INFORMATION TECHNOLOGY MANAGEMENT
PhD PROGRAM DESCRIPTION
AND DOCTORAL STUDENT MANUAL

Michigan State University
Information Technology Management Program
Updated Fall 2004

Note: Program applicants desiring further information should contact:
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Special thanks to the Department of Management for providing the template for this document.
I. INTRODUCTION

The Information Technology Management PhD Program at Michigan State University provides its students the opportunity to explore the complete breadth and depth of the general field of business information systems. The ITM Program is an interdisciplinary unit that draws its core faculty from several different departments in the College of Business. In addition, we have affiliated faculty in the College of Telecommunication Arts and Sciences and the College of Engineering. ITM is a rapidly changing domain, and this organizational structure gives us access to the best and broadest range of scholarship and research opportunities.

Our doctoral program places primary emphasis on the development of scholars with competence in the general field of information systems as well as in a chosen field of concentrated specialization. Such scholars should be capable of generating, communicating to others, and applying knowledge in their disciplines.

Doctoral students in our program are encouraged to design individually meaningful curricula within the larger context of our field. Combined with our dedication to organizational research, the variety of doctoral courses available in our program offer opportunities to our students that are not available elsewhere. Our strong working relationships with other university programs, for example Telecommunications (TC) and Computer Science and Engineering (CSE), broaden the variety of courses of study our doctoral students can pursue.

Students in the doctoral program are required to commit full-time attention to our program; part-time enrollment is not allowed.

II. ENTRANCE REQUIREMENTS

Application to our program is based on the following materials:

1. A completed on-line application for admission to graduate studies at MSU with fees paid. The application form can be obtained on-line from <http://grad.msu.edu/apply.htm>

2. College transcripts showing grades received while pursuing all prior undergraduate degrees as well as graduate degrees, if any. Official copies should be sent directly to the Department of Accounting and Information Systems (see above for address and contact information).

3. Three letters of reference from individuals who are able to appraise your personal interests, abilities, and the likelihood that you will successfully complete our Ph.D. program.

4. Standardized Test Scores: The Graduate Management Admissions Test (GMAT) is preferred, but Graduate Record Exam (GRE) scores will also be considered.
5. A written statement of personal goals. This statement should address (a) the area(s) of information systems in which you are interested, (b) why you believe the program and faculty at Michigan State University fit your interests, and (c) your career objectives upon completion of your degree. This statement should be no longer than two pages (double-spaced).

6. A pre-admission interview. Before making final decisions on admission, applicants are expected to talk with at least two faculty members. Ideally, we would bring candidates to MSU for an on-campus visit. In cases where a campus visit is not possible, we plan to conduct interviews via telephone.

An admissions committee will screen the applications. Applicants passing this initial screening are then considered for acceptance by the complete ITMP faculty. Specific entrance criteria change from year to year, but it is generally the case that an applicant will not be accepted if his/her GMAT Cumulative score is lower than the 85th percentile (roughly 640).

We also examine the fit between our program and the applicant’s interests based on the applicant’s goal statement, letters of recommendation, and previous work and/or academic experience.

Students begin our program in the Fall. We currently plan to admit students every other year, in order to preserve an appropriately low faculty-student ratio. Admissions standards and procedures conform to the equal opportunity and affirmative action policies of MSU.

Fellowships and funding. Since we expect full-time participation in doctoral studies, we only admit students that we have funding to support. PhD students are funded with a combination of graduate assistantships and fellowships. Depending on availability and student interest, the graduate assistantships include both teaching and research opportunities. The details of financial support vary from year to year, and are spelled out in writing for each candidate when they are offered admission to the program. We are particularly interested in recruiting candidates who are eligible for university fellowships (see http://www.grad.msu.edu/prospect.htm and http://www.finaid.msu.edu/grad.asp for additional details).

