

A Proposal to Move from Provisional to Established Status

Ph.D. Program in International Management

With specialization in one of the following areas:

- **International Accounting**
- **Asian Finance**
- **Global Information Technology Management**
- **International Marketing**
- **International Organization & Strategy**

- A full time program
- Develops students for academic positions in research and pedagogy

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Program Overview

The PhD in International Management (IMPHD) was provisionally approved by the Board of Regents in 1998, but was restructured soon thereafter based upon feedback from the Association to Advance Collegiate Schools of Business (AACSB). Between 2001-2003, the Dean, Dr. David McClain, followed up on these recommendations and strengthened the program by adding eight faculty members, increasing the budget, and developing a growth plan for the program.

The program was restarted in the 2003-2004 academic year. The revised program is academically challenging and rigorous, designed to prepare highly motivated and intellectually gifted students for a career in research and teaching with a particular focus on Asia and the Pacific. This full-time program emphasizes a strong foundation in both methodological and theoretical training. Students gain valuable research and teaching skills through collaborative work with the faculty of the College, who are leading scholars in international management.

Since the program was restarted in 2003, the quality of the faculty teaching and the students enrolled in the program has been outstanding. The existence of the program has helped us to attract outstanding faculty, and each year admission has become more competitive.

The IMPHD is fully accredited by the AACSB through 2016.

Ph.D. Mission:

To attract Ph.D. students with superior academic potential and to prepare these students to become leading scholars with an Asia-Pacific focus in international management.

Graduates of the program will be able to demonstrate:

- Advanced knowledge of international management issues with a specific focus on issues of relevance to Asia and the Pacific.
- Research skills and ability to write publishable academic papers in a chosen area of international management research.
- Knowledge required to teach international management at the undergraduate and graduate levels.

Ph.D. Objectives:

- To contribute to the creation of knowledge in international management with an Asia/Pacific focus.
- To produce outstanding researchers and teachers with special competencies in international management with an Asia/Pacific focus.
- To enhance the capability of the State of Hawai'i to participate internationally in the global economy.
- To enhance the core competencies of the faculty at the University of Hawai'i in the area of international management.
- To enrich the scholarly and collegial culture of the Shidler College of Business at the University of Hawai'i.

Assessing the Value of the Ph.D. Program

- (1) Is the Ph.D. program organized to meet its objectives? (Discussion of curriculum, requirements, admissions, advising and counseling, and other aspects of the program, with reference to its objectives.)

The program objectives are:

- A. To contribute to the creation of knowledge in international management with an Asia/Pacific focus.
- B. To produce outstanding researchers and teachers with special competencies in international management with an Asia/Pacific focus.
- C. To enhance the capability of the state of Hawai'i to participate internationally in the global economy.
- D. To enhance the core competencies of the faculty at the University of Hawai'i in the area of international management.
- E. To enrich the scholarly and collegial culture of the Shidler College of Business at the University of Hawai'i.

The required courses include: the IMPHD Seminar (BUS 705), two or more theory courses in the student's specialization area, and two or more courses in statistics, taken during the first two years in the program. These courses all are geared toward developing students' research skills and tools, in order to accomplish objectives A, B and E above.

In addition to the required courses, students are strongly recommended to take research methods courses from existing offerings at other UH graduate programs, such as economics; theory courses in secondary specialization areas; and, depending on the research interests of the student, courses in psychology, sociology, or foreign languages. These courses also accomplish objectives A and B.

Non-course requirements include the completion of a First Year paper, before the start of the second year in the program, and successful completion of a Comprehensive Exam at the end of the second year. Students write their First Year paper under the supervision of a faculty member. This accomplishes objectives A, B, D, and E. In the Comprehensive Exam faculty members assign specific topics from the students' area of research interests, which accomplishes objectives A, B, and E.

The IMPHD Committee serves as the admissions committee. In the selection process, applicants' strengths, experiences, and interests in the international area are heavily weighted. Furthermore, 60% of our current students are international. This accomplishes objectives C and E. The requirements and criteria for admission are summarized in the section on Admissions.

Formal advising is done by a combination of the Director of the IMPHD program, IMPHD committee members, and, for advanced level students, the dissertation chair and committee members. Various other research-active faculty members, many with their own research interests in international management topics, engage in advising and counseling. This accomplishes objectives A, B, C, D, and E.

(2) Is the Program meeting its learning objectives for students?

IMPHD doctoral students undergo an annual evaluation to assess the degree to which students' accomplishments match the IMPHD program objectives discussed in section 1. This evaluation includes assessing students' knowledge in international management with an Asian/Pacific Focus as demonstrated in published research, conference presentations and their dissertation.

Student evaluations and teaching material are examined for those doctoral students engaged in teaching activity. Conference papers, research presentations and, in some cases, published papers are used to assess the research competence of doctoral students to ensure that it reflects positively on program objectives. An examination of student publications (See Table 4) indicates a high level of research competence and a large amount of this research has a strong international focus on the Asia/Pacific region.

Each IMPHD student has a faculty advisor who also completes an annual evaluation of the student's research to ensure that they have the knowledge base and research competence needed to be successful in their academic career. An examination of the students' research in Table 4 indicates that many of these projects are conducted with faculty, which enhances students' ability to engage in collaborative research.

These two evaluations, by the students themselves and by the faculty, are then reviewed by the IMPHD Committee. The IMPHD Committee assesses the students' performance and progress, based on these evaluations, and by consultation with faculty. The Director meets with students annually to go over the IMPHD Committee's assessment of their performance and progress, as well as to review the recommendations.

The IMPHD committee also assesses specific student learning objectives of IMPHD students. These include program learning objectives outlined in section 1 of this report. For instance, one year program assessment indicated that IMPHD students would benefit from a broader exposure to different research perspectives. This led to the IMPHD committee

working with the dean to make sure that faculty from other universities who came as Shidler Visiting Scholars met with doctoral students on both a group and individual basis. Another positive outcome from the IMPHD committees assessment was improved integration of new doctoral students into our research environment. This resulted from the building of a web-based resource page that allowed new students to access syllabi and reading lists from doctoral students taught in recent years. There have also been numerous content changes in particular doctoral seminars that have been the result of the assessment process.

For purposes of program evaluation individual student data is aggregated. Program evaluation includes the percentage of doctoral students publishing their research, grade on their comprehensive exam in international management, evaluation of their teaching and the degree to which students were able to collaborate on scholarly projects with fellow doctoral student or faculty colleagues. The form used to document these items is in the appendix (See IMPHD Evaluation of Learning Objectives on p. 30).

The data for the most recent year indicates that students are completing high quality dissertation, many with a focus on issues of relevance to the Asia Pacific Region (See Figure 1 below).

