

**THE GRADUATE SCHOOL - UNIVERSITY OF RHODE ISLAND  
NEW PROGRAM REPORT FROM THE GRADUATE COUNCIL TO THE  
FACULTY SENATE  
CURRICULAR REPORT 2019-2020-3; 7 October 2019**

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At Meeting No. 524 held on 07 October 2019, the Graduate Council approved the attached proposal that is now submitted to the Faculty Senate.

**SECTION I  
ABSTRACT AND BACKGROUND INFORMATION**

**ABSTRACT (modified from proposal)**

The Graduate Council approved a proposal from the College of Business to create a ***Professional Doctorate in Business Administration***. The proposed program is a three-year, hybrid (online, face-to-face) program aimed at professionals who want to earn a professional Doctorate in Business Administration. Professionals will learn research methods, writing and analysis, and cutting-edge applied business theories through online classes, book-ended with face-to-face, residencies that provide meaningful networking and developmental experiences. It will primarily serve regional business executives (with 7+ years of management experience) across industries and business executives at international partner institutions.

**BACKGROUND (modified from proposal)**

In November 2017, Hanover Research analyzed the regional market for a DBA and reported the following: 1. The emergence of new DBA programs at the national level, combined with growth in degree completions and a favorable job market for executives; 2. An opening in the market for a DBA program in New England; 3. A new program at URI focused on curriculum that addresses the needs of business professionals may draw students not currently served by the existing market; 4. Competitive conditions support a new degree program. There may be some overlap between the introductory skills developed in the PhD in Business Administration seminars, but the executive-friendly format would not facilitate shared coursework with courses that are designed for full-time PhD students. While both the professional doctorate and the PhD have a dissertation as a requirement, professionals who seek the DBA will have different skills and career aspirations, and they require different formats. Students enrolled in the PhD in Business Administration are generally preparing to be academic researchers and faculty, while we designed the DBA for an audience that primarily wants to stay in industry.

**SECTION II  
RECOMMENDATION**

The Graduate Council approved the proposal to create ***Professional Doctorate in Business Administration*** at its Meeting No. 524 held on 07 October 2019, and forwards it to the Faculty Senate with a recommendation for approval.

### Academic Program Proposal Cover Page

1. Name/Contact Information: Judy Beckman

2. Originating from (please fill in all that apply):

(Department) College of Business (School/College) (Division)

3. Program type: Undergraduate  (attach Curriculum Sheet) Graduate  (attach List of Requirements)

4. Proposing **New**  or **Change**  to the following (see **Instructions** for definitions): (select all that apply)

Department:  Degree:  Program:  Major:  Sub plan:  Other:   
(option, track, concentration)

Title/name of proposed Department:

Title/name of proposed Degree: Doctorate of Business Administration (DBA)

Title/name of proposed Program:

Title/name of proposed Major:

**Classification of instruction program (CIP) code:** [CIP Index](#) 52

Title/name of proposed Sub plan:

**CIP code (if different from above):** [CIP Index](#)

Other:

5. Proposed Degree(s) (BS, BA, BFA, MA, MS, Ph.D, etc.): DBA

6. Intended initiation date: Term Summer Year 2020

7. Anticipated date of granting first degree: Summer 2023

8. Intended location of program: Kingston  Providence  Narragansett Bay Campus

9. Total Credits Required for Graduation: (120, 130, etc) 78

10. Certification/Licensing Requirements: Yes  (provide brief description) No

**Office Use Only:**

College Curriculum Committee \_\_\_\_\_ Curricular Affairs Committee \_\_\_\_\_ Graduate Council \_\_\_\_\_  
Faculty Senate \_\_\_\_\_ President \_\_\_\_\_ RIBGHE \_\_\_\_\_ Enrollment Services \_\_\_\_\_

FULL PROPOSAL FORM  
FOR ALL PROGRAMS INCLUDING CERTIFICATES  
REQUIRING NEW FUNDING OR RESOURCES

**A Proposal for: a Professional Doctorate in Business Administration**

(DBA) Date: 9/10/2018; revised 10/1/2019

**A. PROGRAM INFORMATION**

**A1. Name of institution** University of Rhode Island

**A2. Name of department, division, school or college**  
College of Business

**A3. Title of proposed program and Classification of Instructional Programs (CIP) code**  
Program title Professional Doctorate in Business Administration; Degree: Doctor of Business Administration (DBA)  
Classification code (CIP) 52

**A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.**  
Initiation date August 2020  
First degree date July 2023

**A5. Intended location of the program** Hybrid. Mostly Online, Kingston, Providence.

**A6. Description of institutional review and approval process**

	<u>Approval Date</u>
JCAP	2-27-18
Department N/A; Interdisciplinary	8-31-18
GCAC College	9-28-18)
CAC/Graduate Council	
Faculty Senate	
President of the University	

**A7. Summary description of proposed program (not to exceed 2 pages)**

The proposed program is a three year, hybrid (online, face-to-face) program aimed at professionals who want to earn a professional Doctorate in Business Administration. Professionals will learn research methods, writing and analysis, and cutting-edge applied business theories through online classes, book-ended with face-to-face, residencies that provide meaningful networking and developmental experiences. It will primarily serve

regional business executives (with 7+ years of management experience) across industries and business executives at international partner institutions. Ideal students will be intellectually-curious leaders and globally-minded problem solvers who want to develop as evidence-based managers - to advance in their careers and as holistic intellectuals who can make an impact in the world.

The streamlined, convenient curriculum delivery and face-to-face networking opportunities, which will be highly dependent on the quality of the cohort, our mentoring relationships, and the emphasis on high quality, meaningful experiences will be the main drivers of value. Classes will happen online with asynchronous and synchronous sessions to enhance understanding of theory and research, and allow networking at a distance.

***Benefits to Executive Doctoral Student:***

1. Learn new approaches to problem solving – analyze and make evidence-based decisions.
  - a. Intensive training in qualitative and quantitative research methods – from asking the right questions to providing actionable insights and data-driven decisions.
  - b. Practice communicating outcomes of research projects in writing and presentations
2. Improve networking, team working, personal effectiveness, and communication amongst a high **quality** cohort of like-minded business leaders.
3. Inform approaches to organizational challenges and social issues; learn about social responsibility and interdependencies between organizations and societies. Guidance will expand leadership abilities to leverage technology and analytics; and inform strategy.
4. Integrate theory and practice; conduct applied management research
5. Undertake personal development through intellectual growth and achieve prestige; the letters and the knowledge signify achieving something special – something few working executives would even attempt.
6. Potential benefit to secondary market: accounting executives may avail themselves of this program both to expand current capabilities in their leadership roles or as a basis for moving into an academic position at a teaching school.

***Benefits to URI COB:***

**Brand reputation.** The program will have a halo effect, which means positive associations with the program will spread to the COB's other programs.

When business leaders learn about what URI COB is doing with the DBA program, they will also learn about things that make URI's COB different from other schools in the region, which include:

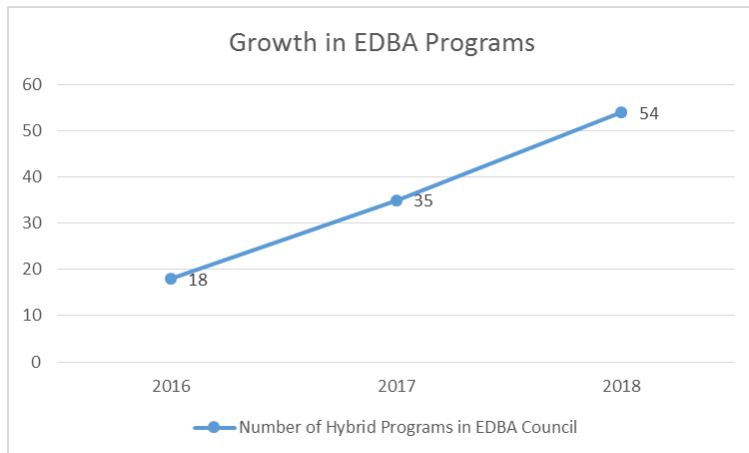
- 1) Our world class faculty
- 2) Knowledge creation
  - a. Research insights that can be applied to real business problems

- b. Theory development that offers intellectuals a different way of looking at the world
- 3) Incorporation problem-solving frameworks and theory that has the potential to impact business and society into classes at all levels
- 4) Doctoral program (important for academic reputation and ranking). Courses and resources will enhance existing programs.

As such, URI's networks and connections with practitioners will be strengthened.

**Revenue.** The program will require seed money and will ultimately be self-supporting and will generate revenue.

**Stronger Research.** Access to practitioner data and insights into practitioner problems could enable faculty to generate stronger research outputs/fund research development to improve scholarly reputation/ranking. Outputs will also include case studies, which can enhance the college's scholarly reputation.



Source: Executive DBA Council, <http://www.executivedba.org/>, April 2018

**A8. Signature of the President**

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David M. Dooley

**A9. Person to contact during the proposal review**

Name: Judy Beckman  
 Title: Professor of Accounting and Director, MS in Accounting Program  
 Phone: 401.874.4321  
 Email: [beckman@uri.edu](mailto:beckman@uri.edu)

**A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.**

Not applicable

**B. RATIONALE: There should be a demonstrable need for the program.**

**B1. State the program objectives.**

Goals: Create stronger ties with industry practitioners, enhance URI COB's scholarly reputation, and generate resources to support our mission.

- We help practitioners increase their value to their firms by changing the way they look at the problems and the world. By doing so, we create value for the practitioners and for the region.
- Practitioners provide data, problems, perspective, and resources.

