

Record of
The University of North Carolina
at Chapel Hill



1985

The School of Business Administration
Graduate Announcements

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Cover: MBA student (left) on internship at IBM in Research Triangle Park

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Record of The University of North Carolina at Chapel Hill

The Graduate School of Business Administration
Announcements for 1985-1986

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December 1984

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The University of North Carolina

Sixteen Constituent Institutions

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Public Television



History of the University

The University of North Carolina is comprised of all the public institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher. The University was authorized by the State Constitution in 1776, and it was chartered in 1789 by the General Assembly.

The University of North Carolina opened its doors to students at Chapel Hill in 1795. Thereafter, beginning in the latter part of the nineteenth century, the General Assembly of North Carolina has established and supported fifteen other public senior institutions in keeping with Article IX, Section 8, of the Constitution of North Carolina which provides that the "General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise."

By 1969 The University of North Carolina included six constituent institutions, governed by a single Board of Trustees. This multicampus University had its beginnings in legislation enacted in 1931 that defined The University of North Carolina to include The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and The University of North Carolina at Greensboro. In the 1960s three additional campuses were added: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

Beginning in 1877, the General Assembly of North Carolina established or accented ten additional separately governed state-supported senior institutions of higher education. They are: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. Then, in 1971, the General Assembly redefined The University of North Carolina, and under the terms of that legislation all sixteen public senior institutions became constituent institutions of The University of North Carolina.

The constitutionally authorized Board of Trustees of the six-campus University of North Carolina was designated the Board of Governors and this body is now the governing body of The University of North Carolina. The Board of Governors consists of twenty-two members elected by the General Assembly, and it is charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." The chief executive officer of the University is the President.

Each constituent institution of the University has its own faculty and student body. The chief administrative officer of each institution is the chancellor, and chancellors are responsible to the President.

Each constituent institution also has a board of trustees composed of thirteen members: eight elected by the Board of Governors, four appointed by the Governor, and the elected president of the student body *ex officio*. (The School of the Arts has two additional *ex officio* trustees.) The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.



ne School

professional school of The University of North Carolina at Chapel Hill, the Graduate School of Business Administration is part of an internationally recognized community of inquiry and research. Students and faculty share the opportunity for intellectual exchange, and in some cases, active collaboration on projects, with individuals involved in 52 graduate professional degree programs of the University.

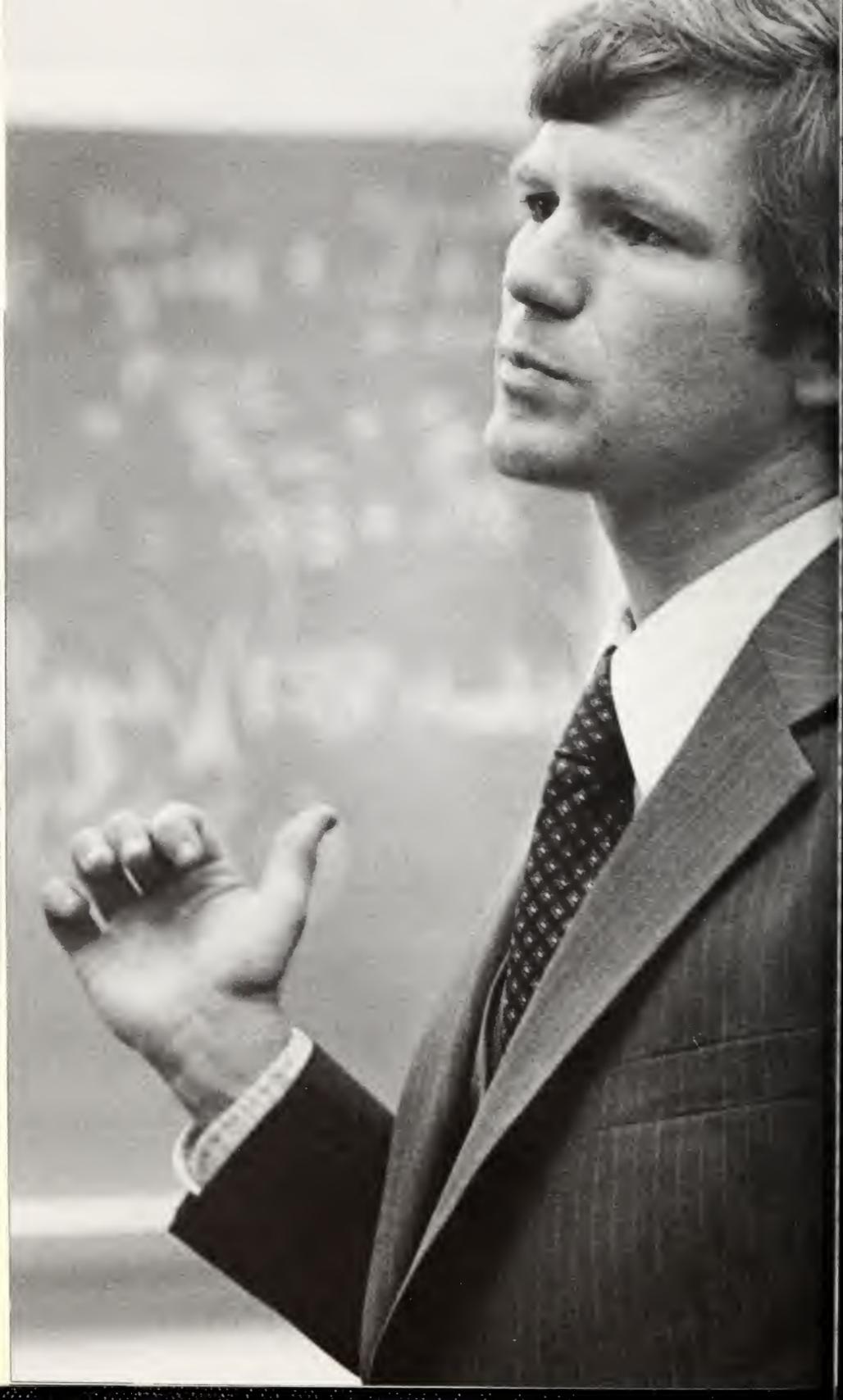
The Graduate School of Business Administration offers a two-year, full-time program leading to the Master of Business Administration degree; a one-year, full-time program leading to the Master of Accounting degree; and a Doctoral Program leading to the Ph.D. degree. In addition to its graduate programs, the School of Business Administration conducts a Bachelor of Science Program that enrolls some 800 juniors and seniors. It offers four advanced management programs: The Executive Program through the Young Executives Institute for senior and middle managers, respectively; the Program for Technical Managers; and the Government Executives Institute for executives who design and implement public policy. The School sponsors institutes and short courses attended by approximately 1000 business and professional men and women each year. A new resource for the School is the Institute for the Study of Private Enterprise, which was created by the William R. Kenan Jr. Fund in 1984 to focus teaching and research on entrepreneurship and new-venture management.

The School of Business Administration is located in Carroll Hall, near the center of the campus. "New Carroll," the four-story graduate center, provides excellent facilities for advanced study. It houses a graduate reading room, seminars, computer terminals, a microcomputer laboratory, offices for faculty and doctoral students, and small teaching amphitheatres designed to facilitate discussion in classes.

Besides having access to the excellent faculty and facilities of a major university, the School of Business Administration receives substantial support from the business community. Private endowments through the Business Foundation of North Carolina have helped draw together an outstanding faculty. The graduate faculty of 77 includes individuals who have earned national distinction in their disciplines — outstanding teachers, researchers, and leaders of national professional organizations.

The faculty believes that learning to define and analyze management problems requires a free-ranging exchange of ideas between students and teachers. Faculty members are available to discuss informally the progress of a student's work, to talk over a project, or to explore an idea.

A lively exchange exists among the faculty and students of the School, members of the Business Foundation, and other persons in business and government whom faculty members have come to know through their research and other activities. Business leaders frequently conduct informal seminars on campus, companies provide MBA field projects that concern specific business problems, and a number of firms offer summer internships for MBAs or help with data for doctoral research projects.



The MBA Program

The Master of Business Administration Program is a professional graduate program for men and women who plan careers as managers. Most MBAs have careers with private sector organizations. For others, the program offers valuable preparation for careers with nonprofit organizations.

The objective of the MBA Program is to help capable individuals develop the specific skills and breadth of judgment required in positions of leadership. The focus is analytical. The Program emphasizes the student's ability to evaluate business and organizational situations and to make informed and creative decisions about policy. This requires a thorough understanding of quantitative decision tools, principles of organizational and individual behavior, and economics, as well as of the functional areas of the firm—accounting, finance, marketing, operations management. MBA candidates are expected to develop general competence in each of these areas. Beyond this, the prospective manager needs to view the organization as an integrated whole, to understand the relationships among its various functions, and to foresee how actions in one area affect the others. Since no organization exists in isolation from the economic, social, and political currents of the society, managers must understand the impact of movements in the external environment upon their organization, and the effects of actions taken within their organization on the external environment.

No formulas exist for dealing with these relationships. To help candidates learn to think effectively about them, the faculty has developed an integrated modular curriculum for the first year of the MBA Program. Freed from the constraints of the traditional three-hour course, the first-year curriculum is structured to build an understanding of the functional areas of business, decision tools, and economic and behavioral concepts underlying business decisions in a way that enables the student to deal with increasingly complex problems. Students continue to explore the internal and external implications of organizational decisions during the second year of the MBA Program in two courses on Business Policy and Business and Society.

During the second year, MBAs may use their elective courses to concentrate in one area of particular interest, or they may choose electives in several areas. Second-year students may also take courses in other schools and departments of the University that support their career goals. A joint M.A./J.D. Program is available.

For students interested in international business, the School's exchange program with the Instituto de Estudios Superiores de Administracion (IESA) in Caracas, Venezuela, offers an opportunity to spend a semester studying in a distinguished South American management program. The School also participates in the Washington Campus, a twelve-university program that sponsors an intensive summer session on government-business relations in Washington, D.C.

The MBA Program extends over two academic years, August through August. The structure of the first-year curriculum requires that students enter

only in the fall semester and that they pursue a full-time schedule of study. MBA students are expected to seek work experiences in management during the summer between the first and second year of the program, and the School offers assistance in obtaining summer positions.

Student Body

The MBA Program is designed for men and women who hold bachelor degrees in the liberal arts, social and natural sciences, engineering, or business. In recent classes, approximately 40 percent of the students have entered with degrees in social sciences and humanities, 30 percent in engineering and natural sciences, and 30 percent in business administration and economics.

Ninety percent of the entering class have had at least one year of work experience, while 10 percent enter directly from college. The average age of entering students is 26.

First Year Curriculum

Fall		Spring	
Managerial Economics		Stabilization and Economic Growth	
Quantitative Decision Making I	Financial Management		
Computer Systems	Marketing Management		
Financial Accounting	Operations Management		
Management and Organization	Managerial Accounting	Quantitative Decision Making II	
Laboratory in Integrative Management			

struction

The faculty gives considerable thought to the process of teaching and to the most effective ways for presenting the materials that are part of the MBA curriculum. Students in the MBA Program will find that their courses include analysis of cases, lectures, small group discussions, and a management simulation game using the computer. The MBA Program also has its own microcomputer laboratory, which aids students in learning to use a microcomputer as a management decision tool. The Reynolds Student Investment Trust enables students in the portfolio management course to manage actual securities. In some courses, short individual and class projects permit students to work directly with firms and other organizations; in other courses, MBAs undertake sustained independent and team projects. First-year courses are taught in sections of 55, and most second-year courses are considerably smaller. In addition to individual study, MBAs are encouraged to work together in small groups so that they may draw on the diverse experiences of fellow students in preparing cases and projects. The individual development that is the MBA Program's goal for its students requires an atmosphere in which faculty members and students work together closely outside of class as well as in the classroom. MBAs find most faculty members more than willing to continue a topic after class, to discuss informally the progress of a student's work, or to help design an independent project.

The First Year

The first-year curriculum is organized into 12 courses of varying length. Students develop competence in each of the functional areas of business—accounting, finance, marketing, and operations management, as well as a basic understanding of quantitative decision tools, organizational behavior, theory of the firm, and macroeconomics.

A year-long course in integrative management is an outstanding feature of the program. Taught by the case method, this weekly seminar helps students draw together materials from their ongoing coursework and apply them to business problems. It provides an introduction to the decision-making process, which requires students to integrate information from the various business disciplines and to articulate their analyses in periodic written reports.

When they have successfully completed the first year, students receive credits in the following courses: BA 200 and 201, Quantitative Methods I and II; BA 202, Computers and Management; BA 230, Production Management; BA 250, Human Behavior in Management; BA 260, Marketing Management; BA 270, Accounting and Control I; BA 280, Financial Management; BA 297, Integrative Management and Business Communication; Econ 288, Managerial Economics; and Econ 289, Globalization and Economic Growth.

The Second Year

Second-year MBAs take ten courses, eight of which are electives. The two required courses—BA 294, Business and Society, and BA 295, Business Policy—stress strategy of the firm and help students apply and broaden the understanding they have developed during the first year.

With the guidance of the program manager, second-year students may use their electives to develop a general program with courses in several areas, or they may focus on one or more functional areas. Because a broad understanding of the firm is so important to successful managers, MBAs are not encouraged to take more than four electives in the same area. They may also develop programs that include courses from other departments of the university, such as public health, city and regional planning, education, psychology, journalism, and the curriculum in operations research and systems analysis.

The following elective courses are offered in the MBA Program:

Finance

Investment Policies

Financial Institutions and Markets

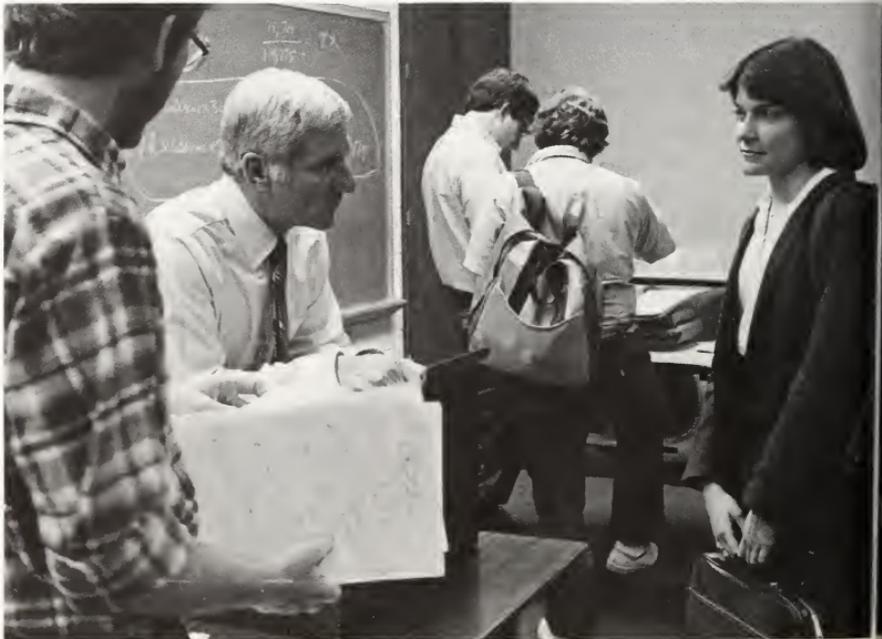
Advanced Topics in Financial Management

International Finance

Theory of Financial Management

Portfolio Management

Professor Richard Levin



Corporate Financing
Management of Financial Institutions
Speculative Markets
Independent Topics

Marketing
Applied Marketing Strategy
Advanced Marketing Analysis
Product Management
Promotion Management
Sales Management
Industrial Marketing
Advertising Management
Strategic Management
Marketing Research
Independent Topics

Quantitative Methods
Advanced Linear Programming
Decision Theory
Nonlinear Optimization
Topics in Integer Programming
Management Science Models in Marketing
Management Information Systems
Independent Topics

Executive-in-Residence Douglas Martin, M.B.A. '63



Accounting

Advanced Financial Accounting Theory
Auditing Theory
Federal Income Tax
Tax Factors in Business Decisions
Management Accounting Theory and Practice
Management Control Systems
Independent Topics

International Business

Studies in International Business
International Financial Management
Export Marketing Project
International Banking Problems
International Trade
Country Risk Analysis
International Investment Strategy
Independent Topics

Organizational Behavior

Fundamentals of Organization
Conflict in Organizations
Labor-Management Relations
Organizational Development
Power, Influence and Leadership in Organizations
Personnel Administration
Organization and Management Processes
Management Skills, Functions, and Problems
Independent Topics

Operations

Operations Systems
Operations Management Policy
Applications in Operations Management
Management of Technological Change
Independent Topics

Legal Studies

Law of Employment
Contract Principles and Antitrust Analysis
Business Associations and Securities Regulations
Financial Paper/Bank Regulation
Independent Topics

Real Property and Risk Management

Risk Management
Real Property Decisions

Real Estate
Development Feasibility and Land Use Policy
Independent Topics

Policy
Creativity and Innovation
Management of Not-for-Profit Organizations
New Enterprise Development
Management Simulation
Independent Topics

The following doctoral courses may also be elected by qualified MBAs with permission of the instructor:

Theory of Financial Management
Seminar in Portfolio Management
Quantitative Methods in Finance
Seminar in Financial Markets
Seminar in Marketing I
Seminar in Marketing II
Seminar in Management Accounting
Seminar in Extensions of Accounting Applications
Seminar in Current Accounting Issues
Seminar in Concepts of Business Income
Seminar in Taxation
Individual Behavior in Organizations
Intrapersonal and Intergroup Behavior in Business Organizations
Stochastic Methods in Operations Research I

Marketing Career Day



Deterministic Methods in Operations Research II
Introduction to Inventory Theory
Network Flows
Advanced Topics in Operations Management
Seminar in Operations Management

Accounting Concentration

The accounting concentration is designed for MBAs who plan careers in public accounting or as financial executives in private-sector or non-profit organizations. Students who majored in accounting as undergraduates begin the accounting concentration in the second year of the MBA Program; those who did not, take four special courses in the summer following the first year.

