

PhD Student Handbook in Entrepreneurship

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1. Background, Goals, and Objectives

Doctoral education represents a highly specialized program of academic study and experiences through which students gain a deep understanding of the theoretical foundations and traditions of an academic field of inquiry. Such foundations and traditions include core theories and extant research, critical comprehension of different theoretical and methodological approaches to research, and a mastery of the existing knowledge base and its implications. Doctoral education takes place through multiple experiences including coursework, individual reading and research, involvement in projects conducted by senior scholars, participation in academic workshops and conferences, and engagement in pedagogical and professional training.

The goal of the PhD program in entrepreneurship at the Whitman School of Management is to produce leading scholars and teachers in the rapidly growing field of entrepreneurship. Entrepreneurship is represented as a core element in the mission statement of the Whitman School of Management, and as such we are one of only a handful of schools with an academic department devoted *solely* to entrepreneurship. The Department of Entrepreneurship and Emerging Enterprises at Whitman is nationally ranked as one of the most outstanding programs of its kind in the nation, and is home to some of the most accomplished scholars and teachers in the field.

Doctoral study represents a challenging endeavor that requires an inquisitive and analytical personality, as well as individual dedication and perseverance. To succeed as a doctoral student requires commitment to developing one's intellect and judgment, a desire to improve knowledge and understanding, and a willingness to actively engage in the developmental process of having one's ideas and research critiqued through a peer-review process. Doctoral students play a significant role in their own learning and development, and therefore must be self-directed and highly motivated. Each doctoral student admitted to the program at the Whitman School will be personally supervised and directed by a senior faculty member.

2. Application & Admission

The ideal candidate for the Doctoral Program in Entrepreneurship and Emerging Enterprises at the Whitman School is inquisitive, intellectually curious, an effective communicator, and committed to devoting four years to rigorous training and research. A candidate competitive for admission will demonstrate - through their application, personal statement, and interview - a strong commitment to academic research and the personal discipline necessary to excel given the rigorous nature of a PhD program. We seek applicants with professional and personal experiences that complement the academic study of entrepreneurship. Candidates for admission are required to take the Graduate Management Admissions Test (GMAT), and should also be able to demonstrate competency in speaking and writing the English language. A graduate degree (master-level) is preferred, but not required.

Applications for admission to the doctoral program are due February 15th. Any student who is interested in being considered for the Syracuse University Graduate Fellowship or the University African American Fellowship programs must submit their applications by January 10th. More

information about the application process – including application materials – can be found at the Syracuse University Graduate School website: www.syr.edu/gradschool

3. Matriculation to the PhD Program – An Overview

The PhD program in Entrepreneurship at the Whitman School is designed as a 4-year course of study. Generally, the program of study can be represented through the following milestones:

- I. Academic Course Work (Years 1 & 2)
- II. Comprehensive Exam (end of Year 2)
- III. Dissertation Proposal Development & Defense (Year 3)
- IV. Dissertation Completion and Defense (Year 4)

Upon admission to the program, students will be administratively assigned to the department's Doctoral Program Coordinator for the purposes of course scheduling, assistantship assignment, and other administrative activities related to the student's satisfactory progression in the doctoral program.

Students will focus primarily on required course-work during the first two years of study. However, our program places a strong emphasis on research, and therefore students will be assigned during the first two years of the program as research assistants to a tenure-track or tenured faculty member. The research assistantship (RA) is an integral part of doctoral education, and offers the students the opportunity to learn through an 'apprenticeship' model. Research assistantships will be rotated on a yearly basis, such that each student will work under the supervision of *different* faculty members during their first two years of the program. This requirement is explained in more detail in Section 4.2 below.

Outside the RA assignments, in their second year of study students will be encouraged to begin the process of identifying a faculty member appropriate to supervise the student's doctoral dissertation. This supervisor will chair the defense of the dissertation proposal as well as the dissertation committee.

Because students are personally directed and guided by their supervisor, doctoral studies are most efficient when a good rapport and close relationship develops between the student and her/his supervisor. Therefore, it is also important that students are given the opportunity to seek out a suitable supervisor and that the department is flexible to changes of supervisor.

