General and Operations Managers	North Carolina	52,170	52,940	770	1.5%	1,050
	Washington, D.C.	31,807	31,833	26	0.08%	594
	Virginia	54,846	59,361	4,515	8.2%	1,472
	South Carolina	22,462	23,991	1,529	7%	571
Sales Managers	North Carolina	7,870	8,350	480	6.1%	280
	Washington, D.C.	1,494	1,699	205	13.72%	64
	Virginia	6,214	7,149	935	15%	275
	South Carolina	4,290	4,798	508	12%	176
Administrative Services Managers	North Carolina	3,680	4,110	430	11.7%	130
	Washington, D.C.	3,757	4,255	498	13.26%	143
	Virginia	4,575	5,415	840	18.4%	197
	South Carolina	3,489	4,048	559	16%	142
Computer and Information Systems Managers	North Carolina	10,530	11,870	1,340	12.7%	290
	Washington, D.C.	4,199	4,954	755	17.98%	140
	Virginia	15,837	20,270	4,433	28%	685
	South Carolina	2,471	2,976	505	20%	88
Industrial Production Managers	North Carolina	4,920	5,430	510	10.4%	170
	Washington, D.C.	1,802	1,864	62	3.44%	61
	Virginia	2,469	2,773	304	12.3%	88
	South Carolina	2,855	3,250	395	14%	107

³⁷ "Employment by Occupation." BLS. http://www.bls.gov/emp/ep_table_102.htm

OCCUPATION	AREA	NUMBER EMPLOYED		CHANGE 2010-2020		OPENINGS FROM
Purchasing Managers	North Carolina	2,180	2,360	180	8.3%	90
	Washington, D.C.	1,802	1,864	62	3.44%	61
	Virginia	2,822	3,238	416	14.7%	128
	South Carolina	824	895	71	9%	32
Natural Sciences Managers	North Carolina	2,180	2,640	460	21.1%	180
	Washington, D.C.	1,274	1,319	45	3.53%	82
	Virginia	1,202	1,350	148	12.3%	87
	South Carolina	204	220	16	8%	14
Social and Community Service Managers	North Carolina	2,910	3,240	330	11.3%	90
	Washington, D.C.	1,559	1,915	356	22.84%	70
	Virginia	2,502	3,024	522	20.9%	106
	South Carolina	1,571	1,978	407	26%	75
Managers, All Other	North Carolina	20,420	22,100	1,680	8.2%	620
	Washington, D.C.	38,545	37,314	-1,231	-3.19%	734
	Virginia	35,901	37,833	1,932	5.4%	991
	South Carolina	5,980	6,826	846	14%	218
Agents and Business Managers of Artists, Performers, and Athletes	North Carolina	230	260	30	13%	0
	Washington, D.C.	-	-	-	-	-
	Virginia	327	354	27	8.3%	9
	South Carolina	112	125	13	12%	3
Logisticians	North Carolina	2,630	3,450	820	31.2%	130
	Washington, D.C.	1,011	1,216	205	20.28%	40
	Virginia	6,635	9,156	2,521	38%	379
	South Carolina	-	-	-	-	-
Management Analysts	North Carolina	11,720	13,450	1,730	14.8%	360
	Washington, D.C.	23,606	25,654	2,048	8.68%	589
	Virginia	57,441	72,140	14,699	25.6%	2,405
	South Carolina	7,224	8,926	1,702	24%	288
Business Teachers, Postsecondary	North Carolina	2,790	3,390	600	21.5%	110
	Washington, D.C.	1,225	1,462	237	19.37%	44
	Virginia	2,590	3,352	762	29.4%	117
	South Carolina	1,452	1,731	279	19%	51
Totals		510,131	563,480	53,349	10.5%	15,722

Source: Regional Occupation Projections Websites.³⁸

³⁸ Regional data taken from: [1] "North Carolina Occupational Trends." North Carolina Employment Security Commission.
<http://eslmi23.esc.state.nc.us/projections/EmpByOccGrp.asp?AreaType=01&Area=000037&PeriodID=09>
 [2] "Occupational Employment Projections in South Carolina for Multiple Occupations for a Base Year of 2010 and Projected Year of 2020." SC Works Online Services.
https://jobs.scworks.org/analyzer/qsocproj.asp?quicksearch=True&setvar=True&cat=HST_EMP_WAGE_OCC&session=OCCPROJ&subsession=99&areaname=
 [3] "Occupation Employment and Projections (Long Term)." Virginia Workforce Connection.
https://www.vawc.virginia.gov/analyzer/searchanalyzer2.asp?cat=HST_EMP_WAGE_OCC&session=OCCPROJ&subsession=99&step=2&time=&cboState=11,51&cboAreaType=01
 [4] "DC Industry and Occupational Projections 2010-2020." Washington, D.C. Department of Employment Services.
<http://does.dc.gov/publication/dc-industry-and-occupational-projections-2010-2020>

ANALYSIS

Although state and national labor projections provide some indication of future demand for job candidates with business degrees on the doctoral level, some evidence suggests that employment potential may not be a primary concern among potential candidates for executive doctoral programs. Surveys conducted by the Graduate Management Admission Council (GMAC) between 2009 and 2013 found that in 2012 and 2013, students who enrolled in executive MBA programs were more likely to have secured post-graduation employment by February and March of the final year of the MBA program than students enrolled in full-time MBA programs.³⁹ The GMAC report posited that one reason graduates of executive MBA programs gain employment more quickly than graduates of other programs is that **students enrolled in executive programs frequently remain employed throughout the program and continue to work for that employer after graduation.**⁴⁰ The format of EDDBA programs, which ensures students can remain employed while earning the degree, may similarly ensure that graduates are somewhat less likely to be affected by a difficult labor market.

Other factors further illuminate the limitations of labor market analysis to guide the decision to develop an EDDBA program. On the master's level, some evidence suggests that graduates of executive programs experience a smaller salary increase following graduation than graduates of more traditional one- and two-year MBA programs.⁴¹ GMAC attributes the less pronounced salary increases for graduates of executive programs to the significant amount of work experience many of these students possess prior to entering the program, which suggests that these graduates entered executive MBA programs with higher salaries than their counterparts enrolled in traditional programs.⁴² The high admissions standards set by many EDDBA programs, which frequently require applicants to possess significant executive or managerial experience, make it difficult to predict the extent to which the EDDBA would increase the salaries of students who earn the degree.

Ultimately, however, many successful applicants to EDDBA programs already possess a considerable amount of professional success. The fact that these candidates continue to seek further education potentially indicates that these students are motivated by more than the promise of financial gain. In the words of one Georgia State University EDDBA student:

People don't go into a program like this at 45 or 50 years old to make another \$100,000 on their base salary. It seems like we're all doing this more for a personal quest and the desire to make a difference somehow in the world at large.⁴³

³⁹ "Job Search: Class of 2013." Graduate Management Admission Council, 2013, p. 2.

<http://www.gmac.com/~media/Files/gmac/Research/curriculum-insight/gmegs-2013-stats-brief.pdf>

⁴⁰ Ibid., p. 6.

⁴¹ "Job Search: Class of 2013," p. 10.

⁴² "Job Search: Class of 2013," p. 10.

⁴³ Damast, A. "Ph.D. Programs for Executives Gain Traction." *Bloomberg Businessweek*. 16 August 2010. http://www.businessweek.com/bschools/content/aug2010/bs20100816_081076.htm

SECTION III: PEER AND COMPETITOR PROFILES

This section examines 7 executive DBA and executive Ph.D. programs offered by American institutions and 11⁴⁴ programs offered by 23 international institutions. Depending upon information availability, profiles describe program enrollment, curriculum, admissions procedures, and cost.

Nearly all executive programs examined for this report deliver instruction in a residency format that requires students to travel to campus a limited number of times throughout the program to earn required course credit. Figures 3.1 and 3.2 summarize key program characteristics, including the number of required residencies, the length of each residency, the total time to completion, and the total cost of tuition.

Overall, these statistical summaries indicate that international institutions frequently charge less, award degrees over a shorter period of time, and require students to attend fewer residencies, although each residency lasts for more days. However, while these data summaries describe general trends, they are in no way exact. Some institutions publish vague or contradictory program descriptions, and many institutions have implemented varying policies to determine which activities constitute a credit-bearing residency and which activities exist as supplementary workshops or seminars. Costs included in published tuition figures also vary from institution to institution, which partially obscures some comparisons. Thus, the figures included in these summary tables represent the best estimations based upon available information.

The profiles that follow these summary tables provide a more complete description of practices within each program as a whole.

Figure 3.1: Summary of Key Features of American Programs

INSTITUTION	DEGREE	LOCATION	NUMBER OF RESIDENCIES	LENGTH OF RESIDENCIES	YEARS TO COMPLETION	TUITION
Case Western Reserve University	DM	Cleveland, OH	18	3-4 days	3	\$150,000
Kennesaw State University	DBA	Kennesaw, GA	16-20	3-4 days	3.5	\$96,000
Oklahoma State University	Ph.D.	Stillwater, OK	18 or more	3 days	3	\$120,000
Georgia State University	DBA	Atlanta, GA	24	3 days	3	\$109,000
Temple University	DBA	Philadelphia, PA	12	3 days	3	\$124,200
Rollins College	DBA	Winter Park, FL	16	2 days	3	\$67,995
Pace University	DPS	New York, NY	19	5 days	3-5	\$63,270
Averages			17.9	3.3 days	3.2	\$104,352

Source: Institutional websites.

⁴⁴ For the profiles created for this section, the programs offered through the United International Business Schools are treated as a single program. Similarly, programs offered jointly through two institutions are treated as one program.

Figure 3.2: Summary of Key Features of International Programs

INSTITUTION	DEGREE	LOCATION	NUMBER OF RESIDENCIES	LENGTH OF RESIDENCIES	YEARS TO COMPLETION	TUITION	TUITION IN \$(US)*
Paris-Dauphine University	DBA	Paris, France	10	3 days	3	€23,000	\$23,000
Cranfield University	DBA	Bedfordshire, England	11	5 days	4	£56,000	\$85,467.20
Tilburg University and City University London	Ph.D.	Tilburg, Netherlands London, England	10	5days	4	€65,000	\$85,527
Paris School of Business	DBA	Paris, France	4	3-4 days	1.5-3	€59,000	\$77,496.50
University of South Australia	DBA	Adelaide, South Australia	10	Not Indicated	3	\$33,452(AUD)	\$30,752.42
Scuola Superiore Sant'Anna and Grenoble Ecole de Management	DBA	Pisa, Italy Grenoble, France	7	40 hours	4	€40,000	\$52,540
Institute of Economics of the Polish Academy of Sciences	DBA	Warsaw, Poland	8	5 days	2	€12,000	\$15,762
Nordic International Management Institute (NIMI) China and Nyenrode University	Ph.D.	Sichuan, China Breukelen, Netherlands	12	3-4 days	4	€48,000	\$63,048
Skema Business School	Ph.D.	Lille, France	6	-	3	€24,000	\$31,524
Aalto University	DBA	Helsinki, Finland	N/A	N/A	3	€87,000	\$114,770.40
United International Business Schools: Belgium and Spain Campuses	DBA	Antwerp, Belgium Brussels, Belgium Ghent, Belgium Barcelona, Spain Madrid, Spain Valencia, Spain	9	-	2	€30,000	\$39,405
United International Business Schools: Switzerland Campuses	DBA	Lausanne, Switzerland Zurich, Switzerland	9	-	2	60,000 CHF	\$63,952.26
United International Business Schools: Japan Campus	DBA	Tokyo, Japan	9	-	2	¥6,600,000	\$65,986.80
United International Business Schools: Online Program	DBA	Switzerland	N/A	N/A	2	60,000 CHF	\$63,952.26
Averages			8.8	4.3 days	2.6	-	\$58,085

Source: Institutional websites.

*All tuition estimations have been converted to \$US using a publically-available online currency converter.

AMERICAN PROGRAMS

CASE WESTERN RESERVE UNIVERSITY

Case Western Reserve University in Cleveland, Ohio is a private institution that, as of the fall of 2011, enrolled 9,636 students, including 4,016 undergraduate students and 5,620 graduate students.⁴⁵ The Weatherhead School of Management offers both a doctor of management (DM) and a Ph.D. in management and sustainable systems.⁴⁶

Students earn the DM over the course of three years of on- and off-campus study. In the fall and spring semesters, students complete four on-campus residencies of three to four days in length and two virtual residencies of two days in length. During the summer session, students attend a two-day research methods workshop.⁴⁷ Faculty members assess student progress through multiple assignments and exams, including a conceptual paper that includes a research proposal in the first year, a qualitative research paper and quantitative research methods capstone exam in the second year, and a dissertation in the third year. The dissertation requirement consists of qualitative and quantitative research papers completed in the first two years as well as an integrative paper “which organizes the research into a coherent whole.”⁴⁸

In the second year of the DM program, students may apply to complete a fourth year of study to earn a Ph.D. in management and sustainable systems. To earn the Ph.D., students complete two dissertation research seminars in both the fall and spring semesters and write and defend a Ph.D. dissertation. Ph.D. candidates draft the thesis proposal in the third year of the program and plan for the comprehensive examination. In the fourth year, Ph.D. candidates present and defend their manuscripts in two separate workshops before the final presentation and dissertation defense.⁴⁹

Figure 3.3 describes the course content of residencies completed each year of the program.

Figure 3.3: Required Residencies

	FALL SEMESTER	SPRING SEMESTER
Year One	<ul style="list-style-type: none"> ■ Conflict and Cooperation in the Global Arena ■ Leading Change ■ Introduction to Research Methods 	<ul style="list-style-type: none"> ■ Systems Thinking and Complex Systems ■ Structured Qualitative Research Methods I ■ Theories of Decision Making

⁴⁵ “Case Western Reserve University.” NCES College Navigator. Institute of Education Sciences. <http://nces.ed.gov/collegenavigator/?q=Case+western+reserve&s=all&id=201645>

⁴⁶ “Doctor of Management.” Case Western Reserve University. <http://weatherhead.case.edu/degrees/doctor-management/>

⁴⁷ “Doctor of Management – Class Schedule.” Case Western Reserve University. <http://weatherhead.case.edu/degrees/doctor-management/residencies>

⁴⁸ Taken verbatim from: “Doctor of Management – Curriculum.” Case Western Reserve University. <http://weatherhead.case.edu/degrees/doctor-management/curriculum>

⁴⁹ Ibid

	FALL SEMESTER	SPRING SEMESTER
Year Two	<ul style="list-style-type: none"> ■ Structured Qualitative Research Methods II ■ Model Building and Validation I ■ Business as a Dynamic System 	<ul style="list-style-type: none"> ■ Leadership, Sustainability, and the Global Agenda ■ Model Building and Validation II ■ Foundations of Quantitative Research
Year Three	<ul style="list-style-type: none"> ■ Technology and Social System Design ■ Critical Mixed Method Research Issues ■ Advanced Analytical Methods 	<ul style="list-style-type: none"> ■ Research Dissemination ■ Designing Sustainable Systems Project ■ Theories of Organizing
Year Four	<ul style="list-style-type: none"> ■ Dissertation research, including participation in two research workshops/seminars 	<ul style="list-style-type: none"> ■ Dissertation research, including participation in two research workshops/seminars

Source: Case Western Reserve University.⁵⁰

“Ideal” candidates for admission to Case Western’s program hold a graduate degree, possess at least 15 years of professional experience, and can commit to a minimum of 30 hours of study each week.⁵¹ The admissions process is rolling, and students may apply for admission as late as June 30 for an August enrollment.⁵² Applicants must submit official transcripts, a current resume, two letters of recommendation, and a minimum of seven essays of approximately one double-spaced page in length that address the following prompts:

- Describe the activities and experiences that demonstrate your commitment to personal learning and development
- Explain your learning objectives for the DM Program
- Beyond your own learning, to what values, actions, and/or visions are you committed?
- Discuss what you see as the most significant qualities or characteristics that you would bring to the DM Program. In other words, what would be your value-added to the program?
- Briefly describe an organizational or societal issue or problem that concerns you, and indicate the intellectual contribution you would like to make to it.
- Indicate how you would ideally envision the remainder of your career, and what role the DM Program might play in that development.
- Describe in concrete terms how you plan to restructure your time and existing responsibilities, both personal and professional, so that you will be able to attend all residency sessions of the DM Program and devote at least 30 hours per week to your studies.⁵³

⁵⁰ Taken verbatim from: Ibid.

⁵¹ “Doctor of Management – Admission Information.” Case Western Reserve University.
<http://weatherhead.case.edu/degrees/doctor-management/admission>

⁵² Ibid.

⁵³ Taken verbatim from: “Application for Admission to the DM Program.” Case Western Reserve University, p. 2.
<http://weatherhead.case.edu/degrees/doctor-management/docs/2010Application.pdf>

Following an initial application review, viable candidates participate in an admissions interview.⁵⁴

A review of published profiles of current DM students in the graduating classes of 2014 and 2015 indicates that a majority of currently-enrolled students travel to complete the program from out of state. Of the 44 students listed in the classes of 2014 and 2015, 34 students live outside of Ohio, including three students who reside outside of the country. International students enrolled in the program list official addresses in Chile, Singapore, and the United Arab Emirates. Figure 3.4 depicts the cities of residence for all currently-enrolled American students for which such information is available. Hanover estimates an average travel distance of 734 miles for enrolled students living in the United States.⁵⁵

Figure 3.4: Cities of Residence for the Classes of 2014 and 2015⁵⁶



Source: Case Western Reserve University, Google Maps.⁵⁷

Tuition fees total \$25,000 per semester for a total three-year tuition cost of \$150,000. Tuition covers university fees and instructional costs as well as some meals during residencies, but does not include costs associated with transportation, lodging, or books. Case Western further notes that some students receive a partial or full sponsorship from their employer, or receive employer reimbursement for their program-related fees. Candidates with significant nonprofit experience may apply for a nonprofit fellowship that includes a partial tuition scholarship. To apply, students complete an additional application

⁵⁴ "Doctor of Management – Admission Information." Case Western Reserve University. <http://weatherhead.case.edu/degrees/doctor-management/admission>

⁵⁵ "Doctor of Management Programs – Students." Case Western Reserve University. <http://weatherhead.case.edu/degrees/doctor-management/students>

⁵⁶ Red pegs indicate cities of residence for one student, while blue pegs represent cities of residence for two or more students. Stars indicate the location of the institution.

⁵⁷ "Doctor of Management Programs – Students," Op. cit.

essay describing their experience in the nonprofit sector.⁵⁸ The program website does not specify additional tuition costs for the completion of the executive Ph.D.⁵⁹

KENNESAW STATE UNIVERSITY

Kennesaw State University in Kennesaw, Georgia is a public institution that enrolled 24,175 students, including 22,333 undergraduate students and 1,842 graduate students, as of the fall of 2011.⁶⁰ The Coles College of Business offers executives the opportunity to earn a DBA in preparation “for expanded roles within academia or industry.”⁶¹

Students earn the DBA over a period of three and a half years. In both the first and second year, students complete eight to ten on-campus residencies of three to four days in length. In the first year of the program, students complete a combination of foundational and methods courses as well as discipline-specific courses. In the second year, students complete a combination of methods and dissertation preparation courses. In the third year, students spend a total of four days on campus to complete dissertation research. Students earn 18 credit hours each year for coursework completed in the first two years of the program, and 12 credit hours for work completed in the third year of the program, for a total of 48 credit hours over the course of the entire program.⁶² Figure 3.5 lists the coursework required in the first two years of the program.

Figure 3.5: First and Second Year Courses

YEAR	COURSEWORK	
	FOUNDATION AND METHODS COURSES	DISCIPLINE-SPECIFIC COURSES
Year One	<ul style="list-style-type: none"> ■ Business Research I and II ■ Quantitative Research Methods I ■ Survey Design and Research Methods 	<ul style="list-style-type: none"> ■ Seminars in Accounting Research ■ Seminars in Management Research ■ Seminars in Marketing Research ■ Seminars in Information Systems Research
	METHODS COURSES	DISSERTATION PREPARATION COURSES
Year Two	<ul style="list-style-type: none"> ■ Quantitative Research Methods II ■ Qualitative Research Methods 	<ul style="list-style-type: none"> ■ Research Methods and Dissertation Design I ■ Research Methods and Dissertation Design II

Source: Kennesaw State University.⁶³

⁵⁸ “Doctor of Management – Nonprofit Fellowship.” Case Western Reserve University. <http://weatherhead.case.edu/degrees/doctor-management/nonprofit>

⁵⁹ “Doctor of Management – Admission Information,” Op. cit.

⁶⁰ “Kennesaw State University.” NCES College Navigator. Institute of Education Sciences. <http://nces.ed.gov/collegenavigator/?q=kennesaw+state&s=all&id=140164>

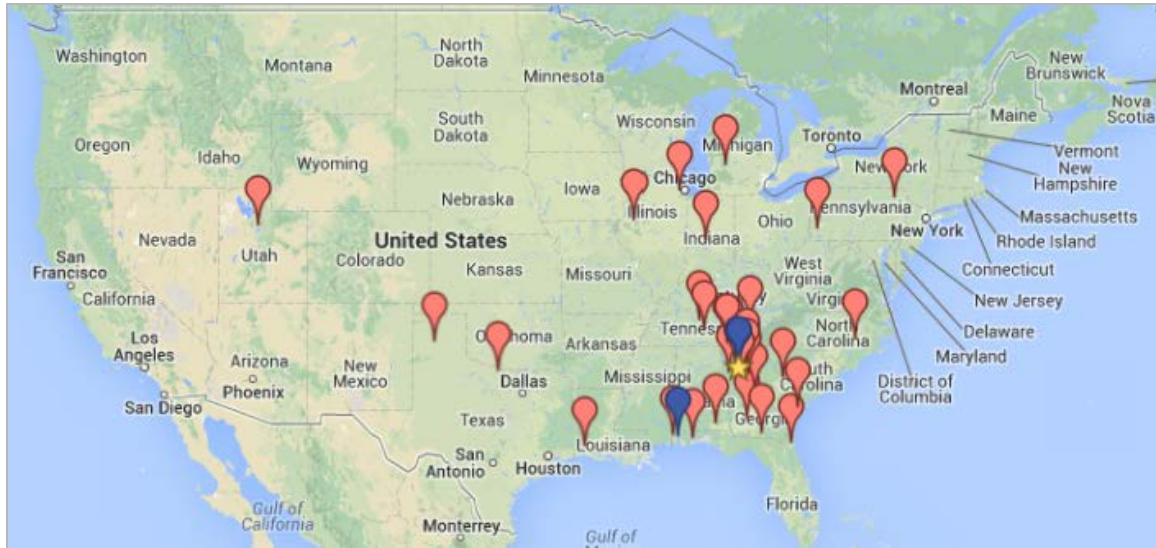
⁶¹ “A Quality Research Doctorate for Professionals.” Kennesaw State University. <http://coles.kennesaw.edu/graduate/dba/>

⁶² “Rigorous Curriculum.” Kennesaw State University. <http://coles.kennesaw.edu/graduate/dba/curriculum.htm>

⁶³ Ibid.

A review of published profiles of the 52 students in the graduating classes of 2012, 2013, and 2014 indicates that more than 40 percent of students in these cohorts live outside of Georgia. Of the classes of 2012, 2013, and 2014, 23 student profiles list out-of-state residencies and 29 list in-state residencies. Figure 3.6 depicts the cities of residence for all students in these cohorts for which such information is available. Hanover estimates an average travel distance of 266 miles for these students.⁶⁴

Figure 3.6: Cities of Residence for the Classes of 2012, 2013, and 2014.



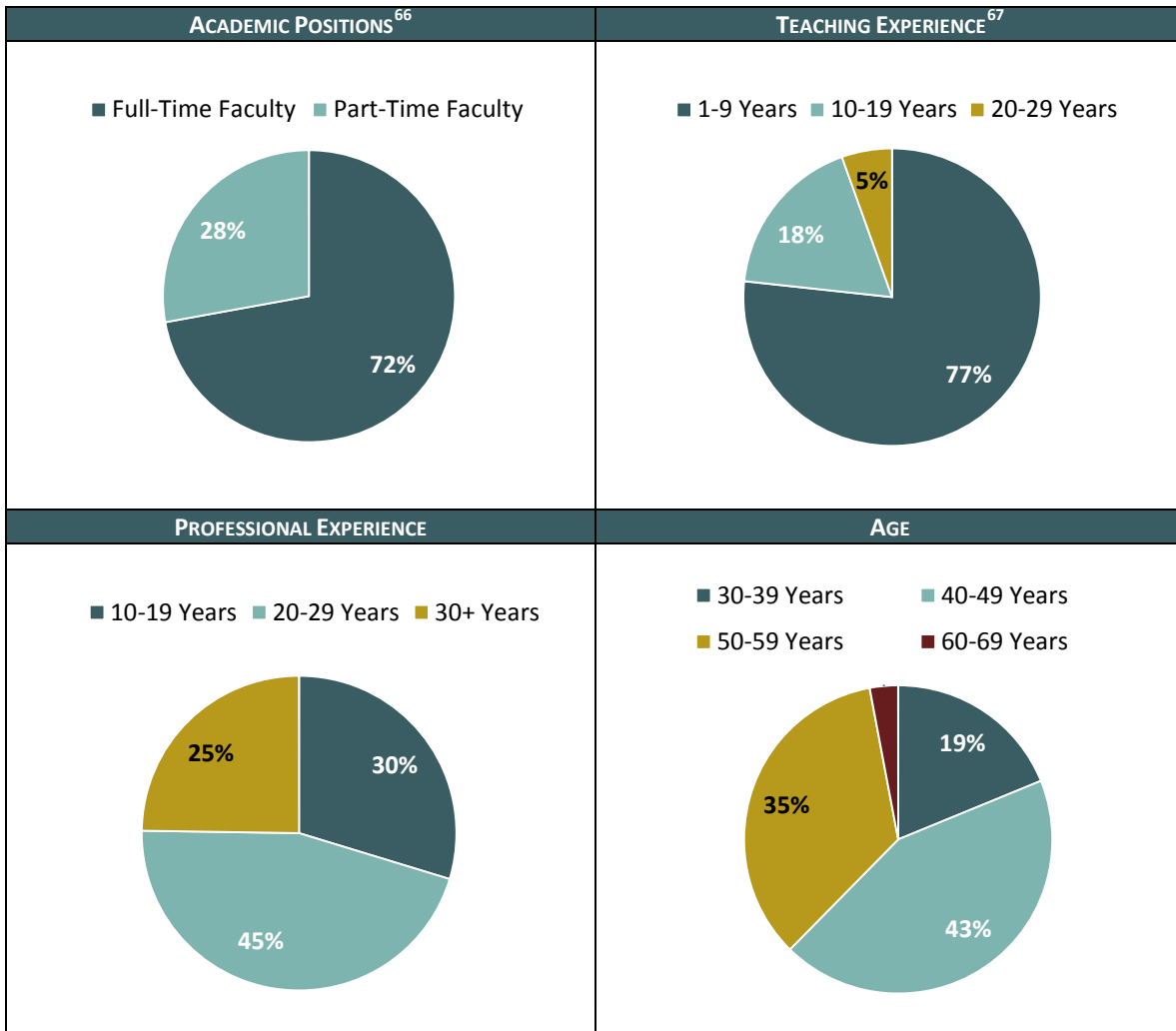
Source: Kennesaw State University, Google Maps.⁶⁵

As a whole, Kennesaw State University DBA students possess significant professional and academic experience. The program website reports that all students possessed at least 10 years of professional experience prior to enrollment, and 61 percent previously held full-time or part-time academic positions. Figure 3.7 describes the demographics of the 101 students who have earned a DBA from the program to date.

⁶⁴ "Program Statistics." Kennesaw State University. <http://coles.kennesaw.edu/graduate/dba/student-profiles.htm>

⁶⁵ Ibid.

Figure 3.7: Student Demographics



Source: Kennesaw State University.⁶⁸

Applicants must submit a resume and cover letter, transcripts, a statement of interest, and two letters of recommendation. Following an initial review of the application, applicants may be invited to attend a research workshop and complete a 12- to 15-page research interest overview. Students who submit a successful research interest overview may be invited to interview with the DBA Executive Director and two or more faculty members.⁶⁹

⁶⁶ A total of 63 students entered the DBA program with experience as a full-time or part-time faculty member. This chart describes the proportion of full-time and part-time faculty members among these 63 students.

⁶⁷ A total of 77 students entered the DBA program with teaching experience. This chart describes the years of teaching experience among these 77 students.

⁶⁸ "Program Statistics." Op. cit.

⁶⁹ "Admission Process." Kennesaw State University. <http://coles.kennesaw.edu/graduate/dba/admission-process.htm>

Tuition fees total \$96,500 for completion of the program. Kennesaw State University notes that tuition does not include costs associated with travel and lodging, research, or membership in academic associations.⁷⁰

OKLAHOMA STATE UNIVERSITY

Oklahoma State University is a public institution with an enrollment of 24,390 on the Stillwater, Oklahoma main campus, including 19,136 undergraduate students and 5,253 graduate students as of the fall of 2011.⁷¹ The Spears School of Business offers a three-year executive Ph.D. in business.⁷²

Officially, enrolled students commit to attending residencies four days each month, ten months out of the year.⁷³ A review of scheduled residencies for the 2013 and 2014 cohorts, however, lists three, three-day residencies in the fall, spring, and summer semesters, for a total of nine annual three-day residencies each year of the program.⁷⁴ Residency course content covers “macro and micro organizational issues, creativity, innovation, and a broad and comprehensive spectrum of research methods – qualitative, quantitative, and mixed methods.”⁷⁵ Figure 3.8 lists required courses for each semester of the program. Although the three-year course sequence lists fewer courses beyond the first year, the official residency schedule does not list fewer residency dates for the cohort currently enrolled in the second year of the program.⁷⁶ The program sequence begins in the spring semester.⁷⁷

Figure 3.8: Required Courses

YEAR	SPRING SEMESTER	SUMMER SEMESTER	FALL SEMESTER
Year One	<ul style="list-style-type: none"> ■ Organizational Sciences I and II ■ Contemporary Research in Management ■ Concentration Course 	<ul style="list-style-type: none"> ■ Theory Building and Scientific Research ■ Advanced Methods in Management Research ■ Creativity, Innovation, and Leadership ■ Corporate Governance 	<ul style="list-style-type: none"> ■ Quantitative Methods ■ Applied Research Practicum I ■ Two Concentration Courses
Year Two	<ul style="list-style-type: none"> ■ Applied Research Practicum II 	<ul style="list-style-type: none"> ■ Applied Research Practicum III 	<ul style="list-style-type: none"> ■ Applied Research Practicum IV
Year Three	<ul style="list-style-type: none"> ■ Dissertation I 	<ul style="list-style-type: none"> ■ Dissertation II 	<ul style="list-style-type: none"> ■ Dissertation III

Source: Oklahoma State University.⁷⁸

⁷⁰ “Overall Investment.” Kennesaw State University. <http://coles.kennesaw.edu/graduate/dba/program-costs.htm>

⁷¹ “Oklahoma State University – Main Campus.” NCEC College Navigator. Institute of Education Sciences. <http://nces.ed.gov/collegenavigator/?q=oklahoma+state+university&s=all&id=207388>

⁷² “Ph.D. in Business for Executives.” Oklahoma State University. <http://phdexec.okstate.edu/>

⁷³ “Executive Lifestyle.” Oklahoma State University. <http://phdexec.okstate.edu/tailored-for-professionals/>

⁷⁴ “Residency Dates.” Oklahoma State University. <http://phdexec.okstate.edu/residency-dates/>

⁷⁵ “Executive Lifestyle,” Op. cit.

