

RESOLUTION TO APPROVE A DOCTOR OF PHILOSOPHY DEGREE IN EXECUTIVE BUSINESS RESEARCH

Documents included:

1. Resolution to Approve Doctor of Philosophy Degree in Executive Business Research
2. Degree Proposal for Doctor of Philosophy Degree in Executive Business Research
3. Degree Proposal Presentation – slides

*Per SCHEV recommendation, the proposal
to establish this degree was withdrawn.
Please see attached letter dated
November 3, 2015 from Thanassis Rikakis.*

November 3, 2015

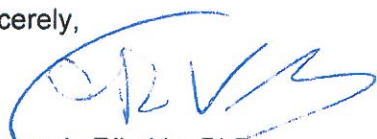
Dr. Joseph G. DeFilippo
Director of Academic Affairs and Planning
State Council of Higher Education for Virginia
101 North 14th Street
9th Floor, James Monroe Building
Richmond, VA 23219

Dear Dr. DeFilippo:

In May 2015, Virginia Tech submitted a proposal, approved by the Board of Visitors on March 30, 2015, for a spin-off PhD in Executive Business Research (CIP 52.0210) to be implemented in spring 2016. Consistent with the recommendation from SCHEV staff received by telephone on September 16, 2015, we are withdrawing the proposal and will offer a concentration in executive business research under the existing PhD in our Business program.

Should you require further information, please contact Dr. Kent Nakamoto (nakamoto@vt.edu).

Sincerely,



Thanassis Rikakis, PhD
Executive Vice President and Provost

cc: Robert Sumichrast Wanda Dean
Kent Nakamoto Kris Bush
Rosemary Blieszner

Invent the Future

RESOLUTION TO ESTABLISH A DOCTOR OF PHILOSOPHY DEGREE IN EXECUTIVE BUSINESS RESEARCH

WHEREAS, the mission of Virginia Tech is to discover and disseminate new knowledge through its focus on teaching and learning, research and discovery, and outreach and engagement; and

WHEREAS, there is a critical and growing need for business executives and business faculty members with strong translational research skills in order to address the rapidly evolving data- intensive environment of business decision making; and

WHEREAS, this program will provide Ph.D. graduates expert in these critical research skills including the conceptualization of business-relevant research questions, design of research methods to study them, technical skills to implement such studies, and analytical skills to draw insights from them; and

WHEREAS, the faculty of Pamplin College of Business and allied departments in the university will instruct in an innovative curriculum to prepare experienced executives for advanced research positions in business and particularly for full-time faculty positions in accredited collegiate schools of business in Virginia and beyond; and

WHEREAS, this will be the first program in the Commonwealth of Virginia to offer this type of doctoral program thus addressing the needs of this executive population to enable them to pursue an integrated and intensive program focused on research bridging basic disciplinary theory, rigorous research methodology, and important classes of business problems; and

WHEREAS, there is rapidly growing demand among colleges of business within and beyond the Commonwealth of Virginia for Ph.D. graduates with the skills proposed for this program because of the rapid changes in business practice and thus the needs in professional business education;

NOW, THEREFORE BE IT RESOLVED, that the Doctor of Philosophy Degree in Executive Business Research be established, effective fall 2015.

RECOMMENDATION:

That the resolution to approve the Doctor of Philosophy Degree in Executive Business Research be approved.

March 30, 2015

Virginia Tech Degree Proposal
Ph.D. in Executive Business Research
(CIP: 52.0210)

Type of degree action (circle one): New Spinoff Revision Discontinuance

Program description

The Pamplin College of Business proposes to launch a spinoff Ph.D. program in “Executive Business Research” (CIP 52.0210) to initiate in Fall 2015. This program will be administered through the College’s Falls Church facility in the National Capital Region and provide business professionals with rigorous training in analytical and research techniques, exposure to the scholarly literature in business, and dissertation research experience that is translational in nature—seeking to inform business decision making with scholarly insights from business and related disciplines. Graduates of the proposed program would be qualified to pursue new professional opportunities that rely on these advanced research skills as well as full-time academic positions in university business schools.