4. The Program of Study

4.1 Course Work and Examination

It is critical that courses be selected to achieve the student's educational objectives. To this end, the courses of study should be developed by each student early in the program. The student's

proposed courses of study must be discussed with and approved by the EEE Doctoral Program Coordinator before enrolling each semester

The PhD requires a minimum of 72 credit hours beyond the baccalaureate degree, including 42 credits of coursework, 6 credits of summer research, and 24 credit hours of dissertation work.

Students entering with an MBA may transfer up to 9 credits toward the 42 credits of coursework, and are expected to complete all required coursework in the major and supporting fields within two full years of study. Students entering with graduate degrees in other relevant disciplines can request to have credits transferred toward the 42 credits of coursework. Examples of 'relevant' degrees include (but are not limited to) graduate degrees in accounting, finance, marketing, supply chain, or economics.

Major Field — 12 credits

Doctoral students in Entrepreneurship are required to complete a minimum of 12 credit hours in their major field. The courses required to fulfill this requirement are offered during the first and second years of study. Courses that satisfy this requirement are EEE courses at the 900 level.

Minor Field — 9 credits (minimum)

Students are required to pursue a second area of concentration that serves to compliment or extend their area of entrepreneurship research interest. This concentration can be another field of management (i.e. Organizational Behavior, Strategy, etc), or represent an allied field outside of the School of Management (Psychology, Sociology, etc). Students are encouraged to be alert to state-of-the-art course opportunities elsewhere. Credits taken at other universities can be transferred to Whitman, pending agreement from the doctoral board.

Research Methods —12 credits (minimum)

Students are required to master the research methods appropriate to conduct rigorous research in their area of theoretical interest. Thus, the courses that satisfy this requirement differ as a function of the student's particular research focus.

Teaching Experience Requirement

In order to develop as academics, doctoral students benefit greatly from exposure to teaching. Therefore, doctoral students in Entrepreneurship are required to teach up to 9 credit hours at the Whitman School. During semesters when the student is teaching, they will not be required to perform Research Assistantship duties.

Generally, students will not be assigned to teach during the first year of the doctoral program. Teaching and research assistant assignment will be made at the discretion of the EEE Department Chair, who will also evaluate and provide feedback relative to the students performance in the classroom.

Future Professoriate Program

As teaching is one of the requirements for the PhD program, students are required to participate in the University's Future Professoriate Program. This program is designed to familiarize the student with tools, strategies, and 'best practices' that can be integrated into their teaching. This is accomplished through seminars, training simulations, and workshops.

Comprehensive Examination

Students are expected to successfully complete a comprehensive written exam in before starting their third full year in the program. The comprehensive exam typically covers the major and the minor fields of study. Candidates who fail a comprehensive exam may retake the exam with a second failure resulting in termination from the program.

4.2 Pre-Dissertation Research

The EEE department strongly encourages students to engage in research and publication activities while in the program, prior to beginning their dissertations. Members of the faculty are involved in research projects with doctoral students, many of these endeavors may lead to joint publications or to presentations at professional meetings. Such accomplishments significantly improve the student's job placement prospects as well as general professional development. The faculty and administration attempt to be flexible in allowing students to become involved in pre-dissertation research and publication, providing the needed resources and guidance for such activity. The main institutionalized ways of achieving this goal is the Research Assistantship and Summer Research Paper, but students are encouraged to pursue additional avenues for engaging in research and publication.

Research Assistantship¹

During semesters and summers in which they are not assigned to teaching, students will be assigned as Research Assistants (RA). The responsibilities of a RA are focused on conducting research with faculty members for up to 20 hours per week. Each RA is assigned to a research-active faculty member during their first semester, and these assignments will rotate throughout the first two years of the program. Students and faculty who wish to continue their work together through the course of the student's tenure at EEE may do so if the effort seems to be productive. Otherwise, students should be encouraged to work with varied faculty members in order to broaden their research experience.

The RA assignment may apply to summers and even if students are not assigned to a formal RA-ship, they are expected to continue to work with faculty during the summer.

The goal of the assistantship is to enhance the student's training and ability to publish in top-tier journals. By collaborating with a research-active faculty member, students receive hands on experience with data analysis, literature review, and publication writing prior to completion of the dissertation. Ideally, the collaboration should result in research published in top-tier journals

¹ PhD students are typically given full tuition waiver and a stipend. Assignments as Research Assistants and Teaching Assistants help develop students as scholars and is also work done in exchange for these benefits.

in which both the student and the faculty member contribute significantly and in which both are listed as authors.