III. BASIC COURSE REQUIREMENTS

A. Overview of Course Requirements.

The Ph.D. curriculum prepares competent research professionals through concentration on the following related areas of study (which will be more fully described later):

1. The ITM major field
2. An appropriate minor field
2. Research methods
3. Economics and/or Behavioral Analysis
4. Other business fields (as required by the college of business)

Thus, students must complete the following course requirements:

1. The major (ITM 911, 912, 913 and 914)
2. The minor (course requirements will vary)
3. The research component (including MGT 906, ITM 917 and MSC907 or equivalent)
4. Competency in economics and behavioral analysis (as required by the college of business)
5. Business concepts coursework (as required by the college of business)

B. Development of Competence in the Major Area.

Several elements of the ITM program are directed toward developing knowledge in the general field of organizational behavior. First, all students take a series of four core seminars that cover basic topics in the field of information systems. Second, each student completes a minor in a related field, e.g., micro-economics, computer science, etc. Third, the student completes a research component that includes the program's seminar on information systems research methods. The culmination of this preparation is the written comprehensive examination in ITM.

1. The core courses:

**ITM 911**: Seminar in management information systems for new doctoral students and researchers new to the field. Provides a “macro” perspective on information systems research.

**ITM 912**: This course introduces and explores various economic and other related social science perspectives used to study information technology and the economic effects of information technology. Topics covered will include the economics of standard setting, network industries and technologies, IT and productivity, strategic uses of information technology, and the impact of IT on the structures of organizations and markets.

**ITM 913**: Research in design science in information systems. Topics covered include ontological issues in design science research, and approaches to modeling, validating and implementing novel IT artifacts. Emphasis on the design of IT artifacts in the context of business organizations.

**ITM 914**: Information Systems theory from a behavioral and social science perspective. Topics covered include the individual acceptance of technology, individual decision making, group collaboration and decision making, training, knowledge management, and human computer interaction.
2. The minor:

One relevant field of study outside of ITM is selected by each student and the guidance committee (see Section IV C) as a minor. Examples include related disciplines, such as economics, psychology, sociology or computer science, or related fields of business such as accounting or supply chain management. Ideally, the minor field provides a foundation for dissertation research.

Depending upon each student's background and previous course work, he or she can request that some or all course work in the minor be waived. The decision on what is most appropriate for each student will be made in consultation with his or her guidance committee.

Typically, however, students complete three courses (9 credit hours) to satisfy the minor requirement. Regardless of whether some or all course work is waived, all students must pass competency requirements as specified by the department certifying the minor, if so required. Students must gain approval of the certifying department and the ITM guidance committee prior to beginning minor coursework.

C. Development of Research Competence.

Pursuant to the ITM Program’s dedication to research, students must develop and display competence in research methods and the ability to pursue independent research. At least three interrelated activities contribute to the development of research competence.

1. Coursework - One of these activities is the completion of Management 906, the Management group’s Seminar in Organizational Research Methods. In this course, social and behavioral research methods are presented at a level appropriate for doctoral students. The roles of theory and data as the building blocks of competence in Management are emphasized. Another required course is ITM 917, Research Methods in Information Systems. This course covers research methodologies utilized to study information systems phenomena from social science, computational science and clinical approaches. It also offers a critique of the information systems literature from various methodological perspectives.

In addition to MGT 906 and ITM 917, students must complete two more courses in research-methodology. To fulfill this requirement, students normally take MSC907 (“Causal modeling”) and MGT914 (“Applied regression”). These courses cover statistical techniques such as regression and struc-
Subject to the approval of the Guidance Committee, students may substitute a sequence of core statistics courses that covers similar material. Courses that fulfill this requirement can be taken from (but are not limited to) the departments of Psychology, Communications, Educational Psychology, Political Science, or Sociology.

D. Competence in Economics and/or Behavioral Analysis.

Students are required by the Eli Broad Graduate School of Management to achieve competence in economic and/or behavioral analysis by completing graduate level course work in these areas. The ITM Guidance Committee establishes specific requirements. In general, this requirements can be satisfied by taking two 800 or 900 level courses in Economics, Sociology, Psychology, or another core discipline.


Students are required by the Eli Broad Graduate School of Management to know and be able to apply certain concepts, tools and techniques of business practice. This requirement is automatically fulfilled by students who:

1. Enter the doctoral program with an MBA degree from an institution accredited by the American Assembly of Collegiate Schools of Business (AACSB); or

2. Enter the doctoral program with a bachelor’s degree in business administration from an institution accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Students who do not meet the requirements of (1) or (2) above are required to develop a broad understanding of the functional areas of business (Accounting, Finance, Management, Supply Chain Management, and Marketing) by completing graduate course work in each of these areas.

