

Florida Board of Governors

Request to Offer a New Degree Program

University of Florida
University Submitting Proposal

Spring 2010
Proposed Implementation Date

Warrington College of Business Administration
Name of College or School

Name of Department(s)

Business Administration
Academic Specialty or Field

Doctor of Business Administration (520201)
Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees President Date

Signature of Chair, Board of Trustees Date Vice President for Academic Affairs Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)	
	HC	FTE
Year 1	15	9.375
Year 2	30	18.75
Year 3	45	37.5
Year 4	45	37.5
Year 5	45	37.5

Projected Program Costs* (From Table 2)		
Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
0	0	0
0	0	0

* The program will be offered on a self-funded basis. Therefore, there is no E&G or Contracts and Grants funding.

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The DBA is a new degree program focused primarily on practical business applications that will aid the advancement of business professionals. It will complement the College's Ph.D. degree, which focuses on basic research. The DBA program will be offered as a professional track under the CIP code 520201 currently used for the Ph.D. Recipients will receive a Doctor of Business Administration, not a Ph.D. The designation will be clearly indicated on the diploma and the official transcript of a candidate who completes the program.

The DBA is a new degree in Business Administration. It differs substantially from the Ph.D., which is research-oriented with specific foci and designed to train people to assume roles as faculty or researchers in particular academic areas. In contrast, the DBA is more interdisciplinary in orientation and although not a research Ph.D. degree, it is still a theory-based program. The DBA places greater emphasis on the testing and application of existing theory on particular sets of cases and less emphasis on the development of theory. PhD research often begins from an identified gap in the literature. In contrast, DBA research often begins with a problem or an issue arising from the professional practice of management.

The DBA program aims to integrate the theory and practice of business within the context of current issues that the business world faces. The DBA program will be available to a small, select group of experienced executives in senior leadership positions who hold a master's degree in a business or related field and are committed to pursuing a formal, rigorous program as practitioner-scholars. The program is designed to meet the special requirements of working professionals. Students meet the program's requirements by completing courses in-residence and successfully defending their final project.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

Goal 1: Access to and production of degrees

Goal 2: Meeting statewide professional and workforce needs

Goal 3: Building world-class academic programs and research capacity

Graduates of the DBA program at the University of Florida will help the State of Florida meet many of its professional needs as outlined in the SUS Strategic Planning Goals including in teaching and academic research at the Colleges of Business all over the state and in the country. The program will prepare professionals who will help reduce the critical doctoral faculty shortage in the field of business administration in the state of Florida as well across the whole country. Some of the graduates of the DBA program may choose to serve as key leaders in public or private institutions/offices.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The Doctoral Faculty Commission (DFC), which was commissioned by the Board of Directors of AACSB International to analyze past and future trends in the supply and demand of business doctoral faculty, and offer solutions in the event of market imbalances, issued its report in December 2002. The DFC report concluded that there was a significant shortage of business PhDs and this shortage is expected to grow. The Commission estimated a shortage of 1,100 by 2007 and 2,400 by 2012. Under the worst case scenarios, expected shortages are 3,043 and 5,689, respectively.

The reasons for the expected shortage in doctoral faculty are two-fold: (a) reduction in the production of business PhD's; and (b) increased demand for individuals with business PhD's. The production of new business PhD's declined from 1,327 in 1994-95 to 1,071 in 1999-2000. The trend is particularly noticeable among the top 50 accredited doctoral producers in the US, the world's largest producer of business PhD's. The DFC report identified the following as the most important reasons for the decline in the production of PhD's:

- High cost of financial support for doctoral students
- High cost of faculty resources to support doctoral programs
- The substantial time required to complete a full-time PhD program (usually four to six years), which discourages many good candidates from applying.

