NEW DEGREE PROGRAM PROPOSAL

Sponsoring Campus: University of Missouri- St. Louis

College or School: College of Business Administration

Program Title: Doctor of Business Administration

Degree: DBA

Options (emphasis areas): Accounting; Finance; Human Resource Management; Information Systems; Leadership; Logistics and Supply Chain Management; Marketing; Operations Management; Organizational Behavior; Strategic Management.

Delivery Site(s): On Campus – University of Missouri- St. Louis

CIP Classification: 52.0201

Implementation Date: August 2017

Expected Date of First Graduation: August 2020

Author of Proposal: Dr. Ekin Pellegrini
Associate Professor of Global Leadership and Management

Name and Phone Number of Person to Contact for More Information:
Dr. Thomas Eyssell
Associate Dean and Director of Graduate Studies
Co-Chair and Professor, Dept. of Finance and Legal Studies
eyssellt@umsl.edu | (314) 516 6273

Individual(s) Responsible for Success of Program:
Dr. Thomas Eyssell

Doctor of Business Administration

University of Missouri-St. Louis

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Executive Summary

The number of AACSB-accredited business schools offering a new type of doctoral program that trains practitioner-scholars is increasing. The *Doctor of Business Administration (DBA)* degree is popular and widespread in Europe, and has been gaining in popularity in the U.S. since the AACSB International Doctoral Education Workforce Report (2013)[1] recommended that business schools consider (p. 75) "a three-year, part-time research-based program positioned for senior executives looking to apply relevant knowledge and research skills to contemporary business problems in their industry. Candidates also are expected to maintain their full-time jobs throughout the duration of the program and apply their workplace needs and issues to their research."

UMSL will be the *first and only* AACSB-accredited business school in Missouri to offer a doctoral program in business administration to the regional workforce interested in advancing their knowledge and research skills, but who are not willing to give up successful careers to pursue a full-time, traditional Ph.D. program.

As the AACSB outlines on BestBiz Schools[2]: "The business Ph.D. and the DBA are more similar than they are different. In general, the focus of a Ph.D. program is to develop new theory, whereas the focus of a DBA program is to apply theoretical knowledge to the advancement of business practice. Both Ph.D. and DBA programs require original research culminating in the creation and defense of a dissertation."

The mission of the DBA program is to train executives to become leaders of management practice by engaging in theoretically grounded, methodologically sound applied research, with the guidance and mentorship of UMSL Business faculty. The DBA program contributes to the College's mission to *incorporate best-business-practice and current academic theory* into all of our educational programs and *fully engage with the St. Louis business community*. If approved, the UMSL DBA would be the *only* AACSB-accredited DBA program offered in Missouri, Kansas, Tennessee, Kentucky, Indiana, and Ohio. Accordingly, the UMSL DBA also aims to attract business professionals to the St. Louis region from neighboring cities, such as Kansas City, Des Moines, Cedar Rapids, Indianapolis, Cincinnati, Nashville, Memphis and beyond.

This proposal is for a 60-credit DBA program. The courses and program structure are patterned after successful DBA programs at the University of Florida and Georgia State University. The UMSL program will not require new institutional funding, as it is structured to be a financially self-supporting degree program.

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[1] AACSB International. (2013). The promise of business doctoral education: Setting the pace for innovation, sustainability, relevance, and quality. Report of the AACSB International Doctoral Education Task Force.

[2] BestBiz Schools: Primary Difference between a Doctorate in Business Administration & a Business PhD: Retrieved from: http://bestbizschools.aacsb.edu/doctorate/programs/dba

1. Introduction

Business schools have key roles to play in helping their region achieve a competitive regional economy with a skilled workforce. Skilled workers are a region's greatest competitive advantage. The vision of the UMSL DBA is to leverage the campus' strong existing relationships with the St. Louis business community, linking academia and industry, and to be a premier, high-quality program known for educating executives into scholarly practitioners who generate and apply evidence-based management practice. The DBA program helps candidates develop proficiency in applied research by improving their methodological and analytical skills. Participants who complete the program will be equipped for positions in higher education, consulting, and career advancement in their industries. In short, the DBA program contributes to the College's mission of educating business leaders.

A long-standing debate among business scholars concerns the rigor, or methodological soundness, of academic research versus its relevance to managers[3]. The Doctor of Business Administration program is designed to train scholarly practitioners through engaged management scholarship to bridge the scholar-practitioner divide. A guidance committee of research-active faculty assists doctoral students in planning a rigorous program of multidisciplinary study. Courses span the functional areas of business administration, including accounting, information systems, finance, logistics and supply chain management, marketing, organizational behavior, human resource management, leadership, operations management, and strategic management, as well as providing a solid grounding in research methodology for examining business problems empirically. Courses provide an interdisciplinary perspective and the focus is on practitioner engagement through research, creative scholarship, and production of works for publication in reputable professional and academic journals.

UMSL Business aims to extend its reach to broader communities, and serve a broader set of educational needs and stakeholders. There is growing demand for a higher-level qualification among business practitioners seeking career advancement and the DBA is a professional doctorate program that is increasingly being offered by and gaining reputation among AACSB-accredited business schools. There is currently no AACSB-accredited institution in Missouri that is offering a DBA program.

The creation of a DBA program is a crucial step in reaching the College's long-term goal of performing *applied research that advances knowledge*. All graduates of the new program will be expected to demonstrate competency in generating high-quality independent research that is published in leading business journals.

Research suggests that executive students want three attributes in their programs: A great brand, a convenient format, and professionally diverse classmates (Buono, Gitsham, Carteron, & Haertle, 2015)[4]. The proposed DBA program encompasses 60 credit hours to

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[3] Gulati, R. (2007). Tent poles, tribalism, and boundary spanning: The rigor-relevance debate in management research. *Academy of Management Journal, 50,* 775-782.

[4] Buono, A., Gitsham, M., Carteron, J-C., & Haertle, J. (2015) Sowing the Seeds of Sustainability. BizEd [online]

be completed in three years. It is a professional program that requires monthly visits to campus, and allows participants flexibility as they complete their studies while pursuing their careers. During the program, participants make one two-day trip to campus per month (Friday and Saturday). DBA courses combine traditional, in-class instruction with blended learning technologies. Instructors may increase discussion time via flipped teaching, where part of the learning traditionally completed in class is completed on the students' own time before class. Blended learning allows for an interactive, dynamic discussion during class time.

Responsibility for the program's success will be with Dr. Thomas Eyssell, who has held the position of Associate Dean and Director of Graduate Studies in the UMSL College of Business since 2005, and was the UMSL Business Director of Graduate Programs from 1999-2005. The DBA program will be housed in the UMSL Graduate Business Programs Office, and be a natural complement to the highly successful Professional MBA program, which operates in a similar weekend format. The PMBA program was started in 1998 and, during Dean Eyssell's tenure, has grown from a single cohort of 9 students to three simultaneous cohorts with approximately 70 participants each year, including one onsite at Express Scripts, Inc.