We will engage business people – intellectually curious leaders who want to think big – and help them connect with:

- New ideas and models
- World class faculty
- Valuable research tools
- Frameworks to solve problems
- Other globally minded problem solvers (existing students at all three levels and each other)

***Benefits to Executive Doctoral Student:***

Overall growth in the following areas:

- CAREER:
  - Enhanced career or promotion prospects
  - Establish or strengthen position within their industry, and associated work
  - Broadened repertoire of techniques/models/frameworks that, in turn, help provide a refreshed look on new and existing research
- PERSONAL:
  - Prove a point/repair previous educational failure
  - Curiosity; desire to understand something at work through research
  - Prepare for lifelong learning
  - Articulate good practice - be understood more clearly

The benefits to the professionals are gained through the curriculum, which emphasizes evidence-based problem solving.

- Intensive training in qualitative and quantitative research methods in a research environment – from asking the right questions to providing actionable insights and data-driven decisions
- Informed approaches to organizational challenges and social issues; social responsibility; interdependencies between organizations and societies

- Integrated theory and practice; engage in applied management research that includes learning how to properly execute, interpret and implement research techniques to better understand business issues
- Practice communicating outcomes of research projects in writing and presentations

The program also creates opportunities to improve networking, team working, personal effectiveness, and communication.

The program will offer prestige – it is a special credential that signals a desire to solve business problems in today’s environment demanding data-driven decision-making and commitment to lifelong learning.

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The URI Doctorate in Business Administration will be an exclusive, intellectually rigorous program that helps executives apply advanced research techniques to solve business problems and prepares them for lifelong learning.

As a bridge to industry, it will help URI communicate about the high quality of our faculty and programs, which can reinforce the idea that we develop critical thinkers who are well-prepared to contribute to organizations and society.

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**B2. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.**

**a. What is the economic need and workforce data related to the program?**

In November 2017, Hanover Research analyzed the regional market for a DBA and reported the following:

- “The emergence of new DBA programs at the national level, combined with growth in degree completions and a favorable job market for executives, suggests individuals may be increasingly interested in DBA programs.”
- “There is an opening in the market for a DBA program in New England.” Occupations associated with business in Rhode Island are anticipated to grow 10.6% from 2014 to 2024. Although the report notes that individuals who are interested and qualified to participate in the DBA already hold managerial or executive level positions, industry growth in business-related fields should increase demand for DBA level education.
- “A new program at URI focused on curriculum that addresses the needs of business professionals may draw students not currently served by the existing market.”
- “Competitive conditions support a new degree program.”

Although there is growth in programs that focus on evidence-based management education after a Master’s degree, the local market is not currently served by a program. Further, the recent growth in Master’s degrees mean that the MBA or specialized Master’s degree does not provide the same competitive advantage it used to.

Philadelphia and Florida have more than one viable DBA program within a 100 mile radius.

The hybrid online format makes recruiting possible in other regions and international markets. While this might benefit the program, it also requires we consider programs in other regions competition.

Existing executive DBA programs vary in terms of residencies, structure, and total cost (See Table 1). The programs admit cohorts each year, which is the plan for the URI COB DBA.

Table 1: Selected Competitors in the Professional Doctorate in Business Market

	<a href="#">Temple</a>	<a href="#">Oklahoma St.</a>	<a href="#">UMSL</a>	<a href="#">Rollins</a>	<a href="#">Florida</a>	<a href="#">USF</a>
<b>Program Name</b>	Executive Doctorate in Business Administration	PhD in Business for Executives	Doctor of Business Administration	Executive Doctorate of Business Administration	Doctor of Business Administration	Doctor of Business Administration
<b>Location</b>	Philadelphia, PA	Stillwater, OK	St. Louis, MO	Winter Park, FL	Gainesville, FL	Tampa, FL
<b>Years</b>	3	3	3	3	3	3
<b>Credits</b>	54	60	60	62	60	72 (\$1,250/hr)
<b>Face-to-Face</b>	6/year first 2 years 3 days (Fri-Sun)	8-10/year first 2 years	1 weekend per month	1 Friday-Sat. per month	2, Fri – Sun residencies/ term	5 times/sem. Friday-Sat., 70% online
<b>Cost</b>	\$124,200	\$120,000 includes materials and meals	\$96,000 (includes materials, breakfasts, lunches, and \$5,000 for research)	\$104,965	\$108,159	\$92,500 (includes \$2,500 for orientation, breakfasts, lunches, \$6,000 for research)
<b>Link to Students</b>	27. One student from CT but most from <a href="#">PA</a> , <a href="#">DC</a> , <a href="#">NJ</a> .	13. Early cohorts were mostly from OK. Most recent cohort members are from <a href="#">TX</a> , <a href="#">CA</a> , <a href="#">MO</a> .	<a href="#">13 in first cohort</a> ; only 3 from academia.	<a href="#">Profile</a> .	<a href="#">20 in most recent cohort</a> . It looks like about half are from universities. Reaches outside region.	28.



**Table 1 (continued)**

	<a href="#">Baruch, CUNY</a>	<a href="#">Case Western</a>	<a href="#">Georgia St.</a>	<a href="#">DePaul</a>	<a href="#">Drexel</a>	<a href="#">FIU</a>
<b>Program Name</b>	Executive Doctorate in Business	Doctor of Management (DM)	Executive Doctorate in Business	Doctorate in Business Administration	Executive Doctorate in Business Administration	Global Executive Doctorate in Business Administration
<b>Location</b>	New York, NY	Cleveland, OH	Atlanta, GA	Chicago, IL	Philadelphia, PA	Miami, FL
<b>Years</b>	3	3	3	3	2.5	3
<b>Credits</b>	60 (cohort)	54	54	60	60	72
<b>Face-to-Face</b>	Each class is 25 hours over 4 days, then 20 hours online; Three residencies per semester: Thursday PM – Sunday at noon	Four on campus and two virtual residencies per semester	Four, three-day residencies (Th, F, Sa) per semester for six semesters	Nine 2.5 day residencies per year. Each class taught 3 hours each visit. Homework in between.	Hybrid, quarter system	Non-resident, three day orientation, four, three-day residencies each semester
<b>Cost</b>	\$125,000	\$150,012	\$107,500	\$129,000	\$120,000	\$73,353.02 (tuition only)
<b>Profile</b>	Sponsors international students on F-1 visas.	Keep <a href="#">Practitioner Scholars</a> engaged; offer path to PhD	<a href="#">24.</a>	<a href="#">13.</a>		This will be a new program

According to Hoovers, the six metropolitan areas within an hour and a half of URI’s main campus are home to the headquarters of 11,277 companies that generate over a million dollars in revenue. In Rhode Island, the 585 privately-held firms that have more than 100 people employ 48.4% of the private sector work force, so they would be efficient places to recruit. The private firms with more than 1,000 employees are in the Health Care and Social Assistance (6), Finance and Insurance (6), Private Education (5), Retail Trade (5), Transportation and Warehousing (2), Management of Companies and Enterprises (2), Manufacturing (1), Administrative and Waste Management Services (1), and Arts, Entertainment, and Recreation (1).

**Rhode Island Covered Employment and Wages**  
**2016-Statewide Employment by Industry Sector vs. 2014 - Statewide Employment by Sector**

	Number of Units 2016	Average Employment 2016	Number of Units 2014	Average Employment 2014	Unit Growth	Employment Growth
Private & Government	36,891	473,501	<b>35,802</b>	<b>463,375</b>	3.0%	2.2%
Private Only	36,182	414,501	<b>35,091</b>	<b>404,411</b>	3.1%	2.5%
Agriculture, Forestry, Fishing & Mining	170	776	162	759	4.9%	2.2%
Utilities	41	1,081	38	1,057	<b>7.9%</b>	2.3%
Construction	3,603	18,134	3,496	16,498	3.1%	<b>9.9%</b>
Manufacturing	1,593	40,421	1,646	40,821	-3.2%	-1.0%
Wholesale Trade	2,972	16,663	2,918	16,843	1.9%	-1.1%
Retail Trade	3,842	48,190	3,832	47,156	0.3%	2.2%
Transportation & Warehousing	754	9,938	703	9,486	<b>7.3%</b>	4.8%
Information	820	8,066	817	8,850	0.4%	-8.9%
Finance & Insurance	1,674	24,621	1,585	24,140	5.6%	2.0%
Real Estate, Rental & Leasing	1,093	6,108	1,057	5,942	3.4%	2.8%
Professional & Technical Services	5,011	24,392	4,585	22,848	<b>9.3%</b>	<b>6.8%</b>
<b>Management of Companies &amp; Administrative &amp; Waste Services</b>	<b>326</b>	<b>13,378</b>	<b>283</b>	<b>12,001</b>	<b>15.2%</b>	<b>11.5%</b>
Educational Services	2,807	27,873	2,643	26,109	6.2%	<b>6.8%</b>
Health Care & Social Assistance	596	19,125	601	18,547	-0.8%	3.1%
Arts, Entertainment & Recreation	3,882	80,023	3,802	80,348	2.1%	-0.4%
Accommodation & Food Services	589	9,311	574	8,807	2.6%	5.7%
Other Services	3,022	48,204	2,999	46,379	0.8%	3.9%
Unclassified	3,311	17,952	3,270	17,568	1.3%	2.2%
Government	65	45	68	42	-4.4%	<b>7.1%</b>
Government	710	58,999	712	58,964	-0.3%	0.1%

Employment changes may be influenced by noneconomic code  
Source: Labor Market Information Division  
Department of Labor & Training  
Quarterly Census of Employment & Wages (QCEW)

Management of Companies is the fastest growing subset from The Brookings Report (+11.5% employment growth; +15.2% unit growth).

