

## **Compact for the School of Management FY 2005 & 2006**

### **I. Introduction: Institution Mission and Goals**

The School of Management (SOM) is currently the largest School in the University of Texas at Dallas. The mission of the School is two pronged, to conduct cutting edge research in management and be a leading public business school in management education. The School's mission is formally articulated below:

*The School of Management's mission is to meet the challenges of a rapidly changing, technology-driven, global society by partnering with the business community to:*

- *Conduct research enhancing management knowledge;*
- *Deliver high quality management education to a diverse group of undergraduate and graduate students and practicing executives;*
- *Develop, innovate and continuously improve programs advancing management education and practice.*

The vision for the School of Management best captures the overall goal of the School:

*A leading public business school – a recognized institution of choice preparing tomorrow's business leaders and expanding the frontiers of management knowledge.*

In keeping with its mission and vision, the school offers programs leading to Bachelors, Masters, and Ph.D. degrees. Appendix I provides a listing of the various degrees offered by the School. To facilitate access to its programs, the School provides both daytime and evening instruction in its undergraduate and graduate programs, furthermore, the School has successfully implemented online MBA programs. To provide practicing executives access to management education, the School has successfully implemented three different Executive MBA programs, which are taught on campus as well as online. The School also provides certificate programs to facilitate ongoing learning for executives. The current portfolio of delivery formats of the programs allows us to serve students locally in the Dallas Metroplex, the State of Texas, nationally and even globally. In Appendix I a summary of the various programs and their delivery formats in the School is provided.

The administrative head of the School is the Dean. The Dean is assisted in the administrative functions of the School by the Senior Associate Dean. Associate Deans for Masters programs, Undergraduate Programs, Executive Education, External Affairs and Operations provide administrative oversight to their respective areas. Academically, the School is organized into five areas, namely, Accounting and Information Management, Finance, Information Systems and Operations Management, Marketing and Organizations Strategy and International Management. The tenured/tenure track faculty in each of the areas have strong research profiles. Currently we

have 65 tenured/tenure track faculty, 32 senior lecturers and three clinical professors in the School. Each area is headed by an Area Coordinator that manages the area. Appendix II provides the organizational chart for the School while Appendix III provides information on the various centers in the School. The budget is provided in Appendix IV.

## **II. Major Ongoing Priorities and Initiatives**

### **1. Short Term Priorities**

The following are the three highest short term priorities in order of priority.

#### **i. Leverage Research-based Competencies**

##### Objective

Leverage the School's research-based competencies as a source of competitive advantage, increasing recognition, attracting resources and strengthening ties to the business community.

##### Strategies

The School currently has an outstanding research faculty. Appendix V (study published in OR/MS Today) and VI provide a ranking of the research productivity of various business Schools in the country as measured by the number of papers published by faculty in select INFORMS journals (the number is weighted based on the number of co-authors for an article). However, the School has not fully capitalized on it by publicizing it and using it to develop relationships with industry and for attracting resources. The School is engaging in the following activities to leverage its research:

- Continue emphasis on raising the level of research dialog within the SOM. Actively cultivate a more active dialog between faculty and the broader scholarly community. This will enable us to get recognition in the academic community.
- Establish incentives and encourage faculty to seek and attract external funding for research activities.
- Continue to encourage and support activities to publicize faculty research. In addition to the SOM website on which faculty research is displayed, we are developing a brochure that highlights faculty research for dissemination to industry.
- Develop and strengthen ties to the business community, utilizing the School's research centers to conduct sponsored research for businesses. The School has established several centers (see Appendix III) to be at the forefront in developing relationships with businesses. These centers provide a focal point for conducting sponsored research as well as developing specialized programs for businesses.

##### Resources

The resources committed to this include Center Directors, Director of Public Relations and Marketing and her staff, the webmaster as well as faculty time.

##### Progress Measures

The following metrics will be used to track performance against this objective:

- Continuous improvement in key research-based performance benchmarking metrics such as citations, as compared to peer group institutions.
- Recognition of SOM research competencies as evidenced by faculty presentations and leadership activities at conferences.
- Recognition of SOM research competencies as evidenced by articles, citations, etc. in the general business press, and citation analysis in academic and practitioner publications.
- Increases in number of funded projects and levels of external funding for SOM research, including both research grants and sponsored research for businesses.
- Number of visits and presentations at UTD by research faculty from other institutions.
- The number of sponsored research activities engaged in by the Centers.

#### Obstacles

The success of this initiative is dependent on the research faculty. We currently have a nationally if not internationally recognized research faculty. However, faculty of this stature are mobile and are sought after by other institutions. Success requires retaining current faculty and continuing to build on current success in hiring and retaining research faculty.

## **ii. Differentiate Programs**

#### Objective

Develop and establish unique and recognizable identities for each of the School's programs, differentiating them from competitors, encouraging support and involvement from the business community and attracting students of the highest quality.

#### Strategies

As a relatively young school it is necessary to create a unique and recognizable identity that will allow us to market ourselves and attract the best students. The following actions are being taken to achieve this goal:

- Develop and implement an appropriate competitive positioning for each of the School's programs, consistent with the SOM brand identity. This positioning should include a unique and recognizable identity and key elements of differentiation for each program, while continuing to leverage the School's strengths in distance learning and advanced learning technologies.
- Review and modify program curricula to reflect the competitive positioning (above); focusing on timely innovation to respond to the needs of a rapidly changing business environment.
- Increase and maintain high standards for admission and transfer into SOM programs, emphasizing selectivity and high quality standards for students.

#### Resources

The undergraduate, masters, Ph.D. and executive education committees are charged with developing curricula that will allow us to differentiate and market ourselves to attract the best students.

#### Progress Measures

The following metrics will be used to track performance against this objective:

- Quality growth of programs as evidenced by increased applications (permitting increased student selectivity), increased enrollments and higher student quality (incoming test scores).
- Recognition in published rankings of business schools (general rankings such as those done by *Business Week*, *US News & World Report*, etc.) and rankings of specific programs (full-time and part-time MBA programs, techno-MBA programs, EMBA programs, etc.)
- Continued improvement in awareness and perceptions of the SOM and the quality of its faculty, students, research and programs as reflected in periodic surveys of alumni.
- Recognized innovation in distance learning and other new learning technologies. Number of courses available, applications and enrollment in courses utilizing distance learning and other advanced learning technologies.

### **3. Develop Organization and Infrastructure**

#### Objective

Continue to develop and improve the depth and quality of the School's management organization and infrastructures, facilities, student services and administrative support.

#### Strategies

As the School grows the infrastructure needs to be developed to support the student services as well as faculty. The following actions are being taken to support student services and faculty support

- School's management organization and infrastructure is continuously evaluated to ensure that it is meeting the needs of the students and faculty.
- Continue to improve the quality, depth and availability of student services. The advising, career center, have had staff added to ensure that students have easy access to advisors and career and placement activities. The School has also expanded its technology infrastructure with two state of the art computer labs and both wired and wireless capabilities throughout the building.
- The School has also recently hired personnel to staff its audio/visual division and its help desk division.

#### Resources

The current resources geared towards student services include 11 full time advisors, plus a Director of Advising, two full time technology support staff, two full time Audio/visual staff, additionally the technology and A/V staff are supported by a total of 12 work study

students. The School currently also has over three million dollars invested in its hardware and software infrastructure.

### Progress Measures

The following metrics will be used to track performance against this objective:

- Continued development of the School's management organization.
- Continued improvement in reported levels of satisfaction with student services (advising, orientation, career services, internships/placement, clubs, alumni services).
- Continued progress (as evidenced by surveys and statistics) in development of recruiting, coop and internship programs.

### Obstacles

The primary potential obstacle is funding cuts due to reduced state support.

