Doctor of Business Administration (DBA)
Evolve Your Thinking, Evolve Your Career

The Johnson & Wales University Doctor of Business Administration degree is a dynamic program for leaders who are ready to embrace their potential — now.

**Benefits to You**
- Acquire advanced research, analytical and critical-thinking skills
- Learn to conceptualize, investigate and ethically solve complex and practical business problems
- Discover new tools to understand organizations, develop data-driven solutions, and motivate action
- Advance knowledge in your industry through applied research and completed dissertation

**Benefits to Your Employer**
- Expand insights and decision-making skills around strategy, processes, people and metrics
- Influence organizational strategy and evidence-based practice
- Gain new perspectives and approaches to everyday challenges to promote competitive advantages and sustainability
- Grow organizational capacity for innovation and change

From the Program Director

“The Johnson & Wales University DBA program is built on the intersection of industry and academia. Through scholarship of business theory and research application, students investigate and solve complex business issues specific to their current and future business environments. Students are challenged to approach problems in strategic and creative ways and develop skill sets that not only allow them to transform their industries, but to evolve from leaders to innovators.”

Julie Bilodeau, DBA
About Johnson & Wales University

JWU Facts

Founded in 1914, Johnson & Wales University is a private, nonprofit, accredited institution with more than 9,000 graduate, undergraduate and online students at its campuses in Providence, Rhode Island and Charlotte, North Carolina. An innovative educational leader, the university offers degree programs in arts and sciences, business, engineering, food innovation, hospitality, nutrition, health and wellness. It also offers undergraduate programs in culinary arts, dietetics and design. JWU’s unique model provides students with the personalized attention, academic expertise and industry connections that inspire professional success and personal growth. The time students spend at JWU is nothing short of transformative, as demonstrated by career outcomes, expected earnings and economic mobility rankings. The university’s impact is global, with alumni from 125 countries pursuing careers worldwide.

Accreditation

JWU is accredited by the New England Association of Schools and Colleges Inc. (NEASC), through its Commission on Institutions of Higher Education (CIHE). The nation’s oldest regional accrediting association, NEASC accredits educational institutions internationally. This accreditation encompasses the university’s four campuses and online programs.

JWU Mission & Guiding Principles

Johnson & Wales University... an exceptional education that inspires professional success and lifelong personal and intellectual growth.

In support of our mission and recognizing the importance of preserving our unique student-centered culture, we are guided by the following principles:
- Undertake continuous improvement and planning for a sustainable future.
- Foster an evidence-based teaching and learning environment.
- Support faculty scholarship to advance our status as a teaching and learning institution.
- Maximize student potential by enriching our academic programs with experiential and work-integrated learning.
- Value our faculty and staff.
- Embrace diversity for a richly inclusive community.
- Practice ethical citizenship in all aspects of university life.
- Act as a good steward of our resources to support the needs of our students, faculty and staff.

University Essential Learning Outcomes

Professional Competence

Graduates will demonstrate the knowledge and skills required to succeed in their chosen profession.

Foundation for Lifelong Learning

Graduates will demonstrate the knowledge and skills necessary for lifelong learning, including competence in communication, critical and creative thinking, quantitative and scientific reasoning, and the ability to evaluate, integrate and apply knowledge from multiple perspectives when making decisions and solving problems.

Global and Community Citizenship

Graduates will demonstrate the necessary skills, including an awareness of ethical responsibility and cultural/global diversity, to live and work collaboratively as contributing members of society.

About the College of Business and the College of Professional Studies

The online Doctor of Business Administration degree program is developed and assessed by the College of Business and delivered through the College of Professional Studies.

College of Business

Johnson & Wales University (JWU) has a long history of being well established in delivering a multitude of disciplines in business education. Johnson & Wales was founded as a business school in 1914; became a Junior College of Business in 1960, offering baccalaureate degrees beginning in 1970; became a university and established the Graduate School in 1985; and, in late 1991, instituted the multi-college system, formally establishing the College of Business.

Learn more about the College of Business.

College of Professional Studies

The College of Professional Studies was established in 2013, with distance education offerings beginning in 2010. The mission of the College of Professional Studies is to deliver strategically-selected university academic programs in a high quality online format to working adult professionals. To accomplish its purpose, the College effectively leverages technology and other creative delivery approaches to offer an exceptional education and enhanced professional success for students, in alignment with the university’s mission.

