October 30, 2007

TO: WENDY ASHMORE, CHAIR
GRADUATE COUNCIL

FM: THOMAS COGSWELL, CHAIR
RIVERSIDE DIVISION

RE: PROPOSAL FOR AN INTERDEPARTMENTAL GRADUATE PROGRAM IN
MANAGEMENT LEADING TO THE M.A. AND PH.D. DEGREES

The above proposal has been reviewed by the committee on Educational Policy, Planning and
Budget and Library and a suggestion was made that there needs to be an explicit statement as to
whether or not the faculty advisors will serve on the written comprehensive exam committee.

Attached are the comments from the committees that reviewed the proposal.

Enclosure
October 25, 2007

TO: THOMAS COGSWELL, CHAIR
RIVERSIDE DIVISION

FROM: ANTHONY NORMAN, CHAIR
COMMITTEE ON PLANNING AND BUDGET

RE: Proposal for an Interdepartmental Graduate Program in Management Leading to the M.A. and Ph.D Degrees

The Committee on Planning and Budget reviewed the proposal for a new Ph.D degree program in Management leading to the M.A. and Ph.D. degrees. P&B agreed that the degree proposal’s three main features included: (a) the training of students in the design and execution of original research in management, specifically in the fields of Marketing and in Strategic Management and Organizations; (b) the expectation that the Ph.D. graduates from this program will assume academic positions in leading research-oriented business schools; and (c) the program will also allow doctoral students to make meaningful contributions to the intellectual life and research activity of AGSM and UCR while they are in the program.

The strengths of the proposed Management Program include the following:

(a) the interdisciplinary nature of the program which includes faculty from the three main Departments of AGSM, (Managing and Marketing, the Accounting/Information Systems and Finance/ Management Science);

(b) cross-campus collaboration, involving faculty from the departments of Economics, (4) Psychology (4), Sociology (1) and Statistics (1) who are interested to participate after approval of the Program; and

(c) Interrelationships with other UC Institutions and Programs. One of the most exciting aspects of this proposal is the potential for collaboration with other Management and Business programs in the UC system. The proposal includes letters of enthusiastic support from the other UC business schools – UCLA Anderson, UC Berkeley and UC Irvine -- their respective Dean and Director of PhD programs.

Planning and Budget has reviewed the Resource Requirements described in the proposal. We believe that with the 21 AGSM faculty members plus 1 additional senior Management faculty position (approval for a search in 2007-2008 has been granted),
along with the ‘interested’ faculty from Economics, Psychology, Sociology and Statistics constitute a more than adequate critical mass to birth and run the Program. The Proposal presents a detailed assessment of the status of library sources and requests an augmentation of the UCR Library budget by $100,000/year for 5 years; this appears to be a reasonable request that should be supported by the Administration. AGSM requests a steady state (attained after 5 years) of fifteen 50% TA positions to be available as student stipends for years 2 – 4 of the new graduate program. Given the undergraduate course load of AGSM this is a reasonable request from the P&B perspective.

Planning and Budget feels that the proposal to establish a research-oriented Ph.D. program in Management at UC Riverside comes at a critical and highly opportune time especially given the declining trend in business doctoral degrees, and the fact that some schools are diverting attention away from doctoral education. This proposal, if approved will also tie into the campus-wide need to build graduate student enrollment. When in the steady state, this Program is projected to have 15 -20 graduate students.

This new Management proposal is extremely well written. There is an extensive file of letters of support, from both faculty and departments here at UCR, and as well including the key endorsement of UCB, UCLA and UCB departments, all of which have similar doctoral programs.

Planning and Budget was pleased to learn of the October 15 news¹ that The A. Gary Anderson School of Management (AGSM) at UC Riverside had been selected as one of the top 25 graduate business schools in the country in the area of entrepreneurship; they were ranked 23rd by Entrepreneur Magazine in collaboration with The Princeton Review for 2007.

Planning & Budget voted 7 yes, 0 no with 1 abstention for a motion to approve the proposal as written for a new AGSM Ph.D. degree program in Management.

¹ The article mentioning UCR’s AGSM was posted on the UCR website for October 10, 2007. Further information about this ranking appeared in the October 23rd issue of Entrepreneur Magazine which can be accessed on line at http://www.entrepreneur.com/topcolleges/index.html
July 9, 2007

TO: THOMAS COGSWELL, CHAIR
    RIVERSIDE DIVISION

FM: EUGENE NOTHNAGEL, CHAIR
    COMMITTEE ON EDUCATIONAL POLICY

RE: CEP RECOMMENDATION ON PROPOSED INTERDEPARTMENTAL
    GRADUATE PROGRAM IN MANAGEMENT LEADING TO THE M.A.
    AND PH.D. DEGREES

Despite the summertime request, a quorum was reached with the Committee on
Educational Policy and we were able to review and vote on the proposed
interdepartmental graduate program in Management through email. A unanimous
approval was given for the proposal (7 Yes votes, 1 Abstention due to conflict of
interest). Members feel that the proposal seems to be thorough, with good letters, and
generally very well done. The only suggestion that the committee has would be to make
an explicit statement as to whether or not the faculty advisor serves on the written
comprehensive exam committee (page 27).
October 1, 2007

To: Thomas Cogswell
Chair, UCR Academic Senate

From: David Crohn
Chair, Committee on Library & Scholarly Communication

RE: Proposed Ph.D. Degree for the Anderson Graduate School of Management

The UCR Library and Scholarly Communications Committee met at September 20, 2007 to consider postgraduate program in the Anderson Graduate School of Management. To assist the committee the University Librarian and her staff prepared a report describing the impact of the proposed program to the Library and its resources (appended). The Library report anticipates costs greater than those listed in the Anderson School proposal. This is because the Library anticipates that additional resources, beyond those included in the proposal, will be needed to support the program. This discrepancy should be given due consideration in program approval process. The University Library reports that it has a solid collection of monographs (books) to support the proposed program, however additional acquisitions will be necessary in order to meet the areas of emphasis identified for the new program. These areas include Marketing, Strategic Management and Organizations, Consumer Behavior, Research and Web Commerce, Entrepreneurship, Financial Analysis, and Econometrics. The University has a good collection of relevant journals. The Library intends to work with faculty of the Anderson School to fine-tune its collection, eliminating unnecessary journals, while acquiring others needed for research. Although the Library intends to maintain an efficient collection, it is anticipated that additional funds will be needed to expand Journal collection as well.

The Anderson School has also proposed a number of electronic databases that it considers to be critical for the new program to succeed. Currently in the Anderson School of Library shares expenses for these electronic resources with the Library. The Library and Scholarly Communications committee believes that it is in the interest of the University community to have a Library maintain these collections. It should be noted however that, unlike most Library resources, the electronic databases are not archival in nature. Rather they represent a collection of current data useful for researchers in the Anderson School. It seems appropriate that collection of contemporary data to be used by scholars for their research should be substantially funded by that research. If, however, the Library finds that it can supplement funds generated by Anderson School research grants so that the data can be made available to a wider campus community, this is highly desirable. The ability of the Library to support work at the Palm Desert Graduate Center will also need to be considered. On a related note, it is to the advantage of the Library and the University that any funds dedicated toward maintenance of electronic databases, but raised by the Anderson School, be transferred to the Library who can subsequently contract with the database suppliers. This is because university libraries are nationally ranked principally by their budgetary and staff resources. It is therefore important to have resources that are managed by the Library appear in the Library’s budget.

Members of the Library and Scholarly Communications Committee noted that no members of the Anderson School serve on the committee. Since the University of California Riverside is moving toward the development of several significant professional school programs, we feel that the Academic Senate should consider the inclusion of an additional member to this committee who could represent professional programs and related academic programs such as the proposal presently under consideration.
The UCR Libraries welcomes this opportunity to provide a response as requested by the Senate Committee on Libraries and Scholarly Communication (received June 19, 2007) to assess library impact of the proposal prepared by the Anderson Graduate School of Management to establish an interdisciplinary M.A./Ph.D. Program in Management.

The Resources maintained by the Libraries to support graduate education and the research programs of the Anderson School currently encompass all information formats including electronic resources, journals and serials, university and trade press titles published in the United States, visual media, some specialized foreign press titles, government documents, and selected dissertations. The purpose of this report is to assess the relative strengths and weaknesses of the existing holdings of the Libraries to support the establishment of the M.A./Ph.D program in Management and to make projections on impact.

**Monographic Collections (Books)**

**Strengths**

We are pleased to report that the Libraries’ monographic research collections are sufficiently strong to support the interdisciplinary components of M.A./Ph.D program in Management. The subfields of the management discipline (Finance, Commerce, and Labor Relations) have relatively strong holdings as do the interdisciplinary related fields of Economics, Psychology, Sociology, and Statistics, totaling some 207,000 volumes. Library expenditures and investments in these combined areas have totaled more than $419,114 during the past four years to acquire books and to strengthen the research collections. The total annual fiscal and historical investments to support these interdisciplinary areas and the buying patterns of the Libraries in comparison with the national publication output for academic titles are shown in Figure 1 and Table I below. Current library holdings in each of these interdisciplinary areas are as follows:

<table>
<thead>
<tr>
<th>Management Subfields</th>
<th>Library Holdings in Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance (HG)</td>
<td>9,683</td>
</tr>
<tr>
<td>Commerce (HF)</td>
<td>6,086</td>
</tr>
<tr>
<td>Labor Relations (HD 4801-8943)</td>
<td>14,399</td>
</tr>
<tr>
<td>Subtotal</td>
<td>30,168</td>
</tr>
</tbody>
</table>
Related Interdisciplinary Fields

<table>
<thead>
<tr>
<th>Library Holdings in Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Theory (HB1 847-848)</td>
</tr>
<tr>
<td>Economic History (HC 3697)</td>
</tr>
<tr>
<td>Labor Economics (HD 480-894)</td>
</tr>
<tr>
<td>Psychology (BF)</td>
</tr>
<tr>
<td>Sociology (HM, HN, HQ, HT, HV, HX)</td>
</tr>
<tr>
<td>Statistics/Math (QA 73-433)</td>
</tr>
<tr>
<td>Subtotal</td>
</tr>
</tbody>
</table>

TOTAL VOLUMES HELD BY THE LIBRARIES FOR INTERDISCIPLINARY PROGRAM SUPPORT, FY2007: 207,332

<table>
<thead>
<tr>
<th>Discipline</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>$23,571</td>
<td>$31,093</td>
<td>$27,818</td>
<td>$26,699</td>
</tr>
<tr>
<td>Math/Statistics</td>
<td>$16,030</td>
<td>$17,090</td>
<td>$17,542</td>
<td>$20,099</td>
</tr>
<tr>
<td>Sociology</td>
<td>$46,690</td>
<td>$41,112</td>
<td>$55,782</td>
<td>$44,820</td>
</tr>
<tr>
<td>Psychology</td>
<td>$11,553</td>
<td>$10,167</td>
<td>$14,553</td>
<td>$14,495</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$97,844</strong></td>
<td><strong>$99,462</strong></td>
<td><strong>$115,695</strong></td>
<td><strong>$106,113</strong></td>
</tr>
</tbody>
</table>

*Variations in expenditures occur from year to year based on available budget, inflation, and publishing output.

Reference resources currently held by the Libraries include business and economics dictionaries and handbooks, summary financial services such as Moody's Manuals, investment resources such as Value Line Investment Survey and Morningstar Mutual Funds, company directories, company profiles and histories, and handbooks of financial ratios such as Industry Norms and Key Business Ratios. These are also reasonably strong. With the advice and consent of the faculty, some of these titles should be considered for purchase in digital format in future years.

Weaknesses

Historically, the UCR Libraries have acquired monographic materials that directly support the management discipline and its subfields in sufficient quantity, content, and depth to support the profile of an intermediate to graduate level of research; but not at the comprehensive level required to support a well established PhD program. The PhD in Management and its concentrations represent a new area of emphasis for the Anderson School and a new targeted area of excellence.
TABLE I

PUBLISHING ANALYSIS OF NORTH AMERICAN ACADEMIC BOOKS AND UCR BUYING PATTERNS IN FIELDS COVERED BY THE PROPOSAL, FY2003-06

<table>
<thead>
<tr>
<th>Discipline</th>
<th>FY2003</th>
<th>FY2004</th>
<th>FY2005</th>
<th>FY2006</th>
<th>Total Publish. Output</th>
<th>Book Titles Purchased by UCR Over 4 Fiscal Years</th>
<th>UCR % of Total Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Economics</td>
<td>4997</td>
<td>4713</td>
<td>5636</td>
<td>3761</td>
<td>15,346</td>
<td>3,761</td>
<td>25%</td>
</tr>
<tr>
<td>Psychology</td>
<td>905</td>
<td>807</td>
<td>980</td>
<td>849</td>
<td>2,692</td>
<td>849</td>
<td>32%</td>
</tr>
<tr>
<td>Sociology</td>
<td>1672</td>
<td>1664</td>
<td>2094</td>
<td>4,359</td>
<td>15,430</td>
<td>4,359</td>
<td>80%</td>
</tr>
<tr>
<td>Totals</td>
<td>7594</td>
<td>7184</td>
<td>8710</td>
<td>8,969</td>
<td>23,478</td>
<td>8,969</td>
<td>38%</td>
</tr>
<tr>
<td>Average Price</td>
<td>$61.98</td>
<td>$64.86</td>
<td>$68.74</td>
<td>$65.19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is evident that this low percentage will need to be increased to support the establishment of the Ph.D. Program and as the program grows. The assessment of the percentage change should be made collaboratively by the Libraries and the AGSM faculty to ensure that the most useful content and format are available to faculty and graduate students on both the Riverside Campus and at the Palm Desert Center. Our preliminary assessment is that comprehensive holdings in all subfields/areas of management may not be necessary at this time to establish the Ph.D. program. It is clear, however, that intensive assessment will have to be made almost immediately to determine the full level of collection strength that will be required if our monographic research holdings are to effectively support the program in the following key areas:

- Marketing
There are significant weaknesses in monographic holdings in each of these areas which should be remedied via startup funds and as a permanent addition to the library base acquisitions budget for program support on a long-term basis. Current annual library expenditures to support the research monographic collection for management resources total only $24,000 per year. This current level of support/investment will not adequately support or sustain a graduate program in management at the Ph.D. level. Additional and targeted investments for the above areas are essential if the Ph.D. program is to be competitive in attracting and retaining graduate students and faculty and if the Program is to be positioned to contribute to the College’s goals of moving into the top 25 tier of nationally recognized graduate schools of management.

**Electronic Resources**

**Areas of Strength**

As in the case of monographic holdings, the availability of library digital resources (databases) represents a mixture of significant strengths and significant weaknesses in capacity to support the program at the Ph.D. level. Significant strengths are found in the substantial investments that the Libraries makes in providing the College’s and campus-wide access to a number of management and interdisciplinary databases (more than 323 via local subscriptions or via co-investments with CDL); with 20 or more of these being specifically related to the management discipline. The Libraries’ total annual investment in digital resources currently approaches $1.7 million with $81,000 of that amount directly supporting digital resources in the management field. Principal among these investments are the following titles/holdings:

- Access World News (News Bank)
- Associations Unlimited
- Business Source Premier
- Conference Board Research Online
- Economist Intelligence Unit: Country Commerce, Country Finance, Country Profile and Country Reports
- EconLit
- Factiva
- JSTOR Business (back files)
- LexisNexis Academic
- Hoover’s Online
- Mergent Online
- NBER Working Papers Online
• SourceOECD
• Social Science Citation Index and back files
• Standard & Poor’s Industry Surveys
• ISI Journal Citation Reports
• Westlaw Campus Research
• World Bank E-Library
• World Bank World Development Indicators

**Weaknesses**

While these databases represent significant strengths, critical gaps exist in access by UCR’s management faculty and graduate students to specialized digital resources representing marketing, consumer behavior, web commerce, and financial analysis that will be required to support faculty research in the Ph.D. Program. It is noted that a total of seventeen (17) new specialized databases were identified in the proposal as critical library resources to support the program’s quality, faculty recruitment and retention, and graduate education. A list of these resources and their projected costs are itemized below:

**Figure 1.—Critical Electronic Databases Proposed by the Anderson School to Support the PhD Program – Annual Cost**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Insights</td>
<td>$7,480.00 annually</td>
</tr>
<tr>
<td>Europa World Plus</td>
<td>$6,085.00 for 15,000 FTE, $4,865 for 4 users</td>
</tr>
<tr>
<td>Faulkners</td>
<td>$995-2,090.00 for 1,400-15,000 FTE respectively</td>
</tr>
<tr>
<td>Gartner Research</td>
<td>$14,960.00 annually</td>
</tr>
<tr>
<td>Emerald Full Text (Journal Package)</td>
<td>$15,000-17,000 annually</td>
</tr>
<tr>
<td>Jupiter Research</td>
<td>$35,000.00 annually</td>
</tr>
<tr>
<td>Marketline Business Info Center</td>
<td>$15,000.00 annually</td>
</tr>
<tr>
<td>MarketResearch</td>
<td>$9,000.00 annually</td>
</tr>
<tr>
<td>Reuters Research on Demand (formerly Multexnet)</td>
<td>$20,000.00 annually</td>
</tr>
<tr>
<td>Stat-USA</td>
<td>$4,338.00</td>
</tr>
<tr>
<td>I-Marketer</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Wharton Research Data Services (WRDS)</td>
<td>$116,500.00 for WRDS plus add-ons below</td>
</tr>
<tr>
<td>o Compustat (via WRDS)</td>
<td></td>
</tr>
<tr>
<td>o CRSP (via WRDS)</td>
<td></td>
</tr>
<tr>
<td>o ComScore (via WRDS)</td>
<td></td>
</tr>
<tr>
<td>o IRI (via WRDS)</td>
<td></td>
</tr>
<tr>
<td>o Eventus (via WRDS)</td>
<td></td>
</tr>
<tr>
<td>Forrester Research (academic discount no longer available – cost would be six figures’)](1)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Cost:** $247,453
We are very pleased to be able to report that significant progress has recently been by the Libraries and the College to reduce this list by their agreeing to collaborate on the cost to make 7 of these resources available to the College and to the campus by the opening of school this Fall. Those digital resources currently in the negotiation stage are listed below:

**Specialized Digital Resources Currently Being Negotiated for Licensing**

- E-Marketer $12,000
- Wharton Research Data Services (WRDS) $116,500.00 for WRDS plus add-ons below
  - Compustat (via WRDS)
  - CRSP (via WRDS)
  - ComScore (via WRDS)
  - IRI (via WRDS)
  - Eventus (via WRDS)
- Forrester Research (academic discount no longer available – cost would be six figures*)

**Total Cost:** $128,000-$136,000

The total cost for these new resources is projected to be $128,000-136,000 annually at a fixed negotiated price over a period of two years. Fifty percent (50%) of the cost will be borne by the Libraries and 50% by the College. At the end of the two-year licensing period, a new permanent source of funding must be provided by the University to continue access. This will be essential for support and establishment of the new Ph.D. program. It should be noted that none of the digital resources included in the list of 17 priority titles is available via normal CDL co-investments channels. Therefore, it is critical that as the licenses are renewed and the remaining priorities established from the list, that a permanent source of library funding be centrally provided by UCR. The Libraries concur with the proposal’s recommendation that the remaining 10 databases not included in current negotiations be acquired in time after careful review by the Libraries and AGSM faculty. We propose a phased investment over 4 years for this purpose. Access to these resources will be essential if the Program’s faculty are to be recruited and retained; and if the Program is to be of competitive quality within UC and nationally.

**Journal Holdings**

The UCR Libraries currently maintains extensive journal holdings in digital and print formats that will fully support the establishment of the Ph.D. program. Of the 26 marketing and organizational management journal titles cited in the proposal as critical to the establishment of the Program, all are currently held by the UCR Libraries with the exception of the following four (4):

<table>
<thead>
<tr>
<th>Title</th>
<th>Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Journal of Services Marketing (1987-</em>)*</td>
<td>$3,239</td>
</tr>
</tbody>
</table>
To fully assess the strengths of the Libraries’ journal holdings, other readiness comparisons were devised using the following three additional criteria:

- Journals in which UCR faculty are publishing (identified from the Program Faculty Biosketches which included scholarly publishing avenues)
- Business, Marketing and Finance Journals listed in ISI’s Journal Citations Reports; and
- Journals recommended by the American Marketing Association (AMA).

Our findings were that the Libraries currently subscribes to 73% (560 titles) of the 708 journals obtained from these lists. Only a small number of journal titles were identified to which we currently do not subscribe (148 titles or 17% of the recommended journal titles). The total cost for adding the unsubscribed journals to our current holdings is estimated to cost approximately $181,572 annually, plus 8% inflation. Current journal holdings, many of which are in digital format, represent a substantial asset that will serve the M.A./Ph.D Program exceedingly well beginning with its establishment. To contain costs, given other resources requirements to support the Ph.D. program, it is recommended as a funding strategy that the Libraries work with the AGSM faculty to identify any “must have titles” and that a negotiation process with faculty be established to review any titles that might be cut or “traded” from the Libraries’ current subscriptions base to release funding for remaining journal titles that are deemed to be critical.

### Number and Cost of Management Journals Not Currently Subscribed to by the Libraries

<table>
<thead>
<tr>
<th>Source of Data</th>
<th>Titles</th>
<th>Estimated price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Titles identified in the M.A./PhD proposal</td>
<td>4</td>
<td>$5,823</td>
</tr>
<tr>
<td>Titles indexed ISI’s Journal Citation Reports</td>
<td>25</td>
<td>$51,316</td>
</tr>
<tr>
<td>Titles recommended by the AMA</td>
<td>108</td>
<td>$124,433</td>
</tr>
<tr>
<td><strong>Total (17%)</strong></td>
<td>148</td>
<td>$181,572</td>
</tr>
</tbody>
</table>

### Government Documents Holdings and Resources

Government information resources are fully adequate to support the M.A./Ph.D Program. UCR is designated as a selective U.S Government Documents Depository Library, one of only 1,300 in the nation. This is a rich resource for public-private sector research and for research materials published by international organizations (United Nations, UNESCO, the World Bank, IMF, OAS, OECD, etc.). The Depository provides reports from various U.S. regulatory and oversight agencies (Department of Labor, Department of Energy, Department of Agriculture, Food and Drug...
Administration, Federal Aviation Administration, Small Business Administration, etc.). The collection also contains fairly complete legal resources, particularly state and Supreme Court cases and laws. The collection also has strong holdings of statistical data including Census data and Census Bureau publications. And finally, the collection provides congressional proceedings including hearings and committee reports both current and retrospective back to the beginning of the republic. The total holding of the Libraries for government publications is 1.4 million items. Many GPO resources are also readily available via the web to both graduate students and faculty.

READYNESS SUMMARY AND CONCLUSIONS FOR LIBRARY IMPACT

Book and Monographs Research Collections

The Libraries currently acquires monographic materials (books) to support an intermediate to graduate level of research in most fields of Management. Currently, the Libraries does not collect at a comprehensive level for books and monographs in the discipline of management or in any of the discipline’s major subfields. While developing a comprehensive monographic research collection to support all areas of management may not be necessary to establish the Ph.D. Program at this time, there are significant areas of weakness in the printed collections that will require immediate attention via start up funds and to continue strengthening of book collections over the next three years. Areas requiring intensive faculty and library assessment and targeted investments are as follows:

- Marketing
- Strategic Management and Organizations
- Consumer Behavior
- Web Commerce Research
- Entrepreneurship
- Econometrics

Current collection strengths for the supporting the Program’s interdisciplinary fields (economics, finance, psychology, statistics, and sociology) are currently sufficient and should be sustained at their current funding levels. A broader range of monographic and reference publications such as conference proceedings, additional dissertations, specialized encyclopedias, historical reports and international and local directories may also be required to support advanced research and format may be either digital or print as most appropriate.

Electronic Resources

Substantial investments will need to be made to expand access to specialized databases in marketing, finance, and entrepreneurship as reflected by the list of 17 databases cited in the proposal. Although the Libraries and the Anderson School have a collaborative agreement to make 7 of the high priority titles available for a two-year period by the opening of the Fall quarter, a permanent source of funding totaling nearly $176,880 will need to be found by FY2010 to ensure their continued access and to expand coverage to the remaining 10 database titles the included on list. This investment will need to occur over the next 4 years.
Journals Holdings

Journal holdings to support the M.A./Ph.D. program are currently very strong, representing 73% of all titles included in the proposal and as drawn from faculty publications, AMA and ISI recommended lists. The Libraries currently maintain 560 active journal subscriptions in both print and digital formats classified in the primary Library of Congress Classifications for business (HD-HG). Of the approximately 560 journal, approximately 51% are in electronic format (283 titles), 19% are print and electronic (108), and 30% are in print format only (167). Other titles to further strengthen these holdings should be identified with AGSM faculty and negotiations should occur between the Libraries and the faculty to determine if there are any existing titles that can be canceled from among the broad spectrum of subscriptions to make way for new titles that have a higher priority as a funding strategy to contain costs given the exigencies related to the very high cost of database acquisition.

ASSESSMENT OF BUDGETARY IMPLICATIONS AND IMPACTS

Approximately $255,000 will be needed by FY2011 to fill the critical gaps in the existing library collections if the program is to be effectively supported. An initial base funding increase of $60,786 is recommended for FY2009 to begin the process of significantly strengthening monographs holdings in targeted areas and new databases and serials. A major increase in the amount of $176,880 will be needed by FY2010 to continue the Libraries’ and the Colleges subscriptions to the specialized databases licensed in FY2008 and to continue the process of gradually adding other prioritized digital resources cited in the proposal. These costs are long-term and must be sustained by the University on an annual basis. There will be few if any opportunities to ameliorate the cost of access to the specialized databases through co-investments with CDL and other UC campuses in that specialized management database vendors do not typically make their products available through consortial packages. We, therefore, recommend a phased and carefully planned approach to investment in support of these program needs.

Table IV below summarizes the library costs to support the program and it projects budgetary implications over a four year period of investment. By the fourth year, all of the resources indicated would be acquired and programs needs and impacts would need to be reassessed for future planning. The summarized budget impact statements below include an 8% annual inflation rate for all e-resources and journals and a 4% annual inflation increase for printed resources (books). New sources of funding for library resources to support the Program are essential.

4-YEAR SUMMARY OF BUDGETARY PROJECTIONS AND LIBRARY IMPACTS

<table>
<thead>
<tr>
<th>Category of Resource</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
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<tbody>
<tr>
<td>Electronic Resources, Unsubscribed *</td>
<td>$00</td>
<td>$30,000</td>
<td>$176,880</td>
<td>$220,030</td>
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<td>Journals</td>
<td>$5,823</td>
<td>$15,186</td>
<td>$16,401</td>
<td>$17,713</td>
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<tr>
<td>Monographs and Reference Resources</td>
<td>$15,000</td>
<td>$15,600</td>
<td>$16,200</td>
<td>$16,800</td>
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<tr>
<td><strong>Total Additional Base Funding</strong></td>
<td><strong>$20,823</strong></td>
<td><strong>$60,786</strong></td>
<td><strong>$209,481</strong></td>
<td><strong>$254,543</strong></td>
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*This total includes approximately $90,000 for new databases spread over a period of 4 years. We have recommended the absorption of new database costs beginning at $30,000 in FY09, $25,000 in FY10, and $30,000 in FY11, plus 8% inflation each year. The Libraries and/or the College must
receive from a permanent funding source a minimum of $146,880 in base funds in FY2010 in order
to retain access to the 7 high priority databases collaboratively invested in by the Libraries and the
College in FY2008. It is emphasized that beyond the current fiscal year, these additional resources
cannot be absorbed within the Libraries’ current budget allocation.
APPENDIX A

TABLE II

Summary of Current Library Holdings to Support Proposed Ph.D. in Management
For the Anderson Graduate School of Management, FY2007

<table>
<thead>
<tr>
<th>Resources Type</th>
<th>No. Held</th>
<th>Expenditures, FY07</th>
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<tbody>
<tr>
<td>Monographs (Books) by LC Class</td>
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<td></td>
</tr>
<tr>
<td>Primary Program Fields Vols. Held</td>
<td></td>
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</tr>
<tr>
<td>Management (HD 28-70)</td>
<td>6,129</td>
<td>$24,104 (All Fields/Sub &amp; Sub Fields of Mgt.)</td>
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<tr>
<td>Marketing (HF 5410-5417)</td>
<td>2,100</td>
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<tr>
<td>Entrepreneurship (HB 615-715)</td>
<td>900</td>
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</tr>
<tr>
<td>Organizational Behavior (HD58)</td>
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</tr>
<tr>
<td>Subtotal</td>
<td>10,129</td>
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</tr>
<tr>
<td>Sub Fields of Business Vols. Held</td>
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</tr>
<tr>
<td>Finance (HG)</td>
<td>9,683</td>
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<tr>
<td>Commerce (HF)</td>
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<tr>
<td>Labor Relations (HD 4801-8943)</td>
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<tr>
<td>Subtotal</td>
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<tr>
<td>Related Fields Vols. Held</td>
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<tr>
<td>Economic Theory (HB1 847-848)</td>
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<td>Economic History (HC 3697)</td>
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<tr>
<td>Labor Economics (HD 480-894)</td>
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<tr>
<td>Psychology (BF)</td>
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<tr>
<td>Sociology (HM, HN, HQ, HT, HV, HX)</td>
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<td>Subtotal</td>
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<td><strong>Grand Total Monographs</strong></td>
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<td><strong>TOTAL</strong></td>
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# APPENDIX B

## LIST OF 148 MANAGEMENT JOURNALS CURRENTLY NOT SUBSCRIBED TO BY THE LIBRARIES WITH MARKETING/OSM EMPHASIS

<table>
<thead>
<tr>
<th>Publisher</th>
<th>ISSN</th>
<th>Format</th>
<th>Estimated Subs. Price</th>
<th>Recommended by (JCR, AMA, Faculty Pubs)</th>
<th>Call Number</th>
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<td>Advances in Consumer Research</td>
<td>Association for Consumer Research</td>
<td>0998-9258</td>
<td>P+E</td>
<td>AMA</td>
<td>HF5415 3 A8</td>
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<td>Asia Pacific Journal of Marketing and Logistics</td>
<td>MCB University Press</td>
<td>0945-7517 1355-5855</td>
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<td>AMA</td>
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<tr>
<td>Asian Journal of Marketing</td>
<td>Marketing Institute of Singapore and Faculty of Business Administration, National University of Singapore</td>
<td>0218-6101</td>
<td>P</td>
<td>N/A</td>
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<tr>
<td>Australasian Marketing Journal</td>
<td>School of Marketing, University of New South Wales</td>
<td>1441-3582</td>
<td>E</td>
<td>Contact Pub</td>
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<td>Corporate Reputation Review</td>
<td>Henry Stewart</td>
<td>1363-3589</td>
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<td>$398 00</td>
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<td>Der Markt (in German)</td>
<td>Austrian society for marketing</td>
<td>0025-3683</td>
<td>P</td>
<td>EUR38 00</td>
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<td>European Journal of Marketing</td>
<td>MCB Publications</td>
<td>0309-0566</td>
<td>E</td>
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<tr>
<td>Health Marketing Quarterly</td>
<td>Haworth Press</td>
<td>0775-9683 1545-0864</td>
<td>E</td>
<td>$625 00</td>
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<td>International Journal of Advertising</td>
<td>Holt, Rinehart and Winston</td>
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<td>E</td>
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<td>Inderscience Enterprises</td>
<td>1477-5212</td>
<td>N</td>
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<td>International Journal of Media Management</td>
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<td>1424-1277</td>
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<td>International Journal of Mobile Marketing</td>
<td>Mobile Marketing Association</td>
<td>1959-1161</td>
<td>P</td>
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<td>International Journal of Nonprofit and Voluntary Sector Marketing</td>
<td>Henry Stewart Publications</td>
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<td>Inderscience Enterprises</td>
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<td>0954-7541</td>
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<td>Journal of Consumer Behavior</td>
<td>Henry Stewart Publications</td>
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<td>E</td>
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<td>Journal of Consumer Marketing</td>
<td>Grayson Associates</td>
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<td>Journal of Consumer Psychology</td>
<td>Lawrence Erlbaum Associates</td>
<td>1057-7408</td>
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<td>Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior</td>
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<td>Westburn</td>
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<td>Random House</td>
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<td>Charles W. Parker</td>
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<td>Journal of Segmentation in Marketing CEASED PUB per Ulrich</td>
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<td>1091-1340</td>
<td>N; appears ceased; back file avail.</td>
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<td>Review of Marketing Research</td>
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TOTAL PROJECTED COST: $181,168
June 15, 2007

TO:  EUGENE NOTHNAGEL, CHAIR, EDUCATIONAL POLICY
     ANTHONY NORMAN, CHAIR, PLANNING AND BUDGET
     DAVID CROHN, CHAIR, LIBRARY

FM:  THOMAS COGSWELL, CHAIR
     RIVERSIDE DIVISION

RE:  PROPOSAL FOR A NEW PH.D. DEGREE IN PROGRAM MANAGEMENT

Enclosed is a copy of the above referenced proposal. Please have your committee review it and send your comments to me no later than September 1, 2007.

Enclosure
TO BE ADOPTED:

The Riverside Division of the Academic Senate approves the proposal for M.A. and Ph.D. degrees in an Interdepartmental graduate program in Management as described in the attached documents received in the Graduate Division in June 2007 (revised December 2007).

JUSTIFICATION (adapted from program proposal)

The interdepartmental graduate program in Management will be administered by faculty from the departments of Accounting and Information Systems, Finance and Management Science, and Management and Marketing, within the Graduate School of Management.

The program will focus on training students in the design and execution of original research in management, specifically in the fields of Marketing and Strategic Management and Organizations (SMO). Active and close working relationships with program faculty will allow doctoral students to make meaningful contributions to the intellectual life and research activity of AGSM and UCR while they are in the program. The expectation is that Ph.D. graduates from this program will assume academic positions in leading research-oriented business schools. To achieve these objectives, a combination of rigorous coursework and close faculty mentoring centered on research leading to publication in top academic journals will allow Ph.D. students to develop into independent researchers and thinkers capable of developing and sustaining ongoing programs of research.

The proposed program has a strong cross-disciplinary focus, over and above the multi-department structure of AGSM. The program requires Ph.D. students to gain a strong disciplinary background in a core supporting area of study, such as Economics, Psychology, Sociology or Statistics. This requirement produces in-depth knowledge of a supporting discipline that creates theoretical and methodological breadth and depth.

The proposed program will have a unique, although not exclusive, focus on research problems in the area of Web commerce. Two AGSM faculty members, Professors Donna Hoffman and Thomas Novak, were early pioneers in academic research on Internet marketing, and along with additional program faculty (Professors Pan, Pavlou, Rodgers, Rolland, Siegel, and Silva-Risso) have published extensively in the Internet/e-commerce areas. This strength is a distinctive advantage for UCR, and makes it highly likely that some Ph.D. program graduates will become academic leaders in the
rapidly growing areas of Internet Marketing and Web Commerce. It also suggests that the IGPM may have some advantages recruiting top doctoral students if their research interests are in these areas.

The proposal has been examined and approved by the following committees of the Academic Senate: Graduate Council, Planning and Budget, Educational Policy, and Library. The proposal has the approval of the Executive Committee and the Dean of the Bourns College of Engineering.

Ilya Dumer, Chair
Graduate Council

Enclosures: Program Proposal (including memos of support)
Memos from the above mentioned Academic Senate committees
Proposal for an Interdepartmental Graduate Program in Management Leading to the M.A. and Ph.D. Degrees

A. Gary Anderson Graduate School of Management
University of California, Riverside
Riverside, CA 92521

June 1, 2007; Revised December 10, 2007

Submitted by:

Thomas P. Novak

Albert O. Steffey Professor of Marketing and Cooperating Faculty, Psychology
Co-Director, UCR Sloan Center for Internet Retailing

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SECTION 1. INTRODUCTION

1.1 Aims and Objectives of the Program

The proposed Interdepartmental Graduate Program in Management at the A. Gary Anderson Graduate School of Management (AGSM) will focus on training students in the design and execution of original research in management, specifically in the fields of Marketing and in Strategic Management and Organizations (SMO). Active and close working relationships with program faculty will allow doctoral students to make meaningful contributions to the intellectual life and research activity of AGSM and UCR while they are in the program. The expectation is that Ph.D. graduates from this program will assume academic positions in leading research-oriented business schools. To achieve these objectives, a combination of rigorous coursework and close faculty mentoring centered on research leading to publication in top academic journals will allow Ph.D. students to develop into independent researchers and thinkers capable of developing and sustaining on-going programs of research.

Students may earn an M.A. degree en route to the Ph.D., but will only be admitted to the Ph.D. program. Consequently, for brevity, this proposal will also refer to the Interdepartmental Graduate Program in Management as the “Ph.D. program,” and its students as “Ph.D. students.”

Figure 1 provides an overview of the Interdepartmental Graduate Program in Management (IGPM), showing the relationship among the AGSM departmental structure, programs of study, and program faculty. AGSM is divided into three departments, making the interdepartmental Ph.D. program structure a good format for both the initial launch of the program and its subsequent expansion as the AGSM faculty continues to grow over the next few years.

The initial program faculty for the proposed interdepartmental graduate program primarily draws upon the strengths of the Management and Marketing Department at AGSM. With 11 faculty as of July 1, 2007 (seven faculty as of 2006-2007 and four faculty joining the department on July 1, 2007) and searches for three additional faculty members to join the department1, the Marketing and Management Department is the largest of the three departments at AGSM. It is an active department with a highly productive group of faculty focusing on two major field areas. Ph.D. students will concentrate either in the major field area of Marketing, or in Strategic Management and Organizations. Within each major field area, a flexible menu of courses will allow students to adopt a particular emphasis of study. For example, in Marketing, students might emphasize Consumer Behavior or Marketing Models. In SMO, students might emphasize

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1 As of June 1, 2007, the status of the three searches is as follows. A tentative offer for an Assistant Professor of Management has been accepted by the candidate, and the Department recommendation has been forwarded to Academic Personnel. At this stage, it appears that the other two positions will be filled in the 2007-2008 academic year.
emphasize Strategy/Entrepreneurship, Organizational Behavior, or Organizational Theory.

Because there are two major field areas in the IGPM, less than the full AGSM faculty are listed as initial program faculty. However, as noted in Section 1.2 below, in addition to all faculty members from the Management and Marketing Department, a number of AGSM faculty members in the Accounting/Information Systems and Finance/Management Science departments will also be members of the program faculty. Further, as the two major field areas of Marketing and SMO both have close academic ties to the fields of Economics, Psychology, Sociology and Statistics, a number of faculty from these departments outside AGSM have also indicated their interest in participating as program faculty, once the program has been approved. Membership criteria for program faculty are specified in the program bylaws (Appendix G). Over time, program faculty size can be increased with additional major field areas as the AGSM faculty expands.

Figure 1. Overview of the Interdepartmental Graduate Program in Management (IGPM)
There are a number of distinctive features of the proposed Interdepartmental Graduate Program in Management:

1) **Cross Disciplinary.** First, the program has a strong cross-disciplinary focus, over and above the multi-department structure of AGSM. The program requires Management Ph.D. students to gain a strong disciplinary background in a core supporting area of study, such as Economics, Psychology, Sociology or Statistics. This requirement produces in-depth knowledge of a supporting discipline that creates theoretical and methodological breadth and depth.

2) **Mentoring Model.** Second, the relatively small size and uniformly high research activity level of the Management and Marketing department at AGSM creates a personalized research-active environment ideal for a mentoring model. Ph.D. students are required to attend field colloquia until they pass their dissertation proposal defense and advance to Ph.D. candidacy. The field colloquia consist of presentations by a number of leading scholars, program faculty, and program doctoral students. A central objective of the field colloquia is to integrate the Ph.D. students into the intellectual life of the school. In addition, a required sequence of four field seminars taken in the first two years provide for close one-on-one mentoring. Last, the required first year research paper is a shared commitment between program faculty and doctoral students to generate publishable research co-authored by Ph.D. students, as early as possible during the students’ graduate careers.

3) **Unique Strengths in Web Commerce.** Third, the Interdepartmental Graduate Program in Management will have a unique, although not exclusive, focus on research problems in the area of Web commerce. Two AGSM faculty members, Professors Donna Hoffman and Thomas Novak, were early pioneers in academic research on Internet marketing, and along with additional program faculty (Professors Pan, Pavlou, Rodgers, Rolland, Siegel, and Silva-Risso) have published extensively in the Internet/ecommerce areas. This strength is a distinctive advantage for UCR, and makes it highly likely that some Ph.D. program graduates will become academic leaders in the rapidly growing areas of Internet Marketing and Web Commerce. It also suggests that the IGPM may have some advantages recruiting top doctoral students if their research interests are in these areas.

4) **Sloan Center Resources.** Fourth, the UCR Sloan Center for Internet Retailing provides unique resources in support of the Ph.D. program. These resources include an international Web-based subject pool, the eLab hardware and software infrastructure for fielding Web-based experiments and surveys, a dedicated behavioral laboratory housed at AGSM, and a technical programming and database management staff. This research infrastructure is also expected to aid in recruiting and retention efforts of doctoral students.
5) **Heckmann Center Resources.** Fifth, the Richard J. Heckmann International Center for Entrepreneurial Management at the UCR-Palm Desert Graduate Center will contribute to the academic life of the Ph.D. program. The Heckmann Center will be hosting numerous research conferences, tied into special issues of leading academic journals in management and economics.

6) **M.A. Component.** Sixth, the program awards students an M.A. degree en route to the Ph.D. It is relatively uncommon for Management Ph.D. programs to award master’s degrees prior to the Ph.D., but this is standard in many other fields. A formal M.A. degree, awarded upon successful completion of the comprehensive core/field examination, is a distinguishing feature of the proposed program and helps to clearly orient the transition of the student from classroom and seminar-based education to the role of independent scholar.

The next page provides a brief chronology of the development process of this proposal, leading to a school-wide vote by the AGSM faculty prior to submission to the UCR Graduate Division.
### Brief Chronology of IGPM Proposal Development Process

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<td>Proposal writing initiated. The AGSM Management and Marketing Department met regularly and commented on and contributed to a series of drafts of the proposal.</td>
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<td>February 2007</td>
<td>Proposal circulated for comment to the AGSM Executive Committee, AGSM department chairs, and to IGPM faculty from AGSM’s Finance/Management Science and Accounting/Information Systems Departments. Comments were incorporated in the proposal.</td>
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<td>March 2007</td>
<td>Extensive input on IGPM Bylaws was solicited from AGSM department chairs and incorporated into the IGPM Bylaws. The list of initial IGPM program faculty was finalized in consultation with AGSM department chairs.</td>
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<td>April 2007</td>
<td>Proposal was circulated for comment and letters of support to Deans/PhD. Program Directors at UC Berkeley, UCLA, and UCI; to UCR Department Chairs in Economics, Psychology, Sociology and Statistics; and to UCR faculty in these departments who had expressed interest in participating in the IGPM.</td>
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<td>April 27, 2007</td>
<td>IGPM program faculty from AGSM voted unanimously in favor of the IGPM Bylaws.</td>
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<td>May 2007</td>
<td>Proposal circulated for comments to the four new Marketing Assistant Professor hires who will join AGSM July 1, 2007. Comments were incorporated in the proposal. All four new hires expressed strong support for the proposal.</td>
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<td>May 4, 2007</td>
<td>The Courses and Programs Committee of UCR Graduate Council reported on a “pre-review” of the IGPM proposal. Committee recommendations were incorporated in the proposal.</td>
</tr>
<tr>
<td>May 11, 2007</td>
<td>AGSM Executive Committee voted unanimously in favor of the IGPM proposal. Proposal was forwarded to the full AGSM faculty for comment.</td>
</tr>
<tr>
<td>June 1, 2007</td>
<td>The AGSM faculty met to discuss and vote on IGPM proposal. The proposal was unanimously approved.</td>
</tr>
</tbody>
</table>
1.2 Historical Development of the Field and Departmental Strength in the Field

The Interdepartmental Graduate Program in Management will offer programs of study in two major field areas: a) Marketing, and b) Strategic Management and Organizations (SMO). These two field areas correspond to the Department of Management and Marketing at AGSM. In this section, we outline key issues in the historical development of these two field areas, and discuss the strengths of the program faculty.

Historical Development of Marketing and SMO

As academic disciplines, Marketing and Strategic Management and Organizations are relatively new fields. First consider Marketing. With the exception of the *Journal of Marketing*, founded in 1936, all of the key marketing journals were founded in the past 40 years (founding dates shown in parentheses):

- *Journal of Marketing* (1936)
- *Journal of Marketing Research* (1964)
- *Journal of Retailing* (1964)
- *Journal of Advertising Research* (1965)
- *Journal of Business* (1965)
- *Journal of Advertising* (1972)
- *Journal of Business Research* (1973)
- *Journal of Services Marketing* (1987)
- *Journal of Interactive Marketing* (1993)

In the field of Strategic Management and Organizations, the situation is similar:

- *Administrative Science Quarterly* (1956)
- *Academy of Management Journal* (1958)
- *Journal of Management Studies* (1964)
- *Organizational Behavior and Human Decision Processes* (1966)
- *Organizational Dynamics* (1972)
- *Journal of Management* (1975)
- *Organizational Science* (1990)
Another way to portray the explosive recent growth of the academic disciplines of Marketing and SMO is to consider the membership history of some key professional organizations in these fields. The Academy of Management has grown from an organization of 10 members at its inception in 1936 to 16,268 members (10,320 academic; 4600 student and emeritus; and 1400 executive) from over 102 countries today. The American Marketing Association, founded in 1915, had 817 members by 1940, and over 7,000 by 1959. Today there are 38,000 AMA members. The Association for Consumer Research grew from 30 initial members in 1969 to 1,500 members today.

**Historical Development in the Broader Context of Business Schools.** As described by DeAngelo, DeAngelo and Zimmerman (2005) and Zimmerman (2001), the explosion of Marketing and Strategic Management and Organizations journals from the mid-1960s onward can be understood in the context of a radical reinvention of U.S. business schools supported by $35 million in funding from the Ford Foundation over a 10 year period from 1954 to 1966. The role of U.S. business schools in the 1950’s was largely to provide vocational training; graduate business education was nearly nonexistent. A barrage of criticism building throughout the 1950’s culminated in major grants from the Ford Foundation to develop “Centers of Excellence” at Carnegie, Chicago, Columbia, Harvard and Stanford. The Ford Foundation program focused on hiring research faculty with training in scientific disciplines as well as developing doctoral programs. The emergence of academic journals in marketing from the mid 1960’s onward was the natural outcome of this shift in course.

Contemporary research in marketing history by Shaw and Jones (2005) has identified four periods of development in schools of marketing thought, providing an additional perspective on changes in graduate programs at business schools. The first period, “Pre-Academic Marketing Thought,” prior to 1900, considered ethical issues and how marketing was integrated into society. The second period, “Traditional Approaches to Marketing Thought,” ranged from 1900-1955, and focused on practical implementation issues. The third period, “Paradigm Shift,” from 1955 to 1975, was affected by the Ford Foundation and Carnegie Foundation reports, as well as advances in mathematical modeling approaches, and led to the development of research-based sub-disciplines including consumer behavior, marketing management, marketing models, and others. Lastly, the fourth period, “Paradigm Broadening,” from 1975 to the present, is marked by the impact of researchers from outside fields – especially psychology and economics – on marketing. Additionally, Shaw and Jones note that the “paradigm broadening expanded the boundaries of marketing thought from its conventional focus on business activities to a broader perspective embracing all forms of human activity related to any generic or

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social exchange.” This perspective is especially important for Ph.D. programs, such as the one we propose, that rely heavily on cross-disciplinary input and training.

Today, with increased pressures brought about by a wide range of MBA business school rankings from Business Week, US News, The Wall Street Journal, Forbes, and The Financial Times, business schools are being torn in two directions. On the one hand, Bennis and O’Toole (2005) argue that recruitment, promotion, tenure, and other rewards must be radically restructured to discourage ‘scientific’ research and to promote research with immediate practical payoffs as evaluated by corporate managements, who ‘must adopt a governance role’ in business schools” (DeAngelo et. al 2005). DeAngelo (2005) and Zimmerman (2001), on the other hand, note with concern that the emphasis on MBA rankings has already diverted funds away from doctoral programs, and Zimmerman (2001) notes that “doctoral degrees peaked in 1991 at 1,265 degrees and have been falling since.”

It is important to note that this decline is not due to a corresponding decline in faculty positions at business schools, and that increasingly, business school faculty positions are filled with clinical practitioners who do not hold doctoral degrees. The AACSB (2003) projects that there will be a shortage of 2419 business Ph.D.s by 2012. Faculty shortages are especially acute in the fields of entrepreneurship and strategy, where there is a growing demand for courses, yet there are few doctoral-qualified instructors at well-respected research institutions.

Other intermediate positions are emerging that balance a call for academic research of greater relevance to the business world with the need to maintain scientific academic research standards in business schools. For example, a current and ongoing exchange among members and affiliates of the Sloan Industry Studies Program has reached a consensus that industry research centers - such as UCR’s Sloan Center for Internet Retailing – are ideal mechanisms for direct interaction with the corporate world that can inform rigorous academic research that can, in turn, feedback to impact business practice.

This background suggests that given the declining trend in business doctoral degrees, and given that some schools are diverting attention away from doctoral education, this proposal to establish a research-oriented PhD program in Management at UC Riverside comes at a critical and highly opportune time.

**Departmental Strength in Marketing and in Strategic Management and Organizations.** The history of AGSM can be traced back to 1970 when UC Riverside established the Graduate School of Administration. The school was named in 1994 following an endowment from the A. Gary Anderson Foundation. The Department of Management and Marketing at AGSM is currently in an exciting period of growth which lends very strong support to the Interdepartmental Graduate Program in Management.

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As can be seen in Table 1, the department offers key areas of strength in Internet Marketing, Empirical Modeling and Entrepreneurship.

Three senior hires (Professors Hoffman, Novak, and Siegel) joined AGSM in July 2006. These three senior hires are currently leading a major recruiting effort to double the size of the department from 7 to 14 faculty members. Beginning with seven faculty members in 2006-7, the department has hired four Assistant Professors of Marketing to start July 2007, and is currently recruiting for an Associate Professor of Marketing and two Assistant Professors of Management. These recent hires and the three searches in progress will create a department of at least 14 research-active faculty members.

As detailed in Table 1 below, this core departmental strength is augmented by five AGSM faculty members in the Information Systems and Accounting Department who are affiliated with the Sloan Center, and three faculty members from the Finance and Management Science Department.
Table 1. Initial Program Faculty for the IGPM (from AGSM)

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Title</th>
<th>Research Interests in Marketing/SMO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baler Bilgin</td>
<td>Assistant Professor of Marketing (Ph.D. Florida; starting July 2007)</td>
<td>Categorization; biases in judgment; hybrid product inferences.</td>
</tr>
<tr>
<td>Cecile Cho</td>
<td>Assistant Professor of Marketing (Ph.D. Columbia; starting July 2007)</td>
<td>Expectations; motivated goal setting; anticipated emotions; self regulation and choice.</td>
</tr>
<tr>
<td>Y. Peter Chung</td>
<td>Professor of Finance</td>
<td>Empirical research on strategic management and quantitative marketing.</td>
</tr>
<tr>
<td>Andrea Godfrey</td>
<td>Assistant Professor of Marketing (Ph.D. UT Austin; starting July 2007)</td>
<td>Multi-category product choice; empirical models of consumer choice.</td>
</tr>
<tr>
<td>Jerayr (John) Halebian</td>
<td>Assistant Professor of Management</td>
<td>Psychology theory applied to strategic decision making in the context of firm acquisitions and corporate leadership and governance.</td>
</tr>
<tr>
<td>Donna L. Hoffman</td>
<td>Chancellor’s Chair and Professor of Marketing</td>
<td>Internet marketing strategy; online consumer behavior; policy implications of commercializing the Internet</td>
</tr>
<tr>
<td>Woody Liao</td>
<td>Professor of Accounting</td>
<td>Corporate governance, corporate control, corporate transparency, firm performance.</td>
</tr>
<tr>
<td>David Mayers</td>
<td>Philip L. Boyd Chair in Finance</td>
<td>Application of corporate finance to ownership structure and control issues.</td>
</tr>
<tr>
<td>Birendra (Barry) Mishra</td>
<td>Associate Professor of Accounting</td>
<td>Pricing, Internet commerce</td>
</tr>
<tr>
<td>Kathleen Montgomery</td>
<td>Professor of Management</td>
<td>Trust and integrity; ethical issues that arise from conflicting stakeholder interests; health care management and health care research.</td>
</tr>
<tr>
<td>Thomas P. Novak</td>
<td>Albert O. Steffey Professor of Marketing</td>
<td>Social and experiential cognition; societal impact of the Internet; online research methodology; Internet marketing.</td>
</tr>
<tr>
<td>Xing (Peter) Pan</td>
<td>Assistant Professor of Marketing (Ph.D. Maryland, starting July 2007)</td>
<td>Pricing, service and channel competition in online markets; econometrics &amp; game theory.</td>
</tr>
<tr>
<td>Paul Pavlou</td>
<td>Assistant Professor of Information Systems</td>
<td>Information systems strategy in dynamic environments, trust in electronic commerce and online marketplaces.</td>
</tr>
<tr>
<td>Vassilis Polimenis</td>
<td>Assistant Professor of Finance</td>
<td>Electronic trading and exchanges; entrepreneurial finance; software technologies, algorithms and multimedia.</td>
</tr>
<tr>
<td>Waymond Rodgers</td>
<td>Professor of Accounting</td>
<td>Decision process of managers in the use of accounting information.</td>
</tr>
<tr>
<td>Erik Rolland</td>
<td>Associate Professor of Information Systems</td>
<td>Information systems and technology; IT strategy; telecommunications, decision modeling.</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Specializations</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Donald Siegel</td>
<td>Professor of Management</td>
<td>Economics of technological change, technology transfer, productivity analysis, corporate social responsibility, entrepreneurship.</td>
</tr>
<tr>
<td>Jorge Silva-Risso</td>
<td>Assistant Professor of Marketing</td>
<td>Econometric models of consumer response, marketing productivity, effects of the Internet on consumer behavior.</td>
</tr>
<tr>
<td>Shuba Srinivasan</td>
<td>Associate Professor of Marketing</td>
<td>Return on marketing investments, marketing-finance interface, long-term effects of marketing, econometrics and time-series analysis.</td>
</tr>
<tr>
<td>TBA</td>
<td>Search for new Assistant Professor of Management.</td>
<td></td>
</tr>
</tbody>
</table>

Besides the initial program faculty listed above in Table 1, Table 9 lists ten additional faculty members from the departments of economics, psychology, sociology and statistics who have stated their interest in becoming program faculty in the Interdepartmental Graduate Program in Management (see Appendix A for supporting letters). Per the bylaws (Appendix G), the initial IGPM program faculty may be expanded to include additional faculty from both within and outside AGSM.

An additional resource for the IGPM are eight marketing faculty at seven external institutions who are affiliated faculty with the UCR Sloan Center for Internet Retailing (see Table 2). These external faculty participate in research projects with UCR Sloan Center faculty, and contribute to Sloan Center activities. It is anticipated that the number of external Sloan Center Faculty Affiliates will grow over time.
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Title/University</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randy Bucklin</td>
<td>Professor of Marketing UCLA</td>
<td>Quantitative analysis of customer purchase behavior; applied choice models.</td>
</tr>
<tr>
<td>Kristin Diehl</td>
<td>Assistant Professor of Marketing University of Southern California</td>
<td>Consumer search; consideration set formation; decisions from large selections; consumer judgment and decision making; electronic commerce.</td>
</tr>
<tr>
<td>Gerald Haubl</td>
<td>R.K. Bannister Professor Electronic Commerce and Associate Professor of Marketing University of Alberta</td>
<td>Judgment and decision making; human-information interaction; construction of preference and value; search behavior; personalized interfaces; electronic decision aids.</td>
</tr>
<tr>
<td>Eric Johnson</td>
<td>Norman Eig Professor of Business Marketing Department Columbia University</td>
<td>Electronic commerce; consumer and managerial decision making; brand equity.</td>
</tr>
<tr>
<td>Praveen Kopalle</td>
<td>Professor of Marketing Dartmouth</td>
<td>Frequency rewards programs; pricing; new product innovation; customer expectations; dynamic models.</td>
</tr>
<tr>
<td>John Lynch</td>
<td>Roy J. Bostock Professor of Marketing Duke University</td>
<td>Consumer behavior; market research methods; Internet marketing.</td>
</tr>
<tr>
<td>Scott Neslin</td>
<td>Albert Wesley Frey Professor of Marketing Dartmouth</td>
<td>Measuring effectiveness of promotions; optimal allocation of promotion expenditures; database marketing; predictive marketing.</td>
</tr>
<tr>
<td>Tiffany White</td>
<td>Assistant Professor of Business Administration University of Illinois, Urbana-Campaign</td>
<td>Affective, cognitive and behavioral aspects of consumer-level brand and service relationships.</td>
</tr>
</tbody>
</table>
1.3 Timetable for Development of the Program

We anticipate recruiting students for the Interdepartmental Graduate Program in Management starting in the 2008-2009 academic year, with the first classes offered in Fall 2009. Table 3 below provides a timeline for anticipated enrollments in the combined marketing and SMO major field areas in the new graduate program.

Table 3. Timetable for the Development of the Interdepartmental Graduate Program in Management (Marketing and SMO major field areas)

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Academic Year</th>
<th>New Students (Min-Max)</th>
<th>Students transferring from other UCR Graduate Programs</th>
<th># Graduating</th>
<th>Cumulative Total Enrollment (Min-Max*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2008-2009</td>
<td>--- inaugural class is recruited this academic year ---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2009-2010</td>
<td>4-6</td>
<td>0-1</td>
<td>0</td>
<td>4-7</td>
</tr>
<tr>
<td>2</td>
<td>2010-2011</td>
<td>4-6</td>
<td>0-1</td>
<td>0</td>
<td>8-14</td>
</tr>
<tr>
<td>3</td>
<td>2011-2012</td>
<td>3-6</td>
<td>0-1</td>
<td>0-1</td>
<td>10-20</td>
</tr>
<tr>
<td>4</td>
<td>2012-2013</td>
<td>3-6</td>
<td>0-1</td>
<td>0-1</td>
<td>12-20</td>
</tr>
<tr>
<td>5</td>
<td>2013-2014</td>
<td>3-6</td>
<td>0-1</td>
<td>1-3</td>
<td>12-20</td>
</tr>
</tbody>
</table>

*note: maximum cumulative total enrollment will be managed by lowering the number of admissions to enforce a ceiling on total program size, with an eventual steady-state target of 10 Ph.D. students in each major field area.

1.4 Relationship of the Proposed Program to the Campus Academic Plan and Existing Programs on Campus

1.4.1. Relationship to Campus Academic Plan

The 2005-2010 and 2006-2011 Campus Five-Year Perspectives for New Academic Programs listed a proposed M.S./Ph.D. program in Management as a “draft proposal undergoing departmental review.” An update, changing this to a proposed M.A./Ph.D. program in Management, has been submitted through the Graduate Division for the 2007-2012 report, together with a two page description of the proposed M.A./Ph.D. program (see Appendix F).

1.4.2 Relationship to Existing Programs on Campus

Marketing and Strategic Management and Organizations are fields that benefit strongly from interdisciplinary interaction. The Interdepartmental Graduate Program in Management will benefit from existing UCR doctoral programs in Economics, Psychology, Sociology and Statistics. In turn, the Interdepartmental Graduate Program in
Management will enrich the intellectual life of doctoral students in these departments through new Management field seminars open to students from other departments, as well as opportunities for Management doctoral students to collaborate with program faculty from outside AGSM.

The backgrounds and research interests of senior AGSM program faculty are highly interdisciplinary as well. Professors Hoffman and Novak both hold Ph.D.’s in Psychology and both serve as Cooperating Faculty in Psychology at UCR; Professor Montgomery holds a Ph.D. in Sociology; and Professor Siegel holds a Ph.D. in Business Economics. Additionally, Professor Haleblian holds a M.A. degree in Psychology.

Specific important relationships of the proposed Ph.D. program to existing programs on campus are summarized below:

**Economics (Microeconomics).** The proposed program is strongly related to the university’s Ph.D. program in economics. Microeconomic theory, in particular, plays a critical role in explaining competitive strategy and consumer behavior. For example, in the field of strategic management, Berkeley economist Joe Bain’s seminar “structure-conduct-performance” paradigm resulted in Michael Porter’s “five forces” model, Edith Penrose’s work yielded the resource-based view of the firm, which was popularized by Jay Barney, and Richard Nelson and Sidney Winter’s theories of evolutionary economics led to the “dynamic capabilities” perspective of David Teece, Gary Pisano, and Amy Shuen. Game Theory, which is based on microeconomic theory, also has numerous applications in strategic management and marketing, because it is focused on market and non-market cooperation and competition. The micro-economic theories advanced by Joseph Schumpeter and William Baumol have also been central to the development of the field of entrepreneurship. And of course, many theories of consumer demand are based on micro-economic theories, since that is a central feature of the economic paradigm, i.e., the study of markets (both the demand and supply sides).

**Economics (Econometrics).** Interest in management and marketing remains high at both AGSM and other departments across the UCR campus. Specifically, as the two business disciplines of Marketing and Management both have close academic ties to the field of Economics and Econometrics, the Ph.D. program will leverage UCR faculty resources in these departments. Within Economics, Econometrics is concerned with the combination of economic, mathematical and computer techniques in the analysis of economics and business problems such as forecasting, demand and cost analysis, model building and testing empirical applications of theories. The proposed Ph.D. program will complement and provide the opportunity for inter-programmatic collaboration between faculty and graduate students in Economics and Marketing/SMO. The common thread will be research in econometric and statistical methods that are motivated by business applications, and we can look forward to strong collaborations with the Economics Department.

**Psychology.** The discipline of psychology provides theoretical and methodological support for consumer and organizational behavior research. Within the UCR psychology
department, the areas of social/personality, quantitative, and cognitive psychology and systems neuroscience provide significant opportunities for collaboration between psychology faculty and IGPM graduate students. Coursework in statistical inference, multiple regression, experimental design, ANOVA, psychometrics and multivariate statistics provides the fundamental research core sequence for both consumer behavior students in marketing, as well as organizational behavior students in SMO. Behavioral graduate students in marketing and SMO will benefit considerably from interaction with UCR psychology faculty in the social/personality and cognitive psychology areas, as the UCR psychology department has significant expertise in social perception and cognition, emotional regulation, nonverbal interaction, personality assessment and prediction of performance, group interaction, categorization, and memory.

**Sociology.** The discipline of sociology provides the theoretical underpinning for organization theory, including theories of social control and authority. The UCR graduate sociology program offers a specialization in the sociology of organizations and institutions, offering students an integrated view of macro- and meso-societal processes, with a global reach. The program enables students to appreciate the constraints imposed on the rationality of organizational behavior by the power, values, and/or cognitive expectations of organizational actors, as well as the interdependent role of institutional and organizational processes. These theories form much of the foundation on which management theorists and practitioners understand and design organizations for optimal performance.

**Statistics.** The discipline of statistics provides the theoretical foundations and methods for the empirical work across most areas in marketing and strategic management and organizations. For example, behavioral research in marketing draws heavily on experimental design and several statistical techniques, such as linear models, multivariate analysis and structural equation models with latent variables. Similar techniques are used in the field of strategic management and organizations. Quantitative empirical modeling in marketing is based on advanced statistical methods. Indeed, an important and growing stream of research in marketing is based on and has made substantial contributions to recent developments in Bayesian statistics. Last, statistical methodology for data mining holds considerable relevance for problems in Internet marketing involving massive databases of clickstream data from Web users.

Additionally, we note that AGSM research on university technology transfer will complement Ph.D. programs in engineering and science, since academics and policymakers are increasingly interested in the managerial and policy implications of the commercialization of university-based intellectual property. AGSM research on ethics, trust, and corporate social responsibility dovetail nicely with faculty and student interests in the Departments of Psychology and Philosophy. These research areas also intersect with UCR’s School of Public Policy initiative, as does AGSM program faculty research on Internet policy (including research on the “digital divide” and information privacy), as well as AGSM research in the health care management area.
1.4.3. Relationship to the UCR Undergraduate Business Administration Program

The proposed Interdepartmental Graduate Program in Management will have several important positive effects on the Undergraduate Business Administration Program jointly administered by AGSM and CHASS. For example, the intensive research environment the proposed Ph.D. program will generate will enhance undergraduate education by exposing undergraduate students to cutting edge relevant new concepts. Faculty, together with Ph.D. students, will include sessions highlighting new research applicable to the specific undergraduate courses they are teaching. Furthermore, discussion sections of undergraduate courses will be enriched by the state-of-the-art knowledge of Ph.D. students. Additionally, interested undergraduate students will have the opportunities to participate or attend activities, such as, colloquia, presentations, and seminars which will nurture their intellectual curiosity and may lead to an interest in graduate education. By increasing the volume of research activity, the presence of a Ph.D. program will increase the opportunities for undergraduates to serve as research assistants, providing invaluable experience for undergraduates who wish to continue on to graduate study. Last, Management Ph.D. students will serve as high-quality teaching assistants, strengthening the undergraduate course offerings, while providing valuable teaching experience for Ph.D. students.

Letters of support from Deans and Chairs of existing UCR programs most likely to be impacted are provided in Appendix A.

1.4.4. Potential Issues of Competition Among UCR Departments

The possibilities for mutually beneficial collaboration with the proposed Interdisciplinary Graduate Program are particularly strong for the departments of Economics, Psychology, Sociology and Statistics. At the same time, potential new UCR graduate students considering applying to existing UCR programs in Economics, Psychology, Sociology and Statistics, will also have the option of applying to the proposed Interdepartmental Ph.D. program in Management. Thus, prospective UCR graduate students will have an attractive set of choices among graduate programs. A collaborative atmosphere will help all of these departments identify new sources of graduate students, additional areas for program development and additional instructional talent – but may also increase within-university competition for new graduate students. The programmatic structure and course content that we envision takes maximal advantage of faculty expertise within existing academic units and is tied to those units by a network of mutually beneficial collaborative effects. Clearly, therefore, this overlap with the above departments programmatically and in student interests is largely beneficial. On the other hand, it is important that unhealthy competition be avoided. For this reason, we offer a few recommendations:

- It is encouraged that, as appropriate, program faculty who are from a UCR department outside AGSM will serve as Faculty Advisors and members of the Graduate Examination Committee, Ph.D. Qualifying Committee, and Ph.D. Dissertation Committee, since this will foster cooperative collaboration rather than competition among the departments.
UCR should develop and formulate a coherent and transparent marketing strategy for the graduate programs in CHASS and AGSM. Any potential doctoral student who wants to major in Management, Psychology, Economics, Sociology, or Statistics should have access to information about all such programs in an easy-to-understand and easy-to-use format.

1.5 Interrelationship with Other UC Institutions and Programs

One of the most exciting aspects of this proposal is the potential for collaboration with other Management and Business programs in the UC system. This includes UC campuses with Ph.D. programs in Management/Business (UCLA, Berkeley, UC Irvine), as well as campuses which do not have a doctoral program but which have key faculty resources in marketing and SMO (UCSD, UC Davis).

Many of these opportunities for collaboration arise from the unique strengths of the IGPM program faculty. For example, the director of the Ph.D. program at UC Irvine has expressed strong interest and support for a UCR Management Ph.D. seminar in Web Technologies for Online Research (a primary research area of Professors Hoffman, Novak and Pan).

The close geographic proximity of UCR with UCLA, UCI and UCSD also produces a number of unique opportunities for collaboration, including:

- Since at least 1993, the marketing faculties at UCR, UCLA, UCI, and USC have organized a multi-campus faculty workshop (UCR joined this annual workshop in 2004, and USCD is expected to start participating in the near future). This workshop was hosted at UCR in Spring 2006, and rotates among the participating campuses on an annual basis.

- With the proposed Ph.D. program in Management in place, UCR would initiate a parallel workshop for doctoral students involving the four regional schools with Ph.D. programs schools (UCR, UCLA, UCI, and USC). These workshops would be run on an annual basis – perhaps in conjunction with the faculty workshops, and would provide doctoral students the opportunity to present their work. The workshops would also give faculty members at these five schools the opportunity to evaluate local Ph.D. students at an early stage, and could lead to eventual hiring of students for faculty positions by institutions participating in the workshop.

- The Annual Marketing Dynamics Conference, co-sponsored by the INFORMS Society for Marketing Science and the Marketing Science Institute, is hosted by rotation at UCR every 4 to 5 years (the conference has been hosted by UC Davis and UCLA).

- The Center for Organizational Research (COR) at UC Irvine has regular
workshops and seminars that AGSM faculty have participated in in the past.

- The Center for Research on Information Technology and Organizations (CRITO) at UC Irvine is home to world-renowned researchers who study information technology (IT) issues, and how IT has transformed firms, industries, and the practice of management. Professors Hoffman and Novak have been involved in several research projects and a grant proposal with CRITO faculty.

A number of UC research centers offer additional opportunities for collaboration and development of research projects that may involve UCR Management Ph.D. students.

Letters of support from Ph.D. program directors at the above schools are provided in Appendix A.

In sum, the development of the Ph.D. program within the integrated and collaborative framework outlined above will contribute to UCR’s educational mission and to its vision of enhancing graduate student enrollment.

1.6 Administration of the Program

This program will offer an M.A. and a Ph.D. Degree. Students may earn a M.A. degree en route to the Ph.D., but admissions will be made only to the Ph.D. program.

Following UCR Graduate Council guidelines for interdepartmental programs, the program will be administered by the interdepartmental structure of a Graduate Program Director, a Graduate Advisor, and a Graduate Program Executive Committee. Supporting committees include ad hoc Graduate Examination, Ph.D. Qualifying, and Ph.D. Dissertation Committees.

The program faculty for the Interdepartmental Graduate Program in Management is listed in Section 1.2 (AGSM program faculty listed in Table 1, and interested faculty from outside AGSM are listed later in Table 9). The program faculty has developed and approved a set of bylaws (see Appendix G). Membership in the program faculty will be for a fixed three-year period of time with renewal based upon participation in the program. Applications by other faculty will be accepted according to the bylaws.

Table 4 below summarizes the organization and administrative structure of the Interdepartmental Graduate Program in Management. See the remainder of this section and the bylaws in Appendix G for details.
Table 4. Summary Table of Organization and Administration of the Interdepartmental Graduate Program in Management

<table>
<thead>
<tr>
<th>Membership criteria</th>
<th>Appointment process</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Graduate Program Director**  
(The Graduate Program Director administers the faculty effort in support of the Ph.D. program.) | Member of program faculty. Must be an AGSM faculty member. | A Nominating Committee solicits nominees for a new Graduate Program Director from the program faculty. The Nominating Committee will forward at least two names to the Graduate Dean along with comments received on the nominees. The Graduate Dean, in consultation with the college Dean, will forward his/her recommendation to the Chancellor, who makes the appointment. Appointment is for 3 years. | 1) Nominates Graduate Advisor.  
2) Selects Graduate Program Executive Committee. |
| **Graduate Advisor**  
(The Graduate Advisor is in charge of recruiting students and overseeing their progress.) | Member of program faculty. Must be an AGSM faculty member. | The Graduate Program Director nominates the Graduate Advisor to the Graduate Program Executive Committee, which sends the nomination to the Graduate Dean for approval. Appointment is for 3 years. | 1) Approves Graduate Examination Committees.  
2) Nominates Ph.D. Qualifying Committees.  
3) Nominates Ph.D. Dissertation Committees.  
4) Assigns initial Faculty Advisors. (Permanent Advisor selected by Ph.D. student)  
5) Assigns Admissions and Recruitment Committees. |
| **Faculty Advisors** | Member of program faculty. | Initially temporarily assigned by the Graduate Advisor. Permanent Advisor is selected by the Ph.D. student. | 1) Provides input to Graduate Advisor on composition of Graduate Examination Committee, Ph.D. Qualifying Committee, and Ph.D. Dissertation Committee.  
2) Approves first year research paper. |
| **Program Faculty** | Member of the UC Academic Senate; active research program related to major field areas in Interdepartmental Graduate Program in Management; able to fulfill all member responsibilities. | Appointed and renewed by Graduate Program Executive Committee. Membership renewed after 3 years. | 1) |
**Graduate Program Executive Committee**

(Oversees courses, curricula, admission, degree requirements, administration of awards, and other policy matters. Serves as membership committee.)

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Program Director (chair), Graduate Advisor, 3 program faculty members who must be AGSM faculty members.</td>
<td>Per bylaws, one member of the Graduate Program Executive Committee will be elected from each AGSM department, by a vote of the full IGPM program faculty who are AGSM faculty. Graduate Program Executive Committee members are elected to 2 year terms.</td>
</tr>
</tbody>
</table>

1) Sends nomination of Graduate Advisor to Graduate Dean for Approval.  
2) Review course proposals, oversee curriculum.  
3) Considers new applications for membership in program faculty.  
4) Annually reviews program faculty who have completed 3 years of membership in program.

**Admissions and Recruitment Committee**

Graduate Program Director, Graduate Advisor (chair), 3 program faculty members who must be AGSM faculty members.

Selected by the Graduate Advisor on an annual basis.

1) Recruits new students, including promotional efforts  
2) Decides upon student admissions based upon input from major field faculty, and recommends financial support.

**Graduate Examination Committee**

Minimum of 3 program faculty members.

Approved by Graduate Advisor, in consultation with student & program faculty (especially student’s Faculty Advisor).

Develop comprehensive exam and determine outcome (PhD Pass; MA Pass; Fail)

**Ph.D. Qualifying Committee**

Faculty Advisor + 4 faculty (a majority of the 5 are program faculty).

Nominated by Graduate Advisor, in consultation with student & program faculty (especially student’s Faculty Advisor), and approved by Graduate Dean.

Administers PhD dissertation proposal defense and recommends advancement to candidacy.

**Ph.D. Dissertation Committee**

Minimum of 3 program faculty including Faculty Advisor.

Nominated by Graduate Advisor, in consultation with student & program faculty (especially student’s Faculty Advisor), and approved by Graduate Dean.

Administers PhD dissertation defense and recommends to Graduate Division whether PhD should be conferred.

* These ad-hoc committees are unique to each student
1.6.1 Graduate Program Executive Committee

The Graduate Program Executive Committee will be chaired by the Graduate Program Director and include the Graduate Advisor. Three additional members of the Executive Committee will be elected. The full set of IGPM program faculty who are from AGSM will elect one committee member from each of the three AGSM departments to a two year term. All IGPM program faculty who are from AGSM will be eligible to run for election. Two year terms for elected members were adopted to allow for greater stability in executive committee membership in the first six years of the program, as the Graduate Program Director and/or Graduate Advisor could change after the first three years.

The Graduate Program Executive Committee will be responsible for overseeing courses, curricula, admission, degree requirements, administration of student assistantship awards, and other policy matters.

Per IGPM bylaws (Appendix H), the Graduate Program Executive Committee must approve any additions or deletions to the major field areas offered by the IGPM.

Specific responsibilities include:

- All duties and responsibilities of a membership committee will be vested in the executive committee;
- Reviewing and recommending action on proposed new Ph.D. courses;
- Recommending any changes in Ph.D. requirements and progress requirements to the program faculty;
- Designating committees to review applications for admission and making admission recommendations to the Graduate Division at UCR;
- Recommending candidates for graduate fellowships;
- Reviewing TA evaluations from students, and faculty.

1.6.2 Graduate Program Director, Graduate Advisor and Ph.D. Program Assistant

Assisted by the Ph.D. Program Assistant, the Graduate Program Director and the Graduate Advisor will administer the Interdepartmental Graduate Program in Management under the policies established by the Ph.D. Program Executive Committee.

Graduate Program Director. The Graduate Program Director is an AGSM faculty member who is a member of the program faculty. The Graduate Program Director is responsible for the overall organization and leadership of the Interdepartmental Graduate
Program in Management, and serves as Chair of the Graduate Program Executive Committee. The Program Director administers the faculty effort in support of the Ph.D. program. The normal term of the Graduate Program Director’s appointment is three years. Appointment of the Graduate Program Director is detailed in the bylaws (Appendix G).

**Graduate Advisor.** The Graduate Advisor is a member of the program faculty and is appointed for a three-year period. The Graduate Advisor is in charge of recruiting students and overseeing their progress. The Graduate Program Director nominates the Graduate Advisor to the Graduate Program Executive Committee, which sends the nomination to the Graduate Dean for approval.

If only one AGSM department has major field areas in the IGPM, then the Graduate Program Director and the Graduate Advisor will both be members of that department. When two or more AGSM departments have major field areas in the IGPM, the faculty member nominated as Graduate Advisor by the Graduate Program Director should be from a department other than the Graduate Program Director’s department.

Additional responsibilities of the Graduate Advisor include:

- Approving recommended appointments for Graduate Examination Committees, Ph.D. Qualifying Committees, and Ph.D. Dissertation Committees, and transmitting these to the Dean of the Graduate Division;
- Coordinating advising sessions for Ph.D. students;
- Holding orientation sessions for incoming Ph.D. students on various aspects of Ph.D. study;
- Recommending temporary faculty advisors for new Ph.D. students;
- Counseling students on selecting faculty advisors;
- Appointing and supervising graduate teaching assistants;
- Ensuring completion of annual reviews of student performance.

**Ph.D. Program Assistant.** The Ph.D. program assistant is a part-time administrative position in support of the IGPM. This position will be funded by AGSM.

1.6.3 **Faculty Advisors**

Faculty advisors are program faculty who will advise students on curricular planning, research, examination preparation, and provide Ph.D. dissertation supervision. The Graduate Advisor generally will assign each incoming student a temporary faculty advisor after consultation with faculty members. It is expected that within the first year of study, each Ph.D. student will select a permanent faculty advisor for his or her Ph.D. degree program. The faculty advisor will typically chair the student’s Ph.D. dissertation committee — but changes to a student’s faculty advisor can be made in consultation with the Graduate Advisor. It is expected that tenured faculty will bear the majority
responsibility for serving as faculty advisors and chairing Ph.D. dissertation committees. This is because junior faculty will need to focus as much as possible on their own research and publication.

Appendix I summarizes the collective experience of the IGPM program faculty from AGSM serving on Ph.D. examination/qualifying and dissertation committees at UCR and other institutions.

1.6.4 Graduate Examination Committee

The responsibility of the Graduate Examination Committee will be to administer the written comprehensive examination for the M.A. and Ph.D. degree. Specific duties are:

- Determining appropriate subject matter for the examination;
- Preparing questions for the examination;
- Administering the examination;
- Evaluating student responses to the examination questions;
- Determining the outcome (Pass at Ph.D. level, Pass at M.A. level, or Fail) for each student taking the examination.
- Recommending remedial actions for Ph.D. students who do well overall in the written examination but show deficiencies in specific subject areas.

Due to the heterogeneity of Ph.D. student interests, a Graduate Examination Committee will be designated for each Ph.D. student. Each Graduate Examination Committee will consist of a minimum of three (3) program faculty members: a chairperson (the student’s Faculty Advisor), and at least two additional program faculty members. Graduate Examination Committee members are appointed by the Graduate Advisor. All Graduate Examination Committee members must be voting members of the Academic Senate.

1.6.5 Ph.D. Qualifying Committee

The Ph.D. Qualifying Committee administers the oral Ph.D. qualifying exam. Following successful passage at the Ph.D. level of the comprehensive examination, a Ph.D. Qualifying Committee will be formed to evaluate a student’s readiness for advancement to candidacy. The Ph.D. Qualifying Committee will be responsible for reviewing the student’s Ph.D. dissertation proposal and administering an oral exam which serves as the dissertation proposal defense. Based on the written proposal and oral defense, the Ph.D. Qualifying Committee will make a recommendation to the Graduate Division regarding advancement to candidacy.

A Ph.D. Qualifying Committee consists of the student’s faculty advisor and four (4) additional members who are nominated by the Graduate Advisor, in consultation with the student and program faculty (particularly the student’s Faculty Advisor), and approved by the Graduate Dean. A majority of the Ph.D. Qualifying Committee are program faculty.
One member of the Qualifying Committee, designated the “outside member”, must be from outside the program faculty, but must be a voting member of the UC Academic Senate. Exceptions must be qualified for a UC faculty appointment, and must be supported by a memo of justification from the student’s faculty advisor and approved as an exception by the Graduate Dean. After review of the nominations, the Graduate Dean appoints the Ph.D. Qualifying Committee on behalf of the Graduate Council.

1.6.6. Ph.D. Dissertation Committee

The Ph.D. Dissertation Committee administers the oral dissertation defense.

The responsibilities of the Ph.D. Dissertation Committee are:

• Supervising dissertation research;
• Reviewing and approving the written dissertation;
• Administering and evaluating the oral dissertation defense;
• Recommending to the Graduate Division whether or not a Ph.D. degree be conferred.

A Ph.D. Dissertation Committee consists of a minimum of three UCR Academic Senate members who are program faculty in the Interdepartmental Graduate Program in Management, including the student’s faculty advisor who chairs the committee. All committee members should be in a position to offer guidance and be able to judge the scholarship of the dissertation work. Membership of a Ph.D. Dissertation committee should be nominated by the student’s faculty advisor, approved by the Graduate Program Committee, and appointed by the Dean of the Graduate Division.

1.7. Plan for Evaluation of the Program

The graduate program will undergo an internal review conducted by the Graduate Council during the third or fourth year of the program with an external review held in the 6th – 7th year. As is the norm for all graduate programs on the UCR campus, the program will thereafter be evaluated by an outside team of experts once every 6-7 years. Beginning in the second year, the program will conduct a self-evaluation by circulating an annual survey asking program faculty and students to critique the program and make suggestions for its improvement. It is important that these program evaluations include consultation with all AGSM faculty to verify that the programmatic goals of the entire School are satisfied by the IGPM.
SECTION 2. GRADUATE PROGRAM

2.1 Undergraduate Preparation and Admission Requirements

Applicants admitted into the Interdepartmental Graduate Program in Management will be expected to have completed a bachelor’s degree at a four-year accredited college or university and to have attained an undergraduate academic record that satisfies the standards established by the Graduate Division, University of California, Riverside. In addition to the following requirements, all applicants must meet the general requirements as set forth in the Graduate Studies section of the General Catalog.

A prior business degree is not a requirement. However, if a student has no business coursework, they must consult with the Graduate Advisor about whether any coursework in their major field area would be necessary, on a case-by-case basis, at the discretion of the Graduate Advisor.

Applicants will be required to submit official GMAT or GRE exam scores. Preference for one exam is not given over the other. All applicants whose first language is not English must also submit an acceptable TOEFL test score prior to admittance. The successful applicant is expected to score at least 560 on the paper exam or 220 on the computer based exam, or 80 on the TOEFL iBT. Applications will only be accepted for admission in the fall quarter.

Certain departments, such as Economics, have indicated that to ensure the success of IGPM graduate students and to guarantee teaching will be effective, the expectation is that IGPM students taking courses from those departments will be as academically prepared as the students accepted into those department’s Ph.D. programs. Consequently, the IGPM will obtain information from related departments regarding their normative expectations for academic preparation and course background.

2.2 Foreign Language Requirement

There is no foreign language requirement. However, per UCR Graduate Division requirements, in order to serve as a TA, all international students whose first language is not English will have to demonstrate proficiency in spoken English by securing a “clear pass” score on the SPEAK test. A clear pass is needed in order to have a TA appointment without enrolling in ESL classes. Students are encouraged to complete this requirement within their first year of residence at UCR.

7 This is standard practice in admissions to Management Ph.D. programs (UCLA, Berkeley and UCI all accept either GMAT or GRE scores) in that many applicants with an M.B.A. background will have taken the GMAT exam. GMAT and GRE scores can be compared on a percentile basis.
8 Minimum TOEFL scores for the other UC Ph.D. programs in management are: UCLA (560/220), Berkeley (570/230) and UCI (600/250).
2.3 Programs of Study

2.3.1. Specific Fields of Emphasis

The program will offer Master’s (M.A.) and doctoral (Ph.D.) degrees in Management. Concentrations are offered in two major field areas:

- Marketing
- Strategic Management and Organizations (SMO)

2.3.2. Plan(s): Masters II

The M.A. degree, Plan II, requires completing a minimum of 36 units of approved graduate-level course work and passing the comprehensive examination at least at the M.A. level (see section 2.4). The comprehensive examination will be prepared and administered by the Graduate Examination Committee. The comprehensive examination will cover a broad range of topic chosen from the core research, major field, and elective graduate courses taken by the student in their first two years of study.

UCR will not award duplicate degrees to students already possessing the M.A. in Management, who enter the Ph.D. program.

2.3.3. Unit Requirements

For the M.A. degree, 36 quarter units of graduate-level coursework are required, plus successful completion of the comprehensive examination at least at the M.A. level (see section 2.4).

For the Ph.D. degree, students must satisfy all requirements for the M.A. degree, complete Ph.D. course requirements, fulfill the university residency requirement, pass the Ph.D. qualifying exam, and successfully defend their dissertation.

2.3.4. Required and Recommended Courses and Required Research Paper

Required and elective courses fall under the following categories, and with the exception of the Field Colloquium, can be completed in the first two years of the program. However, because of scheduling considerations or in order to free up additional time for independent research, it may be desirable for a student to shift some elective and/or basic discipline courses to the third year.
• **Required Research Methods Courses** (5 courses)
• **Required Field Seminars** (4 seminars)
• **Basic Discipline Courses** (3 courses)
• **Electives** (4 courses)
• **Field Colloquium** (required until the student advances to Ph.D. candidacy)
• **First Year Research Paper**

This program consists of a total of 16 quarter courses (17.75 quarter courses if the seven quarters of the field colloquium taken until the student advances to candidacy are included). This level of coursework aligns this program in the middle range of UC campuses currently offering Ph.D.’s in management or business administration: UCI (9 mandated quarter courses, though additional courses are typically taken as jointly determined by student and advisor); UC Berkeley (12 quarter course-equivalents to the 8 required semester courses); and UCLA (19 quarter courses).

Each of these requirements is detailed below.

**Required Research Methods Courses** (5 courses). The required research methods courses are intended to provide the student with a strong foundation in research methodology. All students, regardless of major field area, will choose from the same pool of potential core research courses. Waiver of program requirements are recommended by the Graduate Adviser but made by the Graduate Dean. The student typically takes one or two courses covering traditional statistical methods, and two or three courses covering more advanced topics, such as multivariate methods, econometrics, and structural equation modeling.

Students who are interested in econometrics should be encouraged to take the entire core econometrics sequence (ECON 205A/B/C) and are expected to maintain the same B-average sequence requirement imposed by the Economics department on its own graduate students.

The pool of required research method courses includes:

- ECON 205A. Econometric Methods I
- ECON 205B. Econometric Methods II
- ECON 205C. Econometric Methods III
- ECON 244. Empirical Research Methods
- PSYC 211. Statistical Inference
- PSYC 212. Multiple Regression and Correlation Analysis
- PSYC 213. Experimental Design and Analysis of Variance
- PSYC 243. Multivariate Statistics
- PSYC 259. Topics in Quantitative Methods
- SOC 201A. Research Perspectives: Quantitative Methods
SOC 201B. Research Perspectives: Qualitative Methods
SOC 203A. Descriptive and Multivariate Statistics
SOC 205. Categorical and Survival Data Analysis
SOC 203B. Multiequation and Measurement Models

STAT 209A. Statistical Data Mining
STAT 209B. Statistical Data Mining
STAT 200A. Advanced Design and Analysis of Experiments
STAT 200B. Advanced Design and Analysis of Experiments
STAT 220A. Multivariate Analysis
STAT 220B. Multivariate Analysis
STAT 230 Sampling Theory

Required Field Seminars (4 seminars). Ph.D. students are required to complete a set of four field seminars in their major field area (either Marketing or SMO). For each major field area, two field seminars are taught each year. A given field seminar is taught every other year. Thus, in the first two years of study, a Marketing or SMO Ph.D. student would take all four field seminars in their area of study.

The research interests of faculty members (as summarized in Table 1, Table 8, and the Biosketches in Appendix B) will influence who would teach a particular seminar. Senior faculty will take the lead in teaching doctoral seminars, for the first few years of the program.

The four field seminars are listed below, by major field area:

<table>
<thead>
<tr>
<th>Marketing Field Seminars</th>
<th>SMO Field Seminars</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MGT 288A Behavioral Research in Marketing</td>
<td>*MGT 289A Micro Organizational Theory</td>
</tr>
<tr>
<td>*MGT 288B Quantitative Research in Marketing</td>
<td>*MGT 289B Macro Organizational Theory</td>
</tr>
<tr>
<td>*MGT 288C Special Topics in Marketing – Behavioral</td>
<td>*MGT 289C Strategic Management</td>
</tr>
<tr>
<td>*MGT 288D Special Topics in Marketing – Quantitative</td>
<td>*MGT 289D Designing Organizational Research</td>
</tr>
</tbody>
</table>

* Proposed new course

Basic Discipline Courses (3 courses). It is important that Ph.D. students develop a deep understanding of a basic discipline related to their major field area. Thus, students are required to complete three graduate-level courses from a department outside of AGSM. While it is most likely that the outside department would be Economics, Psychology, Sociology, or Statistics, other departments such as Computer Science or Political Science might also be appropriate for a given student.
Courses eligible for the basic discipline course requirement include: a) any of the research methods courses not taken to meet the research methods requirement, b) any of the courses listed as an approved elective, or c) any other graduate-level course or independent study approved by the Graduate Advisor.

**Electives (4 courses).** Four additional graduate-level elective courses are required. Courses eligible as electives include: a) any of the research methods courses not taken to meet the research methods requirement, b) any of the courses listed below as an approved elective, c) a Field Seminar from a different major field area, or d) any other graduate-level course or independent study approved by the Graduate Advisor.

Approved electives are listed below.

* MGT 286 (E-Z) Special Research Topics in Management (Special topics in marketing may include decision making, managerial marketing, Internet marketing, and behavioral decision theory. Special topics in strategic management and organizations may include theories and research pertaining to organizational adaptation and organizational change, international management and globalization.)

ECON 200A. Microeconomic Theory  
ECON 200B. Microeconomic Theory  
ECON 200C. Microeconomic Theory  
ECON 202B. Topics in Economic Theory: Applications  
ECON 283 (E-Z). Advanced Microeconomic Theory  
ECON 285E. Advanced Econometric Methods  
ECON 285F. Topics in Econometrics  
ECON 285G. Applied Econometrics  
ECON 285J. Nonparametric Econometrics  

POSC 203. Social Science, History, and Qualitative Methodology  
POSC 205. Advanced Regression Analysis  
POSC 207. Advanced Quantitative Analysis  

PSYC 203A. Experimental Psychology  
PSYC 203B. Experimental Psychology  
PSYC 203C. Experimental Psychology  
PSYC 207C. Processes of Cognitive Development  
PSYC 225. Theories and Concepts of Social Psychology  
PSYC 226. Theories and Concepts of Personality Psychology  
PSYC 227. Research Methods in Social Psychology  
PSYC 228. Research Methods in Personality  
PSYC 231. Mathematical and Computational Models in Cognitive Science  
PSYC 233. Research Methods in Cognitive Science  
PSYC 234. Data Analysis in Cognitive Sciences  
PSYC 255. Seminar in Social Psychology
Field Colloquium (required until the student advances to Ph.D. candidacy). It is essential that Ph.D. students actively participate in the intellectual life of the school. To facilitate this, field colloquia will be offered each quarter, and Ph.D. students will be required to formally participate in these field colloquia for course credit until they pass their dissertation proposal defense and advance to Ph.D. candidacy. It is also expected, though not required, that ABD students continue to participate in the field colloquia on non-credit basis. The field colloquia are distinct from the required field seminars offered within each major field area. The field colloquia consist of formal presentations by a number of leading scholars, program faculty, and program doctoral students, as well as informal sessions whereby participants discuss and critique work-in-progress.

*MGT 287 E. Colloquium in Management (Marketing Colloquium series)
*MGT 287 F. Colloquium in Management (Strategic Management and Organizations Colloquium series)

First Year Research Paper. Ph.D. students must complete a research paper of publishable quality during their first year. The paper is due before the beginning of the Fall quarter of the second year. The paper should demonstrate the student’s abilities in problem formulation and execution of original research. The student’s Faculty Advisor works with the student to develop the research topic, set expectations, and provide feedback. A three-person committee consisting of the student’s Faculty Advisor, plus two additional program faculty appointed by the Graduate Advisor, evaluates the submitted paper. This evaluation provides an important input to the review of the student’s progress. The student is expected to formally present their First Year Research Paper in the Field Colloquium during their second year in the program.
2.3.5. Licensing or Certification

Not applicable

2.4 Field Examinations: “Comprehensive Examination”

The comprehensive examination serves as both a major field examination, as well as an examination of topics covered in core research courses. The comprehensive examination will be held late in the spring quarter of every year, but may be offered more frequently. To maintain satisfactory progress toward their degree, the exam should be taken during the spring quarter of the student’s second year; it must be passed by the end of the spring quarter of the student’s third year (6th quarter of enrollment). Performance on the major field examination is an important indicator of a student’s intellectual competence and capacity for successful completion of the degree.

Subsequent to the comprehensive examination, the Graduate Examination Committee will issue a grade of passing at the Ph.D. level, passing at the M.A. level, or failing. Students who pass the comprehensive examination at the Ph.D. level may receive an M.A. in Management (if they do not already hold an M.A. in Management), and will be permitted to continue with the Ph.D. program. Students who pass only at the M.A. level will be recommended for a Master’s Degree (if they do not already hold an M.A. in Management), and will not be permitted to continue with the Ph.D. program.

If, in the first attempt, a student fails the comprehensive examination or passes at the M.A. level, he or she may retake the examination at the next scheduled comprehensive examination date. No more than two attempts to pass the comprehensive examination are allowed.

2.5 Qualifying Examinations: “Dissertation Proposal Defense”

When all requirements are completed, students take their oral qualifying exam, which is a defense of the dissertation proposal. Conducted by the Ph.D. Qualifying Committee, the exam is based upon the student’s dissertation proposal, and includes a broad inquiry into the student’s preparedness to conduct research and provides an opportunity to discuss the proposed dissertation. After completing the oral qualifying examination successfully, the student is formally advanced to candidacy. To maintain satisfactory progress to their degree, students are expected to advance to candidacy by end of the fall quarter of their third year (7th quarter of enrollment).
2.6 Dissertation

The dissertation culminates the student’s academic endeavors. Of substantial magnitude, the dissertation should make a significant contribution to the advancement of knowledge in the chosen field of study. It should be of sufficient originality and quality to merit publication, either in whole or in part, in a top-tier professional journal. The dissertation serves as the primary positioning of a student in his or her chosen discipline and shows others in the field what the content and quality of an individual’s research is likely to be. The dissertation is defended at a final oral examination.

2.7 Final Examination: “Dissertation Defense”

A candidate for the degree of Ph.D. will defend his or her dissertation in a public, oral presentation at a time announced to members of the University community. Upon the candidate’s successful defense of the dissertation, the Ph.D. Dissertation Committee will make a recommendation to the Graduate Division that the Ph.D. degree be conferred.

2.8 Requirements above Graduate Division Minimum

For the M.A. degree, 36 quarter units of approved graduate-level coursework are required. Upper-level undergraduate courses will not be counted to the M.A. degree in Management.

2.9 Relationship of Master’s and Doctor’s Programs

Students will be admitted into the Ph.D. program. An M.A. degree may be earned en route to the Ph.D., but students will not be directly admitted into the M.A. program. Students who pass the comprehensive examination at the Ph.D. level will be permitted to continue with the Ph.D. program. Students who pass the comprehensive examination at the M.A. level will be recommended for a Master’s Degree, and will not be permitted to continue with the Ph.D. program.

Also, please note that students are admitted into the Ph.D. program, and not the existing AGSM MBA program which is distinct from the M.A. degree. It is not possible to earn an MBA degree as part of the Ph.D. program.

Students in the AGSM MBA program who wish to join the Ph.D. program must go through the regular application procedure.
2.10 Special Preparation for Careers in Teaching

Unless a student has two years teaching or teaching assistant (TA) experience at another institution, a student who will serve as a TA is required to complete an orientation and training with the Teaching Assistant Development Program (TADP) in the Graduate Division. It is recommended that this requirement be completed in the Fall and Winter quarters of the second year. Credit for this training will be awarded as part of the requirements of MGT 302.

2.11 Sample Program

Students will concentrate in a particular major field area, but will further specialize within this major field according to their substantive interests and backgrounds. Combined with the student’s choices of Research Methods, Basic Discipline, and Elective courses, no two students will likely have exactly the same program of study. Having said this, there are some commonalities, in that all coursework required to prepare the student for the comprehensive examination should be completed in two years.

As Marketing and SMO can each be further subdivided into subdisciplines, a student’s program of study can be tailored according to that aspect of the major field area that they wish to emphasize. For example, in Marketing, students might emphasize consumer behavior or marketing models, while in SMO, students might emphasize economics, entrepreneurship, organizational behavior, or organizational theory. Thus, a student’s research methods courses, basic discipline courses, and electives would depend upon their area of emphasis within their major field area.

A generic sample program is shown in Table 5a. Tables 5b and 5c show sample programs for Marketing Ph.D. students who wish to emphasize consumer behavior and marketing models. Tables 5d and 5e show sample programs for SMO Ph.D. students who wish to emphasize strategy and organizational behavior. The sample program in 5b shows how a student may defer a few elective courses to the third year, in order to accommodate additional units of MGT 297 in the second year. The sample program in 5d explicitly lists a five year program that would be typical of a student whose dissertation required an extensive period of archival data collection, or a longitudinal field survey. All of the other sample programs reflect the possibility of completing the Ph.D. program in either four or five years. In addition, Table 6 shows examples of research methods courses that students with different areas of interest in Marketing or SMO might choose.
<table>
<thead>
<tr>
<th></th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Candidacy</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Coursework</td>
<td></td>
<td></td>
<td>Complete first year research paper.</td>
<td></td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td>Field Seminar</td>
<td>Field Seminar</td>
<td>Methods Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods Course</td>
<td>Methods Course</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Discipline</td>
<td>Basic Discipline</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Colloquium</td>
<td>Field Colloquium</td>
<td>Field Colloquium</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>Field Seminar</td>
<td>Field Seminar</td>
<td>Elective</td>
<td>Prepare dissertation proposal.</td>
</tr>
<tr>
<td></td>
<td>Methods Course</td>
<td>Methods Course</td>
<td>Field Colloquium</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Discipline</td>
<td>Elective</td>
<td>MGT 297 Directed Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Colloquium</td>
<td>Field Colloquium</td>
<td><strong>Comprehensive Examination</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>Field Colloquium</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Post-Candidacy</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dissertation Research</td>
<td>MGT 297 Directed Research</td>
<td>MGT 299 Dissertation</td>
<td>MGT 299 Dissertation</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>MGT 299 Dissertation</td>
<td>MGT 299 Dissertation</td>
<td>MGT 299 Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

* If a fifth year is needed, sample program would incorporate additional dissertation hours.
Table 5b. Sample Program for a Marketing Ph.D. Student in Consumer Behavior

<table>
<thead>
<tr>
<th>Pre-Candidacy Coursework</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MGT 288 A Consumer Behavior</td>
<td>*MGT 288 D Special Topics - Quantitative</td>
<td>*MGT 286 E Special Research Topics</td>
<td>Complete first year research paper.</td>
<td></td>
</tr>
<tr>
<td>PSYC 211 Statistical Inference</td>
<td>PSYC 213 Experimental Design</td>
<td>PSYC 212 Regression and Correlation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 255 Seminar in Social Psychology</td>
<td>PSYC 227 Research Methods in Social Psychology</td>
<td>PSYC 226 Personality Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*MGT 287 E Field Colloquium</td>
<td>*MGT 287 E Field Colloquium</td>
<td>*MGT 287 E Field Colloquium</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MGT 288 B Quantitative Research in Marketing</td>
</tr>
<tr>
<td>PSYC 243 Multivariate Statistics</td>
</tr>
<tr>
<td>MGT 297 Directed Research</td>
</tr>
<tr>
<td>*MGT 287 E Field Colloquium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Candidacy Dissertation Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MGT 287 E Field Colloquium</td>
</tr>
<tr>
<td>MGT 297 Directed Research</td>
</tr>
<tr>
<td><strong>Dissertation Proposal Defense</strong></td>
</tr>
<tr>
<td>Independent Study in Dual Process Theories</td>
</tr>
<tr>
<td>MGT 299 Dissertation</td>
</tr>
<tr>
<td>Job interviews at August American Marketing Association Meetings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year**</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 299 Dissertation</td>
</tr>
<tr>
<td>MGT 299 Dissertation</td>
</tr>
<tr>
<td>MGT 299 Dissertation</td>
</tr>
</tbody>
</table>

*Proposed new course offering
** If a fifth year is needed, job search would be delayed one year, and sample program would incorporate additional dissertation hours.
### Table 5c. Sample Program for a Marketing Ph.D. Student in Marketing Models

<table>
<thead>
<tr>
<th>Pre-Candidacy Coursework</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Quarter</strong></td>
<td><strong>Winter Quarter</strong></td>
<td><strong>Spring Quarter</strong></td>
<td><strong>Summer Quarter</strong></td>
<td></td>
</tr>
<tr>
<td>STAT 220 A Multivariate Analysis</td>
<td>*MGT 288 B Quantitative Research in Marketing</td>
<td>*MGT 286 E Special Research Topics</td>
<td></td>
<td>Complete first year research paper.</td>
</tr>
<tr>
<td>ECON 205 A Econometric Methods I</td>
<td>ECON 205 B Econometric Methods II</td>
<td>ECON 205 C Econometric Methods III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*MGT 288 C Special Topics - Behavioral</td>
<td>ECON 285 F Topics in Econometrics</td>
<td>STAT 209 A Statistical Data Mining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*MGT 287 E Field Colloquium</td>
<td>*MGT 287 E Field Colloquium</td>
<td>*MGT 287 E Field Colloquium</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| | | | |
| **Second Year** | | | |
| ECON 285 E Advanced Econometrics | ECON 285 J Nonparametric Econometrics | *MGT 287 E Field Colloquium | | |
| STAT 200 A Advanced Design and Analysis of Experiments | STAT 209 B Statistical Data Mining | MGT 297 Directed Research | | |
| *MGT 287 E Field Colloquium | *MGT 287 E Field Colloquium | **Comprehensive Examination** | | |

| | | | |
| **Third Year** | | | |
| *MGT 287 E Field Colloquium | | | |
| MGT 297 Directed Research |
| **Dissertation Proposal Defense** | | | |
| MGT 299 Dissertation | MGT 299 Dissertation | MGT 299 Dissertation | Job interviews at August American Marketing Association Meetings |

| | | | |
| **Fourth Year** | | | |
| MGT 299 Dissertation | MGT 299 Dissertation | MGT 299 Dissertation | |
| Fly-outs for invited job talks. | | | |

* Proposed new course offering
** If a fifth year is needed, job search would be delayed one year, and sample program would incorporate additional dissertation hours.
<table>
<thead>
<tr>
<th>Pre-Candidacy Coursework</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MGT 287 F Field Colloquium</td>
<td>*MGT 287 F Field Colloquium</td>
<td>*MGT 287 F Field Colloquium</td>
<td>*MGT 287 F Field Colloquium</td>
<td></td>
</tr>
<tr>
<td>*MGT 289 C Strategic Management</td>
<td>*MGT 289 D Research Design</td>
<td>*MGT 286 L Special Research Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 211 Statistical Inference</td>
<td>PSYC 212 Regression and Correlation</td>
<td>*MGT 287 F Field Colloquium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 245: Large-scale organizations</td>
<td>Independent Study in Strategic Management Theories</td>
<td>Comprehensive Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*MGT 287 F Field Colloquium</td>
<td>*MGT 287 F Field Colloquium</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**First Year**

- Complete first year research paper.

**Second Year**

- Prepare dissertation proposal.

**Third Year**

- Extensive data collection effort.

**Fourth Year**

- Extensive data collection effort

**Fifth Year**

- Job interviews at August Academy of Management Meetings

*Proposed new course offering*
<table>
<thead>
<tr>
<th></th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Summer Quarter</th>
</tr>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Candidacy Coursework</td>
<td>*MGT 289 A</td>
<td>*MGT 289 B</td>
<td>*MGT 286 K</td>
<td>Complete first year research paper.</td>
</tr>
<tr>
<td></td>
<td>Organization Behavior</td>
<td>Organization Theory</td>
<td>Special Research Topics</td>
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<tr>
<td>PSYC 211 Statistical Inference</td>
<td>PSYC 213 Experimental Design</td>
<td>PSYC 212 Regression and Correlation</td>
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<tr>
<td></td>
<td>*MGT 287 F Field Colloquium</td>
<td>*MGT 287 F Field Colloquium</td>
<td>*MGT 287 F Field Colloquium</td>
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<tr>
<td><strong>Second Year</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>*MGT 289 C Strategic Management</td>
<td>*MGT 289 D Research Design</td>
<td>*MGT 286 L Special Research Topics</td>
<td>Prepare dissertation proposal.</td>
</tr>
<tr>
<td>PSYC 243 Multivariate Statistics</td>
<td>SOC 201B Qualitative Methods</td>
<td>*MGT 287 F Field Colloquium</td>
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<tr>
<td>SOC 245 Large-scale organizations</td>
<td>SOC 255 Topics in Large-Scale Organizations</td>
<td>MGT 297 Directed Research</td>
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<tr>
<td></td>
<td>*MGT 287 F Field Colloquium</td>
<td>*MGT 287 F Field Colloquium</td>
<td>Comprehensive Examination</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post- Candidacy Dissertation Research</td>
<td>*MGT 287 F Field Colloquium</td>
<td>MGT 297 Directed Research</td>
<td>MGT 299 Dissertation</td>
<td>Job interviews at August Academy of Management Meetings</td>
</tr>
<tr>
<td></td>
<td><strong>Dissertation Proposal Defense</strong></td>
<td><strong>Dissertation</strong></td>
<td><strong>Dissertation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong>**</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGT 299 Dissertation</td>
<td>MGT 299 Dissertation</td>
<td>MGT 299 Dissertation</td>
<td></td>
</tr>
<tr>
<td>Fly-outs for invited job talks.</td>
<td>Fly-outs for invited job talks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Proposed new course offering
** If a fifth year is needed, job search would be delayed one year, and sample program would incorporate additional dissertation hours.
Table 6. Sample Research Methods Courses for Students with Different Interests

<table>
<thead>
<tr>
<th>CORE RESEARCH COURSES:</th>
<th>MARKETING</th>
<th>SMO</th>
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<tbody>
<tr>
<td></td>
<td>Consumer Behavior</td>
<td>Marketing Models</td>
</tr>
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<td>ECON 205 A. Econometric Methods I</td>
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<td>X</td>
</tr>
<tr>
<td>ECON 205 B. Econometric Methods II</td>
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<tr>
<td>ECON 205 C. Econometric Methods III</td>
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</tr>
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<td>ECON 244. Empirical Research Methods</td>
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<td>X</td>
</tr>
<tr>
<td>PSYC 211. Statistical Inference</td>
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<td>X</td>
</tr>
<tr>
<td>PSYC 212. Multiple Regression and Correlation Analysis</td>
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<td>X</td>
</tr>
<tr>
<td>PSYC 213. Experimental Design and ANOVA</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PSYC 243. Multivariate Statistics</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PSYC 259. Topics in Quantitative Methods</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC 201 A. Research Perspectives: Quantitative Methods</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC 201 B. Research Perspectives: Qualitative Methods</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC 203 A. Descriptive and Multivariate Statistics</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC 205. Categorical and Survival Data Analysis</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC 203 B. Multiequation and Measurement Models</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>STAT 200 A. Advanced Design and Analysis of Experiments</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>STAT 200 B. Advanced Design and Analysis of Experiments</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>STAT 209 A. Statistical Data Mining</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>STAT 209 B. Statistical Data Mining</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>STAT 220 A. Multivariate Analysis</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>STAT 220 B. Multivariate Analysis</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>STAT 230. Sampling Theory</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

2.12 Normative Time from Matriculation to Degree

Normative completion time for the Ph.D. program is 15 quarters (five years), 7 quarters pre-candidacy and 8 quarters post-candidacy.9

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9 For comparison, at UCR, normative time for Ph.D. programs in Economics, Political Science, Psychology, and Statistics are all 15 quarters (5 years), while Sociology is 18 quarters (6 years). For other
SECTION 3. PROJECTED NEED

3.1 Student Demand for the Program

The 2003 Association to Advance Collegiate Schools of Business (AASCB) report, *Sustaining Scholarship in Business Schools*, noted that based on a survey of 220 business schools with Ph.D. programs, 74.6 percent of programs indicated an increase in the number of applications over the past five years. However, only half of doctoral programs were able to increase the number of offers of admission in response to this rising trend.

Within the University of California system, demand for doctoral programs in Management is significant. The University of California at Berkeley Haas Graduate School of Business received 346 applications for the 16 Ph.D. students enrolling in Fall 2006. UCLA’s Anderson School of Management faces a similar situation with a 6% admittance rate. The Paul Merage School of Business at UC Irvine annually receives 150-175 applications a year, admitting 22-25 students per year. Given these high application rates for management doctoral programs at other UC campuses, the program should have little trouble finding highly qualified applicants to fill openings.

Due to the interdepartmental nature of the IGPM, we anticipate above-average percentages of applications with undergraduate (and potentially master’s) degrees in economics, psychology, sociology and statistics, in addition to applicants with undergraduate degrees in business administration and/or MBA degrees.

3.2 Opportunities for Placement of Graduates

The market for management and marketing faculty is extremely strong, due mainly to an ongoing decline in Ph.D. degree production at U.S. institutions and growing demand for business education. Appendix H provides a link to a document listing marketing job announcements for the 2007-2008 academic year. In the field of marketing alone, Appendix H provides 273 pages of faculty position announcements. The 273 pages of job listings appeared in the American Marketing Association’s Electronic Marketing (ELMAR) mailing list from April 28, 2006 to January 17, 2007, and represent open marketing positions for the 2007-2008 academic year. Note that many of these listings are for multiple positions. Thus, the number of positions represented here is substantially higher than 273. This document may be downloaded from:

[http://sloan.ucr.edu/novak/phd/marketing-elmars-pdf](http://sloan.ucr.edu/novak/phd/marketing-elmars-pdf)

There are significant and increasing opportunities for placement of Management Ph.D. graduates, particularly in the fields of SMO and Marketing. The 2005-2006 AASCB 38th annual Salary Survey reported that the fields of Strategic Management and Organizations (including international business) represented the largest share of new hires from among new Ph.D. graduates with a degree in management, with Marketing third (behind

UC’s offering Ph.D. degrees in management or business administration, normative times are: UCI (4 years); UCLA (4.67 years/14 quarters); UC Berkeley (5 years/10 semesters).

The AACSB (2006) reports that the distribution of hiring activity has shifted in favor of management and marketing in the past decade, with management’s “market share” (defined broadly as management/behavioral science/international business/strategic management) rising from 15.2% in 1996 to 18.6% in 2005 and marketing’s share rising from 13.7% in 1996 to 15.3% in 2005. According to the Academy of Management, the number of new faculty positions in strategic management and organization (broadly defined) has increased over 20% during the same period. The corresponding figures for the specific fields of strategy and entrepreneurship are 18% and 32%, respectively. These increases reflect the growing popularity of courses in entrepreneurship and the proliferation of graduate programs in business, all of which typically require a course in strategic management.

As noted in section 1.2, business schools are facing a critical shortage of Ph.D. hires, and demand is rapidly outpacing supply. A January 9, 2007 Wall Street Journal article, titled “Ph.D. Shortage: Business Schools Seek Professors,” stated that “the growing shortage of doctoral graduates from business schools is indeed worrisome.” The AACSB (2003) report, Sustaining Scholarship in Business Schools, states:

“Taking into account current Ph.D. enrollments, projected demand for business education, faculty retirements, and the typical hiring of Ph.D.’s by accredited and non-accredited schools, we conclude that in the US there will be a shortage of approximately 1,142 Ph.D.’s within five years, and 2,419 Ph.D.’s within 10 years... The worst case scenario is that the shortages will reach 3,043 in five years, and 5,689 in 10 years. More optimistic assumptions about supply and demand lead to less grim results, a nominal shortage of 21 business Ph.D.’s within five years and 334 in 10 years.”

The figure below from the AACSB report graphically displays this trend:

Figure 1. Projected US Doctoral Faculty Shortages

Source: Doctoral Faculty Commission
Specific and highly detailed information on the academic job search process is available for Marketing Ph.D.’s, from the annual “Who Went Where & Salary Survey” fielded by the Marketing Doctoral Student Special Interest Group (DocSIG)\(^{10}\). Based upon data from the most recent 2006 survey (n=86), Ph.D. candidates on average each received 6.6 campus visit offers, culminating in 2.9 job offers on average.

Business schools offered considerable financial incentives for new Marketing Ph.D. students in 2006. With a median of 3 job offers per Marketing Ph.D. candidate, 9 month starting salaries ranged from $63,500 to $140,000, with a mean of $105,553. Summer support ranged from $0 to $30,000, with a mean of $15,186. Mean starting salaries varied somewhat by type of hiring institution but more sharply by candidate’s primary research area. Research-Private institutions, for example offered on average an overall salary (9 months + summer) of $125,541, while Research-Public institutions offered an average of $119,392. Modeling Ph.D. students had the highest average total offers of $143,924, Consumer Behavior students had average offers of $124,074, and students specializing in Strategy had average offers of $110,477. Note that the IGPM will be training Modeling and Consumer Behavior students within the market major field area.

It is also highly instructive to examine “first placement” data for Marketing and SMO Ph.D. graduates from the three UC campuses currently offering doctoral training in management. Academic placement data for new UC marketing Ph.D.’s from 1997-2006 are shown in Table 7a, while placement data for SMO programs from 1997-2006 are shown in Table 7b. These placement data demonstrate considerable success by the three existing UC management doctoral programs in placing new Ph.D. graduates in top business schools at high-level research universities.

\(^{10}\) [http://docsig.eci.gsu.edu/](http://docsig.eci.gsu.edu/)
Table 7b. First Academic Placement of UC Ph.D. Graduates in Marketing from 1997-2006

<table>
<thead>
<tr>
<th>Year</th>
<th>UC Berkeley</th>
<th>UC Irvine</th>
<th>UCLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Massachusetts Institute of Technology</td>
<td></td>
<td>University of Texas, Austin</td>
</tr>
<tr>
<td></td>
<td>University of Chicago</td>
<td></td>
<td>University of Rochester</td>
</tr>
<tr>
<td>2005</td>
<td>University of St. Thomas</td>
<td>University of Kansas</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td>2004</td>
<td>HKUST</td>
<td>Bentley College</td>
<td>Universidad Austral</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concordia University</td>
<td>Singapore Management University</td>
</tr>
<tr>
<td>2003</td>
<td>Washington University</td>
<td>State University of New York at Oneonta</td>
<td>Universidad de Navarra</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>University of San Diego</td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td>University of Southern California</td>
</tr>
<tr>
<td>2001</td>
<td>Interdisciplinary Center Herzliya</td>
<td>University of Minnesota</td>
<td>Dartmouth College</td>
</tr>
<tr>
<td></td>
<td>HKUST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>San Diego State University</td>
<td>Wake Forest University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>San Jose State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Temple University</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>UNC Chapel Hill</td>
<td>University of Missouri</td>
<td>University of Pennsylvania</td>
</tr>
<tr>
<td></td>
<td></td>
<td>California State University, Long Beach</td>
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</tr>
<tr>
<td>1998</td>
<td>Hitosubashi University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>University of Arizona</td>
<td>George Mason University</td>
<td>University of Michigan</td>
</tr>
<tr>
<td></td>
<td>Azusa Pacific University</td>
<td>California State University, Los Angeles</td>
<td>University of Notre Dame</td>
</tr>
</tbody>
</table>
Table 7b. First Academic Placement of UC Ph.D. Graduates in SMO from 1997-2006 (note: OB = Organization Behavior; S = Strategy)

<table>
<thead>
<tr>
<th>Year</th>
<th>UC Berkeley</th>
<th>UC Irvine</th>
<th>UCLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Emory (S)</td>
<td>University of South Carolina (S)</td>
<td>Purdue University (S)</td>
</tr>
<tr>
<td></td>
<td>Carnegie-Mellon (S)</td>
<td>University of Southern California (OB)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Singapore Management University (OB)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hong Kong University of Science &amp; Technology (OB)</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>University of Toronto (S)</td>
<td>HEC School of Management, Paris, France (OB)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Georgia Tech (S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Cornell (OB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INSEAD, Singapore (OB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>SUNY Buffalo (OB)</td>
<td>UT-San Antonio (OB)</td>
<td>California State University, Fullerton (S)</td>
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<tr>
<td>2001</td>
<td></td>
<td>Simon Fraser U (OB)</td>
<td>Harvard Business School (S)</td>
</tr>
<tr>
<td>2000</td>
<td>Cornell (OB)</td>
<td>UCI-Visitor (OB)</td>
<td>Ohio State University (S)</td>
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<tr>
<td>1999</td>
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<td>Cal Poly-Pomona (OB)</td>
<td>University of Navarra, Spain (S)</td>
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<td></td>
<td></td>
<td>University of California, Irvine (OB)</td>
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<tr>
<td>1998</td>
<td></td>
<td>Wichita State (OB)</td>
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<tr>
<td>1997</td>
<td></td>
<td>CSU-Stanislas (S)</td>
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</table>
3.3 Importance to the Discipline

As noted earlier, there is a serious shortage of doctoral graduates from business schools. The production of high quality Ph.D. graduates is thus of fundamental importance to the disciplines of Marketing as well as Strategic Management and Organizations. The interdepartmental nature of the program, and the emphasis on substantive training in related fields such as economics, psychology, sociology and statistics, will enhance the depth and potential impact of dissertation research from the UCR program. UCR’s doctoral program in management will be poised to make significant and lasting contributions to the research literature in behavioral, quantitative and Internet marketing, as well as organizational behavior, organizational theory, and entrepreneurship.

3.4 Ways in Which the Program Will Meet the Needs of Society

The Interdepartmental Graduate Program in Management emphasizes research at the interface between science and business. The IGPM is dedicated to training students who will be at the forefront of scientific thought regarding management theory and practice. The interdepartmental structure and strongly multidisciplinary focus means that IGPM graduates will be better prepared to advance theory and practice that can address the most difficult problems facing management in the future. We see this as an important societal benefit that accrues from graduating Ph.D.’s in management.

Additionally, as noted earlier, there is a current shortage of Ph.D. candidates, as business schools are increasingly competing for a diminishing pool of Ph.D. level faculty (Wall Street Journal, January 9, 2007). Hence, a Ph.D. program in management at UC Riverside will create additional Ph.D. candidates to help fulfill this need in academic leadership.

Because IGPM Ph.D. graduates will become new faculty members, they will have important opportunities to influence the private sector through both their training of future undergraduate and MBA students, as well as through their direct interaction with the corporate world through research and consulting activities. Increasingly, there is a need for a broader range of skills in the changing employment climate. Uniting science and management, the IGPM will prepare a new generation of business leaders. Thus, the IGPM is dedicated to capturing the brightest minds and providing them with the scientific and management expertise needed to help build academic and business leaders.

3.5 Relationship of the Program to Research and/or Professional Interests of the Faculty

The proposed program will strongly complement and extend the research of AGSM faculty members. As noted in a previous section of the proposal, AGSM now has a critical mass of faculty members conducting research on the managerial and policy implications of several key topics in marketing and SMO. These include the economic and psychological modeling of consumer behavior and the role of the Internet in
marketing strategy. AGSM faculty members also have considerable expertise in mergers and acquisitions, corporate governance, ethics and integrity, and corporate social responsibility. These topics are especially interesting, since they cut across a wide variety of social science disciplines (e.g., sociology, psychology, and economics), as well as many functional areas in business administration (e.g., marketing, finance, accounting, and MIS) and so are likely to attract additional interest from faculty in other areas of the school.

Furthermore, these issues can be studied at a variety of levels of aggregation (e.g., individual managers, plants, firms, industries, and nations) and our faculty members have conducted such research. It is also important to note that AGSM faculty involved in this program will employ a variety of research methods, including both quantitative and qualitative analysis (field research and interviews), laboratory experiments (which are growing in popularity many fields), and state-of-the-art econometric and time series analysis. The development of this program will enhance the quantity and quality of AGSM research, especially interdisciplinary research, which is increasingly viewed favorably by funding agencies and journal editors. Thus, our students will be extremely versatile, having been trained in a variety of research methods and disciplinary perspectives.

From the perspective of program faculty in departments outside AGSM, the proposed program provides a mechanism to facilitate the exchange of fresh ideas with like-minded faculty and graduate students from diverse disciplines.

3.6 Program Differentiation

3.6.1 Comparison with Other UC Management Programs

Three other UC campuses have a doctoral program in management: UC Berkeley’s Haas School of Business offers a Ph.D. degree in Business Administration with six areas of specialization, including one each in marketing and Organizational Behavior/Industrial Relations. UC Irvine’s Paul Merage School of Business offers a Ph.D. degree in Management with six areas of specialization, including one each in Marketing and Organization/Strategy. UCLA’s [John] Anderson School of Management offers a Ph.D. degree in Management with nine fields of specialization, including one each in Marketing and Human Resources/Organizational Behavior. We note that these are interdisciplinary school-wide programs, drawing on the expertise of faculty across fields within management, as well as reaching out to faculty in other schools where appropriate (e.g., sociology, economics, psychology, and statistics). This is consistent with the norm.

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11 The Rady School of Management at UCSD has developed a proposal for a Ph.D. program in management, which is undergoing review at UCSD. Our understanding of this proposal is that it has a targeted scope narrower than that of the three existing UC management/business Ph.D. programs. Like the Rady School of Management, the focus of the proposed UCSD Ph.D. program is upon the markets and management issues of science and technology driven firm, with students trained in behavioral science, financial/economics, or management science.
for doctoral programs in management and reflects the model in the current proposal for AGSM.

Unlike the three UC campuses currently offering Ph.D.’s in Management, UCR’s IGPM will offer an M.A. degree as well as the Ph.D. (although admission will be made only to the Ph.D. program).

The doctoral programs in management at the other UC campuses are highly selective: UC Berkeley and UCLA each accept about 5%-6% of applicants, and UC Irvine accepts about 12%-14% of applicants. This suggests that there continues to be a substantial unmet need for doctoral students in management at the UC system. We note also that the only other doctoral-level program in management in Southern California is at University of Southern California, which reports a 5% acceptance rate into its program. The size of the proposed program at UCR would be less than half that at the other UC campuses or at USC. This smaller size will enable the IGPM to also to be highly selective, while providing students with substantial opportunities for intensive faculty-student collaborations.

The areas of emphasis at the other UC campuses draw heavily on distinctive areas of faculty expertise and research interests, as will the proposed UCR graduate program. For example, the field of Organizations at both UC Berkeley and UCLA emphasizes human resources and labor relations. In contrast, the proposed major field area of Strategic Management and Organizations (SMO) at AGSM will allow students to focus on entrepreneurship and social responsibility. The major field area of Marketing will allow students, if they choose, to focus on Internet marketing in much greater depth than is possible at the other UC campuses, due to the presence of the UCR Sloan Center for Internet Retailing.

Like all UC management programs, there is an expectation that Ph.D. students will have publications in major journals by the time they receive their Ph.D. A marketing or SMO student without publications – or at the very least, papers under review in top academic journals – is not competitive in today’s academic job market. A differentiating feature of the IGPM is the requirement of the first year research paper. The first year paper is a shared responsibility of program faculty and doctoral students to commit to generating publishable research co-authored by Ph.D. students as early as possible during their graduate careers.

As noted, the other UC campuses offer at least six different fields for their doctoral program in management, whereas the AGSM proposal lists two fields as initial major field areas: Marketing and Strategic Management and Organizations (SMO), building on the current strength within AGSM in these two fields, and the complementary faculty resources elsewhere on campus (e.g., sociology, economics, psychology, and statistics). Over time, we anticipate establishing other fields within the AGSM doctoral program in management as the AGSM faculty expands.
3.6.2 The UCR Sloan Center for Internet Retailing

As mentioned later in section 6.3, the Sloan Center for Internet Retailing moved to UCR on July 1, 2006, and will contribute significant research resources in support of the IGPM, providing Ph.D. students with access to an online panel, virtual lab, behavioral lab, and technical staff. This is a unique resource that differentiates the IGPM from other UC management Ph.D. programs.

Besides providing research support, a major mission of the UCR Sloan Center is to hold a series of workshops and conferences. IGPM Ph.D. students will be able to participate in these events, which will expose our Ph.D. students to leading faculty at other institutions. Four initial workshops and conferences have been scheduled:

- A Research Networking Workshop, supported by a grant from the Alfred P. Sloan Foundation, was held on May 3-4 2007. The workshop brought together 18 leading behaviorally- and quantitatively- oriented scholars researching problems related to Internet retailing. Workshop goals were to promote awareness of the joint community’s common research interests and identify new research themes that can serve as the basis for future collaborations.

- A special topics conference on “Online Consumer Behavior” is planned for October 2007. This conference is co-sponsored by the UCR Sloan Center for Internet Retailing, the Columbia Center for Excellence in E-Business (Columbia University), and the Association for Consumer Research. The conference will be held in Memphis, Tennessee in October 2007, immediately prior to the 2007 Association for Consumer Research Annual North American Conference.

- The first UCR Sloan Center for Internet Retailing Annual Conference is planned for December 2007. This conference will be held at the Heckmann Center, UCR-Palm Desert Graduate Center.

- A special topics conference on “Online Advertising” is planned for March 2008. This conference is co-sponsored by the UCR Sloan Center for Internet Retailing, the Yaffe Center for Persuasive Communication (Ross School of Business, University of Michigan), and the Marketing Science Institute. This conference will be held at the Heckmann Center, UCR-Palm Desert Graduate Center.

In addition, the UCR Sloan Center will run a series of additional Networking Workshops and Cross-Cutting Themes Workshops. The Networking Workshops bring together a small number of academicians, particularly at the junior faculty level, to foster research collaboration on specific topics of interest. The Cross-Cutting Themes Workshops bring together a small number of different researchers from the 28 Sloan Industry Centers to work on cross-cutting themes and develop interdisciplinary research projects.
3.6.3 The Heckmann Center

The Richard J. Heckmann International Center for Entrepreneurial Management at the UCR-Palm Desert Graduate Center will also be contributing to the Ph.D. program, and provides a differentiating feature of the IGPM. The Heckmann Center will be hosting numerous research conferences, tied into special issues of leading academic journals in management and economics. The first is a special issue conference for *Economica* on “The Growth of Gambling and Prediction Markets: Economic and Financial Implications,” scheduled for late May 2007. In October 2007, the Technology Transfer Society Annual Conference, sponsored by the Kauffman Foundation, will take place at the Heckmann Center. Three leading academic journals will be publishing papers from this conference: *Journal of Management Studies*, *Oxford Review of Economic Policy*, and *Leadership Quarterly*.

The Technology Transfer Society is a non-profit organization devoted to the interdisciplinary scholarly analysis of technology transfer and commercialization from universities and federal laboratories to firms. It sponsors the *Journal of Technology Transfer*, the only journal devoted to the managerial and policy implications of technology transfer, especially its entrepreneurial dimension. Professor Donald Siegel serves as president of the Society (which has over 300 academic members) and edits the journal out of the Heckmann Center.

In March 2008, the Heckmann Center will be hosting the world’s leading entrepreneurship research conference for the *Journal of Business Venturing* (the top journal in the field of entrepreneurship): the Lally-Darden Entrepreneurship Young Scholar’s Retreat (which will now be called the Lally-Darden-UC-Riverside Young Entrepreneurship Scholars' Retreat). A key goal of this workshop is to develop junior scholars in the field of entrepreneurship. The Heckmann Center has also developed an external alliance with the Max Planck Institute of Economics in Germany, which houses the leading research group on public policy aspects of entrepreneurship.
SECTION 4. FACULTY

The initial program faculty for the Interdepartmental Graduate Program in Management will utilize 19 faculty from three departments at the A. Gary Anderson Graduate School of Management. Additionally, faculty from other departments at UCR, including Economics, Psychology, Sociology, and Statistics, have expressed interest in joining the program faculty, upon approval of the program. The inaugural program faculty in the Management Ph.D program was listed earlier in section 1.2. Appendix B provides abbreviated curriculum vita for program faculty.

The 19 initial IGPM program faculty members from AGSM are summarized below:

<table>
<thead>
<tr>
<th>Department</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing and Management</td>
<td>• 7 tenure-track faculty (Haleblian, Hoffman, Montgomery, Novak, Siegel, Silva-Risso, Srinivasan).</td>
</tr>
<tr>
<td></td>
<td>• 4 Assistant Professors of Marketing (offers accepted) to start Fall 2007 (Bilgin, Cho, Godfrey, Pan).</td>
</tr>
<tr>
<td>Accounting/Information Systems</td>
<td>• 5 tenure-track faculty (Liao, Mishra, Pavlou, Rodgers, Rolland).</td>
</tr>
<tr>
<td>Finance/Management Science</td>
<td>• 3 tenure-track faculty (Chung, Mayers, Polimenis).</td>
</tr>
</tbody>
</table>

In addition, as noted in section 1.1 (see also footnote 1), there are three open searches in AGSM for three new Management and Marketing department faculty who would also be on the IGPM program faculty (one Associate Professor of Marketing and two Assistant Professors of Management).

Table 8 below summarizes AGSM program faculty research interests within the Marketing and SMO major field areas.
Table 8. Faculty Research Interests within Marketing and SMO

<table>
<thead>
<tr>
<th>AGSM Program Faculty Member</th>
<th>Department:</th>
<th>Marketing</th>
<th>SMO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baler Bilgin</td>
<td>Marketing</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Cecile Cho</td>
<td>Marketing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Andrea Godfrey</td>
<td>Marketing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Donna L. Hoffman</td>
<td>Marketing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Thomas P. Novak</td>
<td>Marketing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Shuba Srinivasan</td>
<td>Marketing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>David Stewart*</td>
<td>Marketing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Paul Pavlou</td>
<td>Information Systems</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Xing (Peter) Pan</td>
<td>Marketing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Jorge Silva-Risso</td>
<td>Marketing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Birendra (Barry) Mishra</td>
<td>Accounting</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Donald Siegel</td>
<td>Management</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Y. Peter Chung</td>
<td>Finance</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Vassilis Polimenis</td>
<td>Finance</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Erik Rolland</td>
<td>Information Systems</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Waymond Rodgers</td>
<td>Accounting</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Jerayr (John) Haleblian</td>
<td>Management</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Seok-Woo Kwon*</td>
<td>Management</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Woody Liao</td>
<td>Accounting</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>David Mayers</td>
<td>Finance</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Kathleen Montgomery</td>
<td>Management</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Table 9 below summarizes the faculty in Economics, Psychology, Sociology and Statistics who have expressed interest in joining the IGPM program faculty, once the program has been approved.

*Joined AGSM July 1, 2007, please see Table 9A
### Table 9. UCR (non-AGSM) Faculty Who Have Expressed Interest in Becoming Program Faculty in the IGPM (letter of support in Appendix A).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gloria González-Rivera, Professor and Chair</td>
</tr>
<tr>
<td></td>
<td>Tai-Hwy Lee, Professor</td>
</tr>
<tr>
<td></td>
<td>R. Robert Russell, Distinguished Professor</td>
</tr>
<tr>
<td></td>
<td>Aman Ullah, Professor</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Veronica Benet-Martinez, Associate Professor</td>
</tr>
<tr>
<td></td>
<td>David Funder, Professor</td>
</tr>
<tr>
<td></td>
<td>Robert Rosenthal, Distinguished Professor</td>
</tr>
<tr>
<td></td>
<td>Thomas Sy, Assistant Professor</td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Christopher Chase-Dunn, Distinguished Professor</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subhir Ghosh, Professor and Chair</td>
</tr>
</tbody>
</table>
Table 9A lists faculty who were hired on July 1, 2007, or who provided letters of support after that date. Table 9A updates the roster of interested IGPM program faculty.

Table 9A. Updates to IGPM Faculty Roster

Additional AGSM Program Faculty (see Table 8):

Seok Woo Kwon, Assistant Professor of Management (joined UCR July 1, 2007)

David W. Stewart, Dean, AGSM and Professor of Marketing (joined UCR July 1, 2007)

Note: Professor Vassilis Polimenis, Assistant Professor of Finance, resigned from UCR on July 1, 2007.

Additional UCR Faculty who have expressed interest in becoming IGPM program faculty (see Table 9):

Raymond Russell, Professor of Sociology (received letter of support on June 4, 2007)

George Marcoulides, Professor of Education (joined UCR July 1, 2007). Professor Marcoulides teaches three graduate courses that are highly relevant for the IGPM: EDUC 269E (Structural Equation Modeling), EDUC 216 (Advanced Statistics) and EDUC 242B (Advanced Measurement and Evaluation).

Note: Biosketches or letters of support of additional AGSM and UCR faculty are available upon request

Additional UCR Sloan Center Faculty Affiliates (see Table 2):

Alan Montgomery, Associate Professor of Marketing, Carnegie Mellon University

Ann Schlosser, Associate Professor Marketing, Marguerite Reimers Fellow, University of Washington

AGSM hiring plans for 2007-2008:

There are 10 senior searches at AGSM in progress during 2007-2008 at the Associate or Full Level, in the following areas: 2 Marketing, 1 Management, 2 Supply Chain (area open), 2 Accounting, 2 Finance, 1 Management Science.
SECTION 5. COURSES

The IGPM curriculum will introduce new graduate seminars in AGSM, and will also utilize existing UCR course resources from Economics, Political Science, Psychology, Sociology, and Statistics (see section 2.3.4). Courses for the Interdepartmental Graduate Program in Management are listed in section 2.3.4. Catalog descriptions for existing courses are listed in Appendix C. Below are tentative catalog descriptions for proposed courses for the Interdepartmental Graduate Program in Management.

*MGT 286 (E-Z). Special Research Topics in Management. (4), Seminar, 3 hours; outside research 3 hours. Examines a research area in either marketing or strategic management and organizations. Enables students to improve skills in theory building and research design for an original research paper.

*MGT 287 (E-Z). Colloquium in Management (1), Seminar, 1 hour. The field colloquium consists of presentations by visiting leading scholars, program faculty, and program doctoral students. Ph.D. students are required to enroll in the field colloquium until they advance to Ph.D. candidacy. E. Marketing Colloquium; F. Strategic Management and Organizations Colloquium. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

*MGT 288A. Behavioral Research in Marketing (4) Seminar, 3 hours; outside research 3 hours. Examination of the development of consumer behavior research and evaluation from theoretical as well as practical perspectives. The student is encouraged to form his or her own integrative framework for organizing knowledge of consumer behavior and conducting research.

*MGT 288B. Quantitative Research in Marketing (4) Seminar, 3 hours; outside research 3 hours. This course will introduce students to the fundamentals of modeling in marketing. Study of research issues associated with marketing management decisions. Emphasis is on empirical research. Recent research in areas of strategic marketing, marketing segmentation, new product development and introduction, pricing strategies, channel policy, promotion decisions, and sales force management is examined critically. A research proposal on a topic (to be approved by instructor) based on those covered in this seminar is due at the end of the quarter.

*MGT 288C. Special Topics in Marketing – Behavioral (4) Seminar, 3 hours; outside research 3 hours. In-depth examination of a small number of special topics in consumer behavior, going into greater depth on each topic than *MGT 288A. We will rely heavily on journal articles in discussing these topics. Students are expected to be fully prepared for all readings. A research proposal on a topic (to be approved by instructor) based on those covered in this seminar is due at the end of the quarter.

*MGT 288D. Special Topics in Marketing – Quantitative (4), Seminar, 3 hours; outside research 3 hours. Study of the modeling of consumers and markets. Topics
include conjoint analysis, logit choice models, market structure analysis, consideration
sets, variety seeking, and models of purchase timing and purchase quantity. We will rely
heavily on journal articles in discussing these topics. Students are expected to be fully
prepared for all readings. A research proposal on a topic (to be approved by instructor)
based on those covered in this seminar is due at the end of the quarter.

*MGT 289A - Micro Organizational Theory (4) Seminar, 3 hours; outside research 3
hours. Study of the intersection of individual and group behavior within organizations.
Introduces students to the behavioral science literature relevant to the study of behavior
in organizational settings, with topics related to emotions in organizations, motivation,
leadership, decision making, interpersonal relations, diversity and identity, culture,
organizational learning and routines. Students will become familiar with the classic and
contemporary theoretical contributions to the literature and will incorporate these
theoretical underpinnings into a research paper on a topic of current concern in the field.

*MGT 289B – Macro Organizational Theory (4) Seminar, 3 hours; outside research 3
hours. Study of theories related to structure of organizations and control systems both
within and external to the organization. Emphasizes the interaction of organizations with
their environments, incorporating theoretical and empirical contributions from
institutional analysis, resource dependence, population ecology, and transaction costs.
Students will reflect on the integration of these perspectives and will incorporate these
understandings into a research paper on a topic of current concern in the field.

*MGT 289C. Strategic Management (4) Seminar, 3 hours; outside research 3 hours,
TBA.
Strategic management focuses on explaining the conduct and performance of
organizations. Broadly speaking, topics in strategy research explain differences in
organizations’ profitability and survival by relating variance in these performance
outcomes to factors at multiple levels of analysis including industries, markets,
organizations, teams, and individuals. The course draws upon theoretical perspectives
from economics, sociology, and psychology to supplement more mainline approaches to
understanding firm performance and related issues. Class sessions combine lectures,
discussions and student presentations. Discussions emphasize evaluating the research
methods employed in the papers and identifying opportunities for future research.

*MGT 289D – Designing Organizational Research (4) Seminar, 3 hours; outside
research 3 hours. This course provides a survey of the design approaches for non-
laboratory study within and across organizations. Students will become familiar with
research strategies appropriate to the study of different organizational questions. Topics
will include issues of measurement, types of data, and data collection methods, including
archival, surveys, interviews, and social network data.
SECTION 6. RESOURCE REQUIREMENTS

6.1 FTE Faculty

A total of 19 AGSM faculty members (22 faculty members assuming the three current Management and Marketing searches will be successful by 2007-2008) will serve as initial program faculty for the Interdepartmental Graduate Program in Management, as listed in Sections 1.2 and 4. Beyond this number, we note that one additional senior Marketing faculty position and one additional senior Management faculty position have been requested in the AGSM budget for 2007-2008. Together with additional faculty from Economics, Psychology, Sociology and Statistics who will join the program faculty per bylaws, this FTE level is sufficient to support the Ph.D. program at its current size, although as the program grows and additional major field areas are added over time, there will be an eventual need for FTE increases to support larger numbers of Ph.D. students. As an interdepartmental Ph.D. program, the majority of these additional FTEs will be AGSM and UCR faculty who are invited to join the program faculty.

6.2 Library Acquisition

Owing to the multidisciplinary nature of the Interdepartmental Graduate Program in Management, students and faculty will require full access to an extensive set of books, scholarly journals and research databases with broad academic coverage.

UCR has extensive research resources available, including important databases such as:

- Access World News (News Bank)
- Associations Unlimited
- Business Source Premier
- Conference Board Research Online
- Digital Dissertations – Dissertation Abstracts International
- EconLit
- EDGAR (SEC)
- Expanded Academic ASAP
- Factiva (combines Dow Jones Interactive and Reuters)
- INSPEC
- JSTOR Business
- LexisNexis Academic
- Hoover’s Online
- MathSciNet
- Mergent Online
- NBER Working Papers Online
- PAIS International
- PsycARTICLES
- PsycINFO
- ReferenceUSA
- Sociological Abstracts
- SourceOECD
- Social Science Citation Index
- Social Science Research Network (SSRN)
- Standard and Poor’s Industry
Surveys
- Ulrich’s Periodicals Directory
- Web of Science (and ISI Web of Knowledge Journal Citation)
- Westlaw Campus Research
- World Bank World Development Indicators

UCR also provides access to a very large collection of e-journals and e-books. These resources are available through the UCR Libraries SCOTTY Catalog (http://library.ucr.edu/), the Melvyl Catalog, and the various databases listed above.

In addition to these resources, researchers can access the California Digital Library (http://www.cdlib.org/). The California Digital Library collection offers students and faculty a number of impressive initiatives, includes Calisphere (over 150,000 digitized primary sources covering the history and culture of California), Counting California (social science and economic data from government agencies), Digital Preservation Program (UC libraries digital repositories and Web archives), eScholarship Editions (digitized books from academic presses), eScholarship Repository (approaching 5 million full-text downloads of UC-related research), Licensed materials (more than 21,000 journals and 250 article and reference databases shared across the UC campuses), Melvyl Catalog (searchable catalog of the libraries of the 10 UC campuses, the California State Library, the California Academy of Sciences, the California Historical Society, the Center for Research Libraries, the Giannini Foundation of Agricultural Economics Library, the Graduate Theological Union, the Hastings College of the Law Library, and the Lawrence Berkeley National Laboratory Library), Online Archive of California (OAC – searchable database of primary source material held in libraries, museums and archives in the state of California), Request (facilitates interlibrary loan and document delivery), UC-eLinks (easy access to full online content from database citations), and UC Image Service (13 digital image collections in support of teaching and research).

While the UCR library collection is impressive, there are several additional databases that AGSM will need to acquire licenses for in order to provide competitive research resources for students and faculty. These include Wharton Research Data Services (WRDS) with COMPUSTAT, ComScore, CRSP and IRI add-ons, as well as eMarketer, Forrester, and Jupiter, along with a number of others.

The Wharton Research Data Services (WRDS) is necessary for the Ph.D. program to be competitive. Hundreds of academic and research institutions subscribe to this service, including virtually every top business school in the world12. Every UC campus with a business school (Berkeley, Davis, Irvine, San Diego, UCLA), except UC Riverside, subscribes to WRDS. Two Cal State campuses (Fullerton and Long Beach) also subscribe. eMarketer, Forrester and Jupiter are also vitally important to the IGPM as they are market research databases that emphasize how the Internet, new media and technology are impacting business practice.

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12 For example, see http://wrds.wharton.upenn.edu/demo/databaselist.shtml.
There are also other databases that would greatly benefit the IGPM. Table 10 below summarizes these necessary databases.

Table 10. IGPM Database Research Resources Not Currently in the Library Collection that Need to be Acquired

<table>
<thead>
<tr>
<th>Research Resource</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Insights</td>
<td>International market research reports covering five major industry sectors</td>
</tr>
<tr>
<td>Europa World Plus</td>
<td>Europa World Year Book and nine-volume Regional Surveys of the World</td>
</tr>
<tr>
<td>Faulkner’s Advisory for Information Technology Studies</td>
<td>Full text reports on IT and the Internet.</td>
</tr>
<tr>
<td>Forrester Research</td>
<td>Thought leader research, trends and expert opinions on impact of technology on business.</td>
</tr>
<tr>
<td>Gartner Research</td>
<td>Authoritative source for research, trends and expert opinion on IT-related issues.</td>
</tr>
<tr>
<td>eMarketer</td>
<td>Key aggregator of thousands of studies on the online and digital industries</td>
</tr>
<tr>
<td>Emerald Fulltext</td>
<td>Full-text of over 150 scholarly, peer-reviewed management journals</td>
</tr>
<tr>
<td>Jupiter Research</td>
<td>Research, trends and expert opinions on the impact of technology on business</td>
</tr>
<tr>
<td>MarketLine Business Information Center</td>
<td>Detailed company, industry and country profiles for the United States and over 50 countries (formerly Datamonitor)</td>
</tr>
<tr>
<td>MarketResearch.com</td>
<td>Full-text market research reports from research firms; covers eight business sections</td>
</tr>
<tr>
<td>Reuters Research On-Demand</td>
<td>PDFs of company and industry analyst reports (formerly Multexnet)</td>
</tr>
<tr>
<td>Stat-USA</td>
<td>Federal, business, trade and economic data produced by over 50 Federal agencies</td>
</tr>
<tr>
<td>Wharton Research Data Services (WRDS) with at least COMPUSTAT, ComScore, CRSP, and IRI</td>
<td>This is a “must have.” Every major business school in the world licenses these databases.</td>
</tr>
</tbody>
</table>

Of these databases, Wharton Research Data Services (WRDS) is the most essential for the IGPM (price ranges from $35,000 to $93,000 depending upon the products licensed; we would require a package near the high end of the range). Additionally, eMarketer is very useful for Internet Retailing applications.

**Resource Requirement:** Total budget for additional library resources is $100,000/year for the first five years.
6.3 Computing Resources

6.3.1 Ph.D. Student Equipment and Support

All Ph.D. students will require computers. AGSM will equip Ph.D. student offices with networked desktop computers, including research and statistical software (SAS, SPSS, AMOS, Microsoft Office).

Additionally, Ph.D. students will be strongly encouraged to purchase their own notebook computer with their own funds.

**Resource Requirement:** For the first five years, computer hardware/software expenses will be approximately $10,000/year. Technical support for these desktop computers will be provided by AGSM technical staff at the level of .05 FTE.

6.3.2 AGSM Computing Infrastructure

AGSM’s computing infrastructure is currently being significantly upgraded. The upgrade will provide greater infrastructure support to the Ph.D. program. The current AGSM IT infrastructure, while well planned out and well implemented, is somewhat dated. In order to modernize the IT infrastructure, a separate parallel server architecture is currently in the process of being established. This system will be fully redundant and backup will consist of a disk-disk-tape backup system with offsite redundant data storage. This allows for extremely fast backups and disaster recovery. Tape will be used for archival data storage. Each user of the new system will be given 25GB of data storage initially, and then soon after upgraded to 100GB per user.

The new servers will be rack data center ready. With power redundancy, all data will be stored on RAID-5 storage systems. The system will be designed to be scalable to a SAN solution, as future needs dictate. These servers will be installed in a secured, environmentally controlled location at AGSM.

Security of data in the new systems will be paramount and a regularly monitored firewall featuring intrusion detection will be implemented to protect the servers. All server software will be updated to the most current versions and automated hotfix patching will be implemented for both servers and desktops. Because of the open nature of the University environment strong passwords cannot be required, but they will be strongly encouraged. However, permission-based access to files will be implemented to protect sensitive data from other users even within AGSM. For access to data from off-campus users will be able to use the campus VPN for secure encrypted access to the internal network and files.

AGSM is also currently working to further upgrade its division of the campus network and move to the latest services, namely Gigabit and DHCP service. Potentially, DHCP
can be implemented immediately and Gigabit can be implemented within the year – in time for the first class of entering Ph.D. students.

To expedite response to faculty and staff computer problems, automated processes will be implemented. All new computers, after being installed, will have Ghost images created so they can be restored to working order with all the necessary software in a matter of minutes instead of hours or days. Ordering similar systems will further benefit this process by allowing fewer images and replication of images across all new systems. Campus standard centrally monitored anti-virus and anti-spyware software will be included on all new installations.

The Palm Desert facilities of UCR that AGSM uses for MBA classes has premium distance learning classrooms, with theatre quality projectors and video cameras and microphones to broadcast classes to remote locations. The AGSM classrooms on the UCR campus are going to be upgraded to match or exceed the capabilities of the Palm Desert location. These distance learning classrooms can be used for joint Ph.D. seminars or remote guest lectures with other UC management Ph.D. programs.

Students currently have access to three on-campus computer labs with over fifty computers in each, one of which has software preinstalled for MBA related classes and which can also be reserved for behavior research studies by Ph.D. students. As described below, plans are underway to establish a dedicated behavioral lab supported by AGSM and the UCR Sloan Center for Internet Retailing with 14 state of the art computers with specialized software for faculty/student behavioral research purposes.

6.3.3 UCR Sloan Center for Internet Retailing

The Sloan Center for Internet Retailing moved to UCR in July 2006. It was founded in 2003 at Vanderbilt University by Professors Donna Hoffman and Thomas Novak, with a grant from the Alfred P. Sloan Foundation’s Industry Studies Program, as well as supporting corporate funding from Walmart.com, Sears/Lands’ End, Fedex, and Ingram Entertainment.

The objectives of the UCR Sloan Center are to: 1) foster an academic community that engages in direct interaction with the Internet retailing industry; 2) conduct original research that provides deep understanding of the Internet retailing industry and which has a real and positive impact on business practice; and 3) educate undergraduate and MBA students as the next generation of managers for the Internet retailing industry, and Ph.D. students to keep the academic pipeline filled with exciting new views of the Internet retailing industry’s challenges.

The UCR Sloan Center (http://sloan.ucr.edu/) will provide support to the Interdepartmental Graduate Program in Management in the following areas:

- **Online panel.** The Center maintains an online panel of Internet users who have agreed to participate in online surveys and experiments. The panel currently has
3,000 members, but is expected to grow by about 10,000-20,000 panelists a year. Prior to moving to UCR, Professors Hoffman and Novak created an earlier version of this online panel at Vanderbilt University, where in four years it achieved a size of 88,000 panelists from over 150 countries.

- **Virtual lab.** The Center provides and develops software for fielding online surveys and experiments. The Center has contracted with Qualtrics for software for fielding online surveys and experiments, and has hired a technical director to develop panel management capabilities as well as a software infrastructure for developing and fielding online research studies. The Center has additionally contracted with NewsFutures for software for running prediction markets for research purposes. Additional software packages (e.g. Opinion, Authorware, MediaLab) will be purchased, and in-house programming will be developed to integrate and extend the capability of these software packages. The Sloan Center is purchasing Sun Microsystems Sun Fire V455 and V245 servers (to be used to support Oracle Enterprise Edition Database, Apache Tomcat Web Application Server, and to provide a run-time environment for Java applications) to be hosted within UCR’s Data Center per a July 17, 2006 MOU with Charles Rowley, Associate Vice Chancellor, Computing and Communications.

- **Behavioral lab.** AGSM has dedicated a 500+ square feet two-room suite to serve as a behavioral lab (see schematic drawing). The behavioral lab will be a valuable resource for the IGPM. The behavioral lab consists of a large room which will house 14 networked workstations (including an ADA accessible workstation) to be used for fielding research studies, as well as a smaller room with additional workstations dedicated to experiment administration and research support. The two rooms are separated by a one-way mirror. The computer equipment in the behavioral lab will be funded by the Sloan Center. AGSM will provide lab furniture, AGSM technical staff will provide technical support for the hardware and system software, UCR Computing and Communications will provide network connectivity, and Sloan Center technical staff will provide support for the specialized software needed to field research studies on lab computers.
• **Technical staff.** The Center has hired a Programmer/Analyst III, who serves as the Center’s Technical Director, and who has significant database and programming expertise. A second technical support person or postdoc will also be hired, as well as part-time student workers who will serve as programmers and graphic designers. AGSM will provide office space for these technical hires, and the salaries for these staff positions will be funded by the Sloan Center for Internet Retailing.

**Resource Requirement:** The Sloan Center will provide $3,000/year in panelist incentive funds to Ph.D. students for the first five years. The Sloan Center will provide technical staff support at the level of .05 FTE in years 1 and 2, and .10 FTE in years 3 through 5.

6.4 Equipment

No other equipment will be required.

6.5 Space and Other Capital Facilities

Ph.D. students will require office space in close proximity to program faculty. AGSM has dedicated three large cubicles in the Management and Marketing department area of Anderson Hall for use by the technical staff of the Sloan Center for Internet Retailing. As Ph.D. students are admitted into the program, the Sloan Center technical staff can be moved to the two-room behavioral lab or to other office space in AGSM, and the three cubicles used for IGPM Ph.D. students. Each cubicle can be configured to accommodate three to four Ph.D. students. As the Ph.D. student offices will be located immediately adjacent to program faculty offices, this will contribute to an extremely dynamic and collegial environment.

Meeting space is also needed for colloquia and seminars. The Dean’s Conference room and classrooms in the AGSM building can be used for this purpose.

6.6 Other Operating Costs

Additional operating costs, to be covered by AGSM, include:

- Research support costs for building and maintaining a subject pool of UCR undergraduate business administration students, who will participate in faculty and graduate student research for course credit or other incentives.

- Funds to support conference travel for Ph.D. students.

- Telephones (one line per shared office).
Part-time Ph.D. program administrative assistant (SAO).

Resource Requirement: AGSM will provide .5 FTE for a Ph.D. program assistant (SAO). AGSM will provide $1,000 to support Ph.D. student travel in year 1, $2,000 in year 2, and $3,000 in years 3 through 5. The Sloan Center will provide .05 FTE in technical support staff time for subject pool administration for years 1 through 5.

SECTION 7. GRADUATE STUDENT SUPPORT

7.1 Strategy for Meeting Support Needs
Initially, Graduate Division Fellowships and teaching assistantships will be used to support Management Ph.D. students with a package of five years of guaranteed support. Until a graduate student is advanced to candidacy, support will generally be in the form of first year central fellowship funding, and appointments as a Teaching Assistant (TA) in the second year (with Partial Fee Remission and Graduate Student Health Insurance Program Grants, in addition to salary). AGSM will award TA positions at 50% FTE (i.e., at the level considered to be full support). During the two or three years required to complete the dissertation following advancement to candidacy (years three through five), Ph.D. students will receive appointments as Teaching Assistants.

Ph.D. students will be encouraged to apply for competitive extramural fellowships, as an alternative to Teaching Assistant support. Program faculty will be encouraged to apply for foundation and government grants that support doctoral students as research assistants.

AGSM and the UCR Sloan Center for Internet Retailing are committed to seeking extramural funding for the IGPM, and will be actively seeking intramural, corporate, foundation, and government grant funding to support graduate fellowships and research assistant positions. We expect that as external funding is raised, reliance on teaching assistantships for funding can be reduced and replaced by at least one year of research assistantship funding.

7.2 Teaching Assistantships
Currently, only required undergraduate business courses with discussion sections utilize TAs. AGSM currently has a total of 15.4 TA FTEs for teaching assistants for discussion sections across all undergraduate courses. Of this total, 5 TA FTEs are currently allocated to the Management and Marketing Department.
Assuming approval of the proposed changes to the Undergraduate Business Administration curriculum, an additional 3 TA FTE positions would be needed for courses in Management and Marketing. The total of 8 FTEs would support a total of 16 50% TA positions per year in the Management and Marketing Department alone (a 50% TA teaches 2 discussion sections per quarter), per below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Discussion Sections</th>
<th>FTEs at 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 10</td>
<td>21</td>
<td>3.5</td>
</tr>
<tr>
<td>BUS 103</td>
<td>19</td>
<td>3.17</td>
</tr>
<tr>
<td>BUS 109</td>
<td>20</td>
<td>3.33</td>
</tr>
<tr>
<td>BUS 100*</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>BUS 102*</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>BUS 107*</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total** 96 discussion sections 16 FTEs at 50%

*Course will be required pending approval of proposed changes to Undergraduate Business Administration curriculum.

With a targeted maximum of 20 Ph.D. students, and assuming students are funded by teaching assistantships for 2-3 years, steady state projections range from a minimum of 10 to a maximum of 15 FTEs at 50%. While this is below the assumption of 16 available 50% FTEs (10 current FTEs + 6 new FTEs pending curriculum change in Undergraduate Business Administration Program), it is important to note that Ph.D. students will take TA FTEs away from M.B.A. students who currently serve as AGSM teaching assistants.

By limiting M.B.A. TA’s to the 10 current 50% FTEs, and directing the 6 new 50% FTEs to the Ph.D. program, the Ph.D program will still require a minimum of 4 to a maximum of 9 new 50% FTEs, given maximum enrollment. However, these additional FTEs will not be needed immediately. Working with the most optimistic (i.e. largest) projections of size of Ph.D. program from Table 3, and assuming very conservatively that a) the only sources of funding are Graduate Division Fellowships in a Ph.D. student’s first year, and teaching assistantships in the student’s second through fourth year; b) only four years of funding in total are awarded’ and c) that all students successfully complete the Ph.D. in four years, Table 11 provides a “worst case” scenario of the number of 50% TA positions required to fund the Interdepartmental Graduate Program in Management.
Table 11. “Worst Case” Scenario of Number of 50% TA Positions Required for Interdepartmental Graduate Program in Management

<table>
<thead>
<tr>
<th>Year of Ph.D. Program</th>
<th>Max # of new first year students</th>
<th>Max # of new UCR transfer students</th>
<th>Number of continuing students</th>
<th># of students who graduated previous year</th>
<th>Total students</th>
<th>Students funded by 1st Year Graduate Fellowships</th>
<th>Number of students funded as 50% TAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>14</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>20</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>5+ (steady state)</td>
<td>5</td>
<td>1</td>
<td>14</td>
<td>6</td>
<td>20</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

In the Table 11 scenario, for the first two years of the program there is a comfortable margin of available teaching assistantships to support Ph.D.s, though in the second year we would need to divert 2 of 10 M.B.A. 50% FTEs to the Ph.D. program. However beginning with year 3, additional TA resources will be needed – unless AGSM decides to exclusively use Ph.D. student, rather than M.B.A. students, as TAs.

There are a number of ways that the demand for TA positions can either be reduced, or ways in which additional TA positions can realistically be obtained:

- Generate funding for research assistantships, which will substitute for one year of TA support. This is a highly desirable solution as it frees up additional Ph.D. student time to devote to research activities and supports program faculty research; AGSM places a high priority on security this funding.

- Add teaching assistant positions to selected, large, elective undergraduate courses. For example, marketing research is an elective course that while not required, is a key elective course for undergraduate business majors to take in order to have a successful marketing career. This course is also more technically demanding, and would greatly benefit from TA support from Ph.D. students.

- Add teaching assistant positions to selected, large, MBA courses. AGSM does not currently assign TAs to graduate courses. While enrollments in these courses are generally below 50, the size of the MBA program is currently small and may well grow in coming years. Even with enrollments below 50, arguments can be made that the quality of the MBA instruction would be significantly enhanced by including teaching assistants in the larger introductory courses, or in courses requiring in-depth interaction with the instructor to properly master material.

- Where possible, provide Ph.D. students the opportunity to teach undergraduate courses, under the supervision of program faculty. In today’s job market, it is critical that Management Ph.D. students have teaching experience. The Paul Merage School of Business at UC Irvine, for example, requires Ph.D. students to
teach at least one course in the undergraduate or MBA program under the supervision of a mentoring faculty member who assumes the responsibility of planning the classes with the student, attending classes, and providing the student with constructive feedback.

- TA appointments in other departments (e.g. Economics, Psychology) may also be possible, on occasion.

### 7.3 Research Assistantships

Research Assistantships will be funded through individual faculty intramural and extramural grants, as well as corporate or individual gifts.

### 7.4 Intramural and Extramural Funding Sources and Initiatives

After the Interdepartmental Graduate Program in Management is started, recruitment funds and first year fellowships will be requested on an annual basis from the UCR Graduate Division.

As noted, AGSM and the UCR Sloan Center for Internet Retailing are committed to actively seeking funding for research assistantships for Ph.D. students. In addition, the IGPM will develop a database of extramural grant and fellowship opportunities to which our graduate students will be encourage to apply for. For example, The Graduate and Postdoctoral Extramural Support (GRAPES)\textsuperscript{13} database, housed at UCLA, provides access to information about stipends, travel funding, research awards, and research funding.

### SECTION 8. CHANGES IN SENATE REGULATIONS

None.

\textsuperscript{13} \url{http://www.gdnet.ucla.edu/asis/grapes/search.asp}
The following letters of support are contained in Appendix A:

1. Dean Judy D. Olian and Professor Burt Swanson – Anderson School of Management, UCLA

2. Dean Andy Policano and Professor Alladi Venkatesh – The Paul Merage School of Business, UC Irvine

3. Dean Tom Campbell and Professor Miguel Villa Boas – Haas School of Business, UC Berkeley

4. Interim Dean Anil Deolalikar, A. Gary Anderson Graduate School of Management, UC Riverside

5. Dean Steven E. Cullenberg, College of Humanities, Arts and Social Sciences (CHASS), UC Riverside

6. Professor Peter Chung, Chair, Department of Finance and Management Science, A. Gary Anderson Graduate School of Management, UC Riverside

7. Professor Donna Hoffman, Chair, Department of Management and Marketing, A. Gary Anderson Graduate School of Management, UC Riverside

8. Professor Barry Mishra, Chair, Department of Accounting and Information Systems, A. Gary Anderson Graduate School of Management, UC Riverside

9. Professor Gloria González-Rivera, Chair, Department of Economics, UC Riverside

10. Professor Glenn Stanley, Chair, Department of Psychology, UC Riverside

11. Professor Adalberto Aguirre, Chair, Department of Sociology, UC Riverside

12. Professor Subir Ghosh, Chair, Department of Statistics, UC Riverside
The following UCR faculty members have written letters expressing their interest in joining the IGPM program faculty, once the IGPM has been approved and is underway (Professor Subir Ghosh and Professor Gloria González-Rivera, who are listed above, have also expressed interest). These letters also appear in Appendix A:

13. Professor Veronica Benet-Martinez, Department of Psychology, UCR
14. Professor Chris Chase-Dunn, Department of Sociology, UCR
15. Professor David Funder, Department of Psychology, UCR
16. Professor Tae-Hwy Lee, Department of Economics, UCR
17. Professor Robert Rosenthal, Department of Psychology, UCR
18. Professor Robert Russell, Department of Economics, UCR
19. Professor Thomas Sy, Department of Psychology, UCR
20. Professor Aman Ullah, Department of Economics, UCR
21. Dean David W. Stewart, A. Gary Anderson Graduate School of Management, UC Riverside
April 27, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside 92521

Dear Tom:

We applaud your efforts to establish the Interdepartmental Graduate Program in Management (IGPM) at UC Riverside, leading to M.A. and Ph.D. degrees in Management. We have read the proposal, believe this is a timely introduction of an exciting new program, and offer our strong support.

The new program distinguishes itself in particular with its one niche focus on Internet Marketing and its other on Entrepreneurship. We note that important support in the first case comes from the UCR Sloan Center for Internet Retailing which provides resources for fielding Web-based research studies, a behavioral lab, online panel, undergraduate subject pool, dedicated technical staff, and an active series of seminar speakers and research conferences. Support in the second case comes from the Richard J. Heckman International Center for Entrepreneurial Management at the UCR-Palm Desert Graduate Center.

The program distinguishes itself further with a cross-disciplinary focus utilizing faculty from three AGSM departments plus others from Economics, Psychology, Sociology and Statistics. As an Interdepartmental Program, its administrative structure will differ somewhat from the other UC programs, as it will have both a Graduate Program Director and a Graduate Advisor, coming from different departments to maintain the cross-disciplinary focus.

The program has several notable strengths. The UCR Sloan Center for Internet Retailing should offer Ph.D. students the opportunity to work closely with industry on research problems facing managers grappling with business opportunities in the digital age. The Management and Marketing Department should provide a supportive mentoring environment, as it possesses world-class researchers, with depth in key sub-disciplines, in particular in Internet Marketing, Electronic Commerce and Entrepreneurship.

Too, we note that the program’s interdepartmental structure leverages faculty and course resources from Economics, Psychology, Sociology and Statistics, providing students with research grounding in a core supporting discipline. UCR AGSM faculty from Information Systems, Finance, and Accounting will also actively contribute to the program, providing
additional expertise in empirical modeling, electronic commerce, corporate governance, and ownership structure/control.

As additional strengths, the program's relatively small size allows for focused individual attention to Ph.D. student needs. UCR's large undergraduate business student population should also benefit from opportunities to get involved in the associated research.

The advantages of an additional UC Management Ph.D. program are several. Most importantly, the new UCR program builds on research strengths complementary to existing programs. Research synergies should exist among UCR, UCI, and UCLA management faculties in particular because of the ease with which dissertation committee members can come from the respective campuses. There should also be opportunities for cross-enrollment in Management Ph.D. seminars across locations.

Finally, we note that broader demand for the Management Ph.D. Currently there are three UC Ph.D. programs in Management/Business at Berkeley, UCLA, and UCI. All admit only a small fraction of applicants. In our case, we offer admission to only seven percent of applicants. We share your view that the placement picture for graduates of Management Ph.D. programs is very positive. The proposal outlines the well-known shortage of Management Ph.D.s, expected to become acute in coming years. We need to produce more Management Ph.D.s.

In conclusion, we find the proposal well conceived and structured and with the interdisciplinary array of talent available to you at UCR, we believe you will be able to offer an excellent program.

Sincerely yours,

Burt Swanson
Associate Dean and Doctoral Program Director

Judy D. Olian
Dean
The Paul Merage School of Business

Irvine, California 92697-3125

April 30, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside 92521

Dear Tom:

We are writing to express our enthusiastic support for your proposal to establish an Interdepartmental Graduate Program in Management (IGPM) at UC Riverside, leading to M.A. and Ph.D. degrees in Management.

The proposal is very clearly written and makes a strong case for the graduate program. In support of your proposal we would like to reiterate some well known facts which point to the urgency of your program and programs such as yours.

Supply/Demand Situation for PhDs in Business/Management

There is a national shortage of PhD graduates and the domestic applications are not keeping up with the demand.

Many faculty at most research universities are older and we can expect some significant number of retirements in the next 5 to 10 years. This further compounds the demand and supply problem. On the positive side, the placement of well trained graduates will be easier compared to the previous years.

Currently there are three UC Ph.D. programs in Management/Business at Berkeley, UCLA, and UCI. All admit only a small fraction of applicants. This is another reason to increase the capacity within the UC system. At the same time, the proposed UCR program does not duplicate the current programs on other campuses and must be considered complimentary. The proposed new program will also lead to synergies across campuses.
Distinguishing Features

We see some additional strengths in the UCR program. The program is inter-disciplinary and draws upon various resources from other disciplines on Campus. It is well known that the current model for Management PhD programs in the US is at least 25 years old and some fresh thinking is needed to reconfigure the PhD. We see that UCR’s program is making important strides in that direction. Parenthetically, I might add that we are ourselves engaged in reconfiguring our program along the lines indicated in the UCR proposal. Basically, we are asking the question what should the PhD in Business be in the 21st Century? You are addressing this issue in some meaningful ways.

We are also impressed with the faculty strength at UCR resulting from recent recruitment of leading scholars in the Management and Marketing Department. This adds considerably to the intellectual quality of the program and the potential training of scholars as they graduate from your institution.

There are other distinguishing features that should be emphasized. An important consideration for successful graduate programs in the UC System is the establishment of research centers. One research center at UCR is the Sloan Center for Internet Retailing and eLab. This center is unique in many respects and contributes both to the prestige of the program and research opportunities for the incoming PhD students. There is no doubt that the success of this center will enable AGSM to establish other similar centers of national repute in the future years.

In summary, we fully support this comprehensive proposal to introduce a Management Ph.D. program at UC Riverside, and offer our full support.

Sincerely yours,

Alladi Venkatesh
Professor and Director, Ph.D Program
The Paul Merage School of Business

Andrew J. Policano
Dean
The Paul Merage School of Business
April 30, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside 92521

Dear Tom:

We have read your proposal to establish an Interdepartmental Graduate Program in Management (IGPM), and are pleased to offer our strong support for this new doctoral program.

The proposal outlines the well-known shortage of Management Ph.D.s, and this shortage will become more acute in coming years. Currently there are three UC Ph.D. programs in Management/Business at Berkeley, UCLA, UCI. All admit only a small fraction of applicants, and the placement picture for graduates of Management Ph.D. programs is very positive.

The Management and Marketing Department, offering the first two major field areas, has greatly expanded with recent hires and can offer a supportive mentoring environment with world-class researchers. The Department has depth in a range of sub-disciplines in Marketing and Strategic Management and Organizations (SMO), with particular strengths in Internet Marketing/Electronic Commerce and Entrepreneurship. The interdepartmental structure leverages faculty and course resources from Economics, Psychology, Sociology and Statistics, with the Ph.D. students obtaining a solid research grounding in a core supporting discipline. Additionally, UCR AGSM faculty from Information Systems, Finance, and Accounting will actively contribute to doctoral education of Marketing and Strategic Management & Organizations Ph.D. students, providing interdisciplinary doctoral education both within Management and across other core disciplines. The UCR’s large undergraduate business student population will also benefit from Ph.D. students serving as TA’s and from greater opportunities to get involved in research.

In sum, we very strongly support this initiative to begin a new Management Ph.D. program at UC Riverside, and offer our full support.

Sincerely yours,

Tom Campbell
Dean

[Signature]

J. Miguel Villas-Boas
J. Gary Shansby Professor of Marketing Strategy
Director, Ph.D. Program
June 1, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside 92521

Dear Tom:

First of all, congratulations on obtaining the unanimous support of the AGSM faculty for the Interdepartmental Graduate Program in Management (IGPM) earlier today! I was very pleased to see the strong faculty vote on and enthusiasm for the program.

I am writing to express my strong support for the IGPM proposal (leading to M.A. and Ph.D. degrees in Management) as well.

This program represents a tremendous opportunity for the A. Gary Anderson Graduate School in Management (AGSM). The IGPM should help AGSM in many ways, including enhancing the School’s reputation, facilitating hiring and retention of faculty, fostering closer relationships with other departments on the UCR campus, and providing a common objective and forum for bringing together faculty from the three departments in AGSM.

The proposal you have prepared is very strong and articulates a clear plan for establishing a Ph.D. program at AGSM, beginning with major field areas corresponding to the AGSM Management and Marketing Department. This is currently AGSM’s largest department, and it has the critical mass required to support a doctoral program. I am particularly pleased to see the involvement of faculty from the AGSM Departments of Accounting and Information Systems, and Finance and Management Science, as well as faculty from the departments of Economics, Psychology, Sociology, and Statistics, as this will expose IGPM students to a considerably greater breadth of research literature than is typical in most management doctoral programs.

I would like to specifically address a number of issues from Section 6 of the proposal that are related to resource requirements for the IGPM:

- **FTE Faculty.** The Management and Marketing Department currently has 7 tenure track faculty, has hired 4 assistant professors to join UCR on July 1, 2007, and has 3 open searches in progress. In the event that any of the open searches are not filled in 2006-2007, these slots will be available to the Department to recruit in 2007-2008. In addition, it is important to hire additional senior faculty to take a lead role in mentoring Ph.D. Students, especially in the Management area, and
this is a top priority of AGSM. I would also like to note that as FTE’s are allocated to the two other AGSM Departments in the coming years, the IGPM will be expanded, as outlined in its Bylaws, to include additional major field areas from these departments. I would expect these departments would also benefit from the cross-disciplinary, interdepartmental structure of the IGPM.

- **Library Acquisition.** AGSM is prepared to support essential library resources, such as the Wharton Research Data Services (WRDS), for the first five years of the IGPM to support essential library resources. I understand these data bases are essential for a doctoral program in Management.

- **Computing Resources.** AGSM is prepared to contribute up to $10,000/year for the first five years of the IGPM to support Ph.D. student hardware and software expenditures. AGSM will also devote .05 FTE of technical staff time for the first five years to provide support for IGPM student computer systems. Additionally, AGSM is establishing a Behavioral Lab, with funds from AGSM for electrical-HVAC upgrades, funds from UCR Computing and Communications for networking, and funds from the UCR Sloan Center for Internet Retailing for computers. I would also like to note that the Sloan Center will further contribute up to .10 FTE of technical staff time for the first five years to support the IGPM, and the Sloan Center will make up to $3,000/year in subject incentive funding available for the first five years.

- **Facilities.** AGSM will make space available for Ph.D. student offices, and provide up to $15,000 over the first three years of the IGPM for furnishings and cubicle walls.

- **Other operating costs.** AGSM will contribute .50 FTE of a Ph.D. Program Assistant (SAO), for the first five years. AGSM will also contribute up to $3,000/year for the first five years in IGPM student conference travel support.

The above represents a considerable investment by AGSM. I believe this investment will pay substantial dividends in a relatively short period of time by supporting a top-quality Management Ph.D. program that will elevate AGSM to a higher level and contribute greatly to the visibility and reputation of the School.

As noted by many of those who have written letters of support for the IGPM, this program is long overdue at AGSM, and is welcomed by other departments on the UCR campus, and by Deans of schools of management and business in peer UC institutions.

In sum, I offer my full support to this timely, comprehensive, and relevant proposal.

Sincerely,

Anil B. Deolalikar
Interim Dean
April 27, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside 92521

Dear Tom:

I would like to extend my enthusiastic support to the proposed Interdepartmental Graduate Program in Management (IGPM), leading to M.A. and Ph.D. degrees in Management. This is a particularly important Ph.D. program for UCR, as it combines faculty and resources from the three AGSM departments with CHASS departments of Economics, Psychology, and Sociology. The IGPM will provide an important mechanism for collaboration among faculty and Ph.D. students in AGSM and CHASS.

CHASS will be directly involved in this program, as faculty from three CHASS departments have expressed interest in becoming IGPM program faculty, once the new graduate program has been approved. CHASS faculty will serve on Ph.D. committees, teach seminars and courses taken by program students, and contribute to the training and mentoring of IGPM graduate students. The proposed program takes advantage of CHASS strengths in a range of core disciplines relevant to Management, and the required sequence of research methods and basic discipline courses ensures that IGPM Ph.D. students have a substantial foundation in a core discipline. New IGPM doctoral seminars will likely be of interest to some CHASS doctoral students, as well. IGPM doctoral students serving as teaching assistants will enrich the undergraduate business students in the Undergraduate Business Administration Program jointly administered currently by AGSM and CHASS.

The proposal articulates a well-planned curriculum, and market demand for Management Ph.D. is strikingly clear. The proposed graduate program will strengthen AGSM, and the program is a very strong positive development for UCR.

Sincerely,

Stephen E. Cullenberg
Dean
March 7, 2007

Professor Thomas P. Novak  
Department of Management and Marketing  
University of California, Riverside 92521

Dear Tom:

With this letter, I am writing to express my enthusiastic support for creating an Interdepartmental Graduate Program in Management at UCR. It is clear from the proposal that this program is timely and highly relevant to demand. In addition, I believe strongly that this program will be vital to AGSM’s plans for growth over the coming years. Faculty in the department of Finance and Management Systems conduct research in areas relevant to the proposed program and would be very pleased to join your important initiative. I am quite impressed with the proposal and believe the program you propose will be outstanding.

In sum, you have my full support.

Sincerely yours,

Peter Chung  
Professor and Chair  
Department of Finance and Management Science
April 23, 2007

Professor Thomas P. Novak  
Associate Dean for Research  
Department of Management and Marketing  
University of California, Riverside 92521

Dear Tom:

With this letter, I am writing to express my full and enthusiastic support for creating an Interdepartmental Graduate Program in Management at UCR. It is clear from your impressive proposal that this program is timely and highly relevant to demand. This is an extremely important initiative for UCR and I believe strongly that this program will be vital to AGSM’s plans for growth over the coming years. The faculty members in our department, all with active research areas in the proposed program, are looking forward to contributing to the program and also to the cross-disciplinary interactions that the IGPM will provide. I am quite impressed with the proposal and believe the program you propose will be outstanding.

In sum, you have my full support.

Sincerely yours,

[Signature]

Donna L. Hoffman  
Chancellor’s Chair, Professor of Marketing, and Department Chair
March 7, 2007

Professor Thomas P. Novak
Department of Management and Marketing
University of California, Riverside 92521

Dear Tom:

The Department of Accounting and Information Systems (AIS) is pleased to add its strong support for the proposed Interdepartmental Graduate Program in Management. Management is an important area and the proposed graduate program is highly responsive to demand and will greatly strengthen the campus. A number of faculty members in AIS have active research in areas related to the proposed program and will benefit from cross-disciplinary interactions with the IGPM. We also look forward to synergies in teaching that this program will provide.

Sincerely yours,

[Signature]

Birendra Mishra
Associate Professor and Chair
Department of Accounting and Information Systems
April 30, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside 92521

900 University Avenue
Riverside, CA 92521
Tel 951.827.3266
Fax 951.827.5685
www.ucr.edu

Dear Tom,

The faculty of the department of Economics met on April 20th to discuss the proposed Interdepartmental Graduate Program in Management (IGPM). I am happy to report that the department supports this new Ph.D. program that in our opinion was long overdue. We welcome the opportunities that should arise from serving as program faculty, teaching and supervising graduate students, and collaborating in interdisciplinary research projects within the IGPM. The Economics faculty, together with the 10 AGSM faculty with quantitative research interests (from Marketing, Information Systems, Finance, and Accounting) will create a rich environment for cross-disciplinary interactions. The IGPM will strengthen ties between AGSM and the Department of Economics, and will enhance further the reputation of UCR.

The faculty of the Economics Department recommends that:

(i) To ensure the success of the prospective graduate students in IGPM and to guarantee that our teaching is effective for all students enrolled we expect that any student coming to our program is as academically prepared as the students we are accepting in our economics graduate program. We will be happy to share the information that we provide to our prospective graduate students regarding mathematics, statistics, and economics background;

(ii) IGPM graduate students who are interested in econometrics should be encouraged to take the entire core econometrics sequence (Econ 205ABC) and to impose the same B-average sequence requirement that we impose on our own graduate students;

(iii) Econ 244, which is an applied research methods courses, should be added to the pool of required research methods courses (pages 25-27);

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(iv) In Table 5C, the sequence of Econ 285's should read as Econ 285E (Fall), Econ 285J (Winter), and Econ 285F (Spring).

In addition, we should monitor a regular basis the resource implications for the economics department as the IGPM grows and as we respond to a similar request from the CNAS graduate program in Environmental Sciences. At present it is rather difficult to predict how many AGSM Ph.D. students will actually take the economics graduate courses but we should examine carefully the impact on the economics faculty if the need arises.

I look forward to an exciting and fruitful collaboration between Economics and AGSM. The establishment of the IGPM is a step in the right direction.

With best wishes,

Gloria González-Rivera
Chair and Professor
May 11, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California - Riverside
Riverside, CA 92521

Dear Tom:

I am writing to express the strong support of the Department of Psychology for the proposed Interdepartmental Graduate Program in Management (IGPM). As noted in the proposal, faculty in the Department of Psychology offer depth and breadth in quantitative, social/personality and cognitive psychology which provides cross-disciplinary synergies with Management faculty and Ph.D. students. A number of faculty in psychology have expressed interest in participating in the IGPM and, as identified in the proposal, a wide range of Psychology graduate-level coursework is relevant for IGPM doctoral students. The IGPM should generate research synergies between Psychology and Management faculty and Ph.D. students.

I was impressed with the proposal and believe that the Program will be a major benefit for AGSM. The faculty of Psychology looks forward to contributing to this initiative.

Sincerely yours,

B. Glenn Stanley
Professor and Chair
Department of Psychology
April 24, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California-Riverside
Riverside, California 92521

Dear Professor Novak:

The Department of Sociology is pleased to add its strong support for the proposed Interdepartmental Graduate Program in Management (IGPM). Within the Organizational Theory field of Management, there are particularly strong synergies with the Department of Sociology's specialization in the sociology of organizations and institution. We are excited about the collaborative opportunities with AGSM faculty and Ph.D. students afforded by the proposed new graduate program. Several faculty in Sociology are, in fact, interested in participating as program faculty in the IGPM once it is approved.

I would also like to note that methodological graduate course offerings from the Department of Sociology are also likely to be of interest not just to Organization Theory Ph.D. students, but also to Management Ph.D. students focusing upon Strategy, Entrepreneurship, or Consumer Behavior.

This is an exciting and timely new program for which the Department of Sociology offers its full support.

Sincerely,

Adalberto Aguirre, Jr.
Professor and Chair

Aa: bm
April 23, 2007

Professor Thomas P. Novak  
Associate Dean for Research  
Department of Management and Marketing  
A. Gary Anderson Graduate School of Management  
University of California, Riverside 92521

Dear Tom:

The Department of Statistics is pleased to express its strong support for the proposed Interdepartmental Graduate Program in Management. The Department of Statistics offers a wide range of graduate coursework which is highly relevant to the proposed graduate program in management, especially for those Ph.D. students interested in quantitative marketing models and the statistical analysis of Web-based “click stream” data.

The proposed program will also foster collaboration between AGSM and the Department of Statistics. I should also note that I am interested in participating as a program faculty member in the proposed program, once it is approved.

In a broader context, the proposal demonstrates a clear need and market for the production of Management Ph.D. students. In summary, the Department of Statistics fully supports this new proposed graduate program in Management.

Sincerely,

Subir Ghosh
April 29, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside 92521

Dear Tom:

I have read through your proposal for establishing the Interdepartmental Graduate Program in Management. I am quite impressed by the depth of this proposal and happy to see a long-overdue Ph.D. program at AGSM. With this letter, I am writing to express my support for the program and my interest in participating as a program faculty member once the program is underway.

Best,

Verónica Benet-Martínez

Verónica Benet-Martínez, Ph.D.
Associate Professor
Department of Psychology
University of California
Riverside
CA 92521

veronbm@ucr.edu

//signature authorized by VBM 4/30/07
May 1, 2007

Professor Thomas P. Novak  
Associate Dean for Research  
Department of Management and Marketing  
A. Gary Anderson Graduate School of Management  
University of California, Riverside 92521

Dear Tom:

I have read the proposal for establishing the Interdepartmental Graduate Program in Management. I am quite impressed by the depth of this proposal and happy to see a long-overdue Ph.D. program at AGSM. With this letter, I am writing to express my support for the program and my interest in participating as a program faculty member once the program is underway. I am especially interested in helping to develop a theoretical and applied social science approach to the Internet.

Sincerely,

Christopher Chase-Dunn  
Director of the Institute for Research on World-Systems  
and Distinguished Professor of Sociology
April 24, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside 92521

Dear Tom:

I have read through your proposal for establishing the Interdepartmental Graduate Program in Management. I am quite impressed by the depth of this proposal and happy to see a long-overdue Ph.D. program at AGSM. I think this is one of the best and most important initiatives to come to UCR in years. With this letter, I am writing to express my support for the program and my interest in participating as a program faculty member once the program is underway.

Sincerely,

[Signature]

David C. Funder
Professor
Department of Psychology
April 23, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside
Riverside, CA 92521

Dear Tom:

I have read through your proposal for establishing the Interdepartmental Graduate Program in Management. I am quite impressed by the depth of this proposal and happy to see a long-overdue Ph.D. program at AGSM. With this letter, I am writing to express my enthusiastic support for the program and my interest in participating as a program faculty member once the program is underway.

Sincerely,

Tae-Hwy Lee
Professor
Department of Economics
University of California, Riverside
Riverside, CA 92521-0427
Tel: (951) 827-1509
Fax: (951) 827-5685
Email: tae.lee@ucr.edu
http://faculty.ucr.edu/~taelee
April 25, 2007

Professor Tom Novak
Associate Dean for Research
Department of Management and Marketing
A.Gary Anderson Graduate School of Management
University of California, Riverside, CA 92521

Dear Tom:

This letter is written in enthusiastic support of the proposed Interdepartmental Graduate Program in Management. The interdisciplinary emphasis is most welcome and most exciting. I am not only supportive of the proposal, but look forward to participating as a program faculty member once the program has actually begun.

I believe that not only the directly-involved departments, but the entire campus, will benefit from the program.

Cordially,
Bob

Robert Rosenthal
Distinguished Professor, University of California, Riverside
Edgar Pierce Professor of Psychology, Emeritus, Harvard University
Department of Psychology
University of California, Riverside
Riverside, CA 92521
Phone: 951-827-4503
FAX: 951-789-9269
May 28, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside 92521

Dear Tom:

As a newly hired tenure track faculty member in the Psychology Department, I read your comprehensive proposal for establishing an Interdepartmental Graduate Program in Management with excitement. Many of my research interests are aligned with the proposed program. In fact, a key consideration in my decision to join UCR was the opportunity to be part of this innovative program. I believe the program would stimulate collaboration and create synergy across interdisciplinary areas at UCR, as well as serve the growing demands of our society. I enthusiastically support the proposed program and am highly interested in participating as a program faculty member once it is underway.

Sincerely,

[Signature]

Thomas Sy
Assistant Professor
Psychology Department
April 30, 2007

Professor Thomas P. Novak
Associate Dean for Research
Department of Management and Marketing
A. Gary Anderson Graduate School of Management
University of California, Riverside 92521

Dear Tom:

I have gone through your proposal for establishing the Interdepartmental Graduate Program in Management. I am really impressed by the depth of this proposal and am excited and happy to see a long-overdue Ph.D. program at AGSM. With this letter, I am writing to express my enthusiastic support for the program and my interest in participating as a program faculty member once the program is underway.

Sincerely

[Signature]

Aman Ullah
Professor of Econometrics
Department of Economics
October 15, 2007

Professor Thomas P. Novak
Department of Management and Marketing
The A. Gary Anderson Graduate School of Management
University of California
Riverside, CA 92521

Dear Tom:

I am writing to express my strong support for the IGPM proposal leading to the M.A. and Ph.D. degrees in Management. I have carefully reviewed the proposal. It is an outstanding document. I am especially impressed by the interdisciplinary nature of the program. I believe this is an outstanding model that will serve our faculty and students well. It is also a model that provides important opportunities for collaboration with our colleagues within the larger campus community.

I agree with Acting Dean Deolalikar’s earlier assessment that the program represents a tremendous opportunity for the A. Gary Anderson Graduate School in Management (AGSM). There is no question that IGPM will enhance the School’s reputation, facilitate hiring and retention of faculty, foster closer relationships with other departments on the UCR campus, and provide a common objective and forum for bringing together faculty from the three departments in AGSM.

Dean Deolalikar’s letter addressed the commitment of the School to providing the resources necessary for the program. Although I am still assessing the financial condition of the School I believe IGPM represents an especially important strategic investment for the School. I would like to update a number of the issues Dean

David W. Stewart, Ph.D.
Dean, Gary Anderson Graduate School of Management
Anderson Hall 122
University of California, Riverside
Riverside, CA 92521

david.stewart@ucr.edu
http://agsm.ucr.edu/
Deolalikar addressed with respect to the resource requirements for the IGPM as describe in Section 6 of the proposal:

**FTE Faculty.** Following a very successful recruiting year the Management and Marketing Department now has 13 tenure track faculty members. AGSM will be involved in a very aggressive faculty recruiting campaign during the present academic year. This campaign will focus on building additional strength in the management area and the two other AGSM Departments in the coming years. I fully support the expansion of IGPM, as outlined in its Bylaws, to include additional major field areas from all of our departments. I believe the cross-disciplinary, interdepartmental structure of the IGPM will provide important benefits to these departments and provide further opportunities for AGSM to collaborate with faculty members across campus.

**Library Acquisition.** AGSM has already moved to support essential library resources, such as the Wharton Research Data Services (WRDS). AGSM and the University Library have agreed to a cost sharing arrangement to obtain WRDS and we are working together to identify the specific datasets to which we will subscribe.

**Computing Resources.** Consistent with Dean Deolalikar’s earlier commitment, AGSM is prepared to contribute up to $10,000/year for the first five years of the IGPM to support Ph.D. student hardware and software expenditures. AGSM will also devote .05 FTE of technical staff time for the first five years to provide support for IGPM student computer systems. AGSM has now completed the establishment a Behavioral Lab. Consistent with the earlier proposal, the Sloan Center will contribute up to .10 FTE of technical staff time for the first five years to support the IGPM and the Sloan Center will make up to $3,000/year in subject pool incentives for the first five years.

**Facilities.** AGSM will make space available for Ph.D. student offices and provide up to $15,000 over the first three years of the IGPM for furnishings and cubicle walls.
Other operating costs. Per Dean Deolalikar’s earlier commitment, AGSM will contribute .50 FTE of a Ph.D. Program Assistant (SAO) for the first five years. AGSM will also contribute up to $3,000/year for the first five years in IGPM student conference travel support.

In summary, I fully support the proposed IGPM and am prepared to commit the resources required to make the program successful.

Sincerely,

David W. Stewart
Dean and Professor of Management and Marketing
APPENDIX B. PROGRAM FACULTY BIO-SKETCHES

Biosketches for the initial program faculty are shown in the following pages. Biosketches are shown for the following AGSM faculty:

1. Baler Bilgin, Assistant Professor of Marketing (Ph.D. Florida; starting July 2007)
2. Cecile Cho, Assistant Professor of Marketing (Ph.D. Columbia; starting July 2007)
3. Y. Peter Chung, Professor of Finance
4. Andrea Godfrey, Assistant Professor of Marketing (Ph.D. UT Austin; starting July 2007)
5. Jerayr (John) Halebian, Assistant Professor of Management
6. Donna L. Hoffman, Chancellor’s Professor of Marketing
7. Woody Liao, Professor of Accounting
8. David Mayers, Professor of Finance
9. Birendra (Barry) Mishra, Associate Professor of Accounting
10. Kathleen Montgomery, Professor of Management
11. Thomas P. Novak, Albert O. Steffey Professor of Marketing
12. Xing (Peter) Pan, Assistant Professor of Marketing, (Ph.D. Maryland, starting July 2007)
13. Paul Pavlou, Assistant Professor of Information Systems
14. Vassilis Polimenis, Assistant Professor of Finance
15. Waymond Rodgers, Professor of Accounting
16. Erik Rolland, Associate Professor of Information Systems
17. Donald Siegel, Professor of Management
18. Jorge Silva-Risso, Assistant Professor of Marketing
19. Shuba Srinivasan, Associate Professor of Marketing

In addition, as noted earlier, AGSM is currently searching for two Assistant Professors of Management and one Associate Professor of Marketing.
Baler Bilgin*
Management and Marketing Department

EDUCATION
1999  B.A.  Political Science  Bogazici University, Istanbul, Turkey
2002  M.B.A.  Marketing  Illinois State University, Normal-Bloomington
2007**  Ph.D.  Marketing  University of Florida, Gainesville

APPOINTMENTS
2007-  Assistant Professor  Marketing, UC Riverside

RESEARCH INTERESTS
Baler Bilgin’s research interests include categorization, conceptual combination, and loss aversion. In his dissertation titled “Best of Both Worlds? Consumer Inferences about the Benefits of Combination Products,” he investigate factors influencing consumer inferences about hybrid product benefits using a categorization under uncertainty framework. His other research projects involve description dependence of subjective probability, consumer time perception, and false consensus effects.

RECENT PUBLICATIONS

WORK UNDER REVIEW

OTHER WORK IN PROGRESS


Lyle, Brenner and Baler Bilgin, “Valence Framing Affects the Size of Self-Projection,” three experiments completed, experiment four data collection in progress.

Bilgin, Baler and Robyn LeBoeuf, “The Impact of Valence Framing on Consumer Time Perception,” two experiments completed.

*joining UCR on July 1, 2007
**expected completion June 2007

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Cecile Cho*
Management and Marketing Department

EDUCATION
1993 A.B. Russian and Soviet Studies Harvard University Cambridge, MA
2000 M.B.A. eCommerce and Marketing MIT Sloan School Cambridge, MA
2007** Ph.D. Marketing Columbia University New York, NY

APPOINTMENTS
2007- Assistant Professor Marketing, UC Riverside

RESEARCH INTERESTS
Cecile Cho’s research is focused on understanding the motivational underpinnings of consumer behavior and their subsequent impact on satisfaction and well being. In her dissertation, she examines the functionality of people’s strategic behaviors in anticipation of the future. She finds evidence that people’s tendency to “manage expectation” by lowering their expectation on what would make them satisfied often backfires because a different comparison standard is recruited and used, casting a negative influence on satisfaction. In other streams of research she examines the impact of motivational factors such as regulatory fit, need for self enhancement and need for closure on people’s information search and choice behaviors.

MANUSCRIPTS UNDER REVIEW and WORK IN PROGRESS


*joining UCR on July 1, 2007
**expected completion June 2007
Y. Peter Chung  
Finance and Management Science Department

EDUCATION
1979  B.S.  Foreign Service  Sogang University, Seoul, Korea
1982  B.S.  International Trade  Sogang University, Seoul, Korea
1985  M.B.A.  Finance  California State University, Los Angeles
1989  Ph.D.  Finance  Ohio State University, Columbus

APPOINTMENTS
2002- Professor  Finance, UC Riverside
  Dept. Chair (since 2006),
  Sr. Associate Dean (2004),
  Interim Dean (2002-2003)
1996-2002  Associate Professor  Finance, UC Riverside
  Associate Dean and MBA
  Program Chair (1998-2002)
1989-1996  Assistant Professor  Finance, UC Riverside

RESEARCH INTERESTS
Professor Chung’s research areas include contingent claims valuation, market microstructure, international finance, emerging capital markets, and investments. As an empiricist in finance, he has published widely in the top finance and economics journals and presented in the top academic conferences in the U.S. and abroad. He is well known for innovative parametric/nonparametric statistical/econometrical estimation of the time series, cross-sectional, and panel data used extensively in empirical research on strategic management and quantitative marketing issues.

RECENT PUBLICATIONS


Andrea Godfrey*
Management and Marketing Department

EDUCATION
1996  B. Engineering  McGill University
2002  M.B.A.  Babson College
2007**  Ph.D.  The University of Texas at Austin

APPOINTMENTS
2007-  Assistant Professor  Marketing, UC Riverside

RESEARCH INTERESTS
Godfrey’s research interests involve using quantitative methods to understand individual consumer shopping behavior. She is primarily interested in customer management in retail and service settings. One line of research examines how customer satisfaction and perceived convenience impact repurchasing – how often customers shop and how much they spend. A second line of research examines how firms can align large, multi-category product or service offerings with the types of customers they wish to target.

RECENT PUBLICATIONS


*joining UCR on July 1, 2007
**expected completion June 2007
Jerayr (John) Haleblian
Management and Marketing Department

EDUCATION
1987 B.A. Psychology San Jose State University
1989 M.A. Psychology University of Southern California
1995 Ph.D. Business University of Southern California

APPOINTMENTS
2003- Assistant Professor Management, UC Riverside
2000-2002 Senior Consultant Center for Leadership Solutions
1995-1999 Assistant Professor Management, UC Riverside

RESEARCH INTERESTS
Haleblian’s research draws on psychological theory to explain decision processes and their outcomes in strategic contexts. His current work focuses on two areas. First, he is interested in organizational learning and imitation in the mergers and acquisitions. Second, he studies cognitions and decision processes of top managers and boards, as well as the outcomes of these decisions.

RECENT PUBLICATIONS


Donna L. Hoffman  
Management and Marketing Department

EDUCATION
1978  B.A.  Psychology  University of California, Davis
1980  M.A.  Psychology  University of North Carolina, Chapel Hill
1984  Ph.D.  Psychology  University of North Carolina, Chapel Hill

APPOINTMENTS
2006-    Chancellor’s Chair; Dept. Chair  Marketing, UC Riverside
2006-    Coop. Faculty (since 2006)  Psychology, UC Riverside
2002-2006  Professor  Marketing, Vanderbilt University
1993-2000  Associate Professor  Marketing, Vanderbilt University
1991-1993  Associate Professor  Marketing, University of Texas, Dallas
1989-1991  Associate Professor  Marketing, Columbia University
1984-1987  Assistant Professor  Marketing, Columbia University

RESEARCH INTERESTS
Professor Hoffman’s research efforts focus on Internet marketing strategy, consumer behavior in online environments, and the policy implications of commercializing the Internet. She has published widely in the top marketing and management journals and speaks frequently on the topic of Internet commerce strategy. Professor Hoffman was awarded the prestigious William O’Dell Award for long-term research impact.

RECENT PUBLICATIONS


373
Woody Liao
Accounting and Information Systems Department

EDUCATION
1974 Ph.D Accounting University of Florida
1970 MS Business Administration Illinois State University

PROFESSIONAL CERTIFICATES: Certified Public Accountant Certified Management accountant

APPOINTMENTS
1991- Professor (Dept. Chair, 1999-2003; Accounting, UC Riverside
Senior Associate Dean, 2003-2004; Graduate Advisor, 2006-2007)
1986-1999 Professor & Advisor of Ph.D. Program Accounting, University of Houston
1978-1991 Associate Professor Accounting, University of Houston
1974-1978 Assistant Professor Accounting, VPI & State University

RESEARCH INTERESTS
Woody Liao’s research efforts focus on financial and non-financial information for managing organizational business strategy. He has published widely in the top management accounting, strategic management, and decision sciences journals on the topic of resource allocation, organizational learning, strategic decision making, and performance evaluation. A recent study on prolific researchers of accounting literature (in Advances in Accounting, 2003) ranked his research record among the nation’s top 10 accounting researchers who received accounting doctoral degrees in 1974. His current research work concentrates on corporate governance, corporate control, corporate transparency, and firm performance.

RECENT PUBLICATIONS
"CEOs‘/CFOs‘ Swearing by the Numbers: Does it Affect Share Prices of the Firms?” The Accounting Review, 2006, 81(1), 1-27, with Hsihui Chang, Jengfang Chen, and Barry Mishra.


Advanced Topics in Accounting (10 chapters, 456 pages), the Open University of Hong Kong, 2002.


David Mayers  
Finance and Management Science Department

EDUCATION
1960      B.S.   Engineering    U.S. Naval Academy
1967      M.B.A.  Business Administration  University of California, Berkeley
1972      Ph.D.  Business Administration  University of Rochester

APPOINTMENTS
1995-      Philip L. Boyd Chair in Finance  Finance, UC Riverside
1997-1999  AGSM Interim Dean
1986-1995  Arthur E. Shepard Professor of Insurance  Finance, Ohio State
1983-1986  Professor  Finance, UCLA
1977-1983  Associate Professor  Finance, UCLA
1972-1977  Assistant Professor  Finance, UCLA

RESEARCH INTERESTS
Professor Mayers’ early research, which centered on investment portfolio performance, extended the Capital Asset Pricing Model to include non-traded assets. He also has studied the stock price effects of large block sales. His current research interests are in the areas of corporate finance and insurance. His research in insurance applies corporate finance to examine important ownership structure and control issues in the insurance industry. These issues include: insurance firms’ choices of organizational form, compensation structure, and distribution systems.

RECENT PUBLICATIONS


EDUCATION
1984    B.S.   Mining Engineering   Regional Engineering College (REC), Rourkela, India
1989    M.S.   Petroleum Engineering   The University of Texas at Austin
1996    Ph.D.  Accounting   The University of Texas at Austin

APPOINTMENTS
2004-    Associate Professor (Dept. Chair   Accounting, UC Riverside
          2006-; Assoc. Dean 2005-06)
2003-2004 Assistant Professor   Accounting, UC Riverside
2000-2003 Assistant Professor   Accounting, The University of Texas at Dallas
1999-2000 Assistant Professor (Visiting)   Accounting, The University of Texas at Austin
1996-1998 Associate Professor   Accounting, Arizona State University, Tempe

RESEARCH INTERESTS
Professor Mishra’s research interests are in a broad program of research that applies both analytical and empirical methodologies to pioneering research questions. These research questions are in the following areas of interest: (i) Management accounting and management control issues; (ii) Disclosure, policy-making and regulatory issues; (iii) Supply chain management; and (iv) Software and Internet related issues. More recently, Professor Mishra worked on Information Technology security issues.

RECENT PUBLICATIONS
An empirical assessment of the impact of non-audit service fee disclosure requirements on audit fee and non-audit service fee in the United Kingdom. Advances in Accounting. Nov. 2003 (with G. Iyer, and M. Iyer)
Kathleen Montgomery
Management and Marketing Department

EDUCATION
1982  B.A.  Sociology  American University
1984  M.A.  Sociology  New York University
1987  Ph.D.  Sociology  New York University

APPOINTMENTS
2003-  Professor  Organizations and Management, UC Riverside
2005-08  Visiting Professor  Centre for Values, Ethics, and the Law in Medicine
         University of Sydney
1993  Visiting Scholar  Stanford Center for Organizations, Stanford U
1990-2003  Assistant to Associate Professor  Organizations and Management, UC Riverside
1987-1990  Post-doctoral Fellow  School of Medicine and Sociology, UCLA

RESEARCH INTERESTS
Montgomery’s research centers on the analysis of professional-organizational interactions, with particular
focus on the intersection of self-regulatory control by professional groups and bureaucratic control in
large health care systems. Recent research examines the dynamics of trust and integrity in systems of
social control, including ethical issues that arise from conflicting stakeholder interests.

RECENT PUBLICATIONS
Montgomery, K. & Schneller, E.S.  2007.  Orchestrating Physician Choice of Costly Clinical Items.²  The
Milbank Quarterly, conditional acceptance.
Networking Dynamics and Social Boundaries.” Organization Studies, in press.
Pluralism: Mutual Tolerance of Contested Understandings Between Orthodox and Alternative
Practitioners.” Social Science and Medicine, in press.
a Networking Agenda.” Human Relations, 58: 1167-1184.
Montgomery, K., Kane, K., & Vance, C.  2004  "Accounting for Differences in Norms of Respect: A
2002.  “Discourse in Different Voices: Reconciling N=1 and N=Many.” Social Science and Medicine,
55: 1079-1087.
Australia, 174: 405-407.
Oliver, A. L., & Montgomery, K.  2000. "Creating a Hybrid Organizational Form from Parental
Blueprints: The Emergence and Evolution of Knowledge Firms." Human Relations, 53: 33-56
Thomas P. Novak
Management and Marketing Department

EDUCATION
1977  B.A.  Psychology  Oberlin College
1980  M.A.  Psychology  University of North Carolina, Chapel Hill
1984  Ph.D.  Psychology  University of North Carolina, Chapel Hill

APPOINTMENTS
2006-  Albert O. Steffey Professor  Marketing, UC Riverside
    Associate Dean for Research  Psychology, UC Riverside
2002-2006  Professor  Marketing, Vanderbilt University
    Coop. Faculty (since 2006)  Psychology, UC Riverside
1993-2000  Associate Professor  Marketing, Vanderbilt University
1991-1993  Assistant Professor  Marketing, Southern Methodist University
1989-1990  Visiting Assistant Professor  Marketing, Columbia University
1988-1989  Visiting Assistant Professor  Marketing, New York University

RESEARCH INTERESTS
Novak’s research since 1993 has focused exclusively on Internet and Web based commerce. His current research areas include measuring the online consumer experience (flow, consumer control and the design of compelling online environments); online advertising (Web advertising metrics and modeling online advertising exposure); Internet marketing strategy (business models, new paradigms for electronic commerce); and electronic commerce policy (the “digital divide,” privacy, and trust).

RECENT PUBLICATIONS


Xing (Peter) Pan*
Management and Marketing Department

EDUCATION
1997   B.A.  Economics  Peking University
1998   M.A.  Economics  Ohio State University
2003   Ph.D.  Marketing  University of Maryland

APPOINTMENTS
2007-   Assistant Professor  Marketing, UC Riverside
2003-2007  Assistant Professor  Marketing, Indiana University

RESEARCH INTERESTS
Pan’s research is on the modeling of marketing strategy, especially that in the Internet related markets. His main focus is on the evolution of online retail market and the marketing strategies of different types of players, including pure play online retailers, bricks-and-clicks retailers, and bricks-and-mortar retailers. He studies pricing, service, channel coordination, capability management, competition, and firm performance using empirical and analytical modeling tools.

RECENT PUBLICATIONS


Xing Pan, Venkatesh Shankar, and Brian Ratchford (2003), "The Evolution of Price Dispersion in Internet Retail Markets" Advances in Applied Microeconomics, volume 12, Organizing the New Industrial Economy, 85-105.


*joining UCR on July 1, 2007
**Paul Pavlou**  
Accounting and Information Systems Department

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**EDUCATION**

1998  
B.S. Electrical Engineering  
Rice University

1998  
B.A. Managerial Studies  
Rice University

1999  
M.S. Electrical Engineering  
University of Southern California

2004  
Ph.D. Business Administration  
University of Southern California

**APPOINTMENTS**

2003-  
Assistant Professor, Information Systems  
University of California, Riverside

**RESEARCH INTERESTS & ACCOMPLISHMENTS**

His research focuses on online marketplaces, e-commerce, and information systems strategy. His research has appeared in *ISR, MISQ, and JAIS,* and others. His research has been cited over 250 times by the Institute of Scientific Information and over 700 times by Google Scholar. Paul won the ‘Best Doctoral Dissertation Award’ of the 2004 ICIS Conference. Paul also received the 2003 MISQ ‘Reviewer of the Year’ award, and the ‘Best Reviewer’ award of the 2005 Academy of Management Conference. He sits on the Editorial Board of *MIS Quarterly,* the *Journal of the Association of Information Systems,* *DATABASE,* and *ECRA.*

**RECENT PUBLICATIONS**


Vassilis Polimenis  
Finance and Management Science Department

EDUCATION
1989 Diploma Computer Science University of Patras  
1991 M.S. Computer Science University of California, Berkeley  
1999 M.A. Finance Wharton School, University of Pennsylvania  
2001 Ph.D. Finance Wharton School, University of Pennsylvania

APPOINTMENTS
2001 - Asst Professor, Finance University of California, Riverside

RESEARCH INTERESTS
Prof. Polimenis’s core research interests are in three areas: 1) Market Microstructure. Developing realistic models that capture phenomena related to liquidity, depth of a market, the interaction between electronic and traditional markets (e.g. trading floors), and understanding how agents incorporate the microstructure (i.e. the inherent design) of a market in their investment and trading decisions. 2) Financial Risk Management and Asset Pricing. Asset price dynamics, and especially the intricate relation between volatility and higher moment dynamics to aggregate risk. 3) Entrepreneurial Finance. Financing the innovation, venture capital for technology startups. A computer engineer by training, Polimenis also has an extensive background in software technologies, algorithms, and multimedia.

RECENT PUBLICATIONS


Waymond Rodgers
Accounting and Information Systems Department

EDUCATION
1984         Ph.D.      Accounting    University of Southern California
1989         Postdoctorate  Psychology  University of Michigan

PROFESSIONAL CERTIFICATE: Certified Public Accountant - Michigan and California

APPOINTMENTS
1993-         Professor / Associate  Accounting, UC Riverside
1993-1984     Assistant Professor   Accounting, UC Irvine
1991-1992     Visiting Associate Professor   Accounting, University of Arizona

RESEARCH INTERESTS
Rodgers's research combines accounting information with processing theories from cognitive psychology depicted in a decision making model. The systematic stream of his research has culminated into two insightful decision making research textbooks and many research publications.

RECENT PUBLICATIONS


"Explorations of negotiation behaviors in ten foreign cultures using a model developed in the United States,” Management Science, 40, 1994, 72-95, with J. Graham and A. Mintu. Winner of a Citation from the Joseph H. Lauder Institute of Management and International Studies (The Wharton School).
Erik Rolland  
Accounting and Information Systems Department

**EDUCATION**  
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<th>Degree</th>
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<td>1986</td>
<td>B.S.</td>
<td>Computer Science</td>
<td>The Ohio State University</td>
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<tr>
<td>1986</td>
<td>M.Sc.</td>
<td>Computer Science</td>
<td>The Norwegian Institute of Technology (NTNU)</td>
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<tr>
<td>1989</td>
<td>M.Sc.</td>
<td>Econ. &amp; Bus Adm.</td>
<td>The Norwegian School of Econ. &amp; Bus. Adm. (NHH)</td>
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<tr>
<td>1989</td>
<td>M.A.</td>
<td>Operations Research</td>
<td>The Ohio State University</td>
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<tr>
<td>1991</td>
<td>Ph.D.</td>
<td>MIS</td>
<td>The Ohio State University</td>
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**APPOINTMENTS**  
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<tr>
<td>2006</td>
<td>Professor (concurrent)</td>
<td>School of Management, Nanjing University, China</td>
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<td>2004</td>
<td>Visiting Professor</td>
<td>Antai School of Mgt, Shanghai Jiao Tong University</td>
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<tr>
<td>1999</td>
<td>Associate Professor</td>
<td>Accounting &amp; MIS, UC Riverside</td>
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<tr>
<td>1999</td>
<td>Associate Professor (Coop)</td>
<td>Computer Science &amp; Engineering, UC Riverside</td>
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<td>1997-1999</td>
<td>Assistant Professor</td>
<td>Accounting &amp; MIS, Ohio State University</td>
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<tr>
<td>1991-1997</td>
<td>Assistant Professor</td>
<td>MIS, UC Riverside</td>
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**RESEARCH INTERESTS**  
Rolland’s research is centered on improved understanding of complex, intractable, or unstructured problems found in business and management. His research topics are often related to management and technology strategy, the electronic economy, service and healthcare management, and modeling of complex business problems.

**RECENT PUBLICATIONS**  
Donald S. Siegel
Management and Marketing Department

EDUCATION
1981 B.A. Economics Columbia University
1987 M. Phil. Business Economics Columbia University
1988 Ph.D. Business Economics Columbia University

APPOINTMENTS
2006- Professor of Management; Associate Dean for Graduate Studies UC Riverside
2002-2006 Professor and Chair-Department of Economics Rensselaer Polytechnic Institute
2000-2002 Professor/Chair of Industrial Economics University of Nottingham
1994-2000 Associate to Full Professor of Economics Arizona State University West
1989-1994 Assistant Professor of Management and Policy SUNY-Stony Brook

RESEARCH INTERESTS
University technology transfer; the managerial and policy implications of entrepreneurship and technological change; the measurement and analysis of firm performance; and corporate social responsibility.

RECENT PUBLICATIONS
EDUCATION
1986  Licentiate Business and Accounting  Universidad de la República, Uruguay
1991  M.B.A.  University of California, Los Angeles
1996  Ph.D.  Management  University of California, Los Angeles

APPOINTMENTS
2003-  Assistant Professor  Marketing, University of California, Riverside
2001-2003  Executive Director, Marketing Science  J.D. Power and Associates
1999-2001  Senior Director, Marketing Science  J.D. Power and Associates
1996-1998  Director, Marketing Science  J.D. Power and Associates

RESEARCH INTERESTS
Silva-Risso’s research interests include econometric models of consumer response, marketing productivity and the effects of the Internet on consumer behavior. His recent research has focused on durable goods, particularly automobiles, where he has studied the effects of distribution intensity on new car choice, the consumer decision to lease or buy durable products, the economics of dealer pass-through of manufacturer promotions, the effects of the Internet on pricing, the long term effects of product innovation on firm valuation, and other related topics.

RECENT PUBLICATIONS

385
Shuba Srinivasan
Management and Marketing Department

EDUCATION
1986 M.S Physics IIT, Madras, India
1988 M.B.A. Marketing Indian Institute of Management, Ahmedabad, India
1995 Ph.D. Marketing University of Texas, Dallas

APPOINTMENTS
2006- Associate Professor Marketing, UC Riverside
1997-2005 Assistant Professor Marketing, UC Riverside
1996-1997 Visiting Assistant Professor Marketing, Cornell University
1995-1996 Visiting Assistant Professor Marketing, Carnegie Mellon University

RESEARCH INTERESTS
Srinivasan’s research focus is on strategic marketing problems using data-analytic methods such as econometrics and time-series analysis to help managers make better decisions. Her research areas include marketing-finance interface, marketing investments and financial performance, brand revenue premiums, brand and corporate advertising, marketing metrics, long-term effect of product innovation on financial performance, retailer promotional profitability, dynamic retail price drivers, impact of new brand entry and non-linear response models.

RECENT PUBLICATIONS


APPENDIX C. CATALOG DESCRIPTIONS OF EXISTING COURSES

Economics

ECON 200A. Microeconomic Theory (6) Lecture, 4.5 hours; discussion, 1.5 hours. Prerequisite(s): ECON 102A, ECON 102B, or equivalents. Focuses on consumer and producer theory under conditions of certainty. Covers mathematics required, including real analysis and static optimization theory. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

ECON 200B. Microeconomic Theory (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 200A or equivalent. Focuses on decision making under uncertainty, economics of information, applications of game theory, and models of imperfect competition.

ECON 200C. Microeconomic Theory (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 200B or equivalent. Focuses on general equilibrium theory, including existence and stability, and on welfare economics and social choice.

ECON 202B. Topics in Economic Theory: Applications (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 200A, ECON 200B, ECON 200C; ECON 201A, ECON 201B, ECON 201C; ECON 205A, ECON 205B, ECON 205C. Applies the theories and methods covered in the ECON 200A, ECON 200B, ECON 200C and ECON 201A, ECON 201B, ECON 201C sequences to real-world problems, including (1) the specification of functional form and the estimation of supply and demand systems, (2) index number theory and the measurement of inflation, the cost of living, output, and other macroeconomic phenomena, (3) computable general equilibrium models, (4) programming methods, (5) problems of aggregating over agents and commodities, and (6) the measurement of economic phenomena like productivity, poverty, income and wealth distribution, technical and allocative inefficiency, and input substitutability.

ECON 205A. Econometric Methods I (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 102A and ECON 103A, MATH 009A, MATH 009B, STAT 100A-STAT 100B; or equivalents. Econometric methods for the analysis of economic data and the construction of econometric models with applications to microeconomics and macroeconomics. Covers the linear regression model and related techniques of matrix algebra, statistical estimation, and inference.

ECON 205B. Econometric Methods II (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 205A or equivalent. Examines econometric methods covering extensions of the basic regression model, nonlinear models, and limited dependent variable models.

ECON 205C. Econometric Methods III (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 205B or equivalent. Examines econometric methods for the analysis of economic data and the construction of econometric models with applications to time-series macroeconomics. Covers univariate time-series models, volatility models, simultaneous equation models, and dynamic econometric models.

ECON 244. Empirical Research Methods (4) Lecture, 3 hours; tutorial, 1 hour; written work, 2 hours. Prerequisite(s): ECON 205B or equivalent. Introduction to empirical techniques used in modern applied economics, with a focus on identification strategies. Topics include natural experiments, instrumental variables, regression discontinuity, and panel data. Emphasis is on practical application of techniques and solutions to problems empirical researchers encounter.

ECON 283 (E-Z). Advanced Microeconomic Theory (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): passing grade on the microeconomics comprehensive examination or consent of instructor; for ECON 283M, ECON 283N, ECON 283P, ECON 283Q, ECON 283R: ECON 200A, ECON 200B, ECON 200C. Covers advanced topics in microeconomic theory. Involves reading current research papers and books, and presentations by students and faculty. E. Rational Choice Theory; F. Measurement and Aggregation in Economics; G. General Equilibrium; I. Social Choice and Welfare; J. Uncertainty and Information; K. Special Topics in Microeconomic Theory; M. The Microtheoretic Bases of Development Economics; N. Applications of Games an Information Economics; O. Measurement of Productivity and Efficiency; P. Public Economics; Q. Economics of Contract: Theory and Applications; R. Measurement of the Standard of Living, Inequality, and Deprivation. ECON 283K is repeatable to a maximum of 8 units.
ECON 285 (E-Z). Advanced Econometrics (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): ECON 205A, ECON 205B, ECON 205C; or consent of instructor. Advanced topics and recent developments in econometrics. State-of-the-art research papers and books are read, and presentations are made by students as well as faculty. E. Advanced Econometric Methods; F. Topics in Econometrics; G. Applied Econometrics; I. Macroeconometrics; J. Nonparametric Econometrics; K. Microeconometrics. ECON 285F is repeatable to a maximum of 8 units.

Political Science

POSC 203. Social Science, History, and Qualitative Methodology (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduction to the basic epistemology of qualitative social science. Provides students with a working knowledge of the strengths and weaknesses of the historical and comparative case study approaches to social science.

POSC 205. Advanced Regression Analysis (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): POSC 202B. Introduction to the use of advanced techniques in regression analysis. Topics include model specification, measures of goodness of fit, two-stage least squares, and models with binary dependent variables.

POSC 207. Advanced Quantitative Analysis (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): MATH 005, POSC 202B; or consent of instructor. Introduction to the use of advanced techniques in quantitative analysis. Topics include maximum likelihood, sample selection bias, simultaneous equations.

Psychology

PSYC 203A. Experimental Psychology (3) Lecture, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Focuses on the history and philosophy of cognitive science. Covers the theories and models and gives an empirical overview of perception.

PSYC 203B. Experimental Psychology (3) Lecture, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Covers the theories and models and gives an empirical overview of attention and memory.

PSYC 203C. Experimental Psychology (3) Lecture, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Covers the theories and models and gives an empirical overview of higher level language and memory processes.

PSYC 207C. Processes of Cognitive Development (3) Lecture, 3 hours. Prerequisite(s): consent of instructor. Examines the cognitive changes in humans throughout the life cycle. Topics include Piagetian theory and memory, information processing, attention, and intelligence with a focus on the changes that occur in these skills.

PSYC 211. Statistical Inference (4) Lecture, 3 hours; discussion, 1 hour; laboratory, 2 hours. Prerequisite(s): graduate standing in Psychology or consent of instructor. Examines basic issues related to the application of statistical inference, effect size estimation, and significance tests to various research paradigms in psychology. Discusses aspects of psychological measurement and the appropriateness of particular statistical techniques to different types of psychological data.

PSYC 212. Multiple Regression and Correlation Analysis (4) Lecture, 3 hours; discussion, 1 hour; laboratory, 1 hour. Prerequisite(s): graduate standing in Psychology, PSYC 211; or consent of instructor. Multiple regression, the general linear model, their relationship to analysis of variance, and extensions to multivariate analysis. The use of assorted computer statistical packages.

PSYC 213. Experimental Design and Analysis of Variance (4) Lecture, 3 hours; discussion, 2 hours. Prerequisite(s): graduate standing in Psychology, PSYC 211; or consent of instructor. Experimental design and analysis of variance including repeated measures and mixed designs, with special attention to exploratory data analysis, nested designs, interactions, and contrasts.
PSYC 225. Theories and Concepts of Social Psychology (3) Lecture, 3 hours. Prerequisite(s): consent of instructor. Advanced theories and concepts of social psychology. Special attention is given to the history and development of the major concepts of the field. Required of all social-personality graduate students.

PSYC 226. Theories and Concepts of Personality Psychology (3) Lecture, 3 hours. Prerequisite(s): consent of instructor. Advanced critical review of the theories, assessment techniques, and empirical literature in personality psychology. Special attention is given to the interactionist perspective. Required of all social-personality graduate students.

PSYC 227. Research Methods in Social Psychology (3) Lecture, 3 hours. Prerequisite(s): consent of instructor. Laboratory and field research methods with special attention to subject and experimenter artifacts and effects. Special issues include social research and publication and research ethics.

PSYC 228. Research Methods in Personality (3) Lecture, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Methods of personality research with an emphasis upon the methods psychologists can use to assess personality. Attention to data analytic methods and theoretical content is included.

PSYC 231. Mathematical and Computational Models in Cognitive Science (3) Lecture, 3 hours; extra reading, 1.5 hours; written work, 1.5 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces the technical and theoretical issues involved in using models to understand behavior. Emphasis is on hands-on analysis of model predictions and simulation of behavioral data. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 9 units if taken with different instructors.

PSYC 233. Research Methods in Cognitive Science (3) Lecture, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Develops skills in research methodologies currently available to cognitive scientists such as eye-tracking, computational modeling, signal detection, neuroimaging, and event-related potential techniques. Emphasis is on critically examining assumptions of methods and current research utilizing each method, and on how each is being utilized to address theoretical and empirical questions. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Course is repeatable to a maximum of 9 units if taken with different instructors.

PSYC 234. Data Analysis in Cognitive Sciences (3) Lecture, 3 hours. Prerequisite(s): graduate standing in Psychology or consent of instructor. Focuses on the analysis of cognitive psychological data obtained using specialized methodologies particularly relevant to cognitive psychology research including computer simulation, online experimentation, and eye tracking. Topics include real-time data analysis, signal detecting theory, Fourier analysis, and reaction time data. Course is repeatable to a maximum of 9 units if taken with different instructors.

PSYC 243. Multivariate Statistics (3) Lecture, 3 hours; laboratory, 1 hour. Prerequisite(s): PSYC 211, PSYC 212, PSYC 213. Introduces students to multivariate statistical methods, including multivariate analysis of variance, analysis of covariance, repeated measures analysis of variance, cluster analysis, discriminant function analysis, multivariate regression, principal components analysis, exploratory factor analysis, and confirmatory factor analysis. Focuses on the theoretical and practical applications of each method. Graded Satisfactory (S) or No Credit (NC).

PSYC 255. Seminar in Social Psychology (3) Seminar, 3 hours. Prerequisite(s): consent of instructor. Selected advanced topics in social psychology. The contents of these courses will vary. Graded Satisfactory (S) or No Credit (NC). Course is repeatable

PSYC 257. Seminar in Personality Psychology (3) Seminar, 3 hours. Prerequisite(s): consent of instructor. Selected advanced topics in personality with an emphasis on experimental findings and theoretical interpretations. Graded Satisfactory (S) or No Credit (NC). May be repeated.

PSYC 259. Topics in Quantitative Methods (3) Lecture, 3 hours. Prerequisite(s): graduate standing in Psychology or consent of instructor. A study of selected advanced topics in quantitative methods specifically for behavioral research, especially multivariate analysis. Graded Satisfactory (S) or No Credit (NC). Course is repeatable as topics change.

PSYC 270. Current Research in Quantitative Psychology (2) Seminar, 2 hours. Prerequisite(s): graduate standing or consent of instructor. Discussion of selected research topics in quantitative psychology. Emphasis on contemporary research design and quantitative problems relevant to the on-going research
areas of graduate students and faculty. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

PSYC 271. Current Issues in Cognition (3) Seminar, 3 hours. Prerequisite(s): consent of instructor. Current issues in memory, learning, and psycholinguistics. Emphasis is on recent and important experimental findings and on theoretical development. Graded Satisfactory (S) or No Credit (NC). May be repeated.

Sociology

SOC 201A. Research Perspectives: Quantitative Methods (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): SOC 005 or equivalent, graduate standing; or consent of instructor. An analysis of epistemological questions, conceptualization and measurement issues, survey research design, sampling, design of survey instruments, principles of survey administration, experimental design, and data processing.

SOC 201B. Research Perspectives: Qualitative Methods (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): SOC 004 or equivalent, graduate standing; or consent of instructor. An overview of the uses of qualitative methods in sociology. Topics include epistemological questions, participant and systematic observation, intensive interviewing, participatory methods, and the uses of documentary and historical resources.

SOC 202A. History of Sociological Theory (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines the development of sociological theory from 1830 to 1930, stressing the major ideas, concepts, and principles developed by early social theorists.

SOC 202B. Contemporary Sociological Theory (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): SOC 202A or consent of instructor. Examines sociological theory from 1930 to the present, stressing the major ideas, analyses, and principles developed by contemporary theorists.

SOC 203A. Descriptive and Multivariate Statistics (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): SOC 005 or equivalent, SOC 201A or SOC 201B, graduate standing; consent of instructor. Covers principles of partial and joint association, variance, and statistical estimation through the use of log-linear, multiple regression, and ANOVA models.

SOC 203B. Multiequation and Measurement Models (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): SOC 005 or equivalent, SOC 201A, SOC 201B, SOC 203A, graduate standing; or consent of instructor. Covers principles of multiequation systems, latent variables, and factors through the use of confirmatory factor and covariance structure models. Covers reliability and validity assessment for scaling techniques.

SOC 205. Categorical and Survival Data Analysis (4) Seminar, 3 hours; laboratory, 1 hour; extra reading, 2 hours. Prerequisite(s): SOC 201A, SOC 201B, SOC 203A, SOC 203B; graduate standing or consent of instructor. Introduces students to the analysis of limited dependent variables in social science and epidemiologic research. Covers in detail survival analysis, including recent advances and emerging controversies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

SOC 244. Institutional Analysis (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. The comparative and historical analysis of human social institutions, with emphasis on: (a) the emergence and development of the basic institutional systems of economy, polity, kinship, religion, law, and education; (b) the structure and process of these institutions in varying types of societies; (c) the interrelation of these institutions to each other and to other structuring processes. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and advisor.

SOC 245. Large-Scale Organizations (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. A review of the sociological literature on large-scale organizations. Provides an introduction to rational, political, ecological, economic, and institutional models.
SOC 255 (E-Z). Topics in Large-Scale Organizations (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Advanced study of large-scale organizations: I. Organizational Theory; L. Methods of Organizational Research; M. The Sociology of Work; N. Economic Organization; O. Social Organization of Sciences. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

SOC 257 (E-Z). Topics in Institutional Analysis (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Advanced seminars in institutional analysis: E. Economic Sociology; F. The Sociology of Family and Kinship; G. The Sociology of Education; J. Political Sociology. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

Statistics

STAT 200A. Advanced Design and Analysis of Experiments (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 170A, STAT 170B, STAT 171, or equivalents. Topics include fixed, mixed, and random effects models; complete and incomplete block designs; row-column designs; nested designs; split-plot designs; crossover designs; analysis of covariance; repeated measure designs; and optimality of designs.

STAT 200B. Advanced Design and Analysis of Experiments (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 170A, STAT 170B, STAT 171, or equivalents; STAT 200A. Topics include factorial experiments; confounding and fractional factorial experiments for symmetrical and asymmetrical factorial experiments; orthogonal and balanced arrays; optimal fractional factorial designs; first and second order response surface designs; rotatability; and blocking of response surface designs; method of steepest ascent; canonical representation; and minimum bias, variance, and mean square error designs.

STAT 203A. Bayesian Statistics I (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160C or equivalent. Subjective probability, Renyi axiom system, Savage axioms, coherence, Bayes theorem, credibility intervals, Lindley paradox, empirical Bayes estimation, natural conjugate priors, de Finetti’s theorem, approximation methods, Bayesian bootstrap, Bayesian computer programs.

STAT 203B. Bayesian Statistics II (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 203A. Assessing priors, nonparametric density estimation for expert group judgements, Bayesian regression, Bayesian analysis of variance, Bayesian regression with correlated disturbances and heteroscedasticity, Bayesian inference in time series models, Bayesian classification, Bayesian inference in spatial statistics, Bayesian factor analysis, disputed authorship.

STAT 205. Discrete Data Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C or equivalents; or consent of instructor. Contingency tables, log-linear models, information theory models, maximum likelihood estimation, goodness of fit, measures of association, computational procedures.

STAT 207A. Statistical Computing (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C, STAT 170A, STAT 170B; or consent of instructor. Topics include computational aspects of least squares in linear statistical models, optimization in nonlinear statistical models, numerical accuracy and error analysis, simulations and Monte Carlo methods for problems in statistical inference, pseudorandom numbers, and numerical approximations.

STAT 207B. Statistical Computing (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C, STAT 170A, STAT 170B; or consent of instructor. Topics include resampling methods, expectation maximization (EM) algorithm, Markov chain and Monte Carlo methods, and other current computational methods.
STAT 209A. Statistical Data Mining (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 170A; or consent of the instructor. Introduces principal data-mining methodologies, major software tools, and typical applications for structuring, understanding, and using large datasets effectively and efficiently. Statistics graduate students who have not completed all courses required for the degree receive a letter grade; other students receive a letter grade or petition for a Satisfactory (S) or No Credit (NC) grade.

STAT 209B. Statistical Data Mining (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 209A; or consent of instructor. Introduces principle data-mining methodologies, major software tools, and typical applications for structuring, understanding, and using large datasets effectively and efficiently. Statistics graduate students who have not completed all courses required for the degree receive a letter grade; other students receive a letter grade or petition for a Satisfactory (S) or No Credit (NC) grade.


STAT 216A. Time Series Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C, STAT 161, or equivalents. Topics include stationary processes, autoregressive—moving average (ARIMA) processes, trend, seasonality, model building, estimation and forecasting, and spectral analysis and estimation.

STAT 216B. Time Series Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 216A or consent of instructor. Topics include spectral analysis and estimation, higher-order spectral analysis, Kalman filtering and prediction, and nonlinear, nonstationary, and non-Gaussian time series.

STAT 220A. Multivariate Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C, or equivalents; familiarity with matrix algebra. Topics include algebra and calculus of vectors and matrices, special multivariate distributions (Normal, Wishart, Hotelling’s T-squared, multivariate T, multivariate log-normal, etc).

STAT 220B. Multivariate Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 220A or consent of instructor. Topics include categorical dependent variable regression, loglinear models, inference in the multivariate normal distribution, multivariate multiple regression, hypothesis testing, likelihood ratio tests, multivariate analysis of variance and covariance, principal components analysis, factor analysis, and classification and discrimination models. STAT 230. Sampling Theory (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160C. Covers the theory of stratified, ratio, and regression methods of estimation and cluster and double sampling. Includes the concept of sufficiency and its applications from finite populations, nonsampling errors, estimation of response bias and of optimum number of interviewers, and sampling inspection.

APPENDIX D. CPEC QUESTIONNAIRE

1. **Name of Program:** Interdepartmental Graduate Program in Management (IGPM)

2. **Campus:** Riverside

3. **Degree/Certificate:** M.A./Ph.D.

4. **CIP Classification (to be completed by Office of the President):**

5. **Date to be started:** September 2008

6. **If modification of existing program, identify that program and explain changes.** N/A

7. **Purpose (academic or professional training) and distinctive features (how does this program differ from others, if any, offered in California?):** The program will train students in the design and execution of original research in management, specifically in the fields of Marketing and in Strategic Management and Organizations (SMO). The expectation is that Ph.D. graduates from this program will assume academic positions in leading research-oriented business schools. Three UC campuses (UCLA, UCI, UC Berkeley) offer Ph.D. programs in management or business administration. This proposed program at UCR will be distinctive in that it is interdepartmental, draws upon unique expertise at UCR in Internet marketing and entrepreneurship, and leverages resources of the UCR Sloan Center for Internet Retailing and the Richard J. Heckmann International Center for Entrepreneurial Management.

8. **Type(s) of students to be served:** Graduate students wishing to get a Ph.D. in management, in the major field areas of marketing, and in strategic management and organizations (SMO).

9. **If program is not in current campus academic plan, give reason for proposing program now:** The program is listed in the current campus academic plan.

10. **If program requires approval of a licensure board, what is the status of such approval?** N/A

11. **Please list special features of the program (credit for experience, internships, lab requirements, unit requirements, etc.)** A first year research paper is required. A formal M.A. degree, awarded upon successful completion of the comprehensive core/field examination, is a distinguishing feature of the proposed program, not present in Management/Business Administration Ph.D. programs at other UC campuses, and helps to clearly orient the transition of the student from classroom and seminar-based education to the role of independent scholar.

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12. List all new courses required: Department, Course Number, Title, Hours/Week Lecture Lab.

MGT 286 (E-Z). Special Research Topics in Management (4) Lecture
MGT 287 (E-Z). Colloquium in Management (1) Lecture
MGT 288A. Behavioral Research in Marketing (4) Lecture
MGT 288B. Quantitative Research in Marketing (4) Lecture
MGT 288C. Special Topics in Marketing – Behavioral (4) Lecture
MGT 288D. Special Topics in Marketing – Quantitative (4) Lecture
MGT 289A - Micro Organizational Theory (4) Lecture
MGT 289B – Macro Organizational Theory (4) Lecture
MGT 289C. Strategic Management (4) Lecture
MGT 289D – Designing Organizational Research (4) Lecture

13. List all other required courses: Department, Course Number, Title, Hours/Week Lecture Lab.

Required Research courses (five required from this group):
ECON 205A. Econometric Methods I (4) Lecture
ECON 205B. Econometric Methods II (4) Lecture
ECON 205C. Econometric Methods III (4) Lecture
PSYC 211. Statistical Inference (4) Lecture
PSYC 212. Multiple Regression and Correlation Analysis (4) Lecture
PSYC 213. Experimental Design and Analysis of Variance (4) Lecture
PSYC 243. Multivariate Statistics (3) Lecture
PSYC 259. Topics in Quantitative Methods (3) Lecture
SOC 201A. Research Perspectives: Quantitative Methods (4) Lecture
SOC 201B. Research Perspectives: Qualitative Methods (4) Lecture
SOC 203A. Descriptive and Multivariate Statistics (4) Lecture
SOC 205. Categorical and Survival Data Analysis (4) Lecture
SOC 203B. Multiequation and Measurement Models (4) Lecture
STAT 209A. Statistical Data Mining (4) Lecture
STAT 209B. Statistical Data Mining (4) Lecture
STAT 210A. Theoretical Statistics and Probability (4) Lecture
STAT 210B. Theoretical Statistics and Probability (4) Lecture
STAT 210C. Theoretical Statistics and Probability (4) Lecture
STAT 220A. Multivariate Analysis (4) Lecture
STAT 220B. Multivariate Analysis (4) Lecture

Required Field Seminars (courses below required for Marketing Ph.D. students)
MGT 287 (E-Z). Colloquium in Management (1) Lecture
MGT 288A. Behavioral Research in Marketing (4) Lecture
MGT 288B. Quantitative Research in Marketing (4) Lecture
MGT 288C. Special Topics in Marketing – Behavioral (4) Lecture
MGT 288D. Special Topics in Marketing – Quantitative (4) Lecture

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1. **Required Field Seminars (courses below required for SMO Ph.D. students)**
   MGT 287 (E-Z). Colloquium in Management (1) Lecture
   MGT 289A - Micro Organizational Theory (4) Lecture
   MGT 289B – Macro Organizational Theory (4) Lecture
   MGT 289C. Strategic Management (4) Lecture
   MGT 289D – Designing Organizational Research (4) Lecture

14. List UC campuses and other California institutions, public or private, which now offer or plan to offer this program or closely related programs:

   **UC Berkeley – Haas School of Business**
   Ph.D. in Business Administration

   **UCLA – Anderson School of Management**
   Ph.D. in Management

   **UC Irvine – Paul Merage School of Business**
   Ph.D. in Management

   **USC – Marshall School of Business**
   Ph.D. in Business Administration

   **Stanford University – Graduate School of Business**
   Ph.D. in Marketing
   Ph.D. in Organizational Behavior

15. List any related program offered by the proposing institution and explain relationship.

   As an Interdepartmental Graduate Program, the IGMP will involve program faculty from Economics, Psychology, Sociology, and Statistics, in addition to the three AGSM departments. The relationships are complementary rather than competitive in nature.

16. Summarize employment prospects for graduates of the proposed program. Give results of job market survey if such has been made.

   Business schools are facing a critical shortage of Ph.D. hires, and demand is rapidly outpacing supply. A January 9, 2007 *Wall Street Journal* article, titled “Ph.D. Shortage: Business Schools Seek Professors,” stated that “the growing shortage of doctoral graduates from business schools is indeed worrisome.” The Association to Advance Collegiate Schools of Business (AACSB 2003) report, *Sustaining Scholarship in Business Schools*, states:
Taking into account current Ph.D. enrollments, projected demand for business education, faculty retirements, and the typical hiring of Ph.D.’s by accredited and non-accredited schools, we conclude that in the US there will be a shortage of approximately 1,142 Ph.D.’s within five years, and 2,419 Ph.D.’s within 10 years... The worst case scenario is that the shortages will reach 3,043 in five years, and 5,689 in 10 years. More optimistic assumptions about supply and demand lead to less grim results, a nominal shortage of 21 business Ph.D.’s within five years and 334 in 10 years.

There are significant and increasing opportunities for placement of Management Ph.D. graduates, particularly in the fields of Strategic Management and Organizations (SMO) and Marketing. The 2005-2006 Association to Advance Collegiate Schools of Business (AASCB) 38th annual Salary Survey reported that the fields of Strategic Management and Organizations (including international business) represented the largest share of new hires from among new PhD graduates with a degree in management, with Marketing third (behind accounting/taxation). Together, Marketing and SMO accounted for over a third of all new management hires in 2005.

17. Give estimated enrollment for the first 5 years and state basis for estimate.

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Academic Year</th>
<th>New Students (Min-Max)</th>
<th>Students transferring from other UCR Graduate Programs</th>
<th># Graduating</th>
<th>Cumulative Total Enrollment (Min-Max*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2008-2009</td>
<td>--- inaugural class is recruited this academic year ---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2009-2010</td>
<td>4-6</td>
<td>0-1</td>
<td>0</td>
<td>4-7</td>
</tr>
<tr>
<td>2</td>
<td>2010-2011</td>
<td>4-6</td>
<td>0-1</td>
<td>0</td>
<td>8-14</td>
</tr>
<tr>
<td>3</td>
<td>2011-2012</td>
<td>3-6</td>
<td>0-1</td>
<td>0-1</td>
<td>10-20</td>
</tr>
<tr>
<td>4</td>
<td>2012-2013</td>
<td>3-6</td>
<td>0-1</td>
<td>0-1</td>
<td>12-20</td>
</tr>
<tr>
<td>5</td>
<td>2013-2014</td>
<td>3-6</td>
<td>0-1</td>
<td>1-3</td>
<td>12-20</td>
</tr>
</tbody>
</table>

18. Give estimates of the additional cost of the program by year for 5 years in each of the following categories: FTE Faculty, Library Acquisitions, Computing, Other Facilities, Equipment, Provide brief explanation of any of the costs where necessary.

1. FTE Faculty. In the proposal we list a total of 16 AGSM faculty members (19 faculty members assuming the three current Management and Marketing searches will be successful) who have committed to participate in this program. Additional faculty from Economics, Psychology, Sociology and Statistics have provided letters indicating their interest in becoming program faculty members, after the program has been approved. FTE allocations are required for a) Graduate Program Director, b) Graduate Advisor, and c) Doctoral Courses (seminars).
2. Library Acquisitions. Increase in library budget to support additional databases (in particular the Wharton Research Data Services).

**Cost:** $100,000/year for the first five years.

3. Computing. Desktop computers, shared printers, networking, and software for Ph.D. student offices. AGSM support staff time for maintaining Ph.D. student systems and Sloan Center support staff time for fielding online experiments and surveys.

**Cost:** $10,000/year for first five years for computer equipment. Technical support for these desktop computers will be provided by AGSM technical staff at the level of .05 FTE. The Sloan Center will provide $3,000/year in panelist incentive funds to Ph.D. students for the first five years. The Sloan Center will provide technical staff support at the level of .05 FTE in years 1 and 2, and .10 FTE in years 3 through 5.

4. Equipment. No additional costs for other equipment.

5. Facilities. Ph.D. student office furniture and cubicle configuration.

**Cost:** $15,000 total over first three years.

6. Other operating costs. Research support costs for building and maintaining a subject pool of UCR undergraduate business students; Ph.D. student conference travel support; telephone charges; Ph.D. Program Assistant.

**Cost:** $3,000/year for travel, $3,000 for year subject incentives for first three years. AGSM will provide .5 FTE for a Ph.D. program assistant (SAO). AGSM will provide $1,000 to support Ph.D. student travel in year 1, $2,000 in year 2, and $3,000 in years 3 through 5. The Sloan Center will provide .05 FTE in technical support staff time for subject pool administration for years 1 through 5.

19. **How and by what agencies will the program be evaluated.**

The graduate program will undergo an internal review conducted by the Graduate Council during the third or fourth year of the program with an external review held in the 6th – 7th year. As is the norm for all graduate programs on the UCR campus, the program will thereafter be evaluated by an outside team of experts once every 6-7 years. Beginning in the second year, the program will conduct a self-evaluation by circulating an annual survey asking program faculty and students to critique the program and make suggestions for its improvement.
APPENDIX E. CONTACT INFORMATION

Contact:

Thomas P. Novak
Albert O. Steffey Professor of Marketing and Cooperating Faculty, Psychology
Co-Director, UCR Sloan Center for Internet Retailing
Associate Dean for Research, AGSM

237 Anderson Hall
900 University Avenue
Riverside, CA 92521-0203

951.827.4999 (office)
tom.novak@ucr.edu

Management and Marketing Department Chair:

Donna L. Hoffman
Chancellor’s Chair
Professor of Marketing and Cooperating Faculty, Psychology
Co-Director, UCR Sloan Center for Internet Retailing

250 Anderson Hall
900 University Avenue
Riverside, CA 92521-0203

951.827.4848
donna.hoffman@ucr.edu
APPENDIX F. FIVE-YEAR PERSPECTIVE DESCRIPTION

UNIVERSITY OF CALIFORNIA, RIVERSIDE
Establishment of the Interdepartmental M.A./Ph.D. Program in Management

(Submitted for the 2007-2012 Five Year Perspective)

Campus: Riverside

Name and Anticipated Action: Establish the Interdepartmental Graduate Program in Management (M.A. and Ph.D. degrees) at the A. Gary Anderson Graduate School of Management (AGSM).

Description and Reason:

The Interdepartmental Graduate Program in Management (IGPM) will train doctoral students in the design and execution of original research in Management. While an M.A. degree may be earned en route to the Ph.D., admissions will only be to the Ph.D. program. Degrees will initially be earned in the two major field areas of 1) Marketing and 2) Strategic Management and Organizations (SMO), which are housed in the Management and Marketing Department at AGSM. Over time, additional major field areas, corresponding to two additional AGSM Departments will be added to the IGPM.

Distinctive features of the proposed IGPM include: 1) a strong cross-disciplinary focus over and above the multi-departmental structure of AGSM; 2) the opportunity for Ph.D. students to focus on key AGSM areas of strength in Internet Marketing, Empirical Modeling and Entrepreneurship; and 3) research support from the UCR Sloan Center for Internet Retailing.

The initial interdisciplinary program faculty will include all members of the AGSM Management and Marketing Department (anticipated to be 14 faculty in 2007-2008), as well as faculty from two other AGSM departments (Accounting/Information Systems and Finance/Management Science). In addition, program faculty will include members from UCR departments outside AGSM whose research interests are closely related to the major field areas of Marketing and SMO; these departments include Economics, Psychology, Sociology, and Statistics.

An Interdepartmental Graduate Program in Management leading to the Ph.D. degree marks a logical next step in the evolution of AGSM, and serves as a bridge connecting AGSM faculty with UCR faculty in related departments. This program will greatly enhance the profile and visibility of AGSM. Additionally, with estimates from the Association to Advance Collegiate Schools of Business (AACSB) of a critical shortage of 1,000 to 2,000 Ph.D.s in management within 10 years, this is a particularly opportune time to establish the IGPM.
Relationship to Existing Programs on Campus and Units: Marketing and Strategic Management and Organizations are fields that benefit strongly from interdisciplinary interaction. The Interdepartmental Graduate Program in Management will benefit from existing UCR doctoral programs in Economics, Psychology, Sociology and Statistics. In turn, the Interdepartmental Graduate Program in Management will enrich the intellectual life of doctoral students in these departments through new Management field seminars open to students from other departments, as well as opportunities for Management doctoral students to collaborate with program faculty from outside AGSM. Collaborations among the multi-department program faculty will help all these departments identify new sources of graduate students, additional areas for program development and additional instructional talent.

Anticipated Campus Review and Implementation Dates: The proposal for the Interdepartmental Graduate Program in Management will be submitted to the Graduate Division in April 2007, with full Academic Senate review and approval targeted for November 2007. We expect that the proposal will undergo system-wide review in the 2007-08 academic year, with implementation anticipated for the fall quarter of 2008.

Contact Person: Thomas P. Novak, Albert O. Steffey Professor of Marketing, co-Director UCR Sloan Center for Internet Retailing, and Associate Dean for Research (AGSM), (tom.novak@ucr.edu)
APPENDIX G.

BYLAWS FOR THE INTERDEPARTMENTAL GRADUATE PROGRAM IN MANAGEMENT

University of California, Riverside

Interdepartmental Graduate Program in Management Faculty Approval Date: April 27, 2007

Graduate Council Approval Date: __________

Article I. Objective

The mission of the Interdepartmental Graduate Program in Management (IGPM) is to deliver graduate training that will lead to the awarding of M.A. and Ph.D. degrees in Management. Students may earn an M.A. degree en route to the Ph.D., but will only be admitted to the Ph.D. program. These two degree programs shall be operated in conformance with the rules and procedures of the Graduate Division of the Riverside Campus of University of California.

Active and close working relationships with program faculty will allow doctoral students to make meaningful contributions to the intellectual life and research activity of AGSM and UCR while they are in the program. The expectation is that Ph.D. graduates from this program will assume academic positions in leading research-oriented business schools. To achieve these objectives, a combination of rigorous coursework and close faculty mentoring centered on research leading to publication in top academic journals will allow Ph.D. students to develop into independent researchers and thinkers capable of developing and sustaining on-going programs of research.

As an interdepartmental program, the IGPM will involve faculty from multiple UCR departments, including the three departments at AGSM (Management and Marketing; Accounting and Information Systems; and Finance and Management Science) as well as departments outside AGSM, such as Economics, Psychology, Sociology, and Statistics. Because of the synergies generated by the interdepartmental nature of the program, an integral function of the IGPM is to facilitate the periodic gathering together of faculty members and graduate students with shared research and educational interests, but with different academic backgrounds.
Article II. Degrees Offered by the Program

The Interdepartmental Graduate Program in Management offers both the Master of Arts (M.A.) degree (comprehensive examination Plan II) and graduate training leading to the award of the Doctor of Philosophy Degree (Ph.D.).

Article III. Membership

A. Qualifications for Program Faculty Membership

The Interdepartmental Graduate Program in Management program faculty shall consist of persons at the University of California, Riverside, who are qualified to guide candidates for the Ph.D. degree in Management, within the currently offered major field areas.

Application for membership in IGPM shall consist of a letter requesting membership in the program and a Curriculum vitae including a complete list of all publications in refereed journals. The application should be sent to the Graduate Program Director.

UCR faculty members are eligible for appointment to IGPM program faculty providing that they meet the following criteria:

(a) Hold an appropriate academic title as a member of the Academic Senate of the University of California (includes Professors, Professors in Residence, Clinical Professors, Professors Emeriti).

(b) Have an active program of research or scholarship in topics related to the currently offered major field areas of the IGPM, commensurate with the expectations of the University of California.

All appointed program faculty members will have the same full rights and privileges regarding the governance of the program, with the restriction that only program faculty who have an appointment at AGSM can serve as Graduate Program Director, Graduate Advisor, members of the Graduate Program Executive Committee or members of the Admissions and Recruitment Committee.

Membership shall be determined the Graduate Program Executive Committee.

B. Program Faculty Member Responsibilities

Program faculty responsibilities are activities that can justify membership and renewal of membership. These activities are divided into two categories: 1) responsibilities applying to all program faculty, and 2) additional responsibilities only applying to program faculty holding an appointment in AGSM.
1) Responsibilities applying to all program faculty

Activities that can justify membership and renewal of membership include:

(a) Serving as Faculty Advisor, and serving on Graduate Examination Committees, Ph.D. Qualifying Committees, and Ph.D. Dissertation Committees.

(b) Participating in the teaching of required or recommended courses for the instructional component of the IGPM.

(c) Contributing to the training and mentoring of IGPM graduate students, including providing access to laboratory facilities.

(d) Contributing to a collegial environment that fosters interdepartmental interaction and that enhances the learning environment of IGPM students.

Other faculty activities that may support continued membership in IGPM include: participating in relevant currently offered Field Colloquia; assisting in the preparation of Fellowship Training Grant applications for the program; and attendance at the Annual program faculty meeting.

2) Additional responsibilities applying to program faculty from AGSM

In addition to the activities listed in Article III.B.1, activities that can justify renewal of membership for AGSM program faculty include:

Serving as Graduate Program Director, Graduate Advisor, member of the Graduate Program Executive Committee, or member of the Admissions and Recruitment Committee (AGSM faculty only).

C. Procedures for Review of Faculty Membership

Membership in the Interdepartmental Graduate Program in Management must be renewed by the program faculty every 3 years. The Graduate Program Executive Committee is charged with evaluating whether an individual meets the membership guidelines at that point in time. The Graduate Program Director advises the program faculty members when their renewal application is required. If the membership of a person on the Graduate Program Executive Committee is to be considered for renewal, that individual will be recused for that case.

If the Graduate Program Executive Committee does not approve renewal, the program faculty member may appeal that decision. The appeal should be submitted in writing and
forwarded to the Dean of AGSM. The final decision shall be made by joint consideration of the Dean of AGSM and the Graduate Program Executive Committee.

Article IV. Organization and Administration

The administration of the program and its activities will be vested in the Graduate Program Executive Committee consisting of five program faculty members including the Graduate Program Director and Graduate Advisor, and chaired by the Graduate Program Director.

A. Graduate Program Director

The Graduate Program Director is a program faculty member from AGSM who is responsible for the overall organization and leadership of the Interdepartmental Graduate Program in Management. The Graduate Program Director shall serve as the chief officer and spokesperson for the IGPM and the Graduate Program Executive Committee; shall call and preside over meetings of these bodies; shall nominate the Graduate Advisor to the Graduate Program Executive Committee for approval by the Graduate Dean; and shall appoint all other members of the Graduate Program Executive Committee. The Graduate Program Director represents the IGPM at the AGSM Dean’s meetings with Department Chairs, and will maintain liaison with Management/Business Administration Ph.D. programs on other campuses of the University of California.

The appointment of the Graduate Program Director shall be in accordance with the regulations of the UCR Graduate Council. The Director will be appointed by the Chancellor for a term of three years, upon the recommendation of the Dean of the Graduate Division and the Dean of AGSM. A Nominating Committee approved by the Graduate Program Executive Committee will solicit the names of nominees for a new Graduate Program Director from the participating faculty in IGPM. The faculty will be polled for comments on the nominees; all comments will be kept confidential. The Graduate Program Executive Committee will forward at least two names to the Dean of AGSM and the Graduate Dean along with comments received on the nominees. The Graduate Dean, in consultation with the Dean of AGSM, will forward his/her recommendation to the Chancellor, who makes the appointment.

For the appointment of the first, inaugural Graduate Program Director, nomination of the Graduate Program Director shall be made by the initial AGSM program faculty in consultation with the Dean of AGSM. This nomination will be forwarded to the Graduate Dean, who will forward his/her recommendation to the Chancellor, who makes the appointment.
B. Graduate Advisor

The Graduate Advisor is a program faculty member from AGSM who is appointed for a three year period. The Graduate Advisor is in charge of recruiting students and overseeing their progress. The Graduate Program Director nominates the Graduate Advisor to the Graduate Program Executive Committee, which sends the nomination to the Graduate Dean for approval.

If only one AGSM department has major field areas in the IGPM, then the Graduate Program Director and the Graduate Advisor will both be members of that department. When two or more AGSM departments have major field areas in the IGPM, the faculty member nominated as Graduate Advisor by the Graduate Program Director should be from a department other than the Graduate Program Director’s department.

The responsibilities of the Graduate Advisor include:

- approving recommended appointments for Graduate Examination Committees, Ph.D. Qualifying Committees, and Ph.D. Dissertation Committees, and transmitting these to the Dean of the Graduate Division;
- coordinating advising sessions for Ph.D. students;
- holding orientation sessions for incoming Ph.D. students on various aspects of Ph.D. study;
- recommending temporary faculty advisors for new Ph.D. students;
- counseling students on selecting faculty advisors;
- appointing and supervising graduate teaching assistants;
- ensuring completion of annual reviews of student performance.

C. Faculty Advisors

Faculty advisors are program faculty who will advise students on curricular planning, research, examination preparation, and provide Ph.D. dissertation supervision. The Graduate Advisor generally will assign each incoming student a temporary faculty advisor after consultation with faculty members. It is expected that within the first year of study, each Ph.D. student will select a permanent faculty advisor for his or her Ph.D. degree program. The faculty advisor will typically chair the student’s Ph.D. dissertation committee – but changes to a student’s faculty advisor can be made in consultation with the Graduate Advisor.
Article V. Committees

A. Graduate Program Executive Committee

The Graduate Program Executive Committee will be chaired by the Graduate Program Director and include the Graduate Advisor. Three additional members of the Graduate Program Executive Committee will be elected. The full set of IGPM program faculty who are from AGSM will elect one committee member from each of the three AGSM departments to a two year term. All IGPM program faculty who are from AGSM will be eligible to run for election.

There has been a recent restructuring of AGSM into the current three department structure. The requirement that one representative to the Graduate Program Executive Committee be elected from each department represents the desire to respect this new departmental structure. However, further down the road, we note that they may be a desire to remove this condition and allow elections to be unconstrained by departmental membership.

The Graduate Program Executive Committee will be responsible for overseeing courses, curricula, admission, degree requirements, administration of student assistantship awards, and other policy matters.

Specific responsibilities include:

- Reviewing and recommending action on proposed new Ph.D. courses;
- Recommending any changes in Ph.D. requirements and progress requirements to the program faculty;
- Designating committees to review applications for admission and making admission recommendations to the Graduate Division at UCR;
- recommending candidates for graduate fellowships;
- reviewing TA evaluations from students, and faculty.

In addition, all duties and responsibilities of a membership committee will be vested in the Graduate Program Executive Committee. The Graduate Program Executive Committee shall annually consider new applications for membership in the IGPM and annually review those program faculty members who have completed three years of membership in the program. Each faculty member considered for new membership or renewal should be contacted by the Graduate Program Executive Committee and offered an opportunity to a) express his/her interest in continued participation in the IGPM; b) summarize his/her contributions to the program, and c) provide a curriculum vitae.
B. Admissions and Recruitment Committee

The members of the Admissions and Recruitment Committee will be selected by the Graduate Advisor on an annual basis. All members of the Admissions and Recruitment Committee must be program faculty who are AGSM faculty members. The committee must contain at least one member from each of the AGSM departments that currently offer major field areas in the Interdepartmental Graduate Program in Management.

The Admissions and Recruitment Committee shall consist of

- The Graduate Advisor, who chairs the committee.
- The Graduate Program Director.
- Three program faculty that represent as many different major field areas in the IGPM as possible.

The functions of this committee shall include admission of students to each major field area of the IGPM, and recommendations for their financial support. Admissions decisions are made by the Committee with input from the program faculty in the major field area. The Committee will also be responsible for recruitment strategies, matching applicants with a participating faculty member contact, organization of prospective student visits to campus, and appropriate updating of the IGPM website and print brochures.

C. Graduate Examination Committees

The responsibility of the Graduate Examination Committee will be to administer the written comprehensive examination for the M.A. and Ph.D. degree. Specific duties are:

- determining appropriate subject matter for the examination;
- preparing questions for the examination;
- administering the examination;
- evaluating student responses to the examination questions;
- determining the outcome (Pass at Ph.D level, Pass at M.A. level, or Fail) for each student taking the examination.
- recommending remedial actions for Ph.D. students who do well overall in the written examination but show deficiencies in specific subject areas.

Due to the heterogeneity of Ph.D. student interests, a Graduate Examination Committee will be designated for each Ph.D. student. Each Graduate Examination Committee will consist of a minimum of three program faculty members: a chairperson, and at least two additional program faculty members. Graduate Examination Committee members are
appointed by the Graduate Advisor. All Graduate Examination Committee members must be voting members of the Academic Senate.

D. Ph.D. Qualifying Committees

The Ph.D. Qualifying Committee administers the oral dissertation proposal defense. Following successful passage at the Ph.D. level of the comprehensive examination, a Ph.D. Qualifying Committee will be formed to evaluate a student’s readiness for advancement to candidacy. The Ph.D. Qualifying Committee will be responsible for reviewing the student’s Ph.D. dissertation proposal and administering an oral exam which serves as the dissertation proposal defense. Based on the written proposal and oral defense, the Ph.D. Qualifying Committee will make a recommendation to the Graduate Division regarding advancement to candidacy.

A Ph.D. Qualifying Committee consists of the student’s faculty advisor and four additional members who are nominated by the Graduate Advisor, in consultation with the student and program faculty (particularly the student’s Faculty Advisor), and approved by the Graduate Dean. A majority of the Ph.D. Qualifying Committee are program faculty. One member of the Qualifying Committee, designated the “outside member,” must be from outside the program faculty, but must be a voting member of the UC Academic Senate. Exceptions must be qualified for a UC faculty appointment, and must be supported by a memo of justification from the student’s faculty advisor and approved as an exception by the Graduate Dean. After review of the nominations, the Graduate Dean appoints the Ph.D. Qualifying Committee on behalf of the Graduate Council.

E. Ph.D. Dissertation Committees

The Ph.D. Dissertation Committee administers the oral dissertation defense.

The responsibilities of the Ph.D. Dissertation Committee are:

- supervising dissertation research;
- reviewing and approving the written dissertation;
- administering and evaluating the oral dissertation defense;
- recommending to the Graduate Division whether or not a Ph.D. degree be conferred.

A Ph.D. Dissertation Committee consists of a minimum of three UCR Academic Senate members who are program faculty in the Interdepartmental Graduate Program in Management, including the student’s faculty advisor who chairs the committee. All committee members should be in a position to offer guidance and be able to judge the scholarship of the dissertation work. Membership of a Ph.D. Dissertation committee
should be nominated by the student’s faculty advisor, approved by the Graduate Program Executive Committee, and appointed by the Dean of the Graduate Division.

**Article VI. Meetings**

At least one annual meeting of the IGPM program faculty must be held in the Fall at the beginning of the academic year. Other meetings may be called as frequently and for such purposes as deemed desirable by the Graduate Program Director. Additional meetings can be scheduled upon written petition by five or more IGPM program faculty members (sent to the Director). Meetings will be conducted according to Robert’s Rules of Order. Minutes of the meetings shall be kept by the Graduate Program Assistant and shall be distributed to all faculty within ten days of the meeting.

**Article VII. Quorum**

A quorum consists of 50% of the eligible program faculty. Passage of motions shall require a simple majority of the eligible IGPM program members who are present at the meeting.

Voting may be done by electronic or mail ballot.

**Article VIII. Amendments**

Amendments and revisions to the IGPM bylaws may be proposed by either the Graduate Program Executive Committee or by petition of 20% or more of the program faculty members. Proposed amendments shall be either discussed at a meeting which satisfies quorum requirements or distributed by electronic mail or hardcopy mail to the program faculty members at least one week before distribution of the relevant ballot. Passage of an amendment to the bylaws will require at least a majority of those voting by electronic mail or a mail-in ballot. All amendments and revisions must be submitted to the UCR Graduate Council for review and approval.

Any additions to the major field areas offered by the IGPM must be approved by a 2/3 majority vote of a quorum of all AGSM faculty, regardless of whether they are a member of the IGPM program faculty.
APPENDIX H.

Marketing Job Announcements Listed in the ELMAR Mailing List for the 2007-2008 Academic Year

A listing of marketing job announcements for the 2007-2008 academic year may be downloaded from:

http://sloan.ucr.edu/novak/phd/marketing-elmar-job-listings.pdf

The 273 pages of listings in this document appeared in the American Marketing Association’s Electronic MARketing (ELMAR) mailing list from April 28, 2006 to January 17, 2007, and represent open marketing positions for the 2007-2008 academic year. Many of these listings are for multiple positions. Thus the number of positions represented here is substantially higher than 273.
APPENDIX I.
Program Faculty Experience with Ph.D Students

The reported experience of IGPM program faculty from AGSM serving on doctoral comprehensive/ qualifying exam committees, and serving on Ph.D. dissertation committees at UCR and other institutions, is summarized below.

Y. Peter Chung, Professor of Finance

Member of PhD dissertation committees: Several Ph.D. students in the former Financial and Managerial Economics program of AGSM (1989-1994), including Zhong-guo Zhou (currently associate professor of finance at Cal State, Northridge), Dong-Sik Kim (now in Korea), Chiwei (now in Taiwan), Patricia (used to work for the LA Water Commission), Do Shi (now in Japan).

Member of PhD qualifying committees: Several Ph.D. students in the Economics Department since 1989, mostly for those who were proposing finance-related research.

Jerayr (John) Halebian, Assistant Professor of Management

Arpi Festekjian, (Psychology, University of California, Riverside), 2007 doctoral qualifying committee member (written orals).

Donna L. Hoffman, Chancellor’s Chair and Professor of Marketing

Post-Doctoral Supervision (includes first placement)

2001-2003. Terry Daugherty (Communications, Michigan State University, Ph.D. 2001). First placement: Assistant Professor of Advertising, University of Texas at Austin.

2001-2003. Fang Wan (Communications, University of Minnesota, Ph.D. 2002). First placement: Assistant Professor of Marketing, University of Manitoba.

Doctoral Dissertation Committees


Anand Narasimhan (Organizational Theory, Vanderbilt University, Ph.D. 1997). First placement: Assistant Professor, London School of Business. Dissertation topic: “Interpretive Stance in Inchoate Industries.” Committee Member.


Doctoral Qualifying Committees

Brynn Nodarse, (Psychology, University of California, Riverside), 2007 orals committee member.
Woody Liao, Professor of Accounting

A. Chairman of Ph.D. Dissertation Committee:


B. Member of Ph.D. Dissertation Committee:


C. Chairman of Ph.D. Qualifying Committee:

1. Chairman of Ph.D. Qualifying Committee (Ram Yallapragada), the dissertation proposal: Accounting for Imputed Interest on Equity Capital and Its Effect on Predictability of Annual Income: An Empirical Investigation, University of Houston, 1980.

2. Chairman of Ph.D. Qualifying Committee (Soonkee Kim), the dissertation proposal: A Comparison and Evaluation of Cost Variance Investigation Models, University of Houston, 1981.


4. Chairman of Ph.D. Qualifying Committee (John R. Leavins), the dissertation proposal: An Examination of Budget Slack within an Expectancy Theory Framework, University of Houston, 1986.


David Mayers, Philip L. Boyd Chair in Finance

CHAIRMANSHIPS OF DOCTORAL COMMITTEES:

a) Degrees Granted and Current Status:

UCLA:
1. C. Hsia, 1974, Professor, Portland University.
2. E. Omberg, 1980, Professor, California State University at San Diego.
3. L.Y. Dann, 1980, Professor, University of Oregon.

THE OHIO STATE UNIVERSITY (OSU):
4. Saeyoung Chang, 1989, Associate Professor, University of Nevada Las Vegas
5. Won-Joong Kim, 1990, Director Health, Economics Division Korean Institute for Health and Social Affairs
6. Anil Shivdasani, 1991, Professor, University of North Carolina
7. Vijay Singh, 1991, Assistant Professor, George Mason University
8. Richard Chung, 1992, Professor, Hong Kong University
10. Jeffrey Harris, 1995, Professor, University of Delaware
11. John Wayman, 1995
12. Ranjan D'Mello, 1995, Professor, University of New Orleans

b) Students Advanced to Candidacy (OSU):
1. Twila-Mae Logan, 1994

MEMBERSHIP ON DOCTORAL THESIS COMMITTEES (UCLA):

1. C. Gardner, Department of Economics, 1973
2. T. Taya, Department of Economics, 1975
3. K. Leffler, Department of Economics, 1976
4. D. Levy, Department of Economics, 1979
5. S. Warwick, Department of Economics, 1981
6. N. Al-Salam, Department of Economics, 1981
7. M. McNichols, Department of Management, 1983
8. K. McStay, Department of Economics, 1984
9. J. Mulherin, Department of Economics, 1984
10. J. Cameron, Department of Economics, 1984
11. W. Bailey, Department of Management, 1984
12. K. Green, Department of Economics, 1985
13. M. Gendron, Program in Commerce and Business Administration, University of British Columbia, 1985
14. C. Alexander, Department of Economics, 1985

MEMBERSHIP ON DOCTORAL THESIS COMMITTEES (OSU):

1. Florence Chai, Department of Economics, 1988
2. Leonie Lindsley Stone, Department of Economics, 1992
3. Meir Russ, Labor and Human Resources, 1993
4. Robert Hendershot, Department of Finance, 1993
5. Heon Jeong, Department of Finance, 1993
6. Wai-Ming Fong, Department of Finance, 1993

MEMBERSHIP ON DOCTORAL THESIS COMMITTEES (UCR):

1. Jacob Pozharny, Department of Statistics, 1999
2. Tong Li, Department of Economics, 2004
GRADUATE SCHOOL REPRESENTATIVE FOR DOCTORAL EXAMINATIONS (OSU):
1. Somchai Sujjapongse, Department of Economics, 1990
2. Leanna L. Holmer, School of Public Policy and Management, 1990
4. Leonie Lindsley Stone, Department of Economics, 1992
5. Elizabeth Ann Gabriel, Department of Accounting and MIS, 1992
7. Weike Hai, Department of Economics, 1993
8. Wei-Wei Lee, Department of Economics, 1994
9. Eun-Joo Hong, Department of Economics, 1995

Kathleen Montgomery, Professor of Management

2007 PhD qualifying exam committee:
   Patricio Vargas, GSOE
   Tierra Stimson, Psychology

2005 PhD Qualifying exam committee member
   Kelly Haskard, Psychology
   Scott Barlow, Education

2002 PhD Qualifying exam committee member
   Laura Hansen, Sociology
   Justin Galt, Sociology

2001 PhD Qualifying exam committee member
   Michael Matthews, Sociology
   Patrick Giordani, Psychology

2000 PhD Qualifying exam committee member
   Patrick Markey, Psychology

1999-02 PhD Dissertation committee member

1998 PhD Qualifying exam committee member
   Deborah Plechner, Sociology

1996-99 PhD Dissertation committee member

1995 Ph.D. Qualifying exam committee member
   Heather ……, Psychology

1994 Ph.D. Qualifying exam committee member
   Deborah Knowlton, Education

1992 Ph.D. Qualifying oral exam committee member
   Catherine Petrissans, Sociology

Thomas P. Novak, Albert O. Steffey Professor of Marketing

Post-Doctoral Supervision (includes first placement)

First placement: Assistant Professor of Advertising, University of Texas at Austin.

2001-2003. Fang Wan (Communications, University of Minnesota, Ph.D. 2002). First placement: Assistant Professor of Marketing, University of Manitoba.

**Doctoral Dissertation Committees**


Anand Narasimhan (Organizational Theory, Vanderbilt University, Ph.D. 1997). First placement: Assistant Professor, London School of Business). Dissertation topic: "Interpretive Stance in Inchoate Industries." Committee Member.


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**Erik Rolland, Associate Professor of Information Systems**

<table>
<thead>
<tr>
<th>Year/s</th>
<th>Student Name</th>
<th>Degree (Field of study)</th>
<th>Role: Director/Major professor/Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2006</td>
<td>Mr. Steve Chen</td>
<td>MS (Computer Science/MIS)</td>
<td>Director</td>
</tr>
<tr>
<td>1998-1999</td>
<td>Dr. Keith Ward</td>
<td>Ph.D. (OB/HR/Strategy)</td>
<td>Ad-Hoc Member, Currently Asst. Professor, Boise State University</td>
</tr>
<tr>
<td>1997-1998</td>
<td>Dr. Hong Wang</td>
<td>Ph.D. (MIS/MS)</td>
<td>Director, Currently Asst. Professor, Wright State University</td>
</tr>
<tr>
<td>1997-1999</td>
<td>Dr. Gautam Ray</td>
<td>Ph.D. (Accounting &amp; MIS)</td>
<td>Member, Currently Asst. Professor, University of Texas -Austin</td>
</tr>
<tr>
<td>1997-1999</td>
<td>Dr. Yi-fan Wang</td>
<td>Ph.D. (Accounting &amp; MIS)</td>
<td>Director</td>
</tr>
<tr>
<td>1994 -1996</td>
<td>Dr. Jo Dutton</td>
<td>Ph.D. (Education)</td>
<td>Member</td>
</tr>
<tr>
<td>2000-2001</td>
<td>Daria Fedotova</td>
<td>MBA (MIS)</td>
<td>Director</td>
</tr>
<tr>
<td>2000-2001</td>
<td>Yu-Ju Chen</td>
<td>MBA (MIS)</td>
<td>Member</td>
</tr>
<tr>
<td>1995-1996</td>
<td>Carl Maier</td>
<td>MBA (Finance)</td>
<td>Member</td>
</tr>
<tr>
<td>1995-1996</td>
<td>Suparna Misra</td>
<td>MBA (MIS/MS)</td>
<td>Director</td>
</tr>
<tr>
<td>1994-1995</td>
<td>Samir Bajaj</td>
<td>MBA (MIS)</td>
<td>Director</td>
</tr>
<tr>
<td>1993-1994</td>
<td>LieChi Lee</td>
<td>MBA (MIS)</td>
<td>Director</td>
</tr>
<tr>
<td>1991-1992</td>
<td>Ed Plummer</td>
<td>MBA (MIS)</td>
<td>Director</td>
</tr>
<tr>
<td>1991-1992</td>
<td>Rakesh Gupta</td>
<td>MBA (MIS)</td>
<td>Director, Currently Assistant Professor, University of Texas</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Cheuk Yu</td>
<td>BSIS, NSF Computer Science, Engineering, and Mathematics Scholarship Program</td>
<td>Faculty Mentor</td>
</tr>
<tr>
<td>1996-1997</td>
<td>Rob Roth</td>
<td>BSBA (MIS)</td>
<td>Director</td>
</tr>
<tr>
<td>1997</td>
<td>Jeff Renaud</td>
<td>BSBA (MIS)</td>
<td>Member</td>
</tr>
<tr>
<td>1994</td>
<td>Flora Yeung</td>
<td>BSBA (MIS/Finance)</td>
<td>Director</td>
</tr>
</tbody>
</table>

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**Donald Siegel, Professor of Management**

**Ph.D. and D.B.A. COMMITTEES (first position in parenthesis):**

1) Brian Uzzi (Northwestern)-1992, SUNY-Stony Brook, member of PhD dissertation committee
2) Maria Gutierrez (New York Fed)-1993, SUNY-Stony Brook, member of PhD dissertation committee
3) Shurojit Chatterji (C.W. Post)-1993, SUNY-Stony Brook, member of PhD dissertation committee
4) Udayan Roy (Hofstra) 1994, SUNY-Stony Brook, member of PhD dissertation committee
5) Sheila O’Donohoe (Waterford Institute of Technology), 2001, University of Nottingham, member of PhD dissertation committee
6) Faizah Ismail (University of Malaysia)-2000, University of Nottingham, member of PhD dissertation committee
7) Winston Canagasuriam (Private Industry)-2002, University of Nottingham, chair of DBA dissertation committee
8) Johnathan Gilliam (Department of Treasury-U.K.)-2002, University of Nottingham, member of PhD dissertation committee
9) Brian Rawson, (Private Industry)-2001-University of Nottingham, member of DBA dissertation committee
10) Yan Liu (Tsinghua University)-2002-University of Nottingham, member of PhD dissertation committee
11) Khaled Kadyr El Sayed (Ain Shams University), 2002, University of Nottingham, member of PhD dissertation committee
12) Mike Brown (Private Industry)-2001-University of Nottingham, member of PhD dissertation committee
13) Gregory Stella (New York State Legislature)-2005, Rensselaer Polytechnic Institute, member of PhD dissertation committee
14) Dona Siregar (SUNY- Oneonta)-2004, Rensselaer Polytechnic Institute, member of PhD dissertation committee
15) Roxana Julia (RPI)-2005-Rensselaer Polytechnic Institute, member of PhD dissertation committee
16) Raluca Iorgulescu Polimeni (Siena College)-2003, Rensselaer Polytechnic Institute, member of PhD dissertation committee
17) Deborah Nazon (RPI)-2006, Rensselaer Polytechnic Institute, member of PhD dissertation committee (she is defending this summer)
18) Mary Ellen Malai (Skidmore)-2005, Rensselaer Polytechnic Institute, member of PhD dissertation committee
19) Jeff Sugheir (Boise State)-2006 Rensselaer Polytechnic Institute, member of PhD dissertation committee
20) Lining He (RPI)-2006, Rensselaer Polytechnic Institute, member of PhD qualifying committee

Jorge Silva-Risso, Assistant Professor of Marketing

member of PhD dissertation committee:
Andres Terech (UCLA), final defense May 28th 2004
Amit Joshi (UCLA), final defense May 17th 2005

member of PhD qualifying committee:
Andres Terech (UCLA), 2003
Amit Joshi (UCLA), 2004

Shuba Srinivasan, Associate Professor of Marketing

UCR:
1) Diane Miller, Statistics, 2004
2) Witsaroot Pariyaprasert, Economics, 2004
3) Subhadip Chattopadhyay, Economics 2004
4) Monica Das, Economics, 2005
5) Weiqiang Qian, Economics, 2005
6) Aditi Bhattacharya, Economics, 2006

UCLA:
7) Julian Villanueva, Marketing Department, UCLA Anderson School of Management, 2003.
8) Shijin Yoo, Marketing Department, UCLA Anderson School of Management, 2004.
9) Hyun Shin, Marketing Department, UCLA Anderson School of Management, ongoing

Note: for students 1), 7), 8) and 9), I served on the dissertation committee & qualifying/exam committees. For 2) through 6), it might have been a sub-set of the committees (e.g. qualifying+exam committees).