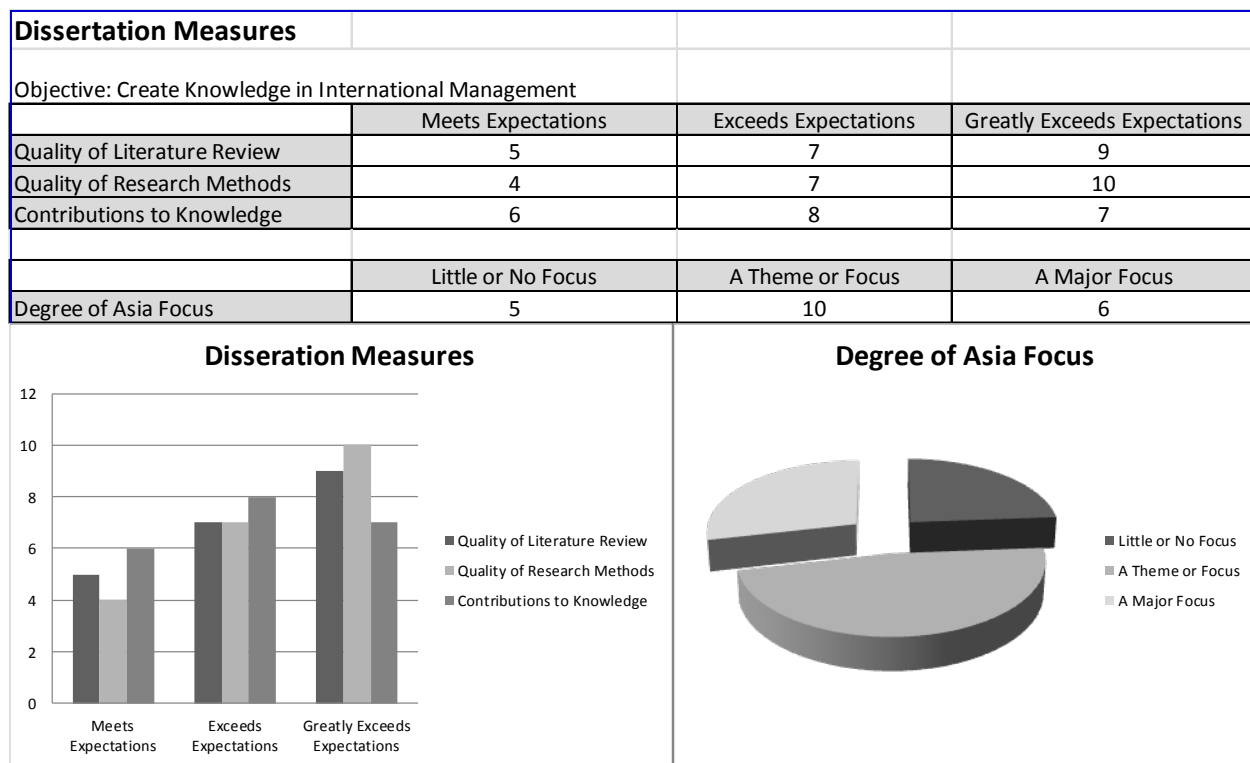
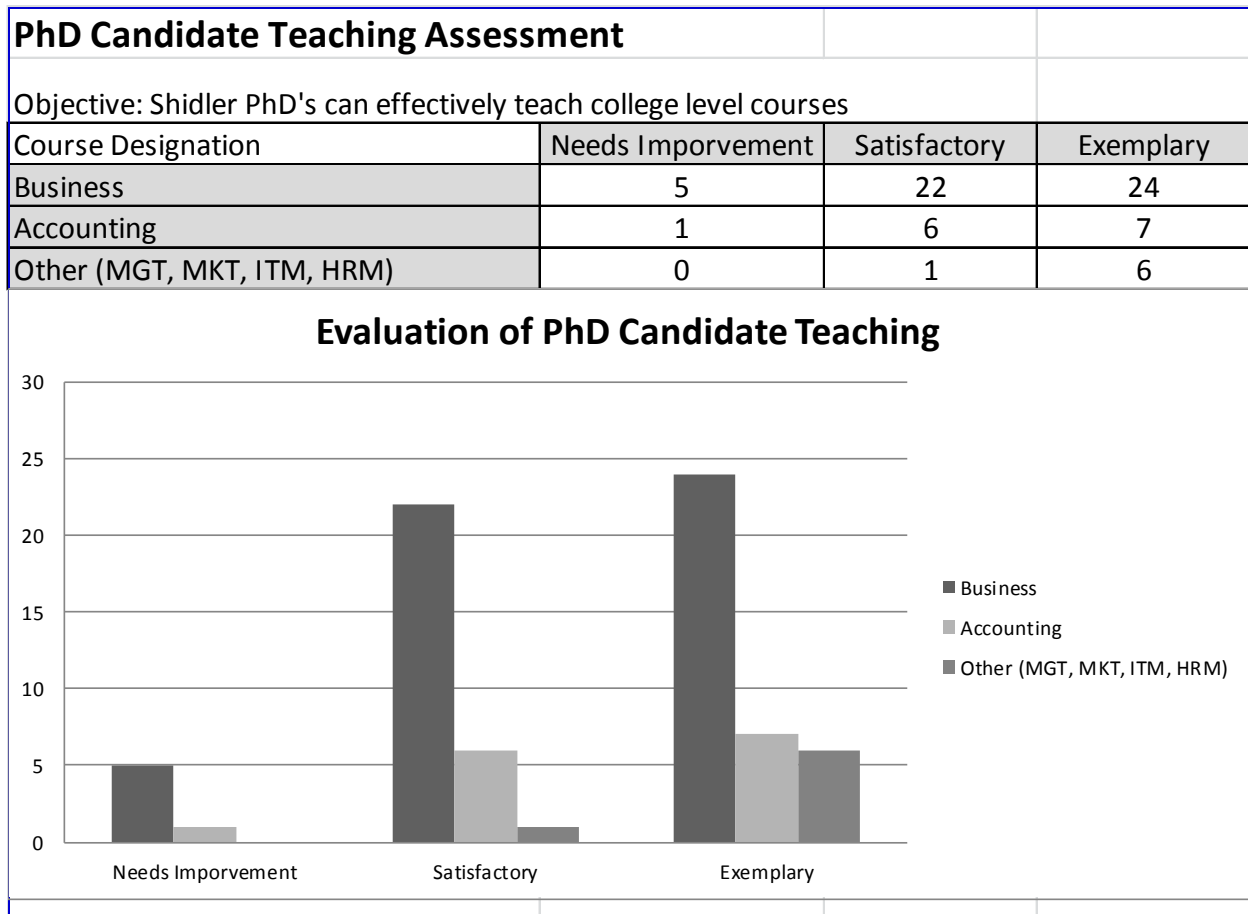


Figure 1 Measures of Dissertation Quality and Focus

Student teaching data is also aggregated to determine the degree to which the program is achieving its learning goals with respect to teaching. The data from the most

recent year indicates that the vast majority of students are doing either a satisfactory or outstanding job in the classroom (See Figure 2 below).