2. Fit With University Mission and Other Academic Programs

2.A. Alignment With Mission and Goals

The mission of the DBA program is to train executives to become leaders of management practice by engaging in theoretically grounded, methodologically sound applied (practice-focused) research, with the guidance and mentorship of UMSL Business faculty.

College

The DBA program contributes to the College's mission to *incorporate best-business-practice and current academic theory* into all of our educational programs and *fully engage with the St. Louis business community.* Furthermore, the DBA program helps candidates develop expertise in applied research by improving their methodological and analytical skills, and help *prepare business students for professional success in technically sophisticated local and global organizations.*

Campus

The University Missouri-St. Louis strives to be known as a premier metropolitan public research university and as a university of choice for undergraduate, graduate and professional students. The UMSL campus provides excellent learning experiences and leadership opportunities for a diverse student body. And, the DBA contributes to the campus mission of *innovative research and creative partnerships* that *foster synergies* and *advance the welfare of our stakeholders.*

The University of Missouri-St. Louis has an excellent reputation as a research university that provides career pathways and advanced education to non-traditional students. At

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UMSL, one of the key goals of the Provost's strategic plan[5] is "to conduct research and design new programs". The DBA supports these goals as a self-funding program and through its emphasis on rigorous and relevant research. The knowledge created through DBA research will heighten the ability of UMSL Business to produce an educated managerial workforce for the state and thereby contribute to the greater economic vitality of the region. In addition, the proposed program will help ensure UMSL Business remains at the forefront of business education in the St. Louis region.

2.B. Duplication and Collaboration Within Campus and Across System

The proposed program does not duplicate any existing programs in the UM System or the state of Missouri. There is no AACSB-accredited business school in the state of Missouri that offers a DBA program. There are active Ph.D. programs in Business Administration offered by St. Louis University, Washington University, and University of Missouri-Columbia; however these programs are full-time resident programs that require candidates to discontinue their careers to pursue a traditional full-time Ph.D. program. The geographically closest AACSB-accredited DBA program is in Illinois, offered by DePaul University in Chicago.

The UMSL College of Business developed a Ph.D. program in Business Administration in the early 2000s. However, it will not interface with the proposed DBA: the Ph.D. program is a traditional doctoral program, offers a single area of emphasis (Logistics and Supply Chain Management), and is currently not accepting new students.

There is one non-AASCB accredited program in the state of Missouri that has a similar goal to the proposed DBA program, however upon careful review of the curriculum, Webster University's non-AACSB accredited Doctor of Management program does not compete in the same market space at all.

3. Business-Related Criteria and Justification

3.A. Market Analysis

3.A.1. Need for Program

AACSB International (2013, p. 66) suggests "Some areas in which we challenge schools to consider experimentation and innovation are as follows":

- Opportunities to shift the cost of doctoral education to enrolled students. This may involve structuring programs or developing new programs (e.g., executive doctorate) that are convenient for working professionals to complete with the expectation that these students are able to pay for their degree completely. Some of these programs may be designed with the expectation that graduates will have careers in industry rather than in academia.

- Variation from full-time, residential delivery format. The student profile is changing across different levels of education. Many students enter degree programs at an older age

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or with other responsibilities, for example, family commitments, full-time jobs, inability to relocate, and so forth. At many business schools, a doctoral program is a rigorous, full-time study and research program. Some programs may consider experimenting with different delivery formats that may accommodate these emerging aspiring student populations.

The DBA has increasing national appeal and student demand and UMSL will be the *first and only* AACSB accredited business school in Missouri to offer a doctoral program in business administration to the regional workforce (please see Appendix A for course descriptions and Appendix B for admission requirements).

3.A.2. Student Demand for Program

Recent survey research of 500 DBA students and alumni suggested that most students enter DBA programs with a desire for personal or professional transformation, including the possibility of entering academia or a new industry (Grabowski & Miller, 2015)[6]. The vast majority of graduates state that they did experience such a transformation, in both professional and personal ways. Further, alumni viewed their *research and the research process* as far more important to their professional development, as compared with the student networks they created and non-research related coursework.

Currently, there are fewer than 20 AACSB-accredited business schools in the U.S. offering a Doctor of Business Administration (DBA) program. These programs have all been successful in attracting, retaining and graduating DBA students. In order to test the demand for such a program in the St Louis region, on April 15, 2016 we inserted a google contact form on the UMSL MBA website with the subject line "Doctor of Business Administration program coming fall 2017 (pending approval)." We have been pleasantly surprised to receive an influx of inquiries via email and phone calls as well as campus visits from 15 highly interested and well-qualified candidates in less than a month, without any marketing at all.

The DBA program we propose is consistent with AACSB recommendations and addresses a significant need in higher education. Graduates of the program will be able to advance in their careers, or, should they choose to enter academia, be able to obtain faculty positions.

The first chart below provides a glimpse into the most commonly reported disciplines for both current full-time faculty and unfilled full-time faculty positions. These two charts represent the data of 517 schools that completed the "Doctoral Faculty Demand" section of the AACSB 2012-2013 Salary Survey. The first chart is a snapshot of what types of faculty schools currently employ.

The second chart provides data on funded, authorized, and *unfilled* faculty positions. There were 1,355 currently unfilled FT doctoral faculty positions reported by this set of schools. The combination of accounting, finance, marketing, management, and economics,

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[6] Grabowski, L., & Miller, J. (2015). Business professional doctoral programs: Student motivations, educational process, and graduate career outcomes. *International Journal of Doctoral Studies*, 10, 257-279.

accounted for 78.6% of the total unfilled FT faculty positions reported with the remaining 21.4% divided among the other disciplines.

The proposed DBA program will provide graduates the necessary credentials to obtain faculty positions in the disciplines in the top 10 unfilled positions, become influential thought leaders at research universities, and have the opportunity to be published in the field's highly-respected peer-reviewed journals.
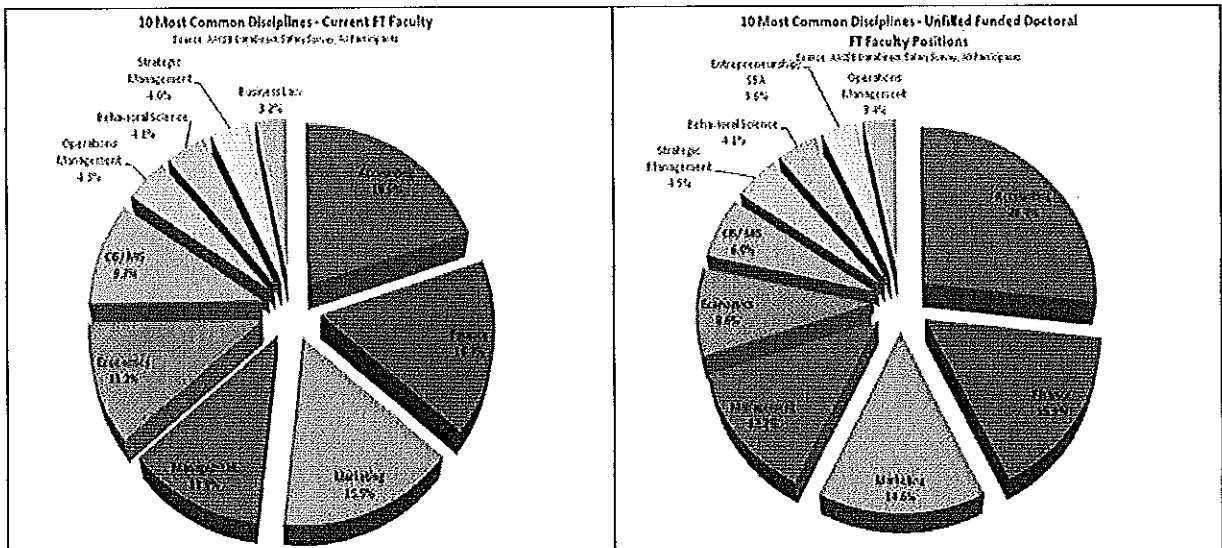
The UMSL DBA will also help organizations address complex business problems by building management expertise and advancing the talent pool available in companies. DBA graduates may choose to take the knowledge they attained through the program and apply that expertise to benefit their own companies.