F. Second Year Research Paper

Students are required to complete an empirical research project before they sit for their comprehensive examination. Thus, the paper is normally completed by the end of the second summer in the program. The paper should be written under the supervision of an ITM faculty member, who will judge the quality of the work and notify the Director of the ITM PhD program of its successful completion. This paper provides an opportunity for students to work on a research project in collaboration with faculty. It also provides the basis for what may eventually become a dissertation project. Thus, students are encouraged (but not required) to enroll in ITM999 (Dissertation research) during the summer while they are working on this paper.
G. Course Requirement Summary.

Major: ITM 911, 912, 913, 914.

Minor: A minimum of 3 courses (9 credit hours) in a field related to Information Systems.

Research: MGT 906 and ITM 917 plus two additional courses including an approved statistics sequence, such as MGT 914 and MSC 907. (12 hours total)

Economics and/or Behavioral Analysis: 2 courses (6 credit hours) in economics and/or behavioral analysis (i.e., in core disciplines such as psychology, sociology, anthropology, etc.).

Business (if required): Includes the following four courses or acceptable substitutes: ACC 840, FI 801, MSC 800, MSC 805

Note: Per college requirements, to be in good standing each student must attain at least a 3.25 (out of 4.0) cumulative grade point average by the end of the second full semester of enrollment and thereafter.

IV. EXPECTATIONS, ADVICE, AND FEEDBACK

Coursework is only part of the process of completing Ph.D. requirements in the ITM program. This section contains information about additional aspects of our curriculum, presented in the order normally experienced by students.

A. Faculty Expectations for Doctoral Students.

1. The ITM group invites speakers to MSU for faculty/student colloquia or job interviews. We expect that students will attend these guest presentations and related events. Our expectation concerning student attendance is based on our belief that we should take advantage of every opportunity to learn about what other researchers are currently doing in the field.

2. Students are expected to attend other informal (i.e. brownbag) meetings for ITM faculty and students. These meetings provide students the opportunity to sharpen presentation skills and practice critical inquiry in a supportive atmosphere.

3. Students are strongly encouraged to attend ITM dissertation defense presentations. In this way, students become familiar with the nature of dissertations as well as the process through which dissertations are completed.
4. Publications are highly desirable for all of our students. They enhance the visibility of our group, help to insure that students will be placed in first-rate academic jobs, and involve all of our members in the same central research process. Therefore, we encourage them vigorously. Often, class papers and projects can form the basis for starting the publication process. The second year research paper is also an excellent opportunity for generating a potential publication. Professors are happy to guide students who wish to pursue such opportunities.

5. Students are encouraged to obtain funds intended specifically for graduate students (e.g., publishers' awards; NSF grants) for their dissertation research. Learning how to identify sources of support and write proposals is encouraged.

6. Students doing field research are expected to coordinate and/or collaborate with faculty members. Typically, faculty members provide contacts that students pursue. Sometimes, however, students make initial contacts and visit organizations alone or together with a faculty member.

7. Students with assistantships (either teaching or research) must be registered for a minimum of six credit hours per semester during the regular academic year (minimum of three credits during summer semester). These credits must be consistent with making progress toward the attainment of the degree, and approval to take these courses must be attained from the student’s advisor.

8. We expect our students to devote primary attention to doctoral pursuits, allowing them to finish their degrees in 4-5 years. Employment elsewhere prior to defense of the dissertation proposal is strongly discouraged and might jeopardize faculty support of a student’s continuation in program. Students not making satisfactory progress toward their degree after five years may be asked to leave the program.

9. Students are encouraged to attend national and professional conventions. National meetings of professional organizations (e.g., ICIS, Academy of Management, AMCIS) enable students to meet noted scholars, and provide job placement opportunities that can be especially useful to students when they enter the academic job market. Subject to the availability of funds, the program will attempt to support travel for these activities.

10. We expect that students will have successfully defended their dissertation proposal before beginning the search for an academic job.

11. We expect that students will take Comprehensive Examinations in the fall of their third year.
B. Guidance Committee for New Graduate Students.