**b. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.**

The DBA program is designed for executives and other senior business leaders. The executives enrolled in the program generally will continue to be employed and will be taking classes with other senior business leaders.

We anticipate that most DBA candidates will remain in industry upon graduation. Some DBA graduates may transition to new positions within their current company or to senior roles at major consulting firms.

Some students may choose to leave industry and enter an academic environment, particularly in the accounting discipline where accounting faculty are in high demand and senior partners

at public accounting firms may be expected to transition out of the firms at a certain point. The section on Students provides additional information.

Another area of interest, according to some individuals in contact with Dean Maling Ebrahimpour, includes managers of governmental and non-profit entities, which will also benefit from these skills.

**B3. If an external advisory or steering committee was used to develop the program, identify committee members and their affiliations and describe the committee's role.**

Faculty connections and alumni were consulted on an informal basis. An internal, interdisciplinary faculty team worked on a temporary committee and interviewed contacts about their interest and shared ideas about the program and its curriculum electronically or by telephone.

**C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.**

**C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.**

The program connects to Goal 2: Expand Research, Scholarship, and Creative Work in Academic Plan 2016-2021. It will help expand applied management research to state, regional, and global challenges and will make a positive impact on businesses in the state and the region – and potentially do the same with an international cohort so they can make an impact on their regions. It will produce the Academic Plan's goal: "Exciting and relevant collaborations deeply rooted in innovation that push the frontiers of learning, discovery, and problem solving."

We have the opportunity to lead the local market with a professional doctorate for business executives. Most of the growth in programs to date has been concentrated in the southern and mid-Atlantic states. There may be lower barriers to entry for programs with active online degrees or Executive offerings, but if we gain first mover advantage with a high quality program, it will result in a sustainable program that serves the needs of our market and provides a halo for the URI brand.

**C2. Explain the relationship of the program to other programs offered by the institution.**

There may be some overlap between the introductory skills developed in the PhD in Business Administration seminars, but the executive-friendly format would not facilitate shared coursework with courses that are designed for full-time PhD students. Professionals who seek the DBA will have different skills and career aspirations, and they

require different formats. Students enrolled in the PhD in Business Administration are generally preparing to be academic researchers and faculty, while we designed the DBA for an audience that primarily wants to stay in industry. The industry focus necessitates a more applied focus. Further, informal feedback suggests our target audience has support staff that run analyses and research on their behalf; they want to get better at informing the research questions and interpreting and acting on the results.

As an AACSB accredited College of Business at a Research I University, research will continue to be a priority. We anticipate teaching in the DBA program will be intensive, and may compete with activities that enhance faculty research productivity. To offset this risk, we will 1) give preference to program applicants who want to collaborate with faculty on a business problem, which may give faculty access to field data or resources and/or may create synergies for future research; 2) minimize the number of faculty teaching in the program by making the curriculum as efficient as possible; 3) offer the ability to teach courses in load during the regular semester, with summer and year three dissertation advising out of load; 4) carefully monitor all DBA-involved faculty, both to ensure program quality and to ensure adequate support for their ability to continue to serve the COB mission.

**D. INTER-INSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Council on Postsecondary Education pertaining to the coordination and collaboration between public institutions of higher education.**

**D1. List similar programs offered in the state and region, and compare the objectives of similar programs. If similar programs exist, how is this program different or why is duplication necessary?**

The proposed DBA would provide a program that is unique to the region. The executive-friendly format and the applied research focus differentiate this program from other programs, including PhD programs, post-graduate certificates, and Executive MBA programs.

**D2. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication?**

The proposed program is unique among other public higher education institutions in Rhode Island, so loss of students or revenues is not a factor.

**D3. Using the format prescribed by the Council on Postsecondary Education, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also submit either a Joint**

**Admissions Agreement transition plan or the reason(s) the new program is not transferable (see [Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs](#) ).**

The proposed program is unique among other public higher education institutions in Rhode Island, so there is not an opportunity to transfer into the program. However, we will transfer 30 credits from a Master's degree into the program, and will requires entrants to hold a Master's degree. The proposed credits will be in addition to the 30 credits transferred, which is the maximum allowed by the Graduate School.

**D4. Describe any cooperative arrangements or affiliations with other institutions in establishing this program. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)**

**a. How does this program align to academic programs at other institutions?**

The proposed program is unique among other public higher education institutions in the region.

**b. Are recipients of this credential accepted into programs at the next degree level without issue?**

The proposed program is a terminal degree.

**c. How does this program of study interface with degree programs at the level below them?**

The program structure is mostly online, so we do not anticipate interfacing initially with degree programs at the level below. We will offer the program to our Master's graduates and give all students, who have to have a Master's degree, the ability to apply Master's credits to the DBA. The credits described are in addition to a Master's degree. Further, we hope that building relationships with the executives who enroll in the program will facilitate relationships with their companies that help our MBA, MS, and BS programs place students and inform the curriculum.

**D5. If external affiliations are required, identify providing agencies (indicate the status of any arrangements made and append letters of agreement, if appropriate).**

N/A

**D6. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**

N/A

**E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.**

**E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:**

- a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog.**

Courses are being listed as DBA, and would be offered through the College of Business.

Summer 0

DBA600: Prerequisite Boot Camp (3 credits)

The prerequisite course will provide an overview of theory development and scientific inquiry, and will explore a breadth of topics, including different types of constructs, methodologies, and the publication process for applied business research.

Fall I

I. DBA610: (3 credits) Seminar: Philosophy and Process of Applied Business Research

This course introduces the fundamental philosophy and development process of applied business research. Practitioner-Scholars will learn the basic principles of theory development and testing as well as how to build a conceptual research model.

II. DBA611: (3 credits) Seminar: Business Theory for Applied Business Research

This course provides Practitioner-Scholars with an interdisciplinary introduction to the theories commonly used in business research. It will expose Practitioner-Scholars to organizational theory and other foundational theories and research in different fields of business.

Spring I

I. DBA614: Course: (3 credits) Quantitative Research Methods and Data Analysis

This course is designed to introduce Practitioner-Scholars to the fundamentals of the scientific method, quantitative research methods and analyses.

II. DBA615: Course: (3 credits) Qualitative Research Methods and Data Analysis

This course is designed to introduce Practitioner-Scholars to the fundamentals of qualitative research methods and analyses. Perspectives on what it means to draw conclusions and build theory from qualitative data are explored.

Summer I

DBA618: Application/Lab: (3 credits) Doctoral Dissertation Project Development

Mentor-guided review of current topics identified by the executives to support the development of dissertation idea. Engage in the IRB process as needed.

\*Collect quantitative and qualitative data based on RQ developed in Year 1

#### Fall II

I. DBA620: Course: (3 credits) Advanced Quantitative Research Methods and Analysis

This course explores advanced methods in quantitative research including multivariate data analysis so Practitioner-Scholars can select and apply a broader range of statistical techniques to business problems and data.

II. DBA621: (3 credits) Course: Advanced Qualitative Research Methods and Analysis

Practitioner-Scholars will review contemporary and classic studies that employ qualitative methods. The course emphasizes hands-on training. The course concludes with guidance on how to write and publish qualitative research.

#### Spring II

I. DBA624: Seminar: (3 credits) Knowledge Dissemination to Influence Management

This writing-intensive course is designed to familiarize Practitioner-Scholars with the most effective ways to present and disseminate research findings to drive organizational change.

II. DBA625: Seminar: (3 credits) Social Ethics and Evidence-Based Management

This course is designed to reinforce the importance of various stakeholders and evidence-based management, and will explore the roles of stakeholders.

#### Summer II

DBA628: (3 credits) Application/Lab: Doctoral Dissertation Project Development

In-depth discussion of papers and development of research models in collaboration with the dissertation chair. Students should be able to complete their dissertation proposal by the end of the course.

\*Dissertation Proposal Defense

#### Fall III

DBA699: Dissertation Research (6 credits)

During the last three semesters, students will register for a total of 15 hours of dissertation work aimed at addressing a contemporary business problem. During this period, students will be expected to organize an independent research project and produce a dissertation project, which will be defended orally in Summer III.

#### Spring III

DBA699: Dissertation Research (6 credits)

Summer III  
DBA699: Dissertation Research (3 credits)  
\*Dissertation Defense

- b. Are there specializations and/or tracks/options/sub-plans/concentrations? If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.**

Not initially, but specializations may be available if the program grows. We are streamlining the courses via standardization until our revenues exceed our costs.

- c. Course distribution requirements, if any, within program.**

Not applicable

- d. Total number of free electives available after specialization requirements are satisfied.**

Not applicable

- e. Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.**

The proposed program is 78 credits. It includes 48 DBA credits at URI and transfers 30 credits from a Master's program.

The Graduate School at URI requires 42 additional credits on top of the 30 Master's credits.

The program will include fewer credits at the DBA level than many competitive programs (see Table 1) because the program leverages Master's degrees.

However, it spans the same time period (three years) and takes a concentrated approach to the courses offered (fewer concurrent offerings), and is designed to maximize attainment of desired learning outcomes.

The program's design, in terms of credits and course offerings, is in response to internal resource constraints and external feedback about maximizing return on effort and the value of time for our target audience. In short, it is strategically motivated. If market response indicates the number of credits yield a perception that the number of credits are not sufficient or program assessment suggests the program is not able to assure learning of desired outcomes in 48 credits, the number of offerings can be expanded.