The bi-state St. Louis, MO/Southern Illinois metropolitan statistical area (MSA) is home to approximately 2.8 million people, with roughly 1.5 million of prime working age – between ages 25 and 64. The state of Missouri has identified several "industry clusters" that are likely to generate significant economic growth for the region going forward: Biosciences, Financial Services, and Healthcare. The UMSL College of Business, in turn, is well-positioned to tap into these markets for DBA participants, with highly-placed alums in key firms in each of these sectors, as well as faculty who are involved via research and teaching in related fields.

The enthusiasm of the regional business community is conveyed in the quotes below, as well as in the Letters of Support (Appendix F).

> *"Given the increased challenges of predictive analytics and the vital importance of big data in driving decision-making in business administration, coupled with the internationalization of our business, I certainly support the proposed DBA Program."*

> *Luis Campedelli*
> *Executive Vice President of Human Resources*

"It is exciting that UMSL is launching a DBA program that has the potential to benefit local companies significantly. Managing a business in today's complex environment requires that our peoples' capabilities and competencies are continuously refreshed and augmented. The UMSL DBA program offers students a unique opportunity to learn advanced skills and apply them to real world challenging business problems, while continuing to work. SunEdison Semiconductor fully supports this initiative and we hope we can take advantage of the program in the years to come."

Shaker Sadasivam, Ph.D.
President & CEO
SunEdison Semiconductor

Projected registrations are based on three factors: first, we have developed extensive experience marketing and operating a premium-priced, cohort-based program with the UMSL Professional MBA program. Second, we have been in contact with the Program Directors at every other AACSB program in the United States. These conversations have been extensive, and have focused in large part on potential enrollments (as well as curriculum). These programs and current cohort sizes appear in Appendix F. As a result of these discussions, we believe that an enrollment target of 15 to 20 new students annually is not unreasonable. (Interestingly, some program directors noted that they could take even more students, but capped enrollments to ensure that program quality and academic rigor are maintained.) Finally, we note the strong relationship that exists between the UMSL College of Business (with approximately 30,000 alumna still in the region) and the business community.

We have developed three cases: most likely, best- and worst-case scenarios. Below we provide details of the most likely case.

In our most-likely case, we anticipate that initial enrollment will be relatively low, at 8 students. As we continue marketing efforts, leverage our relationships in the regional business community, and develop positive word-of-mouth, we expect to increase the number of new enrollments each year, reaching a steady state of 16 new students annually by year 5. The values in Table 1a reflect new student enrollments of 8, 10, 12, 14, and 16 in years 1 – 5, respectively, with one student lost from each cohort each year, beginning in year 2. It is also assumed that remaining students will graduate at the end of their third year.

Table 1a. Student Enrollment Projections (anticipated total number of students enrolled in program during the fall semester of given year).

Year	1	2	3	4	5
Full-Time Students	0	0	0	0	0
Part-Time Students	8	17	28	34	40
Total Students Enrolled	8	17	28	34	40

All students are considered part-time because they will be expected to continue their professional careers while in the program. Based on discussions with directors of

As noted above, we have budgeted a one-time $5,000 for a professional DBA website. All other local DBA marketing efforts will be integrated with the existing marketing of UMSL Graduate Business programs. Nonetheless, the primary DBA marketing tools will utilize our existing relationships with the business community (including seven active advisory boards and leadership councils, as well as close-knit network of graduate business alums), as well as a highly-functional, cutting-edge website.

Program marketing will initially focus on regional recruitment in St. Louis and Kansas City (see Appendix G for DBA Regional Market Map). In the second year, we will expand program recruitment to cities within five hours driving distance from St. Louis. Currently, Des Moines, Cedar Rapids, Nashville, Memphis, and Cincinnati do not have AACSB-accredited DBA programs and the proposed program intends to serve students from these markets as well. We have budgeted $50,000 for marketing expenses in the first year, and increase that amount annually.

Information Sessions and Open Houses: As we have done for many years with our other graduate Business programs, we will make presentations at local organizations and hold regular in-person Information Sessions both on and off campus. We have been holding these sessions for over 16 years on campus, in local restaurants, and onsite at large employers, and have found them to be a highly successful, relatively low-cost means of reaching prospective graduate Business students. As part of our broader regional recruitment strategy, we will also market the program and recruit from neighboring cities via advertising in business and trade publications, sponsoring of industry events, and hosting in-person information sessions out of town, in business and high tech hubs within five hours driving distance from St. Louis.

Internet Search: We will replace our "pilot" website with one utilizing search engine optimization structured in a way to return our program in the first few items for searches on "DBA" and "Doctor of Business Administration". In addition, the proposed program will be included in the member directory of AACSB-schools offering a DBA program. This member directory is maintained by the Executive DBA Council (http://www.executivedba.org/about/).

Digital Media Marketing (DMM): The UMSL College of Business has developed a strong digital marketing presence in the region. We offer extensive coursework leading to both undergraduate and graduate certificates in DMM, as well as a series of noncredit executive education courses. St. Louis has become a hotbed of entrepreneurship, much of it in the digital realm, and we have developed relationships with key individuals, incubators, and startups. And, we have offered three successful, annual DMM practitioner conferences; the most recent was held at St Louis Union Station in spring 2016 and was sold out two weeks beforehand, attracting over 1,300 participants. We will build on that expertise and on the digital marketing we are currently doing for our Master's programs to reach tech-savvy professionals.