During the first year, each new doctoral student works with his or her guidance committee to develop a curriculum plan using the standard “course of study” form (Appendix A). For new students, the Guidance committee is simply the current ITM PhD Program committee. By starting with an advisory committee (rather than a specific advisor), we hope to encourage students to get to know more of the faculty and to feel comfortable selecting an appropriate advisor as their research interests and working relationships with other faculty evolve. With regard to general University Guidelines, the PhD Program Director serves as the student’s Guidance Committee chair.

The role of the guidance committee is to work with the student to formulate a plan of study that meets the student’s unique interests within the constraints imposed by department, college, and university requirements. The membership of this committee will probably be different than the student’s dissertation committee, which is formed during the latter part of the student’s graduate program (after completion of the Comprehensive Exams).

By the end of the first year the report of the guidance committee must be completed and signed by the student, the guidance committee members, the Department Chairperson and the College Dean. Copies of this report are distributed to the student, the faculty advisor, the Department Chairperson, the College Dean, and MSU's Graduate School.

C. Feedback to Graduate Students.

We strongly believe that it is important for graduate students to receive periodic feedback about their progress in our program. The purpose of this feedback is to help each student develop to his or her greatest potential.

1. For first year students, there will be a scheduled informal session held at the beginning of the Spring semester with the guidance committee, and a second, formal evaluation and feedback session held near the end of the Spring semester. Thereafter, there will be one formal session near the end of the Spring semester with the understanding that there will be unscheduled informal contact throughout the year.

2. For formal evaluation and feedback sessions, each student will prepare a working document of 1-2 typed pages describing past accomplishments as a graduate student and future goals. The student will distribute an updated copy of this document to all Guidance Committee members prior to each spring semester evaluation session. Starting with the second year, students are required to begin writing professional vitae and submit them as part of their evaluation documents. These sessions are intended to provide developmental as well as evaluative feedback.
a. Listed below are the questions students should address when preparing their working document:

1. List the accomplishments, activities, special projects, etc. completed since your last feedback review that you feel are pertinent to upcoming feedback sessions.

2. What current activities are you engaged in? (Research, coursework, teaching, other)

3. What future goals have you established as a student? (Research, coursework, teaching, other)

4. Do you have any particular weaknesses that the faculty could help you remedy? What strengths do you have that you could share with other graduate students and faculty?

b. Our goal in these sessions is to make sure that students stay on track for successful completion of the program, in accordance with their career objectives. Thus, feedback will be developmental as well as evaluative. The faculty members will:

1. Review the student's rate and qualities of progress in our program in specific detail, by evaluating the student's research performance, class work, teaching performance, and preparedness for research opportunities. Per Graduate School of Management requirements, a written progress evaluation document (see Appendix B) will be provided to summarize this review. A copy of this document will be provided to the student and the College Dean; one will also be placed in the student's departmental file. Optionally, the student may also place a written response to this progress evaluation in the departmental file.

2. Interactively set behavioral goals with the student for the coming evaluation period. The student may record and place a copy of these goals in his or her departmental file.

V. THE ITM COMPREHENSIVE EXAM

The ITM comprehensive examination is taken by each student upon completion of coursework in the ITM major. The Second Year Research Paper must be successfully completed before taking the exam. Final grades must be received in all core courses prior to taking the examination, but other college requirements (such as Competence in Business Concepts) can be completed after the exam, if necessary.

It is expected that students will take the exam during the fall semester of their third year.

The exam will be scheduled during the first eight weeks of the Fall semester. It con-
sists of two written parts, usually scheduled on two consecutive days, plus an oral exam to be scheduled after grading of the written parts is completed. Each written part will be six hours in length, split into two 3-hour blocks to provide a break. The date(s) and times of the exam must be arranged in advance with the PhD Coordinator and the ITM program director.

Other specifics pertaining to the comprehensive exam are as follows:

A. Structure of the Examination.

1. In the first six-hour session, students will answer four questions. Students will choose to answer one of two questions from each of the following four areas:

   a. Behavioral science
   b. Design Science
   c. Macro perspectives on IT
   d. Economics of information systems

2. In the second six-hour session, students will answer two questions. Students will choose to answer one of two questions in:

   a. Research methodology (design a study)
   b. Critique of a published article

3. The oral examination provides an opportunity for faculty to discuss the results of the written exam, ask additional questions of clarification, and provide feedback to the student.

