# College of Business and Economics 2012 Plan

**Make Your Move at the College of Business and Economics**

## Implementation Summary

## 2007 Report Structure

## Institutional Key Indicators Matrix

## Institutional Key Indicators and Benchmarks and Overview of Progress

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<td>Recruit and Retain High-Quality Faculty and Staff Devoted to the Land-Grant Mission of the University and the College</td>
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<td>3</td>
<td>Enhance the Educational Environment for Student Learning</td>
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<td>Improve West Virginia’s Health, Economy, and Quality of Life</td>
<td>12</td>
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## Appendices

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<td>Summary: Ethics Committee</td>
<td></td>
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</tr>
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<td>Summary of International Business Programs Task Force</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>
Implementation Summary

This report includes data from academic year 2006-07 benchmarked with the base academic year, 2005-06 according to guidelines provided by the WVU 2010 Implementation Team co-chairs. Since the College did not have a Strategic Plan in 2005-06 some goals have no initial supporting data as a point of reference. Subsequent yearly reports will reflect changes in data collection necessary to evaluate our progress in meeting the goals in our Strategic Plan.

In November 2006 the college met as a group to begin work on our 2010 Strategic Plan. Six task forces of 64 faculty and staff formed to write the first of many drafts about the college’s mission, vision and values; and each of five strategic goals modeled after WVU’s strategic plan. In addition to faculty and staff, select student representatives, the College Board of Advisors, and Provost Gerald Lang were asked to review the plan and provide comments and input.

The College of Business and Economics 2012 Strategic Plan reflects our vision to become a leading business school in the United States¹. It includes the goals, guiding principles, objectives and key indicators or cornerstones to accomplish our vision. The cornerstones of excellence include providing our students with a quality educational experience; maintaining quality research and teaching; enhancing the student learning environment; identifying and nurturing our core college strengths in selected research and academic programs; and meeting the needs of West Virginians through outreach activities that communicate economic and forward-looking policy research. In order to meet these cornerstones we must recognize our strengths while being judicious in our planning and allocation of our resources.

To accomplish our vision, the College aspires to:

Goal 1: Recruit, retain, and graduate high-quality students;
Goal 2: Recruit and retain high-quality faculty and staff;
Goal 3: Enhance the educational environment for student learning;
Goal 4: Promote discovery and exchange of knowledge and ideas; and
Goal 5: Improve West Virginia’s health, economy, and quality of life.

2007 Report Structure

The organization of the 2007 Report on the College of Business and Economics 2012 Strategic Plan is modeled similar to the WVU 2007 Report. The report is organized into four sections:

1) Implementation Summary
2) The Key Indicators Matrix that provides an overview of data benchmarked for years 2005-06 and 2006-07 for those 10 Institutional Benchmarks selected by WVU Administration.
3) Key Indicators and Benchmarks for the College of Business and Economics 2012 Strategic Plan and overview of progress.
4) Appendices

¹ Strategic Plan attached.
### Institutional Key Indicators Matrix

#### 1A. Fall Headcount (Majors) Enrollment

<table>
<thead>
<tr>
<th></th>
<th>2005 Fall</th>
<th>2006 Fall</th>
<th>2010 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>839</td>
<td>916</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>337</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,176</td>
<td>1,278</td>
<td>1,525</td>
</tr>
</tbody>
</table>

#### 1B. Instructional FTE

<table>
<thead>
<tr>
<th></th>
<th>2005 Fall</th>
<th>2006 Fall</th>
<th>2010 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,998</td>
<td>2,118</td>
<td>2,234</td>
</tr>
</tbody>
</table>

#### 2. First Year Retention Rate for First-time, Full-time Freshmen

<table>
<thead>
<tr>
<th>Matriculated into Program</th>
<th>College of B&amp;E</th>
<th>WVU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 Fall</td>
<td>19</td>
<td>16 returned</td>
</tr>
<tr>
<td>2006 Fall</td>
<td>21</td>
<td>14 returned</td>
</tr>
</tbody>
</table>

#### 3. Six Year Graduation Rate for First Time Full-time Freshman

Not applicable

#### 4. Degree Production for Bachelor, Masters, Professional, Doctoral, and Total

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Professional</th>
<th>Doctoral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>417</td>
<td>2006</td>
<td>423</td>
<td>204</td>
<td>NA</td>
<td>4</td>
<td>607</td>
</tr>
<tr>
<td>Masters</td>
<td>179</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>607</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>631</td>
</tr>
</tbody>
</table>

#### 5. Degree Production in STEM and Health Fields by Specific Degree Program

Not applicable

#### 6. Licensure pass rates

Not applicable

#### 7. Sponsored Program Funding

<table>
<thead>
<tr>
<th>Name of Grant</th>
<th>Project</th>
<th>Award</th>
<th>Dept.</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Wind Energy</td>
<td>10004381</td>
<td>10003284R</td>
<td>Econ</td>
<td>$20,000</td>
</tr>
<tr>
<td>Forensics</td>
<td>10006140</td>
<td>1002417R</td>
<td>BBER</td>
<td>$608,496</td>
</tr>
<tr>
<td>Belomar Regional Council</td>
<td>10008951</td>
<td>1003496R</td>
<td>BBER</td>
<td>$7,500</td>
</tr>
<tr>
<td>Decision Processes for Risk Ana/DOJ</td>
<td>10008956</td>
<td>1001936AR</td>
<td>Management</td>
<td>$24,645</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$660,641</strong></td>
</tr>
</tbody>
</table>

Instruction
8a. Placement and Employment Rates for Undergraduate Students

WVU B&E Spring 2006 Graduating Senior Assessment

What are your plans upon graduation?

- I plan to search for a job. 137 48%
- I already have been offered a job. 61 21%
- I am applying for graduate school. 33 12%
- I have already been accepted to graduate school. 30 11%
- Other, Please Specify 23 8%
- Total 284 100%

WVU B&E Spring 2007 Graduating Senior Assessment

What are your plans upon graduation?

- I plan to search for a job. 101 44%
- I already have been offered a job. 69 30%
- I am applying for graduate school. 14 6%
- I have already been accepted to graduate school. 28 12%
- Other, Please Specify 17 7%
- Total 229 100%

8b. Placement and Employment Rates for Graduate Students*

<table>
<thead>
<tr>
<th>Graduate Degree Employment Information by Program</th>
<th>MBA</th>
<th>MSIR</th>
<th>MPA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Graduates</td>
<td>46</td>
<td>36</td>
<td>47</td>
<td>129</td>
</tr>
<tr>
<td>Seeking New Employment</td>
<td>17</td>
<td>32</td>
<td>47</td>
<td>96</td>
</tr>
<tr>
<td>Not seeking/Continuing Ed.</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Not seeking/Other Reasons</td>
<td>14</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>No infor. Available</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
### Graduation Education Placement of Those Seeking Continuing Education

<table>
<thead>
<tr>
<th>Education</th>
<th>By Graduation Date</th>
<th>By 3 mon. post Grad. Date</th>
<th>Employment Placement of Those Seeking New Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>10</td>
<td>10</td>
<td>MBA 13</td>
</tr>
<tr>
<td>MSIR</td>
<td>2</td>
<td>2</td>
<td>MSIR 22</td>
</tr>
<tr>
<td>MPA</td>
<td></td>
<td></td>
<td>MPA 47</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>12</td>
<td>Total 82</td>
</tr>
</tbody>
</table>

*Doctoral student placement is 100% for all years.
*The EMBA program targets working professionals who return/continue to current employment, therefore data is not collected.

### 9. Faculty Awards

<table>
<thead>
<tr>
<th>High-Recognition National Awards</th>
<th>Discipline Specific State and National Awards</th>
<th>College or University Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerald Blakely &amp; Nancy McIntyre</td>
<td>Russ Sobel</td>
<td>Dick Riley</td>
</tr>
<tr>
<td>Jim Brown</td>
<td>Named Among 100 Most</td>
<td>Dominon Faculty Merit Award for Outstanding Research 2005-06</td>
</tr>
<tr>
<td>2006 AACSB Innovation Co-Editor of Journal of Retailing in Teaching Award</td>
<td>Influential People in WV in 2006</td>
<td>Neil Bucklew</td>
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<tr>
<td>Bonnie Morris and Dick Riley</td>
<td>2005 Life Membership in the American Accounting Association &amp; 40-year Honorary Membership in the American Institute of CPAs</td>
<td>Ronnie Balvers Mountain Honorary</td>
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### Systems 2006-07

- Jim Brown
- Russ Sobel
- Neil Bucklew
- Santiago Pinto
- Tim Pearson & David Pariser
- Resident Faculty Leader
- Victor Chow
- Dean's Professorship-Accounting 2006-07
- George Hammond
- Dominion Faculty Merit Award for Outstanding Research 2006-07
- Bonnie Morris
- GoMart Professor of Accounting Information
In its 2006 edition, U.S. News & World Report ranks West Virginia’s University’s College of Business and Economics among the top quartile of AACSB-accredited undergraduate programs in the country. Of the 504 programs eligible, B&E ranked 116th. Among public institutions, the West Virginia College of Business and Economics is ranked 89th.
Key Indicators and Benchmarks

Key Indicators: Goal 1 Recruit, retain, and graduate high-quality students

As part of the land-grant mission of West Virginia University, the College of Business and Economics must promote improved accessibility via financial support for qualified student applicants, provide opportunities for the academic success of our students, and support the eventual successful placement of the students in our College.