It is the responsibility of the faculty member to involve the student in meaningful research activities (e.g., data collection, data analysis, review of literature) for no more than 20 hours per week and to include the student as co-author on any publication resulting from research efforts in which the student has made important contributions.

It is the responsibility of the student in the RA position to read previous publications by the faculty member in the area pertaining to the current research, and other pertinent research, as requested and to contribute to the research effort in ways indicated by the faculty member.

Summer Research Paper

During their first year of study, students should identify a research-active mentor within the department, who can help supervise the summer research paper. The work typically commences during the summer at the end of the first full year of study. The student is given a substantial time for completing the summer research paper, which should be presented to students and faculty members at the end of the spring semester of the second year. Following presentation, the paper should be approved by the mentor and another faculty member. The completed and approved Summer Research Paper corresponds to 6 credits.

4.3 Dissertation Research

Dissertation Committee

The student should form a dissertation committee within two months of completing the comprehensive examination. The committee must consist of at least five members, with three or more members from the Whitman School. The committee chair should be an EEE faculty member. Students may petition the doctoral board to include one member who is not a full-time faculty member at the University.

Dissertation Proposal

The objective of the oral defense of a dissertation proposal is to provide the student with a forum in which to formally present the proposed research for his/her doctoral dissertation. The project will be critically, yet constructively, analyzed by a faculty committee. The purpose of the presentation, questioning, and discussion is to enable and encourage the student to delineate the topic more sharply, to select appropriate techniques more carefully, to explain the importance of the topic and the expected findings more clearly, and to related the topic to existing literature more accurately.

In addition, the defense helps provide uniformity to, and increase the quality of, dissertation work. It gives the student the experience of presenting his or her research ideas in a scholarly,

formal atmosphere. It is an opportunity to get the dissertation committee together to avoid misunderstandings and conflicts and to work out the directions and ideas for the project.

The proposal should be written when the topic is well defined but before comprehensive findings or results have been completed. At the ideal stage for the defense, the student has a very good idea of how the research will be structured and why it is worthwhile. On the other hand, it is still at a stage where assistance from faculty members not on the dissertation committee can be valuable and alterations in research design feasible.

The written proposal serves as background for the oral defense. It should clearly state the problem to be addressed in the thesis, why it is a significant issue, indicate some knowledge of past scholarship in the area, and provide clear guidelines of how the research will proceed. It should not include detailed results or findings.

It is anticipated that the document will not exceed 50 pages in length; proposals exceeding this length will be returned to the candidate for revision.

The defense shall typically be scheduled after a student has completed all courses in the major field and the comprehensive examination has been completed. The defense will be scheduled after a written proposal is available and a dissertation committee is established. In addition, the dissertation committee must agree that the proposal is ready for defense. The Whitman School must be notified at least two weeks in advance. At this time, the written proposal must be available. Note that more lead time may be needed during summers. Furthermore, the announcement of the defense must be sent to all faculty members of the Whitman school at least one week ahead of the scheduled time. It is the duty of the student to schedule a time agreeable to all the committee members and to be sure that all members have access to a copy of the document.

Dissertation Work

After completing the dissertation proposal defense, the candidate concentrates mainly on the completion of the dissertation as specified during the proposal defense. Since the dissertation represents a major research project, a year or more of full-time work in close collaboration with the candidate's research committee is normally required to complete the dissertation.

Dissertation Defense

The defense of the student dissertation will be scheduled in the 4th year by the student's dissertation chair.

4.4 Academic Services

Students are expected to provide academic services to the Whitman school and the EEE department only to the extent that it furthers their academic progress and does not interfere with the program of study. Any service requirements are determined on a case-by-case basis by the EEE Department Chair

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5. Seminars and Conferences

Seminars

The EEE department runs a research seminar series where faculty members, PhD candidates and invited guests present their research. Doctoral students are strongly encouraged to actively participate in these seminars, as they provide excellent opportunity to discuss current themes in entrepreneurship research. There are also seminars of relevance hosted by other departments at the Whitman School. In addition, there are many seminars and public addresses on topics of interest to entrepreneurship doctoral students presented on campus throughout the academic year. Students are encouraged to pay attention to such opportunities outside of the EEE Department.