An evaluation of the data at both the individual and program level indicates that the IMPhD in International Management has been highly successful in achieving its learning goals.



(3) Are program resources adequate? (Analysis of number and distribution of faculty, faculty areas of expertise, budget and sources of funds, and facilities and equipment.)

The faculty resources are adequate for the size of the program. Table 1 below lists the graduate faculty, with full graduate faculty status noted in the third column. For the past decade the Shidler College of Business has recruited faculty who are able to teach at all levels and easily qualify for graduate faculty status. We have a fairly uniform distribution of faculty across departments, which means that there are adequate faculty to support the wide variety of students' interests.

TABLE 1
GRADUATE FACULTY

Committee Members	Department	Serve as chair
Ai, Jing	Finance	
Alden, Dana L.	Marketing	Yes
Bess, David	Management	Yes
Bhawuk, Dharm Prakash Sharm	Management	Yes
Bui, Tung X.	ITM	Yes
Butler, John E.	Management	Yes
Chang, Rosita P.	Finance	Yes
Chen, Hong-Mei	ITM	Yes
Chen, Qimei	Marketing	Yes
Chismar, William G.	Business Adm. Dean's Office	Yes
Daniel, Shirley J.	Accounting	Yes
Davidson, Elizabeth	ITM	Yes
Debreceeny, Roger	Accounting	Yes
Deng, Xuefei	ITM	
Doktor, Robert	Management	Yes
Ghumman, Sonia	Management	
Guan, Liming	Accounting	
Huang, Wei	Finance	Yes
Hunter, David	Finance	
Ito, Kiyohiko	Management	Yes
Joshi, Amol Madhukar	Management	Yes
Kazman, Frederick N.	ITM	Yes
Liu, Qianqiu	Finance	Yes
Liu, Ying	ITM	
Mais, Eric	Finance	Yes
Marsh, James B.	Finance	Yes
Misawa, Mitsuru	Finance	Yes
Okada, Erica M.	Marketing	Yes
Ordway, Nicholas	Finance	Yes
Palia, Aspy P.	Marketing	Yes
Panko, Raymond R.	ITM	Yes
Pearson, Thomas C.	Accounting	Yes
Port, Daniel	ITM	Yes
Pourjalali, Hamid	Accounting	Yes
Rhee, Mooweon	Management	Yes
Rhee, S Ghon	Finance	Yes

Richardson, James E	Management	Yes
Robinson, Robert J	Managemetn	Yes
Roley, V. Vance	Business Adm. Dean's Office	Yes
Suyderhound, Jack P.	Finance	Yes
Sunodinos, Nicolaos E.	Marketing	Yes
Teruya, Jenny N.	Accounting	Yes
Vargo, Stephen L.	Marketing	Yes
Wendell, John P.	Accounting	Yes
Wills, James	Marketing	Yes
Worthley, Reginald G.	ITM	Yes
Yang, David C.	Accounting	Yes
Zhao, Xin	Marketing	

The Shidler classrooms are all equipped with the latest teaching technology. We also have a dedicated office space for doctoral students that is equipped with computers, wireless access to the web and a Bloomberg access computer, on which they can do research. Doctoral students also have access to a large number of business-related databases and, when teaching, a two- or three-person shared office where they can meet with students.

During its initial years the program did run at a deficit. An examination of the Academic Program Cost and Revenue Template, attached herewith, shows that the deficit has been declining. In addition the cost template does not include the teaching assignments of doctoral students of two courses during the program, for which students on graduate assistantships are not paid an additional salary, which results in the college not having to hire additional adjunct professors. Our projections are that the program will continue to break even, and, in cases where there are revenue shortfalls, we will use funds from our executive and non-degree programs, which do generate a profit, to make up the shortfall.

(4) Is the program efficient? (An assessment of productivity and cost/benefit considerations within the overall context of campus and University "mission" and planning priorities. Include quantitative measures comparing, for example, SSH/faculty, average class size, cost per SSH, cost per major with other programs in the college, on the campus and, as appropriate, similar programs on other UH campuses.)

The program is extremely important to the college in meeting its strategic goals, especially with respect to teaching and research. The existence of a doctoral program is also extremely important when recruiting new faculty. Anecdotal evidence suggests that the existence of a doctoral program has been a critical factor to new faculty in making their decision to come to the Shidler College of Business.

An examination of the Academic Program Cost and Revenue Template shows that the Instructional Cost with Fringe per Student Semester Hour compares favorably with that of

the Law School. It is difficult to have an exact comparable, but the effort is made to ensure that the program is delivered as efficiently as possible.

The number of applicants accepted to the program, the number of new students enrolled (yield), total number of students, and total number of funded students are summarized in Table 2 below. There have been a total of 34 graduates from this program.

TABLE 2**PROGRAM STUDENT ENROLLMENT AND GRADUATE ASSISTANSHIPS**

YEAR	TOTAL APPLICATIONS	ACCEPTANCES	NEW STUDENTS	TOTAL STUDENTS	GRADUATE ASSISTANTS or Equivalent
2003	54	7	7	9	7
2004	68	10	10	19	17
2005	54	8	7	21	19
2006	34	5	1	22	21
2007	63	13	8	21	20
2008	49	18	14	29	19
2009	65	12	3	29	23
2010	45	9	5	29	20
2011	62	7	3	30	24
2012	60	18	10	32	21

Note: Year runs Fall to Spring. Year 2011 is Fall 2011 to Spring 2012.

The average time spent to complete the doctoral degree, between 1998 and 2009, was 5.35 years. This is longer than the four-year plan of study. As such, the program is addressing this concern by reducing the teaching load of doctoral students to two courses during their program and instituting evaluation meetings with students who are behind schedule. All students, those on graduate assistantships as well as those who are self-funded, teach two sections to ensure that they are capable of teaching at a high level upon graduation. Students who are not on graduate assistantships receive a stipend for their teaching. The time to completion also reflects the general trend across doctoral programs at other business schools, at which the median number of years for degree completion is five years. We do find that the best students finish in four years, and we do not provide graduate assistantships after the fourth year.

(5) Evidence of program quality. (A qualitative assessment of the program in relation to competing demands for resources by new programs and continuing programs. Accreditation

or other external evaluation, student performance [e.g., on external exams], satisfaction, placement and employer satisfaction, awards to faculty and students faculty publication record, evaluation of faculty, etc.)

An indicator of program quality is the degree to which our doctoral students and faculty work together to produce research that is presented at conferences, such as Academy of Management, Financial Management Association Annual Meeting, American Accounting Association Annual Conference, American Conference on Information Systems, Strategic Management Society Annual Conference, Academy of Marketing Science, and North American Association for Consumer Research Conference. This is occurring with increasing frequency, as are the number of academic articles that Shidler faculty are publishing with our doctoral students, including some in the top academic journals, such as the *Academy of Management Review* and the *Academy of Management Journal*.

Our students have also been invited to present at doctoral consortiums, such as the Academy of Management Doctoral Consortium, American Accounting Association Doctoral Consortium, Financial Management Association Asian Meeting Doctoral Student Consortium, and American Accounting Association Doctoral Consortium.