In the second year of the program, students in the Financial and Audit Systems track take five courses in accounting, and students in the Taxation track take six courses. All second-year students take BA 294 and 295, leaving a maximum of two or three electives.

Placement

The Graduate School of Business Administration operates a placement service that exists solely to help MBAs and Master of Accounting students in creating varied employment opportunities. The Assistant Dean for Placement maintains contacts with a broad range of firms and other organizations throughout the United States that employ graduates of the program. The Assistant Dean and other members of the MBA placement staff work individually with MBA students, helping them define their career objectives and identify positions compatible with their interests and abilities. The MBA Program also helps students learn about summer employment related to their careers.

MBA/JD Program

The joint MBA/JD Program enables qualified students to complete both the Master of Business Administration degree and the Juris Doctor degree in four academic years.

During the first year, MBA/JDs may take the first-year curriculum in either law or business; they take the first-year curriculum of the other school during their second year. In their third and fourth years, MBA/JDs take courses in both schools, using some of their elective courses in each school to complete the required courses of the other.

To enter the joint program, a student must apply and be admitted to each school independently. Students are strongly advised to apply to both schools concurrently. The MBA Admission Committee will consider applications from first-year law students enrolled at Chapel Hill, but it cannot consider applications for the joint program from students who have completed more than one year of law school.

Application deadlines are: School of Law, March 31; MBA Program, April 1.

Finances, Scholarships and Financial Aid

Tuition and fees for the MBA Program in 1984-1985 are \$412.00 per semester for residents of North Carolina and \$1,722.00 per semester for nonresidents.

Tuition and fees are assessed on a semester basis and are due at registration. University regulations concerning the payment of tuition and fees and the state law defining residence status for payment of tuition appear on pages 68-75.

MBA students are eligible for a number of scholarships awarded on the basis of merit. Applicants for admission are automatically considered for scholarships as well; no separate forms are required. The Student Aid Office of the University awards low-interest loans on the basis of demonstrated need. Persons who wish to be considered for these funds should apply to the Office of Student Aid by March 1. Applicants received after that date are considered only if funds remain.



Assistant Dean for Placement Rankin Harris

MBA students also may be eligible to borrow from the Business Foundation loan fund operated in cooperation with a local bank. A student who demonstrates satisfactory academic progress may borrow up to \$1,500 for each of the second, third, and fourth semesters of the MBA Program depending on individual need. Payments will not be required until 60 days after the student has left the MBA Program. At this time, the contract is converted into a term loan with the bank repayable over five years. Emergency short-term loans are available through the Richard Levin Loan Fund.

Fellowships awarded to entering MBA students are renewable for the second year of the program to students who are making satisfactory progress toward their degrees. The School of Business Administration awards a substantial number of scholarships each year with funds provided by the Business Foundation of North Carolina, Inc., a non-profit foundation established by members of the business community in 1946 to support the programs of the School.

Entering students are also eligible for four Maurice W. Lee Fellowships with stipends of \$2,000. Other MBA fellowships include the Allied Chemical Foundation Fellowship, Burlington Industries Fellowships, the Evelyn N. Bost MBA Fellowship, the Levi Strauss Fellowship, the Reynolds Industries Fellowships, the Ryan Homes Fellowship, and the Wachovia Bank and Trust Company Fellowship. Minority MBA students are eligible for the CIGNA Corporation Fellowship, which provides \$5,000 a year to an entering student each fall. The CIGNA Fellowship covers the cost of study.

The School of Business Administration is a member of the Consortium for Graduate Study in Management, which awards approximately 100 fellowships a year to minority men and women for the MBA program of seven member universities. Consortium fellowships pay tuition and fees and provide a living allowance of \$3,000 for the first year of the MBA Program and \$2,000 for the second year. Separate application is necessary for Consortium awards. Information is available from the MBA Program.

Minority Presence Award

Under the Board of Governors general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree credit coursework, and demonstrate financial need.

Admission

The MBA Program encourages applications from men and women who have intellectual and organizational ability, communication skills, motivation, and capacity for leadership give them strong potential for careers in management.

The Admission Committee believes strongly that several years of productive work after graduation from college—whether in private-sector

public-sector organizations — gives prospective managers a needed opportunity to develop these qualities and increases the value of graduate study in management. Some applicants give outstanding evidence of these qualities during their undergraduate careers and are admitted to the MBA program directly from college. In recent years approximately 10 percent of the class admitted has been directly from college. A number of highly qualified students are offered deferred admissions, entitling them to enter the program in two years, after they have gained work experience.

In examining each applicant's profile, the Admission Committee takes into account academic record, scores on the Graduate Management Admission Test (GMAT), and work experience. In addition, the committee considers management ability shown by the applicant's letters of recommendation, personal statements, and other accomplishments.

The committee does not assign arbitrary weights to any of the qualities that it seeks in applicants for the MBA Program. Instead, it attempts to identify strengths that will enable the candidate to make productive contributions as a manager and as a member of the MBA Program.

Graduates of colleges and universities accredited by a regional or general accrediting agency are eligible to apply for admission to the MBA Program. There are no prerequisite courses for admission, although MBAs will find previous exposure to accounting, economics, and statistics very helpful. Each applicant submits:

- A formal application to the Graduate School of The University of North Carolina at Chapel Hill;
- A supplemental application for admission to the MBA Program;
- Three letters of recommendation (including, if possible, at least one from an employer evaluating work experience);
- Transcripts of all college and graduate work;
- Scores for the Graduate Management Admission Test;
- An application fee of \$25.00.
- Foreign students must also present a score for the Test of English as a Foreign Language (TOEFL).

Application materials should be filed with the program as early in the preceding year as possible, and no later than April 1 to insure consideration for the class beginning in the fall. After that date, applications are considered on the basis of available space, which is usually extremely limited.

The Master of Accounting Program

The Master of Accounting Program, offered for the first time in 1985, designed to prepare students for leadership positions in the accounting profession. Applicants are required to have completed a concentration in accounting in their undergraduate degree.

The curriculum emphasizes preparation for the changing structure of an environment in which the professional accountant functions. Students develop skills in accounting, auditing, and taxation, as well as the supporting disciplines of economics, quantitative methods, computer information systems, and behavioral sciences. Students also acquire conceptual, judgmental, and communication skills, and become aware of the role of accounting in society, the ethics of the profession, and the importance of self-discipline to the accounting practitioner.

The Master of Accounting is a twelve-month program. Students take 10 graduate courses, comprising 30 semester hours. There are two specializations: Financial and Auditing Systems, and Taxation. The required courses in these two tracks are as follows.

Financial and Auditing Systems: BA 240A and BA 240B, Integrative Accounting; three or four accounting electives, usually involving BA 241, Financial Accounting Theory and Methodology, BA 242, Contemporary Issues in Financial Accounting and Reporting and BA 245, Auditing Systems and Information Control; and four or five electives in supporting areas.

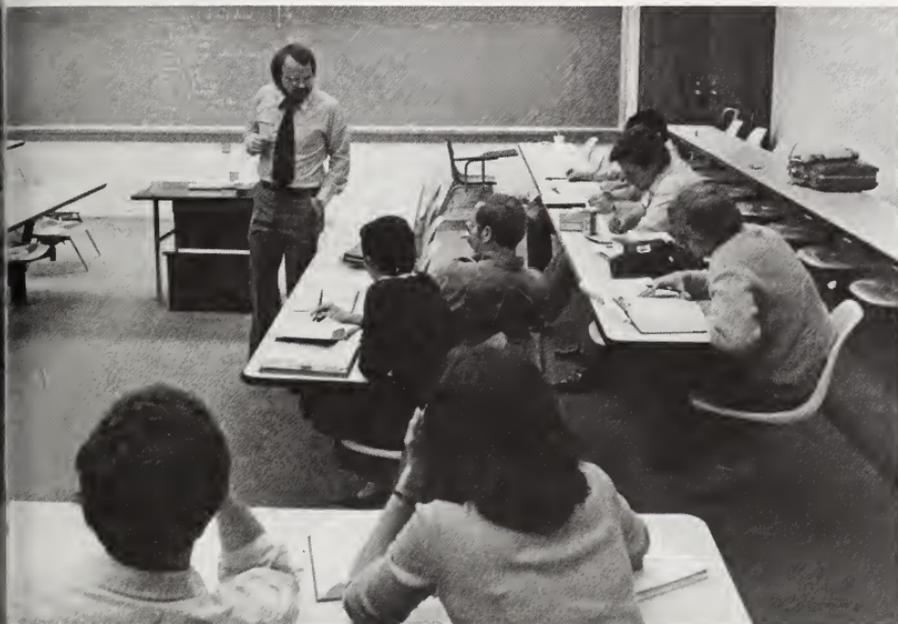
Taxation: BA 240A and BA 240B, Integrative Accounting; four or five electives, chosen from BA 246, Tax Research, BA 247, Federal Income Taxation of Corporations and Shareholders, BA 248, Federal Income Taxation of Controlled Corporations and Taxation of Partnerships, BA 249, Special Topics in Federal Income Taxation, and BA 249B, Estate, Trust, and Gift Taxation; and three or four electives in supporting courses.

Electives may be taken in the School of Business Administration or the University's Graduate School. All must be graduate-level courses (with a number of 200 or higher in the School of Business Administration).

Admission

Admission is based on the student's potential for development during the program and for becoming a high-level professional in the field of accounting. The applicant's performance as indicated by the academic transcript and test scores are important criteria.

The applicant should have a bachelor's degree in business, or equivalent. The applicant must have completed a minimum of five courses in accounting above the basic financial and management accounting courses. These five courses should include two in intermediate and advanced financial accounting, one in cost accounting, one in auditing, and one in income taxation.



Applicants must submit:

- A completed application form;
- Transcripts of all college work showing satisfactory completion of bachelor's degree at an accredited college or university;
- Scores on the Graduate Management Admission Test;
- At least two recommendations from professors and employers.
- Foreign students must submit scores on the Test of English as a Foreign Language (TOEFL).

Application forms and a brochure containing detailed information about program may be obtained by writing the Director of Master of Accounting Admissions, The Graduate School of Business Administration, Roll Hall 012A, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27514.

Placement

The Graduate School of Business Administration's placement office helps Master of Accounting students seek employment. The placement office has contacts with CPA firms and other organizations nationwide that employ graduates of the Master of Accounting Program. The Assistant Dean for Placement and other members of the staff assist students in targeting their career objectives within the field of accounting, and identifying suitable positions. The Master of Accounting Program also helps students learn about summer employment related to their careers.



The Doctoral Program

Doctoral study in business administration is an undertaking for men and women who have both intellectual capacity and enjoyment for independent research and analytical thinking, who wish to master a discipline within business administration, and who plan to contribute to its further development.

The Doctoral Program at Chapel Hill strongly emphasizes research. Graduates earn the degree of Doctor of Philosophy (Ph.D.). They enter careers in academic research and teaching or in applied research with governmental or private organizations.

The Doctoral Program is designed to be completed in approximately three years of residence. Time required for the degree varies in practice, of course, depending on the preparation of the individual student and on his or her program of study.

Doctoral students develop advanced research skills and detailed knowledge of a chosen area of concentration. Because substantive research in many of the management disciplines demands broad understanding of the others, doctoral students are expected to possess or to acquire basic knowledge of the functional areas of business administration. Students also are expected to develop teaching skills in their primary area of competence. Each student works closely with faculty members in the chosen area of concentration to develop a program that reflects his or her interests, background, and special abilities. Working relationships between doctoral students and faculty are informal and collegial. Classes are small; Ph.D. seminars frequently have as few as four or five students. Independent research and joint student-faculty projects are an important aspect of the Doctoral Program.

In addition to the regular curriculum, the faculty generally offers several seminars each year that address special interests of their students and themselves. Recently, these courses have considered topics ranging from the literature of investments and social accounting to organizational boundary roles, marketing technology, technology diffusion, and organizational innovation and corporate strategy. Several subject area faculties hold weekly credit seminars or forums in which faculty and students discuss their own work or that presented by visiting scholars.

Program of Study

Each doctoral student designs a program of study with the guidance of an advisory committee that consists of the student, faculty members in the intended area of concentration, and the Director of the Doctoral Program.

Ideally, entering students have completed graduate or undergraduate work in elementary accounting, intermediate economic theory (macroeconomics and microeconomics), elementary statistics, and elementary calculus, and have had exposure to computer programming. Students ad-

mitted without this background may elect to take the necessary courses at Chapel Hill or elsewhere prior to entering the Doctoral Program. Alternatively, they may take the prerequisite coursework while in residence or may acquire the necessary competence in other ways. Students who must take such courses or who have no prior background in business administration may require more than three years to complete the degree.

Doctoral study proceeds in three stages. In the first, students develop research skill in economics and in analytical methods. Students who have not met background requirements prior to admission satisfy these requirements. After completing the first year, students write a research paper in the major area, which is used in evaluating their progress.

During the second stage, each doctoral student concentrates on acquiring a thorough knowledge of the chosen area of specialization and related supporting areas. Normally, students require somewhat more than a year to develop the specialization. A written comprehensive examination administered by the area faculty concludes the second stage of work.

The third year of study typically focuses on the doctoral dissertation in which the student applies his or her research skills to a specific, carefully defined problem in the area of specialization.

The Core: Management Fundamentals

All doctoral students are expected to possess or to acquire basic knowledge of finance, accounting, marketing, organizational behavior, and production. This requirement is interpreted to mean a level of competence roughly equivalent to the first year of the School's MBA Program. Most entering students with a strong MBA or equivalent degree do not need additional coursework of this type.

Ph.D. Class



For students who require additional preparation, the advisory committee may prescribe introductory or elective courses in the MBA Program or other means to help the student develop the requisite level of knowledge.

Core: Research Tools

Students normally take Economics 188 and 189 (Microeconomic Theory and Macroeconomic Theory) and three graduate courses in statistics or operations research chosen with the guidance of the advisory committee. These courses help students develop the methodological and analytical techniques that will enable them to contribute to research in their area of specialization.

The level of required analytical ability is high. To fulfill the research tool course requirement, a student in finance might take, for example, Economics 272, 273, and 274 (Econometrics and Advanced Econometrics I and II). A student in operations management might take Statistics 102 (Statistical Methods II) and Operations Research/Systems Analysis 210 and 211 (Deterministic Methods in Operations Research I and II).