The proposed DBA program is our response to the doctoral faculty shortage problem in the industry and is in accordance with the above DCF recommendation. Many top-rated business schools in the US have already established clinical faculty positions. A typical clinical faculty position is non-tenure accruing with little or no research obligations. Successful DBA recipients will have the credentials to fill such positions in high-quality business schools. A typical graduate of the UF DBA program will have an appreciation for the scientific method and the importance of theory and be a very strong candidate for clinical faculty positions in high-quality business schools.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

The DFC identified the following reasons for increased demand for doctoral faculty:

- The growth in undergraduate and graduate business school enrollment in the US and worldwide.
 - The number of business bachelor's degrees in the US is expected to rise to 302,000 in 2011-2012 from 253,000 in 1999-2000.
 - The number of business master's degrees in the US is expected to rise to 125,250 in 2011-2012 from 111,664 in 1999-2000.
 - Worldwide expansion of MBA programs
 - Under the 1999 Bologna Agreement, college degrees in the EU would follow the Anglo-American undergraduate and master's style of degree programs.
- An increasing number of business schools have sought to become more research-oriented, resulting in desire to hire additional doctoral faculty.
- AACSB International and EQUIS accreditations require schools with global aspirations to exceed minimum standards for faculty qualifications.
- We expect an annual enrollment of 15 students. Therefore, total DBA enrollment is expected to be 45 in steady state. The College has to date received more than sixty inquiries about the DBA program. Many of these inquiries come from the graduates of our Professional and Executive MBA programs.

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

There is no SUS institution offering a similar program. However, there are a few schools in the US offering a similar program and at least sixteen schools in the UK that offer professional doctoral programs in business. Among the schools offering a similar program are:

- Weatherhead School of Management-Case Western Reserve University
- University of Maryland
- Manchester Business School - UK
- University of St. Gallen – Switzerland

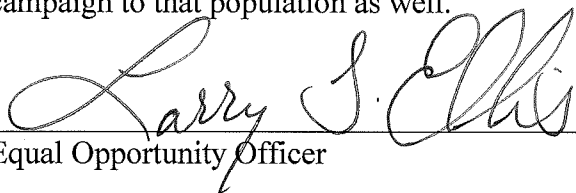
D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to

enroll in the proposed program, describe the shifts from disciplines that will likely occur.

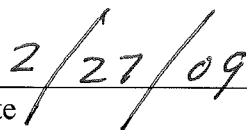
We expect an annual enrollment of 15 students. Therefore, total DBA enrollment is expected to be 45 in steady state. The College has to date received more than sixty inquiries about the DBA program. Many of these inquiries come from the graduates of our Professional and Executive MBA programs. We are currently receiving inquiries at the rate of 2-3 per week.

E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.

The University of Florida has a mission of contributing to a well-qualified and broadly diverse citizenry, leadership, and workforce in the world of the 21st century. Echoing U.F.'s mission in increasing diversity, the DBA program will create a broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research. In order to achieve this goal, we will work closely with the Director of Graduate Minority Programs at the University of Florida to recruit both minority and women students. The University programs within the Office of Graduate Minority Programs will be referred to for guidance in order to supplement the efforts of the program faculty to recruit, retain, and graduate students from underrepresented groups. Furthermore, between the traditional and professional and executive MBA programs, we graduate more than 500 students a year. We will organize a targeted recruiting campaign to achieve a diverse student body. We have over 6000 MBA graduates and we will apply the campaign to that population as well.



Equal Opportunity Officer



Date

III. Budget

A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

The projected costs for the program are \$435,650 in year one and \$978,150 in year 5. The program will be offered in a self-funded format. Therefore, no E&G or Contracts and Grants funding will be needed. Enrollment in the DBA program is expected to reach steady state within 4 years with a total enrollment of 45. Once in steady state, the program will be self-supporting. The funds required to support the program until it reaches steady state will be provided from the College's DOCE funds.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

The resources for this program will come from the College's DOCE funds. Therefore, no other programs will be negatively impacted.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

N/A.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Since the program is self-funded, we did not seek resources outside of the institution.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The most important benefits of the program include the following:

- Increase graduate enrollment
- Make the University and the College a leader in Professional doctoral education in the field of Business Administration.
- Provide important financial support to the College's PhD program: The funds generated from this program will be used to support the College's PhD program
- Address the business faculty shortage both in the state and in the country.

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for**

an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)

N/A.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites they are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

N/A.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The request to offer the D.B.A in Business Administration is consistent with the university's goal to become a leader in preparing academic professionals who will surpass the state norms in academic research and teaching and who will contribute to the knowledge base in training senior executives and consultants who will serve within the State of Florida. Research and scholarship are integral to the educational process and to the creation of knowledge. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good. We are committed to leading and serving the State of Florida, the nation, and the world by pursuing and disseminating new knowledge while building upon the experiences of the past.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The DBA program is an attempt to alleviate the doctoral faculty shortage problem in the state and the country. The graduates of the DBA program will publicize the business administration program as a forerunner in graduating primarily clinical faculty who will serve in top-rated business schools. Warrington College of Business Administration Faculty are experienced in offering graduate-level courses in the format in which the DBA program will be executed.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Proposed Implementation Deadline:

If the present proposal is approved by the Graduate School and the Board of Trustees, the planned implementation date for program is January 2010.