Graduates of IMPHD generally place in academic positions at research institutions nationally and internationally. The five exceptions over the last seven years include 3 in industry (1 law firm, 1 financial institution, 1 think tank) and one government agency. Geographically our graduates place in the Asia and Pacific region, mainland US, and within the State of Hawai'i. Table 3 below summarizes the placement of all the graduates from 2004 to the most recent in 2011. One of our major efforts is to admit students who have the potential to be placed at good universities, and one of the major tasks of doctoral supervisors is to assist students in this goal.

TABLE 3
GRADUATES' PLACEMENT

Year	Placement
Fall 2012	Monash University
Spr 2012	University of Denver
Spr. 2012	California State University, Los Angeles
Spr 2012	University of Hawai' i, Mānoa
Spr 2012	University of La Verne
Spr 2011	University of Michigan-Flint
Spr 2011	Non academic position at a Korean government agency
Fall 2010	Private Sector
Fall 2010	Singapore Management University
Sum 2010	Utah Valley University
Sum 2010	University of Hawai' i, West Oahu
Spr 2010	Asian Institute of Technology
Spr 2010	Sungkyunkwan University
Sum 2009	University of Macau
Spr 2009	Seton Hall University
Fall 2008	Center for Creative Leadership, Singapore
Sum 2008	San Jose State University
Sum 2008	University of Hawai' i, Mānoa
Sum 2008	University of Melbourne
Spr 2008	Indian Institute of Management, Tiruchirappalli
Spr 2008	University of Sydney
Spr 2008	California State University, East Bay
Spr 2008	Partner, Law Firm of Imanaka, Kudo, & Fujimoto
Spr 2008	San Jose State University
Sum 2007	University of Tampa
Sum 2007	NOVA, Southeastern University
Sum 2007	California State University East Bay
Spr 2007	University of Auckland, New Zealand
Sum 2006	Barclay International
Spr 2006	Northeastern University
Spr 2006	University of Chicago Illinois
Spr 2006	University of Nevada, Reno
Fall 2005	University of Arkansas, Little Rock
Sum 2005	Wilfred Laurier University
Sum 2004	Western Washington University
Sum 2004	California State University Sacramento

(6) Are program outcomes compatible with the objectives?

As the primary objectives of the program are to create knowledge and train researchers, as well as outstanding classroom teachers, the best outcome measure for success is the research output that results from collaborations between faculty and doctoral students. Table 4 lists such research output. We have also received informal feedback from our graduates that they have performed successfully in their teaching assignments at their new universities. .

TABLE 4

**RESEARCH OUTPUT AS A RESULT OF FACULTY-STUDENT
COLLABORATIONS**

Publications

Title	Co-authors	Journal	Date of publication
Taking people out of the network: A deconstruction of “your next IT strategy”	Davidson, E., Chiasson, M., & <i>Ruikar, S</i>	IFIP International Federation for Information Processing	(2006) Vol 208, p317-332
Hawai’ i Information System for substance abuse prevention (HISSAP) conceptual design and logic model	Chang, P.C., Fong, G., & <i>Ruikar, S.</i>	Technical Report for the Alcohol and Drug Abuse Division, Department of Health, Hawai’ i	2011
Embedded relationships: Implications for networks, innovation, and ecosystems	Chandler, J. D. & <i>Weiland, H.</i>	Journal of Business Market Management	2010
Alternative logics for service(s): From hybrid systems to service ecosystems	Vargo, S. F., Lusch, R. F., Horbel, C., & <i>Weiland, H.</i>	The Future of Services. Trends and Perspectives, 2 nd , D. Spath and W. Ganz, Eds. Muenchen, Wien: Hanser	2011
Complexity by design	Kaartemo, V. & <i>Weiland, H.</i>	Knowledge Service Engineering Handbook. J.	Forthcoming

		Kantola and W. Karwowski, Eds. CRC Press	
Beyond rationality-Information design for supporting emergent groups in emergency response	Bui, T. X. & <i>Sebastian, I.</i>	Supporting Real Time Decision-Making: The role of Context in Decision Support on the Move. Springer	2010
Power and power inequalities: The cultural and individual levels of analysis	Brislin, R. & <i>Rosenblatt, V.</i>	In K. Keith (Ed.) The Encyclopedia of Cross-cultural Psychology. West Sussex, UK: Wiley-Blackwell Publishers	Forthcoming
Self-efficacy's impact on cultural intelligence education: A motivation-pervasive model of the CQ developmental process	MacNab, B., & <i>Rosenblatt, V.</i>	In S. Britner, (Ed.), The Psychology of Self-efficacy. New York: Nova	Forthcoming
An exploration of networks in value co-creation: A service ecosystems view	Vargo, S., Lusch, R., & <i>Akaka, M.</i>	Review of Marketing	2012 (forthcoming)
Roles as resources: A social roles perspective of change in value networks	Chandler, J. D. & <i>Akaka, M.</i>	Marketing Theory	2011
Market Futures/Future markets: Research directions in the study of markets	Kjellberg, Storbacka, K., Chandler, J., Finch, J., Lindeman, S., Lobler, L., Mason, K., McColl-Kennedy, J., Nenonen, S., & <i>Akaka, M.</i>	Marketing Theory	2012 (forthcoming)
Global brand positioning and perceptions:	Alden, D., & <i>Akaka, M.</i>	International Journal of Advertising	2010

International advertising and global consumer culture			
The service dominant logic of marketing: A review and assessment	Vargo, S., Lusch, R., He, Y., & Akaka, M.	Review of Marketing Research	2010
Service-dominant logic as a foundation for service science: Clarifications	Vargo, S. & Akaka, M.	Service Science	2009
On value and value co-creation: A service systems and service logic	Vargo, S., Maglio, P., & Akaka, M.	European Management Journal	2008

Work in Progress

Title	Authors	Level of completion	Target journal
Window dressing in reporting earnings: A comparison of high-tech and low-tech companies	Lin, F., Guan, L., & Zhao, L.	Ready for Journal submission	Advances in Accounting
Forced top marketing managers' dismissal and earnings management	Guan, L, Guo, Y. & Zhao, L.	Ready for Journal submission	Journal of Accounting, Auditing, and Finance
Power source mismatch and the effectiveness of interorganizational collaboration: The case of venture capital syndication	Ma, D., Rhee, M., & Yang, D.	Conditionally accepted	Academy of Management Journal
National culture and friendship homophily in the multinational workplace	Rhee, M., Yang, D., & Yoo, T.	Under first review	Asian Business & Management
Breaking the distance: Asian films,	Ahn, M., Rhee, M., Yang, D., & Shin, I	Submitted to	Development and Society

