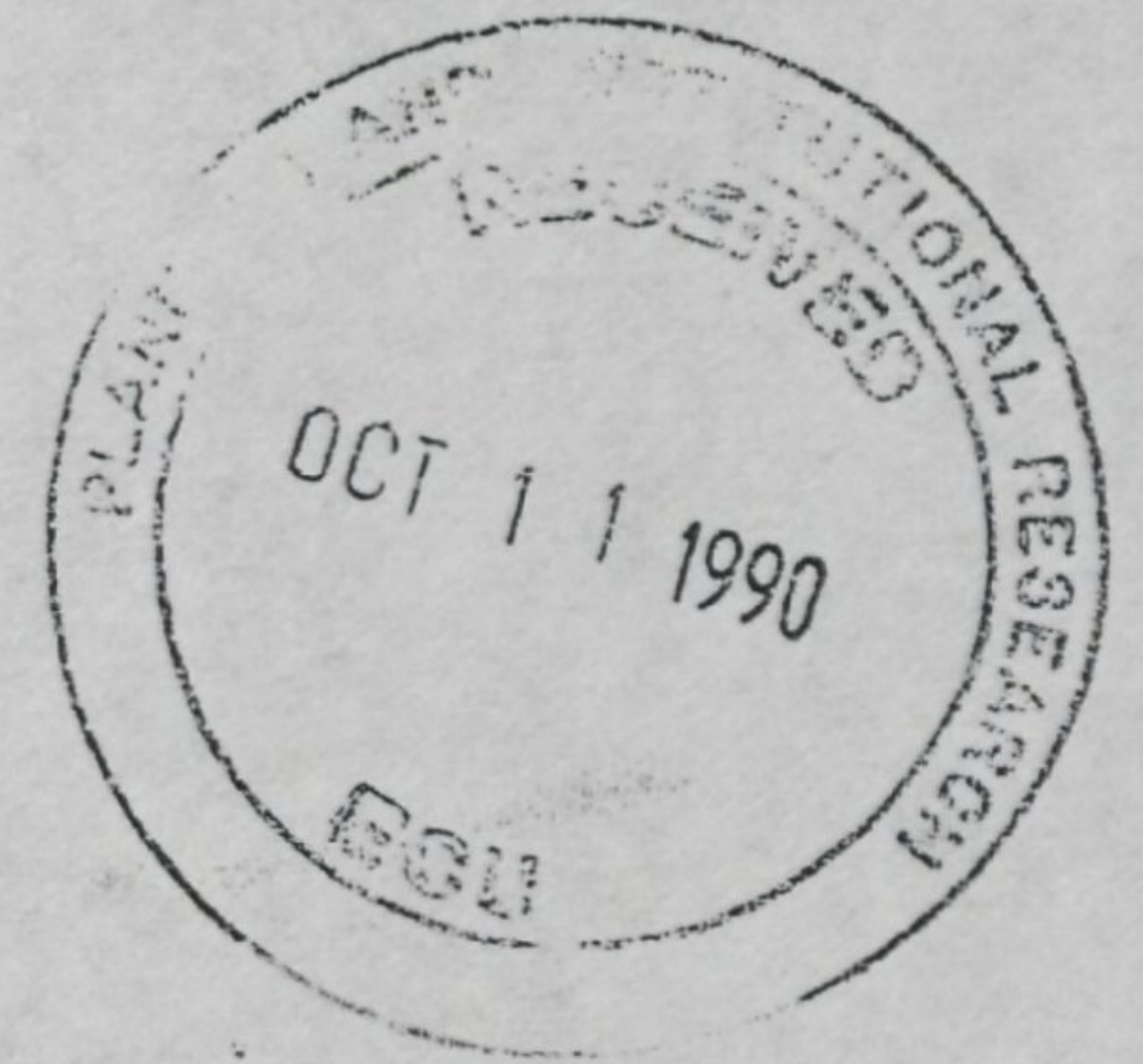


EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Academic Program Development Form



COLLEGE/SCHOOL: SCHOOL OF BUSINESS

API DISCIPLINE SPECIALTY TITLE: BUS & MGT

API DISCIPLINE SPECIALTY NUMBER: 0501

LEVEL: Bachelor: _____ Master _____ 1st Professional _____ Doctoral X

PROPOSED YEAR OF: Establishment 1998 Deletion _____ Redesign _____

Description of Program and Relationship to Institutional mission and Unit Vision:

The School of Business proposes to offer doctoral work in business beginning in 1998-99. This time frame will allow the junior faculty to mature and allow the addition of resources which are necessary to support the program.

The program would consist of a minimum of 30 semester hours beyond the Master's or 60 semester hours beyond the Bachelor's degree. In addition, the program will require the dissertation for which credit will be given. We envision some of the Master's courses serving as first year doctoral courses for those who enter the program immediately after the Bachelor's degree. We will begin by offering programs in one or two tracks in which both faculty excellence and strong demand are present. Over time, more tracks will be added to encompass the business disciplines.

The objectives of the doctoral program are to:

- a. provide faculty for doctoral, comprehensive, and bachelor's degree colleges and universities
- b. provide researchers who can integrate applied and theoretical problem solving in public and private, profit and nonprofit academic and nonacademic organizations.

The program will produce individuals with the ability to assimilate, communicate, and create knowledge concerning the effective use of resources to further an organization's ends, whatever those ends are. It will also provide individuals with integrated theoretical and applied research skills.