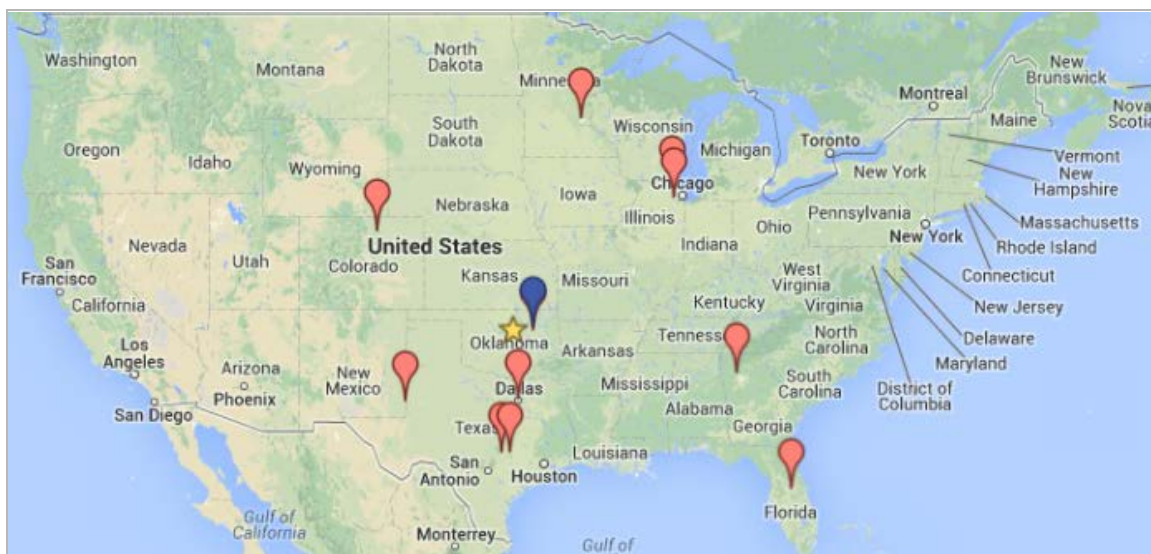
⁷⁶ “Residency Dates,” Op. cit.

⁷⁷ “Visionary Curriculum.” Oklahoma State University. <http://phdexec.okstate.edu/curriculum-development/>

⁷⁸ Ibid.

The program website lists 18 participants who began the program in 2012 and 17 participants who began the program in 2013. Cities of residence listed for 2013 participants indicate that only four of the 17 students who entered the program in 2013 live in Oklahoma. Of the remaining 13 students, two reside in Canada and one resides in the Netherlands. Hanover estimates an average travel distance for the 10 American participants of 505 miles. Figure 3.9 depicts the cities of residence for each of the American participants who entered the program in 2013.⁷⁹

Figure 3.9: Cities of Residence for the Class of 2013



Source: Oklahoma State University, Google Maps.⁸⁰

Candidates for admission must hold at least a master's degree and possess "extensive management experience."⁸¹ The application requires a cover letter, resume, statement of interest of three to five pages, two letters of recommendation, and a 12- to 15-page research proposal. Applicants may attend a one-day research workshop on the Tulsa campus for guidance on the preparation of the research proposal. Candidates for admission must meet an early action application deadline of April 1 or a regular decision application deadline of September 1.⁸²

Oklahoma State University charges \$2,000 per credit hour, for an annual tuition cost of \$40,000 and a total program cost of \$120,000. Tuition includes books, meals during residencies, and other selected materials, but does not cover the cost of travel and lodging.⁸³

⁷⁹ "Participants." Oklahoma State University. <https://phdexec.okstate.edu/participants/>

⁸⁰ Ibid.

⁸¹ "Admissions." Oklahoma State University. <https://phdexec.okstate.edu/admissions/>

⁸² Ibid.

⁸³ Ibid.

GEORGIA STATE UNIVERSITY

Georgia State University is a public institution in Atlanta with a fall 2011 enrollment of 32,022, including 24,096 undergraduate students and 7,926 graduate students.⁸⁴ The J. Mack Robinson College of Business offers an “interdisciplinary, globally oriented” three-year EDBA program designed “for professionals who wish to continue their education to the highest level.”⁸⁵

Students enrolled in the EDBA program complete three courses worth three credits each in both the fall and spring semesters of the program. Including research activities and lab requirements, students attend four, three-day residencies held Thursday through Saturday each semester.⁸⁶ Figure 3.10 lists the content courses, method courses, and research activities and labs that comprise the EDBA curriculum.

Figure 3.10: Required Courses

	CONTENT COURSES	METHOD COURSES	RESEARCH ACTIVITIES AND LABS
Year One	<ul style="list-style-type: none"> ■ Leadership to Create Human Value 	<ul style="list-style-type: none"> ■ Philosophy and Practice of Science and Research ■ Designing Qualitative Research Studies ■ Analyzing Qualitative Research Data ■ Designing Quantitative Research Studies 	<ul style="list-style-type: none"> ■ Individual reading, presentation, and critiquing of research papers ■ Lab for business driven research
Year Two	<ul style="list-style-type: none"> ■ Theory and Practice of Collective Action ■ Emerging Markets and Global Models for Business and Culture and World Politics ■ Global Economic Systems and Issues 	<ul style="list-style-type: none"> ■ Quantitative Research Methods 2 	<ul style="list-style-type: none"> ■ Lab for business driven research ■ Dissertation lab
Year Three	<ul style="list-style-type: none"> ■ Influences and Limitations on Executive Decision Making ■ Ethical Issues Confronting Contemporary Business Leaders and the Role of Business in Social Policy 	<ul style="list-style-type: none"> ■ Institutional Research and Knowledge Dissemination 	<ul style="list-style-type: none"> ■ Dissertation labs

Source: Georgia State University.⁸⁷

⁸⁴ “Georgia State University.” NCES College Navigator. The Institute of Education Sciences. <http://nces.ed.gov/collegenavigator/?q=Georgia+State+University&s=all&id=139940>

⁸⁵ “Beyond the MBA: the Next Degree in Business.” Georgia State University. <http://edb.robinson.gsu.edu/>

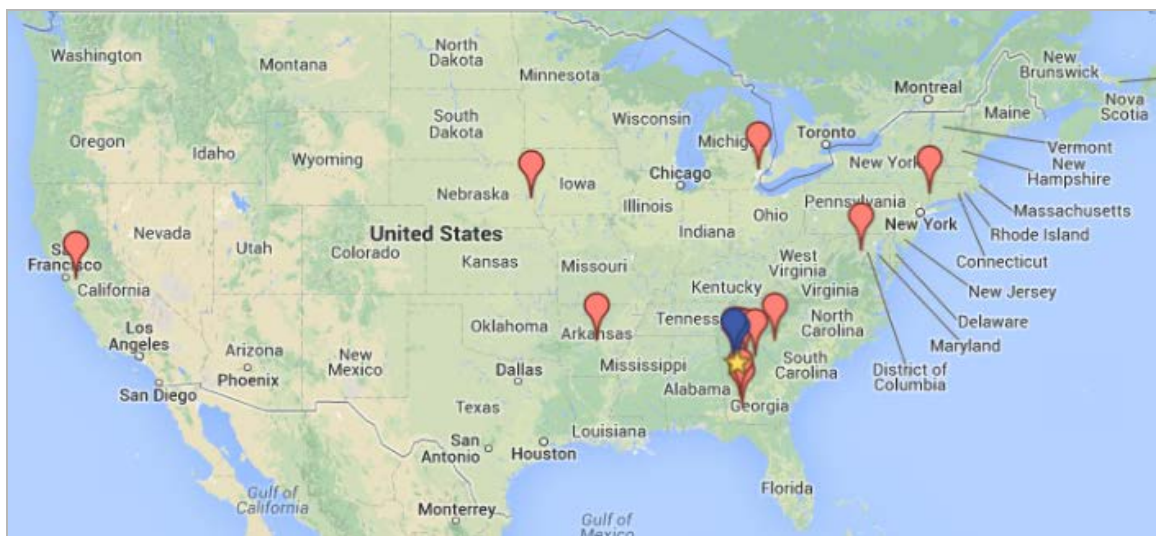
⁸⁶ “Program Structure.” Georgia State University. <http://edb.robinson.gsu.edu/about/program-structure/>

⁸⁷ “Curriculum.” Georgia State University. <http://edb.robinson.gsu.edu/about/overview/curriculum/>

The program requires an average commitment of 25-30 hours per week for enrolled students to complete assignments.⁸⁸ Students submit a group research paper at the end of their first year, a dissertation proposal at the end of the second year, and a dissertation at the end of the third year. Students must defend both the dissertation and the dissertation proposal.⁸⁹

Published student profiles list 17 members of the class of 2012, 19 members of the class of 2013, 14 members of the class of 2014, and 15 members of the class of 2015.⁹⁰ Alumni profiles list cities of residence for 16 members of the class of 2012 and 17 members of the class of 2013. Of the students for whom the alumni website lists city of residence, 26 live in Georgia and seven live outside of Georgia. Hanover estimates an average travel distance of 212 miles for these two cohorts. Figure 3.11 depicts the cities of residence for the classes of 2012 and 2013.

Figure 3.11: Cities of Residence for the Classes of 2012 and 2013



Source: Georgia State University, Google Maps.⁹¹

Candidates for admission must possess a “relevant post-baccalaureate degree” as well as a minimum of ten years of professional experience, including a minimum of seven years’ work experience “with significant management responsibilities.”⁹² Applicants must also submit transcripts, a resume, and three essays addressing the following prompts:

- Reasons for pursuing the degree
- Goals and expectations for the program
- Strategy for successful participation, including plans to commit the time and effort necessary to excel in the program⁹³

⁸⁸ “Program Structure,” Op. cit.

⁸⁹ “Curriculum,” Op. cit.

⁹⁰ “Students and Alumni.” Georgia State University. <http://edb.robinson.gsu.edu/students-and-alumni/>

⁹¹ Ibid.

⁹² “Admissions.” Georgia State University. <http://edb.robinson.gsu.edu/admissions/>

⁹³ “Application Procedure.” GSU. <http://edb.robinson.gsu.edu/admissions/application-procedure/>

A selection committee assesses applications and interviews viable candidates. The admissions process is rolling, with a final application deadline of April 1.⁹⁴

Tuition cost totals \$109,000 for the completion of the three-year program. Tuition includes books and meals during residencies, but does not include travel or lodging.⁹⁵

TEMPLE UNIVERSITY

Temple University in Philadelphia is a public institution that enrolls 36,855 students, including 27,710 undergraduate students and 9,145 graduate students as of the fall of 2011.⁹⁶ The Fox School of Business offers a three-year EDBA program.⁹⁷

The EDBA curriculum offers a combination of on-campus residencies and online learning.⁹⁸ Students complete foundational courses and methods courses in the first two years of the program, as described in Figure 3.12. Students attend six on-campus residencies during each of the first two years of the program. Each residency lasts three days, scheduled Friday through Sunday.⁹⁹ Between residencies, students “participate in interactive online class sessions using web conferencing to reinforce course concepts and prepare for the next on-campus residency.”¹⁰⁰

Figure 3.12: Required Courses

	FOUNDATIONAL COURSES	METHODS COURSES
Year One	<ul style="list-style-type: none"> ■ Understanding the Firm through Management and Organizational Theory ■ Navigating the Global Marketplace ■ Integrative Perspectives on Business Knowledge 	<ul style="list-style-type: none"> ■ Problem Solving Using Quantitative Research Methods ■ Scientific Inquiry through Applied Research ■ Problem Solving and Using Qualitative Research Methods
Year Two	<ul style="list-style-type: none"> ■ Innovation and Entrepreneurship in the New Economy ■ Special Topics in Business Research 	<ul style="list-style-type: none"> ■ Advanced Quantitative Research Methods ■ Creation and Dissemination of Business Knowledge

Source: Temple University.¹⁰¹

In addition to these course requirements, students also complete one research project in their first year, two research projects in their second year, and write and defend a

⁹⁴ “Admissions,” Op. cit.

⁹⁵ Ibid.

⁹⁶ “Temple University.” NCES College Navigator. The Institute of Education Sciences.

<http://nces.ed.gov/collegenavigator/?q=Temple+University&s=all&id=216339>

⁹⁷ “The Fox Executive DBA.” Temple University. http://www.fox.temple.edu/cms_academics/dba/home/overview

⁹⁸ “Program Features.” Temple University. http://www.fox.temple.edu/cms_academics/dba/home/overview

⁹⁹ “Structure.” Temple University. http://www.fox.temple.edu/cms_academics/dba/program/overview/

¹⁰⁰ Ibid.

¹⁰¹ “Curriculum.” Temple University. http://www.fox.temple.edu/cms_academics/dba/program/courses/

dissertation and dissertation proposal in their third year. Students earn a total of 51 credits for the completion of required coursework, research projects, and dissertation components.¹⁰²

Candidates for admission must hold an MBA or a master's degree in a business-related discipline and possess at least 15 years of managerial experience, including at least seven years of experience at the senior or executive level. Each applicant submits a transcript, resume, two letters of recommendation, and two essays, including one essay that describes the applicant's motivation for applying to the program and one essay that describes how the applicant will balance approximately 25 hours of coursework per week with his or her other professional demands. The admissions process is rolling, with a final deadline of June 30.¹⁰³

Tuition for the three-year program totals \$124,200, including books, meals, and lodging during residencies. Tuition does not include the cost of transportation.¹⁰⁴

ROLLINS COLLEGE

Rollins College in Winter Park, Florida is a private institution with a fall 2011 enrollment of 3,272 students, including 2,614 undergraduate students and 658 graduate students.¹⁰⁵ In February 2013, the Crummer Graduate School of Business announced plans to establish a three-year EDDBA program.¹⁰⁶

Students who enroll in this program will complete one 1.5-credit course each month in the fall and spring semesters of the first two years in the program.¹⁰⁷ Rollins schedules each on-campus residency to occur on a Friday and Saturday.¹⁰⁸ In addition to the core residency courses, students will complete three, three-credit electives and four six-credit research and dissertation requirements.¹⁰⁹ Students participate in online learning opportunities throughout each year.¹¹⁰

Figure 3.13 lists all credit-bearing requirements for each year of the program.

¹⁰² Ibid.

¹⁰³ "Admissions." Temple University. http://www.fox.temple.edu/cms_academics/dba/admissions/

¹⁰⁴ Ibid.

¹⁰⁵ "Rollins College." NCES College Navigator. Institute of Education Sciences. <http://nces.ed.gov/collegenavigator/?q=Rollins&s=all&id=136950>

¹⁰⁶ "Rollins College Crummer Graduate School of Business Announces New Programs." Business Wire, 25 February 2013. <http://www.businesswire.com/news/home/20130225005345/en/Rollins-College-Crummer-Graduate-School-Business-Announces>

¹⁰⁷ "Tuition Breakdown." Rollins College. <http://r-net.rollins.edu/mba/financing/edba01-tuition.pdf>

¹⁰⁸ "Schedule and Courses." Rollins College. <http://www.rollins.edu/mba/doctoral-program/schedule.html>

¹⁰⁹ "Tuition Breakdown," Op. cit.

¹¹⁰ "Schedule and Courses," Op. cit.

Figure 3.13: Credit-Bearing Program Requirements

YEAR	FALL	SPRING	SUMMER
Year One	<ul style="list-style-type: none"> ■ Theory and Contemporary Thought in Economics ■ Theory and Contemporary Thought in Leadership ■ Introduction to the Philosophy of Science ■ Introduction to Research Methods for Managers 	<ul style="list-style-type: none"> ■ Theory and Contemporary Thought in Finance ■ Theory and Contemporary Thought in Marketing ■ Introduction to Quantitative Methods ■ Introduction to Qualitative Methods 	<ul style="list-style-type: none"> ■ Applied Research Part I
Year Two	<ul style="list-style-type: none"> ■ Theory and Contemporary Thought in Global Business ■ Theory and Contemporary Thought in Organizational Behavior and Human Resources ■ Approved Elective Course 	<ul style="list-style-type: none"> ■ Theory and Contemporary Thought in Operations Management ■ Theory and Contemporary Thought in Strategy and Strategic Marketing ■ Approved Elective Course 	<ul style="list-style-type: none"> ■ Applied Research Part II
Year Three	<ul style="list-style-type: none"> ■ Integrative Experience ■ Approved Elective Course 	<ul style="list-style-type: none"> ■ Dissertation Part I 	<ul style="list-style-type: none"> ■ Dissertation Part II

Source: Rollins College.¹¹¹

Students may fulfill elective requirements through “existing Crummer School electives that are being taught, directed study with a faculty member, undertaking a domestic or international consulting project, or even the transfer of coursework into the program from another AACSB accredited program.”¹¹²

Candidates for admission must hold either an MBA or another business-related master’s degree and possess at least 10 years of professional experience at the senior level, including “several years of progressive management experience.”¹¹³ The initial application requires candidates to submit transcripts, a resume, and a statement of purpose.¹¹⁴ As students progress through the application process, they must also submit two letters of recommendation and three essays.¹¹⁵ The admissions process is rolling, with a final application deadline of March 1.¹¹⁶ Rollins College limits each cohort to approximately ten students.¹¹⁷

¹¹¹ “Tuition Breakdown,” Op. cit.

¹¹² Ibid.

¹¹³ “Candidate Profile.” Rollins College. <http://www.rollins.edu/mba/doctoral-program/candidate-profile.html>

¹¹⁴ “Executive Doctorate in Business Administration Application.” Rollins College. <http://www.rollins.edu/mba/admissions/edba-application.html>

¹¹⁵ “Frequently Asked Questions (FAQs).” Rollins College. <http://www.rollins.edu/mba/doctoral-program/faqs.html>

¹¹⁶ “Application Process for Fall 2014.” Rollins College. <http://www.rollins.edu/mba/doctoral-program/deadlines.html>

¹¹⁷ “Candidate Profile,” Op. cit.

Rollins College charges approximately \$1,259.17 per credit, which equates to a total of \$7,555 in tuition for each of the fall, spring, and summer semesters, and \$67,995 for completion of the program as a whole.¹¹⁸

PACE UNIVERSITY

Pace University in New York City is a private institution with a fall 2011 enrollment of 12,593, including 8,025 undergraduate students and 4,568 graduate students.¹¹⁹ The Lubin School of Business offers an executive doctorate of professional studies (DPS) in business. To date, Pace University has awarded the degree to 194 business professionals.¹²⁰

Students earn the DPS over the course of a three- to five-year period. In total, students complete four foundations seminars, four methodology seminars, two publishing tutorials, five concentration courses (in the areas of finance, management, or marketing), and four courses devoted to the dissertation process.¹²¹ Seminars meet on campus for four hours on five Fridays throughout the course of the semester and include opportunities for students to participate in weekly discussions online.¹²² Elective courses meet each weekend for 14 weeks and align with the student’s chosen concentration in finance, management, or marketing. Students who live outside of New York may complete two of the elective requirements at a local institution and a third online.¹²³ Figure 3.14 describes a typical five-year program sequence.¹²⁴

Figure 3.14: Typical Program Sequence

YEAR	FALL	SPRING
Year One	<ul style="list-style-type: none"> ■ Doctoral Foundation Seminar in Management ■ Explorations in Business Research 	<ul style="list-style-type: none"> ■ Doctoral Foundation Seminar in Finance and Economics ■ Doctoral Foundation Seminar in Marketing
Year Two	<ul style="list-style-type: none"> ■ Regression Analysis ■ Publishing Tutorial 1 	<ul style="list-style-type: none"> ■ Selected Topics in Multivariate analysis ■ Publishing Tutorial 2

¹¹⁸ "Tuition Breakdown," Op. cit.

¹¹⁹ "Pace University – New York." NCES College Navigator. Institute of Education Sciences. <http://nces.ed.gov/collegenavigator/?q=Pace+University&s=all&id=194310>

¹²⁰ "Executive Doctoral Program." Pace University. <http://www.pace.edu/lubin/executive-doctorate-programs>

¹²¹ "Comprehensive Curriculum." Pace University. <http://www.pace.edu/lubin/lubin-academic-programs/executive-education/executive-doctoral-program/comprehensive-curriculum>

¹²² "Program Sequence." Pace University. <http://www.pace.edu/lubin/lubin-academic-programs/executive-education/executive-doctoral-program/comprehensive-curriculum/program-sequence>

¹²³ "Convenient Schedule." Pace University. <http://www.pace.edu/lubin/lubin-academic-programs/executive-education/executive-doctoral-program/convenient-schedule>

¹²⁴ "Program Sequence," Op. cit.

YEAR	FALL	SPRING
Year Three	<ul style="list-style-type: none"> ■ Research Design and Measurement ■ Doctoral Concentration Seminar in: <ul style="list-style-type: none"> ○ Corporate Finance ○ Consumer Research ○ Organization Behavior 	<ul style="list-style-type: none"> ■ Doctoral Foundation Seminar in Cross Cultural Management ■ Doctoral Concentration Seminar in: <ul style="list-style-type: none"> ○ Capital Markets ○ Marketing Management ○ Strategic Management
Year Four	<ul style="list-style-type: none"> ■ Dissertation Seminar 1 ■ Comprehensive Examination ■ Dissertation Committee Appointed 	<ul style="list-style-type: none"> ■ Dissertation Seminar 2 ■ Dissertation proposal presented to committee
Year Five	<ul style="list-style-type: none"> ■ Dissertation Seminar 3 	<ul style="list-style-type: none"> ■ Dissertation Seminar 4 <ul style="list-style-type: none"> ○ Candidate completes and defends dissertation

Source: Pace University.¹²⁵

Candidates for admission must possess at least 10 years of professional experience and hold an MBA or an equivalent master’s degree.¹²⁶ The application requires candidates to submit transcripts, an essay, four letters of recommendation, and an unspecified number of essays detailing the applicant’s academic and professional experience. Students may choose whether to submit GMAT scores.¹²⁷

The total cost of tuition and other fees varies by year, as described in Figure 3.15. Tuition does not include books or supplies.

Figure 3.15: Tuition and Fees

YEAR	TUITION	TECHNOLOGY FEE	GENERAL INSTITUTIONAL FEE	TOTAL TUITION AND FEES
Year One	\$19,980	\$200	\$512	\$20,692
Year Two	\$16,650	\$150	\$448	\$17,248
Year Three	\$13,320	\$100	\$384	\$13,804
Year Four	\$6,660	\$100	\$264	\$7,024
Year Five	\$6,660	\$100	\$264	\$7,024
Total	\$63,270	\$650	\$1,1872	\$65,792

Source: Pace University.¹²⁸

Although the Pace website describes the program as three to five years in length, neither the materials describing the program curriculum nor the tuition schedule indicate a path toward attainment in the minimum three-year period.

¹²⁵ Taken verbatim from: Ibid.

¹²⁶ “Admission Process.” Pace University. <http://www.pace.edu/lubin/lubin-academic-programs/executive-education/executive-doctoral-program/admissions-process>

¹²⁷ “Application Instructions for 2013.” Pace University. <http://appsrv.pace.edu/LubinDPS/DPSAppInstruction.pdf>

¹²⁸ “Tuition and Fees.” Pace University. <http://www.pace.edu/lubin/lubin-academic-programs/executive-education/executive-doctoral-program/admissions-process/tuition-and-fees>

INTERNATIONAL PROGRAMS

PARIS-DAUPHINE UNIVERSITY

Paris-Dauphine University offers a three-year EDDBA described as “a degree with business relevance and scientific quality.”¹²⁹ Faculty members conduct courses in both French and English unless any student indicates that he or she is not comfortable with French, in which case instructors conduct all courses in English.¹³⁰

The EDDBA program includes 10 seminars offered roughly once per month over a 16-month period. Students complete five mandatory seminars in research design, qualitative research methods, quantitative research methods, organization, and epistemology. Cohorts may collectively choose three optional seminars among the following:

- Research in Finance
- Research in Marketing and Managing Client Relations
- Research in Accounting and Control and Performance Management
- Research in Organization
- Research in Strategy
- Research in Health Management¹³¹

In addition to these methodological and content seminars, students also complete two writing seminars or workshops.¹³² All residencies are scheduled for “extended weekends.”¹³³

Students may satisfy the program’s thesis requirement by producing a roughly 200 page document “devoted to the exploration of a single managerial question” or by successfully publishing three academic articles.¹³⁴

Candidates for admission must have “sizable professional experience” that typically includes more than ten years of “significant responsibilities.”¹³⁵ Applicants must also submit a thesis topic along with their initial application.¹³⁶ Although the program website does not explicitly target American students, recruitment materials specifically reference American educational standards. In a section that describes the distinction between a Ph.D. and the

¹²⁹ “Executive Doctorate in Business Administration.” Paris-Dauphine University. <http://www.edba.dauphine.fr/fr/program.html>

¹³⁰ “Executive Doctorate in Business Administration Application Form.” Paris-Dauphine University, 2013, p. 2. http://www.edba.dauphine.fr/fileadmin/mediatheque/masters/EDBA/EDBA_Dauphine_Dossier_inscription_2013_v2.pdf

¹³¹ “Content of the Program.” Paris-Dauphine University. <http://www.edba.dauphine.fr/fr/program/content-of-the-program.html>

¹³² *Ibid.*

¹³³ “EDBA – Main Elements.” Paris-Dauphine University. <http://www.edba.dauphine.fr/fr/program/paris-dauphine-university-edba-main-element.html>

¹³⁴ “The Thesis.” Paris-Dauphine University. <http://www.edba.dauphine.fr/fr/program/the-thesis.html>

¹³⁵ “Paris-Dauphine University EDDBA.” Paris-Dauphine University. <http://www.edba.dauphine.fr/fr/program/paris-dauphine-university-edba.html>

¹³⁶ “EDBA – Main Elements,” *Op. cit.*

EDBA, the institution notes “The U.S. Department of Education and the National Science Foundation consider that the EDBA doctoral degree is ‘equivalent’ to the Ph.D.”¹³⁷ The program reportedly attracts many international students, including residents of six different countries.¹³⁸

Candidates for admission submit transcripts, two letters of recommendation, a brief description of the applicant’s reasons for applying to the program, and a three- to ten-page document describing the applicant’s proposed research topic, and an additional 10-12 page essay that addresses one of the following prompts:

- The concept of "business model" is increasingly recognized in managerial practices and in the academic literature. Is this notion useful compared to the more generic notion of "strategy"?
- The management of diversity is now a formalized practice in many organizations. What are the benefits, limitations, risks and pitfalls of these practices?
- Corporate social responsibility is now a fundamental issue. To what extent a manager can be responsible in an organization that is not?¹³⁹

Following submission of the application, candidates participate in a panel interview in Paris.¹⁴⁰ Tuition for the three year program totals €23,000 (\$30,334.70).¹⁴¹

CRANFIELD UNIVERSITY

In October 2011, Cranfield University in Bedfordshire, England announced a partnership with the Tilburg University TiasNimbas Business School in the Netherlands to offer a four-year executive DBA program, which leads to an EDBA from Cranston and a Ph.D. from Tilburg.¹⁴² This report treats the Cranfield University program separately from the Tilburg University program to account for slight differences in program implementation.

Cranfield University DBA students attend eleven, five-day modules over the course of a four-year period. In the first year, students complete four modules with a focus in research methodology. Students complete three additional modules during their second year, and two additional modules over the final two years of the program that focus on methodology, writing, personal development, and preparation for the culminating oral examination. Program leaders anticipate students will commit 15 to 20 hours a week to earning the degree.¹⁴³ Faculty members track student progress through four assessments in the first

¹³⁷ “EDBA vs PHD.” Paris-Dauphine University. <http://www.edba.dauphine.fr/fr/edba-vs-phd.html>

¹³⁸ “EDBA – Main Elements, Op. cit.

¹³⁹ Taken verbatim from: “Executive Doctorate in Business Administration Application Form,” Op. cit., p. 9.

¹⁴⁰ Ibid., p. 6.

¹⁴¹ Ibid., p. 8.

¹⁴² “Cranfield School of Management and Tilburg University Launch International DBA.” Cranfield University, 27 October 2011. <http://news.cision.com/cranfield-school-of-management/r/cranfield-school-of-management-and-tilburg-university-launch-international-dba,c9179680>

¹⁴³ “Programme Content and Structure.” Cranfield University. <http://www.som.cranfield.ac.uk/som/p2800/Programmes-and-Executive-Development/Doctorates/International-Executive-Doctorate/Programme-content-and-structure>

year, three assessments over the course of the second, third, and fourth years, and thesis defense in the fourth year. Students who fall behind in coursework may transfer to a different cohort year.¹⁴⁴

The program website describes 66 percent of current students as international.¹⁴⁵ A review of published profiles of 38 alumni and 50 current students reveals that program participants have completed prior coursework or gained significant professional experience in each of the following countries:¹⁴⁶

- | | | |
|------------------|-----------------|---------------------------------------|
| ▪ Uruguay | ▪ Argentina | ▪ The Netherlands |
| ▪ China | ▪ United States | ▪ Spain |
| ▪ Canada | ▪ Germany | ▪ Iceland |
| ▪ Russia | ▪ St. Lucia | ▪ Reykjavik |
| ▪ United Kingdom | ▪ Beirut | ▪ New Zealand |
| ▪ India | ▪ Belgium | ▪ Nigeria |
| ▪ Denmark | ▪ Venezuela | ▪ Dubai |
| ▪ Hungary | ▪ Switzerland | ▪ The Philippines |
| ▪ France | ▪ Pakistan | ▪ United Arab Emirates ¹⁴⁷ |

Candidates for admission must hold an MBA or a business-related degree of the equivalent level and possess a minimum of four years of managerial experience. Candidates who do not fully meet the academic requirements but have “extensive managerial experience” may request to complete the program over a six-year period.¹⁴⁸

In the first stage of the application process, students submit a research proposal to be assessed by the faculty. The research proposal should identify an appropriate faculty advisor, establish a clear research question for a topic of importance, illuminate deficiencies in existing literature, outline a research methodology, and describe the potential impact of the proposed research. In the second stage, students who have produced a research proposal that has generated interest within the department complete a formal application, take three admissions tests, and participate in a panel interview.¹⁴⁹

¹⁴⁴ “FAQs.” Cranfield University. <http://www.som.cranfield.ac.uk/som/p2809/Programmes-and-Executive-Development/Doctorates/International-Executive-Doctorate/Frequently-asked-Questions>

¹⁴⁵ Ibid.