Over the next five years-

- **Increase the total number of student majors in the College by 350;**
  The College of Business and Economics has a target of 1,525 enrolled students (majors) by the year 2010. This represents a 29.6 percent increase in total majors for the College over the fall 2005-06 period. In the fall 2005 there were 839 undergraduate and 337 graduate students compared to 918 undergraduate and 360 graduate students enrolled in 2006. This represents an increase of 8.67 percent. The College of Business and Economics has a target of 2,234 instructional FTE’s by the fall of 2010. The instructional FTE for 2005 was 1,998 and 2,118 in 2006, a six percent increase.

The College of Business and Economics retained 84.2% of its students from the fall 2005 cohort into the fall 2006. The percentage of Business and Economics students who remained at WVU during this period was 94.7 percent. It is necessary to focus on the numbers rather than the percentages when analyzing retention data for the College of Business and Economics because students are not actually admitted into the College until their junior year.

- **Develop a strong first and second-year experience for College Freshman Direct Admits, including a Parents’ Weekend reception and orientation, a Freshman Business Initiative with extracurricular activities, and a Mentoring Program;**
  The Direct Admit Program began in 2005 with 19 freshman accepted into the program. Of those 19, 18 returned to WVU, 16 of which returned to the Direct Admit Program as sophomores in fall 2006. In fall 2006, 21 freshmen matriculated to the Program, with 19 returning the following year to WVU and 14 returning to the Direct Admit Program. To develop a strong first and second-year experience for College Freshmen Direct Admits the following programs were implemented:

  **Fall 2005 - Introduction to Business** - The College introduced an honors section of BUSA 101, Introduction to Business, for all first-time freshmen. Students were exposed to a module-based course covering five functional areas of business administration. Faculty members, many of who have been recognized for excellence in and out of the classroom, were recruited to teach a current topics version of BUSA 101. Feedback from students was exceptionally favorable. Many students indicated that BUSA 101 was their favorite class of the term.

  **Fall 2006 - Breakfast with the Dean** - The College introduced its first social gathering for first-time and returning direct admit majors. An off campus venue was selected to host a reception to welcome direct admit majors and their parents to WVU and the College of Business and Economics. Faculty, staff, and key administrators hosted discussions on academic, support, and philanthropic programs open to students enrolled in the College.
Parents and students were invited to ask specific questions regarding teaching, research, and service.

Fall 2006 Introduction to Business - The College again offered an honors section of BUSA 101, Introduction to Business, for all first-time freshmen. Course pedagogy remained the same as its delivery was well received in fall 2005.

In fall 2006, in conjunction with WVU’s Fall Family Weekend, a breakfast for direct admits—freshmen and sophomores and their parents hosted by the dean was initiated.

- **Improve the communication between the College and lower division pre-business and economics major students and their parents about degree program expectations and acceptance requirements**—BizBuzz, etc.;
  
  *BizBuzz* is an electronic newsletter that was started fall 2006. There have been three issues so far—one each in the fall 2006 and 2007, and one in the spring 2007. It is geared toward Pre-B&E students to help them understand what goes on in the College and to inform them of ways that they can become involved with activities now. In 2006-2007 the Student Ambassador program began which provides students with the opportunity to participate and network with business associates at various college related activities.

- **Increase the median GMAT score for MBA and EMBA program students**;
  Students beginning the MBA Program in 2006 had an average of 553 on their GMAT, while students in the EMBA Program had an average of 509. The maximum score for MBA students was 730 while the minimum was 410. The maximum score for EMBA students was 620 while the minimum was 350. The average GMAT score of our peer institutions (See appendix) was 510.88 with a high of 547 at Utah State University and a low of 443 at the University of Southern Mississippi.

- **Increase the scholarship program to support and reward academic achievement**;
  For the first reporting period of 2005-06 no monies were provided, however, a system was devised that set-up a scholarship program and how it is to be managed and distributed to students. In 2006-07, $100,000 in new graduate scholarships was allocated to the MBA, EMBA, MPA and MSIR programs.

- **Increase the number of students with internships**;
  In 2005-06 for-credit internships numbered 87 and in 2006-07 there were 95. This indicates a for-credit internship increase of 9.2 percent.

- **Double the number of corporate recruiters in the College**;
  In 2005-06 the college worked with 30 recruiters. The number of recruiters increased in 2006-07 to 48. This indicates a 60 percent increase in corporate recruiters.

- **Initiate a Student Alumni Program to increase student awareness of the role alumni play**;
  In 2005-2006 and 2006-2007 senior send-offs, a social event for graduating seniors was held. There also is a fall reception for seniors to learn about graduation information.

In the fall of 2005, an alumni affairs component was added to the college’s external relations efforts to meet the needs of the College’s growing alumni. Since that time, the component has grown into a full unit within the College with a mission to bridge the gap between life as a student and life after graduation.

- **Develop a series of professional development seminars to be taught by career center staff**;
In 2005 developed a series of professional development seminars taught by career center staff that continued in 2006. A list of the seminars includes:

2005-2006 Academic Year
February-05 Networking Not Working
March-05 Etiquette Seminar, AKPsi
March-05 B&E Career Café
October-05 B&E Career Fair
November-05 Interviewing for Success
November-05 Insurance/Finance Services Internship Seminar
December-05 Job Search Boot Camp Seminar
January-06 Internship Seminar
February-06 10 Mistakes Students Make in the Job Search, presented by NVR
February-06 Enhancing Your Professional Image: A Seminar on Business Etiquette
March-06 How to Design a 30 Second Commercial
March-06 Legal Issues in Hiring International Students
March-06 Toastmasters presentation

2006-2007 Academic Year
September-06 How To Approach A Job Fair
October-06 A.C.E. B&E Annual Career Fair
October-06 SHRM club meeting How to Approach the Job Search
October-06 Interviewing for Success
February-07 Enhancing Your Professional Etiquette
February-07 Finance Association Career Planning Meeting
March-07 Towers, B&E Dinner Club career presentation to direct admits & freshmen
March-07 Leadership & Personal Branding
March-07 Insurance & Financial Career Day
Marc h-07 Developing Your Leadership Style - MBA workshop
March-07 DC Career Connection
March-07 Big East job Fair
April-07 MBA Employment Workshop
April-07 Graduate CS Program
June-07 Graduate Student Workshop
June-07 MBA Kick-off Presentation

- Develop a database to track post graduation B&E graduates whereabouts; and
A database to track post graduation Business and Education graduates whereabouts was developed. Currently there are two databases that track this information. Going forward the Center will load all information into CareerConnect – our new Career Services Management system.

- Establish a corporate recruiting advisory committee within the College’s Board of Advisors.
A Corporate Recruiting Advisory Committee was created in May 2007 and is chaired by John Gianola, who also is currently a member of the Dean’s Advisory Board.
Key Indicators: Goal 2 Recruit and retain high-quality faculty and staff devoted to the Land-grant mission of the University and the College

As part of the land-grant University of the State of West Virginia, the College of Business and Economics must recruit and retain faculty who are devoted to high-quality basic and applied research, excellent teaching, and who are devoted to providing service to their professions, the College, the University, and the State of West Virginia. The College must also recruit and retain high quality staff who is devoted to the mission of the College.

Over the next five years-

- **Establish a mentoring program for junior faculty;**
  In December 2006 the college adopted a mentoring program with these guidelines—
  “New faculty at the assistant professor rank, in consultation with their Division Director should be paired with another faculty member who will serve as their mentor. The mentor will ideally be a senior faculty member who shares the teaching/research interests of the new faculty, or, at a minimum, has an understanding and appreciation of the area in which the new faculty teaches and does research.” (See appendix).

  In 2006-07 the Division of Accounting hired four new faculty, the Division of Economics hired three new faculty, and the Division of Management hired one new faculty member.

- **Strive to provide market-competitive compensation packages for productive faculty at all ranks;**
  According to the AACSB’s 2005-2006 Salary Survey, the average full-time faculty 9-month salary across all ranks increased 4 percent. During this period the mean salaries were: professor $112,200, associate professor $92,100, assistant professor $90,500 and an instructor $51,600. Faculty in the College of Business and Economics mean salaries was: professors $101,570, associate professors $83,520, assistant professors $81,890 and instructors $46,300. Comparing the AACSB salary survey and the College of Business and Economics indicates that at B&E professors earn $10,630 less, associate professors earn $8,570 less, assistant professors $8,610 less, and instructors $5,300 less than faculty nationally.

- **Continue to follow WVU’s guidelines concerning classified staff salary adjustments;**
  In 2005-06 three classified staff had their PIQ’s reviewed, which resulted in these employees receiving upgrades to their positions. In 2006-07, 16 classified staff members had their PIQ’s reviewed with nine receiving upgrades and four reclassified to non-classified or FEAP positions

- **Develop a work load policy for faculty;**
  A policy is being developed.

- **Secure external funding to support five additional chairs and professorships to reward outstanding research; secure external funding to create three new professorships to recognize outstanding service and teaching;**
  For base year 2005-06 no new chairs or professorships were established. In 2006-07 the Coffman Chair was established. However, in 2006-07, five new Dean’s professorships and the Go-Mart Professorships in Accounting Information Systems were filled.