Doctoral education in business has centered, since the 1959 Carnegie and Ford Foundation reports criticizing the lack of academic rigor in business schools (Gordon & Howell, 1959; Pierson, 1959), on rigorous research directed toward the development and testing of basic theory to improve understanding of business activity, processes, and outcomes. The mission of the business school in research universities, in particular, has included as a critical component faculty publication of such research in scholarly business journals. Virginia Tech’s Pamplin College of Business has offered a research-focused Ph.D. program for 40 years. The graduates from this extant Ph.D. Business program almost exclusively pursue academic careers in collegiate schools of business. The need for graduates of this program remains strong and the proposed Ph.D. Executive Business Research program does not seek to supplant Virginia Tech’s existing doctoral program in business. Rather, the curricular and scholarly goals of the new degree program differ substantially from those of the existing business doctoral program and thus dictate the creation of a new degree rather than a new concentration within the existing Ph.D. program in Business.

We are developing the new Ph.D. Executive Business Research degree as a response to the chronic shortage of business school faculty throughout the nation (Gardiner, 2011). We are doing this as a spin-off program because the student profile for this program and the type of dissertation research in the program will differ from those of the existing Ph.D. program.

Over the past two decades, a tension has developed in business education often framed as a tradeoff between rigor and relevance (Clinebell & Clinebell, 2008). Academic research, it is argued, is heavily focused on rigor of a “scientific” model while the “real world” needs of business professionals are inadequately considered. As one answer to this dilemma and in response to economic pressures, business schools have been hiring business executives as instructors and the accreditation standards promulgated by the

Association for the Advancement of Collegiate Schools of Business (AACSB) allow for a certain percentage of business instruction to be provided by such professionally qualified faculty members.

The proposed Ph.D. Executive Business Research offers an alternative approach to this need for relevance while retaining strong standards of scholarship by creating a new type of business doctorate—one that seeks to develop translational researchers. The value of an “applied” doctoral program has been recognized for some time. A number of universities, particularly in the United Kingdom and Australia, have developed doctoral programs with a stronger focus on business practice. However, only about a dozen programs of this type exist in the United States and there is no standard model for such programs. The proposed program would be the first of its kind in Virginia.

The goal of this Ph.D. Executive Business Research program is to provide experienced business managers with advanced skills in assembling and managing business data (i.e., designing research), analyzing that data, and using it to understand better the processes driving business outcomes and thereby to guide better decisions. These managers comprise a different and largely unserved potential student population compared to the students in traditional doctoral programs.

Because the decision domains being studied cut across traditional business disciplines including accounting and auditing, information systems and technology, financial management, marketing, human resources, and business strategy, the program will of necessity be interdisciplinary. The program’s curriculum also seeks to build on a strong professional business background and prior graduate work at the master’s level, adding advanced coursework in research methods, data analysis, and seminars focused on the scholarly business research literature. This combination of coursework will allow the student to view the “bigger picture” surrounding specific business problems.

A central innovative aspect of the program will be embodied in the student’s dissertation research. As in the traditional business Ph.D. program, the dissertation will present original publishable research. In this program, the focus of the dissertation is to bring the coursework and doctoral seminar background to bear on a particular class of business problems. In this sense, the dissertation will be translational—leveraging traditional business scholarship to inform business practice—and distinctive relative to common models. Applied doctoral programs in the UK often develop research around a specific business case and applying a broad conceptual analysis to it. Traditional business Ph.D. program dissertations, on the other hand, focus on narrower theory development and testing which applies to a broad range of contexts. For example, a case study project might examine the changing role of the Internet in the marketing strategy of a particular firm—in this case likely a firm with which the student researcher has great experience. On the other extreme, a traditional Ph.D. student might examine how consumers’ shopping behavior has changed because of the availability of large amounts of product information online, particularly price information. The student might explore a question like “Does making comparative pricing information readily available change the importance of price relative to emotional responses to advertising in consumer choices?” Psychological theory holding that people are “cognitive misers” would suggest that this

should be the case. The student's research would focus on testing this theory of information processing.

Research in the proposed program will stake out a middle ground between the specific context and broad conceptual range of a case study and narrow conceptual range and broad contextual applicability of theory-testing research. Of particular interest in this program would be examining the operation of prior theoretical analyses in real-world contexts. For example, it was argued that as business moved online, brand loyalty would decrease in importance (James, 2014). However, the continuing success of traditional brands like Apple and Amazon suggest that brands still have important meaning for consumers. One argument is that since the Internet makes everyone a potential critic, the cost of bad products is increased; thus, strong brands are those that make fewer errors (Heskett, 2014). By looking across a range of companies and industries, a student in this program might seek to understand if and when this claim is true. The focus of the research, then, is on how theories translate into the different contexts encountered in the world of business and how managers can respond effectively. Thus, both the academic training and the students' prior professional study and experience will be central to their research.