4. Students will be permitted to bring an alphabetized list of references to the exam. This list may include only standard bibliographic information (author, date, title, etc.). *No annotations or coding beyond this information will be allowed.*

B. Procedures Regarding the Examination.

1. In the semester of the examination, a student wishing to sit for the exam must declare his or her intent to do so, in writing, to the ITM Guidance Committee.

2. Grading

   a. Students must achieve an averaged score of 3.5 to achieve a passing grade on each section of the exam. Each question is weighted the same in computing the average on each section.

   b. If a student fails to achieve a passing grade on a section, he or she will be required to retake that section. In other words, if a student fails one part,
they retake that part. If a student fails both parts, they retake both parts.

c. Faculty will grade, individually, the examination items without student names attached to them using the scale shown in Appendix C. The absence of names associated with responses makes students’ identities less salient in grading, although, given the small numbers of persons taking the exam, this obviously does not mean that anonymity is assured. Each faculty grades those items which he or she feels competent to grade and then forwards his or her grades to the faculty member selected to act as coordinator for the exam.

d. When individual grading is complete, the faculty will meet to discuss evaluations of responses to items and reach a consensus grade for each item completed by a student.

e. The oral examination provides an opportunity for students to discuss their written exam. In cases where the student failed to achieve a passing score, the grade may be revised upward or it may be allowed to stand.

The examination will be coordinated by the ITM Guidance Committee. However, all regular ITM faculty members have the option of contributing potential exam questions and grading the exam.

Students are urged to consult prior exam questions, available in the ITM Department office, before taking the exam. Students should also consult with ITM faculty members; especially those who have taught the core courses, prior to the time the students begin preparing for the exam.

Students should not overlook other students who have passed comps as a source of valuable information, since the norm in our program is that students will help each other. Strategies for studying and writing answers, especially helpful papers and books, and so on, are available if students pursue them.

We emphasize that the comprehensive exam is not a "big final" that covers only material encountered in core classes. Students who take comps are assumed to be quite knowledgeable with respect to the history and traditions, controversies and accomplishments, theories and applications, methods and principles, as well as significant books and papers in the fields of the exam.

Students normally take the exam in the fall of the 3rd year, and the exam must be passed within five years of beginning the Ph.D. program. If a student fails the exam on the first try, he or she may retake the exam once, the next time it is offered. A student has 12 months to retake and pass the exam.

If a student does not pass the exam and does not or cannot take the exam again, he or she will be unable to complete the requirements for a Ph.D. Generally, the student will be terminated from the program at the end of the semester.
in which the exam was last taken. Exceptions to this may be considered with the approval of the ITM faculty and ITM program director.

VI. THE DISSERTATION

The Ph.D. dissertation is the capstone of our doctoral education program. When completed it signifies individual competence as a researcher, and, as a public document, it represents the researcher to his or her professional peers.

A. The Dissertation Committee.

The dissertation process is supervised by a dissertation committee composed of at least four members, one of whom is designated chairperson. The student’s guidance committee must approve this committee. The dissertation committee chairperson and a majority of the committee members must be from the core ITM faculty (see appendix IX).

Selection of a chairperson is based on mutual research interests between the student and the faculty member. Thus, it is important for each student to develop concise awareness of faculty research interests so that the choice of the dissertation chairperson is appropriate for both the student and the chairperson. The selection of faculty members for the remainder of the student's committee should be based on the potential contributions they might make to the final product.

Faculty members' decisions to chair or join a dissertation committee are based on respect for the student's ideas and competence, as demonstrated by the student's prior performance in the Management program. We look at the formation of a dissertation committee as being a recognition of merit; in no sense is a faculty member obligated to sit on a particular student's dissertation committee.

The decision to pass a student's dissertation is our final certification of that student's professional competence. We take this certification seriously since the quality of the dissertation reflects back upon the personal credibility of individual committee members as well as the quality of our program as a whole.

