

**SIMON FRASER UNIVERSITY**  
**Senate Committee on University Priorities**  
**Memorandum**

**S.04-86**

**TO:** Senate

**FROM:** John Waterhouse  
Chair, SCUP  
Vice President, Academic

**RE:** Proposal for a Ph.D. Program in  
Business Administration

**DATE:** November 17, 2004

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At its November 3, 2004 meeting SCUP reviewed and approved the proposal from the Senate Graduate Studies Committee for the Ph.D. Program in Business Administration which is now forwarded to Senate for approval.

**Motion**

That Senate approve and recommend to the Board of Governors the proposal for a Ph.D. in Business Administration, as set forth in S.04-86

encl.

c: J. Driver  
E. Love  
G. Nicholls

SIMON FRASER UNIVERSITY  
DEAN OF GRADUATE STUDIES  
MEMORANDUM

TO: Senate Committee on University Priorities  
FROM: Jonathan Driver, Dean of Graduate Studies  
SUBJECT: Ph.D. in Business Administration  
DATE: 19<sup>th</sup> October 2004  
cc: *J. Waterhouse*

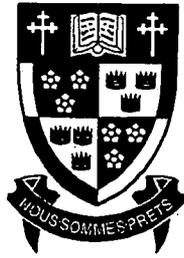
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At the meeting of SGSC on 18<sup>th</sup> October 2004 there was unanimous agreement that the attached proposal for a PhD in Business Administration should be forwarded to SCUP, with the recommendation that it be approved.

The attached package includes the full program proposal, with revisions made following external review and discussion at ACNGP and SGSC, as well as the reports of the external reviewers and relevant correspondence.



# **SIMON FRASER UNIVERSITY**



## **Full Ph.D. Program Proposal\***

### **Faculty of Business Administration**

**September 13, 2004**

\*This proposal primarily incorporates the work of Drs. Mark Wexler and Rick Iverson, as well as the contributions of previous committee members, Drs. David Thomas and Colleen Collins-Dodd.

**TABLE OF CONTENTS**

<b>I.</b>	<b>Executive Summary</b> .....	3
<b>II.</b>	<b>Background Information</b>	
	a) Title of degree program .....	5
	b) Faculty offering the program.....	5
	c) Implementation date .....	5
	d) Existing graduate programs in the Faculty .....	5
	e) Consultation in preparation of the program .....	5
<b>III.</b>	<b>Need for Program</b>	
	a) Demand for doctoral students in business .....	6
	b) Objectives of the program .....	8
	c) Student interest .....	9
	d) Proposed enrolment.....	9
	e) Placing graduates.....	10
<b>IV.</b>	<b>Program Specifications</b>	
	a) Admission requirements .....	10
	b) Residency requirements .....	11
	c) Course requirements.....	11
	d) Teaching option .....	12
	e) Exams, Thesis and Thesis defense .....	12
	f) Outline of program for typical student.....	14
	g) Program review .....	14
<b>V.</b>	<b>Calendar Statement</b> .....	14
<b>VI.</b>	<b>Resources for Program</b>	
	a) Qualified faculty .....	15
	b) Research areas in Business Administration.....	16
	c) Funds for candidates.....	16
	d) Administrative support .....	16
	e) Budgetary impact of the program.....	17
	<b>Appendices:</b>	
	Appendix A. Course descriptions.....	18
	* Appendix B. New course proposal form .....	25
	* Appendix C. Faculty curriculum vitae .....	30
	Appendix D. Calendar description.....	75
	Appendix E. Budget for program.....	79

\* DETAILED FORMS AND FACULTY CV'S AVAILABLE ON REQUEST BY CALLING  
604 291-3168 OR EMAIL [bgrant@sfu.ca](mailto:bgrant@sfu.ca)

## I. EXECUTIVE SUMMARY

Congruent with the mission statement of Simon Fraser University and the Faculty of Business Administration, the proposed Ph.D. program in Business Administration will bring the best research and teaching to the learning experience of students, while meeting the business needs of the community. The establishment of a PhD program will enhance the research culture in the Faculty of Business Administration, assist in attracting and retaining first- rate faculty members, and stimulate teaching excellence. The long- term objective is to establish a program which will enhance Simon Fraser University's national reputation and, in time, its international status.<sup>1</sup>

The demand for a Ph.D. program has substantially increased over the years. The Faculty receives nearly 40 enquiries per year, with this number increasing since word of the pending Ph.D. Program in the Faculty of Business Administration has been more broadly circulated. The proposed PhD program is the culmination of many years work undertaken by various committees and is the logical extension of the program development at the graduate level in the area of Business Administration. The Graduate Committee of the Faculty of Business Administration at SFU supported the planning of a PhD program, which was ratified and endorsed by a vote of the faculty members in Business Administration. The Senate of Simon Fraser University approved the "Preliminary Proposal" for the Ph.D. program in Business Administration earlier last year.

The program will recruit Masters graduates who wish to pursue a Ph.D. in Business Administration. This recruitment will be undertaken in Canada and internationally. Our objective is to maintain a high quality program. We intend admitting up to five candidates per year, with a possible total of 20 students across the first four years required to complete the degree. As part of a small cohort, students will benefit from the opportunity to share the experience with others studying in various areas of business through a small number of common core courses. As our program will be relative small and flexible, it permits students to work closely with their supervisors to develop a program that is focused on their unique research interests. The program allows students to undertake a program of study in their area of specialization and research methods that is tailored to their needs and interests and the research strengths of the faculty. The program is also distinctive in that it contains a teaching development component involving a certificate program for graduate students in university learning and teaching for students without substantial teaching experience or experienced teachers who wish to upgrade their skills. The program provides students with the requisite research and teaching skills. Our areas of specialization in the Faculty comprise *accounting, finance, corporate finance, management and organizational studies, international business,*

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<sup>1</sup> The Faculty of Business Administration is currently undergoing accreditation by Advance Collegiate Schools of Business (AACSB) International.

*technology operations management, management information systems, marketing, and policy analysis.*

A primary aim of the program is to develop outstanding students in research and teaching in Business Administration for future employment at leading international academic institutions. Other objectives include:

- To develop leaders in the practice of Business Administration
- To prepare students to engage in independent and collaborative research in university, government and consultancy contexts.
- To develop leaders in the research, practice and teaching of Business Administration.
- To fill a societal demand for doctorally trained individuals to step into upcoming vacancies in government, university and business settings.
- To contribute to the research culture in the Faculty of Business Administration at Simon Fraser University.
- To maintain and enhance Simon Fraser University's reputation as a training ground for doctoral candidates.
- To maintain and attract high quality faculty members interested in working with doctoral candidates.
- To increase collaborative research between and among doctoral candidates and faculty.
- To encourage students completing a Master's level degree in business or related discipline to complete Ph.D. level studies.
- To increase outreach relationships with industry, government and other universities in a concerted effort to place graduands.
- To create, maintain and enhance a quality doctoral program in Business Administration.

To achieve our objectives, Ph.D. candidates will typically take 3 core courses, 3 courses in the research methods minor and 3 to 5 in their specialized area as determined by their senior supervisor and doctoral committee. The option of a teaching certificate is also offered. There will be a required research project with a pass/fail grade in the student's third semester and a candidacy exam. The PhD candidate will be expected to fulfill the university qualifications with regards to a thesis and its public defense.

In summary, the proposed Ph.D. program is intended to provide solid doctoral training to candidates primarily interested in research and teaching, as well as consulting and technical analysis within and to industries. It is envisaged that Ph.D. graduates in Business Administration will generally secure employment in universities and colleges, consulting firms, and the government.

## II. BACKGROUND INFORMATION

### a) **Title of Degree Program**

Proposed new program is a Ph.D. in Business Administration, and the degree is a Doctor of Philosophy Degree (Ph.D.).

### b) **Faculty Planning to Offer the Program**

The Faculty of Business Administration at Simon Fraser University is planning to offer a Ph.D. Program in Business Administration. The program has received the support of faculty members in all eight functional areas—accounting, finance, international business, management and organization studies, management information systems, management science, marketing, and policy—in the Faculty.

### c) **Implementation Date**

The Ph.D. Program in the Faculty of Business Administration plans to enroll candidates and commence the program in September 2004. The full calendar entry for the Ph.D. Program in Business Administration is provided in Appendix D.

### d) **Existing Graduate Program in the Faculty**

The Faculty of Business Administration has a full array of Master's level programs. These are (a) the Executive MBA Program, (b) the Management of Technology Program, (c) the Global Wealth Asset Management Program, and (d) the Specialized MBA Program. The proposed Ph.D. Program in Business Administration is a logical extension of the program development at the graduate level in the area of Business Administration. As well, members of the Faculty of Business Administration are experienced in developing Ph.D. graduates under the auspices of the Dean of Graduate Studies—Special Arrangements Ph.D. Program—at Simon Fraser University.

### e) **Consultation in Preparation of the Program**

In September 1999, Professors Daniel Shapiro, David Thomas, Mark Wexler and Judith Zaichkowsky, at the behest of then Dean John Waterhouse, began an inquiry into the possible alteration to, and expansion of, the Faculty of Business Administration's graduate offerings, including the feasibility of a Ph.D. After due diligence in looking at startup Ph.D. programs—their success and failure, the business community's interest, the faculty members' concerns, and the interest of qualified students in a possible Ph.D.—the initial committee rendered its view that a small, flexible Ph.D. program, integrated into the other graduate offerings of the Faculty and tied closely to the resources of the Faculty, was a good, long term move. In the short term the emphasis should be upon solidifying our existing assortment of Master's level programs.

At the time of the “bide your time” recommendation, tuition fees were frozen. Physical space for the expansion of graduate programs was tight. Due to retirements and a relatively slow run of new hires, faculty size was then not

keeping pace with new streams which were being added—the new successful Master of Technology Program (MOT) and the new cost-efficient Graduate Diploma in Business Administration (GDBA). In 2003, under Dean Ernie Love, a second committee, the Ph.D. Planning Committee (Chair: Dr. Mark N. Wexler; Members: Dr. Colleen Collins-Dodd, Dr. David Thomas, and Dr. Rick Iverson) was created. This Committee carefully reviewed and revisited the solid work done by its predecessor.

The Ph.D. Planning Committee added to and refined the list of comparable Ph.D. programs scrutinized by the first committee, debated the suitability of different types of doctoral programs for SFU's Faculty of Business Administration. The Committee as a whole consulted with the Dean of Graduate Studies, Dr. Jonathan Driver, concerning the process for moving a Ph.D. program from the planning stage to a "bona fide" program. The Committee met with the Dean, Ernie Love, and the two Associate Deans in the Faculty of Business Administration to set the budget (see Appendix E) and to coordinate the resource implications the pending program might have on both the existing undergraduate and graduate Master's level programs. The Committee contacted those giving graduate level courses which might serve as electives for those in the Ph.D. Program in Business Administration. The Committee consulted with the existing Advisory Committee with the Faculty of Business Administration to gauge the business community's interest in a Ph.D. in Business. To take the measure of supply, the Committee entrusted Dr. Mark Wexler, the Chair, with interviewing Ph.D. students at the University of British Columbia, University of Washington and University of Alberta regarding what they believed worked well and could be improved in their programs. Dr. Wexler, as well, created a focus group of individuals who had expressed an interest in coming to Simon Fraser University in order to assess the intensity of their interest and the quality of their experience in research. Dr. Rick Iverson of the Committee investigated the demand for Ph.D. in the present and future labour climate in British Columbia and its environs. Dr. Iverson consulted with Gwen Birdon the resources available in both the WAC Bennett and Belzberg's Libraries at Simon Fraser University.

The planning and preparation of the Ph.D. Planning Committee resulted in the Committee's plan for a new Ph.D. being increasingly supported by the Graduate Committee of the Faculty of Business Administration at SFU, and ratified and endorsed by a vote of the faculty members in Business Administration. The "Preliminary Proposal" for the Ph.D. program in Business Administration was sent to the Senate of Simon Fraser University in June 2003.

### **III. NEED FOR THE PROGRAM**

#### **a) Demand for Doctoral Students in Business**

Ph.D. graduates in Business Administration generally secure employment in universities and colleges, consulting firms, and the government. The employment prospects are very positive based on the latest labour market statistics. Let us first look at the academic market, then at business, to gauge the need for Ph.D.s.

1) Academic

*British Columbia*

The Advanced Education Council of British Columbia (AECBC) (April, 2001) <http://www.aecbc.bc.ca/NewsPublications/otherdocs/renewal01.pdf> indicates that population projections in college, university college, institute and agency sector will see a significant retirement over the next 10 years. Specifically, about one-third of all faculty will have to be replaced by 2010. Currently, more than half of all faculty are between the ages of 45-59, and 30 percent are between 51 and 60 in British Columbia.

The BC Works Futures (2000)

[http://www.workfutures.bc.ca/EN/def/occs/4121\\_e1.html](http://www.workfutures.bc.ca/EN/def/occs/4121_e1.html) calculates that the employment of university professors is projected to grow by an annual rate of 1.8%. This is about as fast as the average for all occupations through to the year 2008. There are 3,580 total employment openings projected in British Columbia between 1998 and 2008.

*Canada*

The Association of Universities and Colleges of Canada (AUCC) in October, 2002 <http://www.aucc.ca/en/newsindex.html> calculated that one-third of today's university professors are over the age of 54. Due to retirements and normal attrition, universities will need to replace about 20,000 of these faculty members in the next decade. In addition, to respond to a projected 20 to 30 percent increase in student enrolment, universities also will need to hire up to 20,000 new faculty by 2011. This will be exacerbated by demands for greater quality and rising research requirements.

	2001	2011*
Full-time enrolment	645,000	845,000
Bachelor's degrees	129,000	173,000
Master's degrees	23,400	33,300
Doctoral degrees	4,100	5,300
Full-time faculty	34,500	54,000
Sponsored research	\$3.2 billion	\$9.6 billion
Operating support	\$10.7 billion	\$16.9 billion

\*The 2011 snapshot is based on the upper limits of the projections in Trends.