Although the current program is designed with flexibility in mind and will customize learning opportunities for the students, the program anticipates a market need to specialize learning offerings for groups of students (e.g. specialized topics and skills training) in the near future. The program plans to offer additional courses once the class sizes and associated resources make it feasible.

- f. **Identify any courses that will be delivered or received by way of distance learning (refer to [Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations](#)).**

Courses will be blended, so some instruction will take place online.

- g. **Is the program content guided by program-specific accreditation standards or other outside guidance?**

The program will be subject to AACSB review.

- E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.**

N/A

- E3. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations and provide an assessment plan.**
- a. **Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) requirements for each program.**

*Executives will be able to apply theory and advanced research techniques to solve business problems.*

*Executives will contribute their knowledge, experiences, and advanced abilities to promote new knowledge within and beyond their industry.*

- b. **Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.**

Please see attached SLOA and LOOC approval documents.

**Upon completion of the Doctorate in Business Administration, students will be able to:**

**Apply business theories to the analysis of complex business problems.**

**Integrate** advanced, theory-driven, and methodologically sound research methods (qualitative, quantitative) and analytic techniques to **frame and develop** insights about current business challenges.

**Design, conduct, analyze, and interpret** new research using an ethically responsible approach.

**Translate** complex research findings into actionable insights that are understood by multiple audiences.

- c. **Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the [Office of Student Learning, Outcomes Assessment, and Accreditation \(SLOAA\)](#) when preparing the [Learning Outcomes Assessment Plan](#) for student learning assessment. Following consultation, submit a final draft of the plan to the Chair of the [Learning Outcomes Oversight Committee](#) (LOOC) for approval by the full Learning Outcomes Oversight Committee.**

Please see attached SLOAA Plan.

**F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.**

**F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?**

Faculty should have a PhD in Business Administration or a field related to the subject they are guiding and should be research active. 100% of the faculty teaching in the program will be tenure-track positions. Faculty will be reassigned from existing positions.

The first year, the program will require four classes (1 FTE) during the regular semesters. The second year and subsequent years, the program will require eight classes (2 FTE) during the regular semesters.

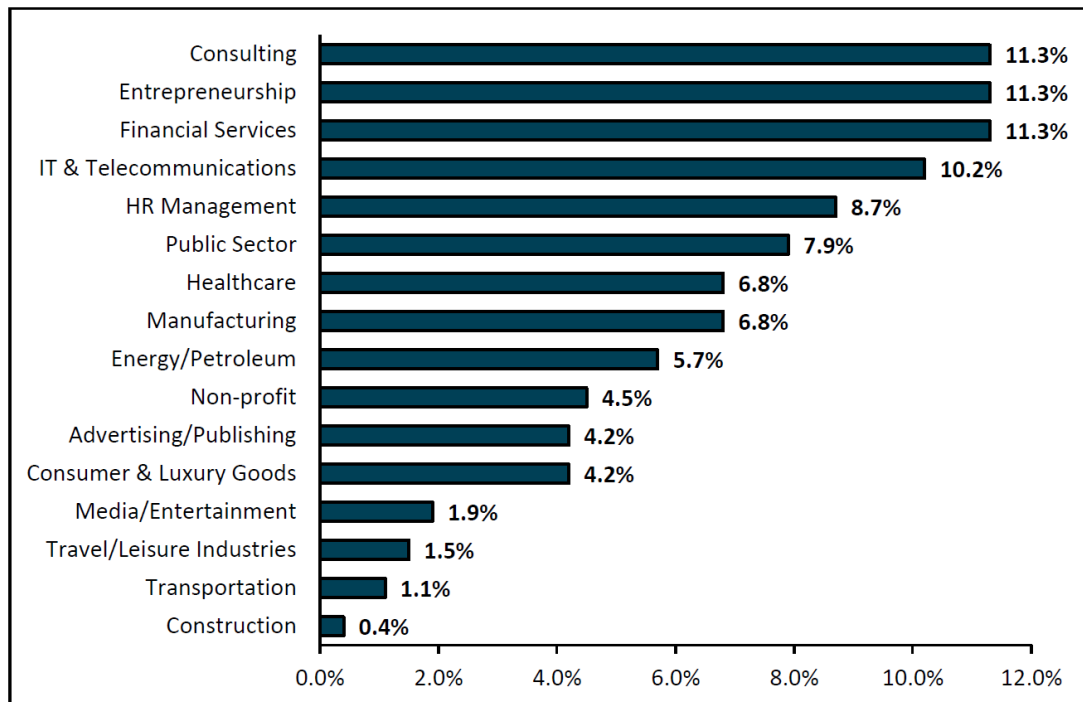
**F2. List anticipated support staff, the percent of their time to be spent in the program, and whether these are reassignments or new positions. Indicate total full-time equivalent (FTE) positions required for the program.**

The program will initially require one full time staff person that is 100% dedicated to the position. It will be a new position. We will pay for it out of the tuition allocated to the COB.

**F3. Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department. Include the salary and benefits information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/))**

- G. STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social, and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.**
- G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.**

Target audience members are usually employed and may be looking for greater responsibility, greater problem-solving capabilities, or higher ranks within their firms. Job titles of people enrolled in DBAs in other regions last year included: President, CEO, Program Manager, Director, COO, Associate Provost, Controller/CPA, Owner and Principal, Assistant Vice Chancellor, CFO, Partner, and Manager. The 2014 Global DBA Compass Survey indicates higher demand from Upper Management (60%), a sample that skewed male (70%), and had an average age of 40, where 95% worked full-time in a variety of industries.



Source: DBA Compass Global DBA Survey 2014<sup>10</sup>

DBA students typically pay for their own programs, as these programs attract people who have been industry for at least ten years and earn high salaries.

Some of the companies in the immediate geographic region that may have a number of executives who want to learn how to apply theory and research techniques to solve current business problems include:

<b>Company</b>	<b>Location</b>	<b>Sales (Mil)</b>	<b>Employees</b>
CVS Pharmacy	Woonsocket, RI	\$13,353.87M	66,783
Aces Acquisition Corp.	Providence, RI	\$228.87M	37,573
Textron, Inc.	Providence, RI	\$13,423M	36,000
Covidien LP	Mansfield, MA	\$4,844.58M	20,300
Sensata Technologies Inc.	Attleboro, MA	\$2,786.46M	19,000
Citizens Financial Group, Inc.	Providence, RI	\$5,763M	18,000
Morton Hospital and Medical Center	Taunton, MA	\$115.35M	14,000
Nortek, Inc.	Providence, RI	\$2,526.1M	11,400
United Natural Foods Inc.	Providence, RI	\$9,274.47M	9,700
Lifespan Corporation	Providence, RI	\$187.25M	8,000
General Dynamics Electric Boat	Groton, CT	\$2,470M	7,900
Schneider Electric IT Corporation	West Kingston, RI	\$1,719.4M	7,580
Care New England Health	Providence, RI	\$1,154.72M	6,500
Rhode Island Hospital	Providence, RI	\$149.80M	6,400
Factory Mutual Insurance Co	Johnston, RI	\$4,016M	5,191
Samsonite LLC	Mansfield, MA	\$562.54M	5,000
Acushnet Company	Fairhaven, MA	\$1,461.23M	4,600
ACS Industries	Lincoln, RI	\$879.44M	4,200
Hasbro International	Pawtucket, RI	\$5,019.82M	4,180
Fidelity Investments	Smithfield, RI	\$14,030M	4,000 (in RI)
Ocean State Jobbers, Inc.	North Kingstown, RI	\$952.67M	4,000
Amica Mutual Insurance Company	Lincoln, RI	\$1,853.89M	3,000
Women & Infants Hospital Of RI	Providence, RI	\$504.17M	2,800
Metropolitan Property and Casualty Insurance Company	Warwick, RI	\$607.40M	2,634
Gilbane, Inc.	Providence, RI	\$2,642.76M	2,500
Teknor Apex Company	Pawtucket, RI	\$1,039.08M	2,500
Comtran Cable LLC	Attleboro, MA		2,300
Providence Equity Partners Inc.	Providence, RI	\$399.29M	2,280
American Iron and Metal (USA) Inc.	Cranston, RI	\$278.03M	2,000
The Miriam Hospital	Providence, RI	\$388.57M	1,928
Hexagon Metrology Inc.	North Kingstown, RI	\$486.16M	1,900
UTGR	Lincoln, RI	\$58.90M	1,900
Nautic Partners, LLC	Providence, RI	\$676.62M	1,797
Warren Equities, Inc.	Providence, RI	\$1,112.27M	1,450
Amtrol Holdings, Inc.	West Warwick, RI	\$279.24M	1,300
Trimark USA, LLC	Attleboro, RI	\$983.61M	1,163
Blue Cross & Blue Shield of RI	Providence, RI	\$1,079.54M	1,100
Carousel Industries of N. America	Exeter, RI	\$347.60M	1,050
Swarovski US Holding Limited	Cranston, RI	\$302.71M	1,000
The Moore Company	Westerly, RI	\$196.75	1,000

## Primary Research

Following informal inquiries with five professionals in our target audience, which indicated concerns and topics of interest, we ran a survey. We received 102 responses (from 523 clicks) to a survey that was posted on LinkedIn and URI MBA alumni lists. Respondents were mostly alumni and stakeholders who hold Master's degrees or will have them completed by the time the program launches.

Respondents were presented with the following description:

Our analysis indicates professional Doctorates in Business are increasingly in demand by executives who want to learn how research can help them solve industry problems - and wicked societal problems - and who want to lead using evidence-based management. A Doctoral credential can also further distinguish thought leaders from their industry peers.