## **2. Long Term Priorities**

Long term priorities are listed below in order of priority

### **1. Achieve Recognition**

#### Objective

Achieve recognition as a leading public business school – a model institution acknowledged as a leader in research and academic programs and respected for the quality of its faculty, students and programs.

#### Strategies

As a school that has been in existence for little over 25 years, the School needs to take pro-active steps to publicize its research and programs. Actions currently underway include:

- Continue the publicity campaign to develop a broader awareness of the SOM, focusing on achievements and fostering the recognition of quality in the School's faculty, students, research and programs.
- Create a consistent brand identity for the SOM and each of its major programs.
- Develop and implement a strategy to achieve recognition for the School and its programs in national and international rankings.
- Develop and implement a program of performance benchmarking against a representative sample of peer institutions, comparing statistics such as enrollment growth, entering student SAT and GMAT scores, entering student GPA, core GPA, published program evaluations and rankings, etc.

#### Resources

Resources committed this objective include the time and efforts of the Associate Dean for External Affairs, the Director of Public Relations and Marketing, Director of Alumni Relations, Web Master, a Development Officer and a Graphic Artist. Furthermore, the

School spends over \$350,000 in publications and over \$300,000 dollars funding faculty conference attendance to publicize their research.

#### Progress Measures

The following metrics will be used to track performance against this objective:

- Continuous improvement in key performance benchmarking metrics as compared to peer group institutions.
- Recognition in published rankings of business schools and programs (for example rankings such as those done by *Business Week*, *US News & World Report*, etc.). Currently in first year of eligibility our full-time MBA program is ranked 78 nationally by *US News & World Report* (Appendix VII). Similarly, our Executive MBA program was ranked 61<sup>st</sup> internationally and 35<sup>th</sup> nationally by the *Financial Times* (Appendix VIII).
- Continued improvement in placement metrics: number of businesses recruiting on campus; number of businesses providing co-op opportunities; students placed within 90 days of graduation; average salary offers.

#### Obstacles

Rankings are based on a variety of dimensions, given our small full time MBA program a fall in any one of the ranking dimensions could have a significant impact on the rankings. Furthermore, measures that depend on placement and co-op are heavily dependent on the state of the economy.

## **2. Increase External Involvement**

#### Objective

Continue to encourage faculty involvement with the business community, and increase both financial support and the direct involvement of business and alumni constituents in the activities and programs of the School.

#### Strategies

The following actions have been proposed as appropriate steps in achieving this objective:

- Continue to cultivate and expand relationships with Strategic Partners and Advisory Council companies. Involve participants broadly, including planning and committee work, support of recruitment efforts, participation in classroom activities etc.
- Encourage faculty participation and involvement with local and regional professional and business groups and civic organizations, including membership, attendance at conferences, speaking engagements, etc.
- Encourage faculty to increase the level of involvement of businesses in classroom activities, student projects, mentoring activities, etc.

- Continue to develop and expand alumni relations activities and the involvement of alumni in SOM activities. Increase alumni involvement in significant ways in admissions, curriculum review, placement and internships.
- Continue to develop relationships with employers, promoting recruiting on campus through alumni, job fairs and community forums.

#### Resources

Resources that are committed to this activity are a significant portion of the Dean's time, the staff in external affairs and the Center Directors.

#### Progress Measures

The following metrics will be used to track performance against this objective:

- Increase in the number of Strategic Partners (goal: at least 15).
- Increased involvement of Strategic Partners and Business Advisory Council members in planning and committee work, support of recruitment efforts, participation in classroom activities, etc. (number of companies/individuals involved, number of activities, etc.).
- Increased utilization of external business resources in classroom and student project activities (number of courses, number of appearances).
- Increase in alumni involvement in SOM activities (attendance at events, participation in recruiting, mentoring, other activities).
- Increase in number of employers recruiting on campus, number of students placed, average starting salaries, etc.

#### Obstacles

As a relatively young School, we do not have the alumni in place to provide us with the broad base of support that is typical of schools that are much older. Our efforts, therefore, have to be doubled to get participation from senior executives in organizations who as alumni from other schools may have already committed their time and resources to their alma mater.

### **3. Increase Discretionary Resources**

#### Objective

Increase discretionary resources available to the School, reducing dependence on enrollment-based State financial support, and increasing its flexibility in achieving its strategic objectives.

#### Strategies

Achieving this objective is to a certain extent dependent on the previous two priorities. In general donations are easier to come by if the School has achieved recognition and is actively engaged with the external community. Furthermore, strategies are being put in place to:

- Increase alumni donations to the School. Provide sponsorship opportunities associated with the new building.
- Solicit major endowment from corporate and foundation sources.
- Increase funding contribution from Executive Education programs.

#### Resources

Currently a significant portion of the Dean's time, as well as the time of the External Affairs staff and the Associate Dean for Executive Education are spent on activities relating to increasing our funding base.

#### Progress Measures

The following metrics will be used to track performance against this objective:

- Increase in Alumni contributions to the School (total dollars; dollars by program/class year; participation rates by program/class year, number and mount of major gifts).
- Growth in annual contributions and endowment funds.
- Growth in contributions of Executive Education to the SOM.

#### Obstacles

The biggest obstacle here again is the economy, unless the economy improves, efforts to increase funding for the School are going to be difficult.

### **III. FUTURE INITIATIVES OF HIGH STRATEGIC IMPORTANCE**

The three future initiatives of high strategic importance in order of priority are:

#### **1. Achieve Ranking in Research**

##### Objective

The School seeks to be a top 20 research school broadly measured across all disciplines and achieve top 10 research ranking in selected areas.

##### Strategies

Strategies to achieve this objective include:

- Hiring of strong research faculty.
- Attracting nationally renowned research faculty by providing endowed chairs.
- Supporting faculty research through summer research funding, funding of travel for research and purchasing resources such as research databases.

##### Resources

Resources needed for this initiative need to come from endowment as well as our traditional funding related to credit hour generation. This implies that we need to continue to grow the School and raise new endowment. Currently we estimate that we need to raise an endowment of 25 million dollars for this purpose.

##### Progress Measures



Progress will be measured along the following dimension:

- Number of publications in top journals.
- Citations of published work.
- Participation based on paper presentations and program committee membership in prestigious conferences.
- Research awards, such as best paper awards at conferences or by Societies.

## **2. Achieve Program Recognition**

### Objective

The School seeks to achieve top 30 ranking for its MBA programs.

### Strategies

Achievement of top ranking is based on a number of factors, the strategies in place seek to ensure that our programs are innovative, that we attract the top students and that we place our students in good jobs upon graduation. Strategies to achieve this include:

- Associate Dean of Graduate Programs to focus on the factors involved in rankings and ensure that steps are taken for us to measure favorably on the factors.
- Masters Committee to monitor and innovate on programs
- Set up scholarships to attract top students to the programs.

### Resources

The school needs to spend approximately \$750,000 in scholarships for the graduate program.

### Progress Measures

Steady improvement in rankings from the current 78 rank for full time MBA in the *US News and World Report* ranking. Also begin to get ranked in other such rankings.

## **3. Raise Endowment**

### Objective

The School seeks to raise an endowment that is large enough to award ten chaired professorships, fund undergraduate and graduate scholarships totaling a million dollars and annual research support totaling \$750,000. We estimate that the endowment amount to be around 50 million dollars.

### Strategies

Creating an endowment is critically dependent on our achieving recognition in our programs and our ability to cultivate our ties to industry. Furthermore, relationships have to be developed with individuals that have the financial resources to provide donations to set up such an endowment.

### Resources

In addition to the time that the Dean and Associate Dean of External Affairs will invest in this activity, we expect to fund this activity by \$200,000 for preparation of promotional materials, and travel.

#### Progress Measures

Progress will be measured by the increase in endowment funding obtained each year.