Conferences and Doctoral Consortia

The EEE department strongly supports and encourages doctoral candidates to attend and participate in professional meetings, seminars, colloquia, conferences, and similar professional activities. Attendance at such events is a valuable complement to the formal academic training of students. Furthermore, it helps develop important professional contacts that can be highly valuable for job placement and for future research collaboration. It also spreads the reputation of our doctoral candidates to a wide audience.

To facilitate participation, funds are available at the Whitman School and the EEE Department to reimburse students for the travel, lodging, and registration expenses associated with meetings and conferences. Because funds are limited and the type and quality of activity varies greatly, the EEE Department considers requests for reimbursement on a case-by-case basis at the discretion of the EEE Department Chair. Typically, priority is given to reimbursing activities that fulfill the following criteria:

1. During the event, students are presenting a paper which they have (co-)authored
2. Attendance in the event is based on a competitive selection process
3. The event is closely related to the student's research interest and contributes to the student's professional development
4. The event is generally considered a 'core' event in entrepreneurship research
5. It is of strategic interest for the EEE Department to show presence at the event

At present, there are two primary conferences that are of particular importance to entrepreneurship research and that meet the above criteria. These are the Academy of Management Annual Meeting and the Babson Conference. Students are strongly encouraged to submit their work to and attend these conferences, and also to take part in the doctoral consortia that these conferences organize. To the extent possible, the EEE department will provide funding to facilitate participation in both these conferences whenever students are presenting a paper which they have (co-)authored.

6. General Degree Requirements and Causes for Termination

Annual Progress Evaluation

By August 1 of each year, students are required to write an annual progress report that covers their research performance, their research assistantship performance, their course work, their comprehensive examination (where appropriate) and their course evaluations (where appropriate). This document should be presented to the EEE Doctoral Program Coordinator until the dissertation committee is constituted, thereafter to the chair of the dissertation committee. On the basis of the annual progress report, these individuals provide constructive written feedback to the student, offering advice for the strengthening of each student.

The annual progress report and the commentary are reviewed and evaluated by the EEE Department and the Whitman School Doctoral Board. The evaluation is primarily based on: overall assessment of academic promise; minimum GPA (3.5); research potential (summer research paper); and timely completion of program requirements.

Time Limitations

It is the stated aim of the program to graduate students within four academic years. There are a limited number of factors that may result in a student requiring more than 4 years to complete the program. These circumstances should be discussed with the student's dissertation chair and/or the EEE doctoral program coordinator.

All degree requirements, including formal defense and acceptance of the dissertation, must be completed within seven years from the date of matriculation. Students who do not meet this requirement will be required to leave the program.

Academic Conduct

It is expected that students will act in a professional way in all activities and relationships connected with their academic program. This expectation implies acting honestly and in good faith. Acts of academic dishonesty violating the principles of academic integrity can lead to expulsion from the program. Syracuse University has developed an Academic Integrity Policy, which is attached.

Academic Integrity Policy

Scope

Faculty and students

Policy Statement

I. Preamble

At Syracuse University, academic integrity is expected of every community member in all endeavors. Academic integrity includes a commitment to the values of honesty, trustworthiness, fairness, and respect. These values are essential to the overall success of an academic society. In addition, each member of the university community has a right to expect adherence to academic integrity from all other community members.

An individual's academic dishonesty threatens and undermines the central mission of the university. It is unfair to other community members who do not cheat, because it devalues efforts to learn, to teach, and to conduct research. Academic dishonesty interferes with moral and intellectual development, and poisons the atmosphere of open and trusting intellectual discourse.

While the policies and procedures in this document pertain in the main to students, it is also the policy of Syracuse University that all instructors, administrators, and staff shall adhere to academic integrity standards expected of academic professionals. This policy applies in all schools and colleges at Syracuse University, except as provided in section A, below. Syracuse University schools and colleges utilize a uniform approach to academic integrity to promote communication and awareness of policies and fairness and consistency in their application. There may be instances, however, in which it is legitimate for the faculty of a school or college to adopt a policy augmentation. Such an augmentation will be consistent with the university-wide approach. A discipline-specific rationale for the augmentation is especially appropriate. A copy of any policy augmentation will be provided to the university's Academic Integrity Office (AIO) and published as an appendix to the university's academic integrity policies and procedures wherever they are published by the university and/or the schools/colleges.