Learn more about the College of Professional Studies.

From the Dean of the College of Business

““The world has become increasingly complex in recent years, with many unknowns and interrelated factors influencing how well our organizations live and breathe. Leaders and managers are finding they need a deeper understanding of the phenomena driving these complexities of the evolving workplace. Our Doctor of Business Administration program at Johnson & Wales is rooted in organizational strategy and supplemented with study in the business disciplines to cultivate the collaborative mindset needed for today’s interdisciplinary workplace. I believe you will find our DBA program a valuable next step in your lifelong learning.”

Mary J. Meixell, Ph.D.
About the Program

DBA Program Description

The Doctor of Business Administration program equips senior business practitioners and high-potential individuals with both the applied and research skills needed to become executive-level organizational leaders, industry innovators, consultants and policy makers. Students ethically address complex and practical business challenges and learn how to transform business practices to create organizational optimization, growth and sustainability. The program is designed with a concentration in Organization Development to meet the needs of public and private sector organizations.

Individuals working in a wide array of industries, in for-profit or nonprofit settings, will advance communication, analytical and critical-thinking skills through the study of business theory, core business functions, applied research, and contemporary strategic and operational business challenges. Graduates are prepared to add value to their organization or industry through new approaches to the development of strategy, processes, people and metrics.

These skills are essential in increasingly complex, global and competitive economies, where organizations are navigating challenging times and environments. Regardless of industry, difficulties are being experienced by for-profits and non-profits alike. They need, and expect, that current and future employees and consultants will think critically and creatively, be able to strategically and operationally solve business problems, make data-driven decisions, develop and lead initiatives for innovation and change, and expand organizational capacity and enhance performance.

For those seeking faculty positions in higher education, the Doctor of Business Administration is considered a terminal degree.

What Students Can Expect

The DBA is a fully-online program that is both engaging and relevant. Students experience a rigorous and comprehensive curriculum designed for working professionals that culminates with a written dissertation and oral defense. The program moves quickly, one course at a time, for just eight weeks each. Courses are strategically offered to support student learning and scholarship while providing an exceptional experience.

The DBA program employs integrative online learning platforms, making engagement in the program and connection with faculty and cohort members seamless. Course discussions, assignments and projects are stimulating and promote the acquisition of knowledge and competence.

Courses are primarily delivered through an asynchronous model. Although not mandatory, there are synchronous engagements throughout the program. Optional course synchronous sessions are often recorded and posted for review purposes, or in the event students are not able to “attend.” Students work within ulearn, the university’s Blackboard learning management system.

Since cohort members generally come from a variety of industries, students have the unique opportunity to learn generally from each other in unexpected ways. Students may be employed in different types of businesses, healthcare, government, the military, higher education or nonprofits. Through applied theory and research, graduates are prepared to approach problems as evidence-based managers and thought leaders in their field.

Additional curriculum information is available in DBA Program Structure and Curriculum; additional dissertation information is available in Applied Research in the DBA.
Foundations and Features

Integration and Practice of Theory

A classic “ivory tower” problem is the practice-theory gap. Traditional academics are thought to believe that applied managing cannot happen without their research to support it and practitioners are thought to believe that academics are out of touch and their theories are dated. Despite these extreme assumptions the reality is that theory both informs and is informed by practice. Managers are becoming more sophisticated in their knowledge of extant research, especially from management consulting firms like Gallup and their talent and engagement research. This is due to increased access to knowledge through digital means. LinkedIn is an example of a clearinghouse where scholars and practitioners connect and learn from each other. As these examples show, the practice-theory gap is diminishing and the domain of each is less rigid and isolated as they were previously. DBA candidates learn from their first course how to integrate and apply research and theory-based findings to the practice of managing and leading.

Leadership

The roles and responsibilities of industry leaders and managers have evolved, moving away from the more transactional monitoring and controlling toward collaboration, shared leadership, and synergistic visioning. Additionally, being a leader implies that a person has achieved some level of accomplishment in their careers and, following graduation from the DBA program, possesses additional expertise in Organizational Development and a foundation in applied research.

Problem-Based Learning

Problem-based learning is well entrenched in higher education and informed by andragogy. Philosophically, this form of learning is based on constructivist and social constructivist learning theories. This form of learning focuses on solving problems that DBA candidates face in their careers or may one day manage; knowledge will be organized around problem solving rather than content presentation by professors; candidates assume responsibility for learning whether on their own or within their cohort, and given the small class sizes, considerable active learning will happen in small collaborative groups.