Because the curricular and scholarly goals of the program differ substantially from those of the existing business doctoral program, it is appropriate to create a spinoff degree rather than a new concentration within the existing Ph.D. program in Business. It is anticipated that a maximum of ten students per year will be admitted to this program.

Curriculum summary

The curriculum for the program, assuming prior graduate study in business, includes 30 credit hours of graded coursework plus a minimum of 30 credit hours of research and dissertation. Applicants to this program will be required to hold a Masters degree or other graduate study related to business; as such, an additional 30 credit hours may be transferred from this prior graduate study. Thus, the degree program requires a minimum of 90 credit hours.

The graded coursework portion of the program, which comprises the first year-and-a-half of the program, will be completed by the students as a cohort. This includes five core courses and four restricted electives which will be selected to align with the needs of each cohort. The last elective will be individualized to provide the student with an opportunity to focus on the key disciplinary and research area preparatory to his or her dissertation work. No more than 6 credit hours will be required each term, which will allow the program to be pursued by working managers. However, for the first year, students will be enrolled continuously through Fall, Winter, Spring, and Summer terms. Beginning in the Spring Semester of the second year of study, students will enroll in Research and Dissertation.

The graded coursework focuses on three key areas of study—research methods, quantitative analysis and analytics, and the scholarly business literature. The projected course schedule is designed to accommodate students who remain employed. Courses

will be scheduled to meet once per week either in the evening or on Saturday. In addition, some courses will employ a hybrid format, employing online as well as face-to-face interaction.

Required core classes (15 credit hours):	Credit Hours
MGT 5124 – Business Research Methods	3
ACIS 6004 – Accounting and Information Systems Research Methods	3
STAT 5615, 5616 – Statistics for Research	6
MGT 5384 – Ethical Dimensions of Leadership	3
Restricted Elective Courses (15 credit hours):	
ACIS 6014 – Behavioral Research in Accounting Seminar (Pre: ACIS 6004)	3
ACIS 6024 – Financial Capital Markets in Accounting Seminar (Pre: ACIS 6004)	3
ACIS 6504 – Seminar in Information Systems Research (Pre: ACIS 6004)	3
BIT 5474 – Computer-based Decision Support Systems	3
BIT 6414 – Seminar in Information Technology	3
FIN 6115 – Corporate Finance	3
FIN 6125 – Investments	3
HTM 5544 – Qualitative Research methods in Business	3
HTM 6464 – Research Foundations in Hospitality and Tourism Management (Pre: HTM 5544)	3
MGT 6704 – Strategic Management and Organization Theory Seminar	3
MGT 6714 – Organizational Behavior Seminar	3
MKTG 6105 – Advanced Topics in Marketing	3
MKTG 6304 – Seminar in Buyer Behavior Research	3
Research (at least 30 credits required)	
ACIS 7994 – Research and Dissertation	Var.
BIT 7994 – Research and Dissertation	Var.
FIN 7994 – Research and Dissertation	Var.
HTM 7994 – Research and Dissertation	Var.
MGT 7994 – Research and Dissertation	Var.
MKTG 7994 – Research and Dissertation	Var.

Degree Requirements: Candidates are eligible for graduation upon successful completion of all core, elective, and research credits, as well as passing performance on the Qualifying Examination, Preliminary Examination (advancement to candidacy), and successful defense of a written dissertation. A cumulative GPA of 3.0 is required for all coursework, and no grade below a B is allowed for any core course. A grade of a B- will result in partial remediation of the course, as determined by the course instructor, and courses where a grade below a B- is received must be retaken.

Dissertation Advisor: At the end of the second semester of study and prior to the start of the third semester of study, the student will select a tenured member of the Pamplin College of Business faculty participating in the Ph.D. in Executive Business Research program to serve as the student's dissertation advisor and supervise the student's research. To formally initiate research activity with the advisor, the student will enroll in a research elective course supervised by the advisor during the Fall semester of the second year of study.

While the coursework draws on all the literature of all major business fields (accounting, business information technology, finance, management, and marketing), the student's dissertation research is expected to focus in one disciplinary area. This will be important to advancing the student's employment prospects, particularly for those interested in academic employment. The elective course scheduled for the Fall semester of the second year is intended to support the student in initiating this focused study.