B. Dissertation proposal defense.

The first step in the dissertation process involves the development of a proposal indicating the research topic that a student desires to examine, and the method that he or she will use to examine it. The development of this proposal typically involves intensive interaction between the student and his or her dissertation committee. When committee members are generally satisfied with a student's proposal, the committee meets with the student to decide whether to proceed to the next step. This next step, the oral defense of the Dissertation Proposal, requires the student to defend the dissertation proposal in an open meeting. Because the purpose of this requirement is to provide faculty input for the disserta-
tion research, it should be satisfied before the majority of the research effort is undertaken. A successful defense of the dissertation proposal is achieved when three-fourths of the student’s dissertation committee, including the chairperson, approves the defense. The guidance committee will report to the Doctoral Programs Office the successful completion of this requirement.

All of the members of the students’ guidance committee should be in attendance at the defense of the dissertation proposal. The date, time, and place for the defense of the dissertation proposal will be announced to the Broad School faculty ten days in advance of the event.

With the exception of doctoral dissertation research credits, all course work listed on the student’s approved guidance committee report must be completed with grades reported before the student will be permitted to defend the dissertation proposal.

In a closed session following the defense, the committee formally votes to determine whether the student will be allowed to proceed to the next step, Ph.D. candidacy and dissertation research.

C. Final dissertation presentation.

The final oral presentation of the dissertation occurs in an open meeting when the Ph.D. candidate’s dissertation committee agrees that the candidate has completed an acceptable independent research project and written it up satisfactorily. Specific policies for the conduct of the oral defense of dissertations, the format of the dissertation, dates for submissions of the document and other procedures must conform to the Graduate School’s specifications. Students should consult a current copy of the Graduate School’s requirements (i.e., The Graduate School Guide to the Preparation of Master’s Theses and Doctoral Dissertations, available on-line and from the Office of The Graduate School) when preparing the final dissertation and the dissertation defense.

The dissertation presentation must be successfully completed within three years of passing the ITM comprehensive examination and within eight years of matriculation. Candidates who fail to meet these guidelines must revert to student status, and are required, by University policy, to re-enter and pass the entire doctoral comprehensive examination process before proceeding further.

D. Dissertation project: A word of caution.

We have found that students often underestimate the time that is needed to form an idea for a dissertation, prepare a proposal, conduct the research and defend it. The modal time is two years. For example, the dissertation proposal may require three to six months to draft, then another three to six months to refine and acquire committee acceptance. Two weeks to one month advanced notice is required to schedule a proposal defense. Dissertation research and
writing usually takes about a year, although additional time is sometimes needed. Another month or two should be allowed for revisions required by final committee recommendations made prior to the defense. Scheduling the defense requires advanced notice of about two weeks. Final editorial revisions required after a successful presentation may take another month or two. In sum, it is unrealistic to expect to complete the entire dissertation process, from proposal draft to accepted dissertation, in less than about a year and a half. Consequently, a draft of the proposal should be under initial committee review no later than six to ten months after passing the comprehensive examination.

VII. EXAMPLE CURRICULUM TIMETABLE

The following timetable shows an example of course order and times taken. It is not a blueprint or even “typical”. Students should consult university course timetables to determine when courses will be offered. This schedule assumes that students have completed an AACSB degree before arriving. If not, they will have to take additional courses to fulfill the College of Business requirement for Competence in Business Concepts.

Current students and the Faculty Advisor are an excellent source of information regarding scheduling of classes. ITM department seminars (900-level courses) should be taken the first time they are offered. The exact schedule will vary depending on faculty availability.

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<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>Year 1</td>
<td>ITM911 MGT906 Econ/Behav</td>
<td>ITM914 ITM917 MGT914</td>
<td>Start Research Paper (ITM999)</td>
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<tr>
<td>Year 2</td>
<td>ITM 912 MSC907 Minor field</td>
<td>ITM 913 Econ/Behav Minor field</td>
<td>Finish Research Paper (ITM999)</td>
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<td>Year 3</td>
<td>Comp Exam Minor field</td>
<td>Research (ITM999)</td>
<td>Proposal defense</td>
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<td>Year 4</td>
<td>Research (ITM999)</td>
<td>Research (ITM999)</td>
<td>Dissertation Defense</td>
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VIII. CRITERIA FOR NOMINATION TO CONSORTIA

Special sessions are conducted for outstanding graduate students at national conventions. The purpose of these sessions is to acquaint doctoral students, on a first-hand basis, with newly emerging ideas being developed by recognized experts in our field. Criteria for our selection of a student include:

A. Performance as a Student.
   1. Doing well in course work.
   2. Making steady progress toward degree.
   3. Active involvement in research.