The Canadian Federation of Business School Deans (CFBSD) in June 2003 <http://www.hec.ca/cfbsd/halifax/halifaxtd.pdf> reported that the supply of business Ph.D. candidates from Canadian doctoral programs falls far short of the demand. They estimated that over 346 faculty vacancies existed in 2002. This represented a vacancy rate of 12.81 percent. The doctoral production in Canadian business schools is around 70, of which half of these pursue academic careers. In addition, as Canadian business schools fill around 38 percent of positions (both new Ph.D.s and experienced faculty) from overseas,

the demand for new Ph.D.s from Canadian business schools will continue to outstrip supply. A report by the Association to Advance Collegiate Schools of Business (AACSB) International <http://www.aacsb.edu/publications/dfc/> in September 2003 has also echoed these concerns.

2) Business

*British Columbia*

Employment in Business Consulting (Professional Occupations in Business Services to Management (NOC 1122)

[http://www.workfutures.bc.ca/En/def/occs/1122\\_e1.html](http://www.workfutures.bc.ca/En/def/occs/1122_e1.html) is projected to grow *much faster* than the average for all occupations. Projections call for 4,170 openings to become available between 1998 and 2008. Around half of these openings (47%) are forecast to become available because of people retiring. The remaining 53% are forecast to come from growth in the number of new jobs. Factors such as the technological revolution and the trend toward globalization are expected to drive the growth of this occupational group through to 2008. In addition, this high growth can be partially attributed to the increasing need of large companies and governments for analytical and advisory services that replace specialist and middle management staff. Although large management consulting firms reduced staff in the early 1990s, they are currently rehiring. This involves hiring people with specialized experience for particular contracts or projects. Increasingly, firms are moving to contract arrangements with professionals with special skills as these large management consulting firms themselves obtain consulting contracts. Further, there is a growing trend for professionals who have work experience in these analytical or advice fields to move into independent consulting.

*Canada*

Professional Business Services to Management Business (NOC 1122)

<http://jobfutures.ca/noc/1122p3.shtml>. The employment growth rate will likely be significantly *above* average because companies should continue to seek expertise in order to be competitive and are expected to contract out certain types of business operations. The retirement rate will likely be well above average, and the number of retiring workers should contribute significantly to job openings. The number of job openings will *exceed* the number of job seekers.

Based on the above statistics and trends, a Ph.D. program in Business Administration is well placed to meet current and future demands.

b) **Objectives of the Program**

A primary aim is to develop outstanding students in research and teaching in Business Administration for future employment at leading international academic institutions. Other objectives include:

- To develop leaders in the practice of Business Administration.

- To prepare students to engage in independent and collaborative research in university, government and consultancy contexts.
- To fill a societal demand for doctorally trained individuals to step into upcoming vacancies in government, university and business settings.
- To contribute to the research culture in the Faculty of Business Administration at Simon Fraser University.
- To maintain and enhance Simon Fraser University's reputation as a training ground for doctoral candidates.
- To maintain and attract high quality faculty members interested in working with doctoral candidates.
- To increase collaborative research between and among doctoral candidates and faculty.
- To encourage students completing a Master's level degree in business or related discipline to complete Ph.D. level studies.
- To increase outreach relationships with industry, government and other universities in a concerted effort to place graduands.
- To create, maintain and enhance a quality doctoral program in Business Administration.

c) **Student Interest**

Without marketing the Ph.D. program, the Faculty of Business Administration has received 20-40 serious enquiries each year during the past four years regarding a Ph.D. in Business Administration. A serious enquiry is defined as one in which the potential candidate has a Master's level degree with good grades, research experience, and a willingness to engage in an interview with the Chair of the Ph.D. Planning Committee.

Since word of the pending Ph.D. Program in the Faculty of Business Administration is being more broadly circulated, the interest has risen. At present these students, many from British Columbia, go outside the province, or even the country. The University of British Columbia's doctoral program in commerce is at capacity. There is no other in British Columbia.

d) **Proposed Enrolment**

The program will recruit Master's graduates who wish to pursue a Ph.D. in Business Administration. This recruitment will be undertaken in Canada and internationally. Our objective is to maintain a high quality program. We intend admitting up to 5 candidates per year, with a maximum total of 20 students across the first four years required to complete the degree. We consider the initial intake of 5 students per year to a targeted program size of 20 to be within the Faculty's current resource capacity. This would equate to around 2 ½ students per area. However, some areas due to their size and seniority of staff are more equipped to take Ph.D. students than other areas. We would see the Ph.D. program growing considerably as more academic staff are appointed. The Faculty will substantially increase in size over the next few years, which will alleviate any initial potential problems of having a relatively small intake.

e) **Placing Graduates**

The program will make a concerted effort to place its graduands with employment opportunities in the universities and colleges, government and industry. To aid in this effort to work with students in an applied discipline, the program is in the process of creating an advisory committee. The members of the advisory committee will be drawn from those with experience hiring doctoral candidates in the areas of specialization—accounting, finance, corporate finance, management and organizational studies, international business, technology operations management, management information systems, marketing, and policy analysis.

**IV. PROGRAM SPECIFICATIONS**

a) **Admission Requirements**

The program shall adhere to the existing admission requirements for doctoral students at Simon Fraser University. The minimum university requirements for admission to a doctoral program are as follows (see 1.3.4 of Graduate General Regulations, Simon Fraser University):

(A) either

- (i) a master's degree from a recognized university, or the equivalent, or
- (ii) a bachelor's degree, with a cumulative grade point average of at least 3.5, from a recognized university, or the equivalent, or
- (iii) completion of at least 75% of the course work credits required for the relevant department's master's program, with a cumulative grade point average of at least 3.5. All graduate courses, whether taken at this university or another university, shall be considered in the calculation.

(B) a minimum score on the graduate management admissions test (GMAT) of 600 and 5 on analytical writing

(C) submitted evidence that the applicant is capable of undertaking substantial original research. Normally, such capability will be judged from letters of reference from qualified referees, and the completion of a master's thesis or other scholarly work.

*In addition, fit between applicants' interests and available faculty supervisors will be considered before a student is admitted to the program.*

Students whose native tongue is not English will be required to satisfy the university and the graduate program committee as to their capability in English.

To assure the creation of a cohesive program, every effort will be made to interview shortlisted candidates.

**b) Residency Requirements**

Residency requirements refer to the length of time students in the program are expected to dedicate themselves full time to the program. Minimum residence requirements are 5 semesters for students with a master's degree, 8 semesters for students with a bachelor's degree, and 8 semesters for students transferring from a master's program at Simon Fraser University (at least 5 of which must be in the doctoral program).

**c) Course Requirements**

The Ph.D. course requirement consists of successful performance of 9 approved graduate courses. These courses fall into three areas—core Ph.D. courses, specialization major courses, and research methods minor. Qualifying courses, these for students without prior business education or lacking some specific background, will be desired.

Core Ph.D. Courses

The 3 core courses required of all students in the Ph.D. program are: (a) Theory Development in Business Administration (b) Research Methods in Business Administration (may be substituted by an appropriate course in other programs or universities as deemed by the Director of the Ph.D. program and the student's supervisor) and (c) Preparing a Thesis. The course outlines for these courses are to be found in Appendix A, Section A. The pedagogical function of these courses is to prepared candidates for the rigorous research in the program. The psychological purpose of these courses is to form a bond between and among candidates in the program. The core courses create a sense of shared destiny, cohesiveness and peer reliance among the entering students. Due to the multi-disciplinary nature and specialized fields of the Faculty (e.g., finance), we have provided the option to substitute the Research Methods in Business Administration for a more appropriate course. This will meet the specific needs of the student.

Specialization Major Courses

The specialization major area of study will include 3 to 5 courses as determined by the senior supervisor in consultation with the supervisory committee and Director of the Ph.D. program. These courses can include graduate courses in the Faculty of Business, directed studies courses, special topics, as well as approved graduate courses in other programs or universities. Directed studies and special topics courses will be employed to meet the specialized needs of students in an area where formal courses do not exist and contribute to the research focus of the program. The course descriptions for these courses are to be found in Appendix A, Section B. A minimum of 2 courses are required to be taken within the Faculty. The 3 to 5 courses in the major area of the candidate's specialization provide the student's senior supervisor and committee members to meet the particular needs of the candidate.

Research Methods Minor

The research methods minor area of study will include 3 graduate level courses in research methods deemed appropriate to the specific research area of the student by the Director of the Ph.D. program and the student's senior supervisor. These courses can include graduate courses in the Faculty of Business, as well as approved courses in other programs at Simon Fraser or other universities. A list of examples of the courses is provided in Appendix A, Section C.

Qualifying Courses

There are two sorts of qualifying courses: those required after a candidate has been admitted to the program, and those required before admittance. Students without prior business education or lacking some specific background or combination of education and experience may be required to take qualifying courses after being admitted to the Ph.D. program. These requirements are determined at the discretion of the Ph.D. Director in consultation with potential senior supervisors. The number of qualifying courses may vary widely depending on the specific background of the student and their intended area of study.

**d) Teaching Option**

In years two and three, Ph.D. candidates in the Faculty of Business Administration who do not have substantial teaching experience have the option to engage in the Certificate Program for Graduate Students in University Teaching and Learning—instructional development, teaching enhancement and a practicum—offered by educators in the Learning and Instructional Development Centre at Simon Fraser University. The practicum component will involve preparing and delivering an undergraduate course in the Faculty of Business Administration in their third and fourth years.

**e) Exams, Thesis and Thesis Defense**

Aside from completing a minimum of 9 courses and fulfilling the work requirement for each of these, the Ph.D. student in the program will be required to successfully complete: a) a third semester research project; b) a candidacy exam; c) a thesis and thesis defense (see Appendix A, Section B)

Third Semester Research Project

All Ph.D. students will generate and complete a research project in their third semester. The topic of the project is to be determined in discussions between the candidate and their senior supervisor. The project will be assessed by the senior supervisor. A pass/fail grade will be determined by the senior supervisor. Those who fail the research project must rewrite or redo it and attain a passing grade by the end of the fourth semester. Those who do not pass the assessment at this time will be required to withdraw from the program.

### Public Presentation of Research Project

Those who succeed will, in the fourth or at the latest, fifth semester, present their research project to the Faculty and all invited graduate students in the Faculty of Business Administration. The research presentation will involve questions from the public. The candidate's supervisory committee are required to give the student feedback regarding their performance.

### Candidacy Examination

At the end of the second year, term 6, the Ph.D. candidate will present a comprehensive thesis proposal and take an oral examination or defense of the thesis proposal. In this context, the Ph.D. Director will assign a faculty member external to the Ph.D. candidate's committee, but within the Faculty of Business Administration, to join in the assessment of the proposed thesis. The examination will probe the content of the written proposal and can extend into areas of knowledge required by the student to successfully complete the thesis. The senior supervisor, committee and external examiner will confer a pass/fail grade upon both the candidate's written proposal and their oral defense of it. A pass is required on both. Suggestions by the assessors on how to improve and clarify the research proposal are expected. Those who fail either or both components of the candidacy exam must retake them. The student, to move onto the thesis, must pass the candidacy examination by the end of the eighth semester. No Ph.D. candidate, unless given special permission, will be allowed to take a candidacy exam after the eighth semester.

### Thesis and Thesis Defense

Following the successful completion of the candidacy examination, the candidate will begin preparation of a formal thesis. The thesis is intended to demonstrate the candidate's ability to conduct significant, original research, and to communicate it clearly. The thesis can take the form of one long narrative/empirical work, or a series of three papers written on a particular theme or topic. The thesis will be publicly defended in line with existing university policies (see 1.10.1 of Graduate General Regulations, Simon Fraser University):

- (i) The candidate shall give an oral account of the research on which the thesis is based and defend the thesis itself. The candidate must be prepared to answer questions on the field of the research and related fields.
- (ii) Thesis examinations are open to the University community. Copies of the thesis abstract shall be made available to all those attending the examination. The chair of the examining committee shall allow proper opportunity for questions on the thesis to come from persons who are not members of the examining committee but are attending the examination. The dean of graduate studies or designate shall have the right to attend all phases of the examination.

(iii) After the chair of the examining committee is satisfied that all relevant questions have been answered, the examining committee shall meet *in camera* to classify the thesis.

**f) Outline of Program Trajectory for Typical Students**

Those admitted into the program, as is evident in Figure 1, will take the three core required courses. These are: in semester 1, Theory Development in Business Administration, in term 2, Research Methods in Business Administration, and in term 4, Preparing a Thesis (see Appendix 1, Section A). All students in the program will write and present a research project in the third term. This will be assessed on a pass/fail basis.

**Figure 1  
Ideal Type Student Trajectory  
Temporal Sequence**

	Term 1 (September)	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9-14
Admissions	Theory Development in Business Administration (Core)	Research Methods in Business Administration (Core)	Research Project Requirement (Pass/Fail)	Preparing a Thesis (Core)		Candidacy Exam	Thesis Preparation		
Qualifying Courses	Specialization Major 1	Specialization Major 2		Specialization Major 3	Specialization Major 4		LIDC3 Teaching Practicum (Prepare FBA under-graduate course (Option))	Thesis Preparation  Teach FBA under-graduate course (Option)	Defense
	Research Method Minor 1	Research Method Minor 2		Research Method Minor 3  Teaching LIDC 1 (Option)	Teaching LIDC 2 (Option)				

All students interested have the option of taking courses in the teaching option. these are shown in Figure 1 as Teaching LIDC1 in term 4, Teaching LIDC2 in term 5, and Teaching LIDC3 in term 7 and teach course in term 8. This option is intended for the candidates who have no substantial teaching experience. In term 6, all candidates take their candidacy exam. Those who pass it go on to prepare to write and defend their thesis.

**g) Program Review**

There will be regular program reviews to evaluate whether the objectives of the program are being met, as well as the needs of the students and the labour market. Feedback will be sought from students and instructors, and audits of the recruitment, admission, and graduation process will be undertaken.

**V. CALENDAR STATEMENT (please see full description in Appendix D)**

The Ph.D. in Business Administration aims to develop outstanding students in research and teaching in Business Administration for future employment at leading international academic institutions by designing a unique program of study under the guidance of their supervisor and the program director. As part of a small cohort, students will benefit from the opportunity to share the experience with others studying in various areas of business through a small number of common core courses. In addition, students will undertake a program of study in their area of specialization and research methods that is tailored to the needs and interests of individual students and the research strengths of the faculty. It also contains a teaching development component involving a certificate program for graduate students in university learning and teaching for students without substantial teaching experience or experienced teachers who wish to upgrade their skills. The program has a minimum 5 semester residency requirement, with a minimum of 9 courses required, a third term research project, candidacy examination and a thesis defense.