Students normally complete Economics 188 and 189 and two of the research tool courses during the first year of study.

Entering students who already have completed advanced work or who have other special backgrounds in one or more of these subjects may waive related courses by exhibiting competence in a written examination, which will be administered on request by the Director of the Doctoral Program.

The Doctoral Program has no foreign language requirement.

Professor David Rubin



The Major and Supporting Areas

Doctoral specialization is regularly offered in accounting, financial marketing, organizational behavior, and operations management. In addition, students may develop specializations in other subject interests the faculty, including quantitative methods, business and society, business policy, risk management, legal studies, international business, management of not-for-profit organizations, small-business management, and real property economics.

Doctoral students take ten to twelve courses in the major and supporting areas. Students may use several strategies in selecting their supporting courses. Some area faculties expect their students to complete work research tools beyond the core requirements. In other cases, supporting courses may be chosen in theoretical disciplines related to the concentration. For example, a student in organizational behavior might elect courses in psychology or sociology, while a student in operations management might take courses in operations research. Advanced work in one or more business disciplines outside the concentration proves useful in many student programs.

As a requirement in the major, each student takes at least one course in his or her area of specialization that includes a research paper involving significant empirical or analytical research. This research should be equivalent in quality to work in journals in the field. The research paper is normally completed in the summer or fall following the first year of study. The grade in this course is an important factor in judging the student's progress and continuance in the program.

Although there is no provision for formal minors, students may use their supporting courses to develop an informal minor within or outside the Graduate School of Business Administration. Students may take as many as two of their supporting courses at other universities, with approval from the advisory committee.

Area Written Examination

After completing the coursework, each doctoral student takes a written examination in his or her area of concentration and relevant material from the supporting and analytical courses. The written examination is administered by the faculty in the area of concentration and is normally scheduled within one month after the courses have been completed.

Research Requirement

In addition to the research paper at the end of the first year, doctoral students serve at least one semester as research assistants. The research assistantship helps introduce students to research methodology and enables them to participate in scholarly research early in their course of study. Students are compensated for their work.

Doctoral students are expected to participate actively in the faculty student research seminar in their major area during all their semesters.

idence. They are also encouraged to attend research seminars given in other subject areas, especially during their first two years of study, to become familiar with work and analytical methods in other business disciplines.

Teaching Requirement

As a requirement for the degree, each student performs at least one semester as a teaching assistant. Students are guided in these apprenticeships by faculty members in their area of concentration, and they receive financial compensation for their service.

Students who enter the program with significant teaching experience serve one semester, normally with full responsibility for an undergraduate class. Those without significant teaching experience may have the opportunity to serve two semesters—one semester as an assistant to a faculty member, and one semester with full responsibility for an undergraduate class.

The Dissertation and Oral Examinations

The dissertation represents a thorough investigation of a definite problem. It derives its value from the scholarly and workmanlike manner in which it is organized and presented, from its contribution to learning, and from the development of mental power displayed by the writer.

After completing the written examination, each doctoral student selects a faculty member who will chair his or her dissertation committee. When the student and chairman have defined the dissertation project, they select a dissertation committee of four additional faculty members whose research interests relate to the student's project. At least one faculty member is chosen outside the area of concentration.

Before beginning substantial work on the dissertation, the student submits a written proposal to the committee and takes an oral examination on this proposal. This process assures the student and the committee that there is agreement on the scope, content, methodology, and time dimensions of the proposed dissertation.

The student defends the completed dissertation to the committee in a final oral examination.

Placement

Through their contacts with professors at other universities, the faculty works closely with students to identify and evaluate prospective positions. The Director of the Doctoral Program also maintains a file of universities, research institutions, and other organizations seeking persons with doctorates in business administration. To aid in the job search, the Graduate School of Business Administration normally pays a substantial part of the cost for each student to attend a major professional meeting in the year in which he or she seeks employment.

Tuition

Tuition and fees for the 1984-1985 academic year are \$384.50 per semester for residents of North Carolina and \$1,694.50 for nonresidents. Charges are based on the number of credit hours the student takes per semester. For students who take less than nine hours, the semester rates are:

	N.C. Resident	Nonresident
6-8 hours	\$324.50	\$1,307.50
3-5 hours	264.50	919.50
0-2 hours	204.50	532.50

Tuition and fees are set by the Legislature of North Carolina and are subject to change without notice.

Tuition and fees are assessed on a semester basis and are due at registration. University regulations concerning the payment of tuition appear on pages 68-75.

A student accepted for admission reserves a place by payment of a \$25 nonrefundable enrollment deposit that is credited toward tuition for the semester for which the student is admitted.

Graduate students who are awarded a fellowship or assistantship and who perform specific academic duties may qualify for the special tuition rate during the term of the appointment. Payment for this special tuition rate and for student fees is due at registration and is the student's responsibility. The balance will be credited by the department through a service appointment credit.



Financial Aid

Approximately three-quarters of the doctoral students in residence receive financial support from the Graduate School of Business Administration from the University. Most School and University support takes the form of research and teaching assistantships; however, a limited number of non-service fellowships are awarded each year. Loan funds are available to qualified students from the Graduate School of Business Administration and from the University.

Assistantships typically carry awards of \$2,700 per semester; higher awards are occasionally offered. Stipends for nonservice awards range from \$400 to \$6,300 per academic year. Students awarded research assistantships are expected to work approximately fifteen hours per week; those awarded teaching assistantships have responsibility for one course section per semester.

Once students are awarded financial aid it is the policy of the School to provide support for six semesters provided the student is making satisfactory academic progress. Additional support is occasionally available with certification.

The Graduate School of Business Administration also provides summer assistantships for students receiving awards from the University or the School during the academic year. The stipend is currently \$1,500 for the summer.

Minority Presence Awards

Under the Board of Governors general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree-credit coursework, and demonstrate financial need.

The Minority Presence Grant Program for Doctoral Study provides stipends of \$5,500 for the academic year, with an option of additional support in the amount of \$600 for study in the summer session, for black residents of North Carolina who are selected to participate. Recipients must be full-time students pursuing doctoral degrees at The University of North Carolina at Chapel Hill.

Admission

Admission to the Doctoral Program is highly competitive. Admission decisions are made by the Ph.D. Program Committee, which makes no distinctions based on applicants' proposed areas of concentration. Therefore, admission is competitive across subject areas.

The Program Committee places considerable weight upon the applicant's potential for intellectual development as demonstrated by prior academic or other activity. The committee also seeks evidence that the applicant has made a commitment to a career of scholarship and research and that he or she has attained the emotional maturity necessary to complete a rigorous program of study.

The only degree requirement for admission is a baccalaureate degree from an accredited college or university. Most students in the Doctoral Program hold MBA or equivalent graduate degrees. Others hold undergraduate or graduate degrees in disciplines closely related to their proposed fields of concentration—for example, psychology for a concentration in organizational behavior or mathematics for a concentration in quantitative methods. However, students with unrelated prior work have been admitted to the Doctoral Program and have done well.

Each applicant files the following material with the Graduate School, 219 Bynum Hall 008A, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27514.

- A completed application for admission.
- Official transcripts for all college and university work to date. Applicants are requested to provide translations of transcripts not in English.
- Three letters of recommendation written by persons familiar with the applicant's research potential, interest in the proposed area of concentration, or career plans.
- Scores for the Graduate Management Admission Test or Graduate Record Examination, administered by Educational Testing Service, Princeton, NJ 08540. The applicant should request that ETS send an official score report directly to the Graduate School, 219 Bynum Hall. The Program Committee recommends that applicants take the GMAT within twelve months of seeking admission.
- An application fee of \$25.00.
- Foreign students must also submit scores on the Test of English as a Foreign Language (TOEFL), administered by the Educational Testing Service.

Prospective students are urged to apply for admission for the fall semester, which begins in late August. Occasionally students may enter in the spring term, which begins in mid-January. Applications should be submitted by March 15 for the following fall term, and by September 15 for the spring term.

Applicants to the Doctoral Program are automatically considered for financial aid. Persons who seek financial aid offered through the University should make sure their applications for admission and aid are on file February 1. The award procedure of the School of Business Administration is considerably more flexible, but prospective students should submit applications by February 15 to receive maximum consideration.

While not mandatory, it is desirable that prospective applicants visit the campus. Campus interviews provide valuable insights to members of the Program Committee and permit prospective students to see the Doctoral Program firsthand. Local arrangements may be made through the secretary of the Doctoral Program.

Individuals who would like to discuss the Doctoral Program in more detail are invited to contact Frederick A. Russ, Director.

Graduate Courses: Overview by Area

Accounting

MBA Required Course

270 Accounting and Control I

MBA/Master of Accounting/Ph.D. Electives

240A and

240B Integrative Accounting

241 Financial Accounting Theory and Methodology

245 Auditing Systems and Information Control

246 Tax Research

247 Federal Income Taxation of Corporations and Shareholders

248 Federal Income Taxation of Controlled Corporations and Taxation of Partnerships

249A Special Topics in Federal Income Taxation

249B Estate, Trust, and Gift Taxation

271 Accounting and Control II

272 Advanced Financial Accounting Theory

272M Financial Accounting

273 Management Accounting Theory and Practice

273M Cost and Financial Accounting Topics

274 Accounting Systems

275M Auditing and Consolidated Statements

276 Management Control Systems

277 Tax Factors in Business Decisions

277M Federal Income Taxation and Partnership Accounting

278 Advanced Financial Accounting Problems

299 MBA Seminar

Doctoral Courses

372 Seminar in Current Accounting Issues

374 Seminar in Concepts of Business Income

376 Seminar in Research in Accounting

377 Seminar in Taxation

399 Seminar

Finance

MBA Required Course

280 Financial Management

MBA/Ph.D. Electives

282 Advanced Topics in Financial Management

283 Corporate Financing

285 Financial Institutions and Markets

286 Investment Policies

287 Theory of Financial Management



Portfolio Management
Multinational Financial Management
MBA Seminar

Doctoral Courses

Theory of Financial Management I
Theory of Financial Management II
Seminar in Research in Finance
Seminar in Portfolio Management
Quantitative Methods in Finance
Seminar in Financial Markets
Seminar

Marketing

MA Required Course

Marketing Management

MA/Ph.D. Electives

Marketing Research
Industrial Marketing
Advertising Management
Sales Management
MBA Seminar

Doctoral Courses

Seminar in Marketing I
Seminar in Marketing II

- 363 Seminar in Market Communication and Stimulation
- 365 Seminar in Current Marketing Topics
- 366 Seminar in Distribution Management
- 368 Seminar in Marketing Research Methodology
- 399 Seminar

Operations Management

MBA Required Course

- 230 Production Management

MBA/Ph.D. Electives

- 231 Operations Management Policy
- 232 Management Information Systems
- 233 Fundamentals of Organization
- 234 Applications in Operations Management
- 235 Operations Systems
- 236 Information Resource Management
- 237 Management of Technological Change
- 299 MBA Seminar

Doctoral Courses

- 330 Theory of Operations Management I
- 331 Theory of Operations Management II
- 332 Diffusion of Technological Innovations
- 334 Applications in Operations Management
- 337 Advanced Topics in Operations Management
- 338 Seminar in Operations Management
- 399 Seminar

Organizational Behavior

MBA Required Course

- 250 Human Behavior in Management

MBA/Ph.D. Electives

- 252 Conflict in Organizations
- 254 Organizational Development
- 257 Personnel Administration
- 292 Labor-Management Relations
- 299 MBA Seminar

Doctoral Courses

- 351 Individual Behavior in Organizations
- 352 Interpersonal and Intergroup Behavior in Business Organizations
- 353 Macro Organizational Behavior
- 354 Organizational Design and Development
- 355 Methods in Organizational Behavior Research
- 356 Seminar in Organizational Behavior
- 357 Seminar in Personnel Management
- 399 Seminar

Quantitative Methods

BA Required Courses

- Quantitative Methods I
- Quantitative Methods II
- Computers and Management

BA/Ph.D. Electives

- Topics in Management Science
- Decision Theory
- Nonlinear Optimization
- Advanced Linear Programming
- Topics in Integer Programming
- MBA Seminar

General Courses

- Deterministic Methods in Operations Research I
- Deterministic Methods in Operations Research II
- Quantitative Methods in Management I
- Quantitative Methods in Management II
- Current Research in Management Science
- Advanced Topics in Management Science
- Introduction to Inventory Theory
- Network Flows
- Seminar

Special Fields

BA Required Courses

- Business and Society
- Business Policy
- Integrative Management and Business Communication

BA/Ph.D. Electives

- Risk Management
- Real Property Decisions
- Development Feasibility and Land Use Policy
- Comparative Management
- Contract Principles and Antitrust Analysis
- Business Associations and Securities Regulation
- Studies in International Business
- Management of Not-for-Profit Organizations
- New Enterprise Development
- Management Simulation
- MBA Seminar

General Courses

- Management I
- Management II
- Seminar

MBA and Doctoral Courses

- 200 Quantitative Methods I (3).** Prerequisite, graduate standing in business administration. An introduction to basic mathematical concepts and their application to decision models in management situations. Fall. Staff.
- 201 Quantitative Methods II (3).** A continuation of Business Administration 200. Spring. Staff.
- 202 Computers and Management (1).** Computer concepts, computer use in organizations, interactive modeling techniques and tools. Fall. Zmud.
- 203 Topics in Management Science (3).** Prerequisites, enrollment in the MBA program, BA 200 and 201. Selected topics in management science appropriate for MBA students. Topics include duality, networks, integer programming, competitive bidding, dynamic programming, markov decision problems, simulation and queueing theory. Spring. Neebe.
- 206 Decision Theory (Operations Research/Systems Analysis 245) (3).** Axiomatic development of subjective probability and utility theory; introduction to decision analysis, statistical decision theory, and game theory. Fall. Jones, Moore.
- 207 History of Management Thought (3).** A comparative study and evaluation of the development of management thought. Fall. Staff.
- 210 Deterministic Methods in Operations Research I (Operations Research/Systems Analysis 210) (3).** Prerequisite, calculus of several variables, linear algebra, matrix algebra. A study of the basic principles of linear programming, including the simplex algorithm, duality, and post-optimality and analysis, and an introduction to nonlinear programming. Fall. Neebe, Rubin.
- 211 Deterministic Methods in Operations Research II (Operations Research/Systems Analysis 211) (3).** Prerequisite, BA 210 or consent of the instructor. Modeling and solution techniques for problems in integer programming, networks, and dynamic programming. Spring. Neebe, Rubin, Wagner.
- 212 Nonlinear Optimization (Operations Research/Systems Analysis 212) (3).** Prerequisite, BA 210 and advanced calculus or consent of the instructor. Convexity, necessary and sufficient conditions for optimality, sensitivity analysis, and algorithms for unconstrained and constrained problems. Spring. Staff.
- 213 Advanced Linear Programming (Operations Research/Systems Analysis 213) (3).** Prerequisite, BA 210 or equivalent. Topics in linear programming include large-scale problems, special structures, computational considerations, and quadratic programming. Fall (alternate years). Rubin.
- 214 Topics in Integer Programming (Operations Research/Systems Analysis 214) (3).** Prerequisite, BA 211. Possible topics include Lagrangian relaxation, Benders decomposition, group theoretic approaches, locations models, and matching and covering models. Fall (alternate years). Neebe, Rubin.
- 215 Risk Management (3).** Evaluation and management of insurable risks faced by the business firm. Fall and spring. Lee.
- 216 Real Property Decisions (3).** Introduction to theoretical framework and analytical techniques common to real property decision making. Fall. Hekmatt.
- 217 Development Feasibility and Land Use Policy (3).** Prerequisite, graduate standing in business administration, law, economics, or city and regional planning.

g. Analysis of the public-private interface in real estate development. Lectures and readings support student projects that attempt to match entrepreneurial goals with public policy objectives. Fall or spring. Miles.

Comparative Management (3). Comparison of different managerial styles, methods, and settings among the major countries and regions in the world, for purpose of understanding the problems of doing business in a foreign environment and the different roles of enterprise. Fall. Behrman.

Contract Principles and Antitrust Analysis (3). Prerequisite, graduate standing in business administration. To introduce the student to legal process and institutions, general principles of contract law, and antitrust policy and its applications. Fall or spring. Peirce, Stewart.

Business Associations and Securities Regulation (3). Prerequisite, graduate standing in business administration. Topics include the law of agency, partnership, limited partnerships, closely held corporations, public corporations, and general securities regulation. Fall or spring. Mann.

Studies in International Business (3). Prerequisite, graduate standing in business administration. Individual analysis of problems on a functional or on industry basis. Analysis will also be required of a geographic region, including attractiveness to U.S. business, its commercial, financial, and economic conditions as well as its competitive situations and government policies. Fall or spring. Caham.



- 230 Production Management (3).** Prerequisite, graduate standing in business administration. Analysis and solution of production problems in the total firm environment. The development of production policies and controls under varying objectives and constraints. Spring. Elvers, Fischer, Maruchek, McLaughlin.
- 231 Operations Management Policy (3)** Prerequisite, Business Administration 230 or equivalent. Operations management policy information and administration by case and field analysis in selected industries emphasizing integration of operations management with the major goals of the organization. Spring. Fischer.
- 232 Management Information Systems (3).** A study of the theory, design, and use of man-machine information systems for decision making in a managerial context. Analysis of the computer and communications equipment supporting such systems. Fall. DesJardins, Zmud.
- 233 Fundamentals of Organizations (2).** An intensive examination of the process of organization and its application to managerial endeavors. Spring. Fischer.
- 234 Applications in Operations Management. (3).** Prerequisite, Business Administration 230 or equivalent. Use of quantitative procedures to generate operational solutions to operations management problems drawn from area enterprises. Fall. Staff.
- 235 Operations Systems (3).** Prerequisite, Business Administration 230 or equivalent. Intensive study of approaches to designing efficient operating systems including forecasting; output planning, scheduling, and control; inventory control; physical distribution planning and facilities location. Fall. Elvers, Fischer, Maruchek.
- 236 Information Resource Management (3).** Prerequisites, graduate standing in business administration and BA 232 or equivalent. Recent development of information resources (hardware, software, data and personnel) and in the manner they are planned for, controlled and organized. Fall or spring. Zmud.
- 237 Management of Technological Change (3).** Prerequisite, enrollment in second year of the MBA program. Topics in the management of technology including technology forecasting, technology transfer and the management of R & D groups. Fall. Fischer.
- 240A Integrative Accounting (3).** Prerequisites, Business Administration 271M, 273M, and 275M, or equivalents. Integration of concepts and tools from accounting and related disciplines; applications to professional accounting problems; emphasis on formulation and communication of professional judgments. Fall. Bowen, Langenderfer, Rockness.
- 240B Integrative Accounting (3).** Prerequisite, Business Administration 240A. Continuation of 240A. Spring. Bowen, Langenderfer, Rockness.
- 241 Financial Accounting Theory and Methodology (3).** Prerequisite, Business Administration 272M or equivalent. Analysis of structure of accounting theory; income measurement theory; conceptual framework issues; methodological issues relating to revenue and expense recognition, multinational, and not-for-profit accounting issues. Fall. Bowen, Langenderfer.
- 242 Contemporary Issues in Financial Accounting and Reporting (3).** Prerequisite, Business Administration 270 or equivalent. An analysis of the current accounting issues considered or being considered by the Financial Accounting Standards Board, the SEC, and other professional accounting organizations. Spring. Allen, Plumlee.

3 Advanced Management Accounting (3). Prerequisite, Business Administration 273M or equivalent. Advanced coverage of techniques for providing information to management for decision analysis and control. Fall. Blocher, Rockness.

5 Auditing Systems and Information Control (3). Prerequisite, enrollment in the Master of Accounting Program. The development of an understanding of accounting internal control issues in computer-based systems, and 2) generalized and special purpose audit software. Spring. Blocher.

5 Tax Research (3). Prerequisite, Business Administration 277M or equivalent. Study of the techniques for research in taxation applied to routine and complex tax problems. Concentration on locating and assessing authority, and formal communication. Fall. Hoffman, Renfer.

Federal Income Taxation of Corporations and Shareholders (3). Prerequisite, Business Administration 246 or permission of instructor. An advanced study of corporate taxation with emphasis on Subchapter C; corporate organization, distributions, liquidation, reorganizations, tax option corporations; and special corporate problems. Fall. Hoffman, Renfer.

Federal Income Taxation of Controlled Corporations and Taxation of Partnerships (3). Prerequisite, Business Administration 246 or permission of instructor. A study of the tax implications of consolidated tax returns; intercompany transactions; and change of group members. Advanced partnership taxation; organization, operations, and termination. Spring. Hoffman, Renfer.

A Special Topics in Federal Income Taxation (3). Prerequisite, enrollment in the Master of Accounting Program. A study of selected topics in taxation including: policy; tax accounting; tax aspects of compensation; taxation of multinational business; and tax administration and procedure. Spring. Hoffman, Renfer.

B Estate, Trust, and Gift Taxation (3). Prerequisite, enrollment in the Master of Accounting Program. A study of Federal estate and gift taxation; income taxation of estates and trusts; emphasis on tax aspects of income, gift and estate planning. Spring. Bowen.

Human Behavior in Management (3). Prerequisite, graduate standing in business administration. The analysis of individual and group behavior in organizations and applications to organizational relations. Fall. Anderson, Bell, Jones, Blackburn.

Conflict in Organizations (3). An understanding of the factors in conflict and conflict resolution within management and between management and employees. Spring. Bigoness.

Organizational Development (3). Methods for changing and developing individuals, groups, and organizations. Analysis of different individual therapy techniques; group growth techniques such as T-groups and encounter groups; organization design strategy. Fall. Bell.

Personnel Administration (3). Prerequisite, Business Administration 250 or equivalent. A study of the factors contributing to the building and maintaining an effective work force. Analysis of problems by case study. Fall. Rosen.

Marketing Management (3). Prerequisite, graduate standing in business administration. A course to develop an understanding of marketing problems and survey policies and procedures for the formulation, execution, and appraisal of marketing programs. Spring. Davis, Headen, Schurr.

- 261 Marketing Research (3).** Prerequisite, Business Administration 260. An examination of research methodology for marketing decision-making. Emphasis on issues in research design, data collection, and the use of statistical analysis. Lecture and cases or project. Fall or spring. Russ.
- 262 Industrial Marketing (3).** Prerequisite, Business Administration 260. Analysis of the marketing of industrial goods and services. Lecture and case analyses used. Fall or spring. Klompmaker.
- 263 Advertising Management (3).** Prerequisite, Business Administration 260. Management aspects of advertising and sales promotion, including development of advertising strategy and media allocation. Lecture, cases, and projects. Fall or spring. Tillman.
- 269 Sales Management (3).** Prerequisite, Business Administration 260. Management of sales personnel, including recruiting, training, assignment, and control. Lectures and cases. Spring. Hughes, Marshall.
- 270 Accounting and Control I (3).** Prerequisite, graduate standing in business administration. An advanced problems survey course in financial accounting covering special reporting problems and analysis of financial statement data. Fall. Bowen, Bylinski, Langenderfer, Rockness.
- 271 Accounting and Control II (3).** Prerequisite, graduate standing in business administration. Accumulation and analysis of cost data for managerial decision-making. Introduction to management planning and control. Fall. Bylinski, Langenderfer.
- 272 Advanced Financial Accounting Theory (3).** Critical examination of accounting concepts and standards. Emphasis on income determination, particularly controversial issues. Study of current problems and contemporary developments reflected in research bulletins, monographs, journals, textbooks, and reports. Spring. Langenderfer.
- 272M Financial Accounting (3).** Prerequisite, Business Administration 270 or equivalent. Income measurement and valuation issues related to assets, liabilities, and stockholders' equity. First summer session. Staff.
- 273 Management Accounting Theory and Practice (3).** Prerequisite, Business Administration 270 or equivalent. The role of accounting and the information function within organizations. Management decision models, analyses, and financial controls are considered. Fall. Brummet, Rockness.
- 273M Cost and Financial Accounting Topics (3).** Prerequisite, Business Administration 272M. A study of cost systems, managerial use of cost information, accounting changes, changes in financial position, statement analysis, price issues, and replacement cost. Second summer session. Staff.
- 274 Accounting Systems (3).** Prerequisites, Business Administration 171 or 171 or equivalents. Study of the design, operation, and control of accounting information systems and their integration with other information systems. Spring. Staff.
- 275M Auditing and Consolidated Statements (3).** Prerequisite, Business Administration 272M. Concepts and procedures involved in auditing; professional ethics, auditing standards, procedures, disclosure problems, and various audit opinions on financial statements; and consolidated statements. Second summer session. Staff.
- 276 Management Control Systems (3).** Prerequisite, Business Administration

or equivalent. Design, installation, and evaluation of financially based management control systems. Spring. Blocher, Rockness.

Tax Factors in Business Decisions (3). Prerequisite, Business Administration 270 or equivalent. Significance of taxes relevant to business decisions; sets perspective tax factors and other considerations influencing the decision process. Spring. Bowen, Hoffman, Renfer.

M Federal Income Taxation and Partnership Accounting (3). Prerequisite, Business Administration 270 or equivalent. Concepts and principles of Federal income taxation of individuals and corporations; partnership accounting. First semester session. Staff.

Advanced Financial Accounting Problems (3). Prerequisite, Business Administration 271 or equivalent. Concepts and methods underlying financial report analysis and use of financial accounting data. Fall. Blocher, Rockness.

Financial Management (3). Prerequisite, graduate standing in business administration. Analysis of financial problems and policies of nonfinancial firms, including working capital management, capital rationing and cost of capital, capital structures. Spring. Cole, Conroy, Harris, Pringle, Rendleman.

Advanced Topics in Financial Management (3). Prerequisite, Business Administration 280 or equivalent. Analysis of specific financial problems of interest to managers. Fall or spring. Pringle.

Corporate Financing (3). Prerequisite, Business Administration 280 or equivalent. Topics include information relations with financial markets, dividend policy, sources of external capital, marketing of securities instruments, and mergers and acquisitions. Fall or spring. McEnally.

Financial Institutions and Markets (3). Prerequisite, Business Administration 280 or equivalent. Financial institutions as suppliers of funds to the money and capital markets. Comparative financial policies of institutions considered in the context of their market environments. Fall or spring. Eisenbeis, Flannery.

Investment Policies (3). Prerequisite, Business Administration 280 or equivalent. A basic treatment of investment policies with emphasis upon long-term values. Portfolio policies of financial institutions are examined. Fall or spring. McEnally, Rendleman.

Theory of Financial Management (3). Prerequisite, Business Administration 280 or equivalent. Conceptual foundations for a theory of financial management, the structure of major areas of financial management, and the theoretical content and validity of formalized techniques for improving decision making in these areas. Fall or spring. Conroy, Rendleman.

Portfolio Management (3). Prerequisite, Business Administration 286 or equivalent. Policy formulation and actual management for the Reynolds Student Investment Trust of The University of North Carolina. Spring. McEnally.

Multinational Financial Management (3). Prerequisite, graduate standing in business administration. Examination of issues raised by trade and financial transactions across national borders. Fall. Eaker.

Management of Not-for-Profit Organizations (Human Services Administration 291) (3). An analysis of the problems of managing not-for-profit organizations, including resource allocation, control, marketing, operations, professionalism, evaluation, and organization. Spring. McLaughlin.

292 Labor-Management Relations (Economics 292) (3). An advanced study of the procedure, subject matter, and legal framework of collective bargaining. Spring. Bigoness.

294 Business and Society (3). Prerequisite, graduate standing in business administration. An analysis of the external environment of which management must be cognizant and of those external factors that may influence management decisions. Spring. Behrman, Garner, Roberts.

295 Business Policy (3). Prerequisite, graduate standing in business administration. Integrating and building upon the business administration core, this course approaches policy-making and administration in an organization from the point of view of top management. Fall and spring. Anderson, Lee, Levin, McLaughlin.

296 New Enterprise Development (3). Prerequisite, second-year MBA standing. Starting new ventures. Securing venture capital (banks, venture capital firms, individuals, SBICs); legal and tax considerations; preparing and using the business plan; mergers and acquisitions; going public. Spring. Levin.

297 Integrative Management and Business Communication (3). Prerequisite, graduate standing in business administration. Two-semester course beginning in the first semester only. Integration of the functional and tool courses and their application to a variety of business problems; emphasis on problem identification and solution. On oral and written communication of analysis and recommendations. Fall and spring. Anderson, Levin, Miles.

298 Management Simulations (3). Prerequisites, graduate standing in business administration and permission of the instructor. A seminar in the application of analytical techniques and managerial principles to policy formulation and implementation in a complex computer-simulated environment. Fall. Elvers.

299 MBA Seminar (3). Prerequisite, enrollment in the MBA Program. Spring and fall. Staff.

300 Quantitative Methods in Management I (3). Prerequisite, graduate standing in business administration or economics. Multi-variable deterministic models. Stochastic models, linear equations and matrices, linear systems. Fall. Staff.

301 Quantitative Methods in Management II (3). Prerequisite, Business Administration 300 or equivalent. Statistical inference, analysis of variance, regression and correlation, time series analysis, multiple regression, design of experiments, statistical decision theory. Spring. Staff.

302 Current Research in Management Science (0 to 1). Prerequisite, permission of the instructor. Survey of the current literature in management science and operations research. Fall and spring. Staff.

303 Advanced Topics in Management Science (3). Prerequisite, permission of the instructor. In-depth study of a specific area of contemporary research in management science. Spring. Staff.

307 Seminar in the History of Management Thought (3). An advanced course dealing with the evolution of management thought. Spring. Staff.

309 Introduction to Inventory Theory (Operations Research/Systems Analysis 225) (3). Prerequisite, permission of the instructor. Introduction to the techniques of constructing and analyzing mathematical models of inventory systems. Spring. Wagner.

Network Flows (Operations Research/Systems Analysis 215) (3). Prerequisite, permission of the instructor. Network flow problems and solution algorithms; maximum flow, shortest route, assignment, and minimal cost flow problems; Hungarian and out-of-kilter algorithms; combinatorial and scheduling (CPM and PERT) applications. Spring. Neebe, Rubin.

Theory of Operations Management I (3). Prerequisite, permission of the instructor. Rigorous study of traditional and modern issues, problems, and approaches in operations management. Fall. Elvers, Fischer, Marucheck, McLaughlin.

Theory of Operations Management II (3). Prerequisite, Business Administration 330 or equivalent. A continuation of Business Administration 330. Spring. Elvers, Fischer, McLaughlin, Marucheck, Wagner.

Diffusion of Technological Innovations (3). Prerequisites, doctoral candidate standing and permission of the instructor. Economic, organizational and behavioral forces that underlie the process through which technological innovations are brought into organizations. Fall. Fischer and Zmud.

Applications in Operations Management (3). Prerequisite, permission of instructor. Intensive study of the problems of applying the theory of operations management in actual situations; problems of formulation, model building, model solution, and experimentation. Spring. Elvers.

Advanced Topics in Operations Management (3). Prerequisite, permission of the instructor. Intensive study of a specific area in operations management. Spring. Staff.

Seminar in Operations Management (3). Prerequisite, permission of the instructor. Intensive study of a specific area in operations management. Spring. Staff.

Individual Behavior in Organizations (3). Analysis of individual behavior, motivation, and effectiveness. Examination of perception, learning, problem-solving, decision-making, motivation, and personality. Applications to management of human resources. Fall. Jerdee.

Interpersonal and Intergroup Behavior in Business Organizations (3). In-depth critical examination of interpersonal and intergroup behavior, including negotiation processes, communication, conflict, and conflict resolution in large organizations. Case studies are used to illustrate application in business. Spring. Elvers, Rosen.

Macro Organizational Behavior (3). Prerequisite, graduate standing in business administration. Intensive study of theory and research in organizational structure, coordinating and control mechanisms, design parameters and environments. Spring. Staff.

Organizational Design and Development (3). The development of understanding and skills in changing and evolving organizational design, interpersonal relationships, and people, in order to achieve desired organizational goals. Spring. Staff.

Methods in Organizational Behavior Research (3). Research in organizational behavior with consideration of establishing experimental designs, data collection, and application of appropriate methods in the analysis of data. Fall. Elvers, Jerdee, Kburn.

- 356 Seminar in Organizational Behavior (3).** Prerequisite, permission of instructor. Intensive study of important current theory and research in organizational behavior. Fall. Staff.
- 357 Seminar in Personnel Management (3).** Prerequisite, Business Administration 250 or equivalent. Individual research in depth in particular phases of industrial relations: manpower planning, acquisition, control, training, and development; labor relations. Spring. Rosen.
- 360 Seminar in Marketing I (3).** Prerequisite, permission of the instructor. Intensive study of problems in establishing marketing goals, consumer demand, product selection and identification, pricing policies and decisions. Fall. Bruce Schurr.
- 361 Seminar in Marketing II (3).** Prerequisite, Business Administration 360. Intensive study of problems in design of distribution channels, marketing logistics, promotional decision and evaluations, sales forecasting and analysis. Spring. Rosen.
- 363 Seminar in Market Communication and Stimulation (3).** Prerequisite, permission of the instructor. Individual research on marketing problems involving communication and stimulation. Typical problems: communication processes; communication media; objectives and techniques; evaluation of communication effectiveness; promotional programs. Fall or spring. Staff.
- 365 Seminar in Current Marketing Topics (1).** Prerequisite, permission of instructor. Advanced research in marketing. A seminar to discuss current research of doctoral candidates, faculty, and invited guests. Fall and spring. Russ.
- 366 Seminar in Distribution Management (3).** Prerequisite, permission of instructor. Advanced study in the area of marketing logistics, institutions, distribution cost fundamentals, and related problems. Fall or spring. Staff.
- 368 Seminar in Marketing Research Methodology (3).** Prerequisite, permission of the instructor. Study of research design, methods of data collection and analysis, sample design, and problems of measurement in research in marketing. Spring. Didow, Perreault.
- 372 Seminar in Current Accounting Issues (3).** Prerequisite, permission of instructor. Analysis of current accounting issues through readings, discussion, individual research assignments. Typical problems include pensions, leases, price level, and other controversial issues. Fall. Staff.
- 374 Seminar in Concepts of Business Income (3).** Prerequisite, permission of the instructor. Concepts of income that have evolved in various disciplines. Degree of interdependence of such concepts. Extent concepts have influenced or been influenced by other concepts. Fall. Allen, Langenderfer.
- 376 Seminar in Research in Accounting (0 to 1).** Prerequisite, permission of instructor. An informal seminar to discuss current research in accounting. Fall and spring. Staff.
- 377 Seminar in Taxation (3).** Prerequisite, permission of the instructor. Analysis of selected topics for taxable entities. Nature and significance of taxation affecting business decisions. Development of tax law and critical appraisal of current law. Spring. Hoffman, Renfer.
- 380 Theory of Financial Management I (3).** Prerequisite, permission of the instructor. Review of the theory of financial management. Fall. Harris.

Theory of Financial Management II (3). Prerequisite, Business Administration 380 or equivalent and permission of the instructor. Review of tests of various aspects of the theory of financial management, and critical evaluation of the theory's usefulness to financial managers. Spring. Conroy.

Seminar in Research in Finance (0 to 1). Prerequisite, permission of the instructor. Advanced research in business finance and investment. An informal seminar to discuss current research of doctoral candidates, faculty, and others. Fall and spring. Staff.

Seminar in Portfolio Management (Economics 386) (3). Prerequisite, permission of the instructor. Development, testing, and economic effects of models determining the selection of assets. Fall or spring. McEnally, Rendleman.

Quantitative Methods in Finance (3). Prerequisite, permission of the instructor. Review of information-generating and optimizing models and their applicability to decision making in finance. Fall or spring. Selby.

Seminar in Financial Markets (3). Prerequisite, permission of the instructor. Intensive study of market characteristics and interrelationships, market price yield determination, impact of monetary and regulatory policies, and effect of market structure on performance. Spring. Eisenbeis, Flannery.

Management I (3). An integrated course in the process of management. Staff.

Management II (3). An integrated course in the process of management. Staff.

Doctoral Dissertation (3 or more). Fall and spring. Staff.

Seminar (3). Prerequisite, permission of the instructor. Individual research special field under the direction of a member of the department. Fall and spring. Staff.

General Registration (0).



Dean John Evans

The Graduate Faculty

Accounting

Assistant Professor **Steven Arthur Allen** (Ph.D., State University of New York Buffalo) does research in financial accounting. He has taught at the University of Chicago.

Associate Professor **Edward Joseph Blocher** (C.P.A.-Texas; C.M.A., Ph.D., Texas) is interested in audit sampling, auditor judgment, and quantitative applications in management accounting. His recent research includes a study of auditors' risk situation judgment.

Linda Carolyn Bowen (C.P.A.-North Carolina and Georgia; Ph.D., Georgia State) is Associate Professor. Dr. Bowen's research concerns financial accounting theory, auditing, and federal income taxation. She consults and conducts seminars. She received a national research grant to study quality control review of CPAs. She holds an Outstanding Educators of America Award and was recently named to Who's Who in American Women.

Lee Brummet (C.P.A.-North Carolina and Kansas; Ph.D., Michigan) is Edward J. Graham Professor of Business Administration and Director of the Center of Accounting Program. He is known nationally for his work in management accounting, corporate social accounting, and human resources accounting. Brummet has served as international president of the National Association of Accountants and president of the American Accounting Association.

Assistant Professor **Joseph Henry Bylinski** (C.P.A.-Massachusetts; Ph.D., Ohio State) wrote his 1980 dissertation on cost effective auditing of management fraud. He worked several years as a public accountant and is conducting research on auditor and investor evaluation of audit information.

William Montgomery Cready (Doctoral Candidate, Ohio State), Instructor in Accounting, has research interests in costly information and security markets, transaction volume methods, and market-based accounting research.

Associate Professor **David Edwin Hoffman** (C.P.A.-Texas; Ph.D., Texas) has published several papers on tax factors in small business organizations and continues research in this field. His primary teaching interests are federal taxation and tax research methodology.

Harold Quentin Langenderfer (C.P.A.-North Carolina and Indiana; D.B.A., Indiana) is Peat, Marwick, Mitchell Professor of Professional Accounting. Dr. Langenderfer is past president of the American Accounting Association and has served on the Advisory Council of the Financial Accounting Standards Board. He is coauthor of books on accounting principles, income tax, and review for CPA examination.

Visiting Associate Professor **William G. Mister** (Ph.D., California) is a Certified Cost Analyst. His research interests lie in the areas of financial and managerial accounting.

Assistant Professor **R. David Plumlee** (C.P.A.-Oklahoma; Ph.D., Florida) wrote his dissertation on the effect of memory on evaluating control systems. His main research area is behavioral aspects of decision-making in audit judgments. Dr. Plumlee was awarded an American Accounting Association Fellowship and an Institute of Internal Auditors Doctoral Dissertation Grant.

Karin Matson Renfer (C.P.A.-Texas; Ph.D., Michigan) is Assistant Professor. Her interests include federal taxation, financial accounting, and tax ethics. (On leave, academic year 1984-85.)

Professor **Isaac Newton Reynolds** (Ph.D., UNC-CH) is coauthor of the widely used text *Basic Accounting* and author of two textbooks. Financial and governmental accounting are Dr. Reynolds's teaching specialties.

User perceptions and use of accounting information are major research interests of Associate Professor **Howard Omar Rockness** (Ph.D., University of Washington). His recent publications include articles on budgetary control (*Accounting Review*), APB policy-making (*Journal of Accounting Research*), and control of social costs (*Management Accounting*). Dr. Rockness won the MBA Teaching Award in 1984.

Marc Allen Rubin (Doctoral Candidate, Texas) is Instructor in Accounting. His current research interests include public-sector information, accounting policy making, and auditing.

Formerly an audit manager with an international C.P.A. firm, Professor **John Hewitt Terrell** (C.P.A.-North Carolina and Texas; Ph.D., Texas) teaches audit and financial accounting. His current research involves internal control and audit evidence. Dr. Terrell is a past president of the North Carolina State Board of Certified Examiners, and he is a recipient of the University-wide Tanner Award for teaching. (On leave, academic year 1984-85.)

Finance

Donald R. Chambers (Ph.D., UNC-CH) is Visiting Assistant Professor. Chambers's research interests concern the pricing of government debt. His current research interest is in public utility rate of return regulation.

Assistant Professor **John Anthony Cole** earned his Ph.D. at the University of Michigan. His interests include corporate finance and investments and capital markets. (On leave, academic year 1984-85.)

Robert M. Conroy (D.B.A., Indiana) is Assistant Professor of Finance. Dr. Conroy's teaching interests include financial management, long-term financial management, and investments.

Professor **DeWitt Clinton Dearborn** (D.C.S., Harvard) founded the executive development program at Carnegie-Mellon University and has been a teaching consultant to develop management programs at the Universities of Madras and Ibadan (Nigeria). His teaching specialties are business finance and financial planning.

Robert A. Eisenbeis, Wachovia Professor of Banking (Ph.D., Wisconsin), is involved in research on banking operations, structure, and regulation. He has published books and articles on applying classification techniques in banking, business, and economics. He also is on the board of editors of five professional journals. Before joining the faculty, he served as a senior officer on the research staffs of both the FDIC and Federal Reserve Board, where he had principal administrative, research, and policy responsibility for micro banking research and policy.

Associate Professor **Mark J. Flannery** (Ph.D., Yale) has primary research interests in the areas of financial institutions, financial markets, and macroeconomic policy. His papers have been published in the *Journal of Finance*, *American Economic Review*, *Journal of Money, Credit and Banking*, and other journals.

Flannery has also worked in the Federal Reserve System and served as a director of the University of Pennsylvania's credit union.

Associate Professor **Robert Shields Harris** (Ph.D., Princeton) specializes in corporate finance, with a particular emphasis on mergers. His research has been published in a number of professional journals. Dr. Harris taught at the Wharton School of the University of Pennsylvania before coming to UNC and has consulted with government agencies and corporations. He is author of a finance text. Harris received the 1984 Award for Distinguished Contributions to the Doctoral Program. (On leave, academic year 1984-85.)

Associate Professor **John S. Hekman** earned the Ph.D. in economics at the University of Chicago. His research and publications deal with technological change and industrial location, and with regional and urban economics. He has been a visiting research economist at the Federal Reserve Bank of Boston and is currently a visiting scholar at the Federal Reserve Bank of Atlanta.

Richard Wolcott McEnally (Ph.D., UNC-CH; C.F.A.) is Meade H. Willis, Sr., Professor of Investment Banking. Investments and investment banking are his major interests, and his current research concerns risk and return analysis and fixed income security investment. He has published in a number of professional journals and consults with business on these topics.

Professor **Mike Edward Miles** (C.P.A.-Tex., N.C.; S.R.P.A.; Ph.D., Texas) teaches courses in real estate, investments, and integrative management. His research interests are real property development and land use control. He practiced public accounting with Peat, Marwick, Mitchell and Co. and was financial officer of a large real estate development firm before joining the faculty at UNC-CH.

Norvell E. Miller IV (M.B.A., Duke) is lecturer at the School of Business Administration and investment officer in the Finance Office of the University.

Visiting Assistant Professor **Thomas J. O'Brien** (Ph.D., Florida) has research interests in the area of options and futures contracts and has published several papers in that area.

Professor **John Julius Pringle** (Ph.D., Stanford) was with the Rand Corporation and the North Carolina National Bank before joining the faculty. Corporate financial management is his special interest. Dr. Pringle is author of numerous papers in academic and professional journals and coauthor of three books on financial management.

Associate Professor **Richard James Rendleman, Jr.** (Ph.D., UNC-CH) has research interests in investments and options pricing. He was previously on the faculties of Northwestern and Duke, and his publications have appeared in numerous journals.

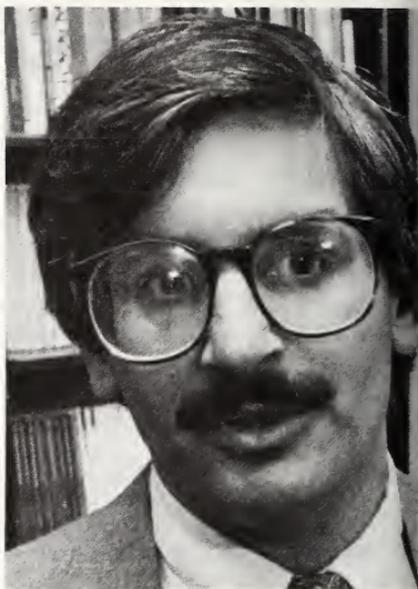
Visiting Assistant Professor **Michael J. P. Selby** (Ph.D., London Business School) specializes in stochastic modeling of investment decisions. He also does research on industrial economics and corporate finance and has extensive experience in international consulting.

Marketing

Associate Professor **Gary M. Armstrong** earned the Ph.D. at Northwestern. He is interested in application of consumer research in public policy decision making.



Professor Frederick Russ



Professor Mark Eaker

ing, the diffusion of innovations, and retailing management. His work on the topics appears in *Journal of Marketing*, *Journal of Consumer Research*, and other journals. He won the University-wide Salgo Award for teaching in 1984.

Paul N. Bloom (Ph.D., Northwestern) is Visiting Associate Professor. His articles on public policy, consumerism, and non-profit marketing have appeared in a variety of publications. Dr. Bloom recently co-authored *Marketing Professional Services* (Prentice-Hall).

Assistant Professor **Merrie Lynn Brucks** (Ph.D., Carnegie-Mellon) completed her dissertation on how consumer knowledge affects the information consumers seek before making purchase decisions. Her research interests include the psychology of consumer decision-making, the effects of advertising on the individual, and public policy issues in marketing.

Visiting Professor **Kenneth R. Davis** (Ph.D., Wisconsin) is a specialist in sales force and marketing management. He is the author of six books.

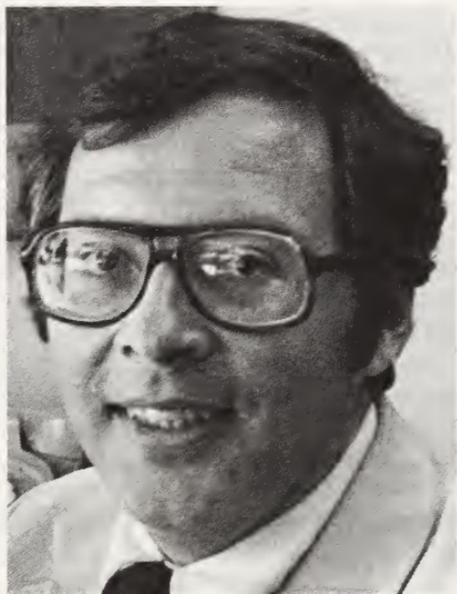
Assistant Professor **Nicholas Michael Didow** wrote his Ph.D. dissertation at Northwestern on the influence of large-scale social phenomena on consumer behavior. Longitudinal quasi-experimental design is another interest and the subject of several recent papers.

Research interests of Professor **Robert Speir Headen** (D.B.A., Harvard) include public policy (market structure, conduct, and performance), long-range market planning, and corporate strategic planning. He has taught in corporate and university executive programs in the U.S. and Europe and received the E.E. Mordrey Award for Excellence in Teaching in 1983. His work appears in *Journal of Advertising*, *Journal of Advertising Research*, and *Journal of Marketing Research*.

G. David Hughes (Ph.D., Pennsylvania) is Burlington Industries Professor. Hughes has originated an approach for strategic planning that appears in four of his six books, *Marketing Management: A Planning Approach*. He has published



Professor Ellen Peirce



Professor Robert Eisenbeis

cles on measurement of consumer attitudes, information processing, and public policy. He is presently working on the use of microcomputers in marketing, and strategic management. (On leave, academic year, 1984-85.)

Associate Professor **C L Kendall** (D.B.A., Harvard) spent several years conducting research in Latin America and also worked in industry before joining the faculty. His research concerns international marketing, the role of marketing in international development, and consumer research inputs to business and public policy. Recent papers appear in *Journal of Marketing* and *Communication Research*. Dr. Kendall is Director of The Executive Program.

Current interests of Professor **Jay Edward Klompmaker** (Ph.D., Michigan) include advertising media strategy, pricing strategy, personal selling, sales management, and the application of quantitative techniques to marketing problems. Dr. Klompmaker is Associate Dean for Development and Corporate Relations. He is coauthor of the textbook *Professional Selling* (Business Publications) and author of articles on test marketing, new products, media strategy, and new product sales forecasting.

Adjunct Assistant Professor **Steven Jay Lerner** (Ph.D., UNC-CH) has interests in the areas of marketing and advertising research and services marketing.

Sheri T. Marshall (Doctoral Candidate, Harvard) is instructor in marketing. Marshall has been consultant to companies such as Owens-Corning Fiberglas, 3M, and Estee Lauder, Inc. Her research interests include marketing management, marketing strategy, industrial marketing, and business policy.

Professor **William Daniel Perreault, Jr.**, (Ph.D., UNC-CH) is editor of the *Journal of Marketing Research* and former editor of *Management Science*. His articles on research methods and industrial marketing have been published in numerous journals.

Professor **Frederick Ansley Russ** (Ph.D., Carnegie-Mellon) is Director of the Doctoral Program. He is particularly interested in buyer decision process, marketing and public policy, and behavioral aspects of sales and channel management. Dr. Russ has coauthored a variety of articles appearing in such publications as *Journal of Marketing*, *Journal of Consumer Research*, and *Behavioral Science*.

Assistant Professor **Paul H. Schurr** (Ph.D., Northwestern) is currently studying buyer-seller relations and bargaining behavior. His methodology includes both field studies and laboratory simulations using microcomputers. Dr. Schurr has several years experience in industry, developing marketing programs for new high technology products.

Professor **Rollie Tillman, Jr.** (D.B.A., Harvard) is Director of the Institute for the Study of Private Enterprise. His interests range from consumer behavior and promotion management to corporate strategy and business policy. He teaches in management programs here and abroad and is active on corporate and academic boards. He is coauthor of *Promotion: Persuasive Communication* (Richard D. Irwin) and *Bank Marketing* (Addison-Wesley).

Operations Management

Research of Associate Professor **Douglas Allen Elvers** (Ph.D., Michigan) deals with project management and job shop scheduling. Dr. Elvers is Associate Director for Administration. His work is published in *AIIE Transactions*, *Journal of Construction Division*, *Production and Inventory Management*, the *International Journal of Production Research* and *OMEGA*. He has taught in executive education programs in Nigeria.

Associate Professor **William Fischer** earned the D.B.A. at George Washington University. Dr. Fischer's research focuses on management of technological change. Current topics include technology transfer experiences, corporate technology strategy, and managing R & D groups. During 1980-84, he spent more than a year teaching in the People's Republic of China at a national management center established under a protocol between the U.S. and China.

Willard C. Hamilton (Ph.D., California) is Adjunct Associate Professor. Hamilton's interests lie in areas of the management of technology, operations management, and business and technology.

Assistant Professor **Nancy Lea Hyer** earned her Ph.D. from Indiana University. Her research interests include technology transfer and the diffusion of manufacturing innovations. One manufacturing innovation, group technology, has been the subject of recent articles by Dr. Hyer. While at Indiana, she won awards for teaching and for research in international business, and she won the UNC-business school's undergraduate teaching award in 1984.

Curtis Perry McLaughlin (D.B.A., Harvard) is Professor of Business Administration. His interests include policy, strategy, and productivity, and the application of systems analysis to knowledge-based industries. He is coauthor of *Systems in Medical Care* (MIT Press), *Production/Operations Management* (McGraw-Hill) and *Teaching Health and Human Services Administration by the Case Method* (Behavioral Publications). Dr. McLaughlin also is Professor of Health Administration in the UNC School of Public Health and has taught at Harvard Business School and Harvard School of Public Health.

Assistant Professor **Ann Steffen Maruchek** earned her Ph.D. in industrial engineering at the University of Oklahoma, where her special emphasis was on operations research. She wrote her 1978 dissertation on probabilistic location-allocation models. Her other interests include distribution problems and the impact of product liability on production. Dr. Maruchek has published articles on facility location methods and location-allocation problems.

Harvey Maurice Wagner (Ph.D., MIT) is Professor of Business Administration and former Dean. Dr. Wagner's book *Principles of Operations Research* was awarded the Lanchester Prize as the best book in the field. He has published extensively on management science and operations research. A past president of the Institute of Management Sciences, Dr. Wagner has taught at Yale, Stanford, Harvard, and MIT, and is a consultant with the firm McKinsey and Co. He received the Rendleman Award for Distinguished Teaching in the Ph.D. Program in 1983.

Organizational Behavior

Professor **Gerald Dean Bell** (Ph.D., Yale) took his formal training in industrial psychology and sociology. Dr. Bell consults with a number of firms and is involved in research on leadership styles, organizational development, motivation, and personality. His most recent book is *The Achievers* (Preston-Hill).

Associate Professor **William J. Bigoness** earned his Ph.D. at Michigan State University. His research interests include negotiations, labor-management relations, and conflict management. His most recent articles appear in *Academy of Management Journal* and *Journal of Applied Psychology*. He has received awards for outstanding teaching at UNC-CH and the University of Maine, and is director of the Young Executives Institute.

Associate Professor **Richard S. Blackburn** received his Ph.D. from the University of Wisconsin. His research interests include relationships between organizational structure, job design, and individual job behaviors, attitudes, and performance. Dr. Blackburn is coauthor of several papers in professional journals.

Individual behavior in organizations is the special interest of Professor **Thomas Earl Jerdee** (Ph.D., Minnesota). In addition to work on managerial values and performance, Dr. Jerdee has published several articles and books on sex and age stereotypes in management with Dr. Rosen.

Professor **Benson Rosen** (Ph.D., Wayne State) is particularly interested in human resource management and small group processes. His work on sex discrimination in management with Dr. Jerdee has resulted in numerous articles and a book, *Becoming Aware*. Dr. Rosen's research on age discrimination and compensation policy has been published in the *Harvard Business Review*.

Quantitative Methods

Associate Professor **Robert Bigelow DesJardins** (Ph.D., UNC-CH) is interested in the design and management of information systems. He is working with the C School of Public Health on the design of occupational health and environmental information systems. He is the coauthor with Dr. Levin of *Theory of Games and Strategies*.

John Parkhill Evans (Ph.D., Cornell) is Professor of Business Administration and Dean. His research focuses on mathematical programming and problems with multiple objectives. It is published in *Mathematical Programming*, *SIAM Journal of Control*, and other journals. He also participates in the University Curriculum in Operations Research/Systems Analysis.

J. Morgan Jones (Ph.D., Stanford) is Associate Professor of Business Administration. Dr. Jones teaches quantitative methods and marketing. Much of his work applies quantitative techniques to consumer decision behavior, market segmentation, and market strategy. He was honored for distinguished teaching at UCI.

Assistant Professor **Louis Robert Moore III** (Ph.D., UNC-CH) wrote his dissertation in statistics on estimation in simulation experiments. Dr. Moore has taught at the Naval Post Graduate School in Monterey, California. He is author and coauthor of papers on time series analysis, random number generation, and simulation methodology.

Associate Professor **Alan William Neebe** (Ph.D., Rochester) teaches in the Curriculum in Operations Research/Systems Analysis. His interests include problems in facility locations, capacity expansion, and computer reliability. Dr. Neebe's recent publications appear in *Operations Research* and *Naval Logistics Quarterly* among others.

Research of Professor **David Stephen Rubin** (Ph.D., Chicago) concerns integer programming and related combinatorial optimization problems. His recent papers include "Finding Redundant Constraints in Sets of Linear Inequalities" (*Redundance in Mathematical Programming*) and "A Survey and Comparison of Methods for Finding All Vertices of Convex Polyhedral Sets" (*Mathematics of Operations Research*). Dr. Rubin is Associate Director of the Doctoral Program.

Policy and Environment

Research interests of Professor **Carl Robert Anderson** (Ph.D., Pennsylvania State) are decision-making, performance under stress, and strategic management. Anderson is the author of five texts and over 35 articles in policy and management. He has consulted widely in government and industry and has taught at the University of Maryland and Pennsylvania State University.

Jack Newton Behrman (Ph.D., Princeton; LL.D. [Hon.], Davidson) is Lutwidge Distinguished Professor and Associate Dean for Degree Programs. Behrman has been an advisor on the multinational corporation and international codes of corporate conduct to the National Academy of Science, the U.S. and other governments, and agencies of the United Nations. He was Assistant Secretary of Commerce under Presidents Kennedy and Johnson. He is author of over 20 books and articles, and he lectures internationally on foreign economic policy and international business. Dr. Behrman is listed in *Who's Who in the World*.

Mark Robbe Eaker, (Ph.D., Stanford) is Associate Professor and Director of the MBA Program. He specializes in international finance and macroeconomics. He has published articles in academic journals on risk identification and management in multinational operations. Dr. Eaker is co-author of *Macroeconomics*.

Leslie Holland Garner, Jr. (M.P.P., Harvard) is Instructor in Business Administration and Director of the Government Executives Institute and Managing the Arts. His special interests are the management of public organizations and the interaction between public policy and the private sector.

Associate Professor **Edward Montgomery Graham** (D.B.A., Harvard) focuses on the intersection of industrial economics and international trade. He is the author of numerous articles and of *Technology, Trade, and the U.S. Economy*, a National Research Council monograph. Dr. Graham has taught at MIT and on the staff of the U.S. Treasury in Washington and the OECD in Paris.

Assistant Professor **Idalene F. Kesner** (Ph.D., Indiana) specializes in business strategy and personnel management. A recent article of hers concerns the effect of CEO succession on organizational performance.

Professor **Richard Ivor Levin** (Ph.D., UNC-CH) teaches business policy, new enterprise development, and the integrative management laboratory of the MBA program. He is Associate Dean for Management Programs. Dr. Levin is a consultant to business and government and has worked extensively with foreign governments in the design and implementation of management development programs for their civil services. He is author of fourteen books in the fields of statistics, operations research, long-range planning, and finance.

John Alexander Walker, Jr. (M.B.A., UNC-CH) is Assistant to the Dean and also Lecturer. His interests include the use of microcomputers in small business education. Mr. Walker teaches business policy and entrepreneurship and manages the microcomputer laboratory.

Associate Professor **Robert Walter Zmud** (Ph.D., Arizona) teaches courses in management information systems. Dr. Zmud has consulted and published in a variety of areas related to the design, implementation, and management of computer-based information systems. He has taught at Georgia State University, Auburn University, and Clarkson College.

Legal Studies

William Price Professor **J. Finley Lee, Jr.**'s (Ph.D., Pennsylvania) recent publications consider market dynamics in property and liability insurance, the demand for life insurance, analysis of insurance rating systems, evaluation problems in a business firm, and employee benefits design. He has completed a national study of automobile insurance for difficult-to-place risks under a grant from the National Industry Committee.

Recent publications of Professor **Richard Allan Mann** (J.D., Yale) have been in the areas of commercial law, government regulation of business, and jurimetrics. Mann teaches the course on business associations and securities regulations. He is past president of the Southeastern Business Law Association and coauthor of two business law texts.

Research interests of Assistant Professor **Ellen Rust Peirce** (J.D., Duke) include various aspects of labor relations law, including decertification, EEOC issues, and collective bargaining. She also does research in economic analysis of the law. Several of Ms. Peirce's articles on labor law have been published recently. She practiced law in New York City before joining the faculty.

Professor **Barry Stuart Roberts** (LL.M., Harvard) was an associate with a Pittsburgh law firm and a judicial clerk with a justice of the Pennsylvania Supreme

Courts. His recent publications pertain to antitrust, business and society, a government regulation of business. Mr. Roberts is Director of the B.S.B.A. Program and recipient of an award for undergraduate teaching.

Professor William S. Stewart (J.D., Harvard) has engaged in private law practice for more than twenty years. His recent articles include "Judicial Review Dividend Policy in Suits by Minority Shareholders" (*American Business Law Journal*) and "Tightening Legal Constraints on Professionals" (*North Carolina Central Law Journal*).

Emeriti

Gerald Alan Barrett, J.D., *Professor of Business Administration, Emeritus*

Claude Swanson George, Jr., Ph.D., *Professor of Management, Emeritus*

Clifton Holland Kreps, Jr., Ph.D., *Wachovia Professor of Banking, Emeritus*

Maurice Wentworth Lee, Ph.D., *Cary C. Boshamer Distinguished Professor Emeritus*

Clarence Henry McGregor, Ph.D., *Burlington Industries Professor of Business Administration, Emeritus*

Dannie Joseph Moffie, Ph.D., *Professor of Business Administration, Emeritus*

Administration

The University of North Carolina at Chapel Hill

- Christopher Columbus Fordham III, M.D., *Chancellor*
Susan Haughton Ehringhaus, J.D., *Assistant to the Chancellor*
Douglass Hunt, LL.B., *Special Assistant to the Chancellor*
Robert Joseph Cannon, Ph.D., *Affirmative Action Officer*
David D. Dill, Ph.D., *Assistant to the Chancellor for Planning Coordination*
Donald Arthur Boulton, Ed.D., *Vice Chancellor and Dean of Student Affairs*
Howard Garland Hershey, Jr., D.D.S., *Vice Chancellor, Health Affairs*
George Philip Manire, Ph.D., *Vice Chancellor and Dean of the Graduate School*
John Charles Morrow III, Ph.D. *Provost*
John Douglas Swofford, M.Ed., *Director of Athletics*
Lyle Tillman, Jr., D.B.A., *Vice Chancellor, University Relations*
Gold Gene Wallace, M.Div., *Vice Chancellor, University Affairs*
Lancelot Noel Ruthven Williamson, Jr., Ph.D., *Provost*
Chris Wade Womack, Ed.D., *Vice Chancellor, Business and Finance*

The School of Business Administration

- John Parkhill Evans, Ph.D., *Dean*
Clark Newton Behrman, Ph.D., *Associate Dean for Degree Programs*
Douglas Allen Elvers, Ph.D., *Associate Dean for Administration*
Edward Klompemaker, Ph.D., *Associate Dean for Development and Corporate Relations*
Richard Ivor Levin, Ph.D., *Associate Dean for Management Programs and Director of the Bureau of Business Services*
Mark Robbe Eaker, Ph.D., *Director of the MBA Program*
William P. Harris, M.S., M.A., *Assistant Dean for MBA Placement and Student Affairs*
Gene-Marie Brooks Summers, M.B.A., *Director of MBA Admissions*
Lee Brummet, Ph.D., *Director of the Master of Accounting Program*
Frederick Ansley Russ, Ph.D., *Director of the Doctoral Program*
David Stephen Rubin, Ph.D., *Associate Director of the Doctoral Program*
Gary Stuart Roberts, LL.M., *Director of the Undergraduate Program*
John M. Armstrong, Ph.D., *Associate Director of the Undergraduate Program*
Howard Joseph Blocher, Ph.D., *Associate Director of the Undergraduate Program*
Elizabeth U. McGowan, *Assistant Dean for the Undergraduate Program and General College Advisor*
John J. Montgomery, *Administrative Director of Management Programs and Director of The Program for Technical Managers*
William J. Bigoness, Ph.D., *Director of the Young Executives Institute*
John Kendall, D.B.A., *Director of The Executive Program*
Lyle Holland Garner, Jr., M.P.P., *Assistant Director of Management Programs and Director of the Government Executives Institute*

signed September 30, 1984.

effective October 1, 1984.

Roy W. Holsten, A.B., *Senior Advisor for Development*
John Stephen Hyde, M.P.A., *Assistant Dean for Development and Alum
Relations*

Peter A. Topping, M.Ed., *Assistant Dean for Development*

John Alexander Walker, Jr., M.B.A., *Assistant to the Dean*

William S. Stewart, J.D., *Equal Employment Opportunity Officer*

The Administrative Board¹

Jack N. Behrman, Ph.D., *Luther Hodges Distinguished Professor and Associ
Dean for Degree Programs*

Robert G. Byrd, J.D., *Professor of Law*

DeWitt Clinton Dearborn, D.C.S., *Professor of Business Administration*

Robert Allen Eisenbeis, Ph.D., *Wachovia Professor of Banking*

Richard Wolcott McEnally, Ph.D., *Meade H. Willis, Sr., Professor of Investme
Banking*

Rollie Tillman, Jr., D.B.A., *Professor of Business Administration and Direc
of the Institute for the Study of Private Enterprise*

Deil Spencer Wright, Ph.D., *Professor of Political Science*

John Parkhill Evans, Ph.D., *Professor of Business Administration and Dean of
School of Business Administration*

1. The Chancellor and the Provost are ex officio members of the Board.

University Resources

Libraries

At the Graduate School of Business Administration is the Walter Royal Davis Library, housing the graduate and research collections of the million-volume University Library, one of the most important collections in the South. The Business Administration and Social Sciences Division Davis Library serves students and faculty members of the School of Business Administration. It maintains an extensive collection of reference materials, including business and economic journals and newspapers and the major business services. It offers on-line computer searches of bibliographies and indexes that include all presently available business databases. Davis Library is a depository for the publications of the federal government and the United Nations.

Graduate students also may borrow from the libraries of Duke University, North Carolina State University at Raleigh, and The University of North Carolina at Greensboro without leaving campus. With The University of North Carolina at Chapel Hill, these libraries list their holdings in the North Carolina Union Catalogue and operate daily messenger service to make their titles available on all four campuses.

Individual study carrels are available in Davis Library, and a comfortable study area is provided in the graduate reading room in the School of Business Administration.

Computer Facilities

Computer terminals in the Graduate School of Business Administration connect with the University's IBM 4341 and 4381 located in the Computer Center in Phillips Hall, adjacent to the School. Graduate students and faculty members use this computer for batch and time-sharing operations and as a remote input/output terminal to gain access to the IBM System 3081 at the Triangle Universities Computation Center (TUCC) in Research Triangle Park. TUCC is owned jointly by The University of North Carolina at Chapel Hill, Duke University, and North Carolina State University at Raleigh.

The School of Business Administration operates two microcomputer laboratories in Carroll Hall. The laboratory houses IBM-PC, COMPAQ, and Apple microcomputers.

Facilities for Interdisciplinary Research

Faculty members and graduate students of the Graduate School of Business Administration work on joint research projects with members of numerous other departments and curricula of the University, including economics, psychology, social sciences, mathematics, statistics, public health, law, and others.



Faculty members of the Graduate School of Business Administration helped establish the interdisciplinary Curriculum in Operations Research and Systems Analysis. With graduate students from the School, they continue to be involved in the formal course offerings of the curriculum and joint research projects with people from participating departments. A number of research organizations and research institutes on campus offer opportunities for students and faculty members in business administration. These institutes exist to obtain funding and provide organizational assistance for researchers. Among the programs in which faculty members and graduate students of the Graduate School of Business Administration have participated most frequently are the North Carolina Population Center, the Institute for Research in Social Science, and the Institute of Statistics.

The Carolina Population Center sponsors and coordinates studies in population and family planning, and maintains relationships with field activities in North Carolina and in several developing countries.

The Institute for Research in Social Science is a center for developing and financing research in the social sciences, as well as a service agency for research projects. The Institute's Social Science Data Library houses the collections of the Louis Harris Political Data Center, Human Relations Areas and U.S. Census data, and data from Institute surveys. The data library provides access to the collections of the International Survey Library Association (Roper Public Opinion Research Center) and the Inter-university Consortium for Political Research.

The Institute of Statistics brings distinguished scholars to various campuses of the University from other centers throughout the world to conduct research, teaching, and occasional lectures; and it organizes summer sessions and conferences.



iving in Chapel Hill

e Town and the Research Triangle

University town of 35,000, Chapel Hill combines the advantages of a small community with the social and intellectual resources of a unique population center of 300,000. The town is part of the Research Triangle, which ranks first among the nation's 100 largest metropolitan centers for number of Ph.D. scientists and engineers per 100,000 population. The Triangle includes state government in Raleigh, several universities in Raleigh, Durham, and research facilities at Research Triangle Park for major corporations and government agencies.

Graduate students frequently participate in professional, cultural, and intellectual activities involving the three major universities in the area — UNC-CH, Duke University, and North Carolina State University at Raleigh.

ousing

University maintains housing for single graduate students in Craige Graduate Center, a seven-story coeducational residence hall on South Campus. Craige has single and double rooms arranged by a suite system. Kitchens and lounges are located on each floor. Its other facilities include a laundry, game rooms, coffeehouse, snack bar, computer terminals, and seminar/study rooms.

Meals are served at Lenoir Hall. Many restaurants are within walking distance of the residence halls and the main campus.

The University also operates apartments for student family housing in Odum Village, one mile south from the center of the campus. Rents are modest, and early application is essential.

The University Health Center offers medical and psychological services and maintains a well-appointed infirmary. Students who require specialized services may receive them at N.C. Memorial Hospital, located on campus, at standard charges.

Students may use the University athletic facilities at no additional charge. These include indoor and outdoor swimming pools, tennis, handball and volleyball courts, fields for softball and touch football, and an 18-hole golf course.

Information about Craige Graduate Center may be obtained by writing the Department of University Housing, Contracts Office, Carr Building, University of North Carolina at Chapel Hill, Chapel Hill, NC 27514. Information about Odum Village may be obtained from the Manager, Student Family Housing, Odum Village, Branson Street, Chapel Hill, NC 27514.

by: Professor Nicholas Didow

The Business Community

The School of Business Administration enjoys a distinctive relationship with the business community through the Business Foundation of North Carolina. Founded in 1946 by business leaders of the region, the Business Foundation has provided the School with a private endowment of \$10 million, among the largest of any state university school of business administration in the United States.

Income from the endowment and funds provided through a program of annual gifts are used to support faculty, students, and activities of the School. The impact of these resources is evident in the quality of the faculty and student body that have been drawn together at the School of Business Administration.

In addition to financial support, the School's relationships with business, government, and various nonprofit organizations have provided a continuous intellectual exchange on problems of mutual interest.

Research institutes in finance and accounting promote faculty research and provide faculty members and practitioners a vehicle for discussing problems of mutual concern. Members of the Business Foundation and other corporate and organizational leaders contribute significantly to the student's experience at Chapel Hill by lecturing at the School, leading classes,

Executive-in-Residence Dean Cassell, CEO of Merrill Lynch Realty/Midatlantic



ussions and seminars, meeting informally with students, and operating in field projects and doctoral research.

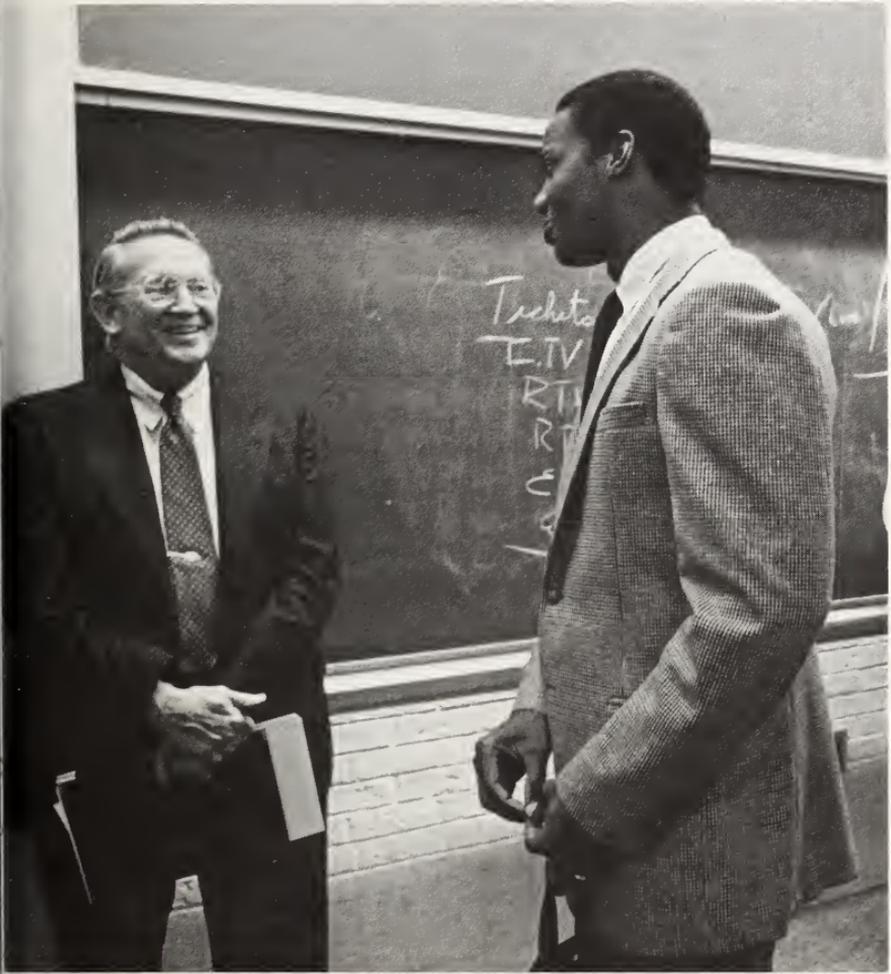
Gifts through the Business Foundation and other individual and corporate bequests have created professorships, scholarships, and special education funds at the School. These include:

- H. and John W. Hanes Fund
- Professorship in Business Administration
- Winton Industries Professorship in Business Administration
- Knox Massey Professorship
- Kel Industries Research Professorship
- St and Whinney Professorship Fund
- Price Professorship
- Hodges Distinguished Professorship
- de H. Willis, Sr., Professorship in Investment Banking
- Fred Borden and Robert March Hanes Professorship in Business Administration
- Marwick, Mitchell Professorship in Professional Accounting
- Hettleman Professorship in Business Administration
- Reynolds Industries Professorship in Applied Behavioral Science
- Hovia Bank and Trust Company Professorship in Banking
- J. Graham Professorship in Business Administration
- K. Davis Management Lecture Fund

• *Speaker Kazuo Watanabe, CEO of Mitsubishi Semiconductor America*



Belk Fund in Management Education
 Collier Cobb and Associates MBA Program Development Fund
 DuPont Fund
 Harry W. Cherry Accounting Education Fund
 Henry A. Latane Interdisciplinary Research Fund
 James A. Rider Fund
 Jefferson Standard Life Insurance Company Business Foundation F
 L. L. Woodbury Executive Program Faculty Development Fund
 MBA Alumni Fund
 Mellon Fund Bank
 North Carolina Motor Carriers Association Graduate Research Fun
 North Carolina National Bank Business Education Fund
 North Carolina Realtors Association Fund
 Pilot Life Insurance Company Business Education Fund
 Procter & Gamble Fund
 Reynolds Student Investment Trust
 Richardson Foundation Endowment
 Sam Breen Fund
 Sarah Graham Kenan Foundation Fund
 The Weatherspoon Fund
 Western Electric Fund
 Xerox Corporation Fund
 Unrestricted Endowment Fund, Anonymous Donor
 AMF Award for Excellence in Teaching in the Undergraduate Prog
 Maurice W. Lee Doctoral Student Teaching Awards
 Allied Chemical Foundation MBA Fellowships
 Braxton E. Barrett Undergraduate Scholarship Fund
 Burlington Industries MBA Fellowships
 Business Foundation Doctoral Fellowships
 Business Foundation MBA Fellowships
 Business Foundation MBA Loan Fund
 CIGNA MBA Fellowship
 Deloitte, Haskins and Sells Scholarship
 Dixon, Odom & Co. Accounting Scholarship
 Ernst and Whinney Scholarship in Public Accounting
 Evelyn N. Bost MBA Fellowship
 Executive Program MBA Fellowship
 Grant Gary Vernon Scholarship
 Harold A. Berry Scholarship
 Internal Auditors Institute Award
 International Telephone and Telegraph Corporation Scholarships
 John Duke Baldridge Scholarship Fund
 Julian Price Doctoral Fellowships
 Levi Strauss Foundation MBA Fellowship
 Lewis S. Morris MBA Fellowship
 MBA Student Association Outstanding Achievement Award
 McGladrey, Hendrickson & Pullen Scholarship
 Main Hurdman Accounting Scholarship



Executive-in-Residence Harry Figgie, CEO of Figgie International

- Life Insurance Scholarship
- Trice W. Lee MBA Fellowships
- Gasanto Scholarship
- Man Block Award
- , Marwick, Mitchell Scholarship
- Waterhouse Scholarships
- S. Winslow Scholarships
- Reynolds Industries MBA Fellowships
- Stephen Davis Loan Fund
- Homes MBA Fellowship
- Superior Oil Company Scholarships
- The Ross & Co. Award in Accounting
- Phovia Corporation MBA Fellowship
- William Ludwig Scholarship Fund

University Policies

Academic Regulations

The Administrative Board of the Graduate School has adopted regulations for the guidance of the graduate faculty and students. The Graduate School publishes a *Graduate School Handbook*, and the student is urged to become familiar with the major regulations contained therein. Certain of the regulations follow:

1. All students are required to register in accordance with procedures in force at the time. All new students, and all old students who have been out of the University for a full calendar year or more, must have a medical report submitted to and approved by the Director of the Student Health Service before their registrations may be effected.

2. Graduate credit may be received only for courses taken after the student has been duly admitted to the Graduate School or for courses that are approved for transfer from other universities. The one exception concerns final semester seniors of this University and is outlined in the *Graduate School Handbook*.

3. Grades used in the evaluation of the performance of graduate students are as follows:

H – Clear excellence

P – Entirely satisfactory

L – Low passing

F – Failed

No work falling below the standard represented by the grade of *H* is counted for graduate credit. If, in the judgment of the Administrative Board, the quality of work of any student falls below the standard expected of graduate students, the registration of such student will be canceled. Moreover, a doctoral student who receives a grade of *F*, or nine or more semester hours of *L*, is ineligible for continued graduate study. A master's student becomes ineligible upon receiving more than 10 hours of *F* or more than seven hours of *L* if *L* hours are greater than 25 percent of hours taken. A permanent grade may be changed upon the initiative of the instructor only in cases of arithmetic or clerical error, and then only with approval of the instructor's chairman or dean and of the Dean of the Graduate School. Such a change may be made no later than the last day of enrollment of the next succeeding regular semester.

4. Students in the Graduate School are permitted to enroll for a maximum of sixteen semester hours in any one semester. A full semester's residence credit may be earned for the successful completion of a registration for nine or more semester hours of work offered for graduate credit. (Courses approved for undergraduate credit only may not become a part of the graduate degree program. Although a graduate student may receive one or more of these on the recommendation of the faculty advisor, residence credit is assigned for the completion of an undergraduate course

graduate student who is *required by his or her program* to take undergraduate courses, whether as a requisite for admission or other reasons, must make grades of at least *B-* on all such courses numbered below 100 in order to maintain eligibility as a graduate student. A graduate student *voluntarily electing* to register for undergraduate courses (those numbered below 100) may make any grade above *F* without jeopardy to his or her graduate standing.

A doctoral student may transfer credit from another graduate institution, but to do so the course work must be submitted for examination at the time of the doctoral oral examination. In this way, all work, whether done at the University or elsewhere, is held in the same regard, and the examining committee is able to base its appraisal of the knowledge on the subject matter on the student's own performance. The committee may recommend the transfer of both course and residence credit in its report to the Graduate School, which has the final responsibility for approving the transfer. Transferred credit will not relieve the student of the requirement to earn at least one academic year of credit in continuous time study, or the equivalent, at The University of North Carolina at Chapel Hill.

No credit beyond that earned in a master's program may be transferred from an institution that gives the master's as its most advanced degree.

A graduate student working for a master's degree has five calendar years from the date of first registration to complete all requirements for the degree. A graduate student working on a doctorate has eight calendar years from the date of first registration to complete all requirements for the degree.

When special circumstances warrant, extension of time may be granted on a petition by the student to the Dean.

A graduate student may request a leave of absence from graduate study for a definite, stated time. In advance of (or near the beginning of) the leave period, the graduate student should present to the Dean of the Graduate School a written request that explains the reasons why he or she wishes to take a leave. This request must be accompanied by a written approval from the chairman or director of graduate studies of the student's department. If the Graduate School approves the leave of absence, the time of that leave shall not count against the total time allowed for the degree which the student is studying.

A student who has *not* been registered during the preceding semester should apply for readmission to the Graduate School at least sixty days before the date on which the student plans to return.

Each student holding an appointment, service or nonservice, in the regular academic year must be registered in order to hold the position. Unless the award requires the student to be at another campus or at a research center, this registration must be as a student "in residence."

Privacy of Student Information

The University of North Carolina at Chapel Hill has routinely made public information about its students. Some typical ways this has been done include the following: names of students who are selected by the various honor societies, who receive scholarships, who make the Dean's List, who hold office or who are members of athletic teams are frequently made public. To facilitate campus communication the University annually publishes the *Campus Directory*. Some professional and graduate school student groups publish directories of students in their departments or schools. The annual commencement program publishes the names of persons who have received degrees during the year.

The Family Educational Rights and Privacy Act defines the term "directory information" to include the following categories of information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by student. The University will make public information about each student limited to these categories in ways such as those described above. Of course, information from all these categories is not made public in every listing. The *Campus Directory*, for example, publishes only names, addresses, and telephone numbers.

Under a special provision of the FERPA regulations, the University will disclose personally identifiable information from the education records of a student, without the student's prior written consent, to officials of another school or school system in which the student seeks or intends to enroll.

Students who do not wish to have any or all "directory information" made public and who do not want information about them to be disclosed to other schools, as set forth above, without their prior consent must notify the Office of Records and Registration, The University of North Carolina at Chapel Hill of this fact in a signed and dated statement specifying items that are not to be published. This notice must be received by the Office of Records and Registration by the end of the registration period for the semester or session of first enrollment or, after an absence, of re-enrollment, and by the end of each fall registration period thereafter.

Tuition Payment

An applicant who has been offered admission for the fall or spring semester reserves his or her place by the payment of a \$25.00 nonrefundable enrollment deposit that is credited toward tuition for the semester for which the student is admitted. Such deposits are not required for the Summer Session. Advance deposits are not refundable if the applicant fails to enroll.

Tuition and fees are assessed on a semester basis and must be paid in full by the last day of registration. Payments also may be made in advance, in person or by mail. Accounts not paid in full by the first day of classes are subject to a late payment fee.

If someone other than the student is responsible for the bill, the University Cashier should be notified in ample time so that the bill may be sent to the proper agency or person. Students who are expected to receive financial aid, scholarship funds, fellowship funds, or payment for service appointments should bring with them sufficient funds to take care of living expenses for approximately ten days. This should provide sufficient time for appropriate funds to be made available.

idence Status for Tuition Purposes¹

Following sections summarize important aspects of the residency law. A complete explanation of the Statute and the procedures under the Statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*.

The *Manual* and other information concerning the application of this law are available for inspection in the Admissions Offices of the University. Copies of the *Manual* are also on reserve at the Robert B. House Undergraduate Library.

All students are responsible for knowledge of the contents of the Statute and the *Manual*.

General. Every applicant for admission is required to make a statement as to her length of residence in North Carolina. The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition, a legal resident must have maintained his or her domicile in North Carolina for at least twelve months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The applicant must also establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of mere temporary residence incident to enrollment in an institution of higher education. A student seeking classification as a resident for tuition purposes must complete an application for resident status (obtainable at his or her admissions office) and return it to the proper admissions office before the start of the term for which resident status for tuition purposes is sought. The last day of the final examination period is considered the last day of the term. Every applicant must be classified either resident or nonresident before enrolling. Unless a student supplies enough information to allow the admissions officer to classify the student as a resident for tuition purposes, the student will be classified a nonresident for tuition purposes.

When an enrolled student has applied to be classified a resident for tuition purposes and receives an institutional request for more information in connection with that application before the end of the term for which classification is sought, the student must respond to that request no later than three weeks before the end of the term. If the student does not receive the request for supplemental information until after the end of the term in question, he or she must reply to the requested information within three weeks of receipt of the request. Failure to supply the requested information within the specified time limit will result in a continuation of the student's "nonresident" classification unless good cause is shown for such failure.

Domicile. Domicile means one's permanent dwelling place of indefinite duration as distinguished from a temporary place of abode; synonymous with "legal residence."

Burden of Proof and Statutory Prima Facie Evidence. The student has the burden of establishing facts which justify his or her classification as a resident for tuition purposes. The balancing of all the evidence must produce a

¹The information in this section comes from three sources: (i) North Carolina General Statutes, Sec. 20-11; (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, September 1984; (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

preponderance of evidence supporting the assertion of in-state residence. Under the statute proof of resident status is controlled initially by one of two evidentiary beginning points which are stated in terms of prima facie evidence.

a. Even if the student is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina this is prima facie evidence that the student is not a legal resident of North Carolina unless the student has lived in this state the five consecutive years prior to enrolling or re-registering. To overcome this prima facie showing of nonresidence, the student must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.

b. Conversely, if the parents of the student are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the student is a domiciliary of North Carolina. This prima facie evidence may also be overcome by other evidence of legal residence. If the student has neither living parent nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Statutory Exceptions

a. *Grace Period.* If a student has been properly classified as a resident for tuition purposes and, thereafter, his or her state of legal residence changes, the student does not automatically lose the benefit of the in-state tuition rate immediately. Instead the statute provides for a grace period if the following conditions are satisfied:

1. The student must have been properly classified as a resident for tuition purposes, on the basis of a valid finding that the student in fact was a legal resident of North Carolina and had been such for the requisite twelve-month period prior to classification.

2. At the time of subsequent change of legal residence to a state other than North Carolina, the student must have been enrolled in a public institution of higher education in North Carolina.

The extent of this grace period (during which the in-state rate is applicable) is twelve months from the date of change in legal residence plus any portion of a semester or academic term remaining, as of the expiration date of the twelve-month period, in which the student is enrolled.

b. *Qualifying Periods for Spouses.* By virtue of the provisions of G.S. 116-116, if a student otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the student's spouse, if the spouse has been a legal resident of the State for the requisite twelve-month period.

c. *Reacquisition of Resident Tuition Status.* The prescribed twelve-month period of legal residence may also be shortened if the person seeking to be classified as a resident for tuition purposes was formerly classified as a North Carolina resident for tuition purposes, abandoned North Carolina domicile, and re-established North Carolina domicile within twelve months after abandoning it. Students should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

Married Persons. The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person is precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from being classified as a resident of North Carolina.

lina, from establishing or maintaining legal residence in North Carolina. A person is deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of the domicile of his or her spouse are deemed relevant evidence to be considered in ascertaining domiciliary intent.

Minors. A minor is any person who has not reached the age of eighteen years. The domicile of a minor is presumed under the common law to be that of the father, subject to rebutting evidence. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. If the minor lives part of the year with each parent, in the absence of a custody award, the father's domicile is presumed to remain that of the father.

In determining residence status for tuition purposes, there are two exceptions to the above provisions:

If a minor's parents are divorced, separated, or otherwise living apart and the father is a legal resident of North Carolina, during the time period when the father is entitled to claim, and does claim, the minor as a dependent on the father's North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for tuition purposes, notwithstanding any judicially-terminated custody award with respect to the minor.

If, immediately prior to his or her eighteenth birthday, a person would have been deemed to be a North Carolina legal resident under this provision but he or she achieves majority before enrolling in an institution of higher education, the person will not lose the benefit of this provision if the following conditions are met:

Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and

The person must begin enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.

If, immediately prior to beginning an enrolled term, the minor has lived in North Carolina for five or more consecutive years in the home of an adult relative (other than a parent) who is a legal resident of North Carolina, and if the adult relative, during those years, has functioned as a de facto guardian of the minor, then the minor is considered a legal resident of North Carolina of at least twelve months' duration.

Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents to enjoy a species of adulthood for legal purposes. If the minor marries or obtains a judicial decree of emancipation under N.C. Gen. Stat. § 7A-717, *et seq.*, she is emancipated. The consequence, for present purposes, of such emancipation is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile in fact has been established.

Visas. Aliens who are permanent residents of the U.S., or who hold a visa which will permit eventual permanent residence in the U.S., are subject to the same considerations with respect to determination of legal residence as citizens. An alien abiding in the United States under a visa conditioned at least in part

upon intent not to abandon a foreign domicile (B, F, H, and J visas) cannot be classified a resident. An alien abiding in the United States under a visa issued for a purpose which is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence (D, and M visas) cannot be classified a resident.

Possession of certain other immigration documents may also allow an alien to be considered for in-state tuition status. For more details aliens should consult their admissions offices and the *Manual*. Aliens must file a Residence Status Supplemental Form in addition to the forms normally required of applicants for resident status for tuition purposes.

Military Personnel. The domicile of a person employed by the Federal Government is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile by the usual requirement residential act plus intent. No person loses his or her in-state resident status solely by serving in the armed forces outside of the State of North Carolina.

Prisoners. There are special provisions concerning domicile of prisoners. For more information, persons to whom these provisions may apply should consult the *Manual*.

Property and Taxes. Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) is classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination of the student's residence prior to matriculation, the student is classified a nonresident for tuition purposes. The institution will thereafter reach a final determination of the student's residence status. A residence classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with a corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic calendar.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is required to be treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence classification for tuition purposes. The residence classification of a student by one institution is not binding on another institution. The North Carolina institutions of higher education will assist each other by supplying residency information and classification records concerning a student to another classifying institution upon request.

The transfer into or admission to a different component of the same institution (e.g., from an undergraduate to a graduate or professional program) is construed as a transfer from one institution to another and thus does not by itself require a reclassification inquiry unless (1) the affected student requests a reclassification inquiry or (2) the transfer or enrollment occurs following the end of more than one quarter, semester, or term during which the individual was not enrolled as a student.

Responsibility of Students. Any student or prospective student in doubt concerning his or her residence status bears the responsibility for securing a resident status by completing an application for resident status and filing it with the admissions officer. The student who, due to subsequent events, becomes eligible

ange in classification, whether from out-of-state to in-state or the reverse, the responsibility of immediately informing the Office of Admissions of these umstances in writing. Failure to give complete and correct information regard- residence constitutes grounds for disciplinary action.

is the responsibility of the student to pay tuition at the rate charged and d while an appeal is pending. In effect, the student who is classified as a resident at the time of tuition billing pays the nonresident rate. Conversely, student is classified as a resident at the time of billing, he or she pays the lent rate. Any necessary adjustments in the rate paid will be made at the lusion of the appeal.

a student, who has been found to be a nonresident for tuition purposes, ves an erroneous notice from an institutional officer identifying the student resident for tuition purposes, the student is not responsible for paying the of-state tuition differential for any enrolled term beginning before the class- ing institution notifies the student that the prior notice was erroneous.

a student is classified a resident for tuition purposes after submitting falsified entriary information or after knowingly withholding residentiary informa- the student's application for in-state tuition status is fraudulent. The in- tion may re-examine any application suspected of being fraudulent, and, rarranted, will change the student's residence status retroactively to the begin- of the term with respect to which the student originally made the fraudulent o- cation. If this occurs the student must pay the out-of-state tuition differen- or all the enrolled terms intervening between the fraudulent application its discovery. Further, knowing falsification of responses on a resident status igation may subject the applicant to disciplinary consequences, including issal from the institution.

Appeals of Rulings of Admissions Officers. A student appeal of a classification ion made by any admissions officer must be in writing and signed by the ent and must be filed by the student with that officer within fifteen work- lays after the student receives notice of the classification decision. The ap- is transmitted to the Residence Status Committee by that officer, who does vote in that committee on the disposition of such appeal. The student is ied of the date set for consideration of the appeal, and, on request of the ent, he or she is afforded an opportunity to appear and be heard by the Com- ee. Any student desiring to appeal a decision of the Residence Status Com- ee must give notice in writing of that fact, within ten days of receipt by the ent of the Committee's decision, to the Chairman of the Residence Status mittee, and the Chairman promptly processes the appeal for transmittal to tate Residence Committee.

Students or prospective students who believe that they are entitled to be ified residents for tuition purposes should be aware that the processing of ests and appeals can take a considerable amount of time and that applica- for classification should not be delayed until registration, when the number applications makes accelerated handling impossible.

Military Tuition Benefit¹

Certain members of the Armed Services, and their dependent relatives, are not residents for tuition purposes may become eligible to be charged the state tuition rate under N.C. Gen. Stat. § 116-143.3, the military tuition benefit provision. Any person seeking the military tuition benefit must qualify for admission to UNC-CH and must file an application for the benefit with his or her admissions office before the first day of classes of the term for which he or she seeks the benefit. To remain eligible to receive the military tuition benefit or she must file another application for the benefit before the first day of classes of each succeeding fall term while he or she continues to be enrolled. The burden of proving eligibility for the military tuition benefit lies with the applicant for the benefit.

Eligibility of Members of the Armed Services. To be eligible for this military tuition benefit, the individual must 1) be a member of the United States Air Force, Army, Coast Guard, Marine Corps, Navy, North Carolina National Guard or a reserve component of one of these services; and 2) be abiding in North Carolina incident to active military duty which is performed at or from a duty station in North Carolina.

Eligibility of Dependent Relatives of Service Members. If the service member meets the conditions set forth above, his or her dependent relatives may be eligible for the military tuition benefit if they share the service member's North Carolina abode.

If the service member voluntarily ceases to live in North Carolina or is involuntarily absent from the state on military orders (other than absences on maneuvers and temporary assignments), he or she is deemed to have moved or her abode from North Carolina. If a dependent relative of a service member has become eligible for the military tuition benefit and, after the beginning of the term of eligibility, the service member moves his abode from North Carolina, the dependent relative will continue to be eligible for the military tuition benefit only for the remainder of that academic year. An academic year runs from the first day of classes of the fall semester through the last day of exams of the following summer session, second term.

For a detailed explanation of the military tuition benefit provision and a complete list of categories of persons who are considered "dependent relatives" for purposes of establishing eligibility for the military tuition benefit, applicants should consult *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (as amended September 1984). This *Manual* is available for inspection at the Admissions Offices of the University. Copies of the *Manual* are also on file at the Robert B. House Undergraduate Library.

Appeals of Eligibility Determinations of Admissions Officers. A student appeal of an eligibility determination made by any admissions officer must be in writing and signed by the student and must be filed by the student with the admissions officer within fifteen working days after the student receives notice of the eligibility determination. The appeal is transmitted to the Residence Status Committee.

1. The information in this section comes from three sources: (i) North Carolina General Statute 116-143.3, (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, Revised September 1984, (iii) Charter Rules and Procedures for Residence Classification of Students for Tuition Purposes and Determination of Eligibility for the Special Military Tuition Benefit.

officer, who does not vote in that Committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, at the request of the student, he or she is afforded an opportunity to appear and be heard by the Committee.

Any student desiring to appeal a determination of the Residence Status Committee must give notice in writing of that fact to the Chairman of the Residence Status Committee within ten days of receipt by the student of the Committee's decision. The Chairman will promptly process the appeal for transmittal to the Residence Committee.

Calendar 1985-1986

Applications

March 1	Applications due for financial aid from eral University funds.
March 15	Applications due for the Ph.D. Program fall 1985
April 1	Applications due for the MBA Program 1985-1986
September 30	Applications due for the Ph.D. Program spring 1986

Summer Session 1985

May 20-June 25	First term
July 1-August 6	Second term

Fall Semester 1985

August 19-21	Registration
August 22 -	First day of classes
September 20	Last day to file for degree in Decem
October 18-23	Fall Recess
October 28-November 1	Pre-registration for spring semester
November 15	Last day to drop a course
November 27-December 2	Thanksgiving Recess
December 4	Last day of classes
December 6	Doctoral dissertations must be filed with Graduate School for December gradu
December 6-17	Fall semester examinations

Spring Semester 1986

January 6-7	Registration
January 8	First day of classes
January 24	Last day to file for degree in May
March 7-17	Spring Recess
March 31	Holiday, Easter Monday
April 1-7	Pre-registration for summer and fall semesters
April 10	Last day to drop a course
April 11	Doctoral dissertations for May gradu must be filed in the Graduate Schoo
April 24	Last day of classes
April 25	Reading day
April 28-May 7	Spring semester examinations
May 11	Commencement

For more information on the MBA Program, contact:

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For more information on the Master of Accounting Program,
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