U.S. critics, and comparison strategies			
Toward a service ecosystems prospective on value creation	Vargo, S., Lusch, R. F., Polese, F., & Weiland, H.	Under review	International Journal of Service, Science, Management, Engineering, and Technology
Antecedence of market responsiveness in multinational corporations: A tie-strength perspective	Chen, Q., Lee, R., & Weiland, H.	Final manuscript preparation	Journal of International Business Studies
Service Innovation through resource integration: An S-D logic ecosystems view	Vargo, S., Akaka, M. A., & Weiland, H.	Final manuscript preparation	Journal of Service Research
Is the glidepath at fault for poor performance of TDFs during recent financial crises?	Chang, R., Hunter, D., & Saar, H.	Final manuscript preparation	
How power corrupts: A dynamic culture-based model	Rosenblatt, V., Macnab, B., Worthley, R., Brislin, R. Ferreira, M., & Kovbasyuk, O.	Final manuscript preparation	Journal of Cross-cultural Psychology
Embrace the unexpected: A road to cultural intelligence via contact, disconfirmation, and awareness	MacNab, B., Rosenblatt, V., & Worthley, R.	Final manuscript preparation	Journal of Personality and Social Psychology
Defense industry profitability and business enterprise segments	Ito, K. & Peacock, Y.	Final manuscript preparation	Journal of International Business Studies
Health care systems and costs: A comparison of four countries	Ito, K., & Peacock, Y.	Theory development and data collection	Journal of Healthcare Management

On the value creation process in Japan	Mais, E. & Ito, H.	Final manuscript preparation	Journal of Finance
Weather derivatives valuation	Ai, J., Ozawa, A., & Ito, H.	Final manuscript preparation	Journal of Risk and Insurance
Accounting quality and product competition	Jung, B. & Guo, Y.	Data collection	
Complexity and content in international marketing	Vargo, S., & Akaka, M.	Final manuscript preparation	Journal of International Marketing
Culture and online brand community participation	Youn, J., Alden, D., Kelly, J.	Theory development	IJRM
Talking about technology: The emergence of a new actor category through new media	Davidson, E., Vaast, E., & Mattson, T.	Preparing 4 th round review	MIS Quarterly
Religious Harassment	Ghumman, S., & Park, J.S.	Final manuscript preparation	
Innovation of Industry	Rhee, M. & Park, J.S.	Final manuscript preparation	Industry and Innovation or SMJ
Consequences of trying: Voting outcomes and negational identification	Chen, Q., Alden, D., & Nariswari, A.	Final manuscript preparation	JPSP/JM/JCR
Advertising as Carnival: Ethnic representation of Indonesian Chinese	Zhao, X. & Nariswari, A.	Final manuscript preparation	JCR/JA
Shareholder benefit program: Its impact on investor recognition, ownership and firm value	Rhee, G., Huang, W., & Yasutake, T.	Final manuscript preparation	Journal of Financial Economics, Review of Financial Studies, or Journal of Corporate Finance

(7) Are program objectives still appropriate functions of the college and University?

The International Management Ph.D. Program is the only business Ph.D. program in the State of Hawai'i. The State of Hawai'i and the University of Hawai'i are strategically

placed at the center of the Asia-Pacific Region, affording us a perspective and connections that many of our graduates have utilized in their research and job placement. The program emphasizes cross-cultural learning and research, diversity within its student body and faculty, and continued focus on the Asia-Pacific Region and scholarship. All of this is part of the University of Hawai'i, Mānoa, Strategic Plan.

The program size is appropriate for the college and size of the faculty. When students apply to our program, we emphasize the importance of fit between faculty members and the student's research interest. Prior to admissions, we encourage students to speak with faculty members to gain an understanding of what research is being done within the department. This is to ensure that both faculty and students are able to be productive together, as soon as the student begins their Ph.D. student career.

Each spring semester the program conducts an evaluation of the students, program, and assistantship research progress. This is to ensure that our students have an annual evaluation of their progress in the program, to give the student a space to give the program any feedback on the courses and program, and to evaluate the productivity of the student in research with faculty.

The geographic composition of our graduates (3 local, 11 mainland, 15 international) and current student body (3 local, 7 mainland, 23 international) shows our efforts to recruit talented students and strategically diversify our student body. The majority of our international students come from the Asia-Pacific region.

(8) Additional Factors to be Considered by Graduate Level Programs

(a) The doctoral program in international management is the only AACSB accredited program in Hawai'i and thus serves the general educational needs of the state. Our graduates have taken positions at units within the system, as well as adjunct teaching positions. During their doctoral program, students also teach two courses, thereby supporting undergraduate education.

It should also be noted that individuals desiring to enroll in a doctoral degree in business would have to go to the US mainland or a foreign country if the IMPHD was not available in Hawai'i, which would greatly increase the costs of doing a doctoral program .

(b) There is currently a need for individuals with doctoral degrees in business in both the US and many foreign universities. The shortage is critical in some areas and especially with respect to those who have received their doctoral degrees from AACSB accredited universities. A recent report published by the AACSB entitled *Becoming a Business Professor* pointed out that the number of positions exceeds the number of applicants for those faculty positions. They forecast this to continue because of the fact that enrollment at the MBA and undergraduate level continues to grow, while it is not growing at the doctoral level. In addition the number of faculty retirements is forecast to increase dramatically

during the next ten years.

(c) The international need for faculty with doctoral degrees from AACSB accredited universities is extremely high. The East and Southeast Asia region has shown the highest growth in schools of business. This trend has also been reflected in AACSB accreditation. Most recently accredited schools of business are located in Asia. The Shidler College of Business has an excellent reputation in international business, and the international focus of our doctoral program makes our graduates highly employable in the region (See Table 3). In addition, many of our doctoral students come from East and Southeast Asia.

(d) Approximately 30% of our doctoral students were state residents when they entered the program. The fact that there was an available local doctoral program made it possible for them to pursue their career goals. It is important for the state to have this doctoral program in business to provide for the educational needs of the state.

(e) The IMPHD program contributes to the scholarly activity of the Shidler College of Business in ways beyond offering a doctoral degree. Its presence helps attract high quality faculty to the college, which acts to support our other graduate and undergraduate programs. Teaching in a doctoral program also acts to keep the faculty's knowledge at the cutting edge of their discipline. Since our doctoral program covers all the areas of business education, its impact is more broad-based and has an impact on all academic disciplines within the college. This broad based positive impact eventually returns to the community through the contributions of our many graduates each year.

IMPHD Committee

The IMPHD program has a standing committee. It is made up of one representative from each area specialization, nominated and elected by the faculty in each respective area. They are responsible for:

1. Serving as admissions committee for the Ph.D program.
2. Serving as a grievance committee for Ph.D. students.
3. Proposing changes in Ph.D. curriculum.
4. Managing the administration of the first year paper requirement and the comprehensive examination requirement.
5. Conducting annual performance evaluations of Ph.D. students.

The Ph.D. Program Director serves as chair of this committee. The Program Director is nominated by the Dean and appointed by the Dean of Graduate Division.