Alumni Relations: As the DBA program grows, we will develop an alumni base and build the reputation of the program via referrals and word-of-mouth marketing by alumni, much as we have done with the PMBA program. Because the majority of UMSL graduates live

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and work in the St. Louis region, we are uniquely able to tap into our base of well-placed alums to generate interest in our programs. And, we have an active advisory board for each academic discipline in the College, as well as the Dean's Leadership Council – a group of executives representing the cream of the St. Louis business community. It should also be noted that the Dean of the College of Business, Charles Hoffman, holds both undergraduate and graduate degrees from UMSL, and, following a highly successful business career with multiple CEO positions, returned to St. Louis and was hired to lead the UMSL College of Business Administration in September, 2013. The importance of his managerial expertise, broad experience, and professional network to the success of this program is considerable.

4. Institutional Capacity

The DBA program has generated unprecedented excitement and support within the College of Business and on campus. The program was approved unanimously by the College of Business faculty (March 2016) and by the Faculty Senate (April 2016). There is strong support and confidence in the program across academic units at all levels and across campus.

The potential student pool for the program is not limited to the St. Louis area, as the program structure allows students to commute to campus one weekend a month. This significantly increases the number of potential students, as they may continue to work and live anywhere in the U.S., to participate in the program.

The proposed program has high levels of commitment from the research faculty in the College and we have the administrative infrastructure in Graduate Business Programs Office for effectively running the program. We have sufficient faculty to teach all of the courses and to chair dissertations in the first three years. Longer term, we hope to partner with other colleges at UMSL and other universities in the UM System for teaching content courses and serving as dissertation committee members.

5. Program Characteristics

5.A. Program Outcomes

Graduates are expected to:
- Demonstrate ability to independently create new and original research.
- Demonstrate ability to apply advanced knowledge on topics in business administration in ways that enhance management practice.
- Demonstrate real-world experience in applying state-of-the-art data science tools and techniques to solve industry, academic and/or business problems.
- Demonstrate a clear understanding of the ethics and security tools required to safeguard data collections that contain sensitive and confidential information.
- Demonstrate the ability to clearly communicate advanced knowledge on topics in business administration to a broad audience both verbally and in writing, using a variety of visualization and presentation methods.

5.B. Structure

This program is expected to attract students from a variety of educational and career backgrounds that include business, social sciences, medicine, law, and military. The program will have theoretical and methodological rigor that is designed to train practitioners with varied research interests into business scholars.

The structure of the 60-credit hour program includes 6 research methodology and 10 content courses (taken during the first two years), three research projects leading up to the dissertation proposal and a year of intensive dissertation work (under the guidance of a faculty mentor and a dissertation committee). The dissertation is expected to be completed by the end of Year 3. Extending the program beyond three years will result in an additional charge until the dissertation is successfully completed.

Students will attend nine, two-day on-campus residencies per academic year during the entire program (three residencies per semester). The residencies will take place on Fridays and Saturdays. During these residencies there will be face-to-face classroom instruction, research seminars, and presentations.

In between the on-campus residencies, students will remain engaged through online discussions of assigned research articles and other assigned work. Online sessions will be built into each course to prepare for the next on-campus residency. All DBA faculty have received 'online-in-9' training offered by the Center for Teaching and Learning to ensure quality and that they are all experienced in online education.

Total credits required for graduation: 60
Residency requirements, if any: One weekend a month

General education
Total credits for general education courses: Not Applicable

Major requirements
Total credits specific to degree: 60
Methods Courses: 15 credits

Course	Hrs
Statistical Modeling	3
Scientific Inquiry in Business	3
Quantitative Research Methods I	3
Quantitative Research Methods II	2
Qualitative Research Methods I	2
Qualitative Research Methods II	2

Content Courses: 21 credits

Course	Hrs
Economics for Managers	3
The Role of Accounting Information in Firms and Markets	2

Managing Talent for Strategic Advantage	2
Finance Theory and Applications Seminar	2
Contemporary Marketing Intelligence and Decision Making	2
Management of Supply Chains	2
Management of Sustaining and Disruptive Information Technologies	2
Special Topic - *Topic will be determined with input from DBA Cohort*	2
Special Topic - *Topic will be determined with input from DBA Cohort*	2
Strategic Business Analysis	2

Research Practicum Courses: 24 credits

Course	Hrs
Capstone Project Research - *Development and defense of dissertation proposal*	6
Research Practicum	6
Research Practicum	6
Research Practicum - Final Dissertation Defense	6

The sum of hours required for general education, major requirements and free electives should equal the total credits required for graduation.

Requirement for thesis, internship or other capstone experience: The program requires original research culminating in the creation, defense, and completion of a dissertation.

Any unique features such as interdepartmental cooperation: All departments in the College are involved in the program. Each department offers at least one content course and has research faculty committed to chairing dissertations.

Free elective credits
Total free elective credits: 0

5.C. Program Design and Content

The curriculum evolved over the course of an intensive one-year program design period. Dean Hoffman appointed a DBA *Ad Hoc* Committee (Chaired by Dr. Ekin Pellegrini) and this committee met regularly and worked closely with several College standing committees in building the proposed program: the Graduate Studies Committee, Doctoral Studies Committee and Faculty Policy Committee.

Externally, the committee reached out to Dr. Selcuk Erenguc, Director of the Hough Graduate Programs (University of Florida) to ensure the proposed program is structured as a quality DBA program. Dr. Erenguc graciously accepted our invitation and visited our campus *pro bono* to provide two full days of workshops and discussion sessions. Dr. Erenguc's early mentoring in September 2015 has been invaluable during the later stages of program design.

After Dr. Erenguc's visit and at his suggestion, Dr. Pellegrini attended the Fifth International Conference on Engaged Management Scholarship in Baltimore, in September 2015. During the conference, Dr. Kalle Lyytinen (Case Western Reserve University) and

Dr. Lars Mathiassen (Georgia State University) shared valuable insights in DBA program design, course content, choosing the right team (governance and teaching faculty), number of credit hours, program management, cohort sizes, and residencies, which helped lay the groundwork in planning the next steps for the proposed program. We also interviewed Dr. Praveen Parboteeah (University of Wisconsin-Whitewater) and he kindly provided very helpful suggestions in effective student selection and recruitment practices.

The DBA curriculum is outlined in Appendix A. All DBA courses are new courses, except 'Economics for Managers' which is an existing course that will be modified for DBA students. The sequence was developed with a few fundamental principles in DBA education in mind.

First, we will create a solid base of core knowledge for students with different backgrounds. Foundational courses serve this purpose and ensure a strong knowledge base.

Second, given that this is a research-based doctoral program, in the first semester we start the program with research methods courses, which cover foundations of business research and provide an overview of research methods for studying business problems.

5.D. Program Goals and Assessment

As part of the program requirements, students will submit research papers at the end of Year 1 and Year 2, which will allow DBA faculty to assess research and communication skills of students in Years 1 and 2. We expect the research papers in Year 2 to be conference-ready and expect students to have at least one conference presentation prior to graduation. At the end of summer in Year 2, students' oral communication skills will be assessed during defense of their dissertation proposals.

Our aim is to recruit successfully (i.e., recruiting the right students) and retain and graduate all students in the program. Although our aim is 100% retention, based on our conversations with other DBA programs, retention rate in DBA programs seem to be 80% after Year 1. We project at least 16 graduates in Year 4 (August 2021) and 20 graduates in Year 5.