Planning for the DBA program started in September 2004 with an exploratory DBA committee formed by Professors Gary J. Koehler, Barton Weitz, Henry Tosi, Mark Flannery, Selcuk Erenguc and John Kraft. This committee met several times and had some general discussions about offering a Professional Doctorate degree in Business Administration, Doctor of Business Administration, primarily aimed at attracting people with a Master degree in Business Administration or a related field and at least twelve years of work experience. John Kraft, the Dean of the Warrington College of Business Administration (WCBA) tasked Selcuk Erenguc, the Associate Dean for Graduate Business Programs to put together a proposal for faculty's consideration.

Associate Dean Erenguc prepared a pre-proposal which was submitted to Provost Fouke in the

spring of 2006 to obtain her approval to go ahead and start the new program approval process. In fall 2007, Provost Fouke gave her approval to proceed with the process.

Professor Erenguc informally consulted several senior faculty in the College and revised the proposal and forwarded it to the newly formed DBA committee consisting of Professors Joseph Alba (chair), David Sappington, Michael Ryngaert, Jason Colquitt and Hsing (Kenny) Cheng. The Committee studied the proposal and suggested some revisions. Associate Dean Erenguc revised the proposal accordingly and forwarded it to the Committee. The DBA Committee forwarded the proposal to the College faculty for consideration in the April 23, 2008 meeting of the College faculty. In this meeting the College faculty voted to table the proposal and asked for several revisions. Associate Dean Erenguc made the revisions and forwarded the proposal to the DBA Committee for consideration. The DBA Committee forwarded it to the College faculty and the proposal was approved by the College faculty in its September 4, 2008 meeting.

Between October and November of 2008, there were several email and telephone exchanges involving Drs. Erenguc, Gerhardt, Kwolek- Folland, McCollough, Zeglen and Mr. Richard Stevens of the Board of Governor's Office concerning the CIP code under which the DBA can be offered. The conclusion was to offer the DBA under the same CIP code as the College's Ph.D. program but clearly indicate both on the transcript and the diploma that what is being granted is Doctor of Business Administration not a Ph.D. in Business Administration.

In October 2008, Provost Glover gave his approval to offer the DBA program on a self-funded format and directed the College to take the proposal to the Graduate Council.

Planning Process

Date	Participants	Planning Activity
Fall 2004	Drs. Erenguc, Flannery, Koehler, Kraft, Tosi and Weitz	Exploratory discussion
Spring 2005	Dr. Erenguc	Solicited input from senior faculty and researched other professional doctorate degrees to put together a pre-proposal to be submitted to the Provost
Spring 2006	Drs Erenguc and Kraft	A pre-proposal for a DBA degree was submitted to the Provost for her approval to start the new program approval process
Fall 2007	Provost Fouke	Provost Fouke gave her approval to start the process.
Spring 2008	Dr. Erenguc	Consulted with WCBA faculty and prepared a proposal for the DBA program.
Spring 2008	Drs. Alba, Cheng, Colquitt, Ryngaert and Sappington	DBA committee suggested revisions in the proposal.
Spring 2008	Dr. Erenguc	Proposal was revised.
Spring 2008	Drs. Alba, Cheng, Colquitt, Ryngaert and Sappington	DBA Committee forwarded the proposal to the College faculty for their consideration
April 23, 2008	WCBA Faculty Meeting	WCBA faculty tabled the proposal and asked for revisions.
September 4, 2008	WCBA Faculty Meeting	WCBA faculty approved the DBA proposal
October-November 2008	Drs. Erenguc, Gerhardt, Kwolek- Folland, McCollough, Zeglen and Mr. Richard Stevens of the Board of Governor's	DBA is to be offered under the same CIP code as the WCBA's Ph.D. degree.
October 2008	Provost Glover	Approval to offer the DBA in a self-funded format