**VI. RESOURCES FOR PROGRAM****a) Qualified Faculty**

The Faculty of Business Administration at Simon Fraser University is well placed to engage in this Ph.D. Program. The Faculty presently has 62 full time tenured faculty, five professor emeritii and over 25 adjunct lecturers and sessionals. Among the key personnel we shall draw upon are:

**Figure 2**

**Example of faculty members (Associate Professor or above) that may be drawn on in the Ph.D.**

Name	Rank	Area	Name	Rank	Area
N. Abramson	Assoc Prof	Policy	G. Mauser	Prof	Marketing
A. Bick	Assoc Prof	Finance	I. McCarthy	Assoc Prof	TOM
G. Blazenko	Assoc Prof	Finance	H. Merchant	Assoc Prof	Int Bus
E. Bukszar	Assoc Prof	Policy	L. Meredith	Prof	Marketing
G. Bushe	Assoc Prof	MOS	G. Poitras	Prof	Finance
E. Choo	Prof	TOM	M. Parent	Assoc Prof	Mgt Inf Sys
C. Collins-Dodd	Assist Prof	Marketing	B. Reich	Assoc Prof	Mgt Inf Sys
C. Egri	Assoc Prof	MOS	J. Richards	Prof	Policy
C. Emby	Assoc Prof	Accounting	R. Schwindt	Assoc Prof	Policy
D. Finley	Prof	Accounting	D. Shapiro	Prof	Policy
J. Francis	Assoc Prof	Marketing	J. Sheppard	Assoc Prof	Policy
A. Gelardi	Assoc Prof	Accounting	C. Smart	Assoc Prof	Policy
I. Gordon	Assoc Prof	Accounting	D. Thomas	Prof	Int Bus
R. Grauer	Prof	Finance	R. Tung	Prof	Int Bus
J. Heaney	Assoc Prof	Finance	A. Vining	Prof	Policy
R. Iverson	Prof	MOS	A. Warburton	Assoc Prof	TOM
P. Klein	Assoc Prof	Finance	B. Wedley	Prof	TOM
B. Krider	Assoc Prof	Marketing	M. Wexler	Prof	MOS/Policy
T. Lawrence	Assoc Prof	MOS	B. Wyckham	Prof	Marketing
E. Love	Prof	TOM	J. Zaichkowsky	Prof	Marketing

In Appendix C the curriculum vitae for 22 of the faculty are given. For this faculty we list the last 5 years of publications, research grants and supervision. For all others, please view these on the Faculty of Business Administration WEB page (<http://www.bus.sfu.ca/faculty/>). Existing faculty will be able to mount the Ph.D. program

**b) Research Areas in Business Administration**

The resources of the Faculty of Business Administration have reached the point where it can provide specialized doctoral courses in the following 8 areas and tie these to applied research— accounting, finance, corporate finance, management and organizational studies, international business, technology operations management, management information systems, marketing, and policy analysis. Faculty members in each area have expressed a desire for involvement with the Ph.D. program. There will be no need to cut into existing programs.

**c) Funds Available for Candidates**

Each student accepted in the program is expected to receive at least \$20,000 per year (based on satisfactory performance) for the four years required to complete the program. This will comprise graduate fellowships, research and teaching assistantships. Students will also be eligible for graduate scholarships. The Faculty of Business Administration will match up to a reasonable amount the money provided from a faculty member's research funds. For example, a Ph.D. student hired by a professor in the Faculty of Business Administration and paid \$10,000 from the professor's research account will find that sum matched by \$5,000. So in this case it is possible that a student would receive a Graduate Fellowship (\$6,000), have the option of a Teaching Assistantship (\$5,000), a Research Assistantship (\$10,000) and matching funds of \$5,000. The total funding would be \$26,000. Also, professors holding SSHRC grants usually have \$15,000 allocated to PhD students, which would substantially increase the base rate. It will be left to the Director of the Ph.D. Program in consultation with the candidate's supervisor to make sure the candidate does not become embroiled in too much non-thesis-oriented research and teaching. The Faculty has made a concerted attempt to increase research funding by appointing a Research Grants Facilitator and have included a matching incentive to motivate Faculty to apply for grants to support Ph.D. students. In addition, each student will be entitled to \$350.00 maximum matching funds per year for conference travel who are presenting papers at meetings of national or international professional associations.

**d) Administrative Support**

Administrators of the program will require a reduction in teaching loads for a director and approximately half of an administrative support person. There will also be a need to hire or outsource specialists on a short-term basis to create the brochures for marketing the new Ph.D. program.

- e) **Budgetary Impact of the New Program**  
The budget implications should be minimal for the faculty (please see Appendix E).

## APPENDIX A

### Course Descriptions

#### A) New Core Courses

##### **BUS 980 Theory Development in Business Administration**

This seminar explores the effective use of empiricism, positivism, and interpretive explanations in generating, defending and clarifying logically rigorous arguments. Participants from diverse fields (marketing, international business, management studies, accounting, policy analysis, finance, etc.) within the administrative sciences will look at the processes which have guided theory development and theory testing within their field of inquiry. Attention will focus on what criteria are used to assess the adequacy of explanations and useful theories. The seminar seeks to advance the participants' interest in putting theory into practice.

To enhance the interdisciplinary nature of the investigation, each participant will be required to:

- a) develop a longitudinal outline of the changing arguments within their field of inquiry;
- b) present the changes by reviewing key work which exemplifies the shifts in analytic emphasis;
- c) evaluate these key works by highlighting the strengths and weaknesses relative to both earlier and later positions within their field, and
- d) develop an argument which engages the most recent theoretical position in their field.

The participants will be expected to develop and defend their argument in ongoing discussion with others within the seminar. See "Grading" for a discussion of seminar participants' workload.

#### **Texts**

- 1) Gabby, Dov, et al., (eds.), 2002, *Handbook of the Logic of Argument and Inference: The Turn Towards the Practical*, New York: Elsevier.
- 2) Woods, John, et al., (eds.), 2000, *Argument: Critical Thinking, Logic and Fallacies*, Saddle River, N.J.: Prentice-Hall.

#### **Supplemental Reading**

- 1) Arbnor, Ingeman, 1997, *Methodology for Creating Business Knowledge*, Thousand Oaks, California: Sage.
- 2) Craig, Malcolm, 2000, *Thinking Visually: Business Applications of Core Diagrams*, London: Continuum.
- 3) Pearl, Judea, 2000, *Causality: Models, Reasoning and Inference*, Cambridge, U.K.: Cambridge University Press.
- 4) Ruggerio, Vincent, 2001, *The Art of Thinking: A Guide to Critical and Creative Thinking*, New York: Longmans.

- 5) Schiappa, Edward, 2003, *Defining Reality: Definition and the Politics of Meaning*, Carbondale, Ill.: Southern Illinois University Press.
- 6) Von Dietze, Erich, 2001, *Paradigms Explained: Rethinking Thomas Kuhn's Philosophy of Science*, Westport, Conn.: Praeger.

### **Topics**

Paradigmatic Reasoning in the Administrative Sciences  
Causality vs. Correlation  
Deductive and Inductive Reasoning  
Working from Inferences: Using Indicators  
Evaluating Arguments  
Arguments and Audience  
Using Diagrams, Figures and Charts to Present Arguments  
Normal vs. Revolutionary Science  
Defending, Amending, and Retracting Arguments  
Collaborating and Partnering  
Theory and Practice  
What Makes Theories Credible?  
What Makes Theories Relevant?

### **Grading Format**

1)	Seminar Presentation	20%
2)	Take Home Exam	30%
3)	Critical Examination of Theory Paper	20%
4)	Research Paper	<u>30%</u>

### **BUS 981 Research Methods in Business Administration**

This seminar provides an overview of the major quantitative and qualitative analytical methods associated with empirical research in Business Administration. This seminar is aimed at providing an overview of the research process, an introduction to a range of research techniques and data analysis appropriate to those techniques. It should develop participant's skills for designing research as well as an ability to critically assess research reported in the literature. To do this, the course will focus on various approaches to research design, discuss the kinds of analyses appropriate to those designs, and introduce computer packages for data analysis, such as Statistical Package for Social Sciences (SPSS).

On completion of this subject, students should be able to:

- understand the research process;
- utilise a range of research and data analysis techniques;
- critically assess the research literature.

### **Texts**

Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches* Thousand Oaks, Calif. :Sage Publications.

Reading packet (available from Bookstore Custom CourseWare)

### **Supplementary**

Babbie, E. R. (2001). *The practice of social research* (9<sup>th</sup> ed). Oxford : Oxford University Press.

### **Topics**

The research process

Research Traditions in Business Administration

Qualitative Strategies: Case Studies and Ethnography

Quantitative strategies

Descriptive statistics

Survey-based research

Sampling

Measurement theory and practice (Factor Analysis & Reliability)

Introduction to inferential statistics

Regression (including SEM & correlation)

### **Grading Format**

1)	Research Paper	30%
2)	Course module presentations and exercises	60%
3)	Class contribution	10%

### **BUS 982 Preparing a Thesis**

This seminar focuses on the research process as applied to the student's own thesis topic. The seminar will examine the planning, structure, and writing process involved in the PhD thesis and seeks to equip participants for publishing and conference presentation.

The seminar seeks to advance the communication skills of participations so they can actively engage in scholarly discourse. To achieve this objective a variety of learning methodologies will be employed. These include lecture, critical analysis, practical management and writing skills, and presentations.

#### **Text**

Glatthorn, A.A. (1998). Writing the winning dissertation : a step-by-step guide. Thousand Oaks, Calif. : Corwin Press.

Reading packet (available from Bookstore Custom CourseWare)

#### **Topics:**

Getting started  
Selecting a topic  
Research proposal  
Thesis Structure  
Style and Form  
Thesis regulations and guidelines (<http://www.lib.sfu.ca/researchhelp/writing/reg-gyds.htm>)  
Examiners perspective  
Thesis defense  
Publishing from PhD thesis  
Targeting journals and conferences  
Surviving the review process

#### **Grading Format**

1)	Draft thesis proposal	40%
2)	Critical analysis of journal articles	30%
3)	Presentations	<u>30%</u>

**B) New Specialized courses, Ph.D. Candidacy Exam, and Thesis**

**BUS 983 Directed Studies I**

Supervised individual study on a topic of the student's choice, under the guidance of one or more faculty. Arrangements for this course must be approved by the graduate chair in advance of registration.

**BUS 984 Directed Studies II**

Supervised individual study on a topic of the student's choice, under the guidance of one or more faculty. Arrangements for this course must be approved by the graduate chair in advance of registration.

**BUS 985 Directed Studies III**

Supervised individual study on a topic of the student's choice, under the guidance of one or more faculty. Arrangements for this course must be approved by the graduate chair in advance of registration.

**BUS 986 Directed Studies IV**

Supervised individual study on a topic of the student's choice, under the guidance of one or more faculty. Arrangements for this course must be approved by the graduate chair in advance of registration.

**BUS 987 Selected Topics I**

Specialized study in topics germane to the program, but not covered extensively in other core courses.

**BUS 988 Selected Topics II**

Specialized study in topics germane to the program, but not covered extensively in other core courses.

**BUS 989 Selected Topics III**

Specialized study in topics germane to the program, but not covered extensively in other core courses.

**BUS 990 Research Project**

Students will present a project for formal evaluation by the candidates supervisory committee.

**BUS 991 PhD Candidacy Exam**

**BUS 992 PhD Thesis**

**C) Courses in Minor**

Examples of some possible courses available at SFU are as follows.

**Stats 602 – Generalized Linear and non-linear modelling**

This course extends the concepts, methods and approach of standard regression and ANOVA to cover a wide variety of types of outcome data. It employs a modern unified approach to a broad array of nonlinear regression problems.

**Stats 801 – Mathematical Statistics**

Distribution theory, methods for construction of tests, estimators, and confidence intervals with special attention to likelihood methods. Properties of the procedures including large sample theory.

**Stats 802 – Multivariate Statistics**

An advanced course in multivariate analysis. Factor analysis, discriminant analysis, principal components, canonical correlations. Multivariate regression and analysis of variance.

**Stats 805 – Non-parametric and Discrete Statistics**

Discrete data, usually based on counts, occur often in statistics. A major application is to contingency tables, and there exist several techniques for modelling and analyzing such data. This topic will also be discussed.

**Stats 806 – Hazard Modeling – Lifetime Analysis**

Statistical methodology used in analysing failure time data. Likelihoods under various censoring patterns. Inference using parametric regression models including the exponential, Weibull, lognormal, generalized gamma distributions. Goodness-of-fit tests. The proportional hazards family, and inference under the proportional hazards model. Stratification and blocking in proportional hazards models. Time dependent covariates. Regression methods for grouped data.

**Econ 835 – Econometrics**

This course is an introduction to applied econometrics. Emphasis will be placed on acquiring the skills necessary to conduct empirical research, as well as to critically evaluate the research of others.

**Econ 836 – Econometrics**

The objective of this course is to produce students who are comfortable and competent doing empirical work - they have experience working with computers, they understand how econometrics software packages work, they are conversant with data problems, they know how to react when results don't work out as expected, and they have a sense of how and when to compromise between textbook formulas and an uncooperative real world

**Econ 837 – Econometrics**

The purpose of this course is to acquaint students with the language, theory and estimation techniques of modern econometrics

**Econ 838 – Econometrics**

This course will provide a familiarity with advanced topics in econometric theory and practice, including asymptotic theory and time series analysis, so that the current periodical literature is approachable for the student.

**Education 863 – Quantitative Methods**

Focus on critical analysis of quantitative research in education. Research studies examined will be based on exploratory and confirmatory data analysis, including group comparisons and correlations. Students will use calculators and computers for data analysis and display.

**Education 867 – Qualitative Methods**

This course introduces students to qualitative research in education and examines topics such as identifying problems, using conceptual frameworks, coding, data analysis, drawing interpretations, and constructing arguments.

**Psychology 910 – Experimental Research Design**

Reviews the basic logic of controlled experimentation, and focuses on analysis of variance designs commonly used in psychological research. Particular emphasis is given to the relative merits of the several designs when there are multiple research questions to be answered

**Psychology 911 – Research Design II: Research Studies**

Focuses on multivariate regression and correlation models. Deals with ways of answering questions when direct experimental manipulation is not feasible, and emphasizes new applications.

**Socio/Anthropology 857 – Research in Sociology and Anthropology**

This seminar focusses on the research design process, viewed as the whole process from conceptualization of a research question to completion of a research project. Given the research interests of the students in the course, the course concentrates on qualitative research. The course simultaneously examines the concrete methods problems students in the class are facing, or will face, in their individual research, and more general philosophical/epistemological issues (such as objectivity, representation, the qualitative/quantitative "divide, ethics in social research, social science after positivism, etc.) Throughout the course, the interactive nature of theory and data is emphasized.

More course may be added to the list.

**APPENDIX B**

**New Course Proposal Forms**

Approval from Applied Sciences, Arts, Education, and Science was given for the following new courses:

BUS 980 Theory Development in Business Administration

BUS 981 Research Methods in Business Administration

BUS 982 Preparing a Thesis

DETAILED FORMS AVAILABLE UPON REQUEST BY CALLING 604 291-3168 OR EMAIL [bgrant@sfu](mailto:bgrant@sfu).

**Library Review**

**W.A.C. Bennett Library  
Simon Fraser University  
Memorandum**

**To:** Rick Iverson, Graduate Studies, Faculty of  
Business Administration

**From:** Gwen Bird  
Head, Collections Management

**Subject:** Course Assessments for Business  
Administration PhD proposal

**Date:** January 8, 2004

**Cc:** Kristina McDavid, Business Librarian

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This is the Library's assessment for the proposed PhD program in Business Administration.

The following new courses are included in the proposal:

BUS 980 Theory and Development in Business Administration

BUS 981 Research Methods in Business Administration

BUS 982 Preparing a Thesis

BUS 983 Directed Studies I

BUS 984 Directed Studies II

BUS 985 Directed Studies III

BUS 986 Directed Studies IV

BUS 987 Selected Topics I

BUS 988 Selected Topics II

BUS 989 Selected Topics III

BUS 990 Research Project

BUS 991 Candidacy Exam

BUS 992 PhD Thesis

This assessment considers the specific library requirements of new courses, as well as the library implications of the PhD program in general, as described in the proposal documents. The proposed courses will be first offered in 2004-3 and normally once a year thereafter, with an estimated enrolment of 5 students.

## **BUS 980 Theory and Development in Business Administration**

The subject matter of this course includes logic, reasoning, arguments, theory development and visual thinking. These topics are treated both in the abstract, and specifically with regard to their applications in Business.

These topics are all already covered well by the Library's current collection development activity. The collection includes adequate holdings, including current titles, under the following relevant Library of Congress Subject Headings

Business-Research-Methodology 17  
Causation 156  
Creative thinking 191  
Critical thinking 63  
Definition (Logic) 9  
Fallacies (Logic) 30  
Logic 578  
Paradigm (Theory of Knowledge) 6  
Paradigms (Social Sciences) 20  
Reasoning 241  
TOTAL SFU HOLDINGS: 1311

The Library collection includes copies of the required text and all the books listed as supplementary reading on the course outline. The Library has sufficient monograph holdings to support this course.

### **Serials**

The Library's current collection of journals in Business, and to a lesser degree in Economics, Philosophy and Psychology, will support the research of students in this course. The Library has adequate serial holdings to support this course.

### **Bibliographic Tools**

The Library has a current license for several databases that could be used by for finding research material for this course, primarily *ABI/Inform* or *Business Source Premier* (whichever is selected by FBA and the Library as part of a separate process). Secondary databases may also be useful for this course, including *CBCA Fulltext Reference*, *Philosopher's Index*, *PsycInfo*, and *Web of Science*.

**Costs: There are no library costs associated with this course.**

## **BUS 981 Research Methods in Business Administration**

The subject matter of this course includes the major quantitative and qualitative analytical methods associated with empirical research in Business Administration.

These topics are all already covered well by the Library's current collection development activity. The collection includes adequate holdings, including current titles, under the following relevant Library of Congress Subject Headings

Business-Research-(all subheadings) 35  
Commercial statistics 160  
Correlation (statistics) 46  
Management-Research 45  
Multivariate analysis 245  
Regression analysis 225  
Social Sciences-Methodology 370  
Social Sciences-Research-Methodology 183  
Social Sciences-Statistical Methods 337  
Social surveys-Methodology 9  
SPSS (computer file) 52  
TOTAL SFU HOLDINGS: 1707

The Library collection includes copies of the required text and supplementary title on the course outline. We are actively collecting new material on research methods in Business and the Social Sciences. The Library has sufficient monograph holdings to support this course.

### **Serials**

The Library's current collection of journals in Business, and to a lesser degree Social Sciences, will support the research of students in this course. The Library has adequate serial holdings to support this course.

### **Bibliographic Tools**

The Library has a current license for several databases that could be used by for finding research material for this course, primarily *ABI/Inform* or *Business Source Premier* (whichever is selected by FBA and the Library as part of a separate process). Secondary databases may also be useful for this course, including *CBCA Fulltext Reference*, *Humanities and Social Science Index*, and *Web of Science*.

**Costs: There are no library costs associated with this course.**

**Other courses**

The courses numbered 982-992 do not have Library costs associated with them, due to the generic or changeable nature of the courses. Due to the low projected enrolment in the PhD program, its location at the Burnaby campus, and the Library's strong current collection development activities in Business Administration, there are no additional Library costs associated with this program.

**COSTS: There are no Library costs associated with this proposal.**

**Note:** The materials required for these courses are located in the WAC Bennett Library on the Burnaby campus. This assessment is based on the assumption that the courses will be offered at SFU's Burnaby campus. If the courses were to be offered at SFU Surrey or Harbour Center, or off-campus, additional Library costs would be incurred.

If you have any questions regarding this assessment, please contact me by phone (3263) or by email, [gbird@sfu.ca](mailto:gbird@sfu.ca).

## APPENDIX D

### Calendar Description

#### Faculty of Business Administration

##### Ph.D. Program

The Ph.D. in Business Administration aims to develop outstanding students in research and teaching in Business Administration for future employment at leading international academic institutions by designing a unique program of study under the guidance of their supervisor and the program director. As part of a small cohort, students will benefit from the opportunity to share the experience with others studying in various areas of business through a small number of common core courses. In addition, students will undertake a program of study in their area of specialization and research methods that is tailored to the needs and interests of individual students and the research strengths of the faculty. It also contains a teaching development component involving a certificate program for graduate students in university learning and teaching for students without substantial teaching experience or experienced teachers who wish to upgrade their skills. The program has a minimum 5 semester residency requirement, with a minimum of 9 courses required, a third term research project, candidacy examination and a thesis defense.

##### Admission Requirements

- a) The minimum university requirements for doctoral program admission are provided in 1.3.4 of Graduate General Regulations:
- b) New students will be admitted for the Fall semester only.
- c) A minimum score on the graduate management admissions test (GMAT) of 600 and 5 on analytical writing

*In addition, fit between applicants' interests and available faculty supervisors will be considered before a student is admitted to the program. Interviews and a statement of interest in the application will be used to determine fit between students and faculty.*

##### Application

Students must submit the following documentation when applying.

- Simon Fraser University graduate application form.
- Official transcript of undergraduate and graduate grades (mailed directly from the granting institution). It is advisable to include an unofficial copy of your transcript(s) with your application.
- Three confidential letters of reference using the Faculty of Business Administration Ph.D. Reference Form, at least two of which are completed by

faculty members at universities that comment on the student's ability to conduct original research.

- Faculty of Business Administration Ph.D. Application Supplemental Information Form and Check List.
- Score on the graduate management admissions test (GMAT).
- Students whose first language is not English and whose undergraduate degrees have not been obtained at an institution in Canada, the United States, the United Kingdom, Australia or New Zealand where English is the language of instruction, require scores on the test of English as a foreign language (TOEFL) and the test of written English.
- A recent passport style photo

### **Degree Requirements**

The program will combine a small number of cohort courses, a research methodology minor and specialty courses selected by the senior supervisor and the doctoral candidate's committee to create a curriculum (see discussion below) which will be flexible within certain limits.

Candidates will typically take three core courses, three courses in the research methods minor and three to five courses in their specialized area as determined by their senior supervisor and doctoral committee. There will be a required research project with a pass/fail grade in the student's third semester and a candidacy exam. The Ph.D. candidate will be expected to fulfil the university qualifications with regards to a thesis and its public defense.

Those students who lack a business degree may, at the discretion of the PhD Director, be asked to take qualifying courses (see qualifying courses).

#### **1. Core Courses**

The three courses in the core are:

BUS 980 Theory Development in Business Administration

BUS 981 Research Methods in Business Administration (may be substituted by an appropriate course in other programs or universities as deemed by the Director of the Ph.D. program and the student's supervisor)

BUS 982 Preparing a Thesis

Courses in the core will be given once a year by the Faculty of Business Administration.

#### **2. Research Methods Minor**

The research methods minor area involves the student in three research methods courses approved by both the Director of the Ph.D. program and the student's senior supervisor. These courses, given at SFU, are deemed pertinent to the specific research of the student. Other courses will be considered if they can be shown to meet the needs of the Ph.D. candidate.

Examples of some possible courses available at SFU are as follows.

Stats 602 – Generalized Linear and non-linear modelling  
Stats 801 – Mathematical Statistics  
Stats 802 – Multivariate Statistics  
Stats 805 – Non-parametric and Discrete Statistics  
Stats 806 – Hazard Modeling – Lifetime Analysis  
Econ 835 – Econometrics  
Econ 836 – Econometrics  
Econ 837 – Econometrics  
Econ 838 – Econometrics  
Educ 863 – Quantitative Methods  
Educ 867 – Qualitative Methods  
Psyc 910 – Experimental Research Design  
Psyc 911 – Research Design II: Research Studies  
SA 857 – Research in Sociology and Anthropology

These three courses will be taken in the first 5 semesters. The Ph.D. student's supervisor can add to or substitute minor courses in consultation with the Director of the Ph.D. program.

### **3. The Major: Specialization**

These three to five courses are to be set and administered by the senior supervisor in consultation with the student's Ph.D. Committee and the Director of the Ph.D. program. These courses can include graduate courses in the Faculty of Business, directed studies courses, special topics, as well as approved graduate courses in other programs or universities. It is highly recommended that at least one of the major courses be given by the student's senior supervisor. In special cases the senior supervisor can recommend, in consultation with the Ph.D. Director, that the student take fewer or more courses than required in the major. Of the courses, at least two should be offered at Simon Fraser University.

### **4. Qualifying Courses**

Students without prior business education or lacking some specific background or combination of education and experience may be required to take qualifying courses after being admitted to the Ph.D. program. These requirements are determined at the discretion of the PhD Director in consultation with potential senior supervisors. The number of qualifying courses may vary widely depending on the specific background of the student and their intended area of study.

## **5. Research Presentations**

In the third term all Ph.D. students will be required to present their pilot research project in a public seminar.

## **6. Third Semester Project (Summer Project)**

Ph.D. students will generate a research project in their third semester. The research project will be graded by the senior supervisor. A pass/fail assessment is intended to help the student in developing their research. The student can rewrite the project once. If the grade is still deficient, they will be asked to leave the program.

Those who pass the research project will be required to present it in the open research presentations (see point 5 above). It is hoped that the questions and answers emerging in this context will assist the student in developing their understanding of and preparation for the thesis defense.

## **7. Candidacy Exam**

At the end of the second year, term six, the Ph.D. candidate will present an oral defense of their thesis proposal. In this context, the PhD Director will assign a faculty member external to the PhD candidate's committee, but within the Faculty of Business Administration, to join in the examination. The examination will probe a written thesis proposal and may extend into the area in which the candidate intends to do their work. The senior supervisor, committee and external examiner will confer a pass/fail grade upon the candidate's presentation and written work. Suggestions by the evaluators on how to improve and clarify the research proposal are expected. Those who fail the candidacy exam must retake it and pass by the end of the eighth semester or they will be asked to leave. No Ph.D. candidate, unless given special permission, will be allowed to take a candidacy exam after the eighth semester.

## **8. Thesis/Thesis Defense**

Following Graduate Regulation 1.9, the PhD thesis in Business Administration will focus upon original research. The thesis can take the form of one long narrative/empirical work or a series of three papers.

## **Teaching Option**

Ph.D. students in the Faculty of Business Administration who do not have substantial teaching experience will have the option of completing the Certificate Program for Graduate Students in University Teaching and Learning— instructional development, teaching enhancement and a practicum – offered by educators in the Learning and Instructional Development Centre at Simon Fraser University. The intention here is to enhance the abilities of Ph.D. students interested in developing their teaching skills. The practicum component will involve preparing and delivering an undergraduate course in the Faculty of Business Administration.

**APPENDIX E****Budgetary Impact of the New Program**

The following table is a simple illustration of the impact of the support model for a cohort of five Ph.D. students per year. The budget implications should be minimal for the faculty.

**Figure 3**  
**Funding Illustration**

<b>Year</b>	<b>No. of Students</b>	<b>Student Support</b>	<b>Teaching/Adm in Support</b>	<b>Total Cost</b>
1	5	\$100,000	\$75,000	\$175,000
2	10	\$200,000	\$75,000	\$275,000
3	15	\$300,000	\$75,000	\$375,000
4	20	\$400,000	\$75,000	\$475,000

**Student Support**

1. \$ 20,000 support for four years, with option of teaching practicum for years three and four.

**Teaching Administration support**

Partly estimated based on three core courses costing \$10,000 each. (While tenure track faculty would teach in the Ph.D., the offset is for courses from which they would be released to do that.)

**Director:**

1. Salary supplement, course release, or a combination, for the director  
Academic Program Director (Level B), \$7,000 per year  
One course release @ \$10,000 per course, \$10,000 per year
2. One half time administrative assistant.  
Program Assistant 7, CUPE, (Starting Rate), \$16,000 per year

**Ancillary Costs:**

1. Promotion and advertising, \$10,000
2. General Office Expenses, \$2,000

**Total Costs:**

These costs will be offset from existing TA (@ \$5,000 per course)/RA budgets, graduate fellowships (\$6,000), and other graduate scholarships.

With the exception of computer accessibility, the program will utilize existing facilities. Although costs may increase over time, candidates receiving financial support from supervisors via external research funding will offset these. In addition, as it is envisaged that candidates will be of a high caliber, it is expected that they would receive internal and external scholarships/fellowships, and undertake teaching duties. Moreover, the benefits of having 20 active Ph.D. student researchers in the Faculty, such as their availability as research assistants and the improvement of the research productivity of the faculty are difficult to calculate.

We would recommend the normal Simon Fraser University Graduate Student Fee for the Ph.D. program.

SIMON FRASER UNIVERSITY  
DEAN OF GRADUATE STUDIES  
MEMORANDUM

TO: Dr. R. Iverson, Faculty of Business Administration  
FROM: Jonathan Driver, Dean of Graduate Studies  
SUBJECT: approval of Business Administration PhD  
DATE: 27<sup>th</sup> July 2004  
cc: Dr. Ernie Love, Dean of Business Administration

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At the ACNGP meeting of 26<sup>th</sup> July 2004 the committee unanimously recommended that the proposed PhD in Business Administration be forwarded to SGSC, with the recommendation that it be approved. The proposal is clear and very well organized.

This provides you with the opportunity to produce a final draft of the proposal, in response to the comments of the external reviewers and ACNGP. ACNGP noted the generally favourable comments of the reviewers, and suggests that you consider the following issues that were raised by a number of the reviewers. Most of these can be dealt with through minor revisions to the proposal.

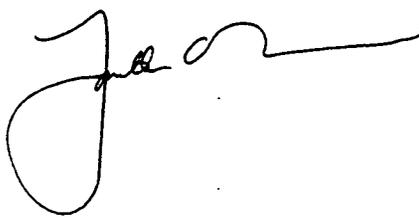
1. Clarify likely work opportunities for graduates of the program.
2. With regard to student funding, define a realistic minimum funding level that is competitive with other Canadian programs. Include all probable sources of funding (e.g. GF, TA, RA etc.) that will be used to achieve this level of funding. Discuss plans for the Faculty of Business Administration to support the program and for faculty members to be more aggressive in seeking research funding.
3. Discuss what will be distinctive about this program; why would students choose SFU over other programs for their PhD?
4. Justify the structure of the courses in light of various comments about the difficulty of creating core courses that will be relevant to students in all fields. Clarify the use of special topics and directed studies courses.

5. Discuss the proposed enrollment plan for the program, in light of comments from some reviewers that the program seems small in relation to the number of faculty members and number of fields within the faculty. During discussions with ACNGP you linked this to the issue of faculty renewal and growth, and this seems to be a good justification for starting with smaller numbers.

6. Review the Calendar description in light of any changes you make in the main proposal.

Please send me the revised proposal with a covering memo explaining any revisions. I will then forward this to SGSC. It would be helpful if you could provide electronic versions of the memo and the final proposal.

Thank you for all your work on developing the proposal.

A handwritten signature in black ink, appearing to be 'John', written in a cursive style.

**EXTERNAL REVIEW  
FOR PH.D. PROGRAM IN BUSINESS ADMINISTRATION**

**Response of the Faculty of Business Administration**

## SIMON FRASER UNIVERSITY



FACULTY OF BUSINESS ADMINISTRATION

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CANADA V5A 1S6  
Tel. (604)-291-4150  
Fax. (604)-291-4920  
E-mail: riverson@sfu.ca

July 19, 2004

Professor Jonathan C. Driver  
Dean of Graduate Studies  
Professor of Archaeology  
Simon Fraser University  
8888 University Drive  
Burnaby, British Columbia  
V5A 1S6

Dear Jon:

Please find enclosed the written responses to the five external reviewers on the proposal for the Doctoral Program in Business Administration. We have attempted to address all the major issues raised.

We look forward to hearing from you.

Yours cordially

Roderick D. Iverson, PhD  
Professor of Human Resource Management  
Chair, PhD Development Committee

## **Responses to the External Reviewers on the Proposal for the Doctoral Program in Business Administration**

Please find below detailed responses to the issues raised by the external reviewers. The reviewers were unanimous in their opinion that the proposal reflected a high quality Ph.D. program. We organize our responses to the following four points:

### **1. The academic merit and structural integrity of the program**

All reviewers noted that the program was well structured, has academic merit, with reasonable time-lines. The issues raised by the reviews are italicized and include:

#### **Objectives of Program**

Drs Barling, Rothstein, Vertinsky suggested that the goals of the program be better articulated. We have clarified our primary aim, which is to “develop outstanding students in research and teaching in Business Administration for future employment at leading international academic institutions.” Placing graduates in as Dr Barling expressed “*tenure-track positions in the best international academic universities*” is our intention. However, we are aware that 50 percent of graduates do not pursue academic careers and have also included developing “leaders in the practice of Business Administration” as more of a secondary objective. In addition, we have proposed a Ph.D. and not a Doctor of Business Administration (DBA) and consider that the rigor of the proposed program will also suit government and consultancy areas.

#### **Third Semester Research Project**

Dr Mowday noted that he liked “... *the idea of a research project requirement but wonder if it should come at a point in the program when students have all of the knowledge and skills necessary to do a high quality project. This would enhance the chances the research project might lead to publication.*”

It is not our intention that the third Semester Research Project will necessarily lead to a publication. We hope it may. It was part of assessing the progress of the candidate and whether they should continue in the program. The candidate would have completed two Core courses, two in their Specialization Major and two in their Research Method Minor in the first two semesters. These six courses were considered sufficient to lay the foundation from which the project could be developed. In fact, Dr Rohleder commented that this was a strength of the program and that “...*using the 3rd Semester Research Project as a point for students to depart. Such a course can definitely identify students who should not obtain PhDs.*”

Dr Mowday also suggested “*that student research projects are evaluated by a single faculty member (p. 12). We have a similar research project requirement in our doctoral program but we have a small committee of faculty involved in the evaluation to provide checks and balances in the process*”

Although we have proposed that the Senior supervisor will give a pass/fail grade, we require a public presentation of research project. As stipulated, those candidates who succeed will, in the fourth or at the latest, fifth semester, present their research project to the Faculty and all invited graduate students in the Faculty of Business Administration. The research presentation will involve questions from the public. The candidate’s supervisory committee is required to give the student feedback regarding their performance.

### **Research Methods in Business Administration Course**

Dr Mowday commented that *"With respect to statistics, we find that our accounting and finance students benefit from the econometrics sequence in our Economics Department. In contrast, students in marketing and management may find they are better served by a sequence of social science statistics courses. A "one course fits all" model, although attractive in some respects, may not optimally meet the needs of all students in terms of what they need to know to be successful in their particular area of specialization"*

Dr Rothein also noted that *"If there are no regulatory requirements in this area for the PhD program, you may wish to consider allowing a specialized field with specific needs to take a substitute course from some other faculty if it is available. However, to the degree that the specialized fields take this option, it may jeopardize the concept of a common core of PhD courses. You may wish to develop a policy in this area in anticipation of different perspectives on this issue."*

We concur with the Reviewers and have amended the proposal to note that the Research Methods in Business Administration may be substituted by an appropriate course in other programs or universities as deemed by the Director of the Ph.D. program and the student's supervisor:

#### **"Core Ph.D. Courses**

The 3 core courses required of all students in the Ph.D. program are: (a) Theory Development in Business Administration (b) Research Methods in Business Administration (may be substituted by an appropriate course in other programs or universities as deemed by the Director of the Ph.D. program and the student's supervisor) and (c) Preparing a Thesis."

### **Flow of Students Across Areas of Specialization**

Drs Mowday and Rothstein commented on the flow of students across areas. For example, *"the small size of the program relative to the number of areas of specialization raises questions about the movement of students through the program across areas.* We consider the initial intake of five students per year to a targeted program size of 20 to be within the Faculty's current ability to fund. This would equate to around 2 ½ students per area. Also, some areas due to their size and seniority of staff are more equipped to take PhD students than other areas. We would see the Ph.D. program growing as more academic staff are appointed. The Faculty will substantially increase in size over the next few years, which will alleviate this potential problem.

### **Admission**

Drs Rohleder and Rothstein raised the issue of using the TOEFL exam as part of assessing the candidate's English proficiency. For example, *"the admissions requirements appear appropriate for a PhD program. For prospective students for whom English is a second language, the TOEFL exam may help in assessment, however, it definitely does not replace an interview."* We had already included this in the Calendar Description (see Appendix A) and it was referred to in the Admission Requirements section, which listed the Graduate General Regulations 1.3.4, Simon Fraser University.

### **Candidacy Exam**

Dr Mowday commented on the role of comprehensive exams in examining a candidate's knowledge. He noted that "*at Oregon we have written comprehensive examinations to test the student's knowledge in their major area of specialization, minor area, and research methods.*" We prefer the Ph.D Candidacy exam based on the flexibility and size of the program, and the multi-disciplinary nature of the Faculty. Our decision is reinforced by there being no agreement among programs on comprehensive exams within Simon Fraser University and by the fact that the four other external reviewers did not raise this issue.

### **AACSB International**

Dr Mowday commented that "*I don't recall whether the proposal mentions the intention to seek accreditation of the doctoral program from a group like the AACSB International or some other accrediting agency.*" The Faculty of Business Administration is current undergoing accreditation by Advance Collegiate Schools of Business (AACSB) International. The proposed Ph.D. program meets Standard 21 criteria.

### **Residence Requirements**

Dr Rothein suggested that "*if your minimum residency requirement is only six semesters, you may have some difficulty keeping students focused on their progress towards the PhD.*" Although we acknowledge this concern, Graduate General Regulations 1.7.3 stipulate that "doctoral students must register for a minimum of five semesters." We had initially had six semesters as a minimum and have amended our proposal to be consistent with this regulation.

### **Teaching Option**

Dr Barling raised the possibility of making the teaching option "*compulsory*". We would hope that all Ph.D. students complete the Certificate Program for Graduate Students in University Teaching and Learning. The practicum component will involve developing and delivering an undergraduate course in the Faculty of Business Administration, which would contribute to student's teaching dossier.

## **2. The adequacy of the faculty and other resources available to the proposed program for achieving its intended purposes**

The Reviewers discussed the resource issues in four broad categories: faculty, programme costs, library and computer costs, and funding for students.

### **Faculty**

All reviewers highlighted the caliber of the faculty and the capacity to mount the Ph.D. program.

### **Supervision**

Dr. Rohleder discussed the issue of "*student mobility*" in supervision. As part of the admission requirements we stipulate that the "*fit between applicants' interests and available faculty supervisors will be considered before a student is admitted to the program.*" Although this is not failsafe, we would have some flexibility in the program if the supervisory relationship between the parties were discontinued.

### **Programme costs**

#### **Administration**

Dr Barling noted that "*While admittedly our program is larger, my experience is that it will be difficult indeed to run the program successfully and smoothly with one "half" position*". As the program increases in size, it would be envisaged that a full-time administrative position be created.

### ***Specialized courses***

Dr Rothstein commented that "...while I applaud the commitment to allocate resources in this manner, I would also recommend highly that the commitment to allocate resources to a PhD program should be salient and clearly understand, not only to the Faculty of Business Administration but also the university." We have tried to realistically cost the program and as our intake increases, Faculty will be able to teach courses such as "special topics" on-load.

### **Library and computer costs**

Dr Rothstein noted that "the resources available from the Library and the computer fields are adequate for the development of a Ph.D. program..." In addition, we have space allocation at Burnaby for candidates.

### **Funding for students**

#### ***Funding package***

A common theme related to the funding package. A typical comment was made by Dr. Vertinsky who noted the "the proposed allowance of \$15,000 a year for 4 years is a bit low (but I assume that students will be able to obtain RA jobs to supplement their incomes)." As we stipulated "Each student accepted in the program will receive at least \$15,000 per year for the four years required to complete the program. The Faculty of Business Administration will match the money provided from a faculty member's research funds. For example, a Ph.D. student hired by a professor in the FBA and paid \$5,000 from the professor's research account will find that sum matched by the Faculty of Business Administration." So in this case it is possible that a student would receive a Graduate Fellowship (\$6,000), have the option of 2 Teaching Assistantships (\$5,000), Research Assistantship (\$5,000) and matching funds of \$5,000. The total funding would be \$26,000. This does not include other graduate scholarships. Also, professors holding SSHRC grants usually have \$15,000 allocated to PhD students which would substantially increase the base rate. To be competitive we would consider raising the funding package to at least \$20,000 per year.

#### ***Conference Travel***

Dr Rohleder noted that "no mention was made of additional student support costs like conference travel." Although funds are not available at the University level to support student research or conference travel, it would be expected that the senior supervisor would provide funding that would be matched by the Faculty.

### **3. The demand for the proposed program among prospective students**

There was strong consensus among the reviewers that there was demand for the program by prospective students. This would be enhanced by increasing the funding package and by articulating the reputation of the faculty and the university. As we received more than 50 enquiries last year, it would appear that the demand is actually increasing and not dissipating.

### **4. The demand for graduates of the new program**

There was total agreement among reviewers that there was a strong demand for graduates across all areas of business: university, government and consultancy.

SIMON FRASER UNIVERSITY  
**DEAN OF GRADUATE STUDIES**

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MEMORANDUM

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TO: RICK IVERSON  
BUSINESS ADMINISTRATION

FROM: JONATHAN DRIVER

SUBJECT: DOCTORAL PROGRAM PROPOSAL

DATE: JUNE 18, 2004

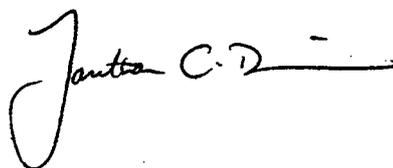
CC: ACNGP MEMBERS

You will find enclosed reports of five external reviewers on the proposal for the **Doctoral Program in Business Administration**. Prior to meeting with the Assessment Committee for New Graduate Programs, I would appreciate a written response to issues raised by the external reviewers, if possible by **Monday, July 19, 2004**.

For your information, the reviewers were asked to respond to the following points:

- The academic merit and structural integrity of the proposed program
- The adequacy of the faculty and other resources available to the proposed program for achieving its intended goals
- The demand for the proposed program among prospective students
- The demand for graduates of the proposed program

A meeting will be scheduled for further discussion of the PhD WS proposal. I will ask you or a representative of your faculty to attend the meeting in order to answer any questions which the committee may have.



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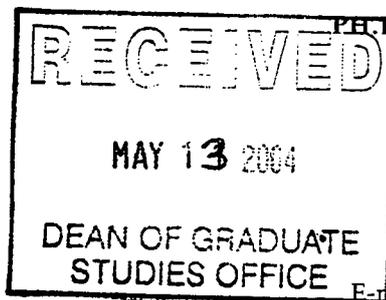
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**EXTERNAL REVIEW FOR PH.D. PROGRAM IN BUSINESS  
ADMINISTRATION**

**Dr. Julian Barling  
Queen's School of Business  
Goodes Hall  
Queen's University  
143 Union St.  
Kingston, Ontario, Canada  
K7L 3N6**

45.



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[msc@business.queensu.ca](mailto:msc@business.queensu.ca)  
Web site: [www.business.queensu.ca](http://www.business.queensu.ca)

Dr Jonathan Driver  
Dean of Graduate Studies  
Simon Fraser University  
Burnaby, BC  
V5A 1S6

May 11, 2004

Dear Dr Driver:

Attached please find my review of the proposal for a Ph.D program in Business Administration at Simon Fraser University. I certainly believe that the potential for a high quality doctoral program is evident.

Please feel free to contact me if there are any specific questions, or any other issues you would like me to address.

Yours sincerely,

Julian Barling, PhD FRSC  
Queen's Research Chair  
Associate Dean  
Graduate Studies & Research

Proposal for a  
**Ph.D program in Business Administration**  
At Simon Fraser University

In response to your request for comments on the proposal for this PhD program, allow me to start with a response to the specific questions outlined in the letter. Thereafter, I will make more detailed comments about various issues that I deemed noteworthy on reading the proposal.

The academic merit and structural integrity of the proposed program is certainly sound. The curriculum should ensure that graduates are well-trained, and the schedule of activities is in order.

The adequacy of the faculty and other resources available to the proposed program. There are really two issues here. I believe that the faculty available (and presumably interested) in being involved is of the highest quality; their research credentials are excellent. My concern would be focused more on the administrative resources available to the program, and I will comment on this in more detail later in this report.

The demand for the proposed program among prospective students. My experience as a graduate coordinator for the past six years or so lead me to agree with the analyses contained in the proposal. At this stage, there is a very strong demand from both Canada and abroad. In addition, it is worth noting that the international demand has increased with the tightening of visa requirements in the USA since the tragedy of 9/11.

The demand for graduates of the proposed program. There is little doubt that currently, there is considerable demand in the university sector for highly qualified graduates from doctoral programs. My experience leads me to believe that demand in the private and public sectors may be "softer" right now.

What I will do now is comment in more detail about different issues that I believe deserve attention after reading the proposal.

The curriculum

The curriculum is sound, and the idea of allowing students flexibility in their course selections is critical. I particularly liked the Research Methods Minor.

On reading the proposal, however, I wondered if it was not possible to go a step further, and explicitly talk about the potential synergies that exist with the UBC doctoral program in business. I would imagine that this is a question that most serious applicants would have already considered.

Faculty involved in the program

Unquestionably, the School of Business Administration at Simon Fraser University have faculty whose expertise provides the basis for a top quality doctoral program. In turn, having such a program will undoubtedly go a long way to enhancing their research.

### Administrative Support

I note on page 16 that it is predicted that one half of an administrative position will be required for the doctoral program; and I have a few comments on this based on my experience as a graduate coordinator both in the School of Business, and before that, the Queen's University Psychology Department.

- While admittedly our program is larger, my experience is that it will be difficult indeed to run the program successfully and smoothly with one "half" position.
- Only having one half of an administrative support position would probably also be taken as a signal to students and others that this is what the program is "worth" in the School of Business.
- Lastly, the students' experience will be negatively affected in the extent to which the program is under-staffed.
- Graduate students are often in situations of considerable insecurity; a really good graduate coordinator is someone who can also provide the necessary informal support (both work and non-work) to students. I seriously doubt that this could be achieved by someone working part-time.

Placing graduates ... in universities and colleges, government and industry (page 9). I think the experience in our program might be valuable for you. Over the past several years, we became increasingly aware how important it was to know what we were trying to accomplish in the doctoral program, which we now articulate as having a program that makes it likely that students will be in a position upon graduation where they can secure tenure-track positions in the best international academic universities. To do this, we re-oriented the program to focus as much as possible on research; simultaneously diminishing the extent to which students were being trained for jobs in government and industry. Trying to do both simultaneously probably meant that we were doing neither as well as we wanted.

I would think that confronting this issue before launching the program would be very beneficial both for the faculty and the students.

### Student interest

I suspect that if anything, the estimates of student interest *underestimate* what you might find. We have separate MSc and PhD programs; we receive more than 300 applications each year for the Masters program (note: this is separate from all our MBA programs) and about 175 applications for the doctoral program. Over-and-above this, we receive many, many more enquiries and incomplete applications. This is an important issue: I would doubt if a "half-time administrative person" would be able to deal with these enquiries and applications in a timely manner, one which is encouraging of all applicants.

### Admitting up to five candidates per year

While this is certainly appropriate as a short-term goal, and would be critical—initially—to ensure the quality of the student body and the integrity of the curriculum, the feedback we received from graduate students a decade ago was that this led to a lonely life for the graduate students. Given seven or eight academic areas, admitting five students a year would mean that in each area, approximately two students would be admitted over a three year period. A vibrant graduate program requires that students are placed in an environment in which they have peer groups of like-

minded students, one which would facilitate graduate students conducting research with each other. I believe it would be critical to have a medium-term goal of a larger student body that ensures quality AND enables a vibrant intellectual and social life for students.

#### Teaching option

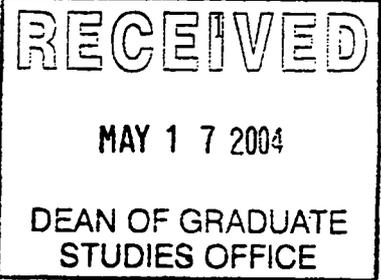
We recently introduced a compulsory course on “teaching” for all students in the second year of the doctoral program. Predictably, it was met with groans, but after two years, it has been received extremely positively! It is worth noting that students targeting top tier universities in their career plans will be expected to be able to produce a teaching dossier, part of which is involvement in such a course.

#### Student Funding

Unless I missed it, there is no comment in the proposal about the level of student funding. This is a significant competitive issue, and one of the major questions that we get asked by prospective applicants. I am aware of the funding promises made by UBC, and those at Rotman, Ivey and Queen’s School of Business. To be competitive, funding levels will have to be competitive with these Schools.

**EXTERNAL REVIEW FOR PH.D. PROGRAM IN BUSINESS  
ADMINISTRATION**

**Dr. Rick Mowday  
Lundquist College of Business  
1208 University of Oregon  
Gilbert Hall  
Eugene, OR 97403-1208 U. S. A.**



UNIVERSITY OF OREGON  
Charles H. Lundquist College of Business

Richard T. Mowday

The Gerald B. Bashaw  
Professor of Management

**DATE:** May 11, 2004  
**TO:** Dr. Jonathan C. Driver, Dean Graduate Studies  
**FROM:** Richard Mowday  
**SUBJECT:** Evaluation of Proposed Ph.D Program in Business Administration

I have had an opportunity to review the proposal for a Ph.D program in Business Administration at Simon Fraser. You have asked me to comment on four areas and I will do so below. Before sharing my comments, I should put them in context. I am very familiar with the American model for doctoral education but less so with the Canadian model. Some of my comments may be viewed as reflecting a bias toward the type of program that I went through as a student and that I have been involved in as a faculty member over the years.

My biases notwithstanding, the proposal appears to be well thought out. The doctoral program described in the proposal provides training to students in the areas most critical to their future success. Many of my comments below are phrased as questions. They are offered in the spirit of contributing to the dialogue that I assume is taking place among administrators and faculty members in business administration about the proposed program.

### **The academic merit and structural integrity of the proposed program**

The program as laid out in Figure 1 of the proposal appears well structured and based on a reasonable time-line. Let me comment on several areas that caused me to stop and think as I read the proposal.

- The schedule calling for the research project to be undertaken in term 3 means that students will have completed two of three research minor courses but only two of four specialization major courses. Could this result in students being better prepared for *how* to study something but less well prepared with respect to *what* to study when they complete their research project? I like the idea of a research project requirement but wonder if it should come at a point in the program when students have all of the knowledge and skills necessary to do a high quality project. This would enhance the chances the research project might lead to publication.

I also noted that student research projects are evaluated by a single faculty member (p. 12). We have a similar research project requirement in our doctoral program but we have a small committee of faculty involved in the evaluation to provide checks and balances in the process.

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rmowday@lcbmail.uoregon.edu [www.uoregon.edu](http://www.uoregon.edu)

- The psychological purposes of requiring doctoral students from all areas to take three core courses in common are laudable. You may find, as we have, that the requirements of different areas in business are such that a single course that tries to meet the needs of everyone is less than optimal for anyone. For example, we teach a combined research methods course for management and marketing students, but accounting and finance students have a different course focusing more the unique requirements of research in their fields. With respect to statistics, we find that our accounting and finance students benefit from the econometrics sequence in our Economics Department. In contrast, students in marketing and management may find they are better served by a sequence of social science statistics courses. A “one course fits all” model, although attractive in some respects, may not optimally meet the needs of all students in terms of what they need to know to be successful in their particular area of specialization.
- The goal of having a small program helps to ensure that students receive adequate attention from the faculty. However, it may be less efficient and limit the learning experience of students. Looking back on my doctoral program, I learned almost as much from my fellow doctoral students as I did from the faculty. This is not a negative comment about the faculty in my doctoral program. Instead, I believe it reflects the fundamental nature of learning that takes place in doctoral programs. Having a cohort of students at any one stage of the doctoral program promotes shared learning through discussion and debate about the key issues in the field.

How your doctoral program will actually be implemented is not spelled out in your proposal. However, it notes that five students will be admitted each year, there are eight areas of specialization, and the target size of the program is 20 students. The small size of the program relative to the number of areas of specialization raises questions about the movement of students through the program across areas. I would not be surprised if each area of specialization views doctoral students as a scarce resource and that conflicts over who will be allowed to admit students will be resolved by allowing five areas of specialization to each admit one student the first year, followed in order by the remaining areas of specialization the next year.

If someone has not done so already, it might be useful to do some simulations about the flow of doctoral students through the program across the various areas of specialization to determine if this admission process results in the most effective learning environment for students and development of the doctoral program across areas of specialization. In the attached table, I have done a simulation based on the assumption that there are eight areas of specialization, five students are admitted each year, and admissions “wrap-around” from one year to the next. As I look at the results, the proposed policy on admission in has the advantage of achieving the desired number of students

(20) by year four. However, it also appears to have several disadvantages: 1) the flow of students through the program across areas is “lumpy”; 2) the doctoral program will develop faster in some areas of specialization than others; 3) there is a cohort across areas of specialization but not within areas of specialization; and 4) departments will not be in the market for new doctoral students every year.

To see what a model emphasizing cohorts within areas of specialization might look like, I did a simulation based on the assumption that half the areas (4) would be allowed to admit two students every other year. The primary advantage is that there is a minimal cohort moving through the doctoral program within and across each area of specialization. The disadvantages are: 1) the doctoral program develops faster in some areas of specialization than others; 2) the size of the program increases 60% and this has budget implications.

Clearly, any model you identify will have advantages and disadvantages, and trade-off will need to be made. My only suggestion is that the trade-offs should be known in advance and that decisions are made with full appreciation of the implications. I place a high value on the learning that comes from having a cohort move through doctoral program within each area of specialization but recognize that this could very costly in terms of overall program size. One way to have a cohort model and control overall costs at the same time is to evaluate whether all areas of specialization are equally ready and capable of supporting doctoral studies. Some areas may be stronger than others with respect to research faculty and these are the areas where I would begin admitting students. Other areas deemed less strong could wait or not have a doctoral program.

- As you probably know, we have a very different philosophy with respect to examinations in our doctoral programs. My own doctoral program was perhaps one extreme. I had comprehensive written examinations in five areas, an oral examination in my area of specialization, a dissertation proposal defense, and a dissertation defense. That may have been excessive (it sure seemed so at the time). At Oregon we have written comprehensive examinations to test the student’s knowledge in their major area of specialization, minor area, and research methods. We also have formal defenses of the thesis proposal and the thesis itself. We find that there is learning value in comprehensive exams because it forces students to learn their area in depth and to integrate across different sub-areas.

In contrast, your candidacy examination appears closely tied to a thesis proposal. Although it is suggested that this exam can extend into areas of knowledge required by the student to successfully complete the thesis, the primary purpose is to assess the proposed thesis (see. p. 12 and the description of the Ph.D Candidacy Exam course proposal).

I found myself wondering how you ensure that students have mastered their area of specialization beyond the narrow sub-specialization or topic in which they propose to conduct their thesis. Our strategy students may do their thesis on the resource based view of the firm, for example, but we make sure they know all the other theoretical perspectives and how they compare and contrast. This is facilitated by taking a comprehensive examination in their area of specialization. Moreover, we have found from practice that the grades earned by doctoral students in classes are not always a good predictor of the student's knowledge of their area of specialization and/or their ability to integrate what they have learned.

- Another way in which our approach to doctoral education differs from yours concerns what we require of our students in return for support. Our students are required to serve as a Teaching Assistant *and* Research Assistant during the earlier years of their program, and as an instructor in their own class as they approach graduation.

With respect to teaching, this ensures that our students have been able to watch an experienced faculty member teach the core course in their area of specialization and they have an opportunity to teach this course themselves. With respect to research, it encourages students to assist faculty members on their research. Not only does this help the student learn the craft of research, it often results in joint publication with a faculty member that enhances the attractiveness of the student when they enter the job market.

My philosophy of doctoral education is that it closely resembles an apprenticeship program. The craft of teaching and research are better learned through active involvement under the direction of experienced faculty members than through classes that resemble those found at the masters degree level. Moreover, I fear making some making some training optional (e.g., teaching) might mean that students who need it most do not receive it.

- The proposal mentions criteria for admission to the doctoral program but does not address standards of performance for remaining in the program. Perhaps university rules and procedures exist that govern academic performance in the doctoral program. If not, this might be something that should be considered upfront.
- I don't recall whether the proposal mentions the intention to seek accreditation of the doctoral program from a group like the AACSB International or some other accrediting agency. If the Business Faculty is already accredited, the doctoral program will be evaluated as part of the regular accreditation review of other programs. It may be worth comparing AACSB accreditation standards for doctoral programs against the proposal to determine whether all the standards are met.

### **The adequacy of the faculty and other resources available to the proposed program for achieving its intended purposes**

The most important resources for a doctoral program are the faculty and the quality of students. I have reviewed the faculty vitae included in the proposal and I believe that the level of research activity currently underway is sufficient to support a high quality doctoral program in business. Moreover, the admission criteria proposed for the program appears rigorous with respect to the standards used at other doctoral programs. In addition to the standard criteria like the GMAT and grades, we also look for a close fit between the interests of students and the expertise and interests of faculty members.

Although I have no basis for comparison, I assume that the \$15,000 offered in support of doctoral students is competitive with other Canadian universities. If not, I would worry about how you are going to attract the top students. As suggested above, however, I would think not just about the amount of support but how it is utilized during the student's time in the doctoral program.

With respect to less tangible resources, we provide all of our doctoral students with a computer and shared office space, preferably in close proximity to the faculty they are studying with. Moreover, our college supports several data bases and statistical packages that are used in research by our students. Finally, we fund limited travel to professional meetings to present papers, attend doctoral consortia, and look for a job in the year prior to graduation.

### **Demand for the proposed program among prospective students**

The proposal makes a good case that there is sufficient demand to support the program. However, a more fine-grained analysis might address the question: "demand from whom?" A question that is important to address concerns why a student would come to this doctoral program vs. another Canadian or American school. You are not just competing with other schools for students, you want to compete for the *very best* students. What is the competitive advantage of the doctoral program in business at Simon Fraser? Stated somewhat differently, if I were a student, why would I come to Simon Fraser vs. University of British Columbia or some other Canadian school? Do you want to compete regionally, nationally, or internationally? This was not clear from the proposal.

### **Overall evaluation**

Although I had several comments to share, I want to be clear that I view the overall proposal very favorably. This is a well thought out proposal. In addition, the quality of the faculty in business administration at Simon Fraser is more than sufficient to offer a very good doctoral program.

I hope my comments, even if not always right on target for a doctoral program in Canada, help promote a useful dialogue. If you have any questions or wish to discuss my comments further, please do not hesitate to contact me.

### Comparison of Doctoral Admission Policies

**Model 1: Each area of specialization admits one student (entering class 5 students)**

	Areas of Specialization							
Year	1	2	3	4	5	6	7	8
Year 1	N	N	N	N	N			
Year 2	N C2	N C2	C2	C2	C2	N	N	N
Year 3	C2 C3	C2 C3	N C3	N C3	N C3	N C2	N C2	C2
Year 4	N C3 C4	N C3 C4	N C2 C4	N C2 C4	C2 C4	C2 C3	C2 C3	N C3
Year 5	N C2 C4	C2 C4	C2 C3	C2 C3	N C3	N C3 C4	N C3 C4	N C2 C4

**Model 2: Each area of specialization admits two students (entering class 4 students)**

Year 1	N N	N N	N N	N N				
Year 2	C2 C2	C2 C2	C2 C2	C2 C2	N N	N N	N N	N N
Year 3	N N C3 C3	N N C3 C3	N N C3 C3	N N C3 C3	C2 C2	C2 C2	C2 C2	C2 C2
Year 4	C2 C2 C4 C4	C2 C2 C4 C4	C2 C2 C4 C4	C2 C2 C4 C4	N N C3 C3	N N C3 C3	N N C3 C3	N N C3 C3
Year 5	N N C3 C3	N N C3 C3	N N C3 C3	N N C3 C3	C2 C2 C4 C4	C2 C2 C4 C4	C2 C2 C4 C4	C2 C2 C4 C4

**Note:** N = new admit; C2 = continuing student in year 2, and so forth

**EXTERNAL REVIEW FOR PH.D. PROGRAM IN BUSINESS  
ADMINISTRATION**

**Dr. Tom Rohleder  
Department of Operations Management  
Haskayne School of Business  
Scurfield Hall, Third Floor  
University of Calgary  
2500 University Drive N.W.  
Calgary, Alberta T2N 1N4**

May 13, 2004

Dr. Jonathan C. Driver  
Dean of Graduate Studies  
Simon Fraser University  
Burnaby, British Columbia  
V5A 1S6

Dear Dr. Driver:

Thank you for the privilege of assessing the proposed PhD program for the Faculty of Business Administration at Simon Fraser University. In your letter requesting my assessment you asked me to consider several specific issues. I'll address each of these in turn in this letter.

### Academic Merit and Structural Integrity

The set of courses is reasonable with 9 courses being on the light side for a PhD in Business Administration. Students coming into business PhD programs are often of two varieties: 1) very practically trained MBAs with little research background, or 2) research oriented students with limited practical business knowledge or experience. Both of these types of students often require additional course work. The qualifying courses help the latter group; however, the former group may require additional courses to bolster their research skills.

In evaluating the sets of courses (Core, Research Methods, Major) I made the following observations:

- The core courses look mostly well thought out, however BUS 981: Research Methods in Business may need further consideration. The Haskayne School has a similar course in our program and the challenge is covering such a broad range of topics with a single instructor. Invariably the course is biased by the instructor's methodological area of expertise and students who are not intending to use this approach either get limited value from the course, or worse, have to be retrained. Also, trying to add in the statistical and computer elements may be stretching the course too thinly.
- Three research methods courses should be the bare minimum for most students. Relying on methodology courses from around the University may work, however, we found in the Haskayne School that eventually we needed some of our own methodology courses to deal with the unique ways that research methods are applied in business and to address the specific backgrounds of business students.
- The approach of using directed studies for the major courses will likely lose the benefits of a seminar-style format while enhancing the opportunity for student-specific customization. Maintaining and ensuring the quality of these types of courses is very difficult and the time commitment of faculty to create and deliver a rigorous PhD level directed study course should not be underestimated. There is a significant short-term cost for faculty to work with students on directed studies. Also, since no course credit is granted to instructors there is almost no motivation for

faculty other than the supervisor to deliver these directed studies. They may appear to be a "cheap" way to mount courses for a small program, but, in my opinion, the long-term cost to deliver and manage them should be more carefully thought out.

I really like the approach of using the 3<sup>rd</sup> Semester Research Project as a point for students to depart. Such a course can definitely identify students who should not obtain PhDs. A formal annual review can also assist in this regard.

The admissions requirements appear appropriate for a PhD program. For prospective students for whom English is a second language, the TOEFL exam may help in assessment, however, it definitely does not replace an interview.

### Faculty and Other Resources

This is the area where I have the most concern regarding the proposed program. Even a small PhD program like that which is proposed can consume a significant amount of resources at a business school. The time, money, and intellectual energy to support a good PhD program have to come from somewhere. Invariably when you choose to do something new you have to be willing give up something you were doing. From the proposal it appears that part of the internal funding for the program will come from displacing current students/employees doing TA and RA work. It is not clear what is given up by the Faculty in doing this. Below I list some specific comments and concerns.

- I believe there are sufficient research qualified and active faculty to support a modestly sized PhD program.
- A reasonable number of faculty have research grants, although not very many have enough to support a PhD student, even at that 50% level suggested in the proposal. Also, this cost sharing approach has to be considered carefully with regard to the objectives of the program. Developing a broad research culture may be difficult when some faculty can have students (due to external grants) and others cannot.
- Another important issue to consider related to sharing student support costs with faculty that have research grants is supervisor assignment. Although not stated in the proposal it appears students will be assigned a supervisor immediately upon entry. This has to be done when supervisors are using their money to help support students, however, it limits student mobility. In my experience, a significant number of students need to change supervision at some point in their program due to changes in research directions, incompatible work styles, or myriad other factors. In a very small program with only "special case" students this is not a problem, however, with 20 students it will happen. Changing to a new supervisor after the original supervisor has provided funding is always a messy affair. If the program could find a way to allow mobility in the first couple of years, I'm sure it will save a lot of heartache.
- It was not clear how the student funding level of \$15,000/year was determined. Does this cover all tuition and standard living expenses? Also not all students will finish in four years. While you can cutoff student support, these students still use other resources while they finish.
- No mention was made of additional student support costs like conference travel. Will students receive separate travel support?
- It was not stated where the internal funds from the Faculty of Business Administration will come from. Again, this relates to my comments in the introduction to this section. When starting a PhD program, an implicit tradeoff is being made. The Faculty will have less money for something else. Is everyone comfortable with this? It's best to address this at implementation rather than a few years down the road.
- There are various "hidden" administrative costs to a PhD program. If the core courses are to be taught by regular faculty, new sessional instructors must be found for their old courses. Who finds these instructors and what are the implications for the quality of education? I suggest that over time,

new full-time faculty will be hired to support the PhD program. Perhaps this eventuality should be considered in the budget.

- Little was stated in the resource section of the proposal about student office space, classrooms, and computing resources. Is their excess space available currently? Also, while for domestic students computing resources are usually not an issue, they definitely are for many international students.

Overall, it is easy to underestimate the resources required to run a PhD program. In my previous points I tended to emphasize the monetary resources, however, the time and energy spent on managing a PhD program are equally important. From experience, I can say that the amount of Faculty meeting time and senior administrative energy required to manage a growing PhD is not trivial.

### **Demand from Prospective Students**

Given the proposed size of the program I have no doubt that there will be a sufficient number of qualified students who desire to attend the program. However, it is a competitive recruiting environment and attracting the very best students who will really assist with the development of the research culture and school reputation will be a challenge. A new program competes against established programs with excellent reputations. What is the SFU Faculty of Business Administration offering to attract the best students? I believe this should be articulated more clearly.

### **Demand for Graduates**

While I agree with the assertion that there will be a shortage of university professors, where the precise needs for PhDs is hard to predict. In business schools, some disciplines have a chronic shortage while others have more sporadic ups and downs depending on what is hot or cold. One constant is that high profile schools who are recruiting will always have more applicants than open positions. Placements into these types of positions are the ones that enhance a PhD program's reputation. I believe new programs that focus clearly on quality or a special niche will be more successful in getting their students into the high profile positions.

Overall, there is much merit to the proposed PhD program. If the Faculty of Business Administration addresses the more substantive issues regarding resources and defining the value-proposition of the program I believe it can be successful. PhD programs are especially challenging for business schools because of the many different programs that these schools support and due to the contrast with traditional course-based graduate teaching (e.g., MBA). As such, careful thought is required in their development and operation.

Please contact me if you have further questions or want me to elaborate on any of my comments.

Sincerely,

Thomas R. Rohleder, Ph.D.  
 Director, PhD and MBA Thesis Programs  
 Professor of Operations Management

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**Vivian**

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**From:** Tom Rohleder [tom.rohleder@haskayne.ucalgary.ca]  
**Sent:** Saturday, May 15, 2004 11:04 AM  
**To:** report-dgs@sfu.ca  
**Subject:** Assessment of Faculty of Business Admin PhD Program



Simon Fraser  
ogram Review.doc

Dear Dr. Driver,

I have completed my assessment of the proposed PhD program in the Faculty of Business Administration. I have attached an electronic version of my review letter with this message. I will send a signed hardcopy next week. I apologize the review is a bit tardy, but I hope you find some value in my comments.

Sincerely,

Tom Rohleder

--

Thomas R. Rohleder  
Director, Ph.D. and MBA Thesis Programs  
Professor of Operations Management  
Haskayne School of Business, University of Calgary  
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**EXTERNAL REVIEW FOR PH.D. PROGRAM IN BUSINESS  
ADMINISTRATION**

**Dr. Mitch Rothstein  
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May 20, 2004

Dr. Jonathon C. Driver  
Dean of Graduate Studies  
Simon Fraser University  
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Dear Dr. Driver:

Please find enclosed my review of the proposed PhD. program in Business Administration at Simon Fraser University. As you will see, I found the proposal for the most part to be very thorough. I have made a number of suggestions. In my view, these are not intended as criticisms, but rather are offered as things to think about further and ideas for improving the proposed program. I do not see any major flaws in the proposal, although several questions I have asked may raise issues that you may wish to address before moving forward. However, the fundamental program that is proposed and the resources available to implement the proposal are solid.

I wish you well in pursuing the development of this program. As I said in my review, Canada could use another high quality PhD program in Business Administration, and I hope to see you begin such a program.

Yours sincerely,

Mitch Rothstein  
Professor, Organizational Behaviour  
Richard Ivey School of Business

## **A Review of the Proposed PhD Program in Business Administration at Simon Fraser University**

I have been asked to review a written proposal for the development of a PhD program in Business Administration at Simon Fraser University. My comments are structured to respond to four specific questions, which will define the four sections of my review. Specifically I was asked to comment on:

1. The academic merit and structural integrity of the proposed program
2. The adequacy of the faculty and other resources available to the proposed program for achieving its intended goals
3. The demand for the proposed program among prospective students
4. The demand for graduates of the new program

First I would like to provide a general comment on the proposal. The proposal is very well written and thorough. There are one or two areas that may need some clarification and I will raise a couple of issues that in my experience I believe should be considered further. However, I'd like to say at the outset that I am fully supportive of the proposal. The faculty have a strong and active research profile, and the structure of the proposed program indicates that a strong and valuable PhD program in Business Administration could be developed successfully at Simon Fraser University.

### **The academic merit and structural integrity of the proposed program**

The goals of the proposed program as stated in the first paragraph of the executive summary are well articulated. I can only add here my endorsement of the proposed benefits of the PhD program to the Faculty of Business Administration. In my experience, the benefits of a PhD

program are consistent with those proposed. Of course it will take some time to establish the program and start to see these benefits. One question to think about in a little more detail however, with respect to the specific strategy underlying the development of the program, is the statement that the program will meet the business needs of the community. This specific goal is a little bit ambiguous. Perhaps I should throw up a cautionary flag here. Most quality PhD programs develop and produce faculty who will go to other academic institutions to teach and conduct research in their respective fields. Most PhD programs in Business Administration would probably endorse the statement that they are addressing the needs of the business community, but there could be a wide variety of commitment to, and ways of achieving this. It may be worthwhile to define this aspect of the proposed program's goals more clearly, especially if the business faculty at Simon Fraser have different views on the importance of this particular goal.