B. Career Stage and Interest.
   1. Being nearly done with coursework (i.e., after 2-3 years).
   2. Evidence of advanced student interest in consortium topic.

It is not always the case that one or more students will be sent to consortia by the Department each year. The final decision is made by the ITM faculty and is based upon whether one or more students have met the criteria for attendance. For example, many doctoral consortia require a viable research proposal. An individual may be invited to participate in one consortium one year and another in another year. However, no one will be sent to the same consortium twice.

All of these criteria are subject to budgetary constraints.

IX. THE FACULTY

The faculty of the ITM program have diverse interests which, when supplemented by the interests of other faculty on campus, provide students with an unusually broad educational opportunity. The core faculty consist of those individuals whose teaching and research responsibilities are primarily in one of the ITM programs. Core faculty can serve as chairperson of the dissertation committee. Affiliated faculty share research interests, but cannot chair an ITM dissertation committee. Please visit their web sites at www.bus.msu.edu or www.tc.msu.edu for more information.

Core Faculty

Roger Calantone, Eli Broad Chaired University Professor of Business and University Distinguished Faculty at Michigan State University.
• Director of the university specialization program in Information Technology Management. Product design and development processes, decision support and group decision support systems, technology market models and international development.

David Closs, Professor, The John H. McConnell Chair in Business Administration

• Logistics strategy, inventory/forecasting management, computer decision support systems and management information systems.

Severin Grabski, Associate Professor, Accounting and Information Systems.

• Accounting information systems and business systems.

Nancy Lankton, Assistant Professor, Accounting and Information Systems.

• Accounting information systems and data processing.

Bill McCarthy, Professor, Accounting and Information Systems

• Enterprise Ontologies; E-Commerce Collaboration Standards; Enterprise Information Architectures; Database and Object Modeling of Enterprise Economic Phenomena

D. Harrison McKnight, Assistant Professor, Accounting and Information Systems.

• Trust-building, motivation, and retention. Specifically, Harrison's research interests include trust-building within e-commerce and digital organization settings, and retaining and motivating technical professionals

Brian Pentland, Professor, Accounting and Information Systems.

• Director of the ITM PhD Program at Michigan State University. Business process modeling and design; Grammatical models of work processes; Research methods for sequence and process analysis

Vallabh Sambamurthy, Eli Broad Professor of Information Systems.

• How do firms synchronize their IT and business strategies and processes to sustain superior business performance? What are the emerging organization designs and IT governance arrangements for digitally-enabled enterprise value nets in contemporary firms?
Cheri Speier, Associate Professor of Accounting and Information Systems.

- Influence of work environments on decision making. Supporting the supply chain using information systems. Individual acceptance and use of technology.

Affiliated faculty

Anthony Ross, Associate Professor of Supply Chain Management

- optimization and heuristics; supplier management and evaluation; distribution system design.

Paul Rubin, Professor of Management

- Application of optimization models and methods in material management, and mathematical programming algorithms for discrimination and classification.

Charles Steinfield, Professor of Telecommunication Studies

- Information technologies, electronic commerce, distributed collaborative work.

Pamela Whitten, Associate Professor of Telecommunication Studies

- communication technologies in health care, telemedicine

Steven Wildman, James B. Quello Professor of Telecommunication Studies

- economics and policy for media and information industries

Brian Winn, Assistant Professor of Telecommunication Studies

- New media design, human-computer interaction design, game design
X. LIST OF APPENDICES

A. Report of the Faculty Advisor Form -- Doctoral Program.

B. Management Student Progress Evaluation Form.

C. Comprehensive Examination Performance Criteria.
APPENDIX A

Report of the Faculty Advisor Form -- Doctoral Program.
REPORT OF THE GUIDANCE COMMITTEE – DOCTORAL AND OTHER PROGRAMS

See the catalog (Academic Programs) regarding composition of guidance committee and deadlines for its formation and for filing this report listing all degree requirements.