Events Leading to Implementation

Date	Implementation Activity
Spring 2009	Acquire approval from the Graduate School and the Board of Trustees to start the program
Spring 2009-Spring 2010	Market the program
Spring 2010	Start the program

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

There was a successful reaccreditation visit in 2003. Comments and responses are attached.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The DBA program will enable the graduates to:

- Obtain research skills to be able to publish in good peer reviewed journals in the field of interest
- Be able to comfortably follow the literature in their field of interest
- Learn the particular pedagogical approaches used in business schools
- Launch successful careers in management consulting

Although an important objective of the proposed program is to train individuals who will be able to acquire faculty positions in academic institutions, the potential value of the program in training senior executives and consultants should not be overlooked. The DBA program will help candidates to develop proficiency in applied research by improving their methodological and analytical skills. The DBA program will thereby prepare candidates to apply research-based practice in business. The analytical and research skills of the candidates will help them advance in their career paths as senior managers and consultants.

- B. Describe the admission standards and graduation requirements for the program.**

Applicants must hold a master's degree in a business or related field from an accredited educational institution. Applicants for admission must submit recent official GMAT or GRE scores as well as official transcripts for all previous academic work. A minimum of twelve years of professional work experience performed after receiving their bachelor's degrees is required of all applicants. Applicants whose native language is not English are also required to submit scores for the Test of English as a Foreign Language. The IELTS and MELAB may serve as a substitute for the TOEFL

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The students are required to take 60 credit hours, and the program is expected to take approximately 3 years to complete. Excluding terms 7 and 8, during the three years, students will spend 62 days on campus. On average, there will be 11.2 in-class contact hours per credit hour.

The program consists of the following components:

1. Foundations Review: 12 half-day sessions where each half-day session consists of four hours of instruction (3 credit hours).

2. Statistical Research Methods: 5 days, 8 hours of instruction per day (3 credit hours).
3. Six terms: In each term participants take 6 credit hours for a total of 36 credit hours. Each term consists of four weekend sessions with 16 hours of instruction per weekend.
4. Final Project: Terms 7 and 8 are devoted to the final project (18 credit hours).

Given that the students will have a master's degree in business or related field, and given that they will complete a one-week MBA level foundations review, the courses to be offered in the program are expected to be more advanced than the MBA curriculum. In fact, a great majority of the courses to be offered are already existing Ph.D. level courses.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

*Curriculum and timeline for the proposed DBA program.
Credit hours are shown in parentheses.*

Weeks

1-2 Orientation and Foundations Review

- Day 1: Orientation
- Days 2 - 7: Foundations Review: Accounting, Economics, Finance (3)
Each area has 4 half-day sessions.
- Day 8: Break
- Days 9 - 13: Statistical Research Methods (3)
- Day 14: Introduction to Term 1

3-7 No meetings are scheduled.

8-23 Term 1

- Advanced Economic Principles (3) Hamilton/Romano
- Research Methods (3) Colquitt

Meetings take place on Saturdays and Sundays of weeks 8, 13, 18, 23
On the Sunday of week 23, Term 2 courses are introduced.

24-28 No meetings are scheduled.

29-44 Term 2

- Course 3 (3)*
- Course 4 (3)

Meetings take place on Saturdays and Sundays of weeks 29, 34, 39, 44
On the Sunday of week 44, Term 3 courses are introduced.

45-49 No meetings are scheduled.

50-65 Term 3

Course 5 (3)

Course 6 (3)

Meetings take place on Saturdays and Sundays of weeks 50, 55, 60, 65
On the Sunday of week 65, Term 4 courses are introduced.

66-70 No meetings are scheduled.

71- 86 Term 4

Course 7 (3)

Course 8 (3)

Meetings take place on Saturdays and Sundays of weeks 71, 76, 81, 86
On the Sunday of week 86, Term 5 courses are introduced.

87-91 No meetings are scheduled.

92-107 Term 5

Course 9 (3)

Course 10 (3)

Meetings take place on Saturdays and Sundays of weeks 92, 97, 102, 107
On the Sunday of week 107, Term 6 courses are introduced.

108-112 No meetings are scheduled.

113-128 Term 6

Course 11 (3)

Course 12 (3)

Meetings take place on Saturdays and Sundays of weeks 113, 118, 123, 128
On the Sunday of week 128, Term 6 courses are introduced.

129-144 Term 7

Final Project – Independent Study (9)

Each candidate will be in constant communication with his/her final project supervisors and meet with them as deemed necessary.