¹⁴⁶ [1] “Alumni Biographies.” Cranfield University. <http://www.som.cranfield.ac.uk/som/p16484/Programmes-and-Executive-Development/Doctorates/International-Executive-Doctorate/Alumni-Biographies>

[2] “Researcher Biographies.” Cranfield University. <http://www.som.cranfield.ac.uk/som/p15701/Programmes-and-Executive-Development/Doctorates/International-Executive-Doctorate/Researcher-Biographies>

¹⁴⁷ Ibid.

¹⁴⁸ “Admissions Requirements and How to Apply.” Cranfield University. <http://www.som.cranfield.ac.uk/som/p2788/Programmes-and-Executive-Development/Doctorates/International-Executive-Doctorate/How-to-Apply>

¹⁴⁹ Ibid.

Students who complete the degree in four years pay a total of £56,000 (approximately \$85,999.20). Beyond the fourth year, students pay £6,500 (\$9,982.05) per year. Cranfield reports that most students receive sponsorship from an employer, although the size of the award varies, ranging from small contributions to full tuition. Tuition includes some meals and access to some research tools, but does not include the cost of travel, accommodations, or books. Domestic and international students pay equivalent tuition.¹⁵⁰ Although Cranfield does not formally offer scholarships, the institution does, on rare occasions, offer discounts to students who work in the non-profit sector.¹⁵¹

TILBURG UNIVERSITY AND CITY UNIVERSITY LONDON

The Tilburg University TiasNimbas Business School in the Netherlands and the City University London Cass Business School have partnered to offer a four-year executive Ph.D. program.¹⁵²

Enrolled students complete 10, five-day, 40-hour residencies over the course of the program, including four residencies in the first year and two residencies each year thereafter. Each campus hosts half of the required residencies, a practice that exposes all students to faculty members on each campus.¹⁵³ In addition to the residencies, students devote an additional 16 to 20 hours per week to a thesis research project.¹⁵⁴

First-year courses focus on quantitative and qualitative research methods, while courses taught in years two through three focus on subject area training in accounting, economics, finance, and management. Faculty members evaluate student progress at the end of the first year to ensure adequate progress and develop a course of action for the remaining three years. Students are expected to regularly present their work throughout the course of the program and ultimately write and defend a doctoral thesis.¹⁵⁵

Candidates for admission typically hold an MBA or business-related master's degree and possess at least five years of managerial experience.¹⁵⁶ Tuition totals £65,000 (\$99,866) for students who complete the degree in four years.¹⁵⁷

PARIS SCHOOL OF BUSINESS

¹⁵⁰ "Fees." Cranfield University. <http://www.som.cranfield.ac.uk/som/p2808/Programmes-and-Executive-Development/Doctorates/International-Executive-Doctorate/Fees>

¹⁵¹ "FAQs," Op. cit.

¹⁵² "Executive Ph.D." City University London. <http://www.cass.city.ac.uk/courses/executive-phd>

¹⁵³ Ibid.

¹⁵⁴ "New Executive Ph.D." City University London. http://www.cass.city.ac.uk/__data/assets/pdf_file/0005/172463/Executive_PhD_flyer.pdf

¹⁵⁵ "Course Content, Structure, and Dates." Tilburg University. http://www.tiasnimbas.edu/Executive_PhD/Course_content_structure_dates/pgeld=311/S12?programId=165

¹⁵⁶ "Requirements." Tilburg University. http://www.tiasnimbas.edu/Executive_PhD/Requirements/pgeld=311/S25?programId=165

¹⁵⁷ "New Executive Ph.D." City University London. http://www.cass.city.ac.uk/__data/assets/pdf_file/0005/172463/Executive_PhD_flyer.pdf

The Paris School of Business offers an executive DBA program. Although the program is designed to be completed between 24 and 36 months, the website indicates that “outstanding” candidates could earn the degree in as little as 18 months.¹⁵⁸ The program reports enrolling 12 students in both 2011 and 2012.¹⁵⁹

The first year of the program provides instruction in research methodology, and the second year provides support for students as they research and write the required dissertation.¹⁶⁰ Figure 3.16 lists requirements and the associated time commitments for each curricular component.

Figure 3.16: Requirements and Associated Time Commitments

YEAR	REQUIREMENT	TIME COMMITMENT
Year One	Introduction to Research Methods	Four Days
	Philosophical approaches to Management research and Epistemology	Three Days
	Advanced Quantitative Research Methods	Three Days
	Advanced Qualitative Research Methods	Three Days
Year Two	Presentation and Defense of Candidate’s Thesis Proposal	One Day
	Academic Writing Workshops	Three Days
	Supervisory Meetings	Three Days
	Presentation and Defense of Candidate’s Thesis	Half-Day

Source: Paris School of Business.¹⁶¹

Candidates for admission are expected to have completed master’s level work, although the institution will make exceptions for “outstanding bachelor degree graduates” willing to complete preliminary master’s-level coursework prior to beginning the formal program components. Applicants submit a CV or resume, transcripts, two letters of recommendation, writing samples, and a two-page dissertation proposal. After submitting the application, students may be invited to participate in an interview.¹⁶² Tuition for 2013-2014 totals €29,500 (\$38,907.55). At the current rate, a student who completes the degree in the anticipated two-year period pays a total of €59,000 (\$77,815.10).¹⁶³ Students may apply for a merit-based scholarship of up to €4,000 (\$5,276.80).¹⁶⁴

¹⁵⁸ “Executive DBA Degree Requirements.” Paris School of Business. <http://www.psbedu.com/study-abroad-programs/executive-dba/degree-requirement.html>

¹⁵⁹ “DBA Testimony.” Paris School of Business. <http://www.psbedu.com/study-abroad-programs/executive-dba/testimony.html>

¹⁶⁰ “The Executive DBA Pedagogy.” Paris School of Business. <http://www.psbedu.com/study-abroad-programs/executive-dba/pedagogy.html>

¹⁶¹ “Executive DBA Courses.” Paris School of Business. <http://www.psbedu.com/study-abroad-programs/executive-dba/curriculum.html>

¹⁶² “Executive DBA Program: Who Can Apply?” Paris School of Business. <http://www.psbedu.com/study-abroad-programs/executive-dba/admission.html>

¹⁶³ “Executive DBA Tuition Fees.” Paris School of Business. <http://www.psbedu.com/study-abroad-programs/executive-dba/tuition-fees.html>

¹⁶⁴ “Application Form.” Paris School of Business. <http://www.psbedu.com/business-school-links/application-form.html?programs=1>

UNIVERSITY OF SOUTH AUSTRALIA

The University of South Australia International Graduate School of Business in Adelaide, South Australia offers a three-year EDBA program. The program is organized around three phases that address both skills and content:

- In the first phase, students develop writing and analytical skills for evaluating and producing academic literature;
- In the second phase, students explore multiple content areas; and
- In the third phase, students develop their culminating “case study,” akin to the dissertation requirement.¹⁶⁵

Figure 3.17 describes a sample program sequence published on the program website.

Figure 3.17: Sample Program Sequence

YEAR ONE	YEAR TWO	YEAR THREE
Qualitative Research and Case Studies	New Marketing Thought and Practice	Implementing Strategy: Management Control Systems
Critical Thinking and Analysis of the Literature	Effective Leadership for High Performance Organisations	Strategy for Leaders
Beyond the Value Chain for Operations Excellence	Globalisation and Management	Case Study Development
Sustainable Enterprises: Principles and Practice	Managing New Ventures	Case Publication

Source: University of South Australia.¹⁶⁶

Candidates for admission must hold an MBA or an equivalent degree. The school may require candidates who hold master’s-level degrees that are not equivalent to the MBA to complete a “bridging program” that typically consists of MBA courses. Candidates must also have a minimum of five years of executive or managerial experience and access to an organization with a minimum of 50 employees. This organization must submit authorization for the student to conduct research at said company.¹⁶⁷ In addition to this letter, applicants submit transcripts, a CV, and a research outline.¹⁶⁸

The program website does not indicate that tuition for the EDBA program differs from tuition for any other research program offered by the institution. Domestic students enrolled in research programs at the University of South Australia pay no tuition for the first four years. International students currently pay \$8,363(AUD) (\$7,730.76US) per year for full-time enrollment, and \$4,181.50(AUD) (\$3,865.38US) for part time enrollment.¹⁶⁹ Tuition for

¹⁶⁵ “Our Structure.” University of South Australia. <http://w3.unisa.edu.au/igsb/edba/structure.asp>

¹⁶⁶ Taken verbatim from: “Timetables.” University of South Australia. <http://w3.unisa.edu.au/igsb/edba/timetables.asp>

¹⁶⁷ “Entry Requirements.” University of South Australia. <http://w3.unisa.edu.au/igsb/edba/entry.asp>

¹⁶⁸ “To Apply.” University of South Australia. <http://w3.unisa.edu.au/igsb/edba/toapply.asp>

¹⁶⁹ “Fees and Enrolment for Research Degree Students.” University of South Australia. <http://w3.unisa.edu.au/researchstudents/lifecycle/fees.asp>

a student who completes the program in the anticipated four-year period would total \$33,452(AUD) (\$30,923.03US).

SCUOLA SUPERIORE SANT'ANNA AND GRENOBLE ECOLE DE MANAGEMENT

The Scuola Superiore Sant'Anna Istituto Di Management in Pisa, Italy and the Grenoble Ecole de Management in Grenoble, France have partnered to offer an executive DBA program completed in two stages over the course of four years.¹⁷⁰ The first stage trains students to conduct research in the management sciences, and the second stage supports students as they collect data and write dissertations.

Students enrolled in the DBA program complete seven, forty-hour workshops, including introductory and concluding workshops and workshops in research design and literature review, qualitative methods, quantitative methods, management theory, and innovation. Students may choose to complete most workshops on either campus. Recruitment materials indicate that students typically hold a master's-level degree in management or a related discipline and should have a minimum of three years of managerial experience.¹⁷¹

These institutions charge €10,000 (\$13,189) in tuition per year, for a total program cost of €40,000 (\$52,756) for students who complete the program in four years.¹⁷² Recruitment materials promote benefits for students and their employers and encourage students to seek sponsorship from employers.¹⁷³

INSTITUTE OF ECONOMICS OF THE POLISH ACADEMY OF SCIENCES

The Institute of Economics of the Polish Academy of Sciences in Warsaw, Poland offers a two-year EDBA program. Because the program is newly established, much of the official program website remains incomplete.¹⁷⁴ Study Portals, a widely-used "European study choice platform," provides a thorough program description that serves as the basis for this profile.¹⁷⁵

According to Study Portals, students enrolled in the EDBA program complete two, five-day modules each semester for four semesters, for a total of eight, five-day modules over the course of the program. Each module includes homework and distance learning components. Themes of the modules include:

- Financial Market Instruments
- International Business Law
- Advanced Marketing
- Company Value Management

¹⁷⁰ "Executive DBA." Scuola Superiore Sant'Anna. http://www.sssup.it/UploadDocs/17013_BROCHURE_DBA.pdf

¹⁷¹ Ibid.

¹⁷² "Executive Doctorate in Business Administration – First Edition." Scuola Superiore Sant'Anna.

http://www.sssup.it/ist_context_elenco.jsp?ID_LINK=11806&id_context=37753&page=2&area=46

¹⁷³ "Executive DBA," Op. cit.

¹⁷⁴ "Two-Year EDBA Program." Institute of Economics Polish Academy of Sciences.

http://www.inepan.waw.pl/en/home/education/programs_in_english/two-year_edba_program.html

¹⁷⁵ "Description." Study Portals. <http://www.phdportal.eu/studies/30946/executive-doctor-in-business-administration.html#tab:description>

- Corporate Finance
- Strategic Management and Business Policy
- Enterprise Competitiveness
- International Human Resource Management
- Knowledge Management
- Decision Making
- Leadership
- International Financial Markets
- Negotiation Techniques
- Organizational Development and Change
- Contemporary IT Technologies
- Theory of Business Enterprise
- Statistical Analysis
- Economic Policy
- International Business Culture and Communication
- Family Business
- Entrepreneurship
- Research Methodology
- World Political and Economic Systems
- Crisis Management
- Organizational Behavior¹⁷⁶

Students present a research paper at the end of the final module and may choose to use this final research report as a draft for a Ph.D. thesis.¹⁷⁷

Applicants must possess at least four years of work experience and hold a master's level degree.¹⁷⁸ Tuition for international students totals €6,000 (\$7,913.40) per year for a total program cost of €12,000 (\$15,830.40).¹⁷⁹

NORDIC INTERNATIONAL MANAGEMENT INSTITUTE (NIMI) CHINA AND NYENRODE UNIVERSITY

NIMI China in the Sichuan Province, in partnership with Nyenrode University in the Netherlands, offers a four-year executive Ph.D. program “that combines the advantages of proven European tradition with contemporary Chinese dynamism.”¹⁸⁰ In 2012, Nyenrode University enrolled 18 students representing 12 countries in the institution's first executive Ph.D. cohort.¹⁸¹

Enrolled students complete required courses on both the Nyenrode University campus and the NIMI China campus. To complete the program, students must complete three modules of three to four days in length each year of the program and participate in webinars in between modules.¹⁸² In the first year of the program, required modules address research

¹⁷⁶ “Contents.” Study Portals. <http://www.phdportal.eu/studies/30946/executive-doctor-in-business-administration.html#tab:contents>

¹⁷⁷ Ibid.

¹⁷⁸ “Requirements.” Study Portals. <http://www.phdportal.eu/studies/30946/executive-doctor-in-business-administration.html#tab:requirements>

¹⁷⁹ “Description.” Op. cit.

¹⁸⁰ “Ph.D. FAQs 2013.” NIMI China. http://english.nimichina.com/_d272417093.htm

¹⁸¹ “Ph.D. Brochure 2013.” NIMI China. http://english.nimichina.com/_d272417093.htm

¹⁸² “Ph.D. FAQs 2013,” Op. cit.

design, quantitative methodology, and qualitative methodology.¹⁸³ Students must defend a dissertation and submit at least four articles to academic publications or conferences.¹⁸⁴

Successful candidates for admission typically hold a master’s degree, although this requirement may be waived for certain candidates. An admission committee assesses each applicant on the basis of his or her proposed topic of research, educational qualifications, business experience, and ability to adequately make time for the academic program.¹⁸⁵

Program tuition totals €11,000 (\$14,507.90) per year. Including a €4,000 (\$5,276.80) application fee, tuition for the four-year period totals €48,000 (\$63,307.20).¹⁸⁶

SKEMA BUSINESS SCHOOL

Skema Business School operates five campuses, including campuses in France, China, and Raleigh, North Carolina. The Lille, France campus offers a three-year executive Ph.D. in project and program management designed “to facilitate the dynamic development of participants' managerial and entrepreneurial competencies, allowing them to enhance their expertise, and to work as managers and leaders in organisations in an international and multicultural environment.”¹⁸⁷

The program curriculum consists of two parts, each of three semesters in length. In part one, students complete six research methods courses and submit five pieces of work for assessment.¹⁸⁸ Figure 3.18 lists the requirements for the first part of the program.

Figure 3.18: Required Courses and Assessed Elements

REQUIRED COURSES	ASSESSED ELEMENTS
<ul style="list-style-type: none"> ■ Thesis Management – Writing for Success ■ Qualitative and Mixed Research Methods ■ Quantitative Research Methods ■ Data Analysis and Interpretation ■ Case Study Research ■ Systems Modeling and the Nine Schools of Project Management 	<ul style="list-style-type: none"> ■ A critique of a Ph.D. thesis in a topic area similar to the one you wish to study ■ A critique of a Ph.D. thesis using a methodology similar to the one you propose ■ A working paper summarizing the findings from your preliminary literature search ■ Your research Proposal ■ The defence of your research proposal before a jury

Source: Skema Business School.¹⁸⁹

¹⁸³ “Ph.D. Brochure 2013,” Op. cit.

¹⁸⁴ “Ph.D. FAQs 2013,” Op. cit.

¹⁸⁵ Ibid.

¹⁸⁶ “Ph.D. Application Form.” NIMI China, 2013. http://english.nimichina.com/_d272417093.htm

¹⁸⁷ “Executive Ph.D. in Project and Programme Management.” Skema Business School.

<http://www.skema.edu/programs/phd/phd-in-strategy-programme-and-project-management#>

¹⁸⁸ “Structure.” Skema Business School. <http://www.skema.edu/programs/phd/structure-phd-strategic-project-management>

¹⁸⁹ Taken verbatim from Ibid.

The second part of the program requires students to present an academic paper at an approved research conference and write and defend a thesis. In preparation for completing the required components in the second part of the program, students may attend mentoring workshops and a doctoral seminar.¹⁹⁰

Candidates for admission must hold a master's-level degree in project management and possess a minimum of five years of managerial experience. Required components of the application include a research template, two letters of recommendation, a CV, an essay that addresses the candidate's motivation for enrolling in the program, transcripts, and documentation of employment.¹⁹¹

Tuition totals €5,000 (\$6,594.50) per semester for part one of the program and €3,000 (\$3,957.60) per semester for part two of the program, for a total cost of €24,000 (\$31,660.80) over six semesters.¹⁹²

Although the Raleigh campus does not offer the executive doctoral program, the Raleigh website does indicate plans to develop opportunities for executive education.¹⁹³

AALTO UNIVERSITY

Beginning in 2013, Aalto University in Finland will offer a three-year global DBA program designed for executives. The Aalto University program differs from most other executive DBA programs profiled for this report in that students earn course credit through the completion of the online courses, and required, in-person seminars serve as supplementary opportunities for student to discuss research progress.¹⁹⁴

Students who enroll in the program must complete a total of ten courses, including one course in academic reading and writing, one course on the process of conducting research projects in business, two to four methodological courses, and four to six courses in a business-related discipline.¹⁹⁵

Candidates for admission must hold a master's-level degree.¹⁹⁶ Applicants submit a CV, a current GRE or GMAT score, transcripts, a statement of purpose of no more than 1,000 words in length, a research writing sample, and two letters of recommendation.¹⁹⁷

¹⁹⁰ Ibid.

¹⁹¹ "Admission." Skema Business School. <http://www.skema.edu/programs/phd/admission-phd-in-strategy-programme-and-project-management>

¹⁹² "Structure," Op. cit.

¹⁹³ "Raleigh Programmes." Skema Business School. <http://www.skema.edu/campus/raleigh/raleigh-programmes>

¹⁹⁴ "Aalto Executive DBA – Reaching for the Top." Aalto University, p. 4. http://aaltoee.sg/wp-content/uploads/2013/01/Aalto_Executive_DBA_brochure.pdf

¹⁹⁵ Ibid.

¹⁹⁶ "Admission Criteria." Aalto University. <https://into.aalto.fi/display/endoctoralbiz/1.+Admission+criteria>

¹⁹⁷ "Required Appendices." Aalto University. <https://into.aalto.fi/display/endoctoralbiz/2.+Required+appendices>

Tuition cost varies according to the student’s ability to independently produce an appropriate dataset for dissertation research. Students who receive permission from an employer to access quantitative data for the research project are charged €29,000 (\$38,256.80) per year, for a total three-year program cost of €87,000 (\$114,770.40). Students for whom the institution must provide research data are charged €34,500 (\$45,502.05) per year, for a total three-year program cost of €103,500 (\$136,537.20).¹⁹⁸

UNITED INTERNATIONAL BUSINESS SCHOOLS

The United International Business Schools offer a two-year EDBA program that students may complete online or on one of nine internationally located campuses. United International Business Schools describe the program model as based on the American educational model that “link[s] classroom theory to real-life applications and professional skills.”¹⁹⁹

Students enrolled in the two-year program complete three modules to earn a total of 60 credits. Figure 3.19 describes the courses associated with each module. Students earn five credits for each listed course, with the exception of the dissertation, for which students earn 10 credits.²⁰⁰

Figure 3.19: Course Requirements

MODULE 1: CORE COURSES	MODULE 2: SCIENTIFIC RESEARCH	MODULE 3: THESIS AND DISSERTATION
<ul style="list-style-type: none"> ■ Quantitative Methods for Business ■ Management Information Systems ■ Business Communication ■ Advanced Sociology ■ Advanced Psychology ■ Specialization Course 	<ul style="list-style-type: none"> ■ Integrating Global Perspectives on Instruction and Learning ■ Conducting Seminars and Workshops ■ Research Methodology 	<ul style="list-style-type: none"> ■ Dissertation Proposal ■ Dissertation

Source: Zurich Business School.²⁰¹

Candidates for admission must hold a master’s-level degree in a business-related discipline and have at least three years of professional experience.²⁰² Figure 3.20 lists per-course costs and total program cost.

¹⁹⁸ “Aalto Executive DBA – Reaching for the Top.” Aalto University, p. 5. http://aaltoee.sg/wp-content/uploads/2013/01/Aalto_Executive_DBA_brochure.pdf

¹⁹⁹ “Welcome to the Barcelona Business School.” Barcelona Business School. <http://www.barcelona.uibs.org/>

²⁰⁰ “EDBA – Executive Doctor of Business Administration.” Zurich Business School. http://www.zurich.uibs.org/studyprograms_executive_dba.html

²⁰¹ Taken verbatim from: Ibid.

²⁰² Ibid.

Figure 3.20: Tuition Costs

CAMPUS	PER-COURSE COST	TOTAL COST	TOTAL IN \$(US)
Antwerp, Belgium	€2,500	€30,000	\$39,471
Brussels, Belgium	€2,500	€30,000	\$39,471
Ghent, Belgium	€2,500	€30,000	\$39,471
Barcelona, Spain	€2,500	€30,000	\$39,471
Madrid, Spain	€2,500	€30,000	\$39,471
Valencia, Spain	€2,500	€30,000	\$39,471
Lausanne, Switzerland	5,000 CHF	60,000 CHF	\$63,952.26
Zurich, Switzerland	5,000 CHF	60,000 CHF	\$63,952.26
Tokyo, Japan	¥550,000	¥6,600,000	\$65,986.80
Online	5,000 CHF	60,000 CHF	\$63,952.26

Source: Zurich Business School.²⁰³

²⁰³ "Program fees 2011-2012." Zurich Business School.
<http://www.zurich.uibs.org/downloads/Program%20Fees%202012%20-%202013.pdf>

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APPENDIX D

Alumni Survey

Executive Doctorate of Business Administration Survey Analysis

Prepared for the University of North Carolina at Charlotte

October 2013



In the following report, Hanover Research provides an analysis of responses to a survey administrated to Belk College of Business alumni regarding their interest in and opinions of a proposed Executive Doctorate of Business Administration (EDBA) program.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

The University of North Carolina at Charlotte (UNC-Charlotte) has proposed creating a new Executive Doctorate of Business Administration (EDBA) program that will “provide doctoral-level preparation for senior-level business professionals who wish to enhance their understanding of business theory, integrate cutting edge business theory and practices, and learn to address complex business problems through advanced research methodology.”¹ As part of the development of this program, UNC-Charlotte has partnered with Hanover Research to develop and administer a survey to gauge interest in the program and gather feedback on program structure, content, and cost. The survey was offered to alumni of the Belk College of Business who had previously earned at least a master’s-level degree in business.

In the following report, Hanover Research presents a full analysis of responses, and offers suggestions regarding the program structure and content most likely to appeal to potential applicants. Of the 99 survey respondents, approximately one-third indicated they would be interested in enrolling in the proposed program. However, our analysis did not find any *statistically significant* differences between respondent groups for the majority of survey responses.

Below, we present the key findings from our analysis.

KEY FINDINGS

INTEREST IN PROGRAM

- Overall, slightly under one-third of respondents were interested in the program as described. Among those who were not interested, **the majority specified the cost as a prohibitive factor**. Other respondents voiced the concern that the program would not offer as much of an advantage in their career as additional experience or proven performance.
- These results suggest that **in marketing the program, the University should consider emphasizing the ways in which skills and coursework addressed in the curriculum are both separate from and similar to those that can be gained through work experience alone**. Program marketing will also need to address the concern that the cost of the program outweighs potential salary increases.

¹ “Doctor of Business Administration Request for Authorization to Plan.” The University of North Carolina at Charlotte. P. 4.

PROGRAM PRICING

- **The proposed program cost of \$120,000 for all three years' worth of coursework was too high for even interested respondents to consider.** Interested respondents indicated that they would prefer paying between \$80,000 and \$105,000, while respondents who are not interested in the program indicated that the \$60,000 to \$80,000 price range would be more reasonable. Most respondents considered this price range to be "a bargain" but not so low they would question the quality of the program. **Based on responses to this survey, the ideal price point for the entire program may fall somewhere between \$75,000 and \$95,000.**

PREFERRED PROGRAM STRUCTURE

- Responses suggest that the proposed *length* of program residencies (three days) is appropriate for most respondents. However, **many respondents indicated that the proposed *frequency of residencies should be lessened from four days to two per semester.*** Further, most respondents indicated that they prefer a mixture of online and in-person instruction, and nearly all respondents indicated that they would be willing to travel to Charlotte, NC to participate in the in-person residencies.
- **Respondents, particularly those interested in the proposed program, emphasized the importance of "strategy" as a focus area of the curriculum.** "The global context" and "leadership and change management" were also particularly important to respondents, while "marketing" and "research methods" were least important relative to other potential focus areas.
- **All respondents placed great importance on having a global experience in the program.** Respondents who indicated that they would be interested in enrolling in an EDDBA program, in particular, indicated that their schedules would allow them to travel internationally as part of the program, with 96 percent able to travel up to one week and 57 percent able to travel up to two weeks. Over 80 percent of all respondents reported that they would be able to travel abroad for at least one week.
- **Respondents were most concerned about faculty members' business experience and influence as "thought leaders."** This suggests that the University should seek to recruit faculty who are recognized for advancements in their industry rather than those who hold high-level or prestigious degrees. Respondents placed relatively less importance on faculty members' experience teaching executives or their doctorate degrees.

SECTION I: INTEREST IN EDDBA PROGRAM

In the following section, Hanover Research analyzes respondent interest in the proposed EDDBA program. The section examines interest based on various respondent characteristics and analyzes explanations for why some respondents are not interested in enrolling in the proposed program. As discussed throughout this section, **when examining responses by interest in the program, there were no statistically significant differences observed across various respondent characteristics**, including years of professional experience, current title, income level, and age group.

Among respondents surveyed, just under one-third would be interested in enrolling in the proposed EDDBA program as described (Figure 1.1). Approximately 30 percent of this interested respondent group indicated that they would be willing to consider enrolling “immediately” or “within the next year” (Figure 1.6), while over one-third indicated that they were unsure when within the next three years they would consider enrolling.

Survey respondents with 11 to 20 years of professional experience were more interested in the program than those with fewer than five or over 20 years of experience. Based on coded open-ended responses, it seems individuals who have fewer than five years of experience are not yet in a position to commence an executive-level program, while those with over 20 years of experience explained that they were near retirement or felt additional education would not benefit their careers (Figure 1.7). However, because these differences were not statistically significant, these trends cannot be inferred among a broader population.

No trend appears when examining interest by respondents’ current title. Among respondents in management- and executive-level positions, interest in the program does not appear to correlate to level within a company (Figure 1.3). A single statistically significant difference appears among those who identified their current title as “other (please specify).” This group was significantly less likely to be interested in the EDDBA program. These respondents typically identified themselves either as analysts, directors, or project managers, or indicated that they worked in other fields (Figure 5.7).

Similarly, no overarching trend defines the relationship between reported income and interest in the EDDBA program. Respondents whose income fell below the \$125,000 threshold reported slightly lower levels of interest in the program (Figure 1.4) than respondents with slightly higher incomes. Specifically, **respondents whose incomes fell between \$125,000 and \$150,000 were more likely to be interested in the program**; however this trend does not continue among higher income brackets.

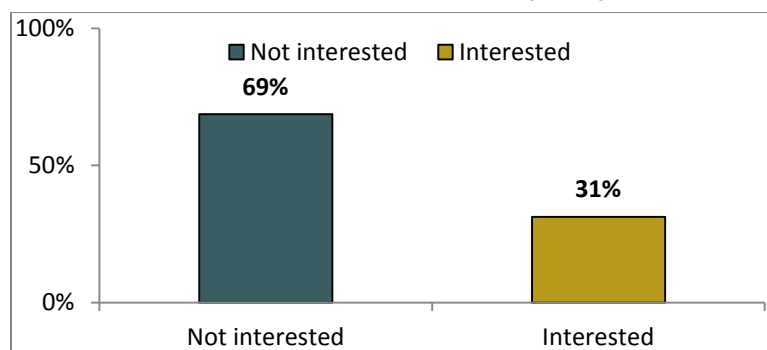
When segmented by age group, there were no statistically significant differences in respondents’ interest in the proposed program. Interested respondents were, however, **most concentrated in the 36 to 40 year-old age bracket**, while uninterested respondents were distributed more evenly from the 31 to 35 year-old bracket through the 41 to 45 year

old bracket (Figure 1.5). A substantially higher portion of uninterested respondents were over the age of 50.

Finally, **nearly one-half of respondents who indicated they were not interested in the EDBA program in the next three years explained that the cost of the program was prohibitive** (Figure 1.7). Some of these respondents found the cost too high for their current financial situation, but many found that the cost was too high for the program as it was described. Additionally, some respondents did not believe the anticipated increase in income would outweigh the cost. A second major theme cited by respondents was that their field values experience and performance more than additional education, and therefore, a doctorate program would not be valued in their career path. Similarly, some respondents explained that further education in the *business* field would not be beneficial in their career path. Few respondents cited the length of the program as a major reason for their lack of interest.