- **Dedicate additional college resources to fund new summer research awards;**
  During 2006-07, the dollar amount of summer research awards for the College was increased from $30,000 to $60,000.

- **Secure external funding to support staff professional development; and**
This is part of the Fundraising/Development Plan for the College.

- **Secure external funding for faculty professional development.**
  This is part of the Fundraising/Development Plan for the College.

**Key Indicators: Goal 3 Enhance the Educational Environment for Student Learning**

*Today’s students, both traditional and non-traditional, subsist in a culture of technology and vast communication. Technology has broadened the scope of learning and altered the perception of the world. Students should endeavor to become independent thinkers and globally conscious through experiential learning via international experiences, internships, and mentoring opportunities.*

Over the next five years-

- **Secure external funding to support an endowment for technology and facilities maintenance and improvement as related to the teaching mission of the college;**
  This is part of the Fundraising/Development Plan for the College.

- **Secure external funding to provide financial support for the development of a Business Communications Skills Center for majors in the College of Business;**
  This is part of the Fundraising/Development Plan for the College.

- **Secure external funding to support the development of a Student Managed Investment Fund (SMIF) Center which will enhance student learning in the area of investment management;**
  This is part of the Fundraising/Development Plan for the College.

- **Secure external funding to support increased activities of the Center for Chinese Business.**
  This is part of the Fundraising/Development Plan for the College.

Within the next three years-

- **Create a new undergraduate core course, “Managerial Communications,” which will provide assessment of student communication skills presently being fulfilled in designated departmental courses;**
  A task force chaired by William Reece was organized in fall 2006 and provided a written report in spring 2007 of their findings. (See appendix.)

- **Incorporate recitation sessions in selected undergraduate core courses;**
  Recitation sections for the undergraduate core course in Finance are nearly complete.

- **Create a required course in personal values and professional ethics for all degree programs—one for undergraduate majors and one for all master’s programs;**
  A task force chaired by Paula Bone was created in 2006 and a report was submitted in 2007. (See appendix.)

- **Create options for incorporating international business into our baccalaureate program;**
  A task force was formed in 2005-2006. They submitted a report with their recommendations. (See appendix). In 2006-2007, the first outcome, the International Business Programs proposal was fulfilled, and in 2007-08 initiation of the program will take place.

- **Revamp the current MBA Program into a two-year program with multiple options, degree concentrations, and experiential learning opportunities;**
This review was begun in 2006-07.

- **Strengthen the International capabilities of college faculty with strategic hires in this area; and**
  Interviewing and hiring is planned for 2007-2008.
- **Strengthen the research capability of college faculty with strategic new hires in areas where new doctoral programs can be established.**
  In 2006-07 the Division of Accounting hired four new faculty, the Division of Economics hired three new faculty, and the Division of Management hired one new faculty member.

**Key Indicators: Goal 4 Promote Discovery and Exchange of Knowledge and Ideas**

*Higher education institutions generate intellectual growth through faculty, student, and alumni interaction, institutional and community affairs, and beyond, because when communications expand, knowledge and ideas are globally exchanged.*

Over the next five years-

- **Increase the number of scholarly publications by 20%;**
  In 2005 thirty faculty published scholarly publications and in 2006 twenty faculty members published.
- **Increase the number of multidisciplinary faculty research publications;**
  In 2005 there were five faculty who published within the multidisciplinary arena and in 2006 there were five publications.
- **Increase the number of projects funded by the Research Investment Program of the WVU Research Corporation;**
  In 2005 the College received four Senate Research Committee Scholarship Awards and in 2006 the College received two awards.
- **Secure external funding to support a Forensics Research Center; and**
  This is part of the Fundraising/Development Plan for the College.
- **Secure external funding to support a Center for Free Market Research.**
  This is part of the Fundraising/Development Plan for the College.

**Key Indicators: Goal 5 Improve West Virginia’s Health, Economy, and Quality of Life**

*As the College of Business and Economics at West Virginia University, we have an obligation to extend our work beyond the walls of the College and the boundaries of the University to make a difference in the economic development of the State through our outreach and education programs.*

Over the next five years-

- **Develop additional, biennial, revenue producing programs in the Center for Executive Education;**
- **Develop revenue producing Executive Education programs in the forensics area;**
- **Increase the number of participants who partake in the MBA Essentials Program;**
  Students in the MBA Essentials Program are potentially eligible for credit in the College’s graduate degree program, should students decide to continue their education.
Develop an Entrepreneurship concentration within the newly designed MBA program;
Secure external funding to support the Entrepreneurship Center;
Increase the total enrollment in the EMBA Program by 10% and;
In 2005-06 there were 141 EMBA students in the program. In 2006-07 enrollment was 159.
Strive to add new markets not currently served by the EMBA program.

Over the next three years-

Create a BBER Advisory Panel consisting of representatives from various segments of West Virginia’s economic community;
Develop an information database of research interest and expertise for the delivery of current and future Executive Education programs;
Appoint a faculty Associate Director for Academic Programs in the Center for Entrepreneurship;
A faculty Associate Director for Academic Programs in the Center for Entrepreneurship will be appointed in 2007-08.
Secure external funding needed to support BBER faculty positions for demographer and housing/real estate; and
This is part of the Fundraising/Development Plan for the College.
Secure external funding needed to support BBER research associates for survey and forensics research.
This is part of the Fundraising/Development Plan for the College.
Appendices

AACSB Institutions

Peer School Comparison Group

Colorado State University
Kansas State University
North Carolina State University
University of Nevada at Reno
University of New Hampshire
University of New Mexico
University of Southern Mississippi
University of Wyoming
Utah State University

Aspirant School Comparison Group

Oklahoma State University
University of Alabama
University of Georgia
Indiana University
University of Iowa
University of Kentucky
University of Tennessee-Knoxville
Virginia Polytechnic Institute & State University
West Virginia University
College of Business and Economics

Faculty Mentoring Program

December 7, 2006

As we welcome several new faculty to the College this fall, it is important to recognize the investment the College has made in recruiting these outstanding people, and the investment they have made in choosing to begin or continue their careers at West Virginia University. As we welcome these new colleagues, we must actively seek to provide them with an environment conducive to their professional success. In particular, establishing appropriate workloads, designating faculty mentors, and providing them with an orientation to the culture of the college and the community of Morgantown are important to their effective transition to becoming part of our faculty.

Mentors

New faculty at the assistant professor rank, in consultation with their Division Director should be paired with another faculty member who will serve as their mentor. The mentor will ideally be a senior faculty member who shares the teaching/research interests of the new faculty, or, at a minimum, has an understanding and appreciation of the area in which the new faculty teaches and does research. It is also crucial that the mentor and the junior faculty member have a congenial, compatible relationship. The matching of mentor and junior faculty member should be mutually agreeable to both.

The mentor’s role will vary from situation to situation, but will generally involve:

a) Taking an active role in seeing that the new faculty member gets “settled in” to the college, the university, and the community;

b) Being available to answer questions and provide advice as requested by the new faculty;

c) Serving to enhance the productivity and job satisfaction of the new faculty member, serving as an advocate as appropriate and necessary.

d) The role of the mentor should be evaluated each year to insure that the relationship is working to the mutual benefit of both parties.
Communications Task Force Report

Last fall a Communications Task Force was created and charged with examining the coverage of written and oral communications in the College’s undergraduate and graduate core curriculums and making recommendations for change. The task force consisted of William Reece, Chair, Connie Banta, Scott Fleming, Terry Rose, and Mike Walsh.

The Task Force addressed the following specific issues:

- To what extent are the communication skills of our students developed in the core curricula of the College degree programs?
- To what extent are the communication skills of our students assessed in the core curricula of the College degree programs?
- What recommendations do you make regarding the strengthening the coverage of student communication skills—required courses, exercises specific to specific core courses, etc.?
- If new courses are to be developed, at what level should these courses be offered—undergraduate lower level, undergraduate upper level, and graduate level?
- Please design new course(s) in business communication skills—content, materials, pedagogy, etc.
- Explore the development of a Communications Skills Center

1. Communications skills coverage in the College’s degree programs

Each major within the BSBA and BS Econ degree programs has a formal writing course in compliance with the Faculty Senate’s requirements. The BSBA program and BS Econ also have extensive requirements for students to complete other written assignments and to make oral presentations.

The MBA and EMBA programs include written or oral presentation requirements in most of their courses. MSIR also includes these requirements, including extensive presentations related to negotiations and arbitrations. In some cases these written or oral presentation requirements involve team assignments, and in other cases they are individual assignments. We have listed some examples for each program below:

**MBA Program**

- BADM 511  Economic/Business Environment: individual written assignments
- BADM 521  Global Environment: team written and oral assignment
- BADM 535  Organizational Behavior: team written and oral assignment
BADM 525  Marketing Environment: individual written and presentation assignments

**EMBA Program**
BADM 612  Managerial and team skills: individual written assignments  
BADM 611  Information Technology: individual written assignments  
BADM 621  Business Research: group written and oral presentation assignments  
BADM 633  Leadership: individual written assignments  
BADM 654  Negotiation Strategies: individual written and presentation assignments

**MSIR Program**
ILR 548  Strategic Management for Human Resource Professionals: group oral presentation or individual written assignments  
ILR 562  Collective Bargaining and Labor Relations: group oral presentation and individual written assignments  
ILR 505  Employment Law: individual written and oral presentation assignments

The Economics Ph.D. program has many extensive writing requirements, especially the Ph.D. dissertation. The Ph.D. program incorporates oral presentation requirements in the dissertation workshop and in various teaching requirements.