The idea behind the proposed professional Doctorate in Business at URI is to engage experienced executives in a mostly online, flexible three year doctoral program - with synchronous sessions and periodic face-to-face residencies in RI to facilitate networking, coaching, mentoring, and to share evidence-based management insights - as a way to address the demand and create another bridge to industry.

The estimated cost of the program would be \$32,000 per year. The estimated average time commitment is 4-5 hours of class time week for three years.

In the entire sample, 51 (50%) said they are interested in the program now, with another 35 (34%) responding maybe in the future. Presented with twelve randomized options and the ability to fill in the name, 32% selected Doctor of Business Administration.

Among respondents with 7+ years of work experience, 26 (62%) were interested in enrolling now, and 13 (31%) expressed interest in enrolling in the future. Presented with twelve randomized options and the ability to fill in the name, 37% selected Doctor of Business Administration.

Open ended responses expressed concerns about school prestige, questions about the value of the degree in the marketplace, preference for a PhD and concerns about whether the DBA would devalue PhDs, and concerns about the program cost, which was compared to the MBA cost that an employer might cover.

Since the maximum cohort size is 20 students, we feel there is sufficient demand and excellent potential for the program.

- G2. Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. Depending on the nature of the program, use the FTE or part-time estimates of enrollment on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/))**

The DBA program is conservatively estimated to enroll 14 students per year beginning the third year. The first year we estimate even more conservatively at 10 students and the second year at 12 students. That would make the total enrollment 22 students in year two. In year three, we estimate 14 students. That would make the total enrollment 36 students in year three. In year four, we estimate a total of 40 students across three cohorts.

**G3. Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.**

Students will have access to the Graduate Writing Center if it continues to be supported. The full time staff person will also provide a high level of service.

**G4. List the program admission and retention requirements for students. Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.**

Students will be admitted with their past academic performance and must have a Master's degree and at least seven years of Management experience. Beyond that, an emphasis will be placed on their desire to become evidence-based managers and their willingness to engage in the research process with faculty, as indicated in their application statements. Because the program is designed to facilitate networking and learning from other executives who are enrolled in the program, as well as learning from faculty, the quality of the cohort is critical.

**G5. Indicate available funds for assistantships, scholarships and fellowships. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/budget_form) ([https://www.riopc.edu/page/academic\\_program/budget\\_form](https://www.riopc.edu/page/academic_program/budget_form))**

Not applicable for this program.

**H. ADMINISTRATION: Administrative oversight for the program should be sufficient to ensure quality.**

**H1. Indicate how the program will be administered and the degree to which this work will affect the administrative structure in which it is located.**

The program will require 0.5 FTE to direct the program on an administrative level. The program director will report to the Associate Dean of Graduate Programs under the existing administrative structure.

**H2. Indicate the titles of the persons who will have administrative responsibility for the program and the percent of time each will spend on the program.**

The program director is not identified at this point; the Associate Dean of Graduate Programs under the existing administrative structure is Shaw Chen. The budget includes an amount for a support staff person.

**H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/))**  
See attached budget. The expenditures assume faculty will be paid \$9,000 each course to teach in the program, the rate currently paid for specialized on-site MBA program offerings. Alternatively, as is also the case for on-site MBA program offerings, faculty may choose to teach in the program within-load. In that case, the estimated cost for the program is somewhat higher. In reality, the overall operating results are expected to fall between these two extremes.

**I. INSTRUCTIONAL RESOURCES: The instructional resources should be sufficient in quantity, quality, and timeliness to support a successful program.**

**I1. Estimate the number and cost of relevant print, electronic, and other non-print library materials needed (and those available) for the program and compare with recommendations of national accrediting agencies.**

The anticipated library resources are business academic literature search resources currently available on-line which are adequate and continually improving.

**I2. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment, supplies, clinical space, internships, proctors) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.**

Resources needed for the program include an adequate online delivery platform. Our current platform, Sakai, is barely adequate. To teach in the program, faculty must be certified for online teaching through the URI Online Pedagogy Competency Course offered by the Office for Advancement of Teaching and Learning.

**I3. Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/))**

See the attached budget.

**I4. Provide a [Library Impact Statement](#).**

Please see attached Library Impact Statement.

- J. FACILITIES AND CAPITAL EQUIPMENT: Facilities and capital equipment should be sufficient in quantity, quality, and timeliness to support a successful program.**
- J1. Describe the facilities and capital equipment (e.g., classrooms, office space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the program and to the requirements of the American with Disabilities Act and state disability statutes.**  
As noted above, Sakai is barely adequate but it is the resource available at URI for delivery of on-line programs. Classroom space, office and telecommunications equipment and concerns with ADA and other disability compliance issues are not applicable to an online program. Costs of transportation and housing for residency components of the program will be the students' responsibility.
- J2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/))**  
Not applicable.
- J3. Estimate the annual additional expenditures for new program facilities and capital equipment. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) ([https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/))**  
Not applicable.
- J4. Indicate whether the needed facilities are included in the institution's master plan.**
- K. FINANCIAL CONSIDERATIONS: Projected revenues should be sufficient to support a successful program and must cover the estimated costs of the program.**
- K1. Expenditures for program initiation and annual operation should be estimated and displayed in the proposed budget. The summary should enable the reader to understand expenditures for a period representative of one full program cycle.**  
  
See attached budget.
- K2. Revenue estimates should be provided for a similar period of time. For a new program, the appropriateness and feasibility of instituting differential tuition and/or fees should be addressed.**  
  
*NOTE:* Excel budget forms (Rhode Island Office of Postsecondary Commissioner [https://www.riopc.edu/page/academic\\_program/](https://www.riopc.edu/page/academic_program/)) are self-calculating.  
  
See attached budget.



**K3. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the program (e.g., describe program eliminations, staff reallocations and/or external sources of monies).** Fees will be collected from students each semester and will be allocated to cover the expenses associated with residencies (meals and hotel rooms), technology support (software and the learning management platform), material costs, and student support.

**L. EVALUATION: Appropriate criteria for evaluating the success of a program should be developed and used.**

**L1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.**

The program must be self-supporting financially and will break-even with approximately seven students. As with all COB programs, assessment of the program learning goals, as introduced above, will be conducted in accordance with requirements by the Association to Advance Collegiate Schools of Business (AACSB). Detailed program assessment plans will be submitted to Office for the Advancement of Teaching and Learning.

**L2. Describe and quantify the program's criteria for success.**

Success of the program is defined by sufficient and growing enrollment, student satisfaction, and assessment demonstrating achievement of learning outcomes.

**L3. If the proposed program is eligible for specialized accreditation, indicate name and address of the accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.**

Program requirements have been planned in accordance with the Executive Doctorate in Business Administration Council (EDBAC). Information about the EDBAC is available at <http://www.executivedba.org/>

**L4. Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.**

Students must meet the research-related standards, and be proficient at each stage to proceed to the next stage. As part of the assurance of learning (AoL) process outlined in the information about assessment, measurement of learning outcomes will be measured and results will be communicated to faculty who teach in the program in the interest of continuous improvement. The program will also communicate about the people in our cohorts and keep track of our practitioner-scholars, inviting them back for future networking events and opportunities for ongoing growth, which will serve two functions: enhanced engagement and the opportunity to learn about outcomes after the programs end. The anticipated ongoing communication will allow us to continue to communicate internally and externally about outcomes of the DBA program.

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**Joint Committee on Academic Planning Pre-Proposal for New Programs**

Program Name: Executive Doctorate of Business and Analytics (EDBA)

Degree Type: Graduate

Proposer: Emilija Djurdjevic

Department(s): College of Business

College(s): College of Business

**Part 1. Briefly describe program.**

The Executive Doctorate in Business and Analytics is a three year, hybrid (online, face-to-face) doctorate where students learn research methods, writing and analysis, and cutting-edge applied business theories through online classes, book-ended with face-to-face, residencies that provide meaningful networking and developmental experiences. It will serve regional business executives (with 7+ years of executive-level experience) across industries and business executives at international partner institutions. All students would be intellectually-curious leaders and globally-minded problem solvers who want to develop as evidence-based managers - to advance in their careers and as holistic intellectuals who can make an impact in the world.

The face-to-face curriculum delivery and networking opportunities, which will be highly dependent on the quality of the cohort, our mentoring relationships, and the emphasis on high-quality touches, will be the main driver of value. In between face-to-face sessions, classes will happen online with asynchronous and synchronous sessions to enhance understanding of theory and research, and continue networking at a distance.

***Benefits to Executive Doctoral Student:***

1. New approaches to problem solving – analyze and make evidence-based decisions.
  - a. Intensive training in qualitative and quantitative research methods – from asking the right questions to providing actionable insights and data-driven decisions.
  - b. Practice communicating outcomes of research projects in writing and presentations
2. Opportunities to improve networking, team working, personal effectiveness, and communication (high **quality** cohort)
3. Informed approaches to organizational challenges and social issues; social responsibility; interdependencies between organizations and societies. Guidance will expand leadership abilities; leverage technology and analytics; and inform strategy.
4. Integrate theory and practice; applied management research
5. Personal development through intellectual growth
6. Prestige; the letters and the knowledge you achieved something special – something few working executives would even attempt. The credential signals desire to solve business problems and commitment to lifelong learning.