Student Advisory Committee: During the first year of the program and until the student files a program of study, each student will be assigned an advisory committee chaired by the Program Director and including three other tenure-track Virginia Tech faculty members serving on the Steering Committee or teaching in the program.

Prior to submitting a program of study and no later than the end of the third academic semester of study, each student must form an individualized Advisory (Dissertation) Committee. This Advisory Committee is composed of the dissertation advisor and a minimum of three other faculty members. At least two of the Advisory Committee members must be tenured faculty members in the Pamplin College of Business. It is highly encouraged for the student to have one Advisory Committee member from outside the advisor's department. The Advisory Committee must meet at least twice annually to assess student progress and submit a copy of their progress letter to the Program Director.

Program of Study: A program of study should be completed as soon as the student selects his or her Advisory Committee and no later than the end of the third academic semester of study. The program of study must be approved by the student's Advisory Committee prior to submission to the Graduate School. The program of study outlines the specific courses to be taken by the student in fulfillment of the degree.

Qualifying Examination: A qualifying examination is required and serves to evaluate the student's mastery of fundamental knowledge from the first year of coursework, assess their ability to evaluate scholarly literature in business, and to diagnose deficiencies. The examination will be administered at the end of the second semester. Students who do not pass must seek remediation, and will receive a second opportunity to pass at the end of the summer of the first year. Students who do not pass this examination will be dismissed from the program.

Preliminary Examination: Before advancing to candidacy for the Ph.D., students must have completed all required coursework, and must pass a preliminary examination which will include written and oral sections, administered by the student's Advisory Committee. This examination will also serve as the Preliminary Examination required by the

Graduate School. For the examination, the student will prepare his/her dissertation research proposal which must be provided to each of the advisory committee members at least one week prior to the examination. The oral examination will cover the proposed research plan, including the student's knowledge of the literature, the feasibility, originality, and significance of the proposed work, and all course material. The examination should be taken no later than the end of the fourth semester of study. A student who fails will be allowed one additional attempt to retake the exam one semester later. The student's Advisory Committee must approve the research topic and plan in order for the student to continue in his or her research studies. As per Graduate School policy, students who do not pass must wait at least one semester (15 weeks) before scheduling a re-examination. A second failure will result in dismissal from the program. Students will advance to doctoral candidacy upon passing the Preliminary Examination.

Final Examination: All Ph.D. students must pass a defense of the dissertation upon completing all other degree requirements and at a minimum of nine (9) months after the preliminary examination. A copy of the dissertation should be approved by the student's thesis advisor and provided to each of the committee members at least two weeks prior to the examination. To complete the program, students must pass the final examination, including approval of the dissertation in final form. A student is considered to have passed the examination and to have had the dissertation approved if he/she receives no more than one negative vote on the oral examination or on the dissertation.

Satisfaction of Residency Requirement: Students in the program will satisfy the Graduate School doctoral residency requirement under a program-specific alternative plan. With respect to the goals of doctoral residency, the program as designed provides:

- Academic experiences expected for doctoral study through the required and restricted elective courses as well as the individual research requirements guided by a faculty advisor,
- Business-related library and information technology resources by virtue of its base in Virginia Tech's National Capital Region facilities and online access to Virginia Tech library books and journals
- Ongoing review and maintenance of program quality and rigor by a Steering Committee including faculty members from all departments in the College that will oversee the program and inclusion of the program in the College's AACSB accreditation which is reviewed every five years
- Ability of each student to understand and critically evaluate the scholarly business literature, recognize important business issues and problems, identify potentially fruitful lines of inquiry, and, more generally, develop the capacity to make significant original contributions to the scholarly literature through classes in research methods, seminars focused on the scholarly business literature and research design, and independent research experiences guided by a faculty advisor
- Rich access to faculty guidance and interaction with fellow students through the program structure involving intensive interaction with a range of course faculty, faculty research advisors, and the cohort organization of the program coursework,

- Ongoing contact with leaders in business scholarship and practice through doctoral seminars, visiting scholarly presentations, and participation by second and third-year students in major disciplinary conferences focused on both business scholarship and teaching such as those of the American Marketing Association, Academy of Management, American Finance Association, American Accounting Association, INFORMS (operations research and management science), and the Allied Social Sciences Annual Meeting.
- Awareness of ethical issues and commitment to ethical practices in business and business research through program courses and seminars, most specifically the required MGT 5384 (Ethical Dimensions of Leadership)