Applied Research

Traditional terminal degree programs require a demonstration of the ability to conduct basic research, which is the more conventional application of research that is geared to answering a question raised by a gap in the extant literature. Applied research, however, is geared toward solving a practical problem. The findings of a basic research endeavor might have practical application, but applied research focuses on the program from the beginning. DBA candidates engage in applied research during coursework and primarily in their dissertations. As a practice degree, DBA candidates can leverage their learning and practice of applied research to support change and advance in their professional disciplines. Applied research competencies are realized through real-world learning, contextualized reasoning, situation-specific practice, and social learning.

Adult Learning

The term “pedagogy” is often used in education and can be defined as the method and practice of teaching. However, in the DBA program our candidates bring professional and life experience that shapes the process of their learning. This is known as “andragogy” and is based on five assumptions about the adult learner: self-concept, experience, readiness to learn, orientation to learning, and motivation to learn. The DBA curriculum has been designed to tap into candidates’ experiences in industry to inform their academic work. In this way the program engages their learning by first tackling the “why” question, encouraging ownership of their learning, offering more problem-based than content-based learning activities, and empowers their success.

Cohort Model

The cohort model is a growing structural tool in graduate education. The cohort model is based on adult learning theory and ensures that as a cohort progresses through the program that they have a supportive peer network to sustain them during the program and following graduation. The cohort model also empowers active, collaborative learning and mirrors the structure of work often accomplished in industry to identify problems and to devise and recommend actionable solutions.

Class Size

DBA cohorts are comprised of twelve to eighteen candidates. This restriction supports candidates who seek a personalized program and faculty mentoring. This cohort size intentionally ensures that DBA candidates can actively participate in class discussions and weekly office hours conducted through web conferencing. Smaller class sizes ensure that professors can provide adequate one-to-one consultation to support and extend student learning.

Dedicated and Qualified Professors

DBA faculty members hold terminal degrees and are experienced practitioners in their fields. Many also engage in enduring scholarly activity and research. These contributions ensure that candidates in the DBA program experience authentic, relevant, problem-based, enriching, and intellectually demanding educational experiences.

Career Development

A key component of a terminal degree program is current and ongoing support for career development. DBA candidates receive assistance and mentoring from their professors, the growing network of DBA alumni, and colleagues in their cohorts as they pursue career advancement and professional opportunities following graduation. The relationships that candidates establish during the program will endure long after graduation.

Faculty

Johnson & Wales University has a long history of hiring and working with high-quality faculty members who are actively engaged in effective teaching to ensure student learning, as well as in scholarly activities to continually enhance their own knowledge and skills. The DBA faculty are terminally-degreed individuals with professional expertise in their field of study, strong academic credentials, and extensive experience in online course development and delivery. They know how to engage with and connect students through our online platforms, providing an enhanced, robust and encouraging learning environment. Furthermore, our faculty serve as advisors, supporting and guiding students through dissertation completion. Additional dissertation information is available in Applied Research in the DBA.
DBA Program Learning Outcomes

Upon completion of the program, graduates are expected to:

- Design, conduct and present applied research that addresses practical business problems.
- Employ advanced communication skills to share complex information, organizational vision and actionable guidelines within business environments.
- Apply contemporary business leadership theories, knowledge of core business functions and evidenced-based practice to address issues faced by senior leadership.

Organization Development Concentration:

- Apply organization development theory to improve organizational capacity for strategic change through systematic interventions.

DBA Program Goals

The JWU DBA Program has been expressly designed to meet the following goals:

- Provide business leaders with the research, analytical, critical-thinking and decision-making skills to:
  - Conceptualize, investigate and solve complex and practical business problems
  - Transform from leader to thought leader and innovator
  - Expand organizational capacity for innovation and change
  - Use new tools, insights and perspectives in strategy development and evidence-based practice
  - Advance knowledge within their industry through a completed dissertation

Advantages of JWU’s DBA Program

- Relevant nature of curriculum that is comprehensive and career-focused
- Qualifications, experience and expertise of the faculty
- Flexibility and convenience of fully online program, no residency requirements
- Students focus on one course at a time
- Courses are eight weeks, giving students the ability to move quickly through content
- Expected three-year completion
- Lock-step dissertation model designed to guide students through the dissertation process

Admissions Process

Recruiting talented individuals is the goal of the Johnson & Wales University DBA program. Basic admissions requirements must be met, including an interview, to ensure each candidate’s preparedness for and interest in the program.