- A. The College of Law may choose to adopt an alternative policy establishing the academic integrity expectations applicable to students enrolled in the College of Law when taking courses offered by the College of Law. A copy of any policy so adopted will be provided to the AIO and published as an appendix to the university's academic integrity policy wherever the university policy is otherwise published by the university and/or the schools/colleges. The AIO, upon request of any party, will determine whether the university policy or the College of Law policy applies to a particular suspected violation.

II. Academic Integrity Expectations

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

- A. Use of Sources
 1. Plagiarism is the use of someone else's language, ideas, information, or original material without acknowledging the source.
 - a. Examples of plagiarism:

- i. Paper is downloaded from an Internet source and/or obtained from a paper mill.
 - ii. Paper contains part or all of the writings of another person (including another student), without citation.
 - iii. Paper contains passages that were cut and pasted from an Internet source, without citation.
 - b. While students are responsible for knowing how to quote from, paraphrase, and cite sources correctly, the ability to apply that information in all writing situations is an advanced literacy skill acquired over time through repeated practice. When a student has attempted to acknowledge sources but has not done so fully or completely, the instructor may determine that the issue is misuse of sources or bad writing, rather than plagiarism. Factors that may be relevant to the determination between misuse of sources and plagiarism include prior academic integrity education at Syracuse University and the program level of the student. Instructors are responsible for communicating their expectations regarding the use and citation of sources
- B. Course Work and Research
 1. The use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
 2. Fabrication, falsification, or misrepresentation of data, results, sources for papers or reports; in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
 3. Copying from another student's work;
 4. Actions that destroy or alter the work of another student;
 5. Unauthorized cooperation in completing assignments or examinations;
 6. Submission of the same written work in more than one course without prior written approval from both instructors.
- C. Communications
 1. Violating the confidentiality of an academic integrity investigation, resolution, or documentation;
 2. Making a false report of academic dishonesty;
 3. Dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, or in any other matter relating to a course.
- D. Representations and Materials Misuse
 1. Falsification of records, reports, or documents associated with the educational process;
 2. Misrepresentation of one's own or another's identity in an academic context;
 3. Misrepresentation of material facts or circumstances in relation to examinations, papers, or other academic activities;
 4. Sale of papers, essays, or research for fraudulent use;
 5. Alteration or falsification of university records;
 6. Unauthorized use of university academic facilities or equipment, including computer accounts and files;
 7. Unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
 8. Expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal university committees;
 9. Expropriation and/or inappropriate dissemination of personally-identifying human subject data;

10. Unauthorized removal, mutilation, or deliberate concealment of materials in university libraries, media, laboratories, or academic resource centers.

III. Course-Specific Expectations

- A. The instructor of record is responsible for determining and communicating course-specific academic integrity expectations. Instructors of record are responsible for stating course-specific expectations in writing, particularly those regarding use of sources and collaboration.
- B. Students are responsible for consulting their instructors for any clarification needed on academic integrity standards, including those set forth in this policy and those that are course-specific.
- C. Collusion is assisting or attempting to assist another in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

*Portions of this policy are adapted from the following sources, with permission: [Council of Writing Program Administrators](#). "Defining and Avoiding Plagiarism: WPA Statement on Best Policies." *Council of Writing Program Administrators*, January 2003. Howard, Rebecca Moore. "A Plagiarism Pentimento." *Journal of Teaching Writing* (Summer 1993). 233-245.*

Portions of this policy are based on the academic integrity policies of Boston College, Cornell University, Duke University, Georgetown University, the University of Maryland, and former policies of Syracuse University's School of Architecture, College of Arts and Sciences, L.C. Smith College of Engineering and Computer Science, School of Education, College of Human Services and Health Professions, School of Information Studies, Whitman School of Management, and College of Visual and Performing Arts.

Policy Administration

- [Office of Academic Affairs](#)

Links to Procedures and Related Information

- [Academic Integrity Office](#)

Date: July 1, 2006