Relevance to university mission and strategic planning

The Ph.D. in Executive Business Research is designed to enhance the College's support of the University's mission in two domains:

- The University has stated a goal of expanding its graduate, particularly doctoral, programs. This program will contribute to this goal by growing doctoral enrollment in business-oriented subjects. In a novel way, this program moves forward the University's goal of growing its graduate programs to further its position as an internationally recognized research university.
- The program will sustain and expand the university's research portfolio and broaden the scope of student research experiences offered by the University. The translational research that will be pursued by students in this program will differ from that pursued in our traditional doctoral program. The student market for this program is non-traditional and enables the University to tap a new student population.

Moreover, the Ph.D. EBR program allows the College to expand its ability to participate in interdisciplinary programs focal to the University's strategic plan, particularly in the area of analytics. Given their rigorous methodological training, the graduates of the program will be strong candidates for advanced industry positions in business analytics as well as faculty positions in business schools. From this standpoint, the program will build on and extend existing programs in the National Capital Region such as the Virginia Tech Master of Information Technology. This joint program with instruction from the College of Engineering and Pamplin was recently ranked second in the nation.

Justification for the proposed program

The Ph.D. in Executive Business Research program seeks to address two current areas of significant professional need and opportunity in business. The first is the chronic shortage in academically qualified faculty in college and university schools of business. The second is the growing need for senior managers with advanced skills in research design and analysis coupled with a deeper understanding of business theory needed to lead more effective business decision making.

The shortage of qualified faculty in collegiate schools of business is extreme (Gardiner, 2011). Around the world, new business schools have opened but the number of business doctorates granted has remained relatively constant after actually decreasing during the last 1990's as business schools directed increased resources to MBA programs at the expense of doctoral training. Gardiner's Wall Street Journal article cites an analysis by the Association for the Advancement of Collegiate Schools of Business (AACSB) that found that the roughly 14,000 business schools worldwide provide only 2,000 business doctorates each year. The AACSB is the leading accrediting body for collegiate business schools and accredits over 500 business schools. AACSB accreditation requires that 40% of faculty members hold a doctoral degree and that 60% hold either a doctoral degree or a master's degree, strong professional (business) experience, and be active in scholarly research. According to AACSB, some 870 business faculty positions remained unfilled in the U.S. during 2012-13, and the number is expected to grow (AACSB, 2013). As a result, there is a serious continuing need for more research-trained faculty. Graduates of the Ph.D. in Executive Business Research program will have attractive qualifications to fill these positions.

Importantly, these graduates are needed to fill a particularly important role in business school faculties—that of the “scholar of practice”. One continuing issue facing business schools can be described as the tension between rigor and relevance. This tension has deep historical roots. In 1959, two reports were published by the Carnegie Corporation and by the Ford Foundation criticizing the low academic quality and vocational orientation of business education (Gordon & Howell, 1959; Pierson, 1959). The reports called for the need for more academically (doctorally) trained faculty members and reduced reliance on part-time instructors, particularly business professionals with minimal academic qualifications. A central outcome of these calls was the growth of doctoral programs in business focusing on research built on a scientific model—seeking to understand the nature of business activity and the processes and mechanisms that could explain business operation and performance. Explanatory theories were developed and rigorous studies conducted to test them in all the central functional areas of business—accounting, finance, information systems, management, and marketing. Today, the most prestigious business schools have not only highly successful curricular programs but also most accomplished faculty in terms of this type of research.

The central criticism that has been leveled at this faculty model is lack of relevance. Critics point, for example, to the minimal impact that much scholarly business research has had on business practice (Bennis & O'Toole, 2005). Businesses point to their need for graduates with strong “professional” training and applaud the increasing use once again of business executives as instructors. However, even critics like Bennis and O'Toole do not advocate a return to the “trade school paradigm”. Students need to be educated not as apprentices learning specific (past) practices but much more broadly as forward-looking critical thinkers educated for careers and citizenship. Most discussions of this tension, such as that of Clinebell and Clinebell, focus on the appropriate mix of academic faculty and professional faculty in the business school.

A recent trend has been to explore a different approach—to provide doctoral education to students with strong professional backgrounds. Because these “executive” doctoral

programs are all relatively new, they vary widely. One version, growing in the UK and Australia, tends to be highly clinical. The research pursued by the students in these programs is closely tied to the companies in which they work, often taking the form of a case study. This model may derive from the German model of the business doctorate, which has a similar research style. However, in the German system, the Ph.D. is an industry-oriented degree. The degree does not qualify the holder for full-time academic faculty positions.