***Benefits to URI COB:***

**Brand reputation.** The program will have a halo effect. Promotion of the program will remind internal and external audiences that some of the things that make URI's College of Business different from other schools in the region are:

- 1) Our world class faculty
- 2) Knowledge creation
  - a. Research insights that can be applied to real business problems
  - b. Theory development that offers intellectuals a different way of looking at the world
- 3) Big thinking encouraged. We incorporate problem solving frameworks and theory into classes at all levels, and encourage our students to use them to solve “wicked problems.”
- 4) Doctoral program (important for academic reputation and ranking)
- 5) Networks and connections with practitioners will be strengthened

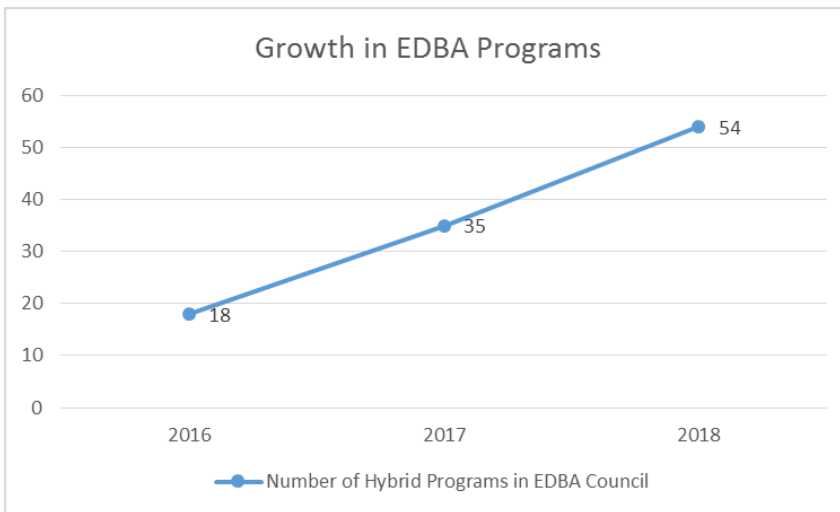
**Revenue.** The program will require seed money and will ultimately be self-supporting and generate revenue.

**Stronger Research.** Access to practitioner data and insights into practitioner problems could enable faculty to generate stronger research outputs/fund research development to improve scholarly reputation/ranking.

**Part 2. How does the program connect to the mission of the University and the strategic themes and goals of the [Academic Plan 2016-2021](#)?**

The program connects to Goal 2: Expand Research, Scholarship, and Creative Work. It will help expand applied management research to state, regional, and global challenges and will make a positive impact on businesses in the state and the region – and potentially do the same with an international cohort so they can make an impact on their regions. It will produce the Academic Plan’s goal: “Exciting and relevant collaborations deeply rooted in innovation that push the frontiers of learning, discovery, and problem solving.”

We have the opportunity to lead the local market with a professional doctorate for business executives. Most of the growth in programs to date has been concentrated in the southern and mid-Atlantic states. There may be lower barriers to entry for programs with active online degrees or Executive offerings, but if we gain first mover advantage with a high quality program, it will result in a sustainable program that serves the needs of our market and provides a halo for the URI brand.



**Part 3. Signatures**

Proposer: \_\_\_\_\_ Date: \_\_\_\_\_

Chair(s): \_\_\_\_\_ Date: \_\_\_\_\_

Dean(s): \_\_\_\_\_ Date: \_\_\_\_\_

JCAP Review Committee Response: \_\_\_\_\_ Date: Feb. 27, 2018

We urge you to move the proposal forward for further development

We urge you to re-consider the proposed program

Comments: The majority of the committee voted that the proposal go forward (3 opposed.) Some of the main concerns expressed were: Are there enough candidates who can afford the program; is the time commitment too much for busy professionals; will it add to the debt load they carry, etc.

**Joint Committee on Academic Planning  
February 8, 2018  
MINUTES**

*Members Present: Marilyn Barbour, Laura Beauvais, Ryan Buck, Donald DeHayes, Nancy Eaton, Mayrai Gindy, Hillary Leonard, Leslie Mahler, Ann Morrissey, Michael Rice, Naomi Thompson, Travis Williams, Nasser Zawia*  
*Guests: Christy Ashley, Judy Beckman, Matthew Bodah, Deborah Riebe*

Provost DeHayes called the meeting to order at 3:05pm.

**Approval of Minutes**

The minutes from the meeting held 12/12/17 were approved.

**NEASC Report – JCAP Input on Response**

Vice Provost Matt Bodah gave a brief overview of URI's response to the NEASC report. The report is very positive overall, and the items called out are mostly small issues. He asked for discussion and input on what our response should include. Consensus was that we will give a general response and not take it standard by standard. Matt asked that the committee members send him their input and additional comments in the next few days. He will post the final report and our response.

**Academic Summit Debrief**

The committee reviewed and discussed the participant Summit feedback summary report. Ann Morrissey asked how JCAP would follow up on the feedback. It was also noted that no-shows were higher than expected. Perhaps JCAP may want to start planning the Summit earlier for next year. Discussion on this topic should continue.

**Proposed Program – PhD in Health Sciences**

Dr. Deborah Riebe, Associate Dean, Health Sciences, explained that it is hoped that this proposed PhD in Health Sciences will attract students from the various disciplines in Health Sciences. They have had a committee from all the disciplines working on the plan, and they all support the idea. She said it will take time to develop enrollment, but we do need more PhD opportunities, particularly for Physical Therapy and Communicative Disorders. An MPH degree is also being developed in effort to provide creative options for students. After discussion, the committee voted unanimously to ask that the plan be reconsidered, with these points noted:

- Although there is departmental support, is it actually needed by the individual tracks?
- Fiscal details must be worked out, i.e., staffing, labs, etc.
- The idea is good, but needs more development and specific details.

**Proposed Program – Executive Doctorate of Business and Analytics (EDBA)**

Drs. Christy Ashley and Judy Beckman presented the proposal, saying that the target audience for this degree is executives, i.e., professionals who need/want their data analysis skills enhanced. They said that for example, accounting firms are working with larger and larger data sets, and need their professionals to have the skills to handle these data. They indicated a growing demand locally and overseas for these skills – so this degree will fill that need and add the prestige of a doctorate. Applicants to the degree program would be required to already have a Master's degree. One of the reasons to make it a DBA degree is that there are so many more Master's programs competing for the same audience and the perceived value of an MBA is much lower now. One of the questions arising is whether there are enough candidates who can afford the program, and for full-time working professionals, it may be a lot to ask of their time, and may add to the load of debt they are already carrying from undergraduate degrees. After additional discussion about these concerns, and some members continuing to have strong reservations about the direction of the program, the majority of the committee voted that the proposal go forward (3 opposed.)

*Next meeting will be Thursday, March 8, 2018, 3:00 – 4:30pm.*

**Appendix B: Library Impact**

University Libraries  
New **PROGRAM** Proposal  
Library Questionnaire for Faculty

The University Libraries Collection Development Officer will create a Library Impact Statement for use when new programs are proposed. Our objective is to work with faculty to evaluate the needs of new programs in advance of their adoption.

AT LEAST TWO WEEKS before the department intends to submit the new program proposal to the Curriculum Affairs Committee or Graduate Council please:

1. Complete the brief questionnaire below
2. ATTACH A COPY OF YOUR FAC SEN PROGRAM PROPOSAL FORM
3. Return both to the Collection Development Officer

The Collection Development Officer will return the completed Impact Statement to submit to the CAC or Grad Council with the new program proposal and questionnaire.

Date Library Impact Statement is needed: \_\_\_September 24, 2018 Graduate Council Meeting

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Faculty Member, Department and College: \_\_\_

Judy K. Beckman, Ph.D., CPA, Area of Accounting, College of Business

Name of the new program proposed: \_\_\_\_\_Doctor of Business Administration\_\_\_\_\_

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Main subject areas to be covered by the new program: All business disciplines: management, marketing, accounting, finance, supply chains, and human resources. Resources from the library similar to those currently use by our College of Business Ph.D. students will be needed for the program. Access will be on-line.

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On campus? \_\_\_Y\_\_\_ Distance learning? \_Y\_\_\_\_\_ Interdisciplinary program? \_\_N\_\_\_ (“Y” or “N” for each)

What other departments or colleges are involved, if any?  
\_\_\_None\_\_\_\_\_

What is the projected growth of this program for the future?

We expected to attract 6 students in 2019\_2020, 8 in 2020\_2021, and 10 per year thereafter.

Please provide a brief summary of courses you anticipate over the next 3 – 5 years.

Courses develop research skills similar to a Ph.D. program but offered in an online, nontraditional format. Seminars to be offered include the theory of applied business research, knowledge dissemination to influence management, and social ethics and evidence-based management. Courses in quantitative and qualitative research methods for business research as well as dissertation credits also will be offered.

What are the critical journals, monographs and electronic resources in the field that the University Library must have in order to support this course or program?

The primary journals in each of the business disciplines are already available at the URI library in support of the Ph.D. program. Examples include: *Academy of Management Review*, *Administrative Science Quarterly*, *Journal of Accounting Research*, *Journal of Consumer Research*, *Journal of Finance*, and *Journal of Operations Management*.

Will students in this program conduct research (such as finding journal articles, creating annotated bibliographies, writing papers) in the course?

Yes  No  (CHECK ONE)

If yes, please describe the range of assignments or attach copies.

First year students in this program study the philosophy and process of applied business research. They will conduct a literature review and synthesis as well as develop a research question to investigate in the dissertation phase.

Second year students will learn qualitative and quantitative research methods. They will use textbooks resources to develop those skills. The students will apply the skills to further develop a research plan for the dissertation phase. Library resources of academic literature will be used.

Students will conduct dissertation research in the third year. Students in this program are expected to identify a business problem and have access to data or authority to develop data to conduct they analysis for the dissertation phase of the program.