Admissions

Required:

- Baccalaureate degree or higher.
- Knowledge of subject matter of MBA core or MACC, obtained at AACSB accredited school, or at UH/Shidler College of Business.
- GMAT above 600 or GRE above 1150.
- GPA of 3.2 or above on 4.0 scale.
- TOEFL of 600 or equivalent score on IELT.
- 3 references.
- Demonstration of teaching potential, by previous teaching performance if available.
- Writing sample of previous research paper by applicant, if available.
- Exceptions to the above requirements may be waived by the IMPHD Committee on a case by case basis.
- Submission of application by the deadline: March 1st.

Recommended:

- Personal interview or telephone interview.

Desirable:

- International experience.
- Foreign language ability.
- International area academic specialization, such as Japan studies.

IMPHD Student Financial Support

1. IMPHD students are eligible for graduate assistant funding. The program determines the award amount and continuation of funding, based on availability of funds, successful completion of first year paper and comprehensive exam, and annual evaluation by advisor and IMPHD Committee.
2. Students in their first two years who qualify perform RA assignments in exchange for funding from the College. Graduate advisors are determined by the IMPHD Committee.
3. Students in their third and fourth years who qualify perform a combination of RA and TA assignments, as determined by department chairs, in exchange for funding. Some students require additional special preparation to qualify as TAs.
4. For students who qualify, the stipend is approximately \$18,500 a year.
5. All financial support is subject to satisfactory performance, as evaluated by the IMPHD Committee. Failure to achieve satisfactory performance results in loss of financial support.

Teaching by IMPHD Students

- a) To qualify to be a TA, students must show commitment to excel in teaching and must have attended the 8 teaching seminars and other ITS seminars.
- b) The students attend seminars on pedagogy offered by ITS for TAs and new faculty and instructors, and list these on their resume, for annual review.
- c) The departments are responsible for monitoring the students for effective teaching beyond what is offered in the seminar.
- d) All TAs must pass the test of English proficiency, *Test for TA*, prior to being assigned teaching duties at Shidler College of Business.

Annual Student and Program Evaluation of Learning Objectives

Every spring the students complete an evaluation. The evaluation includes courses taken and grades received, courses taught, conference papers and presentations, and expectations for the coming year.

The student's adviser and/or research adviser are also asked to complete an evaluation of the student's performance in research. These two evaluations, by the students themselves and by the faculty, are then reviewed by the IMPHD Committee. The IMPHD Committee assesses the students' performance and progress, based on these evaluations, and by consultation with faculty. The Director meets with students annually to go over the IMPHD Committee's assessment of their performance and progress, as well as to review the recommendations. The evaluation, including the Committee's assessment and recommendations, are kept in the student's file.

In order to remain in good academic standing, the student must:

- Maintain a GPA of 3.0 or higher each semester.
- Receive a grade of B or higher in all doctoral seminars.
- Complete a first-year paper by the end of the first year.
- Pass the comprehensive examination by the end of the second year.
- Successfully defend a dissertation proposal by the end of the third year.
- Complete the dissertation by the end of the fourth year.

Students who fall out of good academic standing are put on academic probation.

This data is then aggregated so that the program is evaluated in terms of achieving (See IMPHD Evaluation of Learning Objectives form below). This allows the Doctoral Committee to assess the success of the program in achieving goals related to the acquisition of specific knowledge, ability to publish and well as the ability to develop competent classroom teachers.

IMPHD Seminar (BUS 705)

Students are required to earn a total of 6 credits (3 credits per academic year) by successfully completing the IMPHD Seminar (BUS 705). Students take the seminar during the first two years (four semesters) in the program. The IMPHD Director coordinates this seminar, drawing on the diverse faculty resources at the Shidler College of Business.

First-year Paper

In order to remain in good academic standing, and to continue on to the second year of the program, first-year Ph.D. students must complete a first-year paper before the start of the second year. The purpose of the first-year paper is to evaluate whether the student has the aptitude and has acquired the necessary research skills to successfully complete the Ph.D. program. The IMPHD Committee Representative from each of the five areas (accounting, finance, information technology management, management, and marketing), in consultation with faculty from their respective departments, oversees the first-year paper and selects three or more faculty members to grade it. The outcome of the first-year paper, to be determined by the three or more graders, may be high pass, pass, low pass, or no pass. If there is disagreement among the graders about the outcome of a student's first-year paper, that paper, along with the graders' evaluations and faculty evaluation of the student's work, are reviewed by the IMPHD Committee, and a recommendation is made to the IMPHD Director. Extenuating circumstances are considered by the IMPHD Committee. The Faculty Director determines the outcome of the first-year paper, based on the recommendations of the IMPHD Committee.

The decision of the Director is final. Students need a low pass or better to progress to the second year of the program. Those who do not pass the first-year paper are terminated from the program. In preparation for the first-year paper, students are advised to consult with their respective IMPHD Committee Representative.

Second-year Comprehensive Exam

To remain in good academic standing, and in order to continue to the third year of the program, second year Ph.D. students must pass a comprehensive exam before the beginning of the third year. The purpose of the comprehensive exam is to determine if the student has the necessary knowledge in their general area of research to successfully complete the Ph.D. program. The IMPHD Committee Representative from each of the five areas (accounting, finance, information technology management, management, and marketing), in consultation with faculty from their respective departments, administer the comprehensive exam and select three or more faculty members to grade the exam. The outcome of the exam, to be determined by the three or more graders of the exam, may be high pass, pass, low pass, or no pass. If there is disagreement among the graders about the outcome of a student's comprehensive exam, that exam, along with the graders' evaluations and faculty evaluation of the student's work, is reviewed by the IMPHD Committee, and a recommendation is

made to the IMPHD Director. Extenuating circumstances are considered by the IMPHD Committee. The Director determines the outcome of the exam, based on the recommendations of the IMPHD Committee.

The decision of the Director is final. Students need a low pass or better to progress to the third year of the program. Those who do not pass the comprehensive exam are terminated from the program. In preparation for the comprehensive exam, students are advised to consult with their respective IMPHD Committee Representative. Upon successful completion of the comprehensive exam, students may progress to the dissertation stage of the program.

Student Progress Form I

After the student has received notification that they have passed the Comprehensive Exam, they may submit the Student Progress Form I for submission to the IMPHD Office.

Forming a Dissertation Committee

The dissertation committee chair must be a full Graduate Faculty member in the IMPHD Program. With approval from the graduate division, a full affiliate graduate faculty or emeritus faculty may serve as chair.

The Graduate Division created a website to aid graduate students in forming their committees. The committee must consist of at least five members, including one University Representative, formerly known as the outside member.

The University Representative should possess sufficient familiarity with the dissertation topic and be able to comment and review the dissertation manuscript. The representative must be a full regular graduate faculty who comes from a distinct field and different tenure locus.

Student Progress Form II

After successfully defending their Dissertation Proposal, students then fill out the Student Progress Form II for submission to the IMPHD Office.