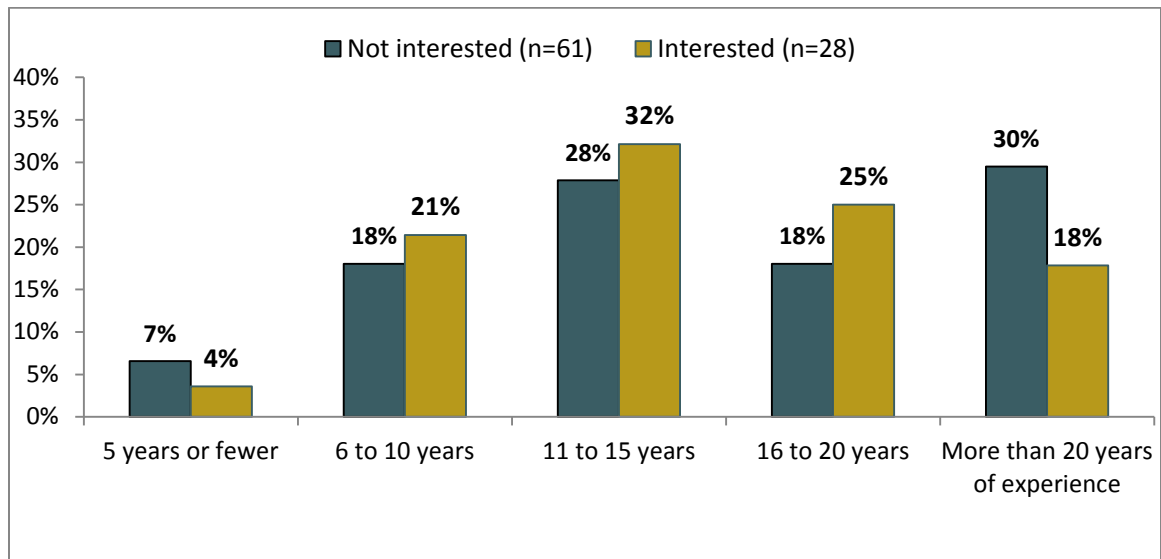
OVERALL INTEREST IN PROGRAM

Figure 1.1: Respondents Would Be Interested in Applying to Proposed EDBA Program within One to Three Years (n=99)



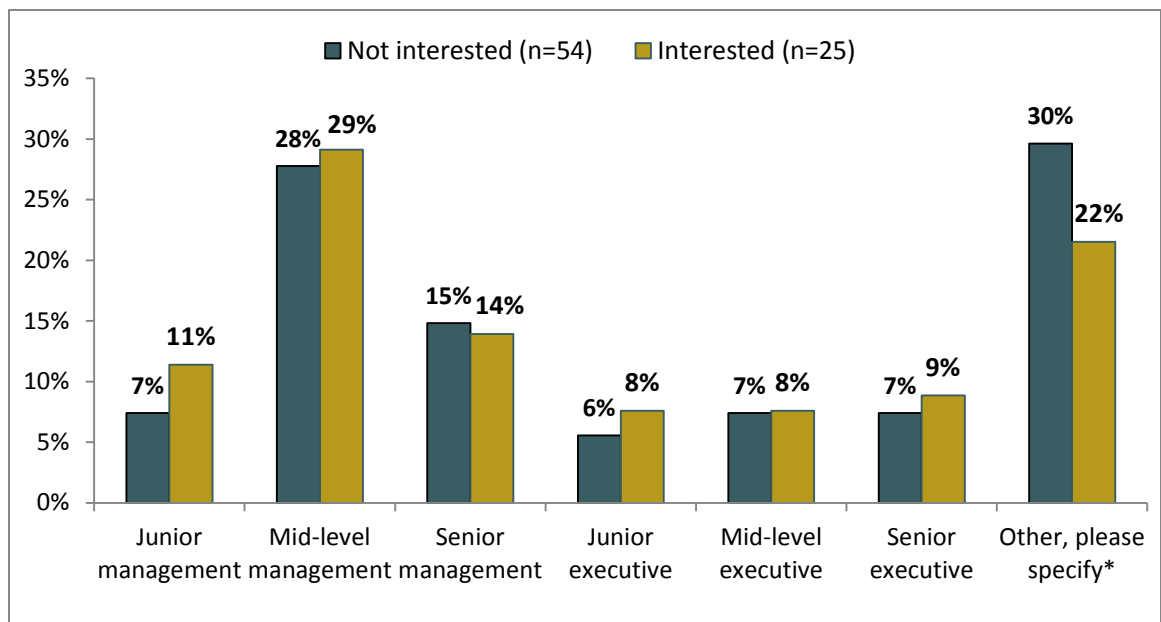
EXAMINING INTEREST BY DEMOGRAPHIC

Figure 1.2: Comparing Interest in Program by Years of Professional Experience



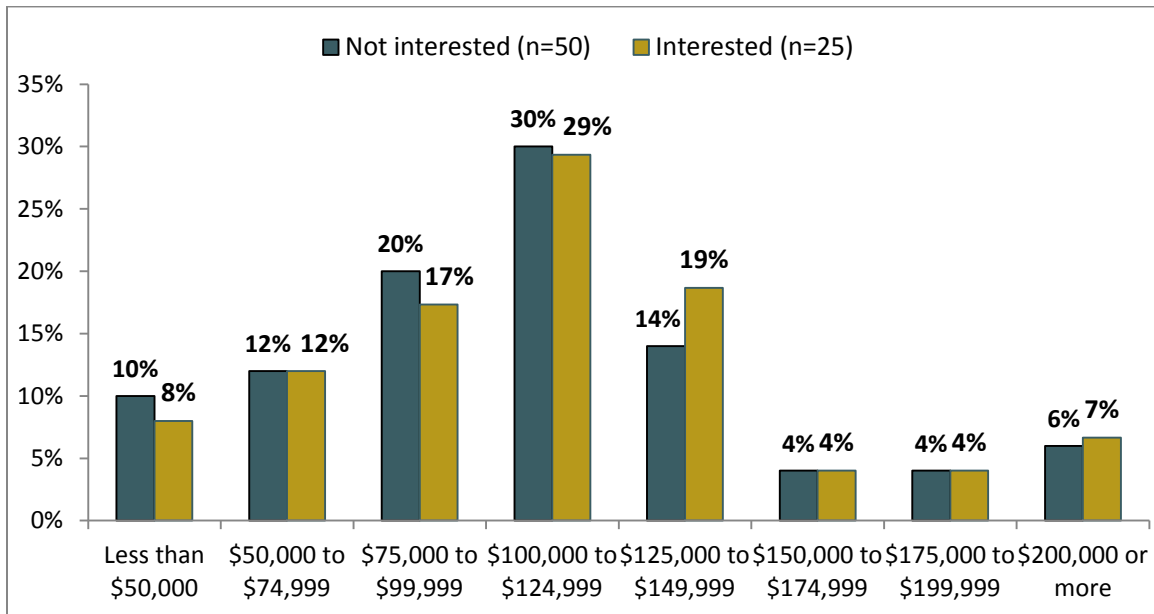
Note: Differences between respondent groups are *not statistically significant* (at confidence level of 95 percent)

Figure 1.3: Comparing Interest in Program by Current Position



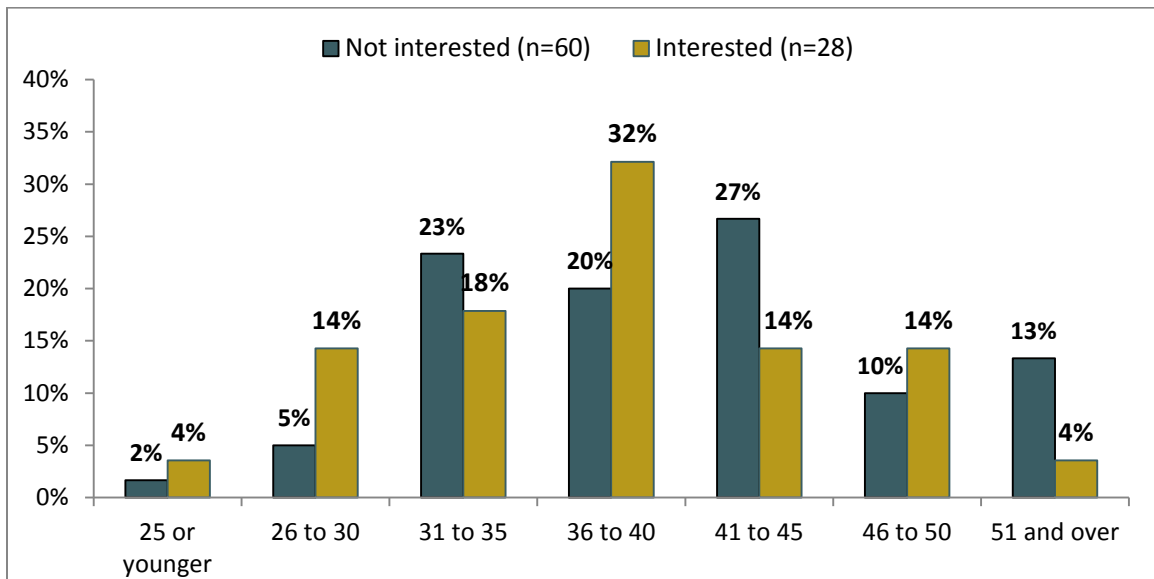
*Note: The only statistically significant difference between respondent groups is seen in the "other, please specify" level.

Figure 1.4: Comparing Interest by Income Level



Note: Differences between respondent groups are *not statistically significant* (at confidence level of 95 percent)

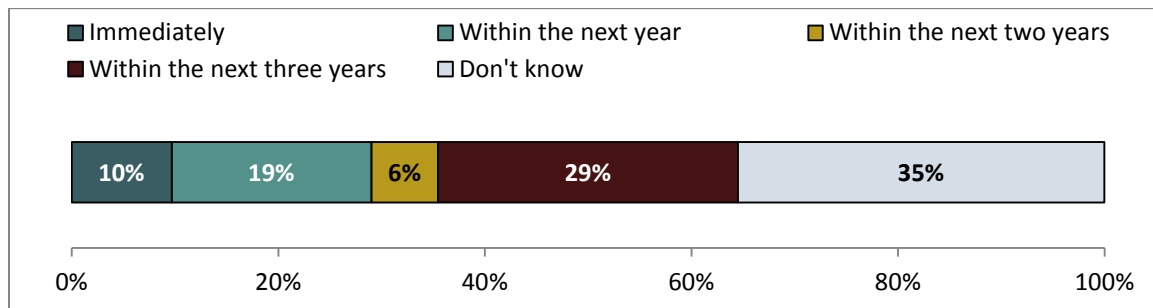
Figure 1.5: Comparing Interest by Age Group



Note: Differences between respondent groups are *not statistically significant* (at confidence level of 95 percent)

POTENTIAL ENROLLMENT TIMELINE

Figure 1.6: Interested Respondents Indicate When They Would Be Interested in Enrolling (n=31)



REASONS FOR LACK OF INTEREST

Figure 1.7: Coded Reasons for Lack of Interest in EDDBA Program (n=67)

THEME	No.	SAMPLE COMMENTS ²
Cost of tuition	33	<ul style="list-style-type: none"> The cost is much higher than I anticipated The cost seems excessive.
Experience more valued than further education in career, additional education not beneficial to career	13	<ul style="list-style-type: none"> No need in my current profession. In my field, a PhD would not give much advantage - they value experience and performance more. I don't need it in my current and projected future role within my organization.
Too busy, cannot make time commitment	8	<ul style="list-style-type: none"> At this time, I am not interested in putting that kind of stress in my life with two small children and a full-time job. I am in the middle of an established career, and my business is beginning to grow. I do not honestly feel I could spare the time to pursue an EDDBA at this time.
Business degree not valued or needed in current career path	8	<ul style="list-style-type: none"> I have an MBA and a CFA, i'm not sure how obtaining a Doctorate of BA would increase my career potential. If i were to go back to school, i would focus more on increasing my knowledge of law so would choose a law school. This degree does not fit with my career plans.
Too expensive for anticipated increase in income	5	<ul style="list-style-type: none"> The cost stated exceeds the benefit I would get from it at this point in my career.
Too late in career, near retirement	5	<ul style="list-style-type: none"> I hope to retire in 4-6 years. Cost is exorbitant, I am currently unemployed, and I am close to retirement.
Not close enough to executive level at current point in career	4	<ul style="list-style-type: none"> Not at that level in my career.
Too long	3	<ul style="list-style-type: none"> The cost is prohibitive. Three years is too long. The program does however sound promising. Lower the cost and shorten the duration.
Dislike concept of Executive	2	<ul style="list-style-type: none"> I view executive programs as "cash cow" programs that

² All comments reproduced verbatim. Some comments reflect multiple themes, and are therefore coded in multiple categories. Thus, the total aggregate number of responses for each theme will not sum to 67,

THEME	No.	SAMPLE COMMENTS ²
business program		capitalize on the reputation of the university. Unfortunately, despite their design, such programs will essentially provide easy access to a doctorate to those who have the cash but not the academic capacity. Ultimately, those who earn such degrees would enter academia and only make things worse for everyone else, especially students.
In another program	2	<ul style="list-style-type: none"> ▪ Currently in a PhD program
Too far away	2	<ul style="list-style-type: none"> ▪ I reside in India and I can't come USA several times in a semester.

SECTION II: PROGRAM CONTENT

In the following section, Hanover Research analyzes respondent preferences for program content, including focus areas in the curriculum, the importance of a global component to the program, and faculty qualifications.

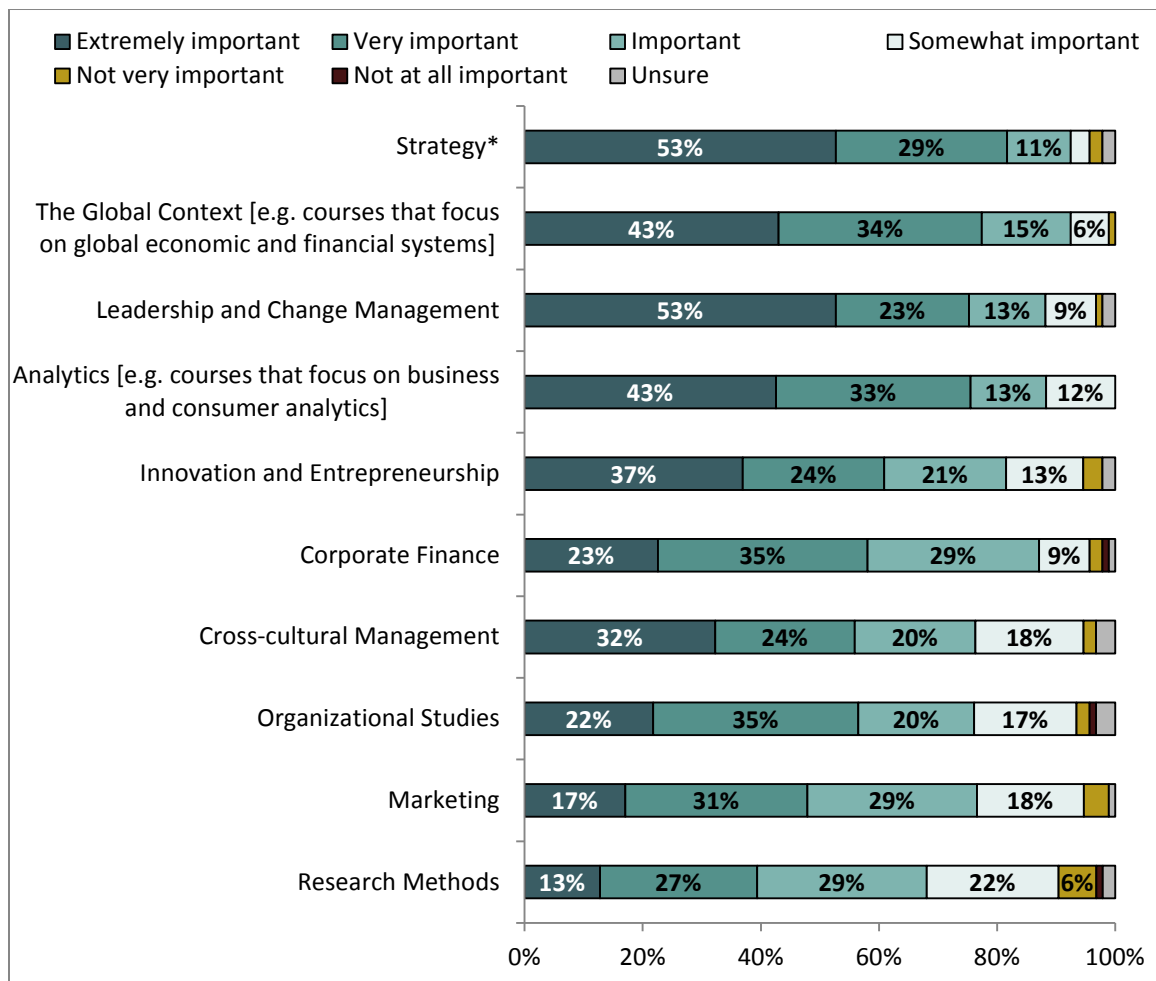
Respondents interested in the EDDBA program placed particularly high value on the inclusion of “strategy” as a focus area in the curriculum (Figure 2.1). Both those respondents who were interested in enrolling in the program and those that were not interested in enrolling in the program rated “strategy” highest among all offered focus areas; however, interested respondents were significantly more likely to rate “strategy” “extremely important” than respondents who were not interested in enrolling in the program. Following strategy, respondents emphasized the importance of “the global context” and “leadership and change management” focus areas within the program curriculum. Respondents were least concerned with “marketing” and “research methods” as programmatic focus areas.

Responses indicate that respondents value faculty industry experience over educational experience (Figure 2.2). Three-fourths of respondents rated faculty members’ “extensive experience as executives” as either “very important” or “extremely important.” Additionally, two-thirds considered it “very important” or “extremely important” that faculty members are “well-known thought leaders” in their fields. Respondents placed less importance on faculty members’ experience teaching executives and the field in which they earned their doctorate degrees.

Finally, **respondents placed great importance on the global component of the proposed EDDBA**. Overall, 60 percent considered an international experience to be “extremely important” or “very important” (Figure 2.3), and the majority of respondents indicated that they would be willing to travel internationally for one or two weeks. Interested respondents were significantly more likely than respondents who were not interested in enrolling in the EDDBA program to be able to travel internationally for two weeks, and over 90 percent of interested respondents noted that they would be able to travel abroad for at least one week.

FOCUS AREAS

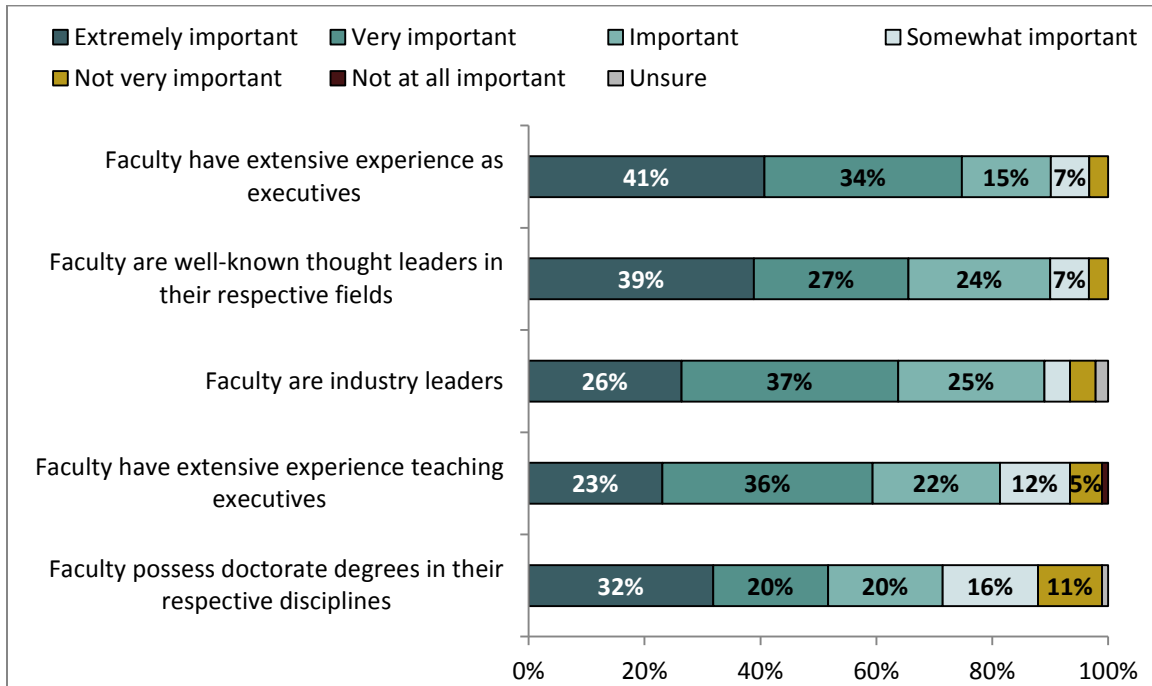
Figure 2.1: Respondents Rate Importance of Program Areas of Focus Areas (n=92-94)



*Note: “Interested” respondents were significantly more likely than “not interested” respondents to consider “strategy” “extremely important.” There were no other statistically significant differences observed between the groups.

FACULTY

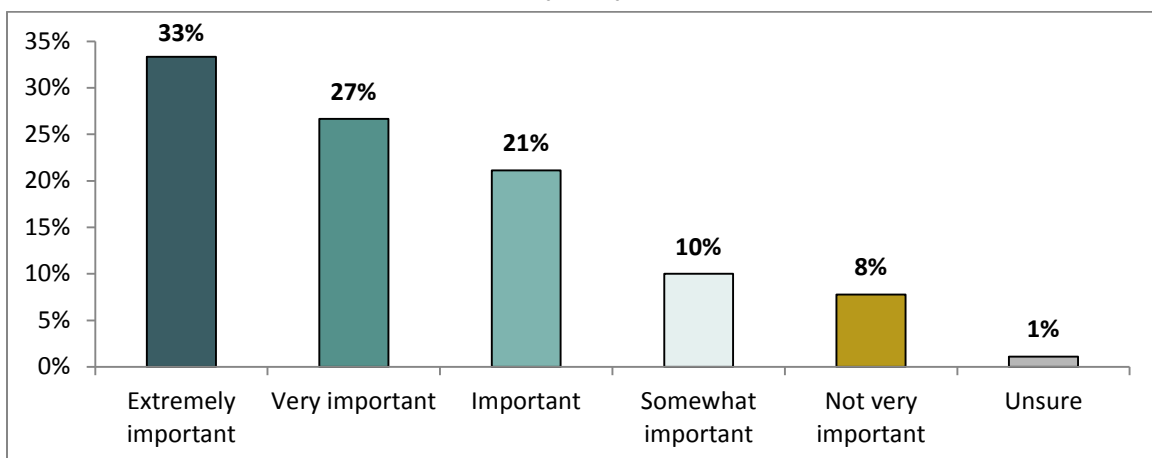
Figure 2.2: Respondents Rate Importance of Faculty Experience and Characteristics (n=90-91)



Note: Differences between respondent groups are *not statistically significant* (at confidence level of 95 percent)

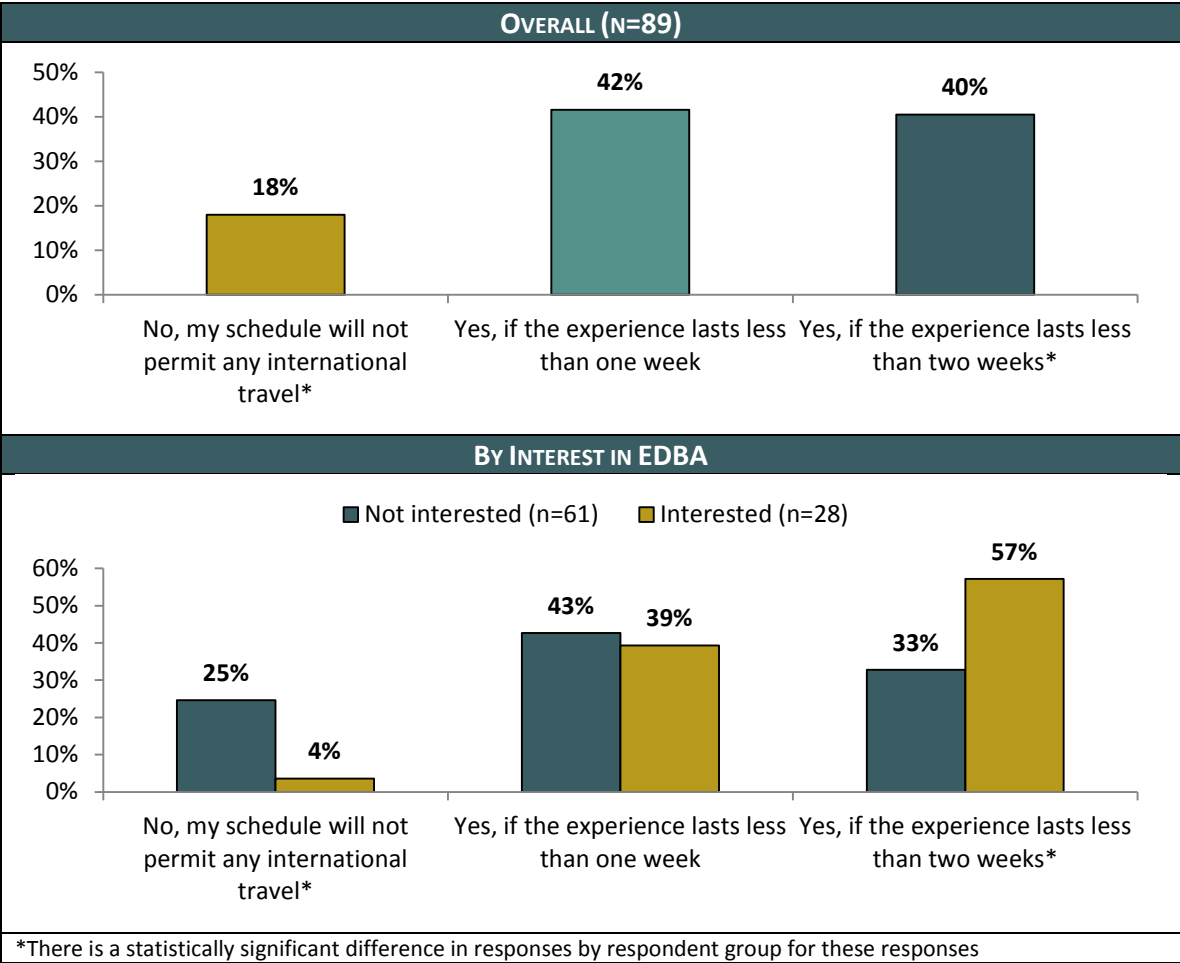
GLOBAL EXPERIENCE

Figure 2.3: Respondents Rate Importance of Having an International Component of EDBA (n=90)



Note: Differences between respondent groups are *not statistically significant* (at confidence level of 95 percent)

Figure 2.4: Respondents Would be Able to Travel Internationally as Part of EDBA



SECTION III: PROGRAM STRUCTURE

The following section presents respondent preferences for the structure of the proposed program, including the length and frequency of residencies and online delivery options. In this section of the survey, respondents rated the structure of the program's proposed residences and considered a range of online instruction options. Currently the program is proposing four residencies per semester lasting three days each. **Generally, respondents found the *length of the residencies to be appropriate, but favored attending less than four residencies per semester.***

Among those who found the proposed number of residencies to be too high, the plurality preferred two residencies per semester. While there is not a statistically significant difference between respondents who are interested in enrolling in an EDBA program and those who are not, interested respondents preferred attending two residencies per semester, though nearly one-half also found four residencies to be an appropriate number.

Respondents who are interested in enrolling in an EDBA program were significantly more likely to consider three days an appropriate length for the residencies than respondents who are not interested in the proposed program (Figure 3.2). Among all respondents who rated the length "too long," one-half preferred two day residencies, and one-third preferred one and one-half day residencies. All "interested" respondents who considered the residencies "too long" preferred two day residencies.³

Nearly all respondents would be willing to travel to Charlotte, NC to attend the proposed residencies. No "interested" respondents reported being unwilling to attend residencies in Charlotte. Only six respondents would not consider attending residencies in Charlotte, and among these respondents, three cited a lack of interest in the program and three indicated that they live too far from Charlotte to consider it (Figure 3.3).

Over two-thirds of respondents were interested in receiving online instruction in whole or in part (Figure 3.4). Among respondents interested in enrolling in the program, this portion is even higher, though the difference is not statistically significant. Among those who were interested in at least partial online delivery, the highest portion preferred 75 percent online delivery and 25 percent in-person instruction. Over one-half of all respondents preferred that at least 50 percent of instruction be delivered online (Figure 3.4). Few respondents preferred an entirely online delivery, however, and no "interested" respondents preferred only online instruction.

³ Three interested respondents rated the residences too long and preferred two day residencies.