### **IV. Other Critical Issues**

#### **Impact of Initiatives**

The strategic actions we have initiated will have an impact on both student enrollment, and quality as well as faculty recruitment and retention. We expect to have an equal mix of undergraduate and graduate students, in steady state we expect to have a total of 5500 students. In order to ensure that the class sizes are manageable we expect to grow the faculty size to about 100 tenure track faculty and 30 senior lecturers. Being an AACSB accredited School we have processes in place to ensure, curriculum review and innovation, evaluation of teaching effectiveness and assessment of student satisfaction with services.

Diversity of our faculty is one of the priorities for the School. Our goal is to have a faculty profile that is consistent with other comparable schools and also attempting to have hiring profile that is consistent with diversity profile of doctoral students that graduate from leading business schools.

As discussed earlier a significant portion of our strategic activities are geared towards community relations and institutional relationships and in engaging our alumni in the school.

Our finances are currently tied significantly to state funding, student fees and executive education earnings. However, one of our strategic priorities is to increase our endowment funding as discussed earlier.

Currently we have moved into a state of the art new building which we believe will support our needs for the next five years. However, as our initiatives take root we expect our enrollments to rise, the attendant increase in classroom needs and faculty offices would require the development of additional facility space.

### **V. System and State Priorities**

Much of the School's initiatives are geared toward ensuring student access to education and thus enabling them to succeed in their careers. Our ability to offer our courses at a variety of times (day, evening, weekends) as well as offering them online facilitates access to our courses by students. Furthermore, our initiatives to generate scholarships will allow us to provide a greater number of students financial means to attend our School and earn a first rate education. Our initiatives to build relationships with industry will also have an impact on student success by providing opportunities for them in placement as well as setting up mentor relationships.

We currently have two major initiatives with UT Southwestern. We offer a medical management degree that is jointly taught by Faculty from the SOM at UTD and UT Southwestern. We have also initiated a joint MD-MBA program with UT Southwestern.

## **VI. Compact Development Process**

The compact is based on our strategic planning document that was originally developed in 1997 and revised in 2002 by the faculty.

## Appendix I

### **Degree Programs**

### **Delivery Format**

#### **Undergraduate Degree Programs**

Bachelor of Science in Accounting and  
Information Management

Traditional classroom approach

Bachelor of Science in Business Administration

Traditional classroom approach

#### **Graduate Degree Programs**

Master of Arts in International Management  
Studies

Traditional classroom approach

Master of Science in Accounting and Information  
Management

Traditional classroom approach

Master of Science in Information Technology and  
Management

Traditional classroom approach

Master of Science in Management and  
Administrative Sciences

Traditional classroom approach

Master of Science in Medical Management

Traditional classroom approach

Master of Business Administration

Traditional classroom approach

Cohort Full-Time MBA

Traditional classroom approach

Professional Part-Time MBA

Traditional classroom approach or  
Global MBA Online

Executive MBA

Classes meet every other Friday and

Saturday for 21 months with a new group of students starting each Fall.

#### Global Leadership Executive MBA

Courses are delivered through blended on-campus and online learning with six on campus retreats interspersed throughout the 29 month program and individual and team based interaction via a web-based technologies and teleconferencing.

#### Project Management Executive MBA

Classes are offered once a month on Thursday, Friday and Saturday for 36 months. An online version is also offered

#### Medical Management Executive MBA

Instruction is team-based and incorporates real-life healthcare problems and cases. Core medical management classes are taught in focused 4½ day sessions with a different class offered every two months. Core business classes may be taken on campus or on-line.

#### Customized Corporate MBA Program

### **Ph.D. Degree Programs**

Doctor of Philosophy in International Management Studies

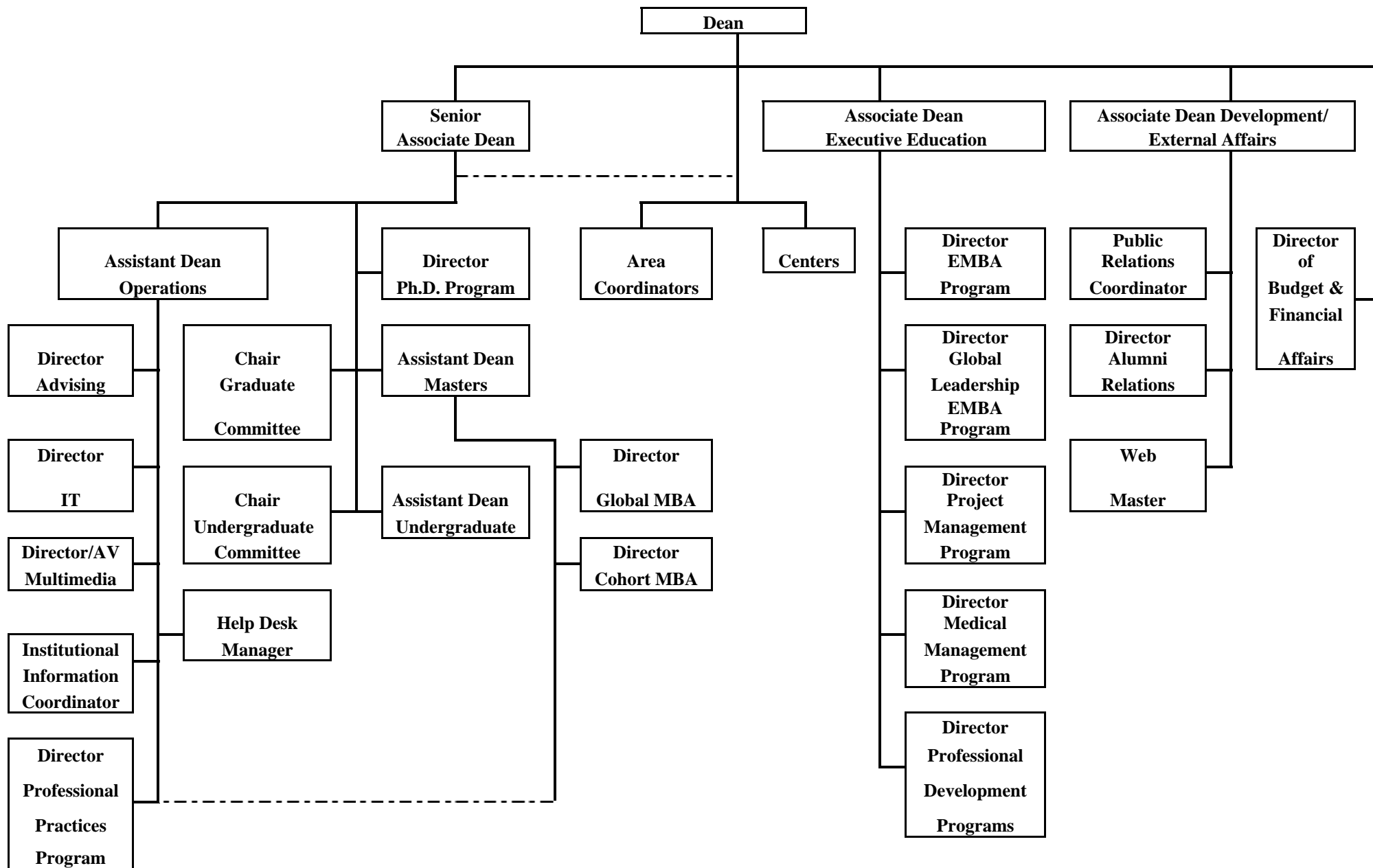
Traditional classroom approach

Doctor of Philosophy in Management Science

Traditional classroom approach

# Appendix II

## School of Management



## Appendix III

### Centers

#### Accounting and Information Management Center for Excellence

The mission of the AIM Center for Excellence of The University of Texas at Dallas' School of Management is to be an innovative leader in advancing knowledge at the frontiers of accounting and information management, to facilitate research to generate knowledge, and to provide a forum for the dissemination of that knowledge to professionals who can integrate it into private and not-for-profit management activities.

#### Center for Information Technology and Management

Directed by Dr. Michael J. Savoie, the Center for Information Technology and Management (CITM) focuses on wrapping the business case around new and emerging technologies. We have incorporated several methods to achieve our mission. Our Executive-in-Residence and Faculty-in-Residence programs provide leadership for all activities of the Center.

CITM's mission is accomplished through the use of internships, team projects, and partnerships with the business community. Clients can utilize services including idea evaluation (The Incubator), Graduate student class projects, and Center level projects (eRepository). We implement this by using a test bed environment initiative with clients, partners, and sponsors and evaluate for best practices to incorporate new technologies into real world activities. Through simulation, CITM can then identify issues that may arise from new technological implementations - issues that result in lost productivity and higher costs in the real world. Solutions to these issues are identified and tested before our partners invest millions of dollars in new technology.

#### Center for Intelligent Supply Networks

C4ISN aims to promote industry and university alliances through education, research, and consultation, advance scientific and operational knowledge in intelligent supply networks for manufacturing and services management and be the knowledge portal for the supply chain community.

#### Center for International Accounting Development: Advanced International Program in Oil and Gas Financial Management

The Center for International Accounting Development was created by The University of Texas at Dallas in 1976 in response to the growing needs of international, private, and public entities for research, training and development in the area of international financial management. The Center

emphasizes the dissemination, research, and development of accounting education, training, and practices for transition and developing economies. Some of its specific objectives are:

- Conduct courses and seminars in international accounting for private and public sector activities
- Assist in setting up international accounting systems and procedures
- Assist academic, commercial, and other institutions abroad in setting up educational programs and related forms of technical assistance
- Perform, in conjunction with outside organizations, accountancy-oriented evaluations, surveys, and research and development activities
- Issue regularly publications in the area of international accounting developments of potential benefit for domestic and foreign use.

#### Center for Practice and Research in Software Management

The School of Management recently formed the Center for Practice and Research in Software Management (PRISM) to be a leading center for interdisciplinary research in the areas of software management and economics. The Center's vision is to work with industry partners to enable research in software management and economics that shapes the future direction of the profession and influences practice. The first two research projects with industry partners involve the estimation of value impacts of collaborative product commerce software and costs of customizing enterprise software.

The scope of the Center's research will encompass a broad range of activities related to the development, maintenance, operation and evolution of software, the impact of leading-edge software management practices, and the role of software in creating competitive advantage. The research program will be complemented by executive education activities that impart cutting-edge knowledge to management and technical professionals in corporations and other organizations, and industry forum activities that enable the exchange of knowledge between those professionals.

#### Global Communications Strategy Forum

To evaluate what the future holds in the telecom sector, The School of Management at the University of Texas at Dallas will host a two day Global Communications Strategy Forum to be held on the campus of the University of Texas at Dallas in May 2004.

The event will include senior executives from technology and communications companies and the investment community, leading policymakers and academics of all shades who work on this sector.

In this forum we conceive the topic of strategy broadly to cover issues of relevance for upper level decision makers involved in the sector, investors, academics, and to others interested in asking the key questions:

- How is recently reinvigorated performance in this sector to be sustained?



- How are reliable investment bets to be placed?
- What are the components of the successful business models of tomorrow?

### The Institute for Excellence in Corporate Governance

The vision of IECG is to be the information source of choice for corporate directors and senior officers seeking guidance to effectively discharge their duties.

The mission of IECG is to provide corporate directors and senior officers practical, timely, in-depth understanding and guidance regarding the opportunities, responsibilities and risks associated with the effective discharge their fiduciary responsibilities. IECG's focus is on enhancing the abilities of corporate directors and senior officers to promote and protect the interests of all stakeholders.

IECG will achieve its mission by focusing on its unique strengths which include:

- Extensive and significant partnering of academics and practitioners
- An interdisciplinary approach to corporate governance
- A focus on the unique needs of both corporate directors and senior officers
- Strong, leading-edge research capability
- Preventing corporate liability issues from arising by delivering programs that assist corporate directors and senior officers in improving their performance, as opposed to merely limiting personal liability
- Programs built on a blend of conference and workshop formats emphasizing hands-on learning experiences
- Partnerships with other UTD schools and centers
- Involvement of top students from the UTD School of Management

### The Leadership Center at UTD

To establish a globally recognized center for leadership that embodies the core belief that effective and ethical leadership skills and practices can be learned and shared.

To bring together the academic structure and body of knowledge with the practical life experiences of leaders to create an effective learning environment.

To stimulate and fund multi-disciplinary research that will advance knowledge and understanding of effective leadership.

Appendix IV

SCHOOL OF MANAGEMENT

2002-2003 12 Month Budget

REVENUES

State Funding	12,630,669
Fees	3,300,000
Earnings and Grants	4,239,550
Endowment Income	110,000
Annual Contributions	126,400
<b>Total</b>	<b><u>20,406,619</u></b>

EXPENDITURES

Faculty Salaries	11,459,632
Teaching Assistants	1,690,693
Research Assistants	165,886
A&P Salaries	1,288,296
Classified Salaries	1,344,959
Wages	434,467
Benefits	568,865
Travel	323,258
M&O	2,937,346
Capital Equipment	193,217
<b>Total</b>	<b><u>20,406,619</u></b>

## Appendix V

“The Paper Chase,” Bapna, Ravi and Marsden, James, R., OR/MS Today, December 2002.

<b>Rank</b>	<b>Weighted Score</b>	<b>Department Name</b>	<b>School</b>	<b>University</b>
1	27.00	Operations and Information Management	The Wharton School	University of Pennsylvania
2	15.17	Operations Information and Technology	Graduate School of Business	Stanford University
3	13.75	Decision and Information Technologies	Robert H. Smith School of Business	University of Maryland
4	12.53	Management Sciences	Graduate School of Business Administration	University of Washington
5	11.53	Management Science and Information Systems	Graduate School of Business	University of Texas at Austin
<b>6</b>	<b>9.75</b>	<b>Management Science and Information Systems</b>	<b>School of Management</b>	<b>University of Texas at Dallas</b>
7	8.17	Information and Operations Management	Marshall School of Business	University of Southern California
8	7.25	Operations and Informations Management	School of Business	University of Connecticut
9	5.00	Decision Sciences Dept	School of Business Administration	National University of Singapore
	5.00	Management Information Systems	Commerce and Business Administration	University of British Columbia
11	4.83	Management Science	Smeal College of Business Administration	Pennsylvania State University
12	4.50	Business Informations Systems	School of Business and Management	Hong Kong Univ. of Science and Tech.
13	4.00	Management Science and Operations Management	W E Simon Graduate School of Business Administration	University of Rochester
14	3.95	Management Information Systems	K E Graduate School of Management	University of Arizona
15	3.75	Management Info Systems Dept	Terry College of Business	University of Georgia
16	3.50	MIS	Owen Graduate School of	Vanderbilt University

			Management	
17	3.42	Computer and Information Systems Dept	Business School	University of Michigan
18	2.83	Information and Decision Sciences	College of Business	University of Illinois at Chicago
19	2.78	Department of Computer Information System	College of Business Admin	Georgia State University
20	2.77	Management Science	College of Business Administration	University of South Carolina
21	2.67	Quantitative Methods and MIS Department	College of Business Administration	University of Tulsa
22	2.45	Management Science	College of Business Administration	Northeastern University
23	2.33	Decision and Information Systems	Kelley Graduate School of Business	Indiana University
24	2.25	Management Science and Systems	School of Management	SUNY - Buffalo
25	2.17	Information Systems and Decision Sciences	College of Administration and Business	Louisiana State University
26	2.00	Information and Decision Sciences	Carlson School of Management	University of Minnesota
	2.00	Decision Sciences and Information Systems	College of Business Administration	Florida International University
28	1.83	Information and Management Sciences	College of Business	Florida State University
29	1.67	Management Department	College of Business Administration	University of Notre Dame
	1.67	Dept of Info Systems	Weatherhead School of Management	Case Western Reserve University
31	1.58	Information Systems and Decision Sciences	College of Business Administration	University of South Florida
32	1.50	Informations Systems	L N Stern School of Business	New York University
33	1.33	Decision and Information Sciences	College of Business Administration	University of Florida
34	1.25	Department of MS & IS	School of Business Administration and Economics	California State University-Fullerton
35	1.17	Management Information	Cox School of Business	Southern Methodist

		Science		University
36	1.08	Management Science and Information Systems	School of Business	SUNY - Albany

**Table 1b: IS/IT/OR department comparisons (1997-present).**

## Appendix VI

Research Productivity in select INFORMS journals:

Information Systems Research  
INFORMS Journal on Computing  
Management Science  
Manufacturing and Service Operations Management  
Marketing Science  
Mathematics of Operations Research  
Operations Research

### **Top 25 University Business Schools 1996 - 2002**

<b>Rank</b>	<b>University</b>	<b>Weighted Score</b>
1	University of Pennsylvania	70.58333333
2	Massachusetts Institute of Technology	70.23333333
3	Columbia University	52.37619048
4	Carnegie Mellon University	40.96666667
5	Duke University	37.33333333
6	Stanford University	34.64285714
7	University of California at Los Angeles	32.41666667
8	University of Texas at Austin	30.86666667
9	University of California at Irvine	28.83333333
10	University of Chicago	26.06666667
11	New York University	23.53333333
12	Northwestern University	22.25
13	University of Michigan at Ann Arbor	19.66666667
14	Yale University	17.16666667
<b>15</b>	<b>University of Texas at Dallas</b>	<b>16.98333333</b>
16	University of Maryland at College Park	16.91666667
17	Harvard University	16.45
18	Washington University at St. Louis	15.86666667
19	Purdue University	15.5
20	University of British Columbia	14.58333333
21	University of Washington	14.33333333
22	University of Southern California	14.16666667
23	Ohio State University at Columbus	14.08333333
24	Pennsylvania State University	12.11666667
25	University of Pittsburgh	12

### **Top 25 University Business Schools 2000 – 2002**

<b>Rank</b>	<b>University</b>	<b>Weighed Score</b>
1	University of Pennsylvania	33.5
2	Massachusetts Institute of Technology	24.4
3	Columbia University	22.34285714
4	Stanford University	17.72619048
5	University of California at Los Angeles	16.41666667
6	Carnegie Mellon University	15.78333333
7	University of Maryland at College Park	14.08333333
8	University of California at Irvine	13.16666667
9	New York University	12.86666667
10	University of Texas at Austin	12.5
11	Duke University	12.16666667
12	Harvard University	10.5
<b>13</b>	<b>University of Texas at Dallas</b>	<b>10.31666667</b>
14	Washington University at St. Louis	9.2
15	University of Michigan at Ann Arbor	8.58333333
16	Northwestern University	8.41666667
17	Yale University	8.16666667
18	Ohio State University at Columbus	7.83333333
19	University of Chicago	7.16666667
20	University of North Carolina at Chapel Hill	7
21	University of Rochester	6.7
22	University of Minnesota at Minneapolis	6.33333333
23	University of British Columbia	6.16666667
24	Purdue University	5.25
25	University of Washington	4.83333333

## Appendix VII

### **US News and World Report MBA Program Rankings**

Rank	School	overall score	peer assessment	recruiter assessment	undergrad GPA	GMAT	acceptance rate	starting salary & bonus	grads employed at graduation	grads employed 3 months later	out of state tuition and fees	full-time enrollment
1	<a href="#">Harvard University (MA)</a>	100	4.8	4.7	3.60	705	9.7%	\$109,587	77.7%	88.9%	\$31,800	1,808
2	<a href="#">Stanford University (CA)</a>	97	4.8	4.4	3.58	716	7.9%	\$108,840	78.4%	81.7%	\$33,300	749
	<a href="#">University of Pennsylvania (Wharton)</a>	97	4.8	4.6	3.49	711	13.1%	\$107,047	74.0%	89.7%	\$33,269	1,601
4	<a href="#">Massachusetts Institute of Technology (Sloan)</a>	94	4.8	4.6	3.50	707	13.7%	\$101,922	72.9%	82.9%	\$32,470	744
	<a href="#">Northwestern University (Kellogg) (IL)</a>	94	4.8	4.7	3.45	700	13.0%	\$102,102	64.1%	87.8%	\$32,040	1,058
6	<a href="#">Columbia University (NY)</a>	91	4.4	4.3	3.50	711	10.6%	\$112,045	71.1%	84.1%	\$33,054	1,188
7	<a href="#">Duke University (Fuqua) (NC)</a>	90	4.4	4.1	3.59	701	18.1%	\$105,874	76.1%	89.0%	\$32,252	697
	<a href="#">University of California–Berkeley (Haas)</a>	90	4.6	4.2	3.55	703	11.2%	\$95,621	70.2%	88.5%	\$21,753	496
9	<a href="#">University of Chicago</a>	88	4.7	4.5	3.44	687	15.0%	\$101,975	68.5%	77.9%	\$32,602	990
10	<a href="#">Dartmouth College (Tuck) (NH)</a>	84	4.4	4.4	3.40	695	14.4%	\$103,413	68.9%	75.6%	\$32,490	463
11	<a href="#">University of Virginia (Darden)</a>	83	4.2	4.1	3.34	683	17.9%	\$99,216	80.9%	89.8%	\$31,343	564
12	<a href="#">New York University (Stern)</a>	81	4.3	3.8	3.40	700	15.2%	\$99,439	72.7%	83.3%	\$32,280	817
13	<a href="#">University of Michigan–Ann Arbor</a>	80	4.5	4.2	3.40	681	19.0%	\$100,645	58.8%	69.7%	\$32,686	862
14	<a href="#">University of California–Los Angeles (Anderson)</a>	79	4.3	3.9	3.60	699	15.1%	\$92,337	55.7%	74.1%	\$22,952	670
	<a href="#">Yale University (CT)</a>	79	4.1	4.1	3.50	698	15.1%	\$99,767	60.5%	75.5%	\$31,650	481
16	<a href="#">Cornell University (Johnson) (NY)</a>	77	4.2	4.2	3.35	673	22.2%	\$99,384	62.7%	73.8%	\$32,016	572
17	<a href="#">Carnegie Mellon University (PA)</a>	72	4.1	3.8	3.30	672	25.9%	\$92,101	67.4%	78.8%	\$29,960	469
	<a href="#">University of Texas–Austin (McCombs)</a>	72	4.0	3.8	3.37	678	29.3%	\$84,002	70.3%	81.5%	\$25,005	804
19	<a href="#">Ohio State University (Fisher)</a>	71	3.7	3.7	3.37	655	25.3%	\$87,279	71.6%	93.1%	\$23,466	289
20	<a href="#">University of Southern California (Marshall)</a>	70	3.9	3.8	3.35	684	21.3%	\$81,219	60.7%	83.7%	\$31,680	581
21	<a href="#">Emory University (Goizueta) (GA)</a>	67	3.7	3.7	3.40	675	24.0%	\$84,888	60.3%	80.4%	\$29,408	388
	<a href="#">University of North Carolina–Chapel Hill (Kenan-Flagler)</a>	67	4.1	3.8	3.20	671	30.1%	\$93,045	59.1%	70.2%	\$28,929	560
23	<a href="#">Indiana University–Bloomington (Kelley)</a>	66	3.9	3.8	3.35	651	22.4%	\$88,121	57.0%	71.9%	\$23,391	547
24	<a href="#">Georgetown University (McDonough) (DC)</a>	64	3.4	3.8	3.35	663	22.8%	\$92,159	53.9%	77.2%	\$29,976	528