Students register for Dissertation 800 only after they have:

1. Passed their first paper and comprehensive exam.
2. Selected their Committee.
3. Successfully defended their Dissertation Proposal.
4. Submitted their Student Progress Report II.

Graduate students are required to register for at least one (1) credit of Dissertation 800 during the term in which their degree is awarded.

Student Progress Form III

After a student has successfully defended their dissertation, their committee members sign the Student Progress Form III.

Student Progress Form IV

After a student has made any required changes to their dissertation manuscript, their committee members sign the Student Progress Form IV.

IMPHD Evaluation of Learning Objectives

Academic Year _____ \

Students will be able to

- A.** Create knowledge in international management with an Asia/Pacific focus as demonstrated by publication in peer-reviewed journals, peer-reviewed conference presentations, and dissertation research.

Year	Percent of Students	Published in peer-reviewed journals and/or presented at a conference (peer-reviewed acceptance)	Dissertation Research: Asia/Pacific focus	Dissertation Research:

Attach:

1.--Advisors' annual evaluations of each student's research

2.--First-year paper (when applicable)

- B.** Demonstrate comprehensive knowledge in the field of international management through a comprehensive exam

Year	High Pass	Pass	Low Pass/Retake

- C.** Effectively teach college-level courses as demonstrated by a course observation, Center for Teaching Excellence mid-semester evaluation, student end-of-course evaluations, and a review of teaching materials by their course coordinator or dept. head. (please attach all evaluations).

Year	Exemplary	Satisfactory	Needs Work

- D.** Collaborate on scholarly projects with colleagues and peers.

Year		Completed & published collaborative project	In-progress collaborative project

Requirements for Graduation

What are the program requirements for graduation?

- 66 total credits or more.
- 4 semesters of BUS705 Seminar in International Management: 1st year fall and spring semesters, 2nd year fall and spring semesters.
- All doctoral seminars offered in the student's specialty area (i.e. 701-704): accounting, finance, information technology, management, or marketing.
- Two or more semesters of Ph.D. level courses in statistics. Statistics courses are listed in the Economics, Psychology, and Education departments.
- Successful completion of a first-year paper.
- Successful completion of the comprehensive examination.
- Successful dissertation proposal defense.
- Successful completion of a doctoral dissertation and defense.

In addition to the requirements, what courses are strongly recommended?

- Ph.D. level courses in economics, e.g. Microeconomic Theory I and II, Econometrics I and II.
- Shidler doctoral seminars outside of the student's specialty area.
- Ph.D. level courses in other disciplines, such as psychology, sociology, or foreign languages, depending on the student's research interests.
- Independent study with Shidler faculty.

Following is a recommended course of study for IMPHD students. This is only a recommendation. If courses are not offered, then an elective or comparable course should be taken in its place. For recommendations on courses, students are advised to see the program director or their advisor. In addition it is strongly recommended that all IMPHD students take two semesters of economics (ex. ECON 606 or ECON607).

International Management
International Accounting Specialization Plan of Study

(This is only a recommendation for a plan of study)

	FALL			SPRING		
Year 1	Acc 701	(3)	Seminar in Financial Accounting Research	Econ629	(3)	Econometrics
	Econ 627	(3)	Math Econ.	Econ 606*	(3)	Micro I*
	Econ 628	(3)	Quant. Methods	Acc 702	(3)	Seminar in Managerial Accounting Research
	Bus 705	(1)	Ph.D. Seminar in International Management	Bus 705	(2)	Ph.D. Seminar in International Management

Qualifying Exam (mid-June, feedback by July 1) – File Form 1 with Graduate Division

Year 2	Fin 702	(3)	Asian Finance	Acc 704	(3)	Accounting Research Seminar in Selected Topics **
	Acc 703	(3)	Accounting Research Seminar in Selected Topics **	Elective	(3)	(Research Methods)
	Elective	(3)	Course at 600 or 700 level	Elective	(3)	Course at 600 or 700 level
	BUS705	(1)	Ph.D. Seminar in International Management	BUS705	(2)	Ph.D. Seminar in International Management

Year 3	Comp. exam before Oct., 3 rd year	Chair identified before Jan., 3rd year
	Admit to cand. Nov., 3rd year	Diss. Comm. before May, 3rd year
	Acc Directed Reading, Acc 790	Acc 790 or Bus 800 - Diss Hours
File Form 2 with Graduate Division Defend dissertation proposal by July of 3rd year		
Year 4	BUS 800 - Dissertation hours	BUS 800 - Dissertation hours
	Oral thesis defense by July 4th year – File Form 3 with Graduate Division	

* or a Survey Research and Advance Analytical Method (3) that will be offered by ITM department.

** Topics such as “Seminar in Behavioral Accounting Research, Seminar in Auditing Research, Seminar in Taxation Research, and Seminar in International Accounting topics,” or a combination of these topics can be offered.

*** If courses are not offered, a comparable Ph.D. level course should be taken.

International Management Asian Finance Specialization Plan of Study

	FALL	SPRING
Year 1	Math 471 (3) Prob. Thy.	Econ629 (3) Econometrics
	Econ627 (3) Math Econ.	Econ606 (3) Micro I
	Econ628 (3) Quant. Methods	FIN701 (3) Finance Theory and Corporate Policy
	Bus 705 (1) Ph.D. Seminar in International Management	Bus 705 (2) Ph.D. Seminar in International Management

(mid-June) Qualifying Exam (feedback by July 1) – File Form 1 with Graduate Division

Year 2	Fin 702 (3) Asian Finance	Fin 704 (3) Asset Pricing/Int'l. Finance
	Econ 608 (3) Micro II	Elective (3) Game Theory
	FIN 703 (3) Corporate Control and Restructuring	Elective (3)
	Bus 705 (1) Ph.D. Seminar in International Management	Bus 705 (2) Ph.D. Seminar in International Management

Year 3	Comp. exam before Oct., 3 rd year	Chair identified before Jan. of 3rd year
	Admit to cand. Nov. of 3rd year	Diss. Comm. before May of 3rd year
	FIN Directed Reading, FIN 790	FIN Directed Reading, Fin 790
File Form 2 with Graduate Division Defend dissertation proposal by July of 3rd year		
Year 4	BUS 800 - Dissertation Hours	BUS 800 - Dissertation Hours
	Oral thesis defense by July, 4 th year – File Form 3 with Graduate Division	

* If electives or FIN701-704 is not offered, a comparable research methods, doctoral level seminar, or directed readings should be taken.