RESIDENCIES

Figure 3.1: Rating Proposed Frequency of Residencies (n=92)

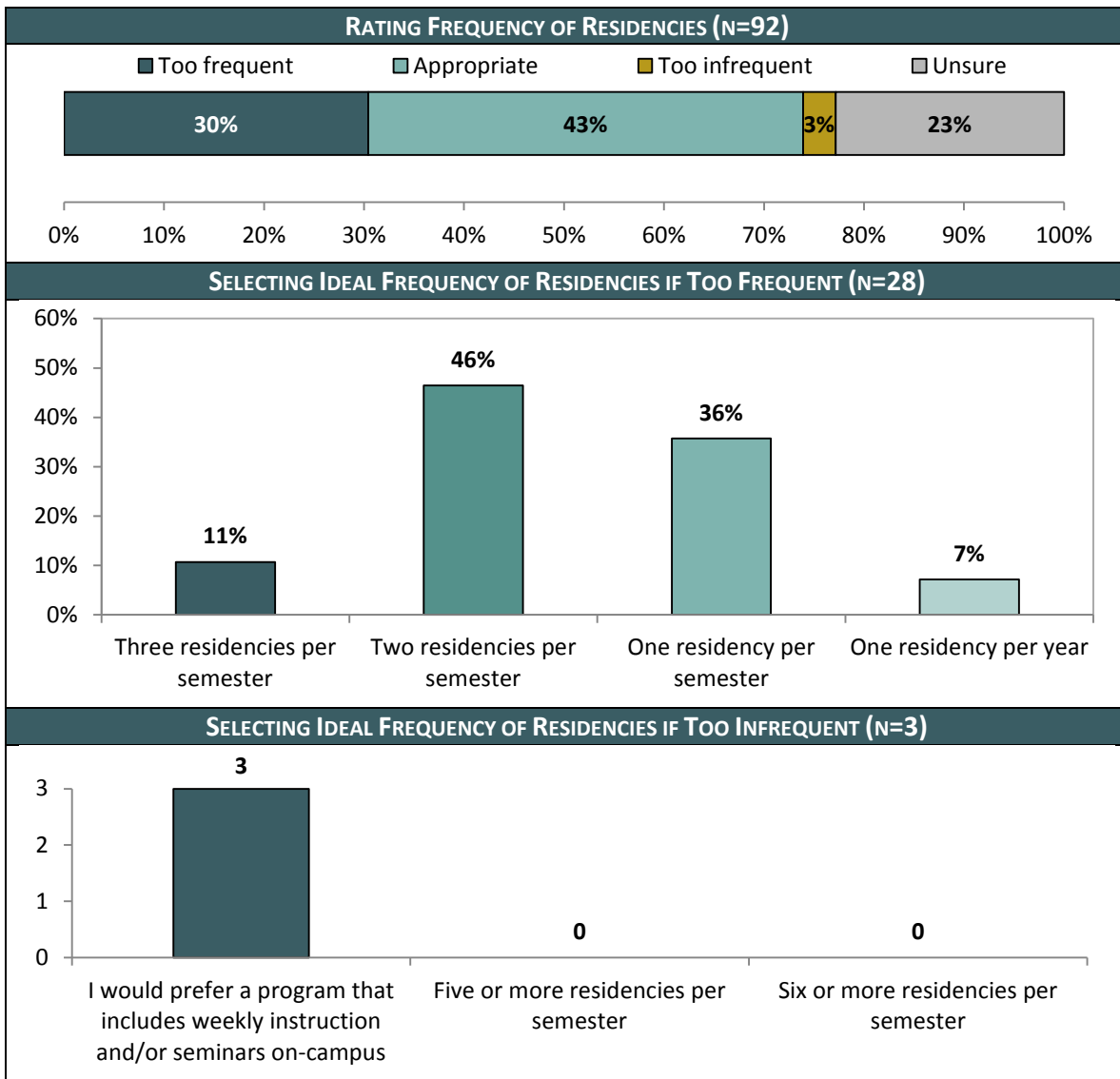


Figure 3.2: Rating Proposed Length of Residencies

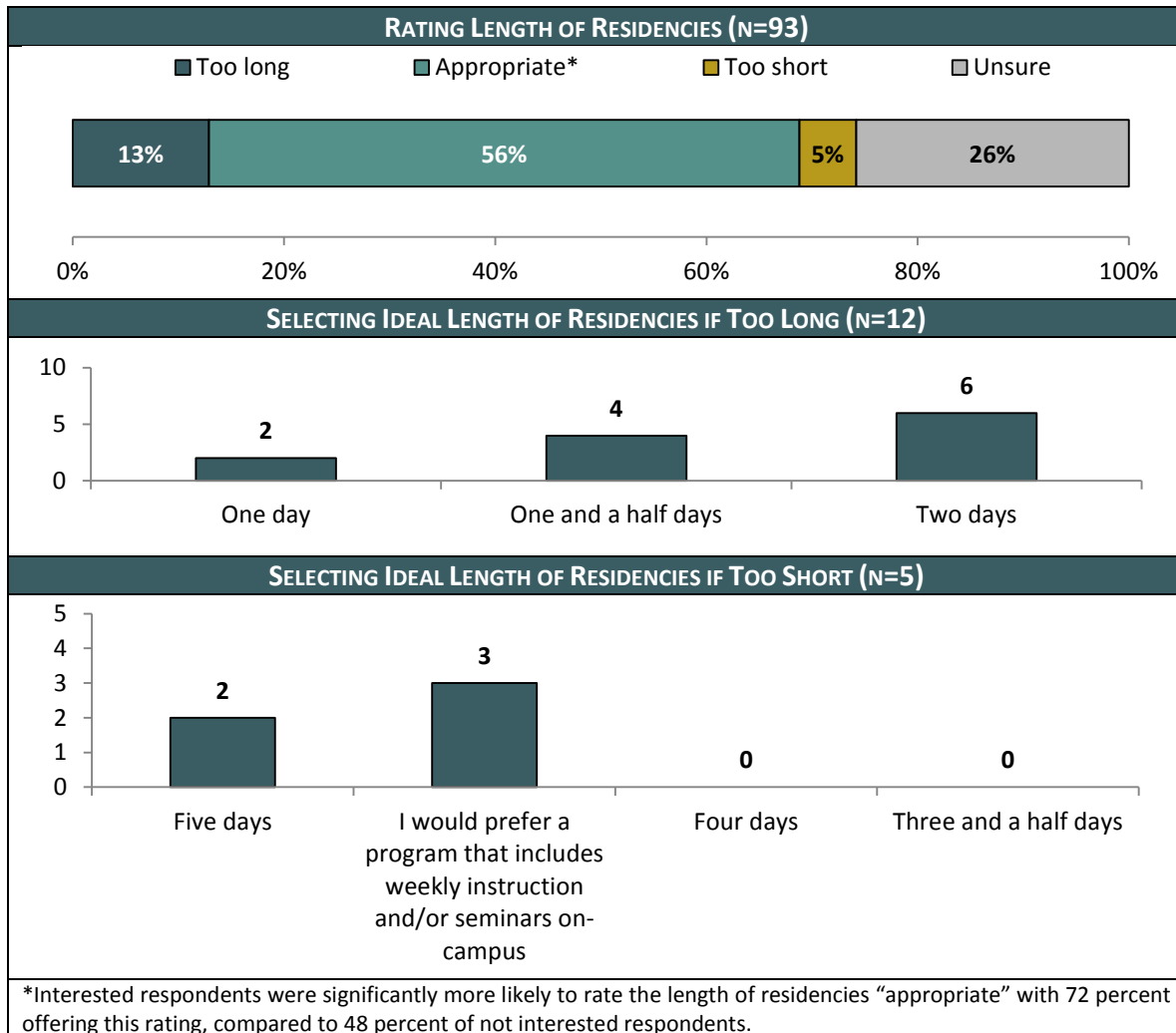
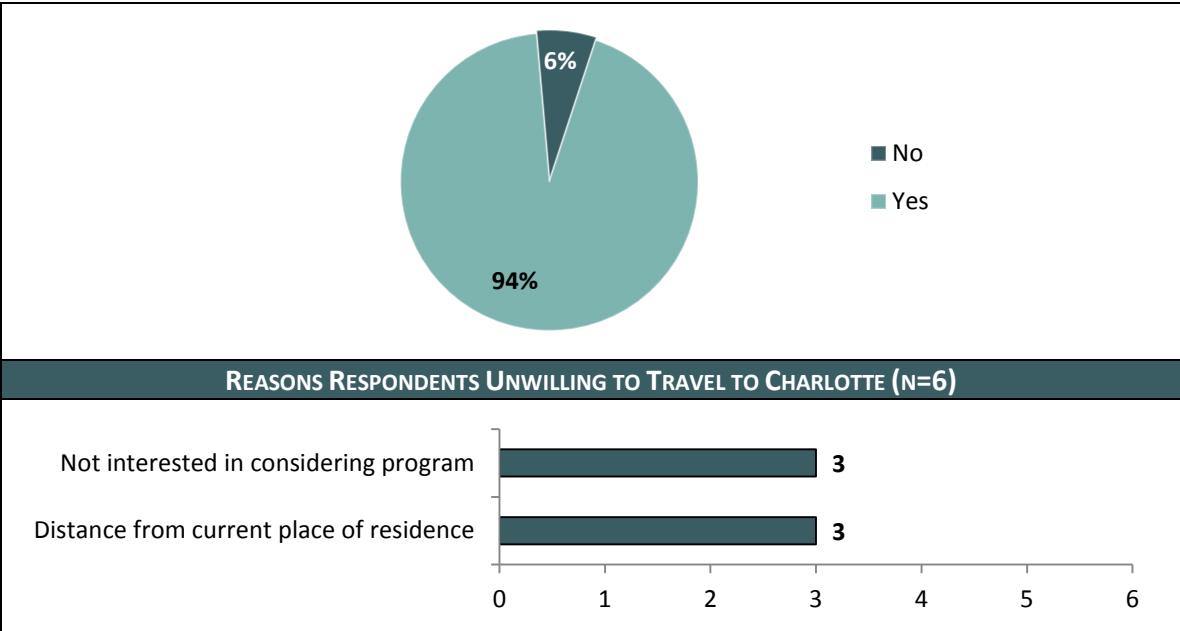


Figure 3.3: Willingness to Travel to Charlotte, NC for Residencies (n=93)



Note: All interested respondents would be willing to travel to Charlotte, and there is no statistically significant difference between respondent groups

ONLINE DELIVERY

Figure 3.4: Interest in Online Delivery

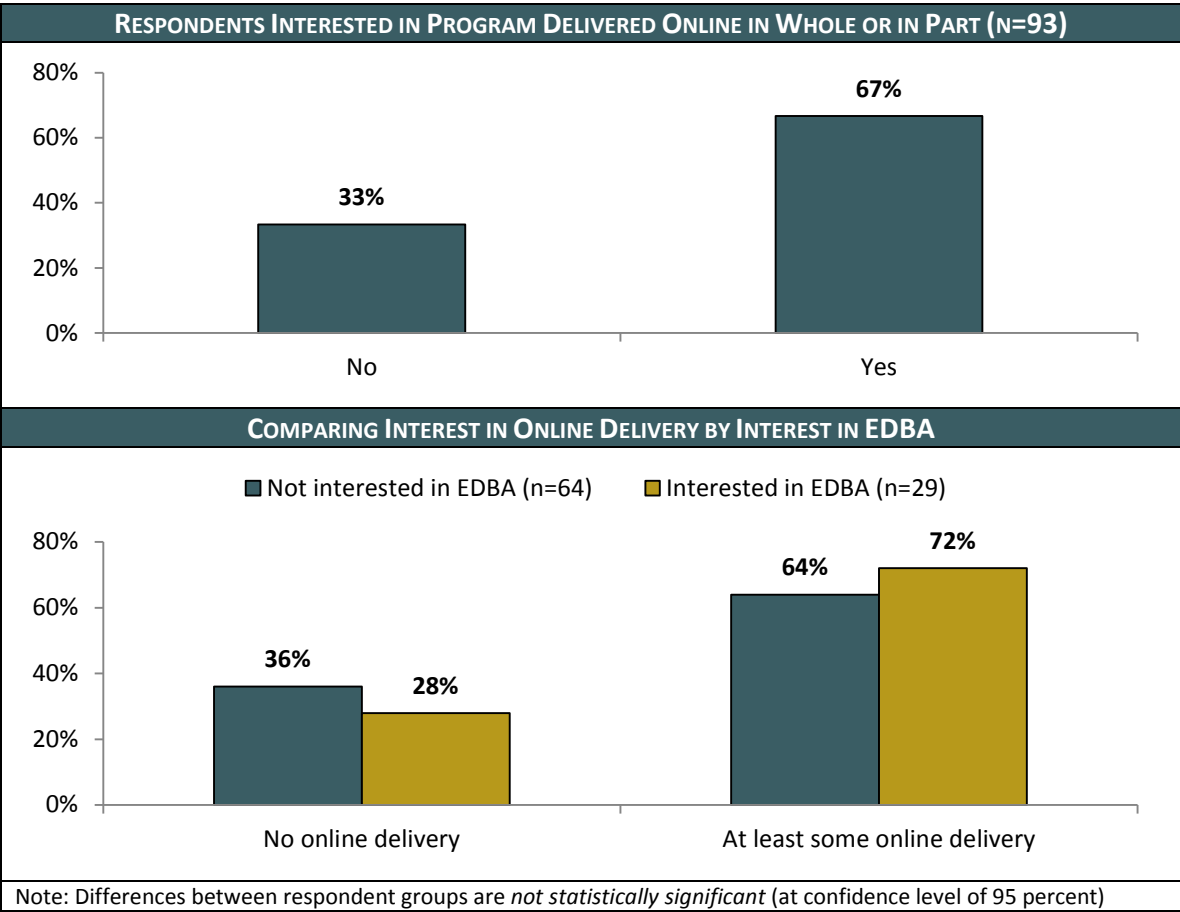
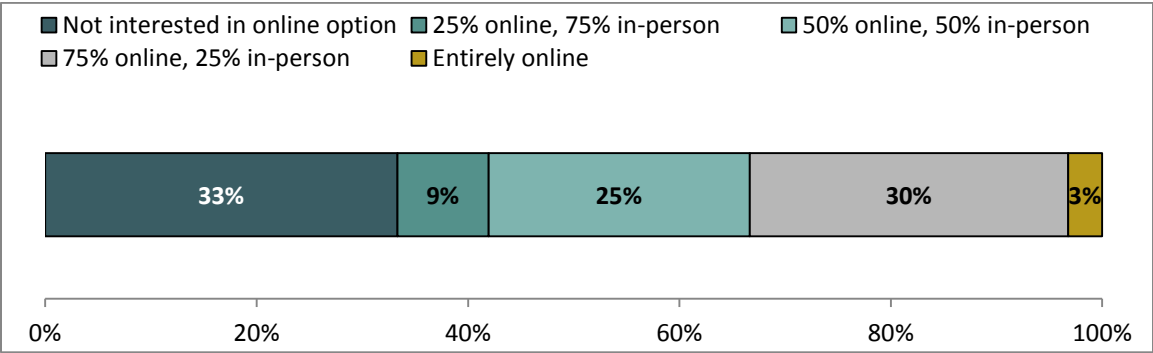


Figure 3.5: Ideal Balance between Online and In-person Instruction (n=93)



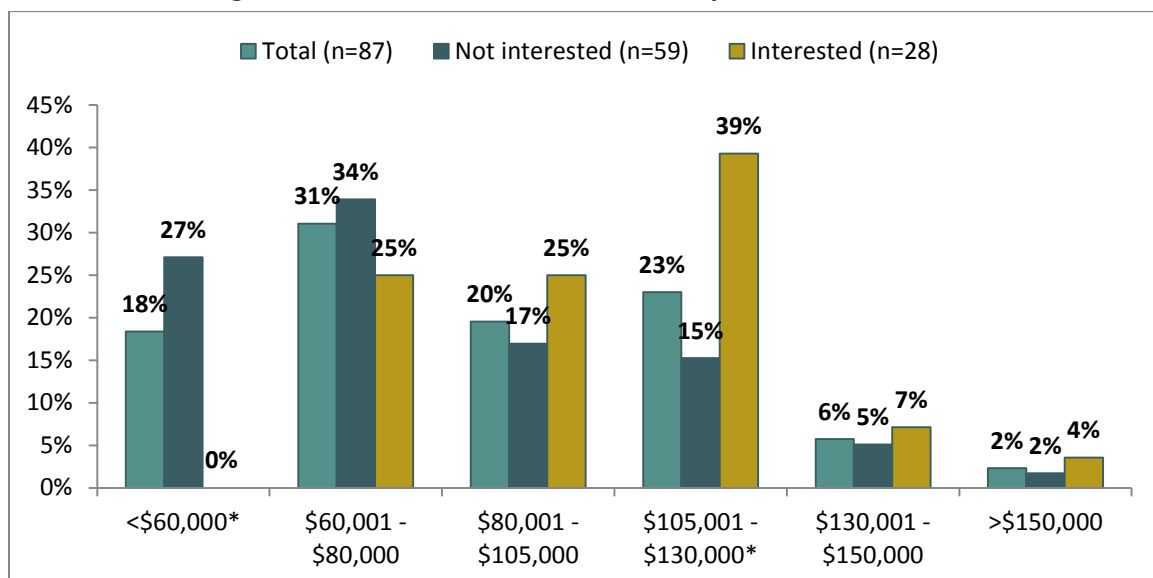
SECTION IV: PROGRAM COST

The following section addresses four survey questions regarding respondents' perceptions of the proposed cost of the EDBA program. The responses presented in Figures 4.1 through 4.4 suggest that **the proposed price of \$120,000 may be higher than many would be willing to consider—even for those respondents who indicated they were otherwise interested in the program.**

Respondents who indicated that they are interested in enrolling in an EDBA program indicated that a program price ranging from \$80,000 up to \$105,000 would be appropriate. At the \$60,000 to \$80,000 price range, one-third of all respondents would consider the tuition “a bargain” (Figure 4.4), but not so inexpensive that they would question its quality (Figure 4.2). Based on open-ended responses, the proposed cost of \$120,000 is a major deterring factor for respondents who indicated they would not be interested in enrolling in the program (Figure 1.7), and **responses in this section suggest lowering the price point would draw the interest of a wider range of potential applicants.**

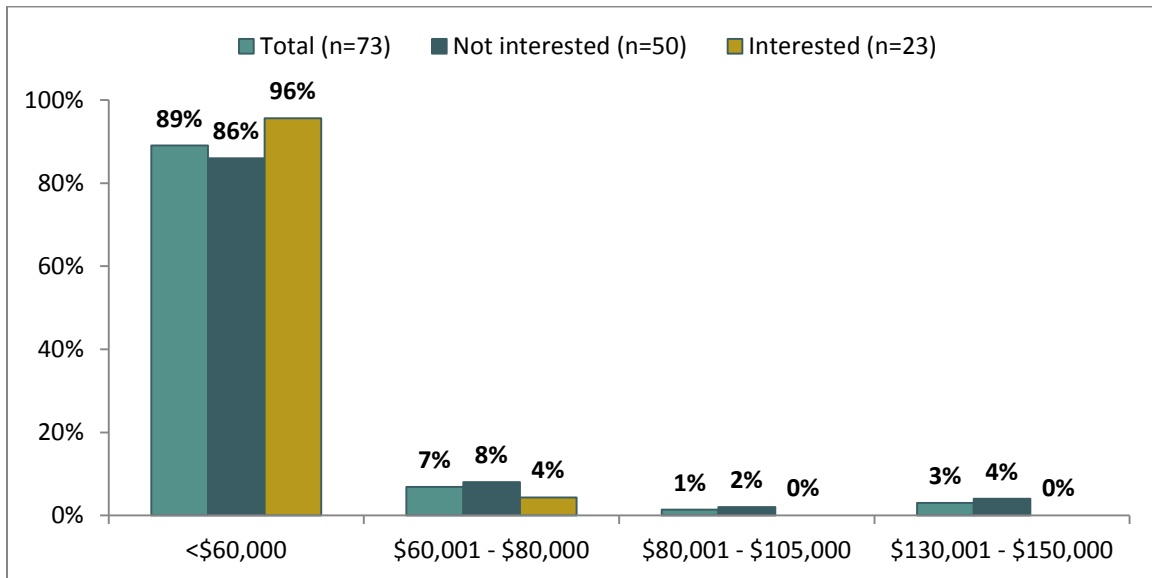
A few statistically significant differences emerge when examining price preferences based on interest in the program. “Interested” respondents are significantly more likely to say \$105,000 to \$130,000 is “too expensive to consider” compared to those respondents who indicated that they are not interested in the program (Figure 4.1). Similarly, a significantly higher portion of “interested” respondents would be willing to pay \$80,000 to \$105,000 than those respondents who are not interested in the program (Figure 4.3).

Figure 4.1: Price EDBA Would be Too Expensive to Consider



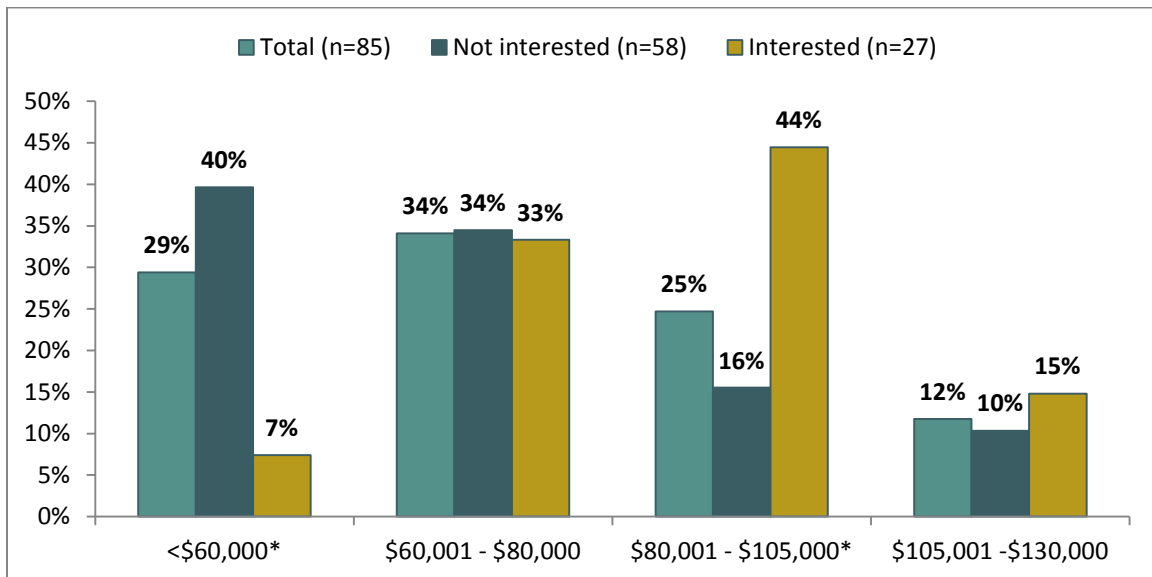
*There is a statistically significant difference in responses by respondent group for these responses

Figure 4.2: Price of Tuition So Inexpensive Respondents Would Question Quality



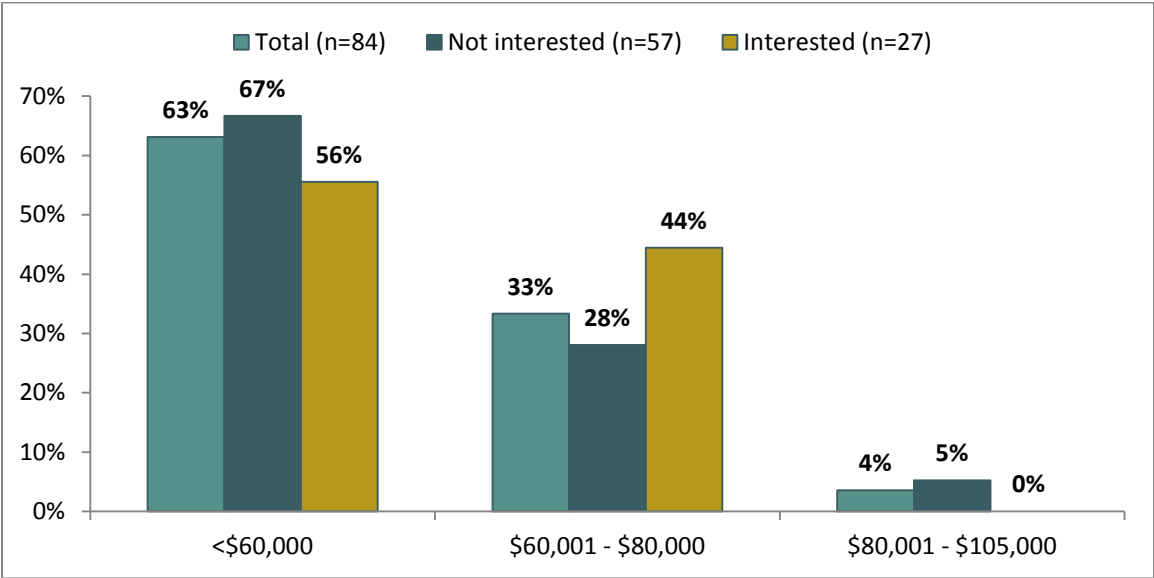
Note: Differences between respondent groups are *not statistically significant* (at confidence level of 95 percent)

Figure 4.3: Maximum Tuition Respondents Would be Willing to Pay



*There is a statistically significant difference in responses by respondent group for these responses

Figure 4.4: Price Tuition Would be Considered a Bargain



Note: Differences between respondent groups are *not statistically significant* (at confidence level of 95 percent)

SECTION V: RESPONDENT CHARACTERISTICS

The following section summarizes respondent demographics and employment information provided at the conclusion of the survey. Most respondents reside in North Carolina (Figure 5.1) and are between 31 and 45 years of age (Figure 5.3). A slightly higher portion of respondents were male than female (Figure 5.4), and most have a spouse or partner (Figure 5.3).

The majority of respondents are currently employed (Figure 5.5) and the plurality hold a mid-level management position (Figure 5.6). One-third of respondents work in the **banking and finance industry** (Figure 5.10), with Bank of America and Wells Fargo most frequently specified employers (Figure 5.9). The majority of respondents reported an income of at least \$100,000 (Figure 5.11).

DEMOGRAPHICS

Figure 5.1: Respondents Report Current Residence (n=88)

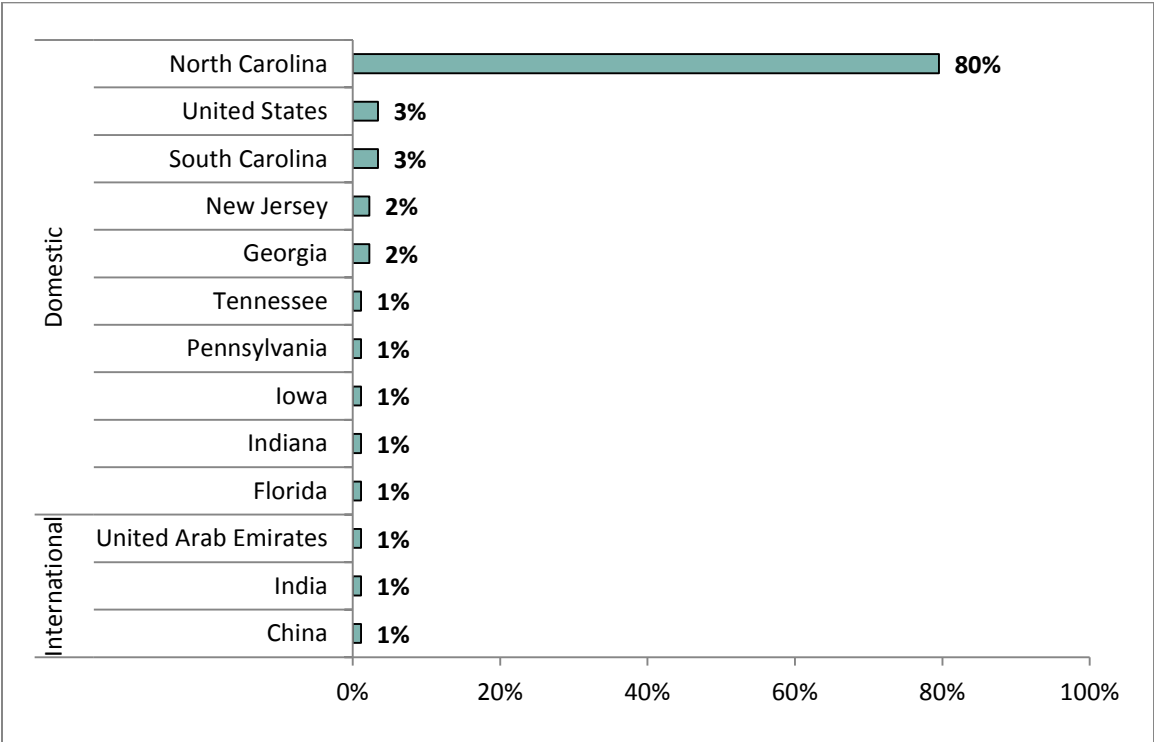


Figure 5.2: Age (n=88)

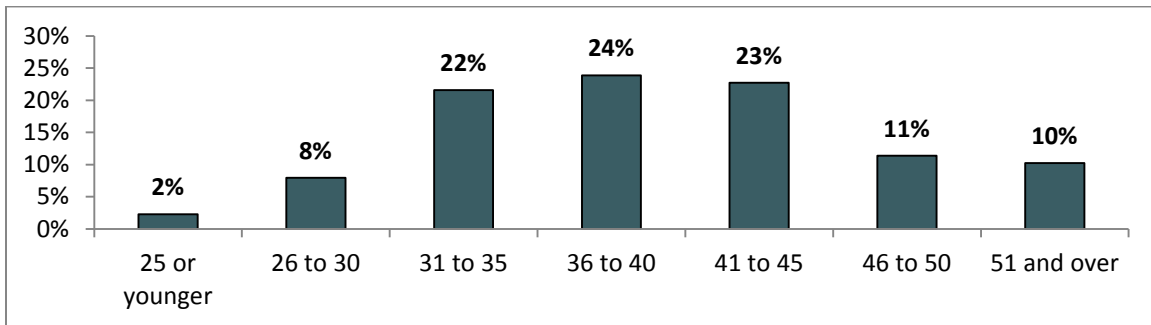


Figure 5.3: Marital Status (n=88)

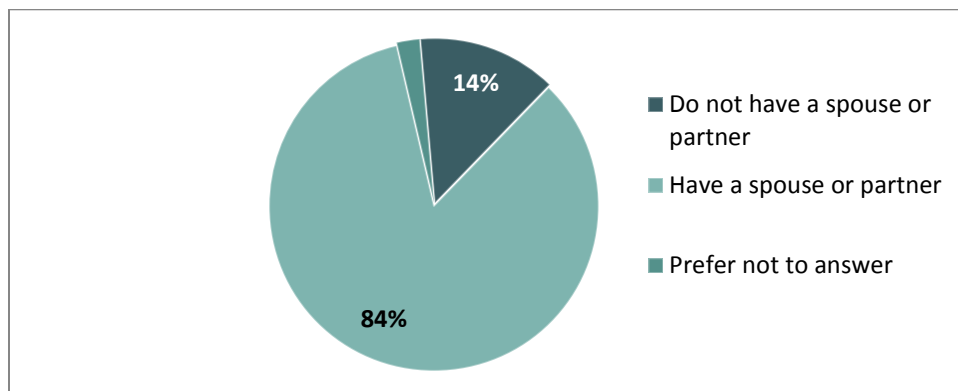
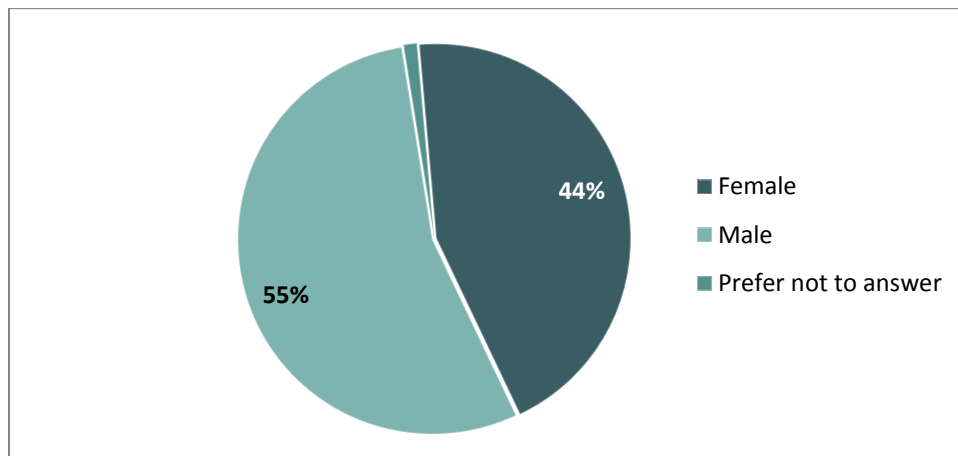


Figure 5.4: Gender (n=88)



EMPLOYMENT CHARACTERISTICS

Figure 5.5: Currently Employed (n=88)

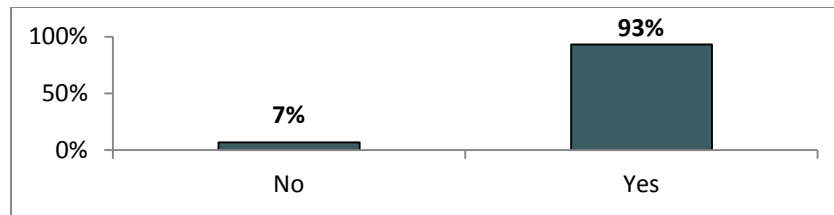


Figure 5.6: Years of Professional Experience (n=88)