5.E. Student Preparation

The program is designed as an executive-style graduate program for working professionals, with monthly visits to campus. We expect that students will be currently working in middle to senior management positions and have at least 10 years of work experience in their current industry. The typical DBA student is proficient in written and oral English, and portrays significant professional achievements including oral presentations, written works, leadership on major projects, and participation in professional development activities; background knowledge in the functional areas of business (accounting and finance, marketing, human resource management, corporate and competitive strategy, information systems and operations management); professional expertise and certifications (such as CPA®, CFA®, SHRM-SCP®, etc.); creative leadership and continuing intellectual development (see Appendix B for Admission Eligibility and Requirements). As noted in the Admission Requirements, GMAT and GRE scores are not required, but will be considered as evidence of intellectual capability.

5.F. Faculty and Administration

The DBA Program will be led by Dr. Thomas Eyssell, currently Associate Dean and Director of Graduate Studies, who will oversee Curriculum and Industry Relations for the program.

Additionally, a DBA Committee will be composed of the DBA Academic Director (Dr. Eyssell) and one representative from each College department. The representatives will be involved in admitting students and will represent the emphasis area faculty in the respective offering department.

DBA Program Administration

Dr. Thomas Eyssell
Associate Dean and Director of Graduate Studies
Co-chair, Dept. of Finance and Legal Studies
Professor of Finance
473 Social Sciences Building | eyssellt@umsl.edu | (314) 516 6273

Francesca Ferrari
Graduate Business Programs Director

DBA Administrative Director and Administrative Assistant (new hires)

<u>DBA Committee (Departmental Representatives)</u>

Dr. Mary Lacity, Curators' Professor of Information Systems

Dr. James Campbell, Chair and Professor of Logistics and Operations Management

Dr. Gerald Gao, Associate Professor of Marketing

Dr. Steve Moehrle, Chair and Professor of Accounting

Dr. Ekin Pellegrini, Associate Professor of Global Leadership and Management

Dr. Gaiyan Zhang, Co-chair, Dept. of Finance and Legal Studies, Professor of Finance

5.G. Alumni and Employer Survey

Alumni will be surveyed at two time points. First, we will assess program satisfaction (evaluative feedback) one month after graduation. We will also ask for developmental feedback in this first post-graduation survey.

The second survey will be conducted one year after graduation and will assess the impact of DBA curriculum and the degree toward facilitating students' career goals.

As noted previously, we will exploit our extensive relationships with businesses in the region to continuously assess our curriculum and improve our program. Employers of our graduates will be surveyed to evaluate the impact of the program on performance.

5.H. Program Accreditation

The UMSL College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The College of Business has carried AACSB accreditation since 1973, and was most recently reaccredited in 2015. The College is accredited separately in Business and in Accounting, placing it in the company of only 183 Business schools worldwide. The Doctor of Business Administration (DBA) will fall under the existing accreditation, and undergo its first review when the College is examined again in 2020.

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Appendix A: DBA Course Descriptions

Foundational Courses	Credit Hours
Statistical Modeling (BUSAD 7301)	3
Economics for Managers (BUSAD 5000)	3

YEAR ONE (18 credits)

Term I (Fall)	Credit Hours
Scientific Inquiry in Business (BUSAD 7100)	3
Quantitative Research Methods I (BUSAD 7101)	3

Term II (Spring)	Credit Hours
Qualitative Research Methods I (BUSAD 7102)	2
The Role of Accounting Information in Firms and Markets (BUSAD 7400)	2
Managing Talent for Strategic Advantage (BUSAD 7600)	2

Term III (Summer)	Credit Hours
Quantitative Research Methods II (BUSAD 7103)	2
Finance Theory and Applications Seminar (BUSAD 7500)	2
Contemporary Marketing Intelligence and Decision Making (BUSAD 7700)	2

YEAR TWO (18 credits)

Term IV (Fall)	Credit Hours
Qualitative Research Methods II (BUSAD 7104)	2
Management of Supply Chains (BUSAD 7300)	2
Management of Sustaining and Disruptive Information Technologies (BUSAD 7800)	2

Term V (Spring)	Credit Hours
Special Topic (TBA) - *Topic will be determined with input from DBA Cohort* (BUSAD 7105)	2
Special Topic (TBA) - *Topic will be determined with input from DBA Cohort* (BUSAD 7105)	2
Strategic Business Analysis (BUSAD 7106)	2

Term VI (Summer)	Credit Hours
Capstone Project Research - *Development and defense of dissertation proposal* (BUSAD 7107)	6

YEAR THREE (18 credits)

Term VII (Fall)	Credit Hours
Research Practicum (BUSAD 7108)	6

Term VIII (Spring)	Credit Hours
Research Practicum (BUSAD 7108)	6

Term IX (Summer)	Credit Hours
Research Practicum - Final Defense (BUSAD 7108)	6

The Foundations courses currently exist and are offered regularly. All DBA courses are new. All courses will be taught by existing faculty.

Statistical Modeling: Study of multivariate analytical techniques and their application to the analysis of business systems. Topics include the construction and adaptation of statistical models and extrapolative techniques to accommodate factor interactions, nonlinearities, and periodic effects. Methodologies include multiple regression, ANOVA, and general linear model, MANOVA, structural equation modeling, and time series modeling.

Managerial Economics: The concepts and tools of economic analysis are applied to the production and distribution functions of organizations. The last portion is devoted to the macroeconomic influence of capital markets, the influence of interest rates, inflation, and the business cycle.

Scientific Inquiry in Business: This course provides an overview of research methods for studying business problems including extraction of information from secondary sources, and primary data collection with surveys, interviews, participant observation, action research, field experiments, controlled experiments, case studies, design sciences and simulations. The course covers foundations of business research (substantive theories, formal theories, and frameworks). Students will learn the types of variables used to test theories, and develop the skills required for reviewing the literature and conceptualizing research questions that are important for practice. Ethical issues related to conducting and publishing research will be discussed. Students will become nationally certified in protecting human research participants and in responsible research conduct.

Quantitative Research Methods I: This course provides an understanding of the application of quantitative analytical techniques to problems in the planning and management of business

enterprises and service operations. The course provides experience in structuring analytical models and drawing inferences from their results. Topics include techniques for descriptive, predictive and diagnostic analytics, and may cover general linear statistical models, logistical regression, techniques for extrapolating time series, and statistical methods for testing conceptual models.

Qualitative Research Methods I: Working in groups, students will design and execute a qualitative research project using interviews or direct observations. During the course, students will prepare a qualitative research proposal that includes well-formed research questions, clearly positions the research as a contribution to knowledge, critically reviews the academic literature relevant to the student's topic, develops qualitative research instruments (such as an interview guide), executes the research, analyzes the data and writes up the report. Students will learn how to abstract their findings into lessons for scholars and/or practitioners. One important output of this seminar is a completed research paper suitable for publication in a respected practitioner or academic outlet.

The Role of Accounting Information in Firms and Markets: This course provides insights into various accounting theories and practices, including financial analysis to identify opportunities, archival and behavioral inquiry in accounting, the role of accounting information in valuation, the role of accounting information in firm contracting, structural cost management, executional cost management, and governance and controls.

Managing Talent for Strategic Advantage: This course provides insight into research on topics that explore how organizational behavior and human resource management practices contribute to developing and sustaining effective and satisfying workplaces. Topics such as conflict management, change management, motivation, cultural intelligence, compensation strategies, selection and promotion decisions, performance management and legal issues in employment decision making, will be discussed.

Quantitative Research Methods II: This course provides an advanced understanding of quantitative research with special attention to prescriptive analytics. Emulating work in prior published studies, students identify and frame research questions, determine appropriate metrics, develop hypotheses, build and test quantitative models, and discuss the advantages and shortcomings of alternative quantitative approaches. One important output of this course is a completed research paper.

Finance Theory and Applications Seminar: This two-unit finance course addresses contemporary issues in corporate finance, investment, financial institutions and financial markets. Extensive reviews of the literature in different finance fields are conducted. M&M theory, agency theory, capital asset pricing theory, and option pricing theory are discussed and applied in research analysis.

Contemporary Marketing Intelligence and Decision Making: This course examines how firms generate valuable marketing intelligence for critical decisions in pursuit of marketing objectives. Marketing strategies and consumer behavior are studied through literature reviews and examination of case studies. Students challenge assumptions, frameworks, and findings and they discuss how marketing strategy is adapted in practice for various products and services

They also learn how data mining techniques are used in the development and execution of marketing strategies.

Qualitative Research Methods II: Working in groups, students design and execute a qualitative research study using a case study method or action research. Students prepare a qualitative research proposal that includes well-formed research questions, clearly positions the research as a contribution to knowledge, and critically reviews the academic literature relevant to the topic. Students develop qualitative research instruments (or design an experimental intervention), execute the research, analyze the data and produce a report that presents lessons for scholars and/or practitioners. An important product of this seminar is a completed research paper suitable for publication in a respected practitioner or academic outlet.

Management of Supply Chains: This course provides a comprehensive overview of supply chain management, including procurement, sourcing, operations, production and logistics, with special attention to international issues. Topics include designing and operating multinational logistics systems; managerial issues and strategies for sourcing, transportation, and inventory management; legal and financial issues in import and export; risk identification and management; and the relationship of supply chain management to other activities. The course also provides students with an understanding of quantitative techniques used in the design and management of global supply chains.

Management of Sustaining and Disruptive Information Technologies: This course provides insights into contemporary sustaining and disruptive information technologies and their strategic and supporting roles in organizations and society. This course provides the student with an understanding of the processes through which information systems are adopted and used by organizations, including their sourcing, design, development, implementation, and strategic management. The course will also examine best practices for managing new information technologies, such as social media, business intelligence, and the Internet of Things. Strategic opportunities, threats and processes for achieving cyber security will be considered as students discuss the impacts such technologies have on organizations, individuals, and society.

Strategic Business Analysis: The objective of this capstone course is to synthesize theoretical and empirical research from the different business disciplines (and other non-management sciences and disciplines) to give new insight for public policy or managerial practice. Course projects may address contemporary challenges in the global economy, regulatory processes, taxation, management of innovation, management of risk and disruptive events, consequences of international agreements, environmental issues, sustainability of business practices and business alliances, corporate governance, cultural challenges in international business relations, and other contemporary problems specific to students' places of employment.

Special Topic (TBA): Special topic seminars will be determined with input from the current DBA Cohort. DBA students start the program with relevant business experience and specific research interests and we will listen to our market input to what the special topics courses should be in each cohort. Among others, these courses may include Big Data Analytics, Leading Change, Entrepreneurship, and Business Case Writing.

Capstone Project Research: Students develop a formal proposal for their dissertations that includes a draft of all parts of the project that precede the data collection. This proposal includes research questions or hypotheses based on prior research, and the methodology to be employed for addressing the research questions or corroborating the hypotheses. This course will be coordinated by the Academic Director of the DBA Program, and attended by interested faculty, especially those serving as Chairs. By the conclusion of this course, each dissertation proposal is approved by a dissertation committee (consisting of the Chair of the dissertation committee and two other members).

Research Practicum: In the research practicum, each student independently addresses some aspect of a capstone research project under the supervision of a senior researcher. Ad-hoc seminars and presentations are organized involving students, faculty, and guest speakers. Each student will produce a paper in proper academic form with the expectation of submitting it for publication and will defend the work in an oral examination.

Appendix B: DBA Admission Requirements

Candidates must be committed to a rigorous program of study requiring periodic residence at the University of Missouri-St. Louis College of Business Administration as well as substantial reading and academic inquiry throughout the program.

Required Qualifications:

Applicants are expected to hold an MBA or other relevant advanced degree from an acceptable academic institution and to have ten years of significant professional and/or senior level management experience with high levels of responsibility. In exceptional cases, individuals without an advanced degree but other forms of advanced education and substantial managerial experience may be considered; other experience or qualifications may also compensate for less than 10 years of professional or managerial experience. In some cases, additional coursework may be required.

In reviewing applications, the admission committee considers:
- Proficiency in written and oral English
- Significant professional achievements including oral presentations, written works, leadership on major projects, and participation in professional development activities
- Background knowledge in the functional areas of business and commerce (accounting and finance, marketing, human resource management, corporate and competitive strategy, information systems and operations management)
- Professional expertise and certifications (such as CPA®, CFA®, SHRM-SCP®, etc.)
- Creative leadership, continuing intellectual development, and community engagement.

Materials Required:
- Completed Application
- Most recent transcript(s). Scanned transcripts will be sufficient for the preliminary application. Official transcripts in sealed envelopes will be required for final acceptance.
- Application fee $50
- Résumé or Curriculum Vitae (C.V.)
- Names and contact information of two people who can provide insights into your academic potential and ability to think critically.
- Two essays (Statement of Commitment & Statement of Research Interest)

Statement of Commitment essay should be 2-3 pages in length and discuss the applicant's plans to balance the time commitment required of the program (about 20 hours per week) with their work schedule and other demands, any foreseen obstacles/challenges which will need to be overcome in order to successfully finish the program in the 3-year time frame allotted for completion, and your plan to address these challenges.

Statement of Research Interest essay should be 3 to 5 pages in length and discuss (1) why you are interested in pursuing a Doctor of Business Administration and (2) key organizational problems you are facing that can be addressed by applied research. Included in this statement should be information pertaining to your career goals once you have received your degree, the

area of business you are interested in studying and the specific research questions that are of interest to you.

Neither the GMAT nor the GRE is required; though strong scores are considered favorably.

The DBA Admission Committee will review all application documents, and, if selected, you will be invited to proceed to the next phase. If you are not selected to proceed to the next phase, you will be notified as well.

INTERVIEW (by Invitation Only)
Short-listed applicants will be interviewed by the DBA Admission Committee, who will make final admission decisions. The size of each DBA cohort will be approximately 15 to 20 students. Applicants who live within a reasonable driving distance of UMSL should plan to attend the interview in person. For others, the admission committee will conduct a video interview. Because of cohort size limitations, all worthy candidates may not be selected for admission. Some may be asked to reconsider the program in a subsequent year.

OFFER & COMMITMENT
Once the offer is made, candidates have 30 days to accept and pay a non-refundable deposit. A non-refundable deposit of $3,500 is due 30 days after receiving the offer to join the upcoming cohort.

IMPORTANT DATES for CLASS OF 2020
Application Deadline for International Applicants
March 1, 2017

Application Deadline for Domestic Applicants
May 1, 2017

Deadline for Enrollment
June 1, 2017

Appendix C: Fiscal Notes

Enrollment Projections

Enrollment projections are based on three inputs: (1) discussions with the Program Directors of every similar program in the United States; (2) our experience with the launch of the highly successful UMSL Professional MBA program in 1998; and (3) current cohort sizes for the universe of American DBA programs (Appendix F). Our experience suggests that, in the early years, we will focus primarily on informational marketing and utilize the College's strong relationships with the regional business community. Subsequently, we will expand our marketing efforts geographically to cities within one-day driving distance. We expect a 10% attrition rate in the first year for each new group of students. A new cohort is launched each fall, and students progress thru the program in a lockstep fashion.

Expenses

Website: A one-time cost ($5,000) for creation of a polished informational website; this will be maintained by existing CoBA tech support and Graduate Business Programs Office personnel.

Marketing and Recruitment: We have budgeted an annual $50,000 (increasing annually) for advertising in business and trade publications, sponsoring of industry events, and hosting in-person information sessions out of town as part of our local as well as broader regional recruitment strategy.

Instructional cost (teaching): Participating faculty will be paid $6,000 per credit; all courses will be taught on an overload basis, so no new faculty will be needed. In the first year of the program, 18 credits will be covered. In the second year, 36 credits (18 for cohort 1 and 18 for cohort 2). After year 2, 36 credits will be covered each year, because third year students will have moved into the dissertation stage (see below). As with the Professional MBA, increases in faculty compensation will occur infrequently and only if financially viable.

Instructional cost (committees): Each student will have a dissertation committee consisting of a chair and 3 members. Chairs will be paid $5,000 upon dissertation completion; committee members will receive a one-time payment of $1,000 upon dissertation completion.

Administrative Direct: Salaries for the Administrative Director (1.0 FTE, $70,000) and Administrative Assistant (.75 FTE, $32,000); assume 2% annual raises.

Benefits: Faculty and staff benefits charged at @ 35.37% of salary.

Marketing Expense: Marketing and promotional efforts will piggyback on current Graduate Business Programs marketing; given the DBA target audience, it is assumed that focused marketing will be required. We assume a 5 percent annual increase in marketing expenditures.

Foundations: our target audience will have 10 or more years of high-level professional experience, but will likely require "brush-up" on basic topics outside of their disciplines; short, intensive boot camps will be offered in mathematics, statistics, etc. as necessary. Two foundations course per year will be offered for DBA participants. Instructors will be paid a flat rate of $10,000 per course; there will be no additional charge to participants.

Course Materials: texts, software, etc. will be provided to all participants at the beginning of each academic year. Assumed $1,500 per participant per year.

Revenues

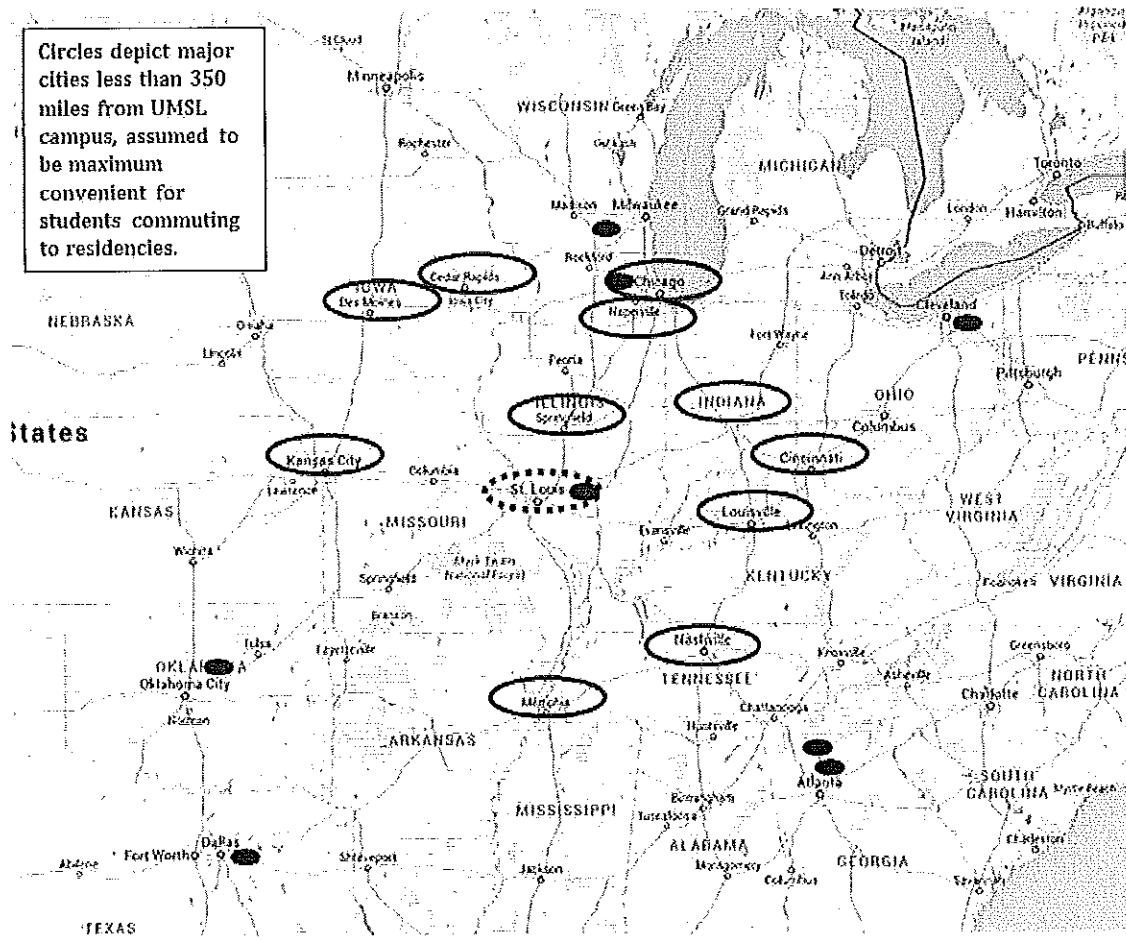Tuition is bundled and set at $96,000 for the entire program, or $32,000 per year. Tuition includes all course materials, fees, meals while on campus, parking, etc. Of this amount, $2,000 per year per student will be available for student travel to relevant conferences and related research expenses. We assume no tuition increase for the first 5 years. Should we receive approval to increase tuition, continuing students will be held harmless during the 3 years of their initial enrollment. Students who leave the program for a period exceeding one semester prior to completion will be required to pay the then-current tuition upon their return.