Basic Admissions Requirements

Admissions requirements are set specifically to assure that students are prepared for the academic challenge of doctoral work and have the necessary academic and professional background. To be admitted into the DBA program, applicants must have:

- Five years of people management in industry or equivalent experience as a business educator.
- A master’s degree with a concentration in business or business-related field from a regionally accredited institution.
- If an applicant’s master’s level program is not in a business-related field, an additional three years of people management experience in industry is required.

If above requirements are met, applicants must complete the following steps:

- Complete the doctoral application.
- Submit all official undergraduate and graduate transcripts.
- Complete all three of the following essay requirements and submit them in one document.
  - Write a personal statement, demonstrating clear, succinct, and well-reasoned writing that discusses (a) how your educational and personal experiences influenced the decision to pursue a DBA; (b) career goals and how this degree will help to achieve those goals (150–300 words).
  - Explain your managerial experience throughout your career with a specific focus on your people-management experience. Any experience with training and development, organizational behavior, and organization development should be highlighted (100–150 words).
  - Discuss a problem, issue or concern, related to your profession/industry or workplace, that you are interested in addressing or improving during your doctoral study. (100–150 words).
- Submit a résumé that includes employment dates, job responsibilities, relevant experience, achievements and education history.
- Request two letters of recommendation.
- Participate in a video-conference interview.

Due to the applied nature of the DBA program and the level of experience required of applicants, the GMAT or GRE are not required.

For international students whose native language is not English, proof of English language proficiency is required (see the catalog for more information).

This fully-online program is not available to international students living in the United States.

Interview Process

All DBA applicants are interviewed by the program director and one faculty member via video conference.

Admission

Applications are accepted on a rolling basis throughout the year. Admissions review generally begins in January for May enrollment and continues through mid-July for August enrollment. An admission decisions timeline will be indicated upon receipt of all application materials.

Apply and click the “Get Started” tab. Undergraduate and graduate transcripts, personal statement, résumé and references can be emailed or mailed to JWU College of Professional Studies Admissions, 115 Cedar St. Providence, RI 02903.
Basic Program Requirements

To earn the Johnson & Wales DBA degree, students must meet all program requirements which includes completing all coursework, achieving the minimum stated grade point average, and completing the dissertation requirements.

Although there are no official prerequisites, if students have not recently taken a statistical methods course or do not utilize statistical methods in their work, a Statistical Methods Primer is offered to support student learning. The primer is self-paced and consists of various modules for students to brush up in areas they feel they need more help. These modules are available throughout enrollment, so students can refer to them as needed.

In cases when an applicant needs further support, an instructor-led course in Statistical Methods taught in our our online graduate school will be recommended (additional fee applies).

Program Structure

The 54-credit online DBA program includes eight core courses, three concentration courses, three research courses and four dissertation courses. A required online orientation is the first step in assuring a smooth transition to doctoral study, online learning and Johnson & Wales University. The DBA is completed in three years but if necessary, may be extended an additional two years for program completion (additional fees apply). Students may transfer up to three courses (nine credits), which are reviewed on an individual basis; dissertation courses are excluded.

The program is delivered in a cohort, semester-system model with two eight-week sessions in each of the fall, spring and summer semesters. Students focus on one three-credit course at a time, allowing for efficient progression through the program. A mentored dissertation model is employed.

Required Grades and Academic Standing

DBA students are required to maintain a minimum cumulative grade point average of 3.00. Final course grades lower than B- are not permitted. Continuous enrollment in the program is required. Additional information on academic standing and grading system can be found in the catalog.
Curriculum

All DBA students must complete the curriculum specified below (course order may vary):

**Summer Term Enrollment**

### Year 1

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE NUMBER AND TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER</td>
<td>Organizational Strategy and Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>FALL</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Innovation and Change</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td>Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Qualitative Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE NUMBER AND TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER</td>
<td>Contemporary Leadership Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Business Analytics and Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>FALL</td>
<td>Contemporary Issues in Finance and Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced Strategies in Organization Development</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td>Problems and Methods in Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Executive Decision-Making</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE NUMBER AND TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER</td>
<td>Dissertation: Proposal</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Organizational Interventions – Disruption and Change</td>
<td>3</td>
</tr>
<tr>
<td>FALL</td>
<td>Leading and Managing Large-Scale Transformation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dissertation: Problem Statement and Literature Review</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td>Dissertation: Methodology and Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dissertation: Discussion and Contribution</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall Term Enrollment**

### Year 1

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE NUMBER AND TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Organizational Strategy and Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Innovation and Change</td>
<td>3</td>
</tr>
<tr>
<td>SUMMER</td>
<td>Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Qualitative Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE NUMBER AND TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Contemporary Leadership Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Business Analytics and Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td>Contemporary Issues in Finance and Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced Strategies in Organization Development</td>
<td>3</td>
</tr>
<tr>
<td>SUMMER</td>
<td>Problems and Methods in Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Executive Decision-Making</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE NUMBER AND TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Dissertation: Proposal</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Organizational Interventions – Disruption and Change</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td>Leading and Managing Large-Scale Transformation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dissertation: Problem Statement and Literature Review</td>
<td>3</td>
</tr>
<tr>
<td>SUMMER</td>
<td>Dissertation: Methodology and Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dissertation: Discussion and Contribution</td>
<td>3</td>
</tr>
</tbody>
</table>
Orientation

Introduction to Doctoral Studies
A required, online orientation is the first step in assuring a smooth transition to doctoral study, online learning and Johnson & Wales University. Students become acquainted with university and program resources, technologies, policies, scholarly writing and faculty. This is also an opportunity for students to begin connecting with fellow cohort members.

Core Courses

Organizational Strategy and Design
This course provides insights on how to build, change and organize business structures, as well as investigate strategic theories, tools and best practices, applied to real case studies. Students review scholarly literature and other sources of information on developing business strategy and organizational architecture.

Organizational Behavior
This course focuses on the theoretical and practical models and implications of organizational behavior and its relationship to individual, group and organizational challenges and opportunities. Students learn how to best leverage their human resources and create a productive and ethical work environment by studying concepts such as diversity in the workplace, perception and attribution processes, motivation and individual differences in organizations, group dynamics and decision-making, teamwork, leadership, job performance and satisfaction, and quality improvement programs.

Innovation and Change
This course focuses on research, evaluation and application of organization change and innovation theories. Students evaluate change and innovation research and apply their understanding to the development and presentation of organization change plans. Students analyze cases and synthesize scholarly research related to their industry or interest area to produce a literature review supporting their doctoral research. Upon completion of this course, students are able to develop quantitative and qualitative proposals for organization change and innovation research.

Contemporary Leadership Issues
This course is designed with the experienced leader in mind. Students learn the latest research pertaining to individual, team and organizational leadership. Emotional intelligence, particularly self-awareness, is the foundation for leadership competence and personal power. Students gain insights that serve as the foundation for authentic, positive communication (verbal and non-verbal), principled decision-making and moral authority. Emphasis is on understanding leaders’ influence on organizational culture, climate, human resource development and corporate social responsibility. Communication technology, the shift of power to consumers, and changes in societal values are powerful forces causing organizations to become transparent and integrate authentic values with brand image.

Business Analytics and Intelligence
This course applies key concepts of business intelligence from an executive management perspective in the contemporary business environment. Students learn how to leverage big data and systems to develop and evaluate strategic alternatives, make better informed decisions, and effectively manage business. This course includes an overview of uses and users of business intelligence, as well as the type of applications and tools that may be deployed in business analytics to foster data-driven decisions in the new digital and global economy.

Contemporary Issues in Finance and Accounting
This course covers the fundamental principles and core tools used in corporate finance relevant to strategic decision-making. Topics include the analysis of a firm’s performance, cash flow valuation, the assessment of capital investment opportunities, the cost of capital and capital structure, managing firm growth, risk assessment, and short-term financial planning and management. The theoretical and conceptual underpinning of each topic and its use in applied work is discussed.

Problems and Methods in Marketing Management
Students evaluate and create marketing strategies within the context of business strategy. Assets, core competencies, the value proposition, product-market investment strategies and interdependent functional strategies (e.g., HR, operations) create the competitive strategy that informs marketing strategies for products and brands. Students learn the theories of the field including both key seminal literature and current published research. Students explore problem-solving techniques for practical application through cases and modeling techniques, and study current developments in marketing from both academic and practitioner perspectives.

Executive Decision-Making
This course allows students the opportunity to enhance critical thinking and reasoning skills concerning strategic business issues involving ambiguity and uncertainty. Students learn to structure the decision-making process and use quantitative techniques such as decision trees and simulation, as well as qualitative tools such as estimating probabilities. Estimating risk tolerance, prioritizing objectives, and the ability to generate and evaluate alternatives are covered for managerial decision-making.

Organization Development Concentration Courses

Advanced Strategies in Organization Development
This course focuses on aligning organizations with the rapidly changing and complex environments through organizational learning, knowledge management and transformation of organizational norms and values. Key concepts of organizational development theory are discussed, including organizational culture, climate, diversity, power, authority, and personality, including attitudes and beliefs that influence members’ collective behavior), organizational culture (deeply-seated norms, values and behaviors that members share) and organizational strategies (how an organization identifies problems, plans action, negotiates change and evaluates progress).

Organizational Interventions — Disruption and Change
This course prepares students to diagnose the internal and external environments when disruption and change occurs in organizations, and provides them the skills to develop plans to support the organization as it undergoes changes. Students utilize research in several fields to make informed decisions and collect research within organizations to make decisions, including psychometric assessments. Students gain an understanding of the psycho-social impact of such changes on the workforce and make appropriate group-level and individual-level interventions. Students develop coaching and process consultation skills for future application in organizational development.

Leading and Managing Large-Scale Transformation
This course focuses on research, evaluation and application of management theories pertaining to large-scale organization transformation. This course builds upon the management foundations explored in the core courses of the program and complements the organization development concentration courses. Large-scale transformations of organizations are complex and multifaceted, and consequently require leaders to adopt numerous lenses to effectively understand and influence change. The four key theoretical frameworks are explored: 1) systems theories, 2) complexity theories as they pertain to organizational leadership, 3) global international dimensions of organizational culture, and 4) organizational ethics theories. Students analyze cases and synthesize scholarly research related to their industry and or interest area to produce a literature review supporting their doctoral research.
Research Courses

Research Design
This course prepares students to identify, synthesize and analyze research and apply it to issues and challenges in business settings. Focus is on the identification and analysis of researchable problems, formulating research questions, critiquing existing research studies, and using research to improve policies, programs and practices.

Quantitative Methods
This course focuses on quantitative research methodologies, instrumentation, data collection and analysis processes, and the interpretation and presentation of results. Common statistics topics for doctoral students are covered, including when and how to use them in the context of practical business decisions. These include probability and descriptive statistics, forecasting methods, sampling distributions, hypotheses testing, analysis of variance and regression analysis. Statistical analysis software (SPSS) is used to interpret results and evaluate reliability and validity. Case studies are reviewed to support learning.

Qualitative Methods
This course focuses on the use of qualitative research inquiry for discovering, observing and analyzing a variety of organizational phenomenon. Topics include ethnography, grounded theory, phenomenology, case study, focus group and narrative research approaches, employing interviewing, discourse/content analysis and participation observation methods. Students discuss assumptions of qualitative inquiry, standards of sampling, ethics and trustworthiness. Data analysis software (QDA Miner) is introduced. Case studies are reviewed to support learning.

Dissertation Courses

Dissertation: Proposal
This course is the first in a series of four courses designed to support students in the development and completion of their doctoral dissertation. In this course, students develop and complete their dissertation proposal for approval. The proposal must be approved by the major advisor and the setting, system or institution where the research will take place.

Dissertation: Problem Statement and Literature Review
This course is the second in a series of four courses designed to support students in the development and completion of their doctoral dissertation. Emphasis is on the skills necessary to critically and thoroughly evaluate the professional literature, as students complete a comprehensive literature review for their area of research.

Dissertation: Methodology and Analysis
This course is the third in a series of four courses designed to support students in the development and completion of their doctoral dissertation. In this course, students design an evidence-based research methodology approach to investigate the problem identified and approved in the Dissertation: Problem Statement and Literature Review course. Students complete the data collection process, beginning with obtaining permission and human subject approval and ending with data analysis. Dissertation chapters three and four are completed as part of this course.

Dissertation: Discussion and Contribution
This is the final course in a series of four courses designed to support students in the development and completion of their doctoral dissertation. In this course, students complete the dissertation process. Students formulate and explain the implications and value of the research findings for management practice, and make specific recommendations to improve management practice. Prior to the end of the module, students successfully defend the dissertation research and publish their findings.

Student Code of Ethics
Students at Johnson & Wales University are expected to adhere to a strict code of ethics and academic integrity. DBA students are members of the broader academic community, and they should recognize the importance of showing respect for others and maintain a strong culture of ethics, integrity, trust and respect to the academic community, both during and after their tenure at JWU.

The complete student handbook, which contains the rules, policies and codes that DBA students are expected to adhere to, as well as academic policies, can be found online:

From a Program Professor
“Students will find the videos, discussion forums and interactions with professors second to none! The faculty and staff place a premium on student engagement, excellent service and positive brand experiences.”

John Krupa, DBA
Applied Research in the DBA

Dissertation Process

DBA candidates are required to complete a doctoral dissertation. It is an integral component of the program and serves as a demonstration of academic excellence and expertise in applying the science of business, with all its expected rigor. The dissertation is a five-chapter published document and requires an oral dissertation defense (conducted remotely).

For JWU DBA students, the dissertation focuses on an applied research project, placing value on the relevance of findings to the researcher. It is designed to make a positive difference in an organizational setting specific to the researcher’s employer or industry. Research addresses an authentic problem, issue or concern based on theory and supported by appropriate methodological and statistical applications.

At the end of Year 2, students construct their research prospectus, a thoughtful and reflective paper, that serves as the initial plan for their proposed study — a preliminary proposal.

The dissertation process is comprised of a series of lock-step courses specifically designed to guide students from the proposal stage through manuscript completion and culminating in the dissertation defense. This approach creates a schedule intended to make on-time completion very manageable for students.

Prior to beginning the DBA program, students should be thinking about an important business problem to investigate that is of strategic importance to their own organization, industry or sector. This will allow them to begin the dissertation process early and focus their studies and assignments from coursework on the desired area of research.

Faculty Advisors

Each student will have a three-person dissertation committee. A faculty lead advisor and methodologist are assigned from within JWU. Additionally, a second reader is selected by the student and may be internal or external to JWU, but must be approved by the major advisor and program director.

From a Program Professor

“The greatest advantage of the DBA program at JWU is our dedication to continuing instruction and support through the dissertation phase. We are committed to taking the entire journey with you.”

Stacey Kite, DBA
Dissertation Outline

The dissertation and process are explained more fully in the DBA Program and Dissertation Handbook for informational purposes only; the basic outline is included below. Essentially, the dissertation will need to show relevance, be tied to appropriate scientific literature, and have appropriate methodology and analysis to support conclusions.

Research Prospectus
- Initial plan for conducting a study
- Preliminary proposal
- Short paper presenting a balanced view of the proposed study

The Proposal (Dissertation Plan)
- Introduction, background, and statement of the problem
- Purpose of the study and the research question(s) or hypotheses
- Methodology and resulting actions
- Preliminary references and work plan

Chapter 1: Introduction
- Introduction, background, and statement of the problem
- Purpose of the study and the research question(s) or hypotheses
- Significance of the study
- Definition of terms and assumptions
- Conclusion

Chapter 2: Review of the Literature
- Introduction and research description
- Conceptual or theoretical framework
- Review of research

Chapter 3: Methodology (Quantitative, Qualitative, or Mixed-Method Design)
- Introduction and research design
- Setting/participants and/or population, sample and instrumentation (dependent upon research design)
- Data collection and analysis
- Conclusion

Chapter 4: Research Findings
- Introduction
- Findings
- Conclusion

Chapter 5: Conclusions, Discussion, and Suggestions for Future Research
- Introduction
- Summary of findings
- Conclusions and discussion
- Suggestions for future research
- Conclusion

Program Leadership and Faculty

DBA Administration
PROGRAM DIRECTOR
Julie Bilodeau, DBA
Julie.Bilodeau@jwu.edu
980-598-3115

College of Business
DEAN
Mary J. Meixell, Ph.D.
Mary.Meixell@jwu.edu
401-598-4740
CHAIR, GRADUATE BUSINESS PROGRAMS
Timothy Howes
Timothy.Howes@jwu.edu
401-598-1404

College of Professional Studies
TOLL-FREE
855-598-1881
DIRECT/INTERNATIONAL
401-598-4400
VICE PRESIDENT
Cindy Parker, Ed.D.
Cindy.Parker@jwu.edu
401-598-1345
DEAN
David Cartwright
David.Cartwright@jwu.edu
401-598-4826

Student Services
ADMISSIONS
Ashley Slattery
Ashley.Slattery@jwu.edu
401-598-5170

ADVISING
Jessica Rounds
Jessica.Rounds@jwu.edu
401-598-3123

Financial Planning
Michelle Doss
Michelle.Doss@jwu.edu
401-598-5189

Doctoral Faculty
Paul Boyd, Ph.D.
PROFESSOR
Paul.Boyd@jwu.edu
401-598-1215
Educational background in urban studies and social systems sciences/strategy. Interests focus in statistics, research, decision-making and strategy.

Letta Taylor Campbell, DM
PROFESSOR
Letta.Campbell@jwu.edu
303-256-9483
Educational background in organizational and human resource management. Successful entrepreneur and experience as senior human resource and operations management executive. A Senior Certified Professional from the Society for Human Resource Management (SHRM-SCP), a Senior Professional in Human Resources (SPHR), and Project Management Professional (PMP).

David Hood, Ph.D.
ASSOCIATE PROFESSOR
David.Hood@jwu.edu
401-598-1467
Educational background in research, leadership, higher-education administration, organizational development and adult education/development. More than eight years of experience consulting for various organizational types and sizes, along with 15 years in higher education as a faculty member, chair and program director.

L. W. Hughes, Ph.D.
PROFESSOR
Larry.Hughes@jwu.edu
401-598-5387
Educational background in leadership, finance, research methods, and behavioral statistics. Over 15 years of industry experience in human resources management and 20 years in higher education including service as program director, dean and vice president. Areas of interest include all manner of assessment.
Stacey Kite, DBA
PROFESSOR
Stacey.Kite@jwu.edu
401-598-1488
Educational background in research, marketing and management. Areas of interest include marketing, research, customer satisfaction and loyalty, assessment, and youth Internet risk. Lead author of the first two versions of the Survey of Internet Risk and Behavior.

John Krupa Jr., DBA
PROFESSOR
John.Krupa@jwu.edu
401-598-4482
Educational background in counseling, management and organizational leadership. Areas of interest include emotional intelligence in leading change, transforming organizational culture to create competitive advantages, creating meaningful work, employee engagement and performance improvement.

Stephen Poplaski, Ph.D.
ASSISTANT PROFESSOR
Stephen.Poplaski@jwu.edu
401-598-2637

Martin Sivula, Ph.D.
PROFESSOR
Martin.Sivula@jwu.edu
401-598-1803
Educational background in education, mathematics, research and statistics. Areas of interest include technology and e-learning, research, and statistics; well-published and frequent presenter/participant in education/technology forums. A Certified Data Educator (CDE) and researcher/contributor for the Association of Computing Machinery (ACM) e-learn magazine.

Scott Smith, Ph.D.
PROFESSOR
Scott.Smith@jwu.edu
303-256-9455
Educational background in management, education leadership and online teaching. Successful entrepreneur and recognized by the American Culinary Federation (ACF) as a Certified Executive Chef (CEC), a Certified Culinary Educator (CCE) and a Certification Evaluator. Areas of interest include student learning styles and methods, academic maturity and restaurant success/failure rates.

Other University Resources

Library
The Johnson & Wales University provides 24/7 online access to a wide range of scholarly, trade and popular publications on all aspects of business administration, as well as across numerous other disciplines. Reference librarians offer individualized research support through online chat, SMS, email, phone and WebEx, and are also embedded in the online classroom through ulearn, the university’s learning management system.

Upon a doctoral candidate’s successful defense of their dissertation, they will publish it in the ScholarsArchive@JWU as well as through ProQuest ETD Administrator.

For more information about JWU Library resources and services, please contact:

Rosita Hopper, DA
DEAN OF LIBRARIES
Rosita.Hopper@jwu.edu
401-598-1145

Technology Support

Phone: 866-598-4357
Email: it@jwu.edu
Website: it.jwu.edu (option to live chat with IT)

IT Service Desk Hours

Mon–Fri: 8am–7:30pm (ET hours)
Sat–Sun: Closed

Self-help guides are also embedded throughout ulearn course sites and through the Student Help link in each course.
NOTICE OF NONDISCRIMINATION

Johnson & Wales University does not discriminate unlawfully on the basis of race, religion, color, national origin, age, sex, sexual orientation, gender identity or expression, genetic information, disability, status as a protected veteran, pregnancy or marital status, or any other unlawful basis in admission to, access to, treatment of, or employment in its programs and activities.