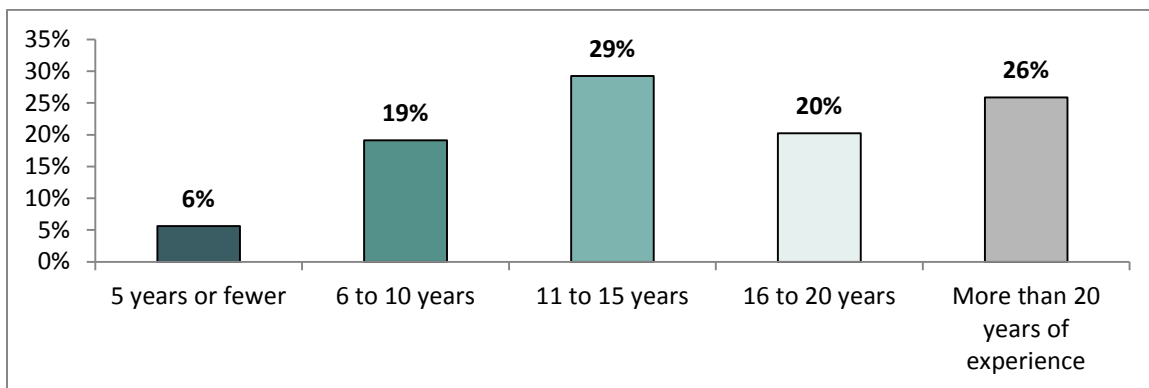


Figure 5.7: Current Position (n=79)

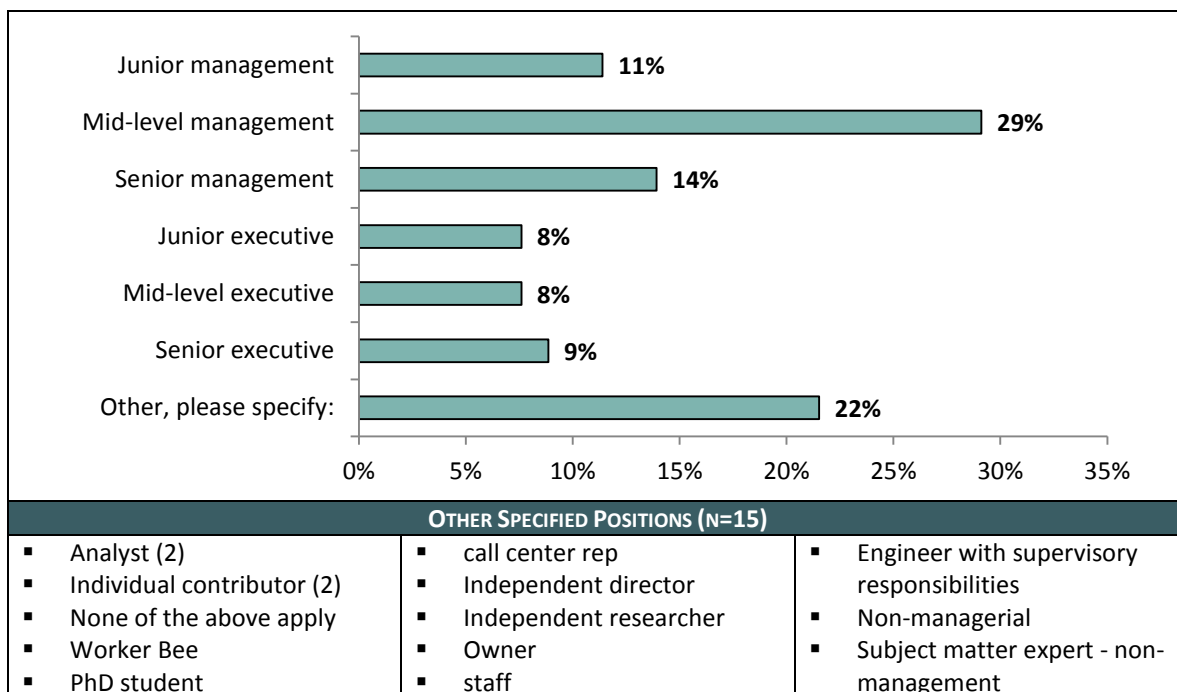


Figure 5.8: Specified Job Titles (n=71)

ANALYST	DIRECTOR	MANAGER
<ul style="list-style-type: none"> ▪ Analyst ▪ Analyst ▪ Data Analyst ▪ Database Administrator/Senior Business Analyst ▪ lead financial analyst ▪ Lead Treasury Analyst ▪ Senior Financial Analyst ▪ Sr. Quantitative finance analyst 	<ul style="list-style-type: none"> ▪ Digital Marketing Director ▪ Director ▪ Director ▪ Director Load and Fundamental Forecasting ▪ Director of Accounting Operations ▪ Director of Business Methods ▪ Director of Information Technology ▪ Director of Marketing ▪ Director of Quality Assurance ▪ Managing Director ▪ Program Director 	<ul style="list-style-type: none"> ▪ Business Development Manager ▪ Financial Crimes Manager ▪ global offering manager ▪ Manager ▪ Manager of Financial Services ▪ Manager of Patient Advocacy ▪ Manager, Investment Accounting ▪ Manager, Projects ▪ Manager, Workforce Productivity ▪ platinum relationship manager ▪ Project Manager ▪ Project Manager ▪ Regional Sales Manager ▪ Senior Audit Manager ▪ Senior Manager ▪ Senior Manager, HR Operations ▪ Senior Project Manager ▪ Sr manager ▪ Vendor Manager ▪ VP Finance Manager
PARTNER	VICE-PRESIDENT	
<ul style="list-style-type: none"> ▪ Attorney / Partner ▪ Partner 	<ul style="list-style-type: none"> ▪ Senior Vice President ▪ Senior VP ▪ Svp ▪ SVP, Human Resources Executive ▪ Vp ops and scm ▪ Senior Vice President, Sr. Project Manager 	
OTHER		
<ul style="list-style-type: none"> ▪ Accountant ▪ Associate ▪ Associate Professor ▪ Audit Senior ▪ business quality control manger ▪ Business Systems Consultant ▪ Cheif Financial Officer ▪ Entrepreneur, Small Business Owner ▪ Financial Advisor ▪ Supervisor 	<ul style="list-style-type: none"> ▪ Graduate Assistant ▪ Marketing Administrator ▪ Marketing Coordinator ▪ Nutrition consultant ▪ part time paralegal ▪ Principal Systems Engineer ▪ Private Loan Business Underwriter ▪ Process Expert ▪ Registered Nurse ▪ self employed-owner ▪ Senior Consultant ▪ Staff Engineer 	

Figure 5.9: Name of Company (n=73)

SPECIFIED COMPANIES		
<ul style="list-style-type: none"> ▪ Bank of America (10) ▪ Wells Fargo (8) ▪ Duke Energy (3) ▪ TIAA-CREF(2) ▪ Brooks Equipment Company, LLC ▪ BYTE SUCCESS MARKETING LLC ▪ Carolina Tractor ▪ Carolinas HealthCare System ▪ Colliers International ▪ Corning Incorporated ▪ Crowder Construction ▪ Down Syndrome Association of Charlotte ▪ e*trade financial ▪ Educational Testing Service ▪ Elliott Davis, PLLC ▪ Experis Finance 	<ul style="list-style-type: none"> ▪ Fireman's Fund Insurance Company ▪ Grant Thornton LLP ▪ Hearst Corporation ▪ Imerys ▪ Infosys Technologies ▪ Katz Brunner Healthcare ▪ Kiger Waple Houk, PLLC ▪ Kingfisher Capital LLC ▪ Kpmg ▪ Mary Kay ▪ Mergent, Inc. ▪ Michelin Tire Corporation ▪ N/A ▪ National School of Business ▪ Nederman Filtration ▪ Premier healthcare alliance ▪ Press Ganey ▪ Roger K. Hill & Co. ▪ Rogers Townsend and Thomas 	<ul style="list-style-type: none"> ▪ S.C. Hondros & Associates, Inc. ▪ Scholastic Book Fairs ▪ SCOR Global Life ▪ SonaCare Medical ▪ Sterigenics International ▪ The Hospital of the University of Pennsylvania ▪ The Meyocks Group, Inc. ▪ The Polymer Group ▪ Tidemark Systems, Inc ▪ Time Warner Cable ▪ Transport Unlimited ▪ UNC Greensboro ▪ US Department of State ▪ USAirways ▪ Vanguard ▪ WB Moore Company of Charlotte, Inc. ▪ Wikoff Color Coporation ▪ Young Masters

Figure 5.10: Industry of Employment (n=80)

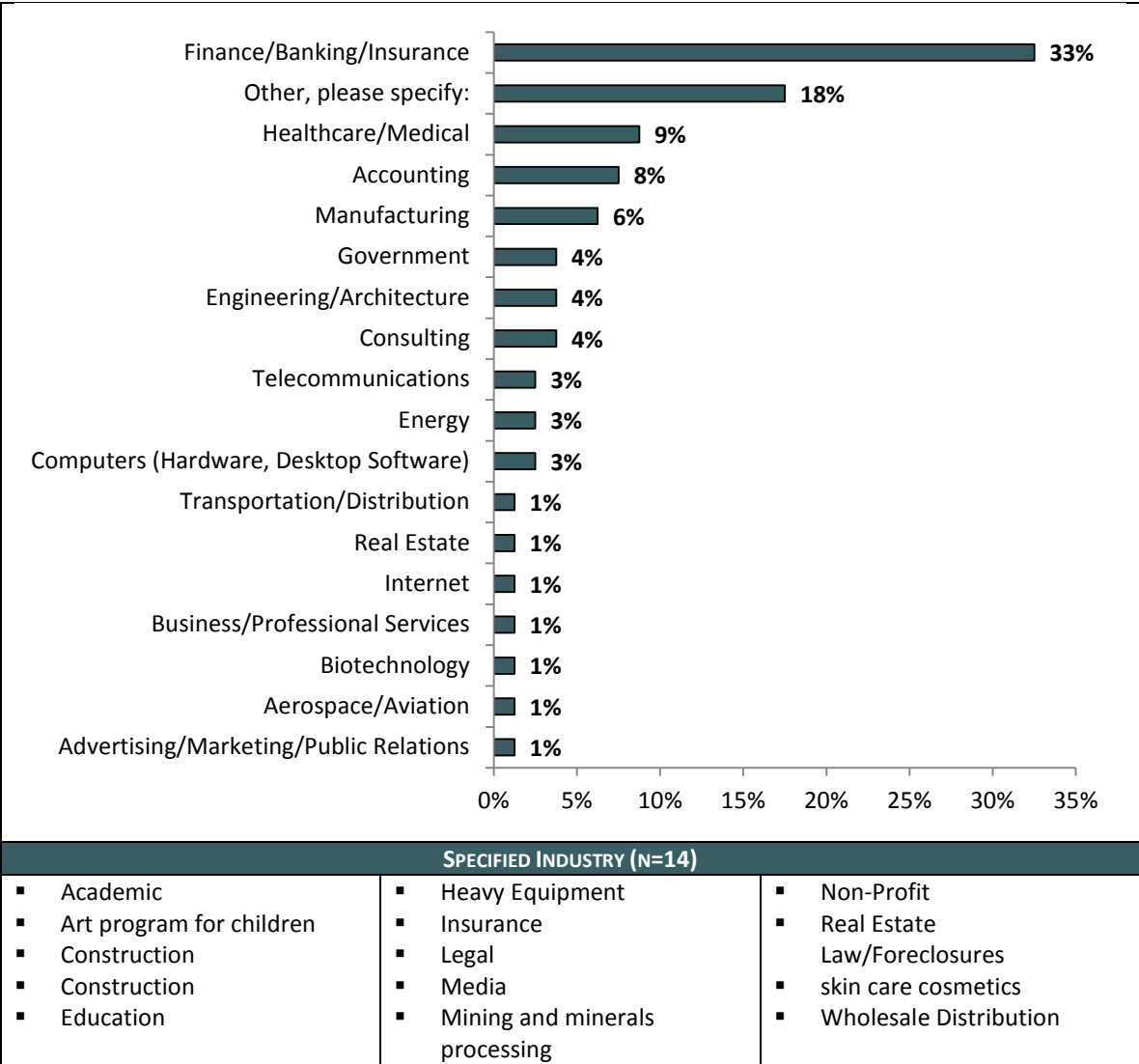
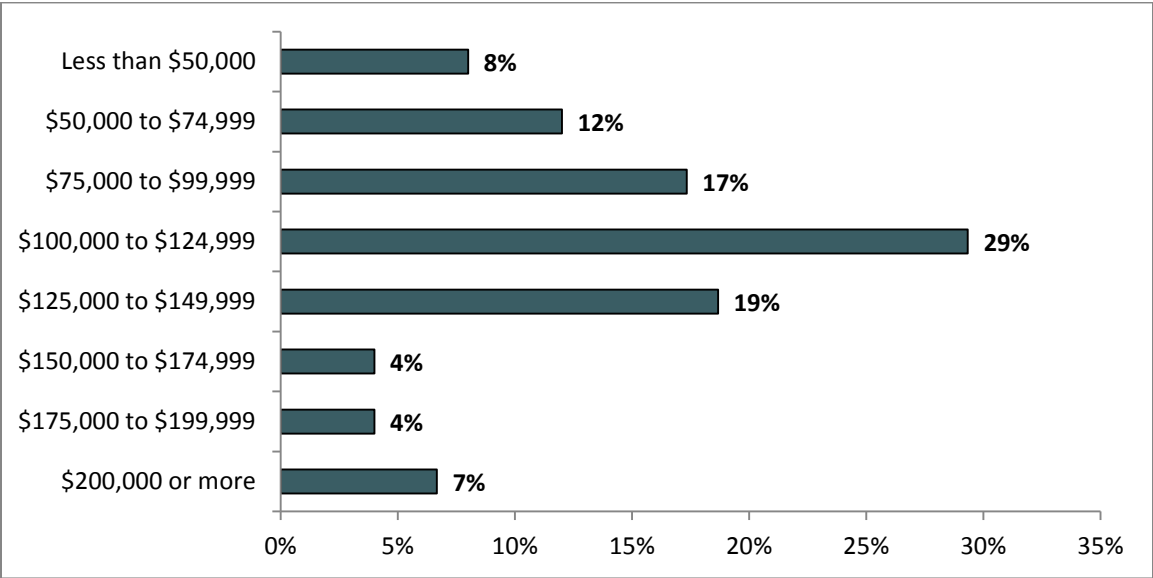


Figure 5.11: Income (n=75)



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APPENDIX E

Interviews with Prospective Students

UNC Charlotte Belk College of Business

EDBA Program

Observations and Interview Summary – Target Audience Perceptions

YGL

focused strategy • marketing solutions realized

Prepared by Yvonne Levine, YGL Enterprises, Inc.
September 15, 2013

Interview method

The Belk College of Business is exploring the feasibility of establishing an executive Doctor of Business Administration (DBA). The proposed degree program will provide doctoral-level preparation for senior-level business professionals who wish to enhance their understanding of business theory, integrate cutting edge business theory and practice, and learn to address complex business problems through advanced research methodology.

YGL Enterprises, Inc. conducted 30 face-to-face and telephone interviews over the period of June 19 – August 29, 2013. The interviews were divided into two categories, Prospective Student and Employer Perspective. At the beginning of each interview, the participant was provided with background information on the proposed degree program prior to the start of the question portion of the survey. Twenty-five “Prospective Student” interviewees participated in the process.

See Appendix A for a list of participants.

See Appendix B for a summary of Prospective Student comments.

See Appendix C for a summary of Employer Perspective comments.

The duration of each interview was approximately 30-45 minutes. The survey instrument was created by the Belk College of Business.

The Prospective Student Interviewees were selected on the basis of the following criteria:

- 1) Participants hold an MBA or master’s degree in a related field
- 2) Participants have extensive business experience and hold or have held a senior-level title with an organization.

The College selected the initial list of interview candidates. YGL Enterprises identified additional candidates, based on the above criteria. Interview participants rounded out the list by supplying names and contact information of other individuals who fit the above criteria and would be willing to participate in an interview.

Perspective Student Demographics and Report

Gender

Male – 18

Female – 7

Industry representation

Banking/Financial Services

Consulting

Healthcare

Engineering

Higher Education

Years of business experience:

(5-10) 3; (11-15) 5; (16-20) 7; (21-26) 6; (27+) 4

Business Title

Vice President (3)

Manager

Retired

Sr. Project Manager

Change Mgmt. Facilitator

Consultant (3)

Sr. Financial Advisor

Adjunct Professor

Engineering Manger

Sr. Vice President (7)

VP of Marketing

CFO

Independent Contractor

President/CEO (3)

Educational Institutions

USC (2)

UVA

University of Michigan

West Va. University

Montreat College

John Hopkins University

UNC-Chapel Hill (2)

University of Rochester

Adelphi University

University of Chicago

Carnegie Mellon

M.I.T.

North Central University

Capital University

Rennselear Polytechnic

Queens University

University of Phoenix

Thunderbird School of Global
Management

Wake Forest

UNC-Charlotte (5)

Highest degree obtained:

MBA (19)	EMBA
PhD	BA in Finance
Master's in Taxation	*Master's in Engineering-received along with MBA
DBA	MHA

Observations

While a majority of the interviewees had little or no prior knowledge of the specifics of an EDDBA program, most see the benefit of the proposed program, particularly in relation to Target Group #2 (those who wish to transition into academia or consulting). Interviewees interpreted the benefits of the program in several ways, including the opportunity to gain intellectual stimulation, achieve a deeper knowledge of common issues facing today's executive, as well networking with other senior-level executives.

With regard to what interests the interviewee the most of about this program, responses were varied, but many are intrigued about learning more about the global aspect of business and how it impacts business practices in today's market. Additionally, many reference their desire to gain a deeper understanding of strategic issues and to enhance their leadership and managerial skills. Other areas of note include:

- Marketing and business development
- Strategy
- Non-profit management
- Complex management issues
- Millennials and their impact on business
- Supply chain issues
- Population growth
- Talent management and development
- Ethics
- Innovation
- Change management
- Utilization of analytics

As noted above, more than half of the interviewees view this program as a springboard to transitioning into another career, most often referencing a shift to academia or consulting. This idea is reinforced in the consistent responses that an EDDBA would not be a differentiator among their peers in their current position. Many note that companies value performance above academic credentials.

*The College should carefully consider this point in determining its primary target market.

The majority reference cost, flexibility (in scheduling and class attendance) and opportunities for networking as motivators to or not to enroll. Flexibility and time constraints are key factors of consideration along with the ability to balance work/life commitments. Many interviewees have children of various ages; therefore, all of these are determining factors for a potential candidate when considering the program.

A related issue to flexibility is the stated desire for on-line components of learning and communications. Interviewees state that their travel schedules don't always allow for face-to-face participation or the ability to carve out time during regular work hours for academic pursuits. Therefore, participants expect that faculty will be accessible off-hours to answer questions and other related concerns. Advance access to all scheduled in-class dates/residencies is critical to the interviewee.

Interviewees further expressed their concerns regarding cost to the proposed tuition rates. Many would have to fund the majority of their expenses, if not all of the costs associated with the EDDBA program. Larger companies usually have a tuition-reimbursement policy, but it covers a minimal amount. The employer would have to see a strong ROI before considering a larger contribution. Several interviewees indicate that the \$120,000-\$150,000 range is "too high" and further elaborate that they would weigh cost against ROI, as it relates to their long-term career goals.

Overall, the interviewees like the cohort approach and view the format as a positive to facilitate networking and team-building skills. However, a few interviewees shared stories of how this approach can go awry if participants drop out early or don't commit to working as a team. Regarding expectations about the composition and background of the class, interviewees express a desire for diversity of industries and professional experience. One caveat is that the College should establish a minimum threshold for participants related to "years of experience" (at least 10 years in a senior role). Several mention that it would be problematic to have relatively junior executives mixed in with more senior executives.

One hundred percent of interviewees indicate a strong preference for faculty who possess a blend of academic and real world experience. Visiting professors and guest lecturers are seen as a positive addition to the program. If a faculty member does not possess practical experience, the onus is on the faculty member to supplement the lecture process with the appropriate expert. Some interviewees express a desire for faculty to serve as a "guide," thus allowing the students to drive the course and conversation.

There is consistent support for a program that is "broad in scope." Many note that executives need a general understanding of all the disciplines that relate to business, today.

The opportunity for travel abroad is intriguing to many interviewees. More than two-thirds of the respondents rate the opportunity as "important" or "very important." However, several note factors that can impact their ability to participate. They include: the length of time required for international travel, how travel impacts their professional schedule and whether their company would view time away as vacation time vs. paid time off.

Careful consideration should be given to the response variance of "On a scale of 1-10, how interested are you in pursuing the EDDBA?" The breakdown is as follows:

9 (1-3 rating), 5 (4-6 rating), 7 (7-9 rating) and 3 (10+ rating)

Fifty percent rated their interest level on the lower end of the scale. Even the mid- to higher ratings include exception statements, such as “I need more information;” “If the cost is lower;” or “If my children are older . . .”

While many interviewees expressed genuine interest in the concept of the program and potential topic offerings, cost, company support, ROI and time constraints all are significant factors in the potential students’ decision making process.

Interviewees reconfirmed their stance on the appeal of this program for executives looking to transition into a teaching or consulting role via their response to “What types of business people would be interested in this program?” Many feel that executives in larger global companies would have more of a desire to enroll in the EDBA program vs. a smaller company, but interest levels would likely span across many industries. Financial institutions, manufacturing, economic councils and chambers of commerce were all mentioned as possible target areas. Additionally, interviewees feel that the program would attract individuals from outside the Charlotte region, likely within a 100-mile radius due to the ease of accessibility into Charlotte, the rarity of existing EDBA programs and the City’s and UNC-Charlotte’s positive reputation.

The concluding question of, “If you were the Dean of the Belk College, would the establishment of an EDBA be a priority?” elicited various responses. While several interviewees feel that an EDBA program is needed and would be a sustainable in the long-term, several encourage the College to conduct additional data gathering and analysis on ROI. Many also express the view that the establishment of an EDBA program as a reputation-builder for the College is a way to gain a competitive edge against other educational institutions given the uniqueness of the program.

Perspective Employer Demographics and Report

Company and Industry

Ingersoll Rand – Diversified industries

Duke Energy - Energy

Community One - Banking

Premier Healthcare Alliance – Healthcare

Congentrix - Energy

Titles

SVP Human Resources

SVP Human Resources and Communications

VP for Talent Development

EVP Chief Human Resources Officer

HR Program Management Specialist

Number of Employees

300

48,000

28,432

607

1,500

Observations

Five company representatives participated in the interview process. While their responses do provide some insight as to how the proposed EDBA program would be viewed from the employer perspective, the reader should take caution in making broad assumptions due to the small pool of respondents.

With regard to how a company views the benefit of its employees participating in such a program, the response is mixed. Two of the HR representatives see little value in the program as it relates to the company. “Why does a PhD or EDBA provide an edge to business executives?” was one response. Another interviewee notes that the company seeks industry-specific training for its executives. Others view the program in more positive terms. They see the EDBA candidate employee as gaining new perspectives and critical thinking skills that could enhance the success of the organization through innovative thought and strategic vision.

As with the Prospective Student interviewees, HR executives like the “broad in scope” format, acknowledging that executives need knowledge and skills that bridge across business disciplines. Others also note the need for training in innovation and leadership.

All of the HR executives indicate overall support for an executive who selects his/her company as the focus of the required dissertation. While there are some non-disclosure issues that would need to be addressed, each interviewee agrees that their company would be supportive of the dissertation focus. One HR executive comments that it would be a "huge value-add" to use a company problem as the focus of the dissertation.

As noted by several Prospective Student interviewees, companies view the need for flexibility in scheduling, advance notification of class dates and on-line components of the EDDBA program as paramount to the executive's ability to successfully participate in such a program. When asked how a company would view an international component of the program, interviewees like the idea in theory, but respond with some skepticism as to how this feature would ultimately benefit the company. Most see an international experience as an individualized experience.

HR executives agree that price would be a factor in determining whether an employee would pursue such a program. Many companies cap their annual contribution towards employee tuition costs, as noted in several Prospective Student responses. Employees would need to fund the majority of the expenses. ROI and how program participation would be a "value-add" to the company are also considerations.

There was not strong support among the interviewees to endorse participation in the EDDBA program. ROI and how the program would specifically benefit executive management are all on-going concerns of the HR executives.

Interviewees provide varied responses as to what type of business professionals would be interested in the EDDBA program. They include: mid-career executives, those looking to transition into a new career, market research or product management executives and senior executives.

There is consistent belief that if such a program is offered, it would attract individuals outside of the Charlotte region due to the uniqueness of the program and the lack of market penetration on a national scale.

The interviewees have similar suggestions as the Prospective Students as to how best to access demand for the program. Surveys of alumni, employers and other educational institutions are all considered good ways to obtain data. Additionally, a couple of the interviewees encourage the College to utilize the resources of the board of directors and advisory boards.

In conclusion, the interviewees are in general agreement that the program is not needed and do not recommend that the College pursue this endeavor. As noted in many of the comments, there is concern about ROI, whether the program provides a value-add to the company and the employee, and if there is a significant pool of applicants to draw from. However, HR executives encourage the College to explore other opportunities and continue to enhance relationships with the business community.

Interviewees

APPENDIX A

Linda Okowita
Congentrix

Terrence Dolch
First Tennessee Bank

Adam Naltiz
TIAA-CREF

Austin Palmer
Merrill Lynch

Chris Chamness
Bank of America

Debbie Auman
Community One

Doug Hulse
Bank of America

Lynn Gardiner-Cuyler
Motivational Speaker and
Life Coach

Patton McDowell
PM Associates
Zapata Engineering

Elizabeth Coluby
Bank of America

John Tuders
Bank of America

Mark Short
Duke Energy

Nicole Simmons
Wells Fargo

Don Elliott
Novant Healthcare

John Bannister
Montreat College

Amber Harrison
Premier Healthcare Alliance

John Berry
Bank of America

Scott Martin
Ingersoll Rand

Doug Smith
Community One

Cassandra Blaine
Wells Fargo

Tracy Grooms
Bank of America

Brian Decker
Premier, Inc.

Tom Mathews
Consultant

Rudy Chervil
Carrier Corporation

Kamina Young
Wells Fargo

Julie Harris
Bank of America

Mike Mulligan
General Dynamics

Marcia Avedon
Ingersoll Rand

Gregory Mascavage
Carolinas HealthCare System

Manual Zapata

APPENDIX B

INTERVIEW QUESTIONNAIRE
Prospective Student Comments
Executive Doctorate in Business Administration (EDBA) Description

What interests you most about these programs?

Hearing the scope of the program, the topics seem relevant; it would be more interesting to me to select one of those areas/courses vs. the entire program

Enhances your skills; provides you options for changing your career if you desire; other option it may enhance your skills in your existing career

Intellectual stimulation and credentialing; enhancing consulting capabilities and ability to market

It would be a catalyst to transition to a second career.

The angle towards the working executive who can then work on this degree without leaving their job.

I think those executives who are interested in transitioning into academia would see the need to pursue this program

I enjoy teaching; I'm 52; I'm looking at potentially teaching-a clinical professorship; a good way to bolster my academic credentials; I think folks who are interested in moving into a consulting area make sense.

Not had an interest as it relates to my current job; but examples of business issues are of interest to me; do I need to pursue such a degree, not sure; I have been offered in an adjunct position at Georgetown, a few years ago, therefore I have had an interest in teaching; I can see how this degree would be interesting.

Always interesting to think about career movements; segue way from business to academia or into consulting; opportunities to learn about the global market place-more prevalent in middle-market companies

It would help me understand business in more depth; I'm in tech, currently; it would give me an edge up.

In deciding in leaving the bank with still a career path in front of me; what are my options? I'm evaluating other industries; how do I convert everything that I've learned to potentially moving into academia

The fact that it's not full time; learning a higher level of education as it relates to business and business practices that help me succeed

Interesting topics, Lean Sigma for example, these topics should resonate with most people; a lot of times executives don't have time to dive deep in some of these areas

I'm in engineering; I'm interested in common issues that most businesses face; how do individuals at the top solve those issues; a program that will allow me to craft those strategies.

Business without borders, global aspect; sustainability and millennial component

The executive nature of the program; topics-I like them, very relevant, you can't have just an academic mindset, you need that global aspect; the broad nature is of interest.

The fact that you can get individuals with a lot of industrial experience who can then accelerate their bandwidth with formal training; maybe someone who is burnt out in their current position but still has a lot to offer; program can help reposition the individual.

It allows me to accelerate my career; expands my theoretical understanding; it is becoming what an MBA was 10 years.

Intellectual stimulation; enables me to make a career transition; always wanted to teach and consult in my retirement years; it's an investment in future

Opportunity to take a bridge to go beyond the adjunct professor role; bridging to full academic career.

How would you see this program benefiting you or someone at your level? How does the EDBA fit with your long-term career goals? (Probe about whether they are interested in career advancement with their current employer or transition to consulting or higher education.)

I have been guest lecturing, this experience has afforded me more insights and access to information; I see the EDBA program expanding on that premise.

A terminal degree with a practical focus to use, today, is enormous; long-term, interest in teaching 50%, widening opportunities beyond health care; this would give me more avenues to pursue.

Moving into academia; before turning 45 have the DBA; be able to create a time-table for a clinical position in academia.

See above; thinking about teaching or a consulting role.

It benefits me as someone who is interested in linking my Master's degree-mastering the leadership piece, but I realize that I can teach; I also see how it is helping me in my current job as influencing people; it makes you a stronger person in having you engage in self-reflection.

I don't know if I have a great answer; possibly the leadership aspects of the program and the broader issues, i.e. global issues; there are tie-ins between the bank and this program; this program doesn't necessarily help me advance in the organization, it's what you get out of it-leadership components, having that broader perspective (strategic vision).

I think it is for those individuals who are looking to transition; in the banking industry there are numerous career programs that would be more applicable to me.

It would be about connections; I came out of the public accounting world, thinking I am a smart guy. I understand finance, but no experience in sales. You need both the financial expertise and then the personal/sales side. How to communicate-the connections and hearing what other participants saw/share would provide me with another perspective. How you connect with people.

I can see it fitting in both target groups; opportunity for changing careers or for enhancing skills in existing career; the topics are fantastic!

All of the topics are relevant; I don't know if I pursued a PhD that it would help me progress in my career in the bank; my performance has more impact on how I progress vs. advanced education; the culture values accomplishments over advanced degrees.

Credentialing; the practical consulting value; curriculum and cohort opportunities.

Transitioning into teaching, possibly; without the PhD you are limited to being an adjunct professor.

PhD. aspect is what I'm interested in; options are limited for full-time executives; I like the executive format.

I know of a lot of people in Charlotte who are sr. level business executives who want to move into academia; I see this program a positive offering, particular for those who are more towards the end of their current career and want to transition into something else.

