Marketing Area Doctoral Program Handbook

This handbook supplements the Handbook of the Ross Doctoral Studies Program (henceforth *Ross Handbook*) to clarify the Marketing Area's procedures and specific requirements within the Ross Doctoral Studies Program. It also provides additional funding information that pertains to the Marketing Area's Doctoral Program. Please carefully read the Ross Handbook first.

Overview

The Michigan doctoral program in Marketing is designed to support a broad range of research interests and expertise in its students. This quality is reflected in the interdisciplinary collaborations across the University's units, diversity of faculty's research interests/expertise and the flexibility of the program's coursework. Doctoral students will find that their program of study is strengthened even further by close interaction with other units of the University, such as the Psychology, Economics, Statistics, Information, and Engineering Departments, which offer courses aimed at improving research skills and whose faculty often serve as co-advisors and dissertation committee members for marketing students. While the program does not have official "tracks," students are admitted to the program and fulfill program requirements either as a "Behavioral" or "Quantitative" candidate.

Marketing Doctoral Program Committee (henceforth *Committee*)
MKTPhDcommittee@umich.edu

- Yesim Orhun (Chair and Marketing Area Doctoral Coordinator, henceforth *Coordinator*)
- David Wooten
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Degree requirements

Overview: Doctoral education at Ross has two stages: pre-candidacy and candidacy. During the pre-candidacy stage, students must complete required coursework of the program and the area. Area course requirements are detailed below. Successful completion of the pre-candidacy stage is dependent on successful completion of coursework, passing the preliminary exam, and demonstrating readiness to do original and independent research by submitting an acceptable first and second year research paper. Successful completion of these requirements by the beginning of the third year is expected, resulting in early-candidacy status. By Rackham rules, students must advance to candidacy latest by the beginning of the fourth year.

The Marketing Area's doctoral program requirements are listed below:

First Year

- Satisfy the General Background & Basic Analytical Tool Requirements (latest by the end of the Fall term)
- Complete PEERRS training (latest by the end of the Fall term)
- Complete Responsible Conduct of Research and Scholarship (RCRS) training
- Fulfill the Marketing Doctoral Seminars and Related Discipline Course Requirements (each semester, inform *Committee* of course list before the add/drop deadline)
- Submit the First-Year Research Paper Proposal (due June 1)
- Attend the Institute for Faculty in Training
- Pass the First-Year Research Paper (due on August 15) and its Oral Presentation (to be scheduled by the *Coordinator* before September 15 based on faculty availability)

Second Year

- Fulfill the Marketing Doctoral Seminars and Related Discipline Course Requirements (each semester, inform *Committee* of course list before the add/drop deadline)
- Submit the Second-Year Research Paper Proposal (due May 1)
- Pass Prelims, Second-Year Research Paper (due on August 1) and its Oral Presentation (to be scheduled by the Coordinator before August 15 based on faculty availability)

Post-Candidacy

- Satisfy the Basic Business Knowledge Requirements
- Complete the teaching requirement (typically during the 3rd year)
- Select dissertation chair(s) (by the end of 3rd year)
- Form a dissertation committee (by the end of 4th year)
- Dissertation Proposal (Qualifying Oral Examination) (by the end of 4th year)
- Dissertation Final Defense (by the end of 5th year)

Further details on program requirements that are Area specific are included below. Please consult the *Ross Handbook* for requirements that are not detailed below.

PEERRS training

The Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) is a web-based foundational instruction and certification program for the
members of the University of Michigan community engaged in or associated with research.
The PEERRS modules complement the Ross Responsible Conduct of Research and Scholarship (RCRS) modules.
The Marketing area requires its PhD students to complete their PEERRS training by **December 31** of their first year in the program. The students are required to send the screenshot of the certificate(s) to the *Committee* as proof of completion.

General Background Requirements

Before enrolling in the program, students are expected to have satisfactorily completed the following pre-enrollment requirements:

- Coursework in college algebra and one year of calculus
- Intermediate Microeconomics
- Marketing students with a “quantitative” focus must also have completed linear algebra and advanced calculus.

Students lacking any of the requirements, when admitted, are expected to satisfy them as soon as possible after entry into the program, and before advancing to candidacy.

Basic Business Knowledge Requirements

All Ph.D. students are expected to have or acquire some basic knowledge in business from accounting, finance, marketing, strategy, technology and operations, and organizational behavior. Completion of the General Background requirements provides a broad knowledge of business and helps students understand the potential managerial implications of their research. A student with an MBA from a leading business school will have completed many of these before entry. Students who have previous courses in any of the background areas are encouraged to apply for a course waiver or take the waiver examination.

Students who need to complete breadth requirements need to take two classes from two different disciplines. Unlike other classes, students may fulfill this business background requirement after their candidacy, but before their graduation. Students who have already taken equivalent courses at the graduate level may use those courses to substitute this requirement. The following is a list of courses that will satisfy these requirements:

- **ACTG 501/502** – Principles of Financial Accounting
- **FIN 503** – Financial Management or **FIN513** – Financial Analysis
- **MKT 501/503** – Marketing Management or **MKT 601** – Marketing Strategic Planning or **MKT618** – Marketing Research Data and Analysis or **MKT630** – Marketing Engineering
- **MO 501** – Human Behavior and Organization
- **STRAT 601/502** – Corporate Strategy
- **TO 501/502** – Applied Business Statistics or **TO 551** – Introduction to Operations or **TO 620** – Supply Chain Management or **TO 572** – Applied Business Forecasting

Other courses may also satisfy this requirement, but first, check with the *Committee* to see if an alternative course is an acceptable substitute. Serving as a grader for certain types of MBA courses may also count toward this requirement, depending on the course and your level of involvement, please check with the *Committee*.

Basic Analytical Tool Requirements: All students are expected to master a one-year sequence of graduate-level coursework in statistics. The appropriate courses for the Marketing Doctoral students are:

"Quantitative" focus:
- **ECON 671**–Econometrics I (Fall Term, 3 credits) AND
- **ECON 672**–Econometrics II (Winter Term, 3 credits)

"Behavioral" focus:
- **PSYCH 613**–Statistical Methods I (Fall Term, 3 credits) AND
- **PSYCH 614**–Statistical Methods II (Winter Term, 3 credits)

NOTE: Appropriate equivalents may be substituted but only with the approval of the Marketing PhD Program committee.

Marketing Doctoral Seminar and Related Discipline Course Requirements

As the *Ross Handbook* notes, "full-time enrollment usually consists of 9-12 credit hours per semester for pre-candidates." Students are expected to take two marketing doctoral seminars and two or three required or recommended courses for credit per semester in their first two years (see guidelines in the tables below). We encourage students to take more challenging courses whenever possible.

Marketing Doctoral Seminars are required each semester until candidacy is achieved. These seminars are currently offered in 6-week modules (two modules each semester) covering both 'core' and specialized' marketing topics in both the 'Behavioral' and 'Quantitative' streams. Students may also be asked to take additional Marketing Doctoral Seminars, and are recommended to audit/sit-in courses in the third and fourth years (after candidacy) that can further enhance their ability to conduct research.

At the beginning of each semester of the first 2 years, the students should inform the *Committee* of their intended coursework.

FOR STUDENTS WITH A **QUANTITATIVE** FOCUS	
Required Courses	
Year 1	Year 2
Marketing Seminars (both semesters) ECON 671: Econometrics I ECON 672: Econometrics II ECON 601: Microeconomics I ECON 602 (Micro II) and/or ECON 603 (Micro III) (and, add some of the recommended courses below)	Marketing Seminars (both semesters) ECON 631 (Industrial Org. & Public Policy I) and/or ECON 632 (Industrial Org. & Public Policy II) BA 830: Teaching Fundamentals (and, add some of the recommended courses below)
Recommended Courses	
Econometrics	Bayesian Statistics
ECON 751: Computational Economics ECON 678: Advanced Econometrics I ECON 679: Advanced Econometrics II ECON 675: Applied Microeconometrics	BIOSTAT 682: Applied Bayesian Inference BIOSTAT 830: Advanced Bayesian Analysis STAT 550: Bayesian Decision Analysis STAT 551: Bayesian Modeling
More Economics	Statistics & Probability Theory
ECON 617: Game Theory BE 899: Economics of Inst & Org BE 875: Applied Industrial Economics BE 888 (rotating special topics)	STAT 503 or BIOSTAT 690: Multivariate Analysis BIOSTAT 651: GLM STAT 525: Probability Theory STAT 526: Stochastic Processes STAT 560: Nonparametric Statistics STAT 601: Multivariate and Categorical Data STAT 610: Statistical Inference BIOSTAT 696: Spatial Statistics BIOSTAT 880: Statistical Analysis w/ Missing Data
Statistical Computing & Optimization Method	Others
BIOSTAT 615: Statistical Computing (C++) STAT 606: Statistical Computing STAT 607 & 8: Numerical & Optimization Methods	BA 870: Structural Equation Modeling ELI 620/1: Dissertation Writing (Business Background courses, if needed)

FOR STUDENTS WITH A **BEHAVIORAL** FOCUS	
Required Courses	
Year 1	Year 2
Marketing Seminars (both semesters) PSYCH 613/4 or STATS 500/1: Statistical Methods PSYCH 682: Advanced Social Psychology (if no previous graduate degree in Social Psych) (and, add some of the recommended courses below)	Marketing Seminars (both semesters) BA 830: Teaching Fundamentals (and, add some of the recommended courses below)
Recommended Courses	
Research Methodology	Psychology
PSYCH 786: Research Design in Social Psychology PSYCH 726: Multivariate Analysis BA 850: Empirical Research Methods BA 870 / PSYCH 804: Structural Equation Modeling BE 502: Applied Microeconomics ECON 501: Microeconomics ECON 671: Econometrics	PSYCH 787: Emotion and Motivation PSYCH 782: Cultural Psychology PSYCH 741: Cognition and Cognitive Neuroscience PSYCH 746: Attention & Cognitive Control PSYCH 745: Psychology of Language PSYCH 634: Human Neuropsychology PSYCH 840: Introduction to fMRI PSYCH 722: Decision Processes PSYCH 842: Decision Consortium PSYCH 808 / 988: rotating topics
Others	
SOC 595 (rotating special topics) SI 608: Networks SI 534: Theories of Social Influence	

Brief descriptions of most of these courses can be found on the "U-M Course Catalog" on Wolverine Access.

Program Requirements for Advancing to Candidacy

The first and second-year papers and their presentations constitute the research paper requirement in the MKT program. As outlined in the *Ross Handbook*, satisfactory academic standing at the pre-candidate level requires passing the area preliminary exam and the area research paper requirements. These requirements are graded as Pass/Fail by graders selected from the area faculty. Students who pass both the preliminary exam and research paper requirements before the fall of their third year will advance to early candidacy in the fall semester of their third year.

If a student fails the first-year paper, they will be given the chance to resubmit a paper that fulfills the requirement. If the student fails the rewrite of the first-year paper, they will be placed on academic probation. Please refer to the *Ross Handbook* for details on academic probation.

If a student fails a portion (e.g., a question or several questions) of the Marketing Area's prelim exam, they will be given a second prelim exam (a retake) for the content that the failed portion covers. The retake will be scheduled no later than August 1 of that summer. The retake exam will feature new questions and will be administered under the same conditions/rules as the original prelim exam. Students who fail the retake of the prelim exam are dismissed from the program (per *Ross Handbook*).

Students who fail their second-year paper, but pass their prelim exam, are either asked to submit a rewrite or are dismissed from the program. To determine the appropriate course of action, the Committee will ask for a vote among the tenure-track marketing faculty. If students are asked to submit a rewrite of the second-year paper, they will be placed on academic probation until they pass the rewrite. If they fail the rewrite, they will be dismissed from the program.

First-Year Research Paper and Oral Presentation

The purpose of the first-year paper is to introduce each doctoral student to the process of conducting academic research in marketing. Students are encouraged to work on a project in which they can identify one or two faculty members who agree to supervise them throughout the process. Students are encouraged to ask these faculty for relevant literature and feedback on the idea and research design, the research proposal, the paper draft, and the presentation draft.

With the first-year paper, students are expected to demonstrate their ability to read and synthesize the previous literature in marketing and/or related areas, understand what makes a research question a good one, conceptualize a research framework or a set of hypotheses, sketch out a research methodology (e.g., a reduced-form model or an experimental design) and effectively communicate their ideas. We also expect to see some data analysis and results in the paper. For a behavioral paper, students should at least include a pilot study for preliminary testing of the proposed hypotheses. For a quantitative paper, students should conduct descriptive analyses of the data to motivate their main research design and present preliminary estimation results.

<u>Rubric [100 pts]</u>

- Research Question and Positioning [25 pts]:
    - [5 pts] Is the research question clearly stated and well-motivated?
    - [5 pts] Is the intended contribution clear?
    - [15 pts] Does the paper reflect sufficient knowledge and appropriate synthesis of the relevant literature?

- Execution [50 pts]:
  - [10 pts] Are the hypotheses clear and linked to the research question?
  - [5 pts] Is the research design (e.g., experimental design, empirical model) clear?
  - [10 pts] Discussion of raw data patterns
    - Observational data: Are data patterns discussed appropriately, clearly, and in a way that motivates the research design choices?
    - Experimental Data: Are the data patterns used appropriately to check the fidelity of the design and implementation?
  - [25 pts] Does the research design follow logically from and is appropriate for the hypotheses being tested?
    - Graders: Please list all the limitations of the research design. Which are discussed in the paper? Which among these limitations would we expect 1st-year students to be able to overcome?
- Discussion of results [20 pts]

  Regardless of whether the results support the hypotheses,
  - [10 pts] Are the results discussed clearly and in a way that links back to the hypotheses being tested?
  - [10 pts] Did the author discuss the results appropriately in the context of prior work and/or managerial/policy implications?
- Other [5 pt]
  - Is the paper free of logical flaws, or internal inconsistencies in its arguments?
  - Is the paper sufficiently free from signs of carelessness (e.g., excessive typos and grammatical errors, tables are unreadable)?
  - Other remarks/discretionary items

<u>Timeline</u>

- February 1: Latest date for the student to identify faculty member(s) who will be guiding them. The guidance should involve close communication and regular meetings. In these meetings, the student should be looking for guidance on whether the research idea is novel and important enough, and test their ability to communicate the appropriateness of the planned analyses.
  - Note for students: Researchers regularly bounce ideas off each other to get some sense of whether the questions they want to answer are important enough, or whether their research design to answer them carries water. Many ideas (rightly) never get written up.
- April 1: By this time, students need to have determined the specific question that they will be attempting to answer.
- June 1, noon: The deadline to share a draft of the research proposal with the guiding faculty (cc the *Committee*). This document should clarify and motivate the research question, position the intended contribution in the literature, and have a research design plan. No results are required/expected at this stage.
  - Students should expect to get interim feedback from the supervising faculty based on this draft. Students will spend the rest of the summer finalizing results and re-writing the paper.
    - Note to students: Writing always takes longer than expected. If you are enrolled in IFIT, take this opportunity to improve your draft. Also, consult the resources folder for writing tips. Your writing needs to be clear and convincing.
- August 15, noon: The deadline for submitting the 1st year paper to the *Committee*.

    - Failure to meet this deadline will result in a 10-point reduction for each 24 hour period of lateness. Requests for extensions will be approved on a case-by-case basis.
- The students will present their papers in late August or early September. The graders will submit grades after the presentation, following the rubric.

Second-year Paper and Oral Presentation

The students should demonstrate that they can carry out a complete research project by themselves, from generating an idea, executing the idea, and writing up the results. As with the first-year paper, they can get guidance from faculty, but unlike the first-year paper, the project should be mainly driven by the students. Students are encouraged to ask faculty for feedback on the research design, the research proposal, the paper draft, and the presentation draft.

The second-year paper showcases the quality of thought and effort the student can put forth. While the components being evaluated are similar to the 1st year paper, the weight placed on components are different, and the bar (expectations of what constitutes as satisfactory) is higher for each component. In addition to fulfilling all the 1st year paper expectations, a passing second-year paper should have the potential to be eventually submittable to a reputable journal and be part of one's dissertation. What does that mean, practically? The paper should be clear about the research question it is posing and its intended contribution (conceptual, substantive, or methodological). The intended contribution should be important enough, assuming results pan out. (If they don't pan out, that's fine and that is <u>not</u> a part of the evaluation). One metric to judge whether the potential contribution is important is to ask the following question: "Suppose I obtained my dream results. Are the results important enough to warrant publication in a top-tier journal?" Another metric to judge the importance of the intended contribution is to ask: "So what? Why should we care about the answer to this question? What will change in the world as a result? Who will do things differently?" The second-year paper should also include a clear data description and/or experimental design section, as well as an empirical results section that follows logically from hypotheses/research questions, including interpretation of the results in the context of the paper's contribution (and existing literature, if applicable). Basically, notwithstanding whether the results worked out or not, the paper should demonstrate one's ability and skills to be able to conduct high-quality academic research.

<u>Rubric [100 pts]</u>

- Research Question and Positioning [35 pts]
    - [25 pts] Are the research questions and intended contribution clear, novel, and important enough to warrant publication at a top journal if the results worked out?
    - [10 pts] Is the literature review sufficiently comprehensive (i.e., not missing important contributions others have made) and convincing of the importance of the paper's intended contribution?
- Execution [50 pts]
    - [10 pts] Have the hypotheses been developed logically from theoretical arguments, are they linked clearly to the intended contribution?
    - [10 pts] Discussion of raw data patterns
        - Observational data: Are data patterns discussed appropriately, clearly, and in a way that motivates the research design choices?
        - Experimental Data: Are the data patterns used appropriately to check the fidelity of the design and implementation?
    - [30 pts] Is the research design clear and appropriate given the research question(s) and intended contribution(s)?

            - Graders: Are data patterns discussed in a way that makes the research design clear and easy to evaluate? Please list the limitations of the research design given the intended contribution of the paper. Are these limitations appropriately discussed? Are the limitations severe enough to lead to a rejection in the first round at a top marketing journal?
- Presentation of results and communication skills [15 pts]
    - [10 pts] Are the empirical results interpreted/discussed properly? Are the implications of the results fleshed out thoughtfully?
    - [5 pts] Overall, are the written communication skills demonstrated in the paper at the level expected at a top marketing journal? Do the arguments in the paper flow logically from one point to the next?

<u>Timeline</u>

- May 1, noon: The deadline to share a draft of the research proposal with the guiding faculty (cc: the *Committee*). This document should clarify and motivate the research question, position the intended contribution in the literature, and have a research design plan. No results are required/expected at this stage.
    - Students should expect to get interim feedback from the supervising faculty based on this draft. Students will spend the rest of the summer finalizing results and re-writing the paper.
- August 1, noon: The deadline for submitting the 1st year paper to the *Committee*.
    - Failure to meet this deadline will result in a 10-point reduction for each 24 hour period of lateness. Requests for extensions will be approved on a case-by-case basis.
- The students will present their papers to the area faculty in August, at a time identified by the *Committee*, and no later than 5 days before the pre-candidacy deadline. The graders will submit grades after the presentation, following the rubric.

Preliminary Examination

Ph.D. students are required to take the written Prelim exam at the end (typically, May-June) of the second year of the doctoral program. The exam will be conducted in-person at Ross, in a proctored room. Answers will be typed using an Internet-disabled laptop. During the exam, students may consult digital or hard-copies of the papers listed on the syllabi of the marketing doctoral seminars, lecture notes distributed by faculty, and papers listed on their depth statement. Handwritten notes on the margins of these documents (digital or hard-copy) are allowed. Other notes, references, or assistance (e.g., communicating with others, using translation apps, accessing the internet, using any form of A.I.) are not allowed. If digital documents are to be consulted, they need to be loaded onto the laptop ahead of time - please compile and share them with the *Coordinator* 5 business days before the first prelim exam date.

The exam consists of two parts, the breadth part and the depth part, administered on different days. Each exam is scheduled for 9am-5pm, which includes a lunch break and any restroom breaks.

Breadth Part: The objective of this part of the exam is to provide a second-chance to develop a breadth of knowledge in the marketing field. If the student has earned at least an A- in 6 out of the 8 marketing doctoral seminars, they are assumed to have passed this part of the exam and do not need to take it. If the student has not earned at least an A- in 6 out of the 8 marketing doctoral seminars, they must take and pass the Breadth Part before the fall of their third year.

Depth Part: The objective of this part of the exam is to encourage each student to think about the research area in which they would like to become an expert and contribute to as a research scholar. This research area should ideally be related to the student's dissertation. Students are expected to submit a research statement (examples are available from the *Committee*) describing their research interests. Included in the same document are: a list of two faculty members who agree to write exam questions for each student, and a reading list consisting of 50-60 papers relevant to the student's area of research (the reading list could be derived from different research disciplines/paradigms). Students must submit their research statements to the *Committee* by **April 15**. Students will receive two custom-designed and mandatory questions. This part of the exam takes place the day after the Breadth part. The questions test students on the ability to (1) critically evaluate existing research questions, contributions, and methods, (2) come up with new research ideas (i.e., specific hypotheses or model specifications) that contribute to the research area, and (3) how to execute the research idea (i.e., how to think about data collection, experiments, model estimation, counterfactual exercise). Students should not expect to simply summarize the papers on the reading list.

Dissertation Proposal

The Dissertation Proposal (Qualifying Oral Examination), typically taken at the end of the winter term of the fourth year, is devoted to the defense of the candidate's written dissertation proposal. The dissertation is executed under the guidance of a dissertation committee and consists of a study that advances the state of the knowledge in Marketing. Students are expected to declare their adviser (who likely becomes their dissertation chair) by the end (summer) of their third year and form a dissertation committee by the end of December of their fourth year. A dissertation committee must have a minimum of four members.

- Of the four, at least three must be from a U of M Rackham doctoral program.
- Of the four, at least two must be from the marketing area.
- Of the four, one member must have a 50% or greater appointment in a U of M program/department outside the Ross School. At least three of the four must have a PhD and be a tenure-track professor.
- In addition to the above rules from Rackham, the Ross School requires that one member be from a Ross School area other than Marketing.

Given both the Rackham and Ross requirements, the smallest/simplest dissertation committee would consist of

- Chair (from marketing)
- Member from marketing who is not the chair
- Member from Ross School, not from marketing
- Member from U of M, at least 50% appointment outside Ross School

Objectives of the dissertation proposal defense are:

(1) to ensure that the applicant has a clearly defined, acceptable, and feasible topic;
(2) to ensure that the applicant is capable of pursuing the topic set forth in (1);
(3) to receive constructive criticism from members of the oral examination committee;
(4) to sharpen the focus of the dissertation; and
(5) to minimize the time period for the completion of the dissertation.

The dissertation proposal should contain at least the following components:

(1) general introductory statement of the problem indicating the scope and depth of the research;
(2) need for the research or reason for conducting the research;
(3) objectives of the research;
(4) hypotheses to be tested and other questions to be considered;
(5) methodology of the research;
(6) sources of data;
(7) bibliography of previous related publications on the proposed subject;
(8) tentative outline of chapters and their objectives; and
(9) time frame for completion of various stages of the research.

After a suitable set of dissertation committee members has formally agreed to serve, please complete the committee form, and submit it to the PhD program office.

Dissertation Final Defense
The dissertation defense, if successful, marks the conclusion of the program. The student is expected to present his/her thesis to the dissertation committee and any other interested parties. Upon successful completion of the defense, the student is awarded the doctoral degree.

Work Responsibility and Limits

Ross PhD students are appointed as Graduate Student Research Assistants (GSRAs) for years 1-4 except for one term when they are appointed as a Graduate Student Instructor (GSI).

- The GSRA assignment is for 10 hours per week during the academic year. Students are assigned as GSRAs for 1-2 faculty members by the *Coordinator*. To the extent possible, this assignment is based on preferences of the students and the needs of the faculty.
- The GSI appointment to teach an undergraduate course is typically in the third year, but can also occur in the fourth year. In preparation, students are required to take BA 830 and BA 831. Students generally take BA 830 in the winter of their second year. BA 831 can be taken shortly before the semester in which students teach (e.g., BA 831 is offered in August for doctoral students teaching in the Fall term and in November for those teaching in the Winter term).

Rules in the *Ross Handbook* limit additional work. PhD students are allowed up to 50 hours in additional hourly work per academic year. Students may receive additional work hours with the support of the *Coordinator* (please contact the Ross Doctoral office for a waiver form). The students need to communicate with the *Coordinator* before they accept the position (e.g., grader) if they wish to work more than 50 hours in the academic year.

Annual Evaluation Process

Each year, the faculty evaluate the academic performance of the PhD students, facilitated by the *Committee*. During the first two years, the focus of this evaluation is the student's performance in marketing area seminars and other coursework, participation in area's research activities (e.g., seminars, work-in-progress lunches, speaker meetings), progress in fulfilling the requirements for candidacy and potential for conducting original research. Later, the focus of the evaluation more heavily weighs research potential and productivity. Other factors, such as performance and professionalism as a research assistant, academic integrity, citizenship in the PhD program are also important. Based on the annual review, the *Committee* offers a summary and advice in writing. This feedback, as well as any questions/concerns/suggestions the students may have, are further discussed in the annual meeting the *Committee* holds with each student.

The second purpose of the annual evaluation is to consider whether the student is progressing in a satisfactory way toward completion of the degree. Continued financial aid and continued enrollment in the program depend upon such progress.

Funding

The main funding for students (e.g., tuition, stipend, healthcare) is provided by Ross. Fifth-year students are given financial support without obligations to perform any GSRA duties. Sixth-year students receive tuition and healthcare assistance from Ross.

The main supplementary funding is provided by the Marketing Area through the use of PhD Phelps Fund. All PhD students admitted to theMarketing Area's PhD program receive $2,000 from this area fund before candidacy. Another $13,000 is earmarked for each student after candidacy, as long as they remain in good standing and are actively enrolled in the program (e.g., not on academic probation, not on leave). If a portion of the pre-candidacy amount is not used, it rolls over to post-candidacy.

This additional funding from the Marketing Area can be used for conferences, data collection/acquisition, RA help, computing/storage, additional coursework. The student needs to get written approval from a faculty member working closely with them on the proposed usage of funds before committing to expenses, and share the faculty member's approval with the *Coordinator* via email. The additional funding can also be used as a supplemental stipend if the student stays for their 6th year. All students who are considering staying six years are encouraged to put aside sufficient funding for their 6th year. They should also reach out to the *Coordinator* and the Area Chair in their 4th year to plan for this additional year in the program.

There are also additional travel and research funding opportunities available from the Ross School of Business and Rackham Graduate School. Please consult the *Ross Handbook* and Rackham Graduate School's funding webpage for details.