Moving on to the program specifications, I will first comment on the entrance and residency requirements. The entrance requirements are consistent with high quality PhD programs. Some of the specifics of the criteria (e.g. the cut off scores with respect to grade point average or GMAT) you may find could shift from year to year, depending on the pool of applicants and other information you may wish to consider, with respect to their background or potential. However, the key issue is identifying means of evaluating the quality of potential candidates, and these are the standard criteria used by quality PhD programs. My only suggestion here is that you may want to specify in a little more detail how you propose to assess capability in English, for students' whose native tongue is not English. I'm quite certain you will find that you will receive numerous applications from international students and it will be important to establish

how you will assess their English language skills. Many programs use the TOFL as an assessment device. However I endorse your proposal to interview short listed candidates as this is often a far superior way to assess English conversational skills.

Residency requirements are stated as a minimum of six semesters. I believe you regard a calendar year as three semesters. If I am mistaken about this, then the following comment does not hold. However if your minimum residency requirement is only six semesters, you may have some difficulty keeping students focused on their progress towards the PhD. They will be tempted to take on jobs or move for a variety of other reasons, which could jeopardize their progress. Many PhD programs require three or even four years of residency to ensure that students are finished with all the degree requirements except perhaps for the final write up of their thesis, before they move into jobs. With the funding proposal for this program (see my comment on this below), I believe your students will be motivated to move into income generating positions that could threaten their progress in the program and ultimately the integrity of what the program is trying to accomplish.

The structure and content of the course requirements proposed indicate a well thought out and comprehensive perspective on the program to be offered. In general, the concept of core PhD courses followed by more specialized courses is common to the majority of PhD programs, at least in the North American model. The concept of core PhD courses that reflect the needs of the entire Faculty of Business Administration is excellent. From my experience, however some resistance could develop from some of the specialized areas, who may not be 100% committed to or satisfied with these courses. For example, research methods in finance may be quite different

than methods used in management and organizational studies. If there are no regulatory requirements in this area for the PhD program, you may wish to consider allowing a specialized field with specific needs to take a substitute course from some other faculty if it is available. However, to the degree that the specialized fields take this option, it may jeopardize the concept of a common core of PhD courses. You may wish to develop a policy in this area in anticipation of different perspectives on this issue.

The specialized major courses are an opportunity for the specific fields within Business Administration to provide some concentration in these specialized areas. In Appendix A, Part B, there are two sets of these specialized courses, one titled Direct Studies One, Two and Three and a second set titled Selected Topics One, Two and Three. It is not clear how these two sets of specialized courses are different. It also seems, given the relatively small number of students anticipated in the program, that these courses will have very low enrolments. Does this mean in effect, that these courses are reading courses? Generally reading courses are not as effective as seminars at the PhD level. Would it be feasible to bring PhD students into these courses from other disciplines to enrich the experience of the students who are taking these courses? I would also suggest that the specific number of required courses in each specialized field be clear. Otherwise the minimum number will become the defacto requirement. With respect to the specialized courses, it is mentioned on page six of the proposal that you are considering providing some of these courses based on your Master's level program. This seems like a good way to begin to develop PhD courses, although I'm sure you will find at the PhD level, these courses will need to be changed significantly to meet the needs of a more intense research focus.

Qualifying courses are an excellent idea for those students without prior business education. It is quite certain that you will get applicants to the PhD program that will be coming out of functional specialties at the undergraduate or Master's level that will require these types of courses. Some PhD programs require students to take one to two courses outside their specific specialized area in order to broaden their perspective to include all areas of business administration. This might be an option to consider as well. I also have a question regarding the third semester research project. It is not clear whether this is a proposal or a completed project. I believe that it would be difficult for most students to complete such a project in one term. However, if this is a research proposal, this is an excellent contribution to the curriculum, and will lead directly into independent research activity.

Finally I would like to raise a potential problem regarding the projected size of the PhD program. How would the number of students be spread over the different areas of specialization? For example, there are nine specialized fields in the Faculty of Business Administration. It is proposed that five students be selected per year. I think it can be expected that you will experience some competition among the fields for accepting students. I strongly recommend that you develop some policies and procedures regarding how students will be distributed among the groups and what courses will be available for these students at any given time. I believe you will find that your faculty will quickly become even more enthusiastic about the PhD program, and this will intensify the desire to accept students into the specific specialized field within the program. However, with an intake of just five students per year, there is clearly going to be short supply and high demand among the various specialized groups.

### **Adequacy of the faculty and other resources**

Consideration of the adequacy of resources for the PhD program would fall into at least four categories: faculty, programme costs, library and computer costs, and funding for students.

With respect to faculty, there is no question in my mind that the faculty in Business Administration at Simon Fraser University are active research oriented faculty. I believe that the ability to produce and publish research is the strongest sign of the faculty's capability of launching a successful program. Nevertheless, an examination of the CVs presented in the proposal show a relatively low degree of PhD supervisory experience. There seems to be a great deal of experience supervising MBA theses, which would certainly have some similarity to the PhD dissertation. But there would also be significant differences between a Master's level thesis and a PhD. It may be worthwhile to consider developing a workshop or seminar series for the faculty to discuss the supervisory needs for PhD students. But there is no question that faculty are qualified to conduct research, and this is the best indicator of their ability to coach and mentor students in this regard.

The proposal indicates quite strongly that the Faculty of Business Administration is prepared to bear the costs to develop a PhD program. Some of these costs are projected in Appendix E. The concern I would share here is the degree to which the implications of these costs are understood, and the likelihood that they will be greater than anticipated. For example, in any given year a cohort of 5 students will be taking three PhD level core courses. In subsequent years each cohort will be spread over potentially a much larger number of courses in specialized areas. This is a very costly program with respect to the use of faculty time and while I applaud the commitment to allocate resources in this manner, I would also recommend highly that the commitment to

allocate resources to a PhD program should be salient and clearly understood, not only by the Faculty of Business Administration but also the university.

An additional consideration in the costing of the program is the perception of faculty that their workload will be increasing as the program grows. For example, it seems that from Appendix E you have costed the teaching requirements for the PhD program based on the core courses. I could be wrong about this because the explanation is not absolutely clear to me, but it seems that you have not costed the specialized courses. If this assumption is true, and the specialized courses will be very small, is there an assumption that faculty will be willing at least at the outset, to be involved in teaching these small number of students because of their enthusiasm for developing a PhD program? I don't doubt this is true (assuming all my assumptions are valid), however, you may find that as a program grows, and inevitably becomes more successful, faculty will likely begin to expect some level of compensation for their involvement in the program. In addition, to the extent that your research intensive tenure track faculty gravitate into the PhD program, the cost of replacing these faculty to teach undergraduate courses will increase. In some institutions, issues of equity have been raised regarding teaching a large MBA or undergraduate course versus a PhD seminar with a maximum of five students. I recognize that I've made a number of assumptions here, however my intentions are honourable. I'd like to alert you to this issue, as I've seen it in a number of PhD programs in which unanticipated costs begin to threaten the viability of the program, or at least the commitment of senior administrators to continue to commit resources to the PhD program.

It appears that the resources available from the library and the computer fields are adequate for the development of a PhD program, so I have little to add to this area. The final area concerns the funding for students. The proposal indicates that \$15,000 per year will be available to fund PhD students. You may find that it will be difficult to attract PhD candidates with this level of compensation. In my own experience recruiting PhD candidates, I am consistently asked about the level of compensation that is provided and what other opportunities are available for generating additional income? I also am very aware of the decision process for applicants, and they consider their funding levels as a major factor in their decision. In other words, funding for PhD students should be considered in its competitive environment. I have some concern that \$15,000 per year will put you at a competitive disadvantage, especial when the cost of living in the Vancouver area is so high. If it is at all possible to increase the funding level of PhD students, I believe that this would have a positive impact on the number and quality of students that apply to your program.

### **Demand for the proposed program among prospective students**

Unlike the demand for graduates of a PhD program in business (see below) the demand among prospective students for a PhD program is difficult to judge. It is encouraging that currently you are receiving 20-40 inquiries from prospective students, just on the basis of rumours that a program may be starting. Inquiries don't always turn into full applications, but I would say that this is a good sign that there is potential interest in your proposed PhD program. More generally, I've seen applications rise considerably to the PhD program in my own institution, and I know from colleagues in other business schools, that they are experiencing a similar increase in applications. What is also notable among many of us who are observing this phenomena, is that

the large increase in applications is at least partially attributable to the growing number of international applicants in this pool. Given the high quality of faculty at Simon Fraser, the geographic location, and the more general phenomena of a growing interest in a PhD in business, I would concur with the proposal that the applicant pool would be such that it would sustain a high quality PhD program such as you propose. Once again, the only issue that I think would threaten the applicant pool for your program is the potential perception of applicants that the funding may not be adequate. So once again, I would urge you to consider the competitive aspect of your student funding, as this may undermine what may be an otherwise a very desirable program for those interested in a PhD in business.

#### **Demand for graduates of the proposed program**

I am in total agreement with the proposal that there's going to be a huge demand for new PhDs in almost all areas of business in the next 10 - 15 years. There is considerable data to support this contention. In fact, data provided by the Academy of Management also indicates that the demand for faculty in schools of business is increasing greatly at the same time that supply of new PhD's has diminished. Therefore I would concur completely with the proposal that it is very likely that if your PhD program were to move forward your graduates would undoubtedly find jobs in the academic job market. It is a little less clear what the demand will be for PhDs in government and business and consulting. The data is quite a bit more ambiguous compared with academic jobs. It is not clear for example that consulting firms will have a growing need for PhD level resources. However the primary market for PhD graduates is universities and on this basis alone, I believe there is a broad consensus among faculty and business school

administrators that the demand for high quality PhD graduates is growing and will continue for some time.

In conclusion, I would like to emphasize that I believe Canada could well use another PhD program in business. The faculty at Simon Fraser are an extremely talented group, active in research and highly visible in their professional fields. I fully support your attempts to develop a PhD program and contribute to the academic community in this way. My suggestions and questions are offered in the spirit of continuous improvement. I hope that these observations will be taken in the spirit in which they are offered. I wish you the best of luck in the development of your program.

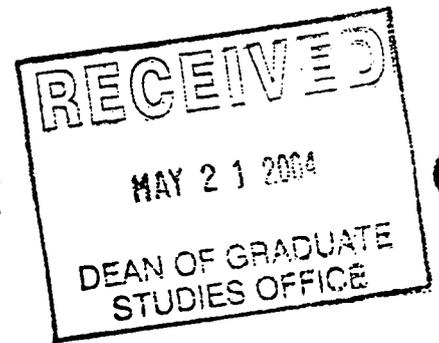
**EXTERNAL REVIEW FOR PH.D. PROGRAM IN BUSINESS  
ADMINISTRATION**

**Dr. Ilan Vertinsky  
Sauder School of Business  
University of British Columbia  
Faculty of Commerce & Business Administration  
522 David Lam Building  
Vancouver, BC V6T 1Z2**

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SAUDER SCHOOL OF BUSINESS  
THE UNIVERSITY OF BRITISH COLUMBIA



May 17, 2004

Jonathan C. Driver  
Dean of Graduate Studies  
Simon Fraser University  
Burnaby, British Columbia  
V5A 1S6

Dear Dean Driver

Ref: Review of the proposed PhD. Program in Business Administration

I have reviewed the file you have sent me and I am happy to recommend approval of the proposal.

Below I will address some of the key areas covered by the proposal.

The plan is to have a small flexible, high quality, PhD program. This is the model adopted by the Asper School of Business in the University of Manitoba. It seems to work well in terms of student satisfaction, student jobs upon completion and contribution to faculty research. The merit of "smallness" is a higher level of individual attention to students and a more affordable burden upon school finances. Many advantages of "larger programs" area achieved. Having a PhD program provides a signal to new faculty recruits about the commitment of the school to research and it research culture. It also adds to the school image as a leader in business research and education.

The downside of a small program is lack of critical mass. To have a high quality program one needs to create a community of PhD students. I believe that 20 across the first four years is a realistic number given the resources at hand but the program should grow to 40 as an equilibrium number. The alternative is to focus on specific areas rather than offer all the specializations represented by the faculty. Use of close collaboration with other SFU PhD programs to obtain synergies is another way to overcome the liability of smallness. The objectives of the program should be more sharply defined. The various niches the program can occupy are listed but it should be clear that a program designed to

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develop "leaders in research" should be significantly different than one designed for doctoral students expected to work in business settings or be "leaders of practice."

There is definitely need for the program in terms of the current and future demand. Given the projected size of the program I am confident that a pool of qualified students exists. Placing students after graduation will not be a problem. I especially liked the proposed teaching certificate which will increase the competitiveness of those who will seek jobs in the academic market. As to the content and structure of the proposed program, they are appropriate. I liked the emphasis in the core on research methodology and theory development. I am not quite sure about the plans for functionally specialized PhD courses and what implications these will have to budgets. In the first phase it appears that "selected topics" and "directed studies" courses would provide the vehicle for PhD instruction in the functional areas. There is also a vast array of courses in other faculties which will provide foundational grounding as appropriate to a PhD program. Given the high quality of research and scholarship of many of the faculty members I expect that providing an excellent educational and research program for students will not be a problem.

To conclude the proposed PhD program has high academic merit and structural integrity. The expected demand for the program is high and so is the demand for graduates. Faculty resources are more than adequate. The proposed allowance of \$15,000 a year for 4 years is a bit low (but I assume that students will be able to obtain RA jobs to supplement their incomes).

I am sure the benefits of the program to the Business School, the university and society will exceed significantly its costs.

Best Regards .



Ilan Vertinsky  
Vinod Sood Professor of International Business Studies,  
Professor of Business Economics, Strategy and Operations Logistics,  
Director of the Center for International Business Studies and  
Director of the W. Maurice Young Entrepreneurship and Venture Capital Research  
Center