I enjoy teaching; I'm 52; I'm looking at potentially teaching-a clinical professorship; a good way to bolster my academic credentials; I think folks who are interested in moving into a consulting area make sense. See above; thinking about teaching or a consulting role.

The opportunity to experience an executive level course work with other colleagues, that does have value; I'm always trying to current and fresh; IR has its own executive leader program, I participated in

that program; down the road I do have some interest in academia; the degree can keep me current and fresh.

I feel that what you would be learning in classroom would be relatable to practical experience; valuable; anyone who has the opportunity to expand their education, it provides more "fire in your belly." Your mind is expanded.

Advancement within the company; expose me to a broader range of people; networking, expand connections; springboard to another career.

In deciding in leaving the bank with still a career path in front of me; what are my options? I'm evaluating other industries; how do I convert everything that I've learned to potentially moving into academia. See above. This degree could be helpful for me in attaining this new career path in moving into academia.

It depends, a very individualistic response, per person; I think a group of folks who are looking to do something a little different in their career; looking for focused expertise in a major business problem; program will make an expert in a particular area as noted (consulting).

I already have the background in engineering; this program will provide me with a differentiating factor; I would like to learn rigorous research methodology.

Me-around the consulting piece; I'm not a senior level executive, but I could see the benefits of transitioning into consultant.

Very interesting outside of Finance; you don't necessarily need to have a MBA in Finance; as a leader I am interested due to the level of training and the rich level of information; the bank doesn't do a good job in interpreting big data; combining leadership and analytics is intriguing; I have a voracious appetite for learning, but I need to balance that with work/ life balance; I have young children; I don't feel you have to have this degree within BofA (finance), maybe outside.

By providing the student with more education to trust his/her instincts in strategic planning; it doesn't fit with my long term goals; three degrees are enough, but could change my mind if I plan to go into consulting etc.

In my role now, I am a consultant (future design services); I am looked upon a thought leader-innovation theory; that has been out of personal interest in innovation theory; moving beyond the books that I'm reading; future career goals-debating between a PhD vs. DBA route; a DBA doesn't require you to make a significant career at this point; DBA is a good next step.

I wish the College had offered a PhD 30 years ago. I'm at the top of my game. I have sent several people to UNCC to get a PhD Family members and employees. In the future, if you have an MBA, it will not be enough. MBAs everywhere; now the PhD is unique.

I have been guest lecturing, this experience has afforded me more insights and access to information; I see the EDBA program expanding on that premise.

Moving into academia; before turning 45 have the DBA; be able to create a time-table for a clinical position in academia.

If you were a participant in an EDBA program, what skills and capabilities would want to gain expertise in that would help you achieve your long-term goals? (Example: Do you want to gain a deeper understanding of managerial and/or strategic issues that currently face your company or are you looking to develop skills to open up new career opportunities? What new skills are important? Would taking on research projects that translate cutting-edge business theory into business practice interest you?)

Specific to my employer, there are a lot of international opportunities, my banking is more domestic-focus; any program that offers international/global understanding would be of interest; maybe, Six Sigma at most banks aren't focused on this areas.

Strategic issues are important; any better advantage I can get is helpful; it would help me expand my skill set.

Work/life balance; a mentor told me that what would increase my success is to have both work and life experiences; implementing the 80/20 rule; learning from other peoples' experiences

Leadership and strategic vision.

New skills or evolve current skills to respond on how markets and customers are changing-changing demographics.

Team-building; understanding other leaders; understanding organizational conflict; organizational structuring; forecasting.

Strategic and managerial in a virtual environment; more companies are moving in that direction; general continuation of the MBA curriculum; organization management; profitability; internationalization issues.

For existing career you are refreshed on contemporary issues; big data is something fairly new; I don't know that I would pick up a particular skill that relates to my job because it is so specialized; skills related to a potential transition-pedagogy skills-how do you teach?

Data issues; how to understand data; synergies in dealing with data.

Most people will want that theoretical program; most people enrolling will have the business experience, but they want more theory/academic experience.

Thinking about what are the skill sets that I need to strengthen-bolster my pure finance knowledge, strategic aspects of finance.

New education around the latest trends around a strategic issues; leveraging new technology; leveraging new trends in marketing; some content coursework in organizational design; latest research practices; marketing leadership and managing the creative class; what is the right approach in working with leaders.

Focus on the global market place; considering entrepreneurial level opportunities for myself; strategy.

Managerial and strategic areas; what is affecting business leaders, currently.

I have a very strong finance background, so not looking for that; I've dealt with managerial issues; interested in digging deep into the millennial, the new customers, how they are shaping the future, globally? How do prepare for that new future; marketing-creating sound and effective marketing plans; on-line is so much more significant in the academic world-I'm on the McColl School Board of Advisors; having faculty deliver in an on-line environment (potential angle); focus on delivering in the on-line world, as well as physical.

Looking for quantitative skills vs. soft skills at a strategic level to fill a role for a company or myself, looking across departments to make sound projections as to where that department or company should go.

It depends on the individual; any of these areas could be very interesting; most of these folks would like to use this degree as a springboard to consulting or, if they work for a very large company, where they can be deployed around to different areas.

I would like more managerial skills and strategy; I'm already a green-belt; to study planning; how do you get to the next level.

Strategic aspect of the program; I have a good background in the managerial, but would like to develop strategic; I'm not a big fan of research, but for the end result to manage and solve business problems, then yes.

At the executive level, the managerial skills are important; from an analytics standpoint, the cross-border aspect would be very beneficial.

Analytics and research.

Strategic aspects are very strong; very interesting; how do you set strategy in today's world? other areas include innovation (real theory-practical applications), design thinking; would like to jump on that opp. to create good research or rigor to that method would be great.

To differentiate myself from the competition. Without a PhD you really have to struggle to differentiate yourself. MBAs have to push harder.

New career opportunities are my main desire, but I can also use these skills in my current position.

Advanced research techniques; access to more global staff that can provide insights across industries; cross-industry view; opp. to take experience to another level with networking with other senior executives; bigger problem solving.

In your line of work, how relevant is a doctorate to differentiate yourself from colleagues with master's degrees? (Probe: Can you tell me more about that?)

Unless you are an economist, it doesn't make much difference.

It seems like PhDs are more valued in a consulting realm; in the business world, which is narrower, you may be viewed as "too educated."

I don't think it makes a difference in closing business; it would help me hone my business skills, personally.

Not in my area; there are PhDs in the quantitative space, but in the general business population, the doctorate would not make a difference.

I don't know if I pursued a PhD that it would help me progress in my career in the bank; my performance has more impact on how I progress vs. advanced education; the culture values accomplishments over advanced degrees.

It gives more validity in your area of expertise; enhances confidence level of the "buyer" of your services.

For national and international consulting, it is a significant; it would enhance my potential for biz dev outside of the regional market.

Not relevant; even in Europe, this area of banking does not lend itself to pursuing a doctorate.

In any line of work, a PhD shows you are willing to go the extra mile; it shows that you understand the research aspect; it's a proactive approach in understanding what is going on in your field.

That may be an industry-specific question; when I was in telecom that really didn't make a difference; I know people who have PhDs but don't use them.

In my line of work, it isn't significant; demonstrated success is more important in my line of work.

Not very.

I don't know that this degree would set me apart from my colleagues at the bank; intriguing from an educational perspective; it would improve my ability to think strategically.

For upper management, it would be good; in my current role, it would not impact me in a positive way.

Very relevant; in healthcare I'm surrounded by MDs, I know two doctorates; a doctorate in my line of work would instantly set me apart; however, the degree alone does not ensure success; my skills and experience play into that success.

It depends what you want to do with the degree; the MBA has become so prominent, that the EDDBA can allow you to stand out; differentiation is value.

It's not required; what I want to do is switch to operations long-term.

Not very relevant; I work in diversity and inclusion; my manager has a doctorate; the degree adds to credibility, but not expected by employer.

In BofA's finance area, you lead first through performance; I have no idea what my colleagues or boss has degree-wise; here, it's always about performance.

It can be important in technical-related areas, but not so much in other areas; thought leaders would likely benefit.

In healthcare, doctorates are not very appreciated; PhD is the top in a physician's mind; however, once you know the language of theory you are appreciated.

Very relevant; it is key.

I can't think of anyone else in marketing who has a PhD; this degree would make me stand out and be perceived as unique; usually PhDs are centered in technical areas.

Scale 1-5, a 2; my career doesn't beckon a more advanced degree; I'm not sitting in analytics.

What other factors would motivate you to enroll or not enroll in an EDBA program? Example: cost, flexibility, networking?

Cost is less of a factor; if you are at the senior level, cost shouldn't be as much of a factor; scheduling is somewhat of a factor, particularly if you family.

Flexibility is #1 due to family commitments.

I can't imagine that the cost would be outside the norm, so that is not an overriding factor; time and flexibility is an issue; connections are most enticing.

All of the above; cost and flexibility would be key; I'm not going to spend a lot of money on a doctorate-I spent a lot on my MBA; the networking would be a big selling point; I don't have a lot of spare time-I would require a lot of flexibility.

Flexibility and time commitments would drive my decisions.

I would make it work no matter what the issues are; time management piece is critical if the student has young children at home would be a key factor; financially – the decision is on you.

All of the above; I like the cohort concept; flexibility of scheduling/virtual learning.

All of the above; time constraints is the biggest driver.

Time and cost are the main two issues; time more so than anything else; work/life balance.

Time, money and fear are the three primary factors; the time and money issues tend to work out; the fear factor is the overriding factor-how will school impact my life; is this experience similar to when I previously attended.

All of those are very important; the program needs to be flexible enough to work with busy schedules; theoretical side of things is important, but the practical application side is very important.

Cost is a component-return on investment; if my company feels there is value in the program and they won't lose that employee; the composition of the first class is important; the quality of the professors is very important; how is this supported in my company and the College.

All of the above; another consideration -the springboard of what happens after obtaining the degree; how would the College assist me after my degree? Monetary considerations are part of the equation.

All of above; time constraints are my biggest concern.

All are important; investment vs. return; academia- who are they looking at to hire; flexibility in scheduling matters; opportunity for networking with students in similar programs outside of Charlotte- this is a great intellectual opportunity.

Cost, yes; understanding the costs and availability of assistance/grants, ways to manage the cost; time/flexibility – what does the time schedule look like? Flexibility of time; networking-I recognize the value of it, but it's not an overriding factor that sways me to enroll; however, additional professional development is important.

It depends on an individuals' life situations; family depends is a critical factor; career changers would likely be interested in this degree; cost-is the employer willing to step up?; networking – if 20-25 students, it would be a selling point, if 6-8 people, not so much.

Cost would be the #1 issue; my company will fund some \$\$, but not all; time constraints is not an issue for me; networking-added value.

Cost, would it be supported by my company? Time constraints not as much an issue; networking is a big draw.

I need an MBA, first; do you consider an executive MBA relevant; cost isn't as much of a factor; flexibility is an issue, time constraints; networking-fine but not a driving factor.

Scheduling is likely to be a big driver, but not cost; networking, other avenues with less work; research and thesis part can be a bit of a sour taste; students are not going to put up with a lot aggravation in this area.

Cost is one; whether the organization would support it via scholarship or maybe the school would provide some scholarship; flexibility- ability to complete your dissertation is a scary thought; time management issues; networking – strongest selling point to network with local and regional executives.

Location-don't want to travel all the time; cost – not too high; networking – I realize it is a small group; looking forward to meeting others including faculty.

Timing of start; flexibility of work load; cost; if on staff or board, will there be discounts; does BofA pay all or portion; make sure program is created in a way to benefit the employer.

Are there particular areas of business that you would prefer as a focus of the EDBA (e.g. leadership and change management, global, analytics, marketing, etc.) or would you prefer a program that is broad in scope, cutting across business disciplines to address applied problems facing executives in the workplace? (Probe: Do you have specific ideas of business research problems you would like to study? What ideas interest you?)

My academic background is more on the academic side; I think it would individual to individual; however, I don't think there is a lot of good leadership training; also marketing and business development.

My MBA was a broad approach and I liked it; I like it; much easier in not being pigeon-holed.

Global from an understanding perspective, it's a great big world out there; behavioral and psychological aspects of business; there is a lot of behavioral science to business.

I like the broad approach, but I would like some options to focus on specifics; some exposure.

Interested in specifics-more personal preference; I've done an MBA, so I have a good grounding; global business one example of interest-tangible things that I can apply immediately to my current position.

Strategy is my primary interest; non-profit management, complex management issues.

Broad in scope is good; the driver is that the program is a catalyst for transitioning into another career; if I was planning to stay in international banking, I would be interested in focusing on global issues.

I tend to be a generalist as the world is changing a lot; broad in scope is useful; it depends on your goal; do you want to focus on a particular area or have broad understanding of your business.

You do need to be broad in scope; the leadership of millennials is huge-very interesting; defining leadership is huge; most people don't understand what it takes to be a leader; teaching how to fail is key.

The broader base is good; I like how you have laid it out.

It is critical that it stays pretty broad; there is a foundation that you want to build across a functional level among all disciplines.

I hope any PhD program is fluid; if one wants to drill down, one should be able to do so; approaching it as "broad in scope" is good.

I like the broad in scope aspect; I like to learn about different issues/areas.

Broad in scope should be the foundation to solve big issues; there has to be some flexibility to drill down based on the student's goals and experience.

The broad approach is more appealing; it opens opportunities for the future by the program being broad in scope; health care is narrow, I don't want to have a narrow focus.

I like the broad approach; there are plenty of narrow-focused programs; globalization, expanding into new territories is very interesting; supply change issues; population growth and urbanization.

Operations management and leadership is my preference; leadership and change management, also; broad in scope is better; executives at this level need understanding in all of these areas; executives have to be able to communicate effectively for all of these issues.

I prefer that it cuts across the disciplines; I want more broad than deep; talent management and development would interest me; how to keep people engaged and committed to the business.

For the finance group, a drill down into capital structure and efficient use of capital is extremely, today; maximization of balance sheets; valuation of stock; a focus on ethics and leadership is so critical – I see bright people with few leadership skills.

I see it as global research, macro trends, marketing, new issues that can be significant change in a landscape- opportunities for people to start thinking about the new tools on the horizon; idea of innovation-in periods of conflict there is usually innovation, How do you keep up innovation?; what are the sources of innovation?

t-shaped person model; there is an important aspect to diving into a specific area, but you need strong exposure, broadly; like the liberal arts aspect i.e. broad scope; change management and analytics is very interesting; organizational sciences is interesting; level of entrepreneurship theory and application (different types of business model structures).

Interest in the globalization of the economy and leadership issues; board in scope is helpful; at this level it has to much more flexible and less mechanistic; great value in networking – make sure that the program provides students the time to talk (interaction).

Thunderbird example – 2-year program; lots of specialization; I would prefer this degree to be more general; if I did want a specific focus it would be around customers, global.

You walk the fine line; I would love the DBA to have flexibility to focus on a variety of things; utilization of analytics; no desire to take finance courses; no desire to go into operations; can you have define tracks? Electives in order to drill into your area of interest; if the DBA is too broad, I'll get a PhD instead.

The proposed EDBA is designed for a business executive who does not want to leave his/her career to pursue a full-time doctorate degree. What scheduling considerations and support services would be important? (For example, are they looking for a turn-key program where all books and materials are provided so that they don't have to navigate a book store or purchase books online? Do they anticipate needing any kind of technology support?)

Any executive is going to have some level of P&L responsibility, therefore the need to be mindful of the quarter-end closing dates; these are challenging times for all.

I would need everything mapped out, so I know what the expectations are. What are the specific programs by semester?

Consider shorter blocks of classes (8 week courses); consider morning or evening blocks-don't break the day; once or twice a month lecture, other times on-line.

Have the schedule planned well in advance to work commitments within existing work and family events; need by-in from your employer; understanding of outside expectations.

No specifics; personally, I would have to make the personal decision that pursuing this is important to me.

Faculty availability on off-hours; my program considers faculty "mentors" – they provide their personal e-mails and cell phone numbers to enhance availability.

College liaison to facilitate specific needs; access to faculty in off hours; financial aid options.

On-line very important, 50% or more, but I want face-to-face class time, as well.

On-line aspect is critical and an advantage; faculty available after the work day would be an advantage.

Flexibility of courses; half on-line, half on site; incorporating optional speaking dates to ensure that student is working on course work; provide emotional support; this is a "lonely" process; residency components are important-it forces you to be around people..

On-line component; clustering of dates for classes outside of the core work days; the faculty needs to be very available and open to alternative communications; texting, etc.

E-learning is important, but can be problematic because some would just "go through the motions"; class time is important, as well; real world interaction.

On-line opportunities; have the program/faculty to check-in with the students to ensure that the format is working; option of make-up classes due to unexpected work constraints; tutoring and mentoring options.

On-line component; weekend courses; scholarship opportunities.

The ability to be on-line is critical; travelling executives need that flexibility; participating in study groups-great way to extend dialogue from the classroom to that next level.

Not interested in anything on-line; I'm a face-to-face person; I realize the value of personal interaction; scheduling – my schedule is pretty unique, I am flexible; it is not a huge concern for me.

It's a double-edged sword, the less of the weekend that you steal, the better, but the employer looks at it from the other perspective.

On-line and face-to-face combination; hold most classes on Saturdays; faculty access in off-hours.

Having office hours to talk/meet with professors, after office hours. Have schedule for all class requirements at the beginning of the semester; on-line component is helpful; peer/buddy system – match someone from the first class, so others can reach out to that person as a resource.

Complete flexibility is not necessary, I do like a guidelines; hybrid of the two.

I don't think about support services; construct of time is important; how many weekends, nights, etc.?

The provision of books (electronic format) as easily accessible is important; dedicated librarians; scheduling – the work week; making things fit in the work week; advanced scheduling is key; some flexibility in breaks (3-hour lunch window to address business lunches/meetings).

Turn-key would be nice, but not necessary; personally, I would like the option to select my materials, based on a suggested list.

My company's leadership support of a modified schedule (from BofA); networking within the cohort and with faculty and visiting professors; don't expect career service assistance.

Flexibility of schedule; Schedule it out in advance; another tool to access info if you cannot make a class; ad-hoc access to professors will be key; team projects won't work due to all the schedule requirements outside of the classroom!!! Scheduling troubles.

Students in the EDDBA program will complete the three-year program with the same group of students. Do you think the cohort approach would be a positive or negative aspect of the program? What experience, background, capabilities, level of commitment, etc. would you expect from members of your class?

I do think it is important to form those relationships with classmates, but some students may need to tailor their own schedules; I like a mix of industries; it is important to have a range of professional titles, but establish minimums; you obtain more depth of experiences.

A positive aspect; I think it was great! I would want diversity from all levels, C-level down, different industries.

There is a little bit of a trap in this question; it's not necessary, it's not a driving factor whether you start and finish with the same group of people; I see members of the class having diverse experience (ideal combination).

I prefer the cohort model; you can build relationships with these people; consistency is good, but it does limit your networking opportunities; I would benefit personally from a mixture of experience and background.

Definitely some benefits; my MBA was structured that way; it facilitates networking and gives it life; a mix of careers is good; tenure-there is a minimum threshold of experience needed, at least 10 years; be somewhat selective.

Positive; you develop bonds with the other students; you grow to know all of your classmates; this leads to extended friendships.

Positive; diversity of student group; non-profit and for-profit representation; diversity of professional experience.

Positive; that's how my MBA was structured; it forces you to get things done; I like staying with the same people; it fosters teamwork both personally and professionally; most PhD programs are too individualized.

Positive; a great thing to have a mixture of backgrounds and work experience; CEOs who have been around a long time tend to be more traditional, stuck in the past.

I've seen cohort programs go horribly wrong-they start with 13 and end with 2 students; you lose the opinions and experiences of those lost students; there can be a huge experience gap with the remaining students (CEO vs. student with 8-10 years experience); College needs to consider these aspects.

Very positive; it builds your opportunities to network and develop support; if this is a true executive program, you need to look at someone with 10-20 years experience who have sr. positions in their company-truly at an executive level; the broader of diversity of role and title the better.

Positive; it's important that the experience levels are diverse i.e. industries and locations, but all have the same general level of experience.

I do like the cohort approach; I've always worked in a team capacity; I don't want to sit with five other bankers-I want a variety of students who represent different industries.

Positive; you get to know a core group of people; I like that dynamic.

I see the value of a cohort program, experienced this with my MBA program; simple logic dictates this tract; you need standards for what students bring to the table with regard to experience (10 years minimum?); there will be frustrations if some students are too junior.

I see the value of the cohort approach; I benefit from that approach because I can hear other points of view, outside of HC, then other people learn from me; it enables me to participate and learn through the cohort approach; I'm used to the team-based approach.

I can answer that in both ways; Queens has a non-cohort program; Clemson has a two-year program cohort, many dropped out for different reasons; three years a chunk of time; has does that impact learning and the rest of the group; bonding experience is good.

Cohort is the best way; great networking; lasting relationships.

Positive because of the networking component; you develop relationships with your group.

Positive, because when teams work well together and they work together for a period of time that creates cohesion, a lot of benefits.

I attended the Sloan Fellows Program in Innovation at M.I.T.; the learning that came from my exposure to the group was almost as important as the program itself; shared knowledge and pain is "fabulous"; huge believer in cohort program.

Positive; I do believe in diversity of thought and levels of experience so there is benefit in working with different people; maybe coordinating with PhDs.

Negative – it doesn't allow you to mix with others; you get tired of being with the same people; some cohorts will fall behind, etc.; I would rather have a very unstructured program – Internet-based?; let me manage my time; a couple of times of month for the group gathering; time is the most valuable commodity; One thing I forgot to mention is that the market the College is interested in capturing is made up of senior executives who, by nature, are a difficult bunch; therefore, the program has to be designed with these people in mind and not for junior execs. The program description, as given to you, appeared to me to be aimed to the junior level group because of its rigorous detail in schedules, etc.

Heard great things about a cohort approach; it will be a good support system; hope it would be a good mix of functional areas to facilitate a good dialogue.

Good enough approach; what do you think the % of drop-outs will be? I don't expect anything from my classmates; see above regarding flexibility and no team.

What would be your expectations of faculty teaching in the EDBA program in terms of experience, backgrounds, and areas of expertise?

I would expect all doctoral level professors who have both academic and real-world experience.

I assume they would be very tenured/senior educators; the best in their field; real-world experience in some aspects, depending on the course.

Combination of academia and real-world experience; real-world experience is important.

I would expect more senior faculty, experts in their field; broad experience; a big plus to have experience outside of academia; have a mix of academics and real-world experience.

I would shy away from pure academics; I would look towards people who have experience in business; I'm looking for something that I can apply not just talk about theory.

For them to understand the depth of the student; they may have expertise in the particular course they are teaching, but they need to understand what the student brings to the conversation; faculty should serve as "mentors"-let's work together.

Combination of academic and practical; bringing in guest lecturers; standard expertise.

Very experienced in business and academia; guest lecturers are important because of their current experience; you can't just study abstract issues.

Expect them to have a deep and strong background in the subject they are teaching; hands on experience is important; guest speakers with business experience.

Tough question; you need to find someone who is comfortable not knowing everything; someone who can guide, but let the learning occur; let the students drive the course/conversation; include guest speakers who have the real world experience; the faculty will learn as well as the students.

Expect them to be at the doctoral level; true subject-matter experts; some mix of sr. level retired executives with existing faculty; former CEOs, etc. (that level of expertise).

A good mix of outside experience and academics; Socratic Method vs. discussions; have a faculty sponsor/buddy/mentor; some theory, some case studies.

I like adjunct professors; ones that have practical experience; I prefer to see a blend of academia and practical.

Someone who has experience in the managerial level; a good facilitator; it can't be a straight academic.

They need practical experience; the professors who are most effective are the ones who do consulting/outside experience; that experience allows better framing of issues/problems; need for a good balance between academia and outside experience.

Broad and diverse backgrounds; different people with different disciplines; they are the most experienced people in that field/discipline; real world experience vs. straight academia; being in touch of cutting edge of business landscape; guest lecturers with real world experience.

Strong talent from the professor group; deep grounding in theory, but he/she needs more than theory-practical experience; faculty needs to know the business-side.

Need a mix of experience and academic expertise; guest speakers are fine, but not critical; it needs to be practical, hands-on, and concrete.

Have a mix of people that aren't just academics, experience in the work environment.

Critical that there is expertise in the field; real applicability is important, not just a textbook answer; guest speakers are important

They have to have a pragmatic bend; important that they can bridge from theoretical to practical ; guest speakers are important-people of note, really interact with someone at a senior level; NGOs.

It depends for each course; research knowledge-needs to be well trained; entrepreneurial courses need more professional experience; guest lecturers i.e. successful executives are important to bring other perspectives.

You want someone that is relatable (to the real world); they must have a feel for the business world; this process needs to be fun; willingness to learn together; sharing information.

To have deep functional expertise; relative expertise as to the application; they can't be removed from reality; actual knowledge of how business works; depth is key; visiting professors would be fantastic-bringing experience in the field.

A lot of professors have corporate experience, but others don't; you could enroll in this program and find that you have more experience than the professors; consider adjuncts who have that corporate experience; more of getting the students to "teach themselves" research techniques; focus; guest lecturers; a broker for great guest lecturers.

Some executive doctorate programs include courses taken with a partner university outside of the U.S. or other study abroad experience. How important is having an international component in the EDDBA program? What flexibility would you have for global travel as part of an EDDBA program?

It depends on how the global travel is set up; I think it is hard to do in a professional/executive program; I know there is some success of immersion trips; I don't think it's too much to ask for a commitment of a week off..

I think global opportunity is absolutely critical; I don't if I could do it in my current position; globalization, in theory, is not enough.

Not as a requirement, but an option; I would have flexibility for global travel.

I think it's great, but it would not be a requirement for me; it would not change my view if an international component is not offered.

Definitely interesting to me; the perspective of how other countries work, it is important; the issue of travel falls to, "How much time would I need to be away?" I could probably work remotely; I would need to work that out; a couple of weeks are feasible.

Very important; all people should become worldly to see how people function in other parts of the world; availability – it would nice if the institution had some sort of student swap-where the tuition wouldn't change and the time element would be conducive.

It is important; I would make an effort to take advantage of international travel.

Yes; yes; especially for people who have not experienced life outside the U.S.

Given the global economy we live in, the international component is important; I think the travel opportunity is key.

It is important, but not the utmost importance; some of the companies you are engaged with can bring in international speakers that add to the program; it's not critical.

I think it would be a nice opportunity; make it an option; 1-2 weeks in total for international travel.

There would be decent support from IR for global travel; I'm not sure how important it is to have a global component; some immersion could be interesting.

Very important to me personally; to understand and comprehend the global market place, it would be beneficial; professionally, my world is the greater Charlotte area, so it would not make a great impact; I could justify a couple of weeks; I would not want to commit to an internship.

Very important so you can understand what goes on in other countries; I would have flexibility (two weeks).

I think it is extremely important-I applaud Queens U. for including global options for international study; relevant for me when I was at the bank and we were looking at South America (Brazil, specifically); I would want to experience the global aspect of the program.

I have options to do foreign travel at this stage in my life; there is a huge value in exposure on a global scale; understanding other cultures and the business landscape.

I think it is important; globalization is important; there are few businesses that do not have an international component; flexibility piece is important, need to define the length of time of the study abroad.

It depends based on time and topic; my company would likely be sponsoring me, so they would have to feel comfortable.

Very important; I would work my schedule around the travel; I would expect that would be communicated up front.

I have flexibility for travel, but it depends on the length of time would be a factor; example one week in Hong Kong or another local would be feasible.

It is an important part, some businesses have global offices, you have to have that knowledge; it's valuable to have a global view, you can't make assumptions; global experiences opens up your world view.

Very attractive to me; a key component that I would love to have access to; I could be flexible; the more international experience you can get, the better; looking at very constrained environments will give a good perspective.

That's just to look slick; I don't need that; time is an issue.

I would love it from my perspective; the challenge is scheduling; Thunderbird does a 2-week intensive study abroad; I believe that there are many business executives that could benefit from international interaction.

Huge; opportunity to do that is a big draw to create the relationship; fostering the experiences of the other university-one per year; big benefit-it's something they can't do on their own; I would have flexibility for travel.

Executive doctorates in business that are offered in the U.S. charge tuition in the \$120,000 to \$150,000 range for the 3-year program. Would the typical tuition for an executive doctorate affect your decision to apply and enroll? Explain. Would the tuition likely be paid by you or by your company? The EDBA represents a significant time and monetary commitment. Do you think people will seek out the degree given the cost and time?

Yes, but I don't know if that range is out of the market; I don't, if I would get ROI; my company would contribute a small amount; maybe, 10%.

Probably not; most corporations have some sort of reimbursement; TIAA-CREF reimburses a certain amount per semester, based on grades; you are bound to stay at the company a certain amount of time afterwards.

It's a little high, plus I would be paying the cost myself.

It would be critical that the College convince me that there is a ROI; I don't see it; it's a real hurdle; BofA would pay a limited amount.

My decision would be based on, "Would this commitment allow me to progress in my career and obtain ROI?" The bank would likely pickup part of that cost.

If I can access school loans or grants, then it would not be an issue.

Yes; I need to see the financing of the costs; I would be hard-pressed to finance this, personally; I would seek financial aid options; I understand that it is an investment.

Pretty standard price, but you need to run your ROI; this program is a different equation, you aren't likely to get a raise or promotion; you need to evaluate why you are pursuing; personal enrichment, career transition.

It would not impact my decision; if the program is worth it, then I would make it happen; the company would pick up a small amount; that is a challenge for some people.

It's hard to gauge; it depends if a company will cover a significant portion of the cost; if no, the individual has to determine ROI; a younger executive may feel the cost is challenging.

I assumed this price; that price is not a surprise; BofA would provide some \$\$\$.

The cost may be a little high; for an individual who wants to change careers without company financial support, it could be challenging; if there are ways to offset some of the costs, that would be help; at IR, probably OK for one person, per year.

The cost doesn't surprise me, but it would impact my decision to enroll; I would talk with my employer about tuition support; I would pursue scholarships and loans, as well.

Yes, I don't have that type of money saved; if there are scholarships that would be helpful; possibly by WF if it related to my job.

Gut reaction, this cost is along the lines of law school; appropriate pricing, in general; each candidate would have to evaluate the cost based on the quality of program.

Only affect my decision if I had to pay the entire cost; if financial assistance, then it would not be as much of an issue.

It depends on the individual; is the employer contributing to the tuition cost?

Yes; I understand the value, but most companies don't pay for anything that high; this would come out of my pocket.

Yes; it's expensive; tuition reimbursement is important; I think people will be interested if they are interested in a PhD, but don't want to make the time commitment.

That is so steep; what is your return on investment? While I would love to participate personally, I don't think I could recoup that amount in my current role.

Me, no, but some people may feel the price is too high; GD has a cap on tuition, but there are exceptions; GD would likely tap someone to attend, therefore pay for the cost; deterrent – time commitment (in general).