**Faculty Survey**

One of the major activities of the Task Force was to survey the faculty to get additional information about written and oral communications activities in our programs. Through Mike Walsh’s efforts the Task Force administered the survey late last fall. We reviewed the findings earlier this semester. The survey asked each B&E faculty member to submit a separate survey for each course that they teach. There were 51 responses. While, all academic disciplines were represented with completed surveys, the sample was a convenience sample and should not be viewed as statistically representative of the entire College.

The survey queried faculty on the role of written papers, oral presentations, and reading assignments (outside of assigned texts) in the courses they teach. Faculty reported assigning 3.5 papers, on average. Graduate courses have a slightly higher written assignment load than undergraduate courses. The more quantitative academic disciplines (accounting, economics and finance) have significantly lower written assignment loads than management and marketing. Written papers, on average, account for about one-third of the course grade.

Questions relating to oral presentations had the same general patterns as written assignments. On average, faculty assign 1.4 oral presentations per course. Graduate courses have a slightly higher workload than undergraduate courses. The quantitative academic disciplines have significantly lower oral presentation loads than management and marketing. Oral presentations, on average, account for about 11% of the course grade.

Almost all courses have an assigned text. Relatively few courses have additional reading assignments using other books. On average, responding faculty reported asking students to read five scholarly articles and three additional articles.
In addition to asking faculty for information about their written and oral presentation assignments, the survey solicited faculty comments on student communications skills and performance. There were two recurrent themes among the many comments. First, faculty expressed concern over their ability to use written assignments given increasing class sizes and the time required to grade such assignments. Secondly, some faculty recommended that the B&E application process include an evaluation of an applicant's writing abilities as a means to ensure our student body has the necessary foundation of communication skills.

2. Evaluation

The Task Force concluded that the College seems to face two potential tasks in this area. The first is continuing efforts to make improvements for students with communications skills ranging from adequate to excellent. The second is major remedial work for students lacking elementary writing skills.

**Improving communications skills of students with good communications skills**

The Task Force discussed possible new courses, required readings, and increased writing for activities, both in class and outside of class, such as through student organizations, to develop student writing skills. Task Force members discussed faculty concerns with the time required to implement and grade new, and current, writing requirements in class. This is becoming increasingly important as student enrollment grows faster than faculty size. We discussed adding non-faculty resources to take some of the burden of writing instruction and grading. The Task Force considered using online courses or other online resources to improve student writing. Task Force member Connie Banta discussed our activities with Laura Brady, Chair of the WVU Center for Excellence in Writing, finding that the Center would be happy to work with us on writing skill development. The Task Force discussed developing a B&E Communications Skills Center or developing ways to collaborate more with the WVU Writing Center or the WVU Libraries to enhance B&E student access to writing resources.

The Task Force also considered improving presentation skills by creating a B&E student affiliate of Toastmasters International.

**Remedial work for students lacking elementary communications skills**

B&E conducted a formal writing assessment more than a decade ago. It discovered frequent student writing errors which representatives from the English Department identified as the kind of errors made by students who do not read. Further, the U.S. Department of Education’s National Center for Education Statistics recently released the 2005 National Assessment of Educational Progress (NAEP) in reading and mathematics at grade 12. (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007468) The results showed that only 73% of the nation’s 12th-grade students could read at a “basic” level or higher. Only 35% could read at the “proficient” or “advanced” levels. These results were significantly lower than the 1992 reading performance levels. Note that this assessment covered 12th-grade students, many of whom would enter colleges or universities the following year.
We may be seeing in our classes many of these students having less-than-proficient reading skills. These students will not write well until they improve their reading. This suggests that reading may represent an area to be emphasized with the faculty as a means to improve communication skills.

The Task Force discussed many ways to deal with student communications skills through reading. Two possible ways to improve student literacy would be (1) a regular common reading requirement, such as one popular fiction or nonfiction book each semester, for all B&E majors or (2) greater use of reading assignments using the Wall Street Journal. A third approach would be to create a course on business literacy based on reading exemplary samples of business writing. The course would also examine basic elements of good writing, including vocabulary and word choice, sentence structure, and paragraph development. This course could be aimed at freshmen as a complement to BUSA 101, Introduction to Business.

The committee discussed an approach to radically improve the minimum writing skills of B&E students that would be difficult to implement but highly effective. This would be to add a writing test to the College’s undergraduate admission requirements. Students could be given a choice of passing the writing test or successfully completing a remedial writing course. The remedial writing course could be for-credit or non-credit, and it could be delivered as a traditional class or on weekends or online.

3. Recommendations

The Task Force makes the following recommendations:

1. Increase reading assignments in B&E courses. This could include a College-wide common reading assignment each semester or greater use of the Wall Street Journal.

2. Increase College resources for writing instruction and grading.

3. Inform faculty of available WVU resources and develop joint programs with the WVU Libraries and WVU Center for Excellence in Writing.

4. Implement the course on Business Literacy discussed above.

5. When resources (including space and money for staff and other resources) permit, create a B&E communications skills center. The Center would accomplish the following:
   • manage the College’s writing and presentation skills resources;
   • coordinate with the WVU Libraries and WVU Center for Excellence in Writing;
   • monitor and promote online resources for enhancing communications skills;
   • create communications skill development activities for students.

6. Add a writing requirement to B&E admissions requirements. This would require either passing a brief writing test or completing a writing course. The course could take a variety of forms:
   • a short non-credit course meeting on weekends;
   • a new 1-credit course, 2-credit or 3-credit B&E course;
   • a course from the English Department or Communications Department;
   • the 3-credit Business Literacy course discussed above;
• an online course, perhaps bought from a vendor.

The Task Force would be happy to meet with at your convenience to discuss these findings and recommendations.
Ethics Task Force Report

Submitted By:
Paula Fitzgerald Bone, Chair
Karen Russo France
Gary Insch
Peter Leeson
Bonnie Morris

The Ethics Task force has examined the honor codes and the course offerings of the top ten business schools and the WVU Peer Institutions. That information is available on the H: drive under Ethics Task force.

Based on our research and deliberations, we make the following recommendations:

1) All students entering the College of Business and Economics should read and sign an Honor Code. The proposed Honor Code is attached. These documents should be kept on file. We suggest that this signing is part of the professional development course, until an ethics course becomes a requirement for graduating.

2) All entering juniors should enroll in a three-hour required BCOR ethics course. The ideal situation would be to have a full-time professor with a strong interest in business ethics hired to develop and teach this course. Alternatively, the course could be team taught on an overload basis so that various professors with an interest in ethics take portions of the course to teach their specialty. This model is similar to the model used in the BUSA 101H course. The actual content and pedagogy of the course should be determined by the instructors taking into consideration the AACSB report EETF-report-6-25-04, Ethics Education in Business Schools.

3) Professors should be encouraged to include the Honor Code in their syllabi.

4) In their syllabi, professors, should clearly outline what they will do when plagiarism or cheating occurs. A prototype statement is:

Full information regarding plagiarism and cheating, along with the consequences of those action, is presented in the West Virginia University Student Conduct Code available in the Student Conduct Code (Section IV B).

If there is suspicion that a student enrolled in the course has violated the B&E Honor code, I will discuss the situation with the student(s) involved to determine whether cheating or plagiarism occurred. If there is evidence of the Honor Code being violated, I will send the student(s) an e-mail that states the specific violation and the consequences of that violation.
a) I will choose any or all of the following consequences:
   i. A grade of zero on the assignment/test.
   ii. A failing grade in the course.
   iii. An unforgivable “F” in the course.
   iv. Other options which seem reasonable given the violation.

b) I will forward the evidence of the Honor Code violation, along with a copy of the e-mail sent to the student, to the Student Code Administrator.

5) Professors should be encouraged to have students sign the following statement (taken from the Honor Code) on tests and assignments when appropriate. The proposed statement is, “As a student of the West Virginia University College of Business and Economics, I pledge to perform all academic activities with both honesty and integrity. Unless expressly permitted by the course instructor, I did not receive assistance of any nature to complete my examinations or other assignments, nor did I provide any form of assistance to another student. I have submitted only original work, and have given credit to others where appropriate.”

6) The Honor Code will be presented to entering juniors in the PD class during the first or second week of classes. The signed code will become part of the students’ files. Bruce Lane has already approved of this procedure.

7) The Honor Code should be presented to graduate students at their respective orientation programs. ILR has agreed to include the Honor Code as part of its one-day orientation.
New Program Proposal:
DBA in Global Management & Applied Leadership
Division of Management & Industrial Relations
College of Business & Economics, West Virginia University

Summary Information
Name of Institution:  West Virginia University (WVU)
Date:       October 22, 2007
Category of Action Required:   Approval of a new program
Title of Degree:    DBA in Global Management & Applied Leadership
Location:      WVU College of Business & Economics and at various members schools of the European Consortium for University Studies (ECUS):
• University of Applied Sciences Foundation, Kufstein (Consortium Leader), Austria
• University of Applied Sciences, Fulda, Germany
• College of International Business, Fontainebleau, France
• University of Latvia, Riga, Latvia
• College of Business Las Palmas de Gran Canaria, Spain
• Institute for Industrial and Financial Management (IPFM), Prague, Czech Republic
• Northern Hessian University of Applied Sciences, Bad Sooden-Allendorf, Germany

Effective date of proposed action:  Summer/Fall 2008 (or ASAP)

Brief Summary Statement
The faculty in the College of Business & Economics at West Virginia University is seeking approval for a new doctoral degree granting program. The doctoral degree will be a Doctorate of Business Administration (DBA) in Global Management and Applied Leadership. The degree will be delivered through a combination of structured coursework, distance learning, directed study, and research components. New courses have been developed for this program and copies of the syllabi for those courses are attached.

The degree is designed for managers and executives in Europe who already have advanced business degrees and business experience. The program is particularly designed for working individuals seeking to increase their research and problem solving abilities beyond the masters degree level of education. The proposed DBA program will be designed to meet the requirements and guidelines of AACSB International doctoral education. The degree will be offered in conjunction with the European Consortium for University Studies (ECUS) to students in the European community. The degree will be awarded by West Virginia University (WVU) and under the supervision of the College of Business and Economics
faculty at West Virginia University. The international partner schools will contribute faculty, facilities and infrastructure, marketing, and public relations to continental Europe. Faculty members will be approved by the College of Business and Economics at WVU and will be academically qualified by AACSB International standards.

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Appendix A – Sample Program of Study

Appendix B – Proposed Budget

Appendix C – WVU Catalog Descriptions of Courses to be used in the DBA

Appendix D – Faculty Information

PROGRAM DESCRIPTION

The program is designed for working individuals seeking to increase their research and problem solving abilities beyond an MBA. Emphasis is placed on workplace solutions to workplace problems using current research techniques. Graduates will have the ability to function as change agents in their organization or in a consultancy role.

There is a very high demand for a degree of this type. For the past few years, the AACSB Board of Directors, through its Committee on Issues in Management Education and the Doctoral Faculty Shortage Working Group, has explored numerous solutions to the global shortage of business doctorates. They are currently encouraging schools to develop alternative doctoral training programs such as those often conducted at AACSB accredited schools in Europe. (Request for Preliminary Proposals for Programs to Increase Production of Academically Qualified Business Faculty” – AACSB International).

The “traditional” European model of PhD education was a research-only program with little or no course work and an apprenticeship relationship between the student and the major advisor. The emphasis was on developing disciplinary knowledge and not on its application or on the role the student would fill upon graduation. More recently, European business schools have identified the need for knowledge development that is more directly applicable to the problems encountered in the day-to-day practice of the profession. This has led to the development of DBA programs in many European countries. Like PhD programs, these programs include traditional course work, but the dissertation research is driven largely by problems encountered in the practice world. Students are primarily seasoned professionals who seek the doctorate to gain skills needed to solve problems in the work world.

Program Objectives

The objective of the professional doctorate program is to provide managers and executives, who already have advanced business degrees and significant business experience with business research skills, strategic thinking skills, decision-making skills, and practical knowledge of advanced theory and practice in the area of leadership in global/international business. After completing the program, graduates will be able to:

- Appreciate the holistic nature of global business opportunities and problems.
- Understand the role of inquiry and research in solving global business problems.
- Develop a research plan to address global management/leadership problems.
- Apply research skills to solve global business problems.
- Complete a dissertation which addresses a global business issue.
• Consult in business settings and advance in careers that require a doctorate degree for advancement.

Program Identification
Classification of Instructional Program (CIP) identifier: 52.1101

Program Features
The professional doctorate degree (DBA) will emphasize preparation for research. The prime objective of the program will be to “produce” graduates who can contribute to the advancement of their professions and to the expansion of knowledge relating to the current theories, practices, and issues in leadership and in international business management.

Recruitment and Admissions
Consortium schools will identify potential students for the proposed professional DBA. Students will be recruited to the program via advertisements in national publications, online listservs of professional organizations, and through personal contacts.

Applications will be housed at the University of Applied Sciences Foundation, Kufstein, Austria. The credentials of qualified applicants will be forwarded to WVU and distributed to the DBA selection committee and interested faculty. West Virginia University faculty will be responsible for the admission of the students and have the final say on which students are admitted.

Admissions Standards
Admission into the program will take into consideration the following:
• A completed application by (August 15) of each year for (Spring Semester) admission.
• An MBA degree or equivalent from a recognized university.
• A minimum of two years of work experience.
• A statement of purpose regarding the DBA degree.
• A current resume.
• Three letters of reference.
• Official copies of all university transcripts.
• An official GMAT (Graduate Management Admissions Test) score.
• Students whose native language is not English must demonstrate that they are able to perform successfully in university-level coursework where English is the language of instruction and assessment. WVU requires candidates to submit the appropriate English test scores (TOEFL 580 paper; 237 computer; 92 internet based).

Performance Standards
Students in the DBA program are subject to the following performance standards:
1. Students are expected to maintain a 3.0 or better GPA for all courses completed as a doctoral student at WVU.
2. A student may carry forward one C grade in any course to be applied toward the doctoral degree. A second C will result in dismissal from the program.
3. A grade of D or F in any course to be applied toward the doctoral degree will result in dismissal from the program.
4. All courses (excluding dissertation credits) will be taken for a letter grade.
5. Dismissal from the program may also occur as a result of failure on either of the comprehensive examinations, or failure to complete all degree requirements within the specified time limit.

Program Requirements
The program will be designed to be delivered in three years. The classes will be delivered through a combination of face-to-face and online delivery. The program of study requires the satisfactory completion of 56 semester credit hours distributed as follows:
- Concentrations Courses – 18 Semester Credit Hours
- Research Methods – 12 Semester Credit Hours
- Current Issues – 6 Semester Credit Hours
- Dissertation – 20 Semester Credit Hours
A sample program is presented in Appendix A.

Qualifying and Comprehensive Examinations
After the first year of coursework, student a first-year comprehensive examination will be administered. After the second year of coursework, a second-year comprehensive examination will be administered. Successful completion of both examinations will admit the student to candidacy for the doctorate.

The comprehensive examinations will be administered in a designated week. Readers will be from WVU and the ECUS faculty and evaluators’ scores will be averaged to determine a final score for each student. Students who do not pass their comprehensive examinations will be provided with a plan for remediation. This plan for remediation may require students to successfully complete additional course work, independent study, and/or participate in other action deemed necessary and appropriate.

Dissertation Summary
After successful completion of comprehensive examinations, students will form their dissertation committee and set a date for dissertation proposal defense. The dissertation committee will normally consist of three faculty members with at least one faculty member from West Virginia University. All committee chairs will be from West Virginia University. Topics or problems that are within the realm or context of a business practitioner, consultant or business teacher are acceptable and recommended as areas of dissertation study.

The proposal will be written in APA manuscript format and will include an extended literature review. The written proposal must be defended by the student in an open forum that includes the student’s doctoral dissertation committee.

Following approval of their dissertation proposal, students will collect and analyze data for their dissertation research project on an important global leadership topic.
The dissertation will take one of two forms. Students will either write a traditional dissertation in APA chapter format or submit a series of three publishable papers or monographs on a similar, relevant topic in their field.

The dissertation in APA chapter format will include an extended literature review and development of hypotheses, data collection and analysis, findings, and management implications. The publishable paper format will be designed in conjunction with a student’s chair and/or committee and the three publishable papers or monographs must be cleared for submission by the committee and submitted before signing off on the final dissertation defense. We emphasize peer-reviewed research publications as desired outcomes because of their positive impact on skills and the professional placement of graduates.

NOTE: All examinations will be given in English and all dissertations will be written in English.

Faculty Support

The courses will be staffed by faculty from the College of Business and Economics at West Virginia University and ECUS faculty. All faculty teaching in the proposed DBA program will be academically qualified by AACSB International standards. The College of Business and Economics at West Virginia University will determine if the academic qualification are met according to AACSB International standards. Consistent with those standards, the College of Business and Economics at West Virginia University will have on file, the current vita of the faculty teaching in the proposed professional DBA program. For consortium faculty, their curriculum vitae must be updated annually and on file in the College of Business and Economics at WVU by July of each year. Faculty from WVU and the consortium schools will be encouraged to collaborate on research activity leading to publication.

Each student will have the administrative support of two individuals, one from West Virginia University and one from the University of Applied Sciences Foundation, Kufstein. In order for the DBA to be granted, candidates must show the ability to conduct original research, including the development and testing of hypotheses. While the research may be conducted in an applied situation, it must include the identification and application of relevant theory as well as an understanding of the practical issues involved.

Advising

Graduate faculty at WVU and the ECUS schools will advise students. This faculty will be responsible for approving and supervising student coursework and examinations.

Catalog Description

The doctorate in business administration is a professional doctorate degree designed to enable students to broaden and refine their knowledge of international management and applied leadership and to develop the research skills needed to complete applied research. The degree is designed to prepare students for careers in business. Student programs are planned with the assistance of a faculty advisor and approval of the director of graduate programs. Additional information about the graduate program and the regulations and requirements pertaining to it may be obtained by securing a copy of Doctorate in Business Administration.
from the graduate director. Students are bound by these regulations and requirements, as well as those of the College of Business and Economics.

Program Outcomes

The development of a DBA in Global Management and Applied Leadership in the European market will allow the College of Business and Economics at West Virginia University to meet a growing demand for doctoral level degrees in the European business community. It will also provide increased research opportunities for WVU and ECUS faculty, thereby enhancing the faculty productivity in all partner schools.

Program Delivery

The program will be designed to be delivered in three years through a combination of face-to-face and online delivery. The program will begin with a week-long orientation program at WVU. Students will meet the faculty, become familiar with the computer technology needed for course delivery, and begin their first course (Philosophy of Research and Research Methods). The courses will be delivered in a sequential, linear fashion, as illustrated in the suggested delivery schedule below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Date</th>
<th>End Date</th>
<th>Weeks</th>
<th>Credits</th>
<th>Format Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Research</td>
<td>25-May-09</td>
<td>26-Jun-09</td>
<td>5</td>
<td>3</td>
<td>Five sessions during intensive week plus four weeks to finalize the course.</td>
</tr>
<tr>
<td>Global Management Models in HR/OB</td>
<td>29-Jun-09</td>
<td>4-Sep-09</td>
<td>10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Psychology &amp; Group Processes</td>
<td>7-Sep-09</td>
<td>13-Nov-09</td>
<td>10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Global Leadership &amp; Change</td>
<td>16-Nov-09</td>
<td>18-Dec-09</td>
<td>5</td>
<td>3</td>
<td>Course is taught over Christmas break; one week is Thanksgiving Break in US.</td>
</tr>
<tr>
<td></td>
<td>4-Jan-10</td>
<td>5-Feb-10</td>
<td>5</td>
<td></td>
<td>One less week due to time over break to work on paper and prep.</td>
</tr>
<tr>
<td>Organizational Theory</td>
<td>8-Feb-10</td>
<td>23-Apr-10</td>
<td>11</td>
<td>3</td>
<td>Includes Easter week</td>
</tr>
<tr>
<td>International Strategy &amp; Theory</td>
<td>26-Apr-10</td>
<td>2-Jul-10</td>
<td>10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year One Examination</td>
<td>10-Jul-10</td>
<td>11-Jul-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Methods</td>
<td>12-Jul-10</td>
<td>13-Aug-10</td>
<td>5</td>
<td>3</td>
<td>Five sessions during intensive week plus four weeks to finalize the course.</td>
</tr>
<tr>
<td>International Marketing</td>
<td>16-Aug-</td>
<td>22-Oct-</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The culmination of year one will be a systematic review of the extant literature in the area of study chosen for future dissertation work. The topic area will be chosen by the student and his or her major professor. The outcome of this phase will be a 30-40 page literature review of publishable quality. A first-year examination will be administered following the International Strategy and Theory course.

The second-year examination will be administered following the Multivariate Analysis and SEM course. The culmination of the second year of coursework will be a dissertation proposal that will include the phase one literature review as well as research methodology, data collection and analysis plan, and development of formal hypotheses. This written document will be presented to the student’s dissertation committee and other interested faculty and must be approved by the committee before the student enters the third phase of research.

After the student has completed all relevant course work, written and oral examinations will be administered. Successful completion of the examinations will admit the student to candidacy for the doctorate.

After successful completion of comprehensive examinations, students will form their dissertation committee and set a date for dissertation proposal defense. The dissertation committee will normally consist of three faculty members with at least one faculty member from West Virginia University. All committee chairs will be from West Virginia University. Topics or problems that are within the realm or context of a business practitioner, consultant or business teacher are acceptable and recommended as areas of dissertation study. The dissertation must be approved by the student’s dissertation committee before the DBA is granted.

In order for the DBA to be granted, candidates must show the ability to conduct original research, including the development and testing of hypotheses. While the research may be conducted in an applied situation, it must include the identification and application of relevant theory as well as an understanding of the practical issues involved.

### PROGRAM NEED AND JUSTIFICATION

**Relationship to Institutional Goals/Objectives**

West Virginia University seeks to provide high quality, student-centered, holistic education. The research efforts of those at the University are focused on excellence, impact, and reputation. The University is also committed to using technology to deliver programs. A
main objective of the University is to prepare students to serve as leaders and responsible citizens, who are respectful of the environment and conscious of their impact on the local and global community.

The proposed DBA program will provide a research forum by which knowledge in the areas of global management and leadership is expanded. It is designed to provide students with the expertise needed to be leaders in their communities and in the global community. The use of cutting-edge technology to deliver much of the program is also consistent with the goals and objectives of West Virginia University.

**Relationship to the College of Business & Economics Mission**

The Doctorate of Business Administration (DBA) in Global Management and Applied Leadership aligns with the mission of the West Virginia University College of Business and Economics (B&E) and the Association to Advance Collegiate Schools of Business (AACSB). The College of B&E strives to have an international focus while providing quality educational opportunities. As such the DBA would support five out of the six bullet points outlined in the B&E mission state (see below). Furthermore, as AACSB has identified a global shortage of business doctorates, this program serves to address that need.

Offering a DBA degree will support the B&E's mission in a number of ways. Indeed four of the six bullet points outlined in the B&E mission statement are addressed directly by our proposed program.

- **"to provide high quality undergraduate and graduate programs to our students"**
  
The addition of the DBA to the College's portfolio of graduate degree offerings would be a significant advancement to the College's stature and reputation. The first concentration would be in International Business. But future tracks could be added as divisions' desire or needs arise.

- **"to promote basic and applied research in the disciplines of business"**
  
The ability to work with advanced and motivated graduate students would be a considerable benefit for faculty engaged in research. The focus on European students currently in management positions offers the opportunity for acquiring data from European corporations and institutions that offers research opportunities that are currently not available to our faculty. Subsequent foci on domestic students would afford similar opportunities in the US.

- **"to increase our ability to deliver high quality instruction and research through the use of cutting-edge technology as a vehicle to engage students, empower faculty and facilitate research"**
  
The challenges presented by offering a degree on two continents will require the use of cutting-edge technology. Our capabilities as teachers and researchers will be improved as we traverse the technological learning curve and experiment with new and stimulating methods of sharing information.

- **"to cultivate an appreciation of diversity and an awareness of continuing cultural traditions in the constantly changing global business environment"**
The DBA will provide opportunities for our faculty and best American students to interact with some of Europe’s best and brightest students. The planned future participation with a consortium of European universities means that students will be drawn from diverse areas, including former communist countries.

**Support for the College’s Evolving Strategy**

Many strategic issues recently expressed in the reports of the College’s several strategic task forces are also supported by this DBA initiative. Results of college-wide voting on the importance of these issues indicated that the DBA will provide a means of achieving many of the goals identified by the task forces. Specifically, the following objectives will be supported:

*Objective 1.1: Identify and recruit high quality graduate students.*
The proposed DBA will open an entirely new market which is currently not being served by the College both abroad and domestically.

*Objective 2.1: Recruit and retain high quality faculty.*
The DBA will likely be attractive to potential faculty recruits. The opportunities available for research will contribute to the retention of faculty. One of the strategies suggested by the task force, and overwhelmingly favored by faculty in their voting, was the creation of additional doctoral programs in the College.

*Objective 3.2: Increase opportunities for experiential learning.*
The first strategy cited in this objective makes specific reference to increasing international opportunities. The proposed DBA program will foster relationships with European institutions and individuals who will be able to provide such opportunities. Our experience with the China program has shown that our relationships with students are like seeds that we plant. As these students mature and move into positions of influence, they remain friends of WVU and often give something back to their alma mater in the form of internships, mentoring, or other contributions to experiential learning.

*Objective 3.4: Develop innovative intellectual opportunities.*
Specific strategies suggested by this task force included the development of an international business major; a call to "think big" by creative course delivery systems; and a suggestion to "to create new PhD/DBA programs that follow the College’s niche strategy." This suggestion drew noteworthy support from faculty in the voting stage.

*Objective 4.1: Celebrate and value discovery*
The ability for faculty to work with European graduate students would provide a new means of discovery for the College. The nurturing of ongoing relationships with the graduates of the DBA program will assure that opportunities for discovery will increase dramatically in the future.
Objectives 4.2 and 4.3: Build upon strengths and enable the exchange of ideas.

Most of the strategic elements of these objectives relate to the enhancement of research. Working with graduate students in other countries would be an especially effective way of enhancing research and exchanging ideas, especially in but not limited to the area of international business.

Existing Programs

There are currently no DBA programs in Global Management and Applied Leadership being offered in West Virginia. DBA programs are relatively common in the European community but few are offered in an on-line format or on a part-time basis. We will be on the cutting-edge in terms of this type of delivery.

Program Planning and Development

Members of the Management and Marketing Divisions in the College of Business and Economics have been actively engaged in planning the DBA program for the past year. In this process, we have visited both the University of Applied Sciences in Fulda, Germany and the University of Applied Sciences in Kufstein, Austria. We have developed the curriculum for the DBA based on our visits and discussions with the faculty in the ECUS and through discussion with our colleagues at WVU and other institutions.