Name ___________________________ Student No. ____________

Last First Middle Ph.D. D.M.A

First Semester in Doctoral Program Dept. ______________ Major ______________

Bachelor of Institution Year Major

Master of Institution Year Major

Tentative Dissertation Subject ____________________________

Director ____________________________ Languages or Course Substitutes ____________________________

Will the student's research involve the use of:

- human subjects or human materials?  Yes No
- warm-blooded animals?  Yes No
- or hazardous substances?  Yes No

I understand it is necessary to obtain institutional review and approval prior to initiating any research involving the use of human or animal subjects or hazardous materials.

(Student's Signature) Mo/Day/Yr

DOCTORAL PROGRAM

PLEASE PRINT OR TYPE AND CLUSTER BY FIELD

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Semester</th>
<th>Title</th>
<th>No. CR</th>
<th>Dept.</th>
<th>Course No.</th>
<th>Semester</th>
<th>Title</th>
<th>No. CR</th>
</tr>
</thead>
</table>

Approved: (Please TYPE guidance committee members’ names BELOW signatures)

1. ____________________________ Chairperson Mo/Day/Yr

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

Course Credits (in addition to at least 24 credits of 999) ____________________________

Comprehensive examination areas:

The candidate expects to pass the Comprehensive Examination by ____________________________ Semester, ____________________________ (Year).

Student Mo/Day/Yr

Department Chairperson Mo/Day/Yr

College Dean Mo/Day/Yr

MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION
APPENDIX B

Student Progress Evaluation Form
Information Technology Management Program
Student Progress Evaluation Form

Student's Name ___________________________ Evaluation for the Year ____________

Student's Signature and Date of Receipt _______________________________________

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

Dimension and Comments

COURSEWORK
1. Performance in ITM core courses (Years 1-2)
2. Performance in other courses (Years 2-3)
3. Progress toward coursework and examination completion (including minors and business competencies; Years 1-4)

TEACHING
1. 300-level teaching performance (Years 1-4)
2. Ability to teach independently (Years 3-4)

RESEARCH
1. Level of participation in ongoing research (Years 1-4)
2. Performance in ITM Second Year Research Paper (Years 1-3)
3. Ability to perform independent research (Years 2-4)

OTHER
1. Proposal/dissertation progress (Years 3-5)
2. Attendance at ITM group meetings (brownbags, dissertation proposals and defenses, colloquia; Years 1-4)
3. Timely progress toward degree completion (Years 1-4)

Other comments (performance compared to previous evaluations, professional presentations, preparation for job market, etc.)___________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
APPENDIX C

Comprehensive Examination Performance Criteria
<table>
<thead>
<tr>
<th>Not Passing</th>
<th>Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>Just plain B.S.</td>
<td>Shows some attempt at organization.</td>
</tr>
<tr>
<td>Would be better Blank.</td>
<td>Cites supporting research to back up points.</td>
</tr>
<tr>
<td>Response painfully padded with details.</td>
<td>Originality in bringing research data from various sources to bear problem.</td>
</tr>
</tbody>
</table>

| **2** | **5** |
| Obviously unfamiliar with area content. | Most of the research cited. |
| Student does not adequately know the material. | Relevant information with minimum of redundancy. |
| Misses most important points. | Organization around some theoretical orientation that gives internal and logical cohesion. |
| Did not understand the question or the topic. | Shows a grasp of the problem areas. |
| Lack of acquaintance with the literature. | Meaningful interpretation of research results. |
| Misses many important points. | |
| Did not attempt to plan or organize. | |
| Little or no comprehension of what constitutes relevant information. | |

| **3** | **6** |
| Omitted several important references. | The included material was well expressed. |
| No evidence of integration of material. | |
| Shows considerable tendency to stray from the point. | |
| Organization is weak. | |
| Poorly integrated in terms of overall structure. | |
| Answer is full of the obvious. | |
| Shows a sketchy acquaintance with the up-to-date studies | |
| Answered from a parochial point of view. | |