The price doesn't throw me off; historically CHS has not funded advanced business degrees, but it is possible that some \$\$ could be subsidized; I think the program will be sought out by individuals; some weeding out is good of less serious candidates.

Yes; that is a lot of money; a fair price may be half of that; this is UNC Charlotte, not a Stanford.

Thinking it was more like \$100k or \$110k; if higher end of the range, I may not enroll; need verification of my investment; BofA would pay \$5,000 per year; time commitment OK, cost possibly could sway my decision to enroll.

I think the cost is high; \$100k is the max; start there then you can increase depending on outcomes; unless companies are paying half, it is a deterrent.

On a scale of 1-10, how interested are you in pursuing the EDBA that the Belk College of Business?

What business-types of people do you think would be interested in this program?

Those folks who are looking to transition into academia or a consulting role; what industries are the folks coming from at the other schools?

Across different organizations. Within a company; individuals who want to differentiate themselves to provide more options within and outside their company.

People who have plateaued; middle managers who need to differentiate themselves; someone who is on the business side who came from a different division, example: An engineer who has moved to the business side.

Consultants—they could leverage this program the most.

There is a type of person who is intellectually curious and enjoys lifeline learning; expert types who like to be known as in depth experts.

Consultants who wish to reach higher levels; CEOs who may wish to move to another business; executive level managers; possibly politicians.

Across all fields and industries; the bigger employers would likely have an interest; consulting; GW was pitching a consulting angle.

Larger company employees and some non-profits who want to learn how to teach and to consult.

Larger company executives would be more interested; those that value PhDs. smaller companies not so much; larger can offer reimbursement.

The industries don't really matter; I see the focus more on the younger executives who are looking for that "edge"; that's where you will get the majority of your prospects.

Consulting firms and larger corporations would be interested; company perspective: HR and finance.

I think interest can come from many industries; operations and supply chain individuals; treasury and corporate finance side.

People in the financial industry would be a primary target due to global interests; manufacturing sector due to out-sourcing, prevalent trade; economic development, i.e. economic councils, chambers of commerce, private economic development sector.

It cuts across industries; I think that different levels of experience, i.e. CEO vs. sr. analyst, may cause some issues.

Will cut across a number of industries, i.e. medical, financial, consulting, maybe computing telecom.

People further in their career path with significant amount of experience; I don't see it is industry specific; people that want to fall into three buckets, i.e. career advance in current company, teaching, consulting.

Size and scale of the company would like influence the types of individuals who may pursue this program; larger, more global companies; not restricted to industries.

People who are interested in learning; ones who want to learn at a high level; it depends on the individual.

Anyone who is not at the C-suite level, but wants to attain this level; people who are close to retirement from corporate who would like to go on to teach.

Those who want to teach; depending how you structure the depth of the subject matter, i.e. quantitative data, technology folks would be interested.

Business people on the business-side of a company who are looking for that next transition; bigger companies but not exclusively; don't just look at big businesses; look at entrepreneurs.

Banking; those that interact with higher level scientists, engineers (healthcare specific); product development; energy; industries that take a lot of theoretical justifications.

Bankers; consulting businesses; CPAs.

Bank terms: band 3s; outside the bank: VP or SVP of a corporation; I want my cohorts to have a significant level of experience to have the right type of conversations.

It cuts across industries; 20-plus year experience; advancing a second career.

Do you think this program would attract individuals from outside of the Charlotte region?

I would think so; there are a lot of international firms in the Greenville SC area who have individuals who may have interest.

Yes; with the limited amount of options, yes it could be appealing.

The Charlotte market, plus 100 miles depending on various factors, i.e. reputation.

I doubt it; it would be difficult for people to travel beyond one-hour away; the name recognition (UNC Charlotte) is not that high.

I would think so, due to scarcity of these types of programs and the opportunities to gain exposure to other executives in other industries (for smaller companies).

If it is a cohort, no.

Yes; charlotte is attractive; you could attract others from SC.

Yes; because there are very few of these programs.

Yes.

Yes, because there are only six similar programs in the U.S.; Raleigh, Greenville.

Based on the rarity of the program, I think a broader reach would be interested in the program. Consider housing options for travelers.

It could; IR is a global company, like to get people who are employees of global companies; Charlotte is good East-coast hub.

Yes; because of the uniqueness of the program; supply and demand; Charlotte-based in attractive.

Yes; because it's not offered many places; accessibility of on-line learning is important.

I don't know; it depends; is this program relatively unique? Remote participation options?

My limited guess answer, possibly; the farther you go there are room/board considerations.

Yes, I hope that it would; if it attracts folks outside the area, it is trickier regarding costs, travel, etc.

Yes.

Yes.

Yes, if it is only one of six schools who offer this program.

Yes, if you market enough.

With current structure of executive format, maybe the metro region.

Yes; UNC Charlotte has a great reputation.

Yes, because it is new and unique.

Yes; especially if the planning is in place for the one-weekend a month; make it simple; advertise.

Other than personal interviews like this one, how do you think the College can best go about assessing demand for the program?

I don't know if I have a good answer; alumni base outreach.

Talk to "thought leadership" within good business companies; get by-in; it adds legitimacy.

Talk to the big companies to gain their perspective, CFOs (Duke Energy, Nucor, etc.

Surveying alumni; reaching out to business people in the Charlotte community; business executive forums.

Send out surveys; contact schools that are at the Master's level, but don't offer a DBA to gain their input.

On-line presence; promotional information; targeting Master program graduates; alumni; target outreach to other Master program grads, i.e. Queens (non-competing).

To partner with consulting firms and other universities/schools to determine the need/interest; SBA or Chamber partnerships.

Advertising; competitive advantage is the international component and the reputation of UNC Charlotte.

Do something in conjunction with the Charlotte Business Journal, some type of ad; use contacts within area businesses; put the idea out there and see what type of feedback you receive.

Broad-based surveys with corporate executives; market research.

Partnering with certain industry groups; more advertising.

Go to EMBA programs, what are they hearing from their students; what do they want next? Talk to European-based companies who have US subsidiaries.

On-line survey.

What is the vacancy rate of faculty? Part of the equation, how many jobs have been lost in the key business industries that can impact enrollment? Would there be a demand?

Assessing alumni base through some sort of survey; asking questions targeted to specific businesses, Charlotte has several Fortune 500 companies.

Contact HR leaders in the area, Nucor, Lowe's, BofA, CHS.

Look in the area, banks, manufacturing, technology, aerospace companies; you have enough people/companies in the area to conduct an information session; hold these once per quarter; bring people to campus.

Talk to current MBAs; connect with people that currently work in a consulting capacity, i.e. Deloitte, Ernest & Young.

Survey MBAs; website on-line survey; evaluate the success of the other six schools.

Reach out to alumni; focus groups.

Look at other CEO surveys, "What are CEOs looking for in the world today?" General survey of MBAs (alumni).

Interviews are best.

This is a great start; individual focus groups; put something on the website, asking people if they want more info.; faculty should mention at forums and panels; people will self-select for this program.

Market, market, market; go after alumni base; reach out via magazine, EM distribution; letter in the mail; the College does a poor job in communicating its assets; "Best kept secret in Charlotte."

Given finite resources, offering the EDBA may mean that the Belk College will be unable to pursue some other opportunities. Candidly, do you think this program is needed in Charlotte? If you were the Dean of the Belk College, would the establishment of an EDBA be a priority?

It depends on how many students they need in the program to break even or return a profit; I think there is demand here; Charlotte and Greenville SC are fairly affluent with top-level executives.

I think it would be slow going to start; it will take time to gain momentum; until you talked to me, I never would have thought about this option for a program; however, it could be big.

I don't know; if you talk to the big companies to gain their perspective, it would help the College determine the viability (roundtable format).

I don't think the need is there; I don't know if I would focus my resources.

It seems to me that it would be a more lucrative program, than some others; all topics are relevant to the business community; if there is sufficient demand, it should be a sustainable program; Charlotte has 8-10 Fortune 500 companies to tap into; be flexible on course offerings-be topical and cutting edge; what will get me ready for the next 10 years-don't offer the same old thing.

Making partnerships with business community should be a top priority.

Yes, it is needed; I have looked for a similar program, locally, but could not find it; study other existing programs; is the demand increasing? I think Charlotte as a market has a lot of potential; we are behind in graduate program offering.

I don't know what the other options are, but I would want to know if this leads to other potential students; cost of delivery; scalability – a finite # of students; strategically do you target your current MBA students as potential enrollees.

Bringing in top-notch instructors, who will attract interest; subject matter experts will help determine the priority of establishing the program.

Tough question; resource-wise you are going to spend a lot of \$\$ on faculty and support, guest speakers, etc.; you may need to consider \$\$ on an advanced on-line program; do a cost analysis; review existing programs against this proposed programs.

Continue to evaluate ROI compared to other options; do you have current faculty or do you need to bring in additional faculty? Obtain more input regarding interest.

Once you validate the need, I think if you deploy this program, it would provide reputation building and relationship building opportunities; if would increase your impact and scope.

I don't know what the other programs are, but I think it has "teeth." The uniqueness of the program is appealing; the fact that the European countries value the program is a consideration; what are your resources?

Yes; because it's unique; I think it would draw a good amount of people to the program.

I can't suppose to understand the other priorities that are facing the Dean; which ones are compelling, now?

I think it is needed; the flexibility to reach people who can't leave their full-time job, but want to pursue a PhD; you would be missing an opportunity; you have to look at ROI; I would prioritize accordingly.

It comes down to what are the other possible opportunities, we need to consider; establishing this program would set the College apart; I like the uniqueness of the program; need to ensure that the demand is there; if yes, I think it fits well with the mission of the College; demand management.

Highest priority; if you look at the proposed program and you can bring in senior level executives/alums, these would expand alumni base/connections; the success would be unique; scale 1-5, I give it a four; I hope the College will make the program affordable; we have a different market. Don't make it out of reach.

Yes, because of all the business that Charlotte is attracting to the region; this would be a great competitive advantage for College.

Definitely look at the stats (data) from the other schools; it could be a huge differentiator for UNCC; do you have enough interest? It would be a great marketing tool; look at executive MBA as an option.

Need to know return on investment; elevation of prestige.

Yes, it's a good competitive advantage for the College; it will attract a great talent pool.

Yes, it is needed and they should pursue; have a PhD then specialize underneath (Engineering model).

Does UNCC want to be seen as cutting edge and innovative, then "Yes." There will be growing pains. This program would be another way to add value to the College and the other PhD programs.

Yes, hands down; complete incremental revenue environment.

APPENDIX C

INTERVIEW QUESTIONNAIRE – EMPLOYER PERSPECTIVE Executive Doctorate in Business Administration (EDBA) Description

What benefit would the company receive from employees participating in the EDBA program? What skills and capabilities would you expect employees to gain from pursuing the EDBA degree?

Firm believers in development of all of our folks, including C-level; more options the better; looking for customized program; I think this would be a great offering-all good topics; very relevant; they would come back with more strategic vision and insight; we are looking to programs that would help us with that; elevate leadership with broader perspective; a champion for change; PhDs would be more enlightened.

The employee would gain new perspectives and learn about a new strategic initiatives that could be applied to the company-a value add; working with a cohort at a similar level; learning what issues other companies are facing; skills-implementation, how to take theory and processes and implement them in the company; example: innovation.

Hard to get my head around Target #1; it's a hard value proposition – why does a PhD or EDBA provide the edge to business executives?; Target #2 is more plausible as it's a way for these individuals to change careers; topics are interesting as executive ed programs-don't really see why executives would need to enroll in an EDBA to gain exposure; I don't see need for this degree for IRs executives; the second target audience is plausible for them; I do support the program, but I think we have to be careful

We would gain the opportunity to have a program for individuals who we have identified folks for executive leadership; a pathway for those types of individuals (executive management track); this proposed program has a lot of components that allow for thinking outside of the box; strategic thinking and ability to offer an innovative approach; this program will help people learn how to lead (soft skills)

I don't foresee that we would have any candidates for this program; we look for industry level experience.

Are there particular areas of business that you would prefer as a focus for employees pursuing the EDBA (e.g. leadership and change management, global, analytics, etc.) or would you prefer a program that is broad in scope, cutting across business disciplines to address applied problems facing executives in the workplace?

I like the broad in scope concept because we want well-rounded leaders; if I had to pick one, it would be leadership and change due to our need to change around technology; we need to be more free-minded

Innovation, integrating across supply chain and informatics in an innovative way; marketing strategy; understand at an executive level the importance of those areas; ability to go across disciplines- integrated business platform; how do you integrate their analytics into other areas; design thinking

Broad is better; let people focus with their dissertation work for specifics

I think it is great that it is broad in scope; executive management needs the knowledge and skills to identify across the spectrum; the more diverse the background the better

I don't foresee that we would have any candidates for this program; we look for industry level experience.

As part of the program, students will conduct research that translates cutting-edge business theory into business practice. The culmination of this research is an applied dissertation. Would your company support an employee who would like to focus the research around your company and/or industry? What do you see as pluses and minuses of your company participating in this kind of research? How important an issue is the assurance of non-disclosure for the project?

90% we would be supportive; we've worked with other employees who have researched the company for their MBAs, etc; we were are a public company, so it would not be a problem; we are very open; it's a great body of work that provides a different perspective

It would be a huge value-add to use a true company problem; however, IP is huge barrier due to legal restrictions; example: HIPPA restrictions; my perception is that UNC Charlotte needs to approach this type of degree offering from a business perspective instead of research perspective

We would be very supportive, depending on the topic, would impact non-disclosure issues;

I don't think there would be any inhibitors to us participating; we would request signing of confidentiality forms; however, we need to be mindful that the student/employees needs other management executives to assist-Evaluate what do we, the bank, get in return?

We would have to evaluate it on a case-by-case basis. Confidentiality issues are important.

The proposed EDBA is designed for a business executive who does not want to leave his/her career to pursue a full-time doctorate degree. What scheduling considerations and support services would be important for your employees?

Flexibility, as this is not a traditional student; we send employees to the Harvard 8-week program; we work with the employee; don't be too rigid on absences-focus on the end product

On-line component; biggest barrier is scheduling around executives commitments; I see this program being of interest to employees at the VP level, ones who are out in the field; 60% on-line as it would be difficult for them to commit to in-person classroom experience; blended program

We have a lot of other executive programs that we support; have some portion of the program offered on-line is helpful; there's many ways to do it, but the key is to have some portion available on-line; very manageable; Why you do you think that you need to a PhD? is the real question for the Target #1 group. The College needs to decide which investment makes more sense, i.e. EDBA or a beefed up executive education program. Which option, strategically, is the better investment for the College.

From a banking perspective, we are accustom to sending our executives to banking schools; we schedule around it; we would ask that the employee have access to an advanced schedule, so we can work around meeting dates.

Most employees take these types of courses on their own time, weekends, etc.

Some executive doctorate programs include courses taken with a partner university outside of the U.S. or other study abroad experience. How important is having an international component in the EDBA program? What flexibility would your employees have for global travel as part of an EDBA program?

It is important for the individual, more so than the company, as the individual has opportunities for growth and development; we would be flexible and open to this option.

Great idea; no more than two weeks of travel for the entire program; maybe consider more than one international partner to expand learning opportunities for students.

It can make the program more interesting; Rutgers has a global program; it makes it more relevant to global programs, but also adds to the cost.

A little difficult; we are smaller-NC-based; I think the study abroad is very helpful as individuals gain more than just how banking works in another country; you gain an understanding of different cultures; it is a little difficult to determine how it would directly impact the bank, but exposure is important; we would support it if it is part of the program.

From company perspective, we are basically domestic-so not that important; personally, I think a global option is important; it's hard to coordinate, but we would try to accommodate (one week per year; expectation is that the employee would use vacation time.

Executive doctorates in business that are offered in the U.S. charge tuition in the \$120,000 to \$150,000 range for the 3-year program. Would the typical tuition for an executive doctorate affect your decision to support employees who are interested in pursuing the EDBA? The EDBA represents a significant time and monetary commitment. Do you think people will seek out the degree given the cost and time?

Price is always a factor, but we always look at the value of the program against the cost; for that level of folks, we would be willing to invest in the program; interest will depend on the individual and the company; it could be sticker shock for some, but it's all relative.

\$5,500 per year cap in company support, the rest would need to be made up by the student; we have a lot of "working leaders" so time is limited per executive for pursuing these programs.

Yes (expensive), what is the payback to the organization? Rutgers executive education program is \$60k – 18months. I think the cost and time commitment is an issue; it's a lot; what is the business model for the university? If you are providing scholarships, you may not get payback; important question. \$50k per year is on par with the top tier schools in the country; how do you grow into it?

We probably couldn't support it monetarily due to where we are in the market; we would engage to help where we can, based on the current profit of the company.

\$5,000 per year contribution for employee; may contribute more if it is directly related to the employee's job; I do think the cost is high, but I'm not sure what is a reasonable cost; ROI is key; it must be value-added.

How likely would you be to encourage employees in your company to enroll in the proposed Belk College of Business EDDBA?

We would be happy to offer the opportunity; the new CEO will determine the overall direction in leadership development.

It's the employee's onus to determine if he/she would wish to pursue; we have several advanced degree employees; when we look at a PhD candidate, it is rarely a business-related doctoral degree; I don't know if there is enough difference between the EMBA and the EDDBA.

I don't think I would highly recommend an EDDBA; I don't know if it is different enough that it enhances the existing skill set of senior executives.

We would be encouraging, once we evaluated the course work in relation how it would benefit our executive management.

Not likely because I don't see a ROI; we don't need someone at that level; industry experience is more important.

What types of people do you think would be interested in this program?

Mid-career executive, unless you have a seasoned individual who is looking to transition.

People who are in market research or product management would be interest.

I think senior management would be interested, as well as executive management.

People who work for research companies; if an individual wants to move into academia, you need this terminal degree-you are more valuable in the market-place.

Do you think this program would attract individuals from outside of the Charlotte region?

If there are only six programs in the country, then "yes;" I think it would be a draw; you have a lot of companies headquartered elsewhere, but Charlotte is attractive to visitors.

Yes, I think this a unique program and would find it appealing for the diversity.

.Yes, it would depend on individual circumstances; a little competition from Georgia State's EDDBA program; the positive for Charlotte is ease of transportation.

How do you think we can best go about assessing demand for the program? How do you think that we should promote the program?

Are they connecting with their board of directors? Check with friends and family; talk to major employers and other business connections.

Evaluate the success of existing programs against other EDDBA program; also look at Duke's EMBA-how is the proposed program different from an EMBA.

This is where the advisory board comes in handy-best ambassadors; it's good that you are conducting one-on-one interviews; conduct a formal survey to yield additional data; I am concerned that the target market may not be big enough?

Surveys-MBA alumni; survey at other schools.

Given finite resources, offering the EDDBA may mean that the Belk College will be unable to pursue some other opportunities. Candidly, do you think this program is needed in Charlotte? If you were the Dean of the Belk College, would this be a program you think should be started?

I don't think it is needed in so far as there will be a huge demand; I think it is a very nice add; it's a luxury; I would interested in the demand for this type of program; Is it sustainable? This is the biggest challenge; the candidate pool is very narrow.

I would not recommend moving forward with this program because I don't see a value-add in true differentiation between the EMBA; I would like to see more encouragement of business friendly practices partnerships between the University and the business community.

No; not now; there are some many other opportunities around; partnerships; executive education opportunities; things where we can gain bigger reach; this is a niche target audience; other opportunities have a greater reach; energy and big data are opportunities to make the university well-known.

I think Charlotte is the perfect place to offer this program due to growth and business opportunities; however, it is a tough decision because you need to think about start-up costs, etc. there is a need.

This would be a unique program, which is a positive. Cost factors need to be considered. I think the way to sell is the value-add to the company. The challenge for the College is that it is based in Charlotte; I don't know how many Charlotte-based executives need a doctorate; Raleigh/Triangle(primary target

audience) area may be a draw; go talk to these companies directly-What would it take for you to send your employees to this program?

APPENDIX F

Consultations



J. Murrey Atkins Library

Consultation on Library Holdings

To: Dr. Franz Kellermanns
From: Nicole Spoor
Date: March 10, 2014
Subject: Executive DBA Program Proposal

Summary of Librarian's Evaluation of Holdings:

Evaluator: Nicole Spoor, Business Librarian

Date: March 10, 2014

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if dept. purchases additional items
- Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to the proposed Executive DBA. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Search Performed	Top Results	Results Less Than 3 Years Old
Business AND "Research Methods"	75	13
Organization AND (Theory OR SYSTEM)	2131	380
"Data Analysis"	1424	225
Management	69415	5613
Marketing	31105	2830
"Information Systems"	3849	776

The following is a list of selected Atkins Library databases that may be relevant:

Business Source Complete

Lexis Nexis Academic

Books 24X7

ScienceDirect

JSTOR

SimplyMap

Conclusion: The holdings of Atkins Library with regards to print sources, databases and journals are sufficient to support an Executive DBA program. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



The University of North Carolina Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

August 29, 2014

Dear Dean Ott,

It is my pleasure to write this letter of support of the proposed DBA program in the Belk College of Business. In reviewing your proposal from the perspective of being Director of the Organizational Science program, it is clear that the proposed degree program is fundamentally different from the Organizational Science program given that:

1. The proposed program genuinely integrates content (and faculty) from multiple departments in the College including Management, Marketing, and BISOM. The Organizational Science program only involves the Management faculty and does include Marketing or BISOM content. Given the extensive involvement of faculty across the College to support the DBA program, it is clear that Management faculty will have the degrees of freedom to continue to teach and support the Organizational Science program.
2. The proposed program is designed for students with extensive working experience looking for a program delivered in an executive format. The Organizational Science program does not require business experience or a masters degree from its applicants. Furthermore, Organizational Science is a full-time day-based program.
3. The proposed program results in a DBA degree while the Organizational Science is a research extensive PhD program.

Good luck on this important effort.

A handwritten signature in black ink, appearing to read "Steven Rogelberg".

Steven Rogelberg
University Professor
Professor and Director, Organizational Science



Department of Finance

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Memorandum

To: Dr. Richard Buttimer, Associate Dean for Graduate Programs

From: Dr. Dolly King, Chair, Department of Finance

Subject: Consultation Regarding the Proposal to Establish a Professional Doctor of Business Administration (DBA) Degree Program

Date: September 10, 2014

Thank you for consulting with the Department of Finance on the proposal to establish a new interdisciplinary professional Doctor of Business Administration (DBA) program. I have carefully reviewed the proposal. I note that the major areas, skill sets, expected career paths for students in the proposed program have no overlap with those for the students in the Ph.D. in Business Administration (BPHD) Program – Finance Concentration. The target pool of students is very different between the two programs, as a result I expect minimal impact on the enrollment of the BPHD program. In addition, the proposed program focuses on general business areas, which does not require any additional resources from our department.

On behalf of the Department of Finance, I fully support the proposal. Please let me know if I can be of further assistance.

APPENDIX G

Four Year Operating Budget

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

	UNC Charlotte 52.0201; Business Administration and Management, General; Doctoral	DATE	5-Sep-14
INSTITUTION	D.B.A.		
Program (CIP, Name, Level)			
Degree(s) to be Granted		Program Year	Year 1 (2016-2017)
Differential tuition requested per student per academic yr	\$21,000		
Projected annual FTE students	20		
Projected annual differential tuition	\$420,000		
Percent differential tuition for financial aid	0%		
Differential tuition remainder	<u>ADDITIONAL FUNDS REQUIRED - BY SOURCE</u>		

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
Director Of Student Recruitment		\$ 85,000			\$ 85,000
DBA Program Manager		\$ 45,000	\$ -		\$ 45,000
EPA Academic Salaries					
Faculty Program Director Stipend		\$ 25,000			\$ 25,000
Faculty Overload Stipends (Identify positions)		\$ 90,000			\$ 90,000
		\$ -	\$ -		\$ -
Social Security		\$ 26,620	\$ -		\$ 26,620
State Retirement		\$ 31,066	\$ -		\$ 31,066
Medical Insurance		\$ 20,159	\$ -		\$ 20,159
Graduate Stipends					
(Identify number, amount)		\$ -	\$ -		\$ -
Student Supplies and Materials					
(Identify)		\$ 20,000			\$ 20,000
		\$ -	\$ -		\$ -
Current Services					
(Identify)		\$ -	\$ -		\$ -
Travel		\$ 5,000	\$ -		\$ 5,000
Communications		\$ 10,000	\$ -		\$ 10,000
Printing, Supplies and Other Office Costs		\$ 10,000	\$ -		\$ 10,000
Advertising and Recruitment Expenses		\$ 30,000	\$ -		\$ 30,000
Classroom Catering and Expenses		\$ 10,000			\$ 10,000
Other One-Time Program Start-up Costs	\$ -	\$ 12,155	\$ -	\$ -	\$ 12,155
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Libraries					
	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL ADDITIONAL COSTS	\$ -	\$ 420,000	\$ -	\$ -	\$ 420,000

Narrative:

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	5-Sep-14
Program (CIP, Name, Level)	52.0201; Business Administration and Management, General;		
Degree(s) to be Granted	D.B.A.	Program Year	Year 2 (2017-2018)
Differential tuition requested per student per academic yr	\$21,000		
Projected annual FTE students	40		
Projected annual differential tuition	\$840,000		
Percent differential tuition for financial aid	0%		
Differential tuition remainder	\$840,000		

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
Director Of Student Recruitment		\$ 85,000		\$	85,000
DBA Program Manager	\$ -	\$ 45,000	\$ -	\$ -	45,000
EPA Academic Salaries					
Faculty Program Director Stipend		\$ 25,000		\$	25,000
Faculty Overload Stipends		\$ 180,000		\$	180,000
Faculty Positions (2)	\$ -	\$ 245,000	\$ -	\$ -	245,000
Social Security	\$ -	\$ 31,660	\$ -	\$ -	31,660
State Retirement	\$ -	\$ 73,544	\$ -	\$ -	73,544
Medical Insurance	\$ -	\$ 34,065	\$ -	\$ -	34,065
Graduate Stipends					
(Identify number, amount)	\$ -	\$ -	\$ -	\$ -	-
Student Supplies and Materials					
(Identify)	\$ -	\$ 40,000	\$ -	\$ -	40,000
Current Services					
(Identify)	\$ -	\$ -	\$ -	\$ -	-
Travel					
	\$ -	\$ 5,000	\$ -	\$ -	5,000
Communications					
	\$ -	\$ 10,000	\$ -	\$ -	10,000
Printing, Supplies and Other Office Costs					
	\$ -	\$ 15,000	\$ -	\$ -	15,000
Advertising and Recruitment Expenses					
	\$ -	\$ 30,000	\$ -	\$ -	30,000
Classroom Catering and Expenses					
	\$ -	\$ 20,000	\$ -	\$ -	20,000
Other Costs					
	\$ -	\$ 731	\$ -	\$ -	731
(Identify)	\$ -	\$ -	\$ -	\$ -	-
Libraries					
	\$ -	\$ -	\$ -	\$ -	-
TOTAL ADDITIONAL COSTS	\$ -	\$ 840,000	\$ -	\$ -	840,000

Narrative:

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	5-Sep-14
Program (CIP, Name, Level)	51.0201; Business Administration and Management, General;		
Degree(s) to be Granted	D.B.A.	Program Year	Year 3 (2018-2019)
Differential tuition requested per student per academic yr	\$21,000		
Projected annual FTE students	60		
Projected annual differential tuition	\$1,260,000		
Percent differential tuition for financial aid	0%		
Differential tuition remainder	\$1,260,000		

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
Director Of Student Recruitment		\$ 85,000		\$	\$ 85,000
DBA Program Manager	\$ -	\$ 45,000	\$ -	\$ -	\$ 45,000
EPA Academic Salaries					
Faculty Program Director Stipend		\$ 25,000		\$	\$ 25,000
Faculty Overload Stipends		\$ 510,000		\$	\$ 510,000
Faculty Positions (2)	\$ -	\$ 245,000	\$ -	\$ -	\$ 245,000
Social Security	\$ -	\$ 36,445	\$ -	\$ -	\$ 36,445
State Retirement	\$ -	\$ 115,388	\$ -	\$ -	\$ 115,388
Medical Insurance	\$ -	\$ 45,615	\$ -	\$ -	\$ 45,615
Graduate Stipends					
(Identify number, amount)	\$ -	\$ -	\$ -	\$ -	\$ -
Student Supplies and Materials					
(Identify)	\$ -	\$ 60,000	\$ -	\$ -	\$ 60,000
Current Services					
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Travel					
	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000
Communications					
	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000
Printing, Supplies and Other Office Costs					
	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000
Advertising and Recruitment Expenses					
	\$ -	\$ 30,000	\$ -	\$ -	\$ 30,000
Classroom Catering and Expenses					
	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000
Dissertation and Other Costs					
	\$ -	\$ 12,552	\$ -	\$ -	\$ 12,552
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Libraries					
	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL ADDITIONAL COSTS	\$ -	\$ 1,260,000	\$ -	\$ -	\$ 1,260,000

Narrative:

INSTITUTION	UNC Charlotte	DATE	5-Sep-14
Program (CIP, Name, Level)	and Management, General; Doctoral		
Degree(s) to be Granted	D.B.A.	Program Year	Year 4 (2019-2020)
Differential tuition requested per student per academic yr	\$21,000		
Projected annual FTE students	60		
Projected annual differential tuition	\$1,260,000		
Percent differential tuition for financial aid	0%		
Differential tuition remainder	\$1,260,000		

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
Director Of Student Recruitment		\$ 85,000		\$	\$ 85,000
DBA Program Manager	\$ -	\$ 45,000	\$ -	\$ -	\$ 45,000
EPA Academic Salaries					
Faculty Program Director Stipend		\$ 25,000		\$	\$ 25,000
Faculty Overload Stipends		\$ 510,000		\$	\$ 510,000
Faculty Positions (2)	\$ -	\$ 245,000	\$ -	\$ -	\$ 245,000
Social Security	\$ -	\$ 36,445	\$ -	\$ -	\$ 36,445
State Retirement	\$ -	\$ 115,388	\$ -	\$ -	\$ 115,388
Medical Insurance	\$ -	\$ 45,615	\$ -	\$ -	\$ 45,615
Graduate Stipends					
(Identify number, amount)	\$ -	\$ -	\$ -	\$ -	\$ -
Student Supplies and Materials					
(Identify)	\$ -	\$ 60,000	\$ -	\$ -	\$ 60,000
Current Services					
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Travel					
	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000
Communications					
	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000
Printing, Supplies and Other Office Costs					
	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000
Advertising					
	\$ -	\$ 30,000	\$ -	\$ -	\$ 30,000
Classroom Catering and Expenses					
	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000
Other Costs					
(Identify)	\$ -	\$ 12,552	\$ -	\$ -	\$ 12,552
Libraries					
	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL ADDITIONAL COSTS	\$ -	\$ 1,260,000	\$ -	\$ -	\$ 1,260,000

Narrative: