

**UNIVERSITY OF FLORIDA
DEPARTMENT OF MARKETING
PH.D. PROGRAM EDUCATIONAL POLICY MANUAL**

Revised June 2025

Note: The policies and requirements listed in this document are subject to change. It is the student's responsibility to stay informed about any critical dates, policies, and degree requirements posted by the Graduate School.

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I. PROGRAM OVERVIEW

The primary purpose of the Ph.D. program in Marketing is to prepare candidates for productive accomplishments as scholars at well-regarded research institutions. The creation and appreciation of new knowledge developed through scientific inquiry and the dissemination of that knowledge are the fundamental responsibilities of scholars. In preparing candidates for those responsibilities, the Ph.D. program emphasizes the development of sophisticated research skills.

The importance of research, including its implications for teaching and service, is emphasized in all stages of the Ph.D. program. Admission of students to the program is based on assessments of their interest in, and understanding of, the importance of research and of their intellectual capacity and motivation to succeed in the program. The curriculum includes both substantive and methodological coursework, as well as elements designed to provide first-hand experience in the conduct of scholarly research.

All students are expected to achieve depth in relevant theoretical areas, become familiar with the literature in the field of marketing, and to gain and evidence a knowledgeable managerial perspective on the field. The program also requires each student to become proficient in one or two related fields, to master the tools and methods of empirical research, and to demonstrate competence in conducting empirical research. Those students interested in pursuing careers in academe are strongly encouraged to develop skills in teaching.

In addition to the above program elements, the Ph.D. program requires each student to develop a scholar's perspective on, and mastery of, an area of inquiry in which the student seeks to make an original research contribution. The program possesses sufficient flexibility to allow the student, in conjunction with his/her supervisory committee, to design a program of study in

accordance with the student's individual professional interests and educational objectives.

Upon graduation from the Ph.D. program, a candidate will have a sound knowledge of the marketing discipline, a research program solidly based in scientific method, and a level of expertise in teaching and disseminating the results of original research. The successful doctoral student will leave with the habits and the attitudes that constitute a research ethic.

II. PROGRAM STRUCTURE

The Ph.D. program is comprised of several interrelated areas of activity designed to complement each other in the development of the student into a first-rate Marketing scholar. These activities fall into three general categories: formal coursework requirements, participation in Marketing workshops, and research involvement. Each of these is described below.

A. Coursework Requirements

The curriculum consists of coursework in three areas: research foundations, the major field and electives. Marketing Ph.D. students are required to take all the marketing Ph.D. courses and seminars offered in their respective concentration (i.e., behavioral or quantitative) prior to their admission into candidacy. In addition, students in the behavioral track are required to take at least one quantitative marketing seminar (typically, MAR 7666, Marketing Decision Models I) and students in the quantitative track are required to take at least one behavioral marketing seminar (typically, MAR 7507, Perspectives in Consumer Behavior).

To the extent possible, the Research Foundations and Major Field courses should be completed successfully during the first two years in the program. Course requirements can be waived, deferred to a later term, or substituted at the discretion of the Graduate Coordinator,

based on the student's academic background and a recommendation by the student's faculty advisors. First- and second-year students must have their course selections for the fall and spring semesters approved in advance by the Graduate Coordinator, in consultation with relevant faculty members.

Research Foundations

Research foundations courses are made up primarily of methodology-oriented courses considered essential to the development of a high-quality program of research. Students with prior academic training at an acceptable level may substitute more advanced courses for the math and introductory statistics courses, based on the advice of their supervisory committee and the Graduate Coordinator.

Required Research Foundations courses for students with a behavioral research focus include the following (or equivalent courses, as determined by the Graduate Coordinator):

1. STA 6166 Statistical Methods in Research I and
STA 6167 Statistical Methods in Research II
2. MAR 6930 Experimental Design and Analysis
3. MAR 7636 Research Methods in Marketing

Required Research Foundations courses for students with a quantitative research focus consist of a minimum of seven courses in total from sections 1—4 below (i.e., microeconomics, econometrics, and machine learning). These must include:

1. A foundational microeconomics course (this may be waived based on academic background):
ECO 7115 Microeconomic Theory

2. At least one of the following additional microeconomics courses:
ECO 7116 Microeconomic Theory II
AER7108 Microeconomic Theory II
3. At least two econometrics/statistics courses:
STA 6207 Regression analysis
STA 7348 Bayesian Theory
ECO 7426 Econometric methods 1
ECO 7427 Econometric methods 2
STA 6326 Introduction to Theoretical Statistics 1
STA 6327 Introduction to Theoretical Statistics 2
STA 6276 Statistical Computing 2: Monte Carlo Methods
ECO 7415 Statistical Methods in Economic
STA 7466 Probability Theory 1
STA 7467 Probability Theory 2
4. At least one of the following Machine Learning courses:
CAP 6610 Machine Learning
CAP 6617 Advanced Machine Learning
CAP 6615 Neural Networks OR EEL 6814 Neural networks and Deep learning
EEL 6825 Pattern recognition
EEL 6504 ML for Time Series
CAI 6307 Natural Language Processing

The Major Field

This set of courses is the “core” of the Marketing Ph.D. program and consists primarily of seminars covering the various substantive research areas in the discipline. As mentioned above, students are generally required to take all the marketing Ph.D. seminars in their respective concentration that are offered prior to their admission into candidacy. These typically include:

1. MAR 7507 Perspectives in Consumer Behavior (Behavioral & Quantitative)
2. MAR 7666 Marketing Decision Models I (Quantitative & Behavioral)
3. MAR 7588 Consumer Information Processing and Decision Making (Behavioral)
4. MAR 7932 Consumer Psychology (Behavioral)
5. MAR 6930 