**THANK YOU. PLEASE SUBMIT TO THE LIBRARY SUBJECT SELECTOR AT LEAST TWO WEEKS BEFORE YOU INTEND TO PRESENT THE PROGRAM PROPOSAL FORMS TO THE CURRICULUM ADVISORY COMMITTEE OR THE GRADUATE COUNCIL.**

**LIBRARY IMPACT STATEMENT (New Program Proposal)  
LIBRARIAN'S ASSESSMENT**

The Collection Management Officer will complete this form as requested, assessing library materials and collections as detailed below, returning. Subject selectors who receive requests for Library Impact Statements for new programs should forward those requests to the CMO.

Program: Doctor of Business Administration\_\_\_\_\_

Department, College: Business\_\_\_\_\_

Faculty Member: Judy K. Beckman\_\_\_\_\_

Date returned to Faculty: \_9/10/18\_\_\_\_\_

Librarian Completing Assessment: \_Joanna M. Burkhardt\_\_\_\_\_

Collection Management Officer: Joanna M. Burkhardt\_\_\_\_\_

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Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories? How much money is now allocated in the program subject area?

The URI Libraries have substantial holdings in relevant subject categories. In recent years many of those holdings have been purchased in a digital format so that they can be available online. The allocation for the purchase of monographs for Business for 2018-19 is approximately \$12,000. The allocation for journals is not broken out by department. We subscribe to most of our journals online and already support the Business programs with our subscription packages.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

URI subscribed to the essential journals noted in the Faculty Questionnaire.

3. What new resources are required to support the program (including media, electronic, or other non-print materials)?

No new library resources are required to support this program.



4. What information mastery sessions will be required for the students?

No information mastery sessions are required for students. I highly recommend that students be directed to the library instruction department if they need assistance in the use of databases and/or the selection of research material.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

There are no new costs to the library for the support of this course.

rev 3-2-17

MEMORANDUM

December 20, 2018

To: Christy Ashley and Judy Beckham

From: Kris Bovy, LOOC Chair *KMB*

Re: New Doctorate in Business Administration Assessment Plan Review and Approval

This memo and the attached SLOAA-LOOC Plan Review Feedback Form constitute approval of your Program Assessment Plan for the new Doctorate in Business Administration.

Please note that I fixed one small typo on the plan. The second goal read: “Executives who graduate from this program **will be** contribute their knowledge...” I deleted the word “be” from this goal.

For that reason (and because this version also has the approval date on the first page), this new version of the Plan should replace any previous versions of this document. Please include this letter and the two attachments in your program proposal, and **ensure that any language relating to learning outcomes, goals, etc. in your final proposal aligns with the final approved draft** of the Assessment Plan.

Good luck and speed with your full proposal!

Cc: E. Finan

Attachments

**NEW PROGRAM ASSESSMENT PLAN REVIEW**

**Date SLOAA review:**  
12.17.18

**Date LOOC\* review  
submitted to  
program: 12.20.18**

**\*(LOOC Chair and review  
subcommittee)**

**Academic Program/Degree:** Doctorate in Business Administration  
**College:** College of Business  
**Date New Program Assessment Plan Submitted:** Fall 2018  
**Faculty Member(s) Submitting Plan Proposal:** Christy Ashley, Judy Beckham

F E E D B A C K	<b>Strengths:</b>
	<p><b>SLOAA:</b></p> <ul style="list-style-type: none"> <li>• The documentation is thorough with supplementary materials provided to support the Assessment Plan for this accredited program, including a sample dissertation rubric and details about the final research project.</li> <li>• The timeline for reporting aligns with the requirements/expectations of the accrediting body which is expected to begin 3 years after the program launches.</li> <li>• The program created 2 overarching goal area studies for the measurable student learning outcomes which are not prescribed by the accrediting agency.</li> </ul> <p><b>LOOC:</b></p> <ul style="list-style-type: none"> <li>• The learning outcomes are appropriate for a doctoral level program in emphasizing analysis, application, design, integration and interpretation.</li> <li>• The assessment plan has clearly defined scaffolded “artifacts” for measurement, beginning with a research plan, a conference-ready paper, a dissertation proposal with oral defense, and ending with a dissertation with an oral defense.</li> <li>• The requirement of a conference ready paper seems particularly appropriate for the goals of this program.</li> </ul>
	<b>Suggestions for improvement:</b>
	<p><b>SLOAA:</b> N/A <b>LOOC:</b> N/A</p>
	<b>Issue(s) of note:</b>
<p><b>SLOAA:</b></p> <ul style="list-style-type: none"> <li>• The proposal defines a demanding immersive program which moves executives from practical to theoretical and research-oriented expertise.</li> <li>• Proposing program consulted with SLOAA throughout, to develop the plan.</li> </ul> <p><b>LOOC:</b></p> <ul style="list-style-type: none"> <li>• The LOOC committee appreciated the very detailed supplemental documentation provided, which greatly helped our review of this plan.</li> <li>• The detailed assessment plan (including draft rubric) should make implementation of this plan much easier when the time comes.</li> </ul>	
<b>Assessment Plan Designation:</b>	

1	<input checked="" type="checkbox"/>	2		3	
The Assessment Plan is ready for implementation		The Assessment Plan can be implemented after minor revisions, as indicated, and does not require further review		The Assessment Plan requires revisions, and should be submitted for further review after revisions, by date: _____	

Program Information		Reviewer Ratings & Comments				
Information box complete		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Incomplete		<i>Suggestions:</i>		
Criteria	<i>Efficacy of Plan Description &amp; Content</i>				<i>Suggestions for improvement</i>	
	Less Developed	Developing	Well Developed	Not addressed		
<b>P A R T I</b>	<b>1. Program goals</b>					
	a. Broad statements of program learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Limited in number (ideally 2-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Not prescribed by accrediting bodies
<b>P A R T II</b>	<b>2. Learning outcomes/competencies</b>					
	a. Linked to goals (numbered 1.1 etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Each goal is represented by at least one outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	c. Statements are observable/measurable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Learning outcome statements at times appear more complex than is typical (many verbs), but the program is committed to intellectual and practical rigor and assessment expectations include measurement of all aspects of the defined learning outcomes within their AACSB accreditation framework.
	d. Directed at what students will know or be able to do	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	e. Reasonable number (ideally 1-3 per goal)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>3. Curriculum Map</b>					
	a. Program requirements are listed, developmentally when possible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Outcomes are linked to appropriate requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

		Reviewer Ratings & Comments				
Criteria		<i>Efficacy of Plan Description &amp; Content</i>				<i>Suggestions for improvement</i>
		Less Developed	Developing	Well Developed	Not addressed	<b>NOT APPLICABLE EXCEPT FOR TIMELINE FOR REPORTING BIENNIALY TO URI (see timeline for dates)</b>
<b>P A R T  III</b>	<b>4. Assessment Timeline (3-year plan)</b>					
	a. Assessment Reporting Period 1 is thoroughly presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Assessment Reporting Periods 2 and 3 are presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. All goals are represented by at least one outcome somewhere in the 3 reporting periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Requirements are clearly stated and connected to outcomes (from Curriculum Map)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	e. Evidence is stated for each designated outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	f. Selection of evidence takes advantage of existing indicators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	g. Evidence is stated in enough detail to guide assessment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	h. Evidence is feasible for collection within the timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	i. Methods for quantifying evidence are stated for each designated outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	j. Methods are appropriate for evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## **Appendix D: Budget Narrative**

### Doctorate in Business Administration Revenue and Expenditure Estimates—Tuition and Faculty Costs Supporting Narrative

By  
Judy K. Beckman, Ph.D., CPA

Note: The Provost office's budget form is comprised of a revenue, an expenditures, and a summary tab showing incremental revenues minus expenditures. Supporting calculations are presented on ensuing tabs. The following narrative explains.

#### ***Revenue Estimates***

Revenue is estimated at \$1,325 per credit hour for years one through three in the three-year program with no planned increase for year 4, newly entering students. Because 48 credit hours are required for the program, which includes 15 dissertation credit hours, the tuition will be based on 18 credits in year one (\$23,850), and 15 credits in each of years two and three (\$19,875). Fees of \$2,175 per session (fall semester, spring semester, and summer), or \$6,525 per year, will be devoted to deliver dedicated resources for the residencies, technical support, and service expected from executive-level programs.

The \$1,325 per credit tuition rate is lower than the \$1,500 per credit tuition rate that has been previously discussed with and approved by Provost & Vice President for Academic Affairs Donald H. DeHayes as documented in a separate memo to Linda A. Barrett, Director, Budget and Financial Planning. The newly proposed rate is slightly above URI's current in state tuition rate and fees for graduate students and is slightly higher than the regional rate. Upon reexamining competitor program tuition costs as described in the full proposal document as well as program academic requirements of 48 credit hours beyond master's degree, and in light of information about the lower cost per credit associated with fully online options from URI, we felt it was appropriate to update the proposed tuition. Under these assumptions, the total program tuition over three years is \$63,600, total fees are \$19,575, and total program cost to executive scholars is \$83,175. The price makes the program a good value, relative to other DBA programs, and does not conflict with reference prices that will be available from The University of Rhode Island or position us with purely online options.

Since residencies are included in the fees, the total program cost reflects the customizable, flexible model which requires fewer residencies (three per year) than most programs (six to twelve per year). As described in the full program proposal, one quality measure of programs similar to the URI proposed program is compliance with Executive Doctorate in Business Council (EDBC) requirements. Residencies for face-to-face collaboration and student networking are required in EDBC DBA programs, and are an important part of the value gained from students enrolled in DBA programs.