Currently, there are only fifteen U.S. universities who are members of the Executive DBA Council, the most visible association of schools seeking to offer executive doctoral degrees (Executive DBA Council, 2014). Their curricular models, too, differ. Some are closer to the clinical model described above. Others seek to duplicate the rigorous research training of the traditional doctorate. The proposed Virginia Tech program follows this latter approach. The coursework requirements will mirror in level our traditional doctoral training. It will, however, be more broad-based with respect to discipline. This is primarily because the research goals will be more translational—seeking to link academic theory to improving practice. Relative to the clinical model common in Australian programs focusing on individual firms, the research questions examined by students in this program will be centered on business phenomena of importance to a wide range of organizations. The program seeks to build on the scientific description of current practice to a critical and in some cases prescriptive analysis that can inform best practice. As educators, graduates of this program, then, would be able to bring a depth of business expertise coupled with a rigorous, critical, and broad-based understanding of the issues they will be called upon to bring to undergraduate and professional graduate students.

A second target market for this degree program is managers who seek deeper training in research methods and analytical tools. The rise of digital business has provided new opportunities to leverage technology to enhance business success. One very prominent example of these new business technologies is “big data” which has led to a need for advanced data analysts. However, too often, the focal skillsets of academic programs in these areas are fragmented. Computer science and information technology programs cover data structure and management; statistics programs focus on the analysis of data, and of course, business decisions form the traditional focus of professional business programs. There are few programs that bring these skills together in a unified way. Moreover, the depth of understanding needed of the research process that links these elements and enables more effective decision making exceeds the level of rigor attainable in a master’s degree program. The Ph.D. in Executive Business Research seeks to address this business need. Graduates would be well-positioned to take leadership positions in industry and government focused on business intelligence, forecasting, and strategic planning. Importantly, this need is being recognized in the business world as well (Wecker, 2012).

The Pamplin College of Business has a wealth of experience on which this program builds. The College already has three established graduate programs in the National Capital Region and a resident faculty in Falls Church. Like the part-time evening MBA program and the Executive MBA program, this program is designed for working

professionals. Courses will be offered in concentrated on-site or more extended hybrid (on-site and online) formats in order to accommodate work schedules. Graded coursework will be limited to six hours per semester or session. The Master of Information Technology program, an online program, offers additional curricular resources.

At the doctoral level, the College currently offers on the Blacksburg campus a Ph.D. program in business with concentrations in Accounting, Business Information Technology, Finance, Management, and Marketing. The proposed program builds on this experience, offering courses in the National Capital Region courses already offered in the doctoral program. While the content may have a more applied focus, the same level of rigor is expected in these NCR offerings. Likewise, the dissertation research will have a more applied orientation but the depth of understanding of the focal problem and the rigor of the analysis and empirical research are expected to be similar to that in the Blacksburg program. Thus, the new program builds on the extensive experience and expertise of the College and its faculty in designing and implementing graduate programs.

Student Demand

In order to examine the level of interest in the target market for this program, we conducted an online survey of alumni of Virginia Tech business masters programs with 10 to 25 years of experience since completing their degrees. We sent email invitations to participate in the survey to 1,750 graduates in October 2013. The survey remained open for two weeks and we received 229 responses, of which 225 were usable. Of the respondents, 70% were male, 30% female. With respect to job function, 50% of respondents were either executive or senior managers in their organizations. The respondents listed 33 different industries in which they were employed; the most common among these were consulting, higher education, computers (hardware, software, and semi-conductors), and government.

Summary of Results: Only 19% of respondents had heard of executive doctoral degrees in business. This is not surprising in that there are only a limited number of these programs in the United States. However, 57% of respondents had considered doctoral study at some point. The central question in the survey was how likely the respondent would be to enroll in an executive doctoral program if Virginia Tech offered one. In response to this question, 61 (27%) expressed strong interest in the program, indicated that they would be “likely” or “very likely” to enroll in a Virginia Tech executive doctoral program. No significant difference in interest was found relative to gender. These data suggest that there is substantial interest in the proposed program.