Appendix D: DBA Program Cost and Cohort Sizes in Comparable Programs

University	Program Start Date	Program Cost (2015-2016)	Enrollment 2015-2016 incoming cohort
Case Western Reserve University	1995	$ 150,000	18
DePaul University	2015	$ 129,000	11
Temple University	2014	$ 124,200	25
Oklahoma State University	2012	$ 120,000	17
Creighton University	2015	$ 120,000	12
Georgia State University	2009	$ 110,500	15
University of Florida	2014	$ 108,159	22
Rollins College	2013	$ 98,620	16
University of Dallas	2014	$ 97,500	15
Kennesaw State University	2008	$ 96,500	15
University of South Florida	2015	$ 92,500	37
Jacksonville University	2014	$ 87,000	15
University of Wisconsin-Whitewater	2014	$ 78,000	20

University	Program Start Date	Program Cost (2015-2016)
Virginia Tech	*Coming Fall 2017*	$ 120,000
University of North Carolina-Charlotte	*Coming Fall 2017*	$ 84,000 (for in-state)

Appendix E: DBA Regional Market Map

Circles depict major cities less than 350 miles from UMSL campus, assumed to be maximum convenient for students commuting to residencies.

Appendix F: Letters of Support

12555 Manchester Road
St. Louis, MO 63131-3729
Bus 314-515-3570
Fax 314-515-3331

James D. Weddle
Managing Partner

Edward Jones

July 18, 2016

Dean Charles Hoffman
University of Missouri – St. Louis
College of Business Administration
1 University Blvd.
475 Social Sciences/Business Bldg.
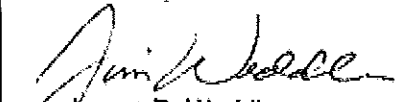St. Louis, MO 63121

Dear Dean Hoffman,

I'm delighted to provide this letter of support for the proposed program designed to enable individuals working full-time to complete doctoral degree studies.

The increasing complexity of data and analytics require us to recruit individuals with a greater breadth of statistical expertise.

The opportunity for full-time Associates to implement advanced research skills as they learn them will more fully develop their skill sets and will immediately benefit the sponsoring organizations.

Edward Jones wholeheartedly supports the development and introduction of this program and looks forward to identifying qualified candidates whose contribution to our organization would be enhanced by this course of study.

Sincerely,

James D. Weddle
Managing Partner

College of Business Administration
University of Missouri-St. Louis
487 Social Sciences & Business Bldg.
1 University Boulevard
St. Louis, MO 63121-4400
314-516-5888

Letter in Support of Doctor of Business Administration program

To Whom It May Concern,

During the last three years the College of Business Administration at UMSL has replaced retiring faculty with energetic new professors, eliminated a prior deficit, introduced new curriculum in digital and social media marketing, cyber security, supply chain, and entrepreneurship, attained re-accreditation for business and accounting, and begun construction of the college's first-ever dedicated building for business education.

We are very focused on the building completion next summer as a major step in becoming the business school that the community needs, the faculty desires and the students deserve. Part of that vision is a doctoral degree in business administration.

St. Louis is rich in potential for this program. The roughly 150 executives from just about every major corporation in St. Louis who serve on our seven advisory boards are enthusiastic about the idea. The population and vibrant business community in the region are a rich source of students. Indeed the scarcity and relative newness of DBA programs in the multi-state Midwest, combined with the success of the twenty universities in the U.S. now offering the DBA, bode well for success.

We have enjoyed an amazing amount of support from fellow AACSB-accredited business schools with DBA programs. As can be read in our report, their advice has guided our proposed program.

Using existing resources and an additional support person, we can offer this program efficiently and profitably while greatly improving our support to the local business community. I am looking forward to your agreement.

Sincerely,

Charles E.Hoffman
Dean

325 J.S. McDonnell Boulevard
Hazelwood, MO 63042

May 6, 2016

Mr. Charles E. Hoffman
Dean, College of Business Administration
University of Missouri – St. Louis
One University Blvd – 487 SSB
St. Louis, MO 63121-4400

Dear Mr. Hoffman:

I'm very excited to learn that UMSL is launching a DBA program that will benefit local companies and the entire region significantly. St. Louis' growth depends on producing differentiated talent that a program like this will provide.

We have all seen the demand for a workforce with higher level analytic and critical thinking skills. The UMSL DBA program offers an excellent opportunity for students to learn and apply these advanced skills.

I support this initiative and hope to take advantage of this program to grow the skills of my workforce.

Best regards,

Lisa Yanker
Vice President, Big Data & Analytics
IBM Corporation

ENTERPRISE BANK&TRUST
TALENT · STRENGTH · PASSION

June 13, 2016

Mr. Charles E. Hoffman
Dean, College of Business Administration
University of Missouri-St. Louis
One University Blvd – 487 SSB
St. Louis MO 63121-4400

Dear Charlie,

As we've discussed in our Leadership Council meetings, I firmly believe that there's a strong need in this market for more advanced education in business administration. The financial services industry in particular requires increasingly sophisticated data analytics, research and business intelligence beyond what a traditional MBA provides.

I'm impressed with the proposed DBA program format and curriculum. Graduates in this program will gain significant competitive advantages in their career advancement. In addition, this degree can enable new post-retirement or alternative careers in higher education, creating more teaching resources for our local business students.

As an urban university with strong corporate ties, UMSL is particularly well suited to offer this kind of advanced business education for the benefit of business professionals, institutions and corporations alike.

I am a strong proponent of a DBA program at UMSL.

Sincerely,

Jerry Mueller
Senior Vice President, Marketing

Nidec

—All for dreams

Mark D. Weishell
Vice President, Planning and Business Development

June 28, 2016

Mr. Tom Eyssell
Associate Dean and Director of Graduate Business Studies
University of Missouri – St. Louis
One University Blvd.
St. Louis, MO 63121

Dear Tom,

After reviewing the Curriculum and Admission Eligibility Requirements for the proposed Doctor of Business Administration (DBA) program, I concur that this level of advanced thought and focused scholarship are needed in both the academic and professional communities. Most MBA programs lack in that they focus solely on academic or theoretical pursuits, targeted toward lesser experienced professionals. The experiential knowledge base isn't a focus. I believe the key to success of this program will be the requirement of prior *senior level*, cross-functional, experience in a business environment. The well-rounded background of your targeted cohorts and the interaction with other experienced, intellectually-focused, practitioner scholars will make this program very valuable to the local executive community. It will be market-leading in the academic-professional community regionally.

I endorse your proposed program, curriculum, and background expectations.

Sincerely,

Mark D. Weishell

NIDEC MOTOR CORPORATION