	<a href="#">Purdue University–West Lafayette (Krannert) (IN)</a>	64	3.7	3.8	3.23	651	26.7%	\$90,243	66.4%	73.1%	\$23,582	295
26	<a href="#">University of Minnesota–Twin Cities (Carlson)</a>	63	3.6	3.5	3.20	645	39.6%	\$85,589	76.5%	86.3%	\$25,000	237
27	<a href="#">Rice University (Jones) (TX)</a>	62	3.3	3.7	3.30	630	39.0%	\$84,540	60.6%	95.5%	\$24,080	359
	<a href="#">University of Florida (Warrington)</a>	62	3.4	4.1	3.30	658	22.9%	\$65,757	56.5%	91.3%	\$668*	114
29	<a href="#">Brigham Young University (Marriott) (UT)</a>	61	3.1	3.6	3.62	650	43.9%	\$67,657	64.8%	89.0%	\$9,270	265
	<a href="#">University of Iowa (Tippie)</a>	61	3.2	3.3	3.30	638	37.5%	\$83,817	75.0%	94.4%	\$18,211	152
	<a href="#">University of Notre Dame (Mendoza) (IN)</a>	61	3.4	3.4	3.40	668	22.8%	\$79,243	59.2%	82.2%	\$26,485	322
	<a href="#">Washington University in St. Louis (Olin)</a>	61	3.7	3.7	3.26	651	35.0%	\$87,811	55.6%	69.9%	\$30,260	308
33	<a href="#">Penn State University–University Park (Smeal)</a>	60	3.5	3.4	3.35	645	24.0%	\$83,592	51.2%	85.7%	\$20,256	199
	<a href="#">University of Illinois–Urbana-Champaign</a>	60	3.7	3.4	3.30	640	31.3%	\$74,809	61.1%	84.7%	\$24,254	365
35	<a href="#">University of California–Davis</a>	59	3.2	3.7	3.30	669	23.6%	\$71,595	59.6%	84.6%	\$22,224	121
	<a href="#">University of Washington</a>	59	3.4	2.9	3.46	671	31.2%	\$73,856	63.4%	87.8%	\$17,569	258
37	<a href="#">Arizona State University–Main Campus (Carey)</a>	58	3.5	2.9	3.42	654	29.2%	\$80,026	54.5%	85.5%	\$20,105	296
	<a href="#">Michigan State University (Broad)</a>	58	3.5	3.3	3.30	639	22.0%	\$82,640	66.7%	77.4%	\$19,416	218
	<a href="#">University of Rochester (Simon) (NY)</a>	58	3.6	3.5	3.20	649	26.9%	\$90,782	58.2%	69.3%	\$30,660	417
	<a href="#">Wake Forest University (Babcock) (NC)</a>	58	3.2	3.6	3.20	639	47.1%	\$77,929	73.2%	87.6%	\$25,125	225
41	<a href="#">Boston College (Carroll)</a>	57	3.3	3.3	3.33	658	14.8%	\$81,449	62.1%	76.8%	\$874*	252
42	<a href="#">Tulane University (Freeman) (LA)</a>	56	3.1	3.1	3.30	663	54.3%	\$81,932	78.8%	80.8%	\$966*	203
	<a href="#">University of Georgia (Terry)</a>	56	3.3	3.6	3.29	658	26.6%	\$72,637	59.3%	77.8%	\$15,618	169
	<a href="#">University of Maryland–College Park (Smith)</a>	56	3.6	3.1	3.35	656	23.3%	\$81,864	54.4%	71.2%	\$22,257	419
45	<a href="#">Vanderbilt University (Owen) (TN)</a>	55	3.6	3.5	3.29	648	46.1%	\$80,688	47.2%	65.8%	\$30,018	445
46	<a href="#">University of California–Irvine</a>	54	3.3	3.6	3.34	682	30.7%	\$71,695	36.4%	70.7%	\$22,780	231
	<a href="#">University of Wisconsin–Madison</a>	54	3.5	3.3	3.30	632	27.0%	\$75,798	65.6%	72.0%	\$24,272	355
48	<a href="#">Babson College (Olin) (MA)</a>	53	3.3	3.2	3.12	643	39.2%	\$78,650	61.3%	84.0%	\$27,912	440
49	<a href="#">University of Arizona (Eller)</a>	52	3.5	3.3	3.34	636	58.7%	\$67,851	50.0%	76.7%	\$20,114	67
50	<a href="#">University of Pittsburgh (Katz)</a>	51	3.4	3.2	3.16	613	54.0%	\$74,539	60.9%	82.6%	\$35,168**	162
51	<a href="#">Georgia Institute of Technology (DuPree)</a>	50	3.2	3.5	3.20	645	39.3%	\$68,394	50.0%	77.1%	\$19,574	221
	<a href="#">Rutgers State University–New Brunswick and Newark (NJ)</a>	50	2.7	3.2	3.27	634	40.0%	\$76,051	76.5%	82.4%	\$18,026	206
	<a href="#">Southern Methodist University (Cox) (TX)</a>	50	3.2	3.3	3.22	660	30.1%	\$78,840	45.4%	69.1%	\$27,648	239

	<a href="#">Texas A&amp;M University–College Station (Mays)</a>	50	3.3	3.3	3.36	626	29.1%	\$79,850	53.9%	62.7%	\$16,800**	193
	<a href="#">University of Oklahoma (Price)</a>	50	2.8	3.5	3.59	629	45.3%	\$59,967	62.9%	77.1%	\$342*	111
56	<a href="#">Rensselaer Polytechnic Institute (Lally) (NY)</a>	49	2.8	3.7	3.18	611	64.1%	\$95,810	50.0%	68.8%	\$27,837	87
57	<a href="#">Clemson University (SC)</a>	48	2.6	3.0	3.35	615	33.3%	\$67,008	82.4%	91.2%	\$12,932	40
	<a href="#">DePaul University (Kellstadt) (IL)</a>	48	2.7	3.3	3.19	620	51.8%	\$77,431	67.6%	85.3%	N/A	62
59	<a href="#">College of William and Mary (VA)</a>	47	2.9	3.3	N/A	607	73.0%	\$77,487	63.2%	85.3%	\$21,758	179
60	<a href="#">University of Colorado–Boulder (Leeds)</a>	46	3.1	3.3	3.19	636	47.1%	\$75,883	8.6%	85.7%	\$20,402	121
61	<a href="#">Oklahoma State University</a>	44	2.4	3.2	3.40	602	68.4%	\$63,808	64.3%	90.5%	\$220*	113
	<a href="#">University of Massachusetts–Amherst (Isenberg)</a>	44	2.7	3.0	3.21	615	33.0%	\$74,388	56.0%	84.0%	\$15,498	70
63	<a href="#">Case Western Reserve University (Weatherhead) (OH)</a>	43	3.3	3.7	3.21	610	47.9%	\$70,498	32.4%	57.7%	\$28,960	322
64	<a href="#">University of Miami (FL)</a>	42	2.8	3.5	3.24	652	60.7%	\$51,764	56.4%	70.2%	\$1,010*	378
65	<a href="#">George Washington University (DC)</a>	41	3.0	3.8	3.25	618	31.2%	\$62,545	36.0%	57.3%	\$810*	271
	<a href="#">North Carolina State University</a>	41	2.5	3.0	3.37	622	47.7%	\$63,732	57.1%	81.0%	\$18,185	58
	<a href="#">SUNY–Albany</a>	41	2.4	3.3	3.39	558	41.7%	\$61,246	77.3%	86.4%	\$8,827	94
	<a href="#">Syracuse University (NY)</a>	41	2.8	3.1	3.18	629	41.5%	\$68,567	50.0%	72.2%	\$21,005	112
	<a href="#">University of Alabama–Tuscaloosa (Manderson)</a>	41	2.9	3.0	3.40	603	44.0%	\$57,781	59.1%	72.7%	\$11,224	116
70	<a href="#">Boston University</a>	40	3.0	3.1	3.14	632	33.9%	\$74,855	21.9%	71.9%	\$28,162	384
	<a href="#">CUNY Bernard M. Baruch College (Zicklin)</a>	40	2.9	3.3	3.20	644	18.8%	\$61,842	42.9%	62.9%	\$475*	128
	<a href="#">University of Missouri–Columbia</a>	40	2.9	3.0	3.37	613	76.1%	\$52,829	57.4%	76.6%	\$604*	205
	<a href="#">University of Oregon (Lundquist)</a>	40	2.9	2.7	3.06	632	47.2%	\$53,036	71.4%	88.6%	\$14,919	112
	<a href="#">University of South Carolina (Moore)</a>	40	3.0	3.4	3.21	630	54.2%	\$65,838	41.1%	58.9%	\$19,000	377
	<a href="#">Virginia Tech (Pamplin)</a>	40	3.0	3.3	3.24	635	36.4%	\$64,177	46.2%	57.7%	\$9,758	103
76	<a href="#">Iowa State University</a>	38	2.7	2.6	3.37	622	48.1%	\$46,167	59.3%	85.2%	\$13,296	72
	<a href="#">University of Connecticut</a>	38	2.8	2.6	3.44	628	62.5%	\$71,986	45.2%	61.9%	\$15,928	97
78	<a href="#">Claremont Graduate School (Drucker) (CA)</a>	37	3.3	3.2	3.20	614	49.1%	\$64,938	40.5%	48.6%	\$33,568	172
	<a href="#">Thunderbird Graduate School (AZ)</a>	37	3.3	3.5	3.20	600	80.4%	\$70,281	32.1%	45.4%	\$27,760	1,052
	<a href="#">University of Tennessee–Knoxville</a>	37	3.0	3.3	3.31	610	36.6%	\$65,636	34.2%	52.6%	\$23,370**	90
	<a href="#">University of Texas–Dallas</a>	37	2.5	2.8	N/A	641	48.3%	\$61,625	58.8%	76.5%	\$7,667	82
	<a href="#">University of Utah (Eccles)</a>	37	2.8	2.5	3.48	615	74.6%	\$46,663	45.5%	85.5%	\$14,178	179