Of those who indicated strong interest, 77% noted academic credentials for teaching opportunities as a key benefit of the program. Career change opportunities were listed by 48% and professional advancement by 39%. Two other possible benefits focused on personal improvement—39% of respondents indicated that a key benefit of the program would be improved research skills and 68% cited personal accomplishment. Of those expressing strong interest, 58% currently hold senior or executive management positions in business and government.

In addition to the survey results, we have received a number of inquiries expressing strong interest in the program. Many of the inquiries cite interest in full-time academic employment as a reason for their interest. It is particularly notable that one of the (unsolicited) expressions of interest is not a graduate of a Virginia Tech undergraduate or graduate program, again suggesting that the market for this degree is substantial.

Employment Demand

In our survey of potential students, we found that the vast majority—over 75%—viewed the degree as a route to full-time academic employment. As such, in order to assess employment demand for this degree program, we conducted a survey of potential academic employers. As noted above, the job market for faculty holding business doctorates is very strong. It remained to assess job market response to graduates of this particular degree program. We therefore conducted a survey of Deans of collegiate business schools who would make hiring decisions for new faculty.

The graduates of the program will be fully qualified under accreditation standards for tenure-track (assistant professor) positions in business schools in the U.S. and abroad. In particular, program graduates would satisfy the definition of “Scholarly Academic” faculty members, which under AACSB guidelines must constitute at least 40% of the business school faculty.

A short description of the program was sent to the members of the Southern Business Deans Association with a request for their perceptions of the program and their willingness to consider hiring graduates of the program. Eighty collegiate schools of business are represented in this group. Twenty of the deans provided feedback. The comments were unanimously positive and all indicated that they would be interested in hiring graduates of the program.

Of particular interest to these Deans was the combination of significant industry experience and academic research skills. Such faculty members, they felt, would have a particularly strong skillset for the business classroom and for outreach programs, which are assuming an increasingly important role in university business schools.

Resource Needs/Savings

The financial model for the proposed program is an extension of that used for Pamplin’s Executive MBA program. Student fees are used to pay program expenses, including the cost of faculty, and a portion of the fees are paid to the University as overhead.

The College will invest roughly \$230,000 prior to the start of the program to pay for administrative staff and marketing. Once students are enrolled, the program has been designed to be net revenue-neutral in its first year of operation. The program will generate surplus operating funds by Year 3. We do not expect that financial aid will be provided. In future years, a limited number of graduate assistantships may be developed from the surplus operating funds to support international student participation.

Faculty: As a doctoral program, all faculty teaching in the program must be doctorally qualified. Initially, all faculty teaching in the program will be tenured or tenure track faculty at Virginia Tech. Faculty participation in the program would be outside the normal teaching load and therefore compensated outside the base faculty salary. Likewise, dissertation supervision and service as a dissertation committee member will be done outside the normal teaching load and compensated accordingly. The compensation model for the program would also allow for qualified faculty members from outside the University to serve as program instructors or as dissertation committee members once approved by the Graduate School.

A Program Director (A/P faculty) who holds a doctoral degree in business or related discipline will be appointed to manage the program. As with other faculty costs, the costs associated with this position will be included in the student fees.

Since program instruction will be provided by current faculty members, no new telecommunications or equipment will be required. Currently available classroom space in the Falls Church facility will be used for instruction. New space requirements will be limited to one office for the new program manager, which will be re-allocated from existing resources. Likewise, administrative support for the program will be provided through the office of the College's Associate Dean for External Programs. That office includes a staff of three classified staff members and 10% of their time is expected to be shifted from current duties to this program. No new library or equipment needs are anticipated.

RESOURCE	ESTIMATED COSTS (use NA if not applicable)
Faculty	NA (costs paid through student fees)
Administrative Staff	NA
Graduate Teaching/ Graduate Research Assistants	NA
Space	NA
Library	NA
Equipment	NA
Other	Start-up costs: \$230,000 (one-time College funds)

References

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Ph.D. in Executive Business Research

Pamplin College of Business

Presented by Kent Nakamoto
Associate Dean for Research and Faculty Affairs
Pamplin College of Business
R. B. Pamplin Professor of Marketing