145-160 Term 8

Final Project- Independent Study (9)

Completion of degree.

* Courses 3-12 will be selected from the following list of courses. Next to each course are the names of the faculty who have expressed an interest in teaching it.

Consumer Behavior (Janiszewski)

Research Methods (Colquitt)

Decision Making (Brenner)

Multivariate Models (Shugan)

Marketing Models (Shugan)

International Marketing (Xie)

Marketing Strategy (Weitz)

Legal Environment of Business: Legal Research and Theories of Law (DiMatteo)

Organizational Behavior (Erez)

Groups and Teams (LePine)

Global Strategic Management (Shen)

Organization Theory (Tosi)

Supply Chain Management (Carrillo/Erenguc/Vakharia)

International Business (Kraft)

Entrepreneurship (Heggstad)

Final Project, Final Oral Examination and Supervisory Committee

The final project will be supervised by a supervisory committee consisting of at least three graduate faculty members. At least two members, including the chair, will be from the Warrington College of Business Administration and at least one member will be drawn from a different discipline.

The supervisory Committee will be formed no later than the end of the second term. By the end of the fifth term, the student must make a formal presentation of the final project proposal to the Supervisory Committee. Once the proposal is approved by the Committee, the student works under the Committee's supervision to complete the final project and sit for the final oral examination at the end of the eighth term. In the event that a project cannot be completed in term 8 and the student receives an incomplete grade, the student will continue working with the supervisory committee and will have to register for at least 3 credits (if summer 2 credits) in the

term he/she graduates.

E. Provide a one- or two-sentence description of each required or elective course.

Consumer Behavior:

The course will provide you with an introduction to topics in consumer behavior. The goal is to help you understand how (1) how basic social science research and consumer research differ, (2) how theories and concepts are applied, adapted, constrained, and combined when applied to consumer issues, and (3) how research streams evolve over time. Topics include information processing, knowledge representation, judgment and choice, memory, and categorization. Applied topics include advertising, branding, pricing, attitudes, search, and goal directed behavior.

Research Methods:

This course provides an overview of the research methods used in social sciences research. Course topics range from theory and philosophy of science to reliability and validity to statistical inference and regression.

Decision Making:

In this class we will explore what constitutes high-quality decision making, how managers and consumers tend to fall short of these standards in predictable ways, and how your decision making can be systematically improved. We will consider insights about decision-making from the fields of economics, marketing, organizational behavior, statistics, and psychology, with considerable emphasis placed on psychological approaches to understanding judgment and decision making under conditions of uncertainty.

Multivariate Models:

My course is a Ph.D.-level course introducing mathematical models in marketing theory often called marketing science. The course emphasizes recent and traditional applications of mathematical, statistical and economic models related to marketing problems. Course readings cover both classic and state-of-the-art articles in marketing science. Discussion of readings emphasizes model applications while spending some time on model development. However, model development is not the central focus of the course. Although the course is quantitative, we do adopt a managerial perspective. Moreover, the course covers market science at a level appropriate for students with and without rigorous prior quantitative training.

The course surveys both theoretical and empirical models involving a variety of marketing problems. Topics often include recent methods (including conjoint analysis and discrete econometrics), new product design, forecasting demand, market definition, advertising, distribution channels, price promotions, customer response, coupons, models of services, preference analysis, choice analysis, models for entertainment products, pricing decisions, defensive strategy, product-line decisions and branding. Many sessions provide a multi-disciplinary perspective. The session on defining a market, for example, contrasts the approaches taken by economics, marketing, psychology and the courts when defining markets.

Marketing Models:

This course covers basic multivariate data analysis with an emphasis on applications for business, marketing research and consumer behavior. The course is introductory in nature. The course emphasizes applications of multivariate analysis from a conceptual viewpoint as well as research design. This course is NOT intended to be a mathematical development of multivariate statistical techniques NOR is it intended to be a programming course on using statistical packages. In contrast, the course emphasizes the design of a multivariate research project, the choice of a multivariate method, the testing of the fundamental assumptions underlying various multivariate methods, the validation of a multivariate analysis, the important issues involved in evaluating the quality of a multivariate data analysis and interpretation of the results. This course provides an overview of multivariate methods, differences between the methods and the application of these methods in the academic literature. The course covers a large number of multivariate methods used in social sciences including:

- Approaches for missing data
- Analysis of Outliers
- Multiple Regression Analysis
- Multiple Discriminant Analysis
- Multivariate Analysis Of Variance
- Canonical Correlation
- Factor Analysis
- Cluster Analysis
- Multidimensional Scaling
- Conjoint Analysis
- Structural Equation Modeling
- Logic Models

International Marketing:

This course familiarizes students with various issues related to marketing management in a global economy. It provides a critical overview of the major theoretical and empirical approaches in the international marketing literature and helps students develop cross-cultural sensitivity and skills enabling them to effectively conduct research and teaching in the area of international business in general and international marketing in particular.”

Marketing Strategy:

In this course, research related to marketing-based resources for developing strategic advantage are reviewed and discussed. Topics include new product development and launching, branding and brand management, pricing, customer relationship management, customer service, channel management, and global marketing.

Legal Environment of Business: Legal Research and Theories of Law:

The course will analyze the idea of what law is and what it should be. The relationship between law and society will be examined. This will include discussion of the regulatory and facilitative functions of law. It will look at the different theories that inform particular areas of law. It will

also examine the nature of legal research and empirical methodologies for analyzing law. The use of an empirical analysis of law is based on the idea that the law in the books may be different than law in action.

This course provides students with a basic understanding of how law and government regulation affects business strategy and decision-making. Topics include how legal infrastructure (contracts, intellectual property) affect business strategy. The central aim of the course is to enable students to develop a framework through which to recognize, analyze, and address legal (and ethical) challenges as they arise in the framework of business. It will explore the opportunities for interdisciplinary research involving law and business.

Organizational Behavior:

This course is a seminar providing an overview of the field of organizational behavior and introduces its major research issues. It is designed to prepare students for advanced study and teaching of organizational behavior. We will consider some traditional but mainly contemporary research relating to selected organizational behavior topics. The course is roughly divided into two parts. In the first part of the semester we will consider research on antecedence variables and processes such as perception, individual differences, and decision-making. The second part of the semester will be devoted to outcomes in the field of organizational behavior such as job satisfaction, motivation, group and team performance, leadership, and power and politics.

Groups and Teams:

In this course students will examine theoretical and empirical research within several core content areas of the groups and teams literature relevant to management in organizations. Students will also examine methodological and analytical issues that need to be considered when studying groups and teams in organizations. At the conclusion of the course, students should be able to understand and critically evaluate theoretical and empirical research on groups and teams, identify and discuss important gaps in our theoretical, empirical, and practical understanding practical understanding of groups and teams, and describe research that could be conducted to address important groups and teams issues.

Global Strategic Management:

Global Strategic Management is concerned with the decisions and actions of organizations and their impacts on organizational outcomes, especially financial performance. This course surveys the major theoretical perspectives and issues studied in global strategic management (or strategy) research, and provides an interdisciplinary perspective on contemporary issues in global strategic management.

Organization Theory:

The purpose of this seminar is to provide the student with a broad perspective on theories of organization. To achieve this goal, the student will be exposed to the major theoretical formulations and a set of related reading materials. The student will achieve the objective when he or she can describe, define and specify the relationships among major variables in each of the theoretical models treated in the course and understand them critically.

Supply Chain Management:

This course covers important strategic and tactical issues faced in managing supply chains. Topics to be covered include: supply chain strategy and how it fits with the overall company strategy, supply network design, supply chain integration, strategic alliances, supply contracts and revenue management.

International Business:

The course focus is on firms operating in an international environment. Topics covered are: globalization, national and cultural differences, trade, foreign direct investment, exchange rate risk, global strategy, and strategies at the functional level of the firm doing business in a global environment. Also covered will be research topics in international business.

Entrepreneurship:

Entrepreneurship is a strategy course that looks at ventures in their early stages. It brings together management, marketing, economics and finance but the role of leadership and the environment differs substantially from traditional corporate entities. Key issues include: the role of the entrepreneurial firm in an economy; finding and shaping opportunities; developing successful strategies to build a sustainable venture and providing returns to stakeholders. This course will prepare you to do research in entrepreneurship and to teach the various aspects of the field.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.**

N/A

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

Association to Advance Collegiate Schools of Businesses (AACSB International)

Yes, the university will seek accreditation for the program. However AACSB accreditation is by college rather than by programs. The college was successfully reaccredited in 2003 and will have its next reaccreditation visit in 2009.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

AACSB International. Yes, the programs are accredited.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional**

delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The DBA Program starts with a two-week in-residence orientation and foundation review. After the completion of the orientation/foundation review, it will take 8 terms to complete the program. For Terms 1 through 6, students will take two courses each term and classes meet for 4 weekends that are five weeks apart. Term 7 and 8 are devoted to the final project. The college will use its E-Learning system to keep in touch with students, to deliver teaching materials, and to post and receive assignments when they are off campus.