The DBA program is conservatively estimated to enroll 14 students per year beginning the third year. The first year we estimate even more conservatively at 10 students and the second year at 12 students. That would make the total enrollment 22 students in year two. In year three, we estimate 14 students. That would make the total enrollment 36 students in year three. In year four, we estimate a total of 40 students across three cohorts.

#### ***Expenditure Estimates***

Personnel services, course development costs, instructional resources costs, and promotion costs are budgeted against tuition revenues.

#### ***Personnel Services***

Faculty expenditures are estimated at \$9,000 per course, the same stipend rate paid under our onsite MBA programs (e.g. Pfizer). In accordance with the academic plan, in year 1, six courses will be

offered; in year 2 and thereafter, a total of eleven program courses will be offered; year 3 of the program is devoted to dissertation research.

Additional personnel services costs of \$55,000 for support staff have been estimated at this time. Fringe benefits at 40% are included separately. Support staff during the academic year are still an open item for determination; needed services are:

- executive level interactions to recruit and register students must be done with a highly proficient staff member; and,
- sufficient technical support for a fully online program.
- sufficient staff support or use of an outside agency for residencies.

#### *Course Development*

Course development costs of \$1,600 per course are budgeted in the first year for 10 courses to be developed by the start of the program.

#### ***Operating Expenses***

##### *Instructional Resources*

All fees are budgeted to be devoted to educational support services to deliver appropriate, executive level programs during periodic residencies. The entire amount of fees of \$2,175 per session (fall semester, spring semester, and summer), or \$6,525 per year, will be devoted to deliver dedicated resources for the residencies, technical support, and service expected from executive-level programs. Therefore, instructional resources costs are equal to the total amount of mandatory fee revenue each year.

##### *Program Promotion*

Operating Expenses budgeted against tuition are for promotion of the program. Advertising expenditures are estimated at \$35,000 per year.

##### *Capital Expenditures*

No incremental lab or other capital expenditures will be required to initiate the program, however appropriate space for quality delivery of residencies is imperative. One possibility that we could share space in Providence with the MBA programs because the residencies are envisioned to occur on the weekends. Appropriate infrastructure for online delivery also is imperative. We understand that consideration of other online program delivery platforms besides Sakai is underway, and we are reviewing the feasibility of using Adobe Connect, which is used to facilitate executive level education at other high quality academic institutions.

## Appendix E: Budget

### ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. Page **1 of 3**

Choose one:  Full-time     Part-time     Combination of full- and part-time

#### REVENUE ESTIMATES

	Year 1 20__20__		Year 2 20__21__		Year 3 20__22__		Year 4 20__23__	
Tuition: In-State								
Tuition: Out-State								
Tuition: Regional								
Mandatory fees per student	\$6,525		\$6,525		\$6,525		\$6,525	
FTE # of New Students: In-State								
FTE # of New Students: Out-State								
# of In-State FTE students transferring in from the institution's existing programs								
# of Out-State FTE students transferring in from the institution's existing programs								
Tuition Rate per credit hour F-15.0 Policy	\$1,325		\$1,325		\$1,325		\$1,325	
FTE # New Students	10		12		14		14	
<b>TUITION AND FEES</b>	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
<b>First Year Students</b>								
In-State tuition	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Out-of-State tuition	\$238,500.00	\$0.00	\$286,200.00	\$0.00	\$333,900.00	\$0.00	\$333,900.00	\$0.00
Regional tuition								
Mandatory fees	\$65,250.00	\$0.00	\$78,300.00	\$0.00	\$91,350.00	\$0.00	\$91,350.00	\$0.00
<b>Second Year Students</b>								
In-State tuition			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Out-of-State tuition			\$198,750.00	\$0.00	\$238,500.00	\$0.00	\$278,250.00	\$0.00
Regional tuition								
Mandatory fees			\$65,250.00	\$0.00	\$78,300.00	\$0.00	\$91,350.00	\$0.00
<b>Third Year Students</b>								
In-State tuition								
Out-of-State tuition					\$198,750.00		\$238,500.00	
Regional tuition								
Mandatory fees					\$65,250.00		\$78,300.00	
<b>Fourth Year Students</b>								
In-State tuition								
Out-of-State tuition								
Regional tuition								
Mandatory fees								
<b>Total Tuition and Fees</b>	<b>\$303,750.00</b>	<b>\$0.00</b>	<b>\$628,500.00</b>	<b>\$0.00</b>	<b>\$1,006,050.00</b>	<b>\$0.00</b>	<b>\$1,111,650.00</b>	<b>\$0.00</b>
<b>GRANTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CONTRACTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>OTHER (Specify)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Grants, Contracts, Other</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL</b>	<b>\$303,750.00</b>	<b>\$0.00</b>	<b>\$628,500.00</b>	<b>\$0.00</b>	<b>\$1,006,050.00</b>	<b>\$0.00</b>	<b>\$1,111,650.00</b>	<b>\$0.00</b>

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.



## ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 2 of 3**

### EXPENDITURE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022		Year 4 2023	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
<b>PERSONNEL SERVICES</b>								
Administrators								
Faculty	\$54,000.00		\$99,000.00		\$99,000.00		\$99,000.00	
Support Staff	\$55,000.00		\$55,000.00		\$55,000.00		\$55,000.00	
Course Development	\$16,000.00							
Fringe Benefits %	\$22,000.00		\$22,000.00		\$22,000.00		\$22,000.00	
<b>Total Personnel</b>	<b>\$147,000.00</b>	<b>\$0.00</b>	<b>\$176,000.00</b>	<b>\$0.00</b>	<b>\$176,000.00</b>	<b>\$0.00</b>	<b>\$176,000.00</b>	<b>\$0.00</b>
<b>OPERATING EXPENSES</b>								
Instructional Resources	\$65,250.00		\$143,550.00		\$234,900.00		\$261,000.00	
Program Promotion	\$35,000.00		\$35,000.00		\$35,000.00		\$35,000.00	
<b>Total Operating Expense</b>	<b>\$100,250.00</b>	<b>\$0.00</b>	<b>\$178,550.00</b>	<b>\$0.00</b>	<b>\$269,900.00</b>	<b>\$0.00</b>	<b>\$296,000.00</b>	<b>\$0.00</b>
<b>CAPITAL</b>								
Facilities								
Equipment								
Other								
<b>Total Capital</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>NET STUDENT ASSISTANCE</b>								
Assistantships								
Fellowships								
Stipends/Scholarships								
<b>Total Student Assistance</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL EXPENDITURES</b>	<b>\$247,250.00</b>	<b>\$0.00</b>	<b>\$354,550.00</b>	<b>\$0.00</b>	<b>\$445,900.00</b>	<b>\$0.00</b>	<b>\$472,000.00</b>	<b>\$0.00</b>

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

### ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 3 of 3**

	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
<b>BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM</b>				
Total Revenue	\$303,750.00	\$628,500.00	\$1,006,050.00	\$1,111,650.00
Total Expenses	\$247,250.00	\$354,550.00	\$445,900.00	\$472,000.00
<b>Excess/Defeciency</b>	<b>\$56,500.00</b>	<b>\$273,950.00</b>	<b>\$560,150.00</b>	<b>\$639,650.00</b>
<b>BUDGET SUMMARY OF EXISTING PROGRAM ONLY</b>				
Total Revenue	\$0.00	\$0.00	\$0.00	\$0.00
Total Expenses	\$0.00	\$0.00	\$0.00	\$0.00
<b>Excess/Defeciency</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>BUDGET SUMMARY OF NEW PROGRAM ONLY</b>				
Total of Newly Generated Revenue	\$303,750.00	\$628,500.00	\$1,006,050.00	\$1,111,650.00
Resources Required for Program	\$247,250.00	\$354,550.00	\$445,900.00	\$472,000.00
<b>Excess/Deficiency</b>	<b>\$56,500.00</b>	<b>\$273,950.00</b>	<b>\$560,150.00</b>	<b>\$639,650.00</b>

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.



BUDGET AND FINANCIAL PLANNING

Adams House, 85 Upper College Road, Kingston, RI 02881 USA p: 401.874.2509 web.uri.edu/budget

DATE: April 25, 2019

TO: Nasser Zawia  
Dean, Graduate School

FROM: Linda Barrett  
Director, Budget and Financial Planning

SUBJECT: Proposal for a Professional Doctorate in Business Administration (DBA)

The Budget and Financial Planning Office has reviewed the original and revised submitted documents related to the proposal for a Professional Doctorate in Business Administration (DBA) which will be managed by the Office of Strategic Initiatives in the College of Education and Professional Studies as a Fund 101.

The Budget and Financial Planning Office, concurs that the request for a Professional Doctorate in Business Administration (DBA) is expected to generate minimal revenue in year one of the program, with increases to the net revenue on the Fund 101 self-supporting budget as it has been presented. Thus, the anticipated revenues, as presented are expected to cover anticipated projected expenditures. These projected expenditures include new funding for faculty, operating expenses prior to the start of the program and continuing in future years, all provided by the College of Business. Appropriate space for quality delivery of residencies and appropriate infrastructure for online delivery have also been cited as requirements.

The tuition rate has been approved In accordance with Board Policy F-15.0.

Please let us know if you require any further information.

- |                    |                   |
|--------------------|-------------------|
| cc: Donald DeHayes | Dean Libutti      |
| Laura Beauvais     | Matthew Bodah     |
| Maling Ebrahimpour | Judy Beckman      |
| Cheryl Hinkson     | Colleen Robillard |
| Joanne Lawrence    | John Humphrey     |
| Margaret Benz      | Shaw Chen         |

Office/BudgetImpactStatements/proposaldoctorateinbusinessadministration/BudgetImpactStatementLetter.final