International Management Global Information Technology Management Specialization Plan of Study

	Fall	Spring
Year 1	ITM 704 (3) MIS Research Seminar (Information Systems Theory)	ITM 704 (3) MIS Research Seminar (Telecommunications Theory)
	CIS 703 (3) Foundations of Behavioral Research (Experimental Design and Statistical Analysis)	Outside Shidler College of Business Behavioral Theory (3) (e.g. PSY 626 Cognitive Psychology)
	Outside Shidler College of Business Quantitative Methods (3) (e.g. PSY 614 Multivariate Methods)	Elective (3) (e.g. ITM 660 Collaborative Technologies and Intranetworking ¹)
	Bus 705 (1) Ph.D. Seminar in International Management	Bus 705 (2) Ph.D. Seminar in International Management
(mid-June) Qualifying Exam (feedback by July 1) – File Form 1 with Graduate Division		
Year 2	ITM 704 (3) MIS Research Seminar (Organizational Theory)	ITM 706 (3) IT Org. Research Methods and Lit. (Survey Research and Advanced Analytical Methods)
	Outside Shidler College of Business Qualitative Methods (3) (e.g. SOC 609 Qualitative Research Seminar)	Outside Shidler College of Business Elective (3) (e.g. PSY 650 Social Psychology)
	Elective (3) (e.g. ITM 687j Data Communication ²)	Elective (3) (e.g. ITM 687D Int.'l Data Communications ³)
	Bus 705 (1) Ph.D. Seminar in International Management	Bus 705 (2) Ph.D. Seminar in International Management
Year 3	Comprehensive exam before Oct. of 3 rd year	Chair identified before January of 3 rd year
	Admitted to candidacy after pass on comp exam	Committee in place before May of 3 rd year
	ITM 790 Global ITM Directed Reading	ITM 790 or Bus 800 Dissertation Research in IM
File Form 2 with Graduate Division - Thesis proposal at end of 3 rd year summer or before		
Year 4	BUS 800 Dissertation Research in IM	BUS 800 Dissertation Research in IM
	Oral thesis defense y July 4 th year – File form 3 with Graduate Division	

And/Or: Global HealthCare Informatics (or and elective offered by another Shidler College of Business department in the IM program, or another UH school on approval).

- i. And/Or: Advanced Database Management (or an elective offered by another Shidler College of Business department in the IM program, e.g. MKT 709, or another UH school on approval).
- ii. And/Or Asia-Pacific Information Infrastructures in the New Economy (or an elective offered by another Shidler College of Business department in the IM program, e.g. MKT 710, or another UH school on approval).

**International Management
International Marketing Specialization Plan of Study**

	FALL	SPRING
Year 1	Mkt. 701 (3) Mkt. Theory	Mkt. 702 (3) Consumer Behavior
	Methods (3) e.g. CIS 703- Fdns. Required of Beh. Res.	Beh. Theory – (3) e.g., Psych 626 outside Shidler College of Business, Cognitive Psych Reqd.
	Methods (3) e.g. PSY 614 Required Multivariate Methods	Elective (3) e.g., PSY 615, Non-parametric methods
	Bus 705 (1) Ph.D. Seminar in International Management	Bus 705 (2) Ph.D. Seminar in International Management

(mid-June) Qualifying Exam (feedback by July 1) – File Form 1 with Graduate Division

Yea 2	Mkt. 703 (3) Mkt. Strategy	Mkt. 704 (3) Advanced Mkt. Topics
	Beh. Theory- e.g., PSY 650 outside Shidler College of Business (3) Social Psych. Required	Elective (3) e.g., PSY 653, Cross-Cultural Psychology
	Methods (3) e.g. EDEP 603 Required Design & Analysis of Psych. Experim.	Methods (3) e.g. EDEP 605 Required FA and SEM
	Bus 705 (1) Ph.D. Seminar in International Management	Bus 705 (2) Ph.D. Seminar in International Management

Year 3	Comp. exam before Oct., 3 rd year	Chair identified before Jan. of 3rd year
	Admit to cand. Nov. of 3rd year	Diss. Comm. before May of 3rd year
	Mkt. Directed Reading, Mkt. 790	MKT 790 or Bus 800 – Diss Hours
	Mkt. Directed Reading, Mkt. 790	MKT 790 or Bus 800 – Diss Hours

File Form 2 with Graduate Division Defend dissertation proposal by July of 3rd year		
Year 4	BUS 800 - Dissertation hours	BUS 800 - Dissertation hours
	Oral thesis defense by July, 4th year – File Form 3 with Graduate Division	

* If electives or MKT701-704 is not offered a comparable research methods, doctoral level seminar, or directed readings should be taken.

International Management
International Organization & Strategy Specialization[↓] Plan of Study

	FALL		SPRING	
Year 1	Psych. 610	(3) Intro. Quant. Meth.	Psych. 612	(3) Mult. Reg. In Beh. Sci.
	CIS 703 Rsch.	(3) Fund. Beh.	Elective	(3) Beh. Theory
	Mgt. 701	(3) Cross Cultural Mgt. Seminar	Mgt. 703	(3) Asia-Pacific Business Systems
	Bus 705	(1) Ph.D. Seminar in International Management	Bus 705	(2) Ph.D. Seminar in International Management

(mid-June) Qualifying Exam (feedback by July 1) – File Form 1 with Graduate Division

Year 2	EDEP 605 (3) Factor Analysis & St. Eq. Anal.	EDEP	(3) Qualitative Method
	Mgt 702 (3) Advanced Cross-Cultural Mgt.	MGT 704	(3) Corporate Strategy & Int'l. Bus.
	Bus 705 (1) Ph.D. Seminar in International Management	Bus 705	(2) Ph.D. Seminar in International Management

Year 3	Comp. exam before Oct., 3 rd year	Chair identified before Jan. of 3rd year
	Admit to cand. Nov. of 3rd year	Diss. Comm. before May of 3rd year
	Mgt. Directed Reading, Mgt. 790	Mgt. Directed Reading, Mgt. 790
File Form 2 with Graduate Division Defend dissertation proposal by July of 3rd year		
Year 4	Bus 800 Dissertation Research	Bus 800 Dissertation Research
	Oral thesis defense before graduation – File Form 3 with Graduate Division	

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* If electives or MGT 701-704 is not offered a comparable research methods, doctoral level seminar, or directed readings should be taken.

Ph.D. Level Courses:

ACC	701	Seminar in Managerial Accounting Research
ACC	702	Seminar in Financial Accounting Research
ACC	703	Research Seminar in Selected Topic
ACC	704	Research Seminar in Selected Topic
ACC	790	Directed Reading
FIN	701	Financial Theory and Corporate Policy
FIN	702	Asian Finance
FIN	703	Corporate Control and Restructuring
FIN	704	Asset Pricing and International Finance
FIN	790	Directed Reading
ITM	704	IS Theory
ITM	704	Telecommunication Theory
ITM	704	Organizational Theory
ITM	706	IT Organizational Research Methods
ITM	790	Directed Reading
MKT	701	Marketing Theory
MKT	702	Consumer Behavior
MKT	703	Marketing Strategy
MKT	704	Advanced Marketing Topics
MKT	790	Directed Readings
MGT	701	Cross-Cultural Seminar
MGT	702	Advanced Cross-Cultural Management
MGT	703	Asia Pacific Business Systems
MGT	704	Corporate Strategy and International Business
MGT	790	Directed Reading
BUS	705	Ph.D. Seminar in IM