IX. Faculty Participation

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

Please see Table 4.

- B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The program will be offered in a self-funded format. Once it reaches a steady state of 45 students the program is expected to bring in an annual revenue of approximately \$1,000,000. Program revenues will be used to cover all program costs. During the initial stages of the program seed funding will be provided from the College's DOCE funds.

- C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).**

Faculty Name	Theses	Dissertations	Professional Publications
Janiszewski, Christopher	2	10	33
Colquitt, Jason Alan	0	4	28
Brenner, Lyle A	0	0	21
Shugan, Steven Mark	1	2	55

Weitz,Barton Alan	1	14	59
Erenguc, Selcuk	509	10	48
Lepine,Jeffery A	0	4	26
Di Matteo,Larry Alan	0	0	35
Erez,Amir	0	2	20
Shen,Wei	0	1	10
Tosi,Henry L.,JR	18	12	42
Heggestad,Arnold A	251	2	21
Jinhong, Xie	0	2	20
Vakharia, Asoo J.	393	2	40
Carrillo, Janice Ellen	0	1	10

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

The Warrington College of Business Administration (WCBA) faculty who will be teaching in the DBA program are housed in the Marketing, Management, Economics, Finance, and Information System and Operations Management Departments and the Fisher School of Accounting. Average course load in WCBA is 3.5 courses per year. The faculty involved in the DBA program have advised many Ph.D. students and have served on many graduate committees. Furthermore, a significant number of these Ph.D. students have been placed in top business schools of the country such as Harvard, Michigan, Wharton, and Columbia among others. Some of the DBA faculty serve on the editorial boards of the leading academic journals of their fields. Both in terms of quality of the programs offered and the faculty research, WCBA ranks highly among in its peers and globally. Please see <http://www.cba.ufl.edu/rankings.asp> for ranking details.

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

The University of Florida has an extensive library of references materials relevant to the DBA program, and the resources at the University Library System are sufficient to support the DBA program. There are well-over 100 journal titles currently listed in the UF libraries that cover topics on business administration.

The University Library System, made up of 9 libraries, constitute the largest information resource in the State of Florida. It contains more than 4,000,000 volumes, 1,000,000 government documents, 4,200,000 microforms, and 550,000 maps and images. In addition, the Libraries provide over 425,000 links to online resources, including e-books, databases, government

documents, and full text journals. The Digital Library Center is developing the UF Digital Collections and contributes to the Publication of Archival, Library & Museum Materials (PALMM) initiative of the State University System. All of the libraries serve the university's faculty and students; however, each has a special mission to be the primary support of specific colleges and degree programs. Six are in the system known as the George A. Smathers Libraries of the University of Florida. The other two (Health and Sciences and Legal Information) are attached to their respective administrative units.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

None.

John C. Russell
Library Director

3/9/2009
Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The DBA program will use the facilities and resources available in WCBA. All classroom teaching will be scheduled in the College. WCBA buildings are equipped with classrooms which have state-of-the-art teaching technology. The current classroom capacity is sufficient to accommodate the DBA program. Our new building, William R. Hough Hall, will be completed in 2010, and it will house the Hough Graduate School of Business with only classrooms and program offices. The building will be furnished with state-of-the-art teaching technologies as noted above.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

UF classrooms have adequate infrastructure for instructional support, so no additional facilities are anticipated for the DBA program.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

It is a requirement for all students at the University of Florida to have access to a computer with minimum specifications for coursework. This access will satisfy the equipment needs for the program outside of the classroom. Classrooms are equipped with tools that will be necessary during classroom sessions. Faculty members have access to a wide range of teaching facilities to meet educational goals.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

No additional equipment is anticipated for this program.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

None.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

No financial assistance will be available for the students enrolled in this program.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

N/A.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

None.