## Appendix VIII

### **Financial Time EMBA 2003 Ranking**

Rank in 2003	Rank in 2002	Rank in 2001	School name	Country	Programme name	Alumi Survey					Business School Survey										FT research	
						Salary today (US\$)	Salary increase (%)	Career progress Rank	Work experience Rank	Aims achieved Rank	Woman faculty (%)	Woman students (%)	Woman board (%)	International faculty (%)	International students Rank	International board (%)	International course experience Rank	Languages Faculty with doctorates (%)	FT doctoral Rank	FT research Rank	Rank in 2003	
1	1	1	University of Pennsylvania: Wharton	U.S.A.	Wharton MBA for Executives	198,340	76	16	45	38	17	15	8	30	70	52	48	1	100	4	1	1
2	7	5	University of Chicago GSB	U.S.A. / Spain / Singapore	Executive MBA	200,761	69	19	3	4	12	18	16	38	7	12	10	1	98	13	4	2
3	6	21	Duke University: Fuqua	U.S.A.	Global Executive MBA	202,720	47	4	7	26	16	20	13	40	14	5	2	1	99	26	7	3
4	2	2	Columbia Business School	U.S.A.	Executive MBA	184,122	66	60	55	55	14	21	9	51	23	36	58	1	98	6	2	4
5	3	4	New York University: Stern	U.S.A.	Executive MBA	178,410	43	32	62	50	19	29	13	39	37	5	24	1	99	3	10	5
6	4	3	London Business School	U.K.	Executive MBA	144,512	81	12	32	8	11	25	6	74	8	63	24	1	99	23	12	6
7	8	6	Northwestern University: Kellogg	U.S.A.	Executive Master's	195,055	53	25	12	22	21	18	10	24	41	6	58	1	97	16	6	7
8	5	7	Instituto de Empresa	Spain	Executive MBA	149,291	173	1	53	1	34	38	22	47	11	80	58	2	79	57	53	8
9	new	new	Hong Kong UST Business School	China	Kellogg - HKUST Executive MBA	173,669	17	55	9	61	14	19	33	90	1	94	18	1	100	40	9	9
10	10	9	Emory University: Goizueta	U.S.A.	Weekend Executive MBA	159,333	46	7	6	42	32	23	16	24	39	6	37	1	95	57	5	10
11	9	new	GSBA Zurich	Switzerland	Executive MBA	120,726	49	2	2	3	28	14	12	84	4	56	4	2	92	50	61	11
12	11	15	University of Western Ontario: Ivey	Canada	Executive MBA	142,588	64	24	5	54	21	21	12	34	21	43	56	1	95	31	29	12
13	18	11	UCLA: Anderson	U.S.A.	Executive MBA	158,309	41	34	11	59	10	20	10	23	73	11	8	1	100	29	3	13
14	32	17	Purdue University: Krannert/ Tias	U.S.A. / Netherlands	International Masters in Management	110,095	49	37	27	32	11	20	14	17	12	2	1	1	95	10	25	14
15	new	new	Georgetown University: McDonough	U.S.A.	International Executive MBA	155,559	53	22	21	11	28	24	18	24	52	8	24	1	91	57	28	15
16	19	16	University of Southern California: Marshall	U.S.A.	Executive MBA	142,408	52	40	8	17	23	22	12	26	73	20	41	1	85	37	13	16
17	13	20	University of Illinois at Urbana-Champaign	U.S.A.	Executive MBA	117,908	56	33	35	62	24	32	16	30	64	0	24	1	99	1	15	17
18	12	12	Imperial College Business School	U.K.	Executive MBA	154,880	105	72	69	64	20	27	40	36	13	40	21	1	80	24	48	18
19	new	new	IMD	Switzerland	Executive MBA	155,577	49	9	1	9	9	12	2	98	3	70	12	1	95	57	49	19
20	20	18	Chinese University of Hong Kong	China	Executive MBA	153,590	44	69	10	57	20	30	17	52	9	45	45	2	89	48	26	20