Clientele and Need

Recent publications point to an increasing need for doctoral graduates in the German speaking countries. The Deutsche Forschungsgemeinschaft – DFG (German Research Association) and the Deutscher Akademischer Austauschdienst (German Academic Exchange Service) expect an increasing demand for academically qualified university graduates, who also possess an outstanding command of research methods and research orientation (see: Notizen aus der Wissenschafts- und Bildungspolitik, 2006, Hrsg: DAAD). Recent surveys conducted by the Bundesagentur für Arbeit (German Federal Agency for Labour and Employment, 2007), by the Arbeitsmarktinformationsservice der Zentralstelle für Arbeitsmarktvermittlung (Job Market Information Service of the German Central Agency for Employment Studies, 2007), by the OECD (2006) and by the German Federal Ministry of Higher Education and Research (2006) predict that the perspectives for DBA- and similar programmes can be summarised as follows:

Currently there is a significant trend being observed - in particular in the service industries - that the requirements for jobs at higher levels show an ever increasing demand for “scientific” and “scholarly” skills. This leads to an increasing demand for highly qualified graduates with “scientific” and “sophisticated” competences in business, management, economics and technology, with a focus on international orientation. Related surveys in Europe and worldwide support those prognoses (see: European University Association Publications 2007. Doctoral Programmes in Europe’s Universities: Achievements and Challenges).
To date, there is no accredited DBA program in the German speaking countries. It is anticipated that 20 qualified students will be admitted to the program in the first year followed by another 20 in year two and another 20 in year three.

**Employment Opportunities**

We are assured by our ECUS partners that the employment opportunities are vast in the international market. In a recent report, the Director General for Higher Education of the European Union pointed out (EU-Annual Report 2005) that the economic and business management graduates with a doctorate will be in high demand in European and international context in the following fields:

- Leading positions in private enterprises at the echelon of board of directors as well as in functional areas, which require outstanding knowledge of “scientific” methods and of the latest “scientific” developments in related disciplines; this is also valid for positions on the second and third echelon, dependant on the company size.
- Staff functions for special issues and in specific departments (i.e. taxes and finance, market research and market observation, market design, risk management etc.) also require ever increasing scientific “qualifications.”
- Public and semi-public institutions as well as public-private partnerships (including chambers of commerce, associations, research institutes, international institutions like WTO, IMF, World Bank, OECD, EU etc.) are increasingly aiming at the recruitment of academics with at least a master’s degree and in many cases with a doctorate.

By taking a close look at study and research opportunities in the German speaking countries, it would make sense, not to develop “mass” institutions, but to focus on “excellence” education and research in relatively small units, based on European partnerships and networks of collaborating universities. The concept of so-called “excellence centers in research and education” can be regarded as extremely promising, for providing candidates with advanced knowledge of “scientific” methodology and “scientific” contents.

Candidates will either be going for leading positions in industry or, alternatively, for an academic career. This view is supported by a study of the “German Conference of University Presidents and Rectors”, conducted in 2005 with the title “University Graduates for the European Labour Market.” This report points out that the internationalisation of labour markets has been growing tremendously and will continuously increase (Hochschule und Wirtschaft als Partner in Weiterbildung, Wissenstransfer und Forschung auf dem Europäischen Arbeitsmarkt, 2005).

**Program Impact**

The addition of a doctoral program in business administration will provide several important benefits to the College of Business and Economics. First, the College will be on the cutting edge of the growing need for alternative doctoral educational delivery. By being one of the first U.S. universities to offer this type of program, B&E’s international reputation and prestige will be enhanced. Second, this program will spur innovation in the development and delivery of education to multiple international sites and will increase B&E’s standing and appeal in the domestic and international community. Third, the addition of a doctoral program will greatly assist in the attraction and retention of research active faculty. Fourth,
this program will be at least revenue-neutral and could possibly generate revenue for the College while providing for the initial start-up and development of a doctoral program.

The B&E faculty will also benefit tremendously from this program. First, interested faculty will be able to design and teach doctoral-level courses that will keep them current in their fields and add doctoral level courses to their teaching portfolios. Second, the program will provide opportunities for interested faculty to travel and teach overseas. These experiences will add to the international experience and expertise of the faculty. Third, doctoral students will be available to work with the faculty on various research projects and their dissertations which will produce numerous opportunities for increased publication. Fourth, our consortium partners and international doctoral candidates will provide significant networking contact for international data collection, government grants and research collaboration.

**Cooperative Arrangements**

Faculty from the ECUS will be teaching in the DBA program on a limited basis. They will teach as adjunct faculty for the Management and Marketing Division.

**Alternative to Program Development**

There are a number of alternatives to the creation of a DBA in Global Management and Applied Leadership. These alternatives have been examined and rejected for various reasons. These alternatives include creating a traditional PhD program in Business Administration or not creating a doctoral program at all. It is felt that the creation of a traditional PhD program would be cost prohibitive. It would require additional faculty lines, classrooms, marketing expenses, etc. It would also be difficult to compete with other well-established regional universities offering traditional PhD programs (i.e. University of Pittsburgh, Carnegie Mellon University, And Virginia Polytechnic Institute).

The second alternative, not creating a doctoral program is always possible, but we have a unique opportunity to meet a growing demand for professionally qualified doctoral students. With the growing shortage of doctoral candidates world-wide and the ever-increasing importance of international education, we are in a unique position to offer a program that addresses this demand and is fully supported by AACSB International.

**PROGRAM IMPLEMENTATION & PROJECTED RESOURCE REQUIREMENTS**

**Program Administration**

The DBA program will be housed in the College of Business and Economics. Immediate oversight of the program will be performed by the graduate faculty and any alterations in the program will be submitted to the Graduate Council and the Associate Dean and Dean for approval. Ultimately, the University Graduate Council and the Associate Provost for Academic Affairs will provide oversight of the program.

Each institution will designate a person to serve as the officer on its campus to oversee the operations of the joint program on their respective campuses. For WVU, this person will be Dr. Cyril Logar, Associate Dean of Academic Affairs, or his designee. Dr. Dieter Schaupp, Professor of Management and Dr. Nancy McIntyre, Assistant Professor of Management, should also be copied on all messages related to the operation of this program. For the Consortium, this individual would be Dr. Josef Neuert, Professor of International
Management and ECUS – Executive Director of Doctoral Studies or his designee, currently Professor Achim Opel, Dean of Fulda Business School.

Program Enrollment Projection
It is anticipated that 20 qualified students will be admitted to the program in the first year followed by another 20 in year two and another 20 in year three.

Faculty Instructional Requirements
This is considered a strong enrollment, given approximately 8-10 graduate faculty in the Management and Marketing Divisions are available to advise students in these areas. Graduate faculty status will be sought for those who do not presently have it. Additional faculty resources are not presently needed, but may be needed in the future if enrollment is increased or if grant funding precludes faculty from teaching their normal load.

Library, Lab and Space Resources
Overall, the facilities are adequate to support a doctoral program. Because much of this degree will be delivered online, additional classroom and office space is sufficient. Because the students will all be international students, they will use the library facilities at their home institutions.

Support Services Requirements
The main support service that will be required is IT support. We have met with the IT department in the College of Business and Economics and they are confident that they can provide this support.

Facilities Requirements
The only facility support that will be needed is a classroom during the one-week intensive orientation week. Current faculty office space is sufficient.

Operating Resource Requirements
See attached budget in Appendix B.

Source of Operating Resources
The source of funding for the proposed program is secure. The program will not demand additional operating resources. See attached budget in Appendix B.

PROGRAM EVALUATION

Evaluation Procedures

<table>
<thead>
<tr>
<th>GOALS</th>
<th>MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the holistic nature of global business opportunities and problems.</td>
<td>One or more questions on a comprehensive examination will assess the students’ ability to understand the holistic nature of global business.</td>
</tr>
<tr>
<td>Understand the role of inquiry and</td>
<td>Successful completion of the Philosophy of</td>
</tr>
</tbody>
</table>


Develop a research plan to address global management/leadership problems.

- Successful completion of research-related courses with a “B” or higher.
- Successful defense of dissertation prospectus and completion of research benchmarks will assess the students’ ability to develop and carry out a research plan.

Apply research skills to solve global business problems.

- Successful completion of research-related courses with a “B” or higher.
- Successful defense of dissertation.

Complete a dissertation which addresses a global business issue.

- Successful defense of a dissertation will assess the ability of students to apply their research skills to business problems.

Consult in business settings and advance in careers that require a doctorate degree for advancement.

- This will be assessed with post-graduate surveys to track the career path of graduates.

### Accreditation Status

The DBA Committee has met with Jerry Trapnell, the Executive Vice-President and Chief Accreditation Officer for AACSB International. Jerry and the accreditation team at AACSB are anxious to work with WVU in developing this DBA program and will guide us through the process so that we will be sure to meet all of the standards for delivery of alternative doctoral education. Because this program is being developed in conjunction with AACSB, there should be no negative impact on the accreditation process.

### Future Potential for the DBA Program

The proposed DBA program focuses on developing a relationship with Fachhochschule Kufstein. The initial participants in the program will be Europeans enrolled at WVU taking courses from WVU and Kufstein faculty utilizing distance learning technologies as well as participating in face-to-face workshops.

More importantly, this proposal can form the basis of future initiatives that provide exceptional opportunities for the College of Business and WVU in three areas: expansion of the DBA program to include American students; expansion of the program to include other European institutions; and expansion of our technological infrastructure and course delivery capabilities.