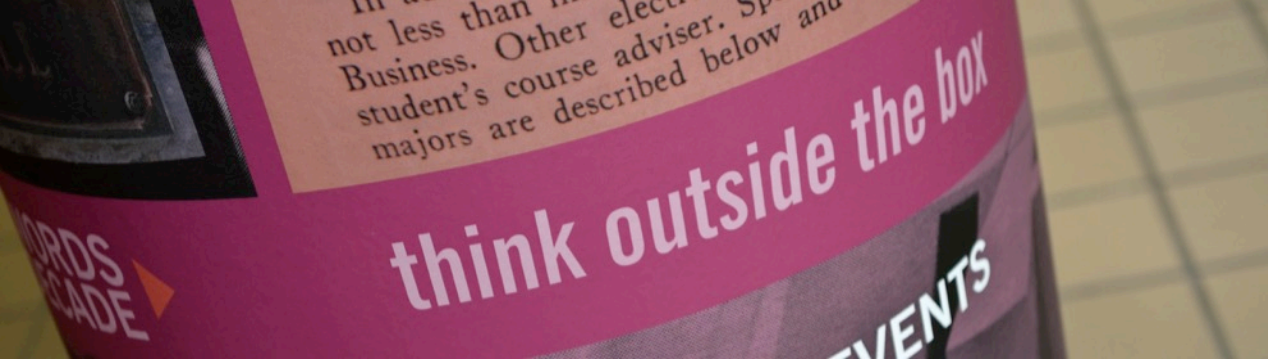
To: Board of Visitors, Academic Affairs Committee
March 30, 2015

Doctoral study in business

- Current Pamplin Ph.D. program
- Research degree rigorous study of business phenomena guided by a scientific vision
- Placement goal—faculty position in research business schools

But

- Chronic shortage of business school faculty
- Rapidly changing business environment
- Opportunity for new model



Goal of the Ph.D. in Executive Business Research

To train business professionals with advanced research skills to manage complex data-centric enterprises and to assume faculty positions in college and university business schools

A New Type of Business Ph.D. for a New Type of Student

- Students: Successful business professionals with at least 10 years experience
- Program:
 - Rigorous—focused on scholarly attainment, thus research
 - Relevant—translational research capitalizing on the students' strong background in business practice
 - Placement Goal—Faculty positions in broader business school market

Program Requirements

Prior Master's level study in business	30 credit hours
Coursework in research methodology, data analysis, and seminars focused on the scholarly business literature	30 credit hours
Individualized research program leading to dissertation	30 credit hours

Program designed to be completed in three years

Sample Plan of Study

Year	Fall	Winter	Spring	Summer
1	MGT 5124 Bus Research Methods STAT 5615 Statistics for Research	MGT 5304 Bus Ethics	ACIS 6004 Accounting Research Methods STAT 5616 Statistics for Research	MKTG 6105 Adv Topics in Marketing FIN 6115 Corporate Finance
2	BIT 5474 Decision Support Systems ACIS 6014 Behavioral Research Accting		FIN 5974 Independent Study FIN 7994 Research & Dissertation	FIN 7994 (6 cr) Research & Dissertation
3	FIN 7994 (6 cr) Res & Diss	FIN 7994 Res & Diss	FIN 7994 (6 cr) Res & Diss	FIN 7994 (6 cr) Res & Diss

Why this degree program?

Growing market

- Nationally, 20 programs at present
- Survey of Pamplin MBA alumni (206 respondents):
 - 72% had considered doctoral study
 - 57% would consider this program
 - Comments
 - Great idea; I'd love to do it
 - An awesome idea and needed in the DC area
 - I look forward to being part of the inaugural cohort
 - Sounds like a great opportunity

Why this degree program?

Need for graduates

- Letters of support from business school deans
 - “...having terminally qualified faculty with solid work experiences who can conduct quality research is ideal” (Alan Shao, Dean, College of Charleston)
 - “a graduate from an executive business doctoral program, such as the one developed at Virginia Tech, would be an asset to the faculty.” (Daniel Gropper, Dean, Florida Atlantic University)
 - “a very well conceived and constructed program and one that should have broad appeal among executives...We would certainly be happy to consider them for opportunities here at Georgia Southern.” (Allen Amason, Dean)
 - “The executive PhD program you are proposing fits a current void for us...We would certainly be interested in hiring graduates from this program.” (Bill C. Hardgrave, Dean, Auburn University)

Why Virginia Tech?

- First program of its type in Virginia and nationally unique with focus on academic placement
- Builds on and extends Pamplin programs in the National Capital Region, grows graduate programs by tapping a new market,
- Benefits:
 - Enriches career opportunities for program graduates and contributes to business education in the Commonwealth and beyond
 - New translational research experience
 - Proposed financial model will make the program financially self-supporting