The university is committed to "rich and distinctive" education and "exemplary teaching". In addition, it seeks to "address the educational needs of the mid-Atlantic region". It encourages "traditional and non-traditional creative activity" and "applied research". Moreover, it seeks to provide the "leadership in the pursuit of educational,

research, and cultural goals" of the state and region. This proposal relates to these missions as follows.

Shortages of faculty in Schools of Business is and has been endemic during the last decade and before. We propose to provide a comprehensive education to prepare the doctoral graduate to teach and understand multiple disciplines. These individuals will be prepared for the broader teaching assignments typical in the bachelor's and comprehensive colleges throughout the mid-Atlantic region. At the same time, each student will have at least one concentration which, along with the courses in the core curriculum, will give that individual the ability to research applied and theoretical problems as well as to teach in the areas of concentration. Moreover, the understanding of the interrelationships among the several business disciplines will enable the individual to assess the impact of research findings on all aspects of the organization.

Recent reports chastise Schools of Business for being too specialized and not researching questions which are of interest to the organizational manager. Students graduating from this program will be broad enough to relate to different organizational disciplines and address applied as well as theoretical research questions. By pursuing this objective, we are fostering the mission of encouraging nontraditional creative activity and the support of basic and applied research as well as responding to the criticism that business school faculty are too narrow and too specialized.

This program pursues the School of Business vision to provide an environment for the "acquisition of applied. . . knowledge relevant to the operation of profit and nonprofit organizations."

Rationale for Program Addition/Deletion/Redesign:

The shortage of business school faculty has been a phenomenon for the last decade and before. In times when doctoral graduates in other disciplines counted themselves fortunate to secure a position, faculty in the business disciplines has been and continues to be scarce. Recent publications by the American Assembly of Collegiate Schools of Business indicate that during the 1987, 88, and 89 academic years, there have been 2, 2.8, and 2.8 positions respectively for each doctoral program graduate of those particular years. These run from 1.4 positions per graduate in the insurance field to 3.6 positions per student in the Accounting field. On the average, there are 2.8 total positions for each graduating student. No one is suggesting that there are enough students in the pipeline to fill these needs.

The shortage is also reflected in the number of faculty positions which have been left unfilled for the past three years. Unfilled positions accounted for 15, 15, and 14 percent of the total positions over the past three years. Although there are unfilled positions in every field, the low was a nine percent vacancy rate for the field of operations research and a 21 percent vacancy rate for management information systems.

While these figures are cause for concern, concern becomes even greater when one realizes that the surveys tend to concentrate on the larger, more affluent schools. These

schools are members of AACSB or attend their meetings or are members of the organization but not accredited. Smaller schools which provide instruction in business are undersampled.

In North Carolina, fifteen of the sixteen constituent institutions of the university system and 32 of the approximately 90 private colleges and universities have programs in business. Despite this, the only business doctoral programs in the state are at UNC-CH and Duke University. Improving the ability of the smaller schools to offer quality programs will make quality education in business more accessible. This is especially important for North Carolina's minority population, many of whom attend these schools.

Finally, the demand for business doctorates from private industry needs to be considered. A recent issue of the *Chronicle of Higher Education Almanac* indicates that approximately 14 percent of the doctoral students in business plan nonacademic careers. Like many of the students in the hard sciences, individuals with doctoral degrees in certain business disciplines are eagerly sought for positions in nonacademic organizations. The higher salaries in these organizations contribute to the business faculty shortage.

In summary, the School of Business proposes this degree to meet a demand which has been persistent over the last decade and longer, a demand which is not being presently met in our state and region, and a demand which will persist into the foreseeable future. The design of the program itself will respond to recent critique of the education of business faculty members by making that education more relevant to the applied problems of the business world, while also developing traditional research skills. Finally, this program will provide not only the tools for researching applied problems but the understanding of the interrelationships among the business disciplines so needed by the smaller colleges and universities in this country.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black								1	1	1
White								8	8	8
Other								1	1	1
Total								10	10	10

Percent non-resident: 15

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty					2	2	2			
Staff				3	1	1				
Total				3	3	3	2			

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1994

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel *					85,000		85,000	
Operating					40,000		40,000	
Library								
Computing								
Other								
Total					125,000		125,000	

* Includes faculty, staff, graduate assistantships
Revised 9/20/90

BUDGETARY IMPLICATIONS:

YEAR: 1995

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					125,000		125,000	
Operating					13,000		13,000	
Library					42,500	87,500	42,500	87,500
Computing						10,000		10,000
Other								
Total					180,500	97,500	180,500	97,500

YEAR: 1996

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					140,000		140,000	
Operating					13,000		13,000	
Library								
Computing					2,000	10,000	2,000	10,000
Other								
Total					155,000	10,000	155,000	10,000

YEAR: 1997

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					110,000		110,000	
Operating					13,000		13,000	
Library					30,000	145,000	30,000	145,000
Computing					2,000	80,000	2,000	80,000
Other								
Total					155,000	225,000	15,500	225,000

BUDGETARY IMPLICATIONS:

YEAR: 1998

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					100,000		100,000	
Operating								
Library								
Computing					12,000		12,000	
Other								
Total					112,000		112,000	

YEAR: 1999

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					100,000		100,000	
Operating								
Library								
Computing					10,000		10,000	
Other								
Total					110,000		110,000	

YEAR: 2000

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					100,000		100,000	
Operating								
Library								
Computing					10,000		10,000	
Other								
Total					110,000		110,000	