As the program expands, we will necessarily be adding capabilities to our technological infrastructure. Such capabilities will be required to meet the challenges of offering courses in a multi-national environment. The College, therefore, will be learning lessons that may be valuable to other programs both within B&E and in the University at large. This will enable B&E to become a leader in the delivery of advanced course work worldwide.
**Appendix A – Sample Program of Study**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Credit</th>
<th>Spring Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Philosophy of Research</td>
<td>3</td>
<td>Social Psychology &amp; Group Processes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Global Management Models in HR/OB</td>
<td>3</td>
<td>Global Leadership &amp; Change</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

|        | Summer 1        |         |                           |        |
|        | Organizational Theory | 3      | International Strategy & Theory | 3      |
|        | 1st Year Exam   |         | 1st Year Paper – Literature Review |         |

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester</th>
<th>Credit</th>
<th>Spring Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quantitative &amp; Qualitative Research Methods</td>
<td>3</td>
<td>Linear Statistical Models</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>International Marketing</td>
<td>3</td>
<td>Current Topics in Global Strategy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

|        | Summer 2        |         |                           |        |
|        | Current Topics in Global Leadership | 3      | Multivariate Analysis & SEM | 3      |
|        | **Comprehensive Exam** |         | 2nd Year Paper – Dissertation Proposal |         |

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall Semester</th>
<th>Credit</th>
<th>Spring Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dissertation Development</td>
<td>4</td>
<td>Dissertation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>4</td>
<td>Dissertation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>4</td>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

|        | Summer 3        |         |                           |        |
|        | Dissertation Defense |       |                           |        |
## Appendix B – Proposed Budget – DBA in Business Administration

### Three Year Projection
(all figures in US Dollars)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1 Cohort</td>
<td>220,000</td>
<td>220,000</td>
<td>220,000</td>
</tr>
<tr>
<td>Year 2 Cohort</td>
<td>220,000</td>
<td>220,000</td>
<td>220,000</td>
</tr>
<tr>
<td>Year 3 Cohort</td>
<td></td>
<td></td>
<td>220,000</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>220,000</td>
<td>440,000</td>
<td>660,000</td>
</tr>
<tr>
<td><strong>Direct Costs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Salary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WVU Faculty</td>
<td>32,000</td>
<td>56,000</td>
<td>56,000</td>
</tr>
<tr>
<td>Consortium Faculty</td>
<td>7,500</td>
<td>22,500</td>
<td>22,500</td>
</tr>
<tr>
<td>Fringe</td>
<td>10,863</td>
<td>21,588</td>
<td>21,588</td>
</tr>
<tr>
<td><strong>Total Salaries</strong></td>
<td>50,363</td>
<td>100,088</td>
<td>288,788</td>
</tr>
<tr>
<td><strong>Dissertation Supervision</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>WVU Faculty</td>
<td>0</td>
<td>0</td>
<td>112,000</td>
</tr>
<tr>
<td>Consortium Faculty</td>
<td>0</td>
<td>0</td>
<td>36,000</td>
</tr>
<tr>
<td>Fringe</td>
<td>0</td>
<td>0</td>
<td>40,700</td>
</tr>
<tr>
<td><strong>Total Salaries</strong></td>
<td>50,363</td>
<td>100,088</td>
<td>288,788</td>
</tr>
<tr>
<td><strong>WVU Administrative Overhead</strong></td>
<td>(26%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>7,200</td>
<td>14,400</td>
<td>14,400</td>
</tr>
<tr>
<td>Lodging/Meals</td>
<td>3,000</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Kufstein Classroom</td>
<td>1,500</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Office/Secretary (fax, phone, etc.)</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Marketing</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Admissions/Records Support</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Hospitality</td>
<td>2,000</td>
<td>3,000</td>
<td>4,000</td>
</tr>
<tr>
<td>WVU DBA Admin. Asst. + Fringe</td>
<td>26,500</td>
<td>27,825</td>
<td>29,216</td>
</tr>
<tr>
<td>WVU Overhead, Supplies, etc.</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>WVU DBA Directory + Fringe</td>
<td>15,750</td>
<td>16,538</td>
<td>17,364</td>
</tr>
<tr>
<td>WVU Hospitality</td>
<td>2,000</td>
<td>3,000</td>
<td>4,000</td>
</tr>
<tr>
<td>WVU Teaching Load Reduction</td>
<td>9,563</td>
<td>9,563</td>
<td>9,563</td>
</tr>
<tr>
<td>WVU Classroom</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Computer Costs and Teleconference</strong> Fees</td>
<td>7,000</td>
<td>14,000</td>
<td>14,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td>168,213</td>
<td>248,226</td>
<td>309,644</td>
</tr>
<tr>
<td><strong>Total Direct Costs</strong></td>
<td>218,576</td>
<td>348,313</td>
<td>598,431</td>
</tr>
<tr>
<td>Program Surplus</td>
<td>1,425</td>
<td>91,687</td>
<td>61,569</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Consortium Share</td>
<td>712</td>
<td>45,844</td>
<td>30,784</td>
</tr>
<tr>
<td>WVU Share</td>
<td>712</td>
<td>45,844</td>
<td>30,784</td>
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</tbody>
</table>

**Budget Assumptions**

<table>
<thead>
<tr>
<th>Tuition</th>
<th>$33,000</th>
<th>$33,000</th>
<th>$33,000</th>
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</thead>
<tbody>
<tr>
<td>Number Students</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>WVU Faculty</td>
<td>4</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Consortium Faculty</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Dissert. WVU Faculty</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Dissert. Consortium</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Travel RT + Grd Transpt</td>
<td>$2,400</td>
<td>$2,400</td>
<td>$2,400</td>
</tr>
<tr>
<td># of Travelers</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Lodging/Meals</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>WVU Salary</td>
<td>7,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kufstein Salary</td>
<td>7,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WVU Admin Asst. Salary</td>
<td>20,785</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WVU DBA Director</td>
<td>90000 * (1/9) + 3000</td>
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</tr>
<tr>
<td>Fringe</td>
<td>27.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WVU Teaching Load Reduction</td>
<td>$8,000 + Fringe</td>
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</table>
### Cohort Projection
(all figures in US Dollars)

**Revenue**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$660,000</td>
</tr>
</tbody>
</table>

**Direct Costs**

- **Instructional Salary**
  - WVU Faculty: $56,000
  - Consortium Faculty: $22,500
  - Fringe: $21,588

- **Dissertation Supervision**
  - WVU Faculty: $112,000
  - Consortium Faculty: $36,000
  - Fringe: $40,700
  - Total Salaries: $288,788

- **WVU Administrative Overhead**
  - (26%) $149,160
  - Travel: $14,400
  - Lodging/Meals: $6,000
  - Kufstein Classroom: $3,000
  - Office/Secretary (fax, phone, etc.): $3,000
  - Marketing: $20,000
  - Admissions/Records Support: $2,000
  - Hospitality: $2,000
  - WVU DBA Admin. Assistant: $26,500
  - WVU Overhead, Supplies, etc.: $10,000
  - WVU DBA Director: $15,750
  - WVU Hospitality: $2,000
  - WVU Teaching Load Reduction: $9,563
  - WVU Classroom: $1,500
  - Computer Costs and Support: $14,000
  - Contingency: $5,000
  - Total Operating Expenses: $283,873

**Total Direct Costs**

- $572,661

**Program Surplus**

- $87,340

**Consortium share**

- $43,670

**WVU Share**

- $43,670

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**Full Program Budget Assumptions**
<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
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<td>Fringe</td>
<td>27.5%</td>
</tr>
</tbody>
</table>
Appendix C - Course Catalog Descriptions Courses Used in Doctoral Plans of Study

DBA Courses

610. Philosophy of Research. 3 Hr.

611. Quantitative and Qualitative Research Methods. 3 Hr. Graduate-level introduction to critical issues in research methodology relevant to the social sciences. Emphasis on theory-driven, qualitative and quantitative approaches to research.

612. Linear Statistical Models. 3 Hr. Students learn to analyze data in the performance of business research using linear statistical models. Students will formulate models, use software to determine optimal model parameters, and analyze the results for validity.

613. Multivariate Analysis and Structural Equation Modeling. 3 Hr.

620. Global Management Models in HR/OB. 3 Hr. This seminar explores the prominent perspectives of international theorists and researchers in HRM and OB literature. Students will work to build a foundation with which they can build their own research agendas regarding workforce management in a global context.

630. Global Leadership and Change. 3 Hr. Traditional leadership theory is reviewed and contrasted with more recent models of effective leadership in a global context with a special emphasis on the leadership of organizational change.

640. Social Psychology and Group Processes. 3 Hr. Graduate-level introduction to social and industrial-organizational psychology. Emphasis on major theories, issues, and literature regarding social psychology and organizational behavior in domestic and international contexts.

650. International Marketing. 3 Hr.

660. Organizational Theory. 3 Hr.

670. International Strategy and Theory. 3 Hr.

680. Current Topics in Global Leadership. 3 Hr.

685. Current Topics in Global Strategy. 3 Hr.

698. Thesis or Dissertation. 4 Hr. PR: Consent. This is an optional course for majors that believe that this level of control and supervision is needed during the writing of their student’s reports, thesis, or dissertations.
Appendix D – Faculty Information

The faculty members who teach in the doctoral program are expected to conduct research for publication and conduct other forms of scholarly activity. The ten faculty members who currently plan to teach and advise doctoral students hold doctoral degrees from the following institutions:

- Kent State University
- Virginia Polytechnic Institute
- University of Pittsburgh
- University of Florida
- University of Mississippi
- Indiana University
- University of Rhode Island
- University of Kentucky
- University of Maryland, College Park

Faculty members may hold regular or associate graduate faculty membership. To be considered for regular membership in the graduate faculty, an individual must show evidence of continuing research.