21	21	41	University of Texas at Austin: McCombs	U.S.A.	Option II Executive MBA	148,783	52	46	68	6	28	19	16	18	31	0	41	1	92	8	16	21
22	15	10	City University: Cass	U.K.	Executive MBA	143,374	85	59	36	53	14	18	17	46	9	33	58	1	70	13	45	22
23	16	8	Iese Business School	Spain	Executive MBA	109,001	60	23	61	49	12	16	4	29	50	78	37	2	99	35	52	23
24	14	17	Australian Graduate School of Management	Australia	MBA (Executive)	108,629	61	52	42	40	23	30	17	51	72	17	58	1	96	39	18	24
25	44	32	Temple University	U.S.A.	Executive MBA	136,186	62	47	71	41	20	31	23	15	6	46	9	1	95	15	36	25
26	43	new	University of California at Irvine	U.S.A.	Executive MBA	156,160	46	71	19	17	36	20	13	32	34	15	30	1	98	40	17	26
27	33	28	University of Wisconsin - Madison	U.S.A.	Executive MBA	127,695	51	20	20	43	25	32	26	22	47	3	48	1	100	26	22	27
28	30	27	Boston University School of Management	U.S.A.	Executive MBA	161,773	48	61	48	36	25	20	15	27	42	15	30	1	80	32	27	28
29	35	43	Ashridge	U.K.	Executive MBA	152,514	157	17	47	12	26	12	60	37	5	40	37	1	37	57	56	29
30	27	19	University of Rochester:Simon	U.S.A. / Switzerland / Netherlands	EDP, Executive MBA (inc. Bern and Nyenrode)	113,224	51	21	30	24	14	23	9	38	36	35	5	1	92	37	32	30
31	28	25	University of North Carolina: Kenan-Flagler	U.S.A.	Executive MBA	109,084	34	62	50	15	16	15	12	25	47	4	58	1	96	19	8	31
32	new	new	University of Toronto: Rotman	Canada	Executive MBA	107,605	49	29	29	25	24	15	42	56	2	50	3	1	93	26	21	32
33	24	24	Case Western Reserve: Weatherhead	U.S.A.	Executive MBA	146,756	32	57	14	35	20	23	16	38	46	0	41	1	96	21	69	33
34	42	29	Ceibs	China	Executive MBA	161,645	112	49	28	65	13	16	10	69	56	50	58	1	88	57	55	34
35	23	14	Warwick Business School	U.K.	Executive MBA	76,643	59	56	63	44	37	24	21	34	17	21	58	1	85	1	40	35
36	45	35	Washington University: Olin	U.S.A.	January Executive MBA	137,282	42	26	46	39	18	19	9	45	35	0	30	1	90	46	11	36
37	41	48	Henley Management College	U.K.	Modular Two Year MBA (Executive)	134,345	99	27	33	21	30	33	13	23	20	16	14	1	51	17	67	37
38	37	23	Michigan State University:Broad	U.S.A.	Executive MBA	143,403	36	38	13	72	21	21	16	5	63	4	54	1	98	7	24	38
39	new	new	Rice University: Jones	U.S.A.	Executive MBA	161,045	49	48	16	5	26	21	10	30	29	2	58	1	96	57	19	39
40	new	new	Concordia University: Molson	Canada	Executive MBA	99,571	66	39	73	28	20	32	23	71	18	26	24	1	92	43	62	40
41	31	36	SMU: Cox	U.S.A.	Executive MBA	150,103	46	74	4	51	22	15	15	15	47	5	21	1	93	57	44	41
42	38	42	University of Bath School of Management	U.K.	Executive MBA	113,606	107	10	41	10	24	17	16	22	38	11	58	1	78	19	46	42
43	new	new	WHU: Beisheim	Germany	Kellogg - WHU Executive MBA	126,619	85	8	66	2	7	23	12	48	27	6	10	1	93	10	14	43
44	29	new	University of Minnesota: Carlson	U.S.A.	Executive MBA	127,179	54	35	52	63	23	30	11	25	50	2	30	1	91	32	23	44
45	17	26	Thunderbird	U.S.A.	Executive MBA in International Management	127,786	43	73	17	68	33	20	12	39	19	17	21	2	94	57	50	45
46	39	38	Queen's School of Business	Canada	Executive MBA	118,147	48	51	31	34	23	24	20	39	30	20	48	1	82	53	39	46
47	40	30	University of Notre Dame: Mendoza	U.S.A.	Executive MBA	138,448	52	28	67	52	17	16	14	7	68	3	58	1	99	57	20	47
48	34	24	University College Dublin: Smurfit	Ireland	Executive MBA	92,025	48	63	64	29	23	13	11	27	43	60	58	2	90	44	60	48
49	36	33	Cranfield School of Management	U.K.	Executive MBA	102,376	55	30	43	14	23	26	38	14	16	23	54	1	59	8	68	49

50	26	40	Rotterdam School of Management	Netherlands	Executive MBA	94,381	58	18	39	23	11	16	9	31	15	27	14	1	96	17	37	50
51	48	49	Stockholm School of Economics	Sweden	Executive MBA	92,149	8	6	15	16	21	19	11	12	54	0	45	2	98	5	65	51
52	46	47	Bradford University School of Management / Nimbass	U.K./Netherlands	Executive Part-time MBA	92,781	67	43	60	31	35	20	36	33	32	27	14	1	69	10	47	52
53	25	31	Baylor University	U.S.A.	Executive MBA - Dallas	106,013	19	70	26	30	20	41	11	2	68	0	13	1	95	57	63	53
54	47	37	Essec Management Education	France	Executive MBA	106,563	59	11	22	66	22	8	14	30	25	0	35	2	83	52	72	54
55	49	39	Wake Forest University:Babcock	U.S.A.	Fast-Track Executive MBA	136,114	66	41	38	69	10	10	10	5	56	4	30	1	95	57	34	55
56	new	new	Drexel University: LeBow	U.S.A.	Executive MBA	125,426	67	3	58	7	22	12	21	38	22	14	37	1	97	32	58	56
57	new	new	University of Pittsburgh: Katz	U.S.A.	Executive MBA	138,005	44	31	24	47	19	22	3	17	33	0	53	1	93	24	31	57
58	new	new	University of Tennessee at Knoxville	U.S.A.	Executive MBA	138,724	36	44	23	13	16	19	15	11	62	0	6	1	92	35	59	58
59	22	new	ESCP - EAP	France	Executive MBA	91,698	48	14	44	71	22	10	9	34	24	70	6	2	78	57	70	59
60	new	new	College of William and Mary School of Business Administration	U.S.A.	Executive MBA	119,055	51	42	40	19	25	31	10	18	59	3	58	1	100	57	54	60
61	new	new	University of Texas at Dallas	U.S.A.	Executive MBA	136,156	52	5	37	33	18	19	22	31	59	0	56	1	88	48	38	61
62	new	new	Pepperdine University: Graziadio	U.S.A.	Executive MBA	144,216	33	68	34	48	20	26	6	7	56	0	24	1	95	57	73	62
63	new	new	Universität St.Gallen	Switzerland	Executive MBA	107,531	49	13	18	37	10	17	18	57	28	9	14	2	100	47	66	63
64	new	new	Tel Aviv University: Recanati	Israel	Executive MBA	104,908	11	64	57	20	13	17	6	12	73	50	58	2	99	44	41	64
65	new	new	University of Iowa:Tippie	U.S.A.	Executive MBA	102,579	32	65	59	45	18	26	17	20	59	0	45	1	93	29	42	65
66	50	46	Tulane University: Freeman	U.S.A.	Executive MBA - New Orleans/Houston	95,664	38	58	70	70	19	15	7	21	45	4	48	1	93	40	30	66
67	new	new	Vlerick Leuven Gent	Belgium	Executive MBA	97,692	54	15	75	27	24	16	0	7	40	100	19	1	98	53	64	67
68	new	new	Georgia State University: Robinson	U.S.A.	Executive MBA	120,032	37	75	56	60	29	27	17	4	52	0	35	1	86	21	51	68
69	new	new	Vanderbilt University: Owen	U.S.A.	Executive MBA	111,051	55	36	25	46	18	20	8	16	55	8	48	1	98	55	57	69
70	new	new	Georgia Institute of Technology:DuPree	U.S.A.	Executive MBA	89,781	22	54	51	74	14	16	14	30	26	0	41	1	97	51	43	70
71	new	new	Brigham Young University: Marriott	U.S.A.	Executive MBA	102,676	82	45	74	58	7	7	7	2	64	1	19	1	92	57	35	71
72	new	new	Athabasca University	Canada	Executive MBA	88,002	52	67	54	56	50	31	27	42	67	18	58	1	92	57	71	72
73	new	new	University of Miami School of Business	U.S.A.	Executive MBA	95,117	39	66	72	75	27	32	20	16	70	0	58	1	88	56	33	73
74	new	new	IAE Management and Business School	Argentina	Executive MBA	78,275	29	53	65	67	9	16	0	33	44	57	58	2	51	57	74	74
75	new	new	Ipade	Mexico	Executive MBA	100,980	35	50	49	73	7	15	15	8	64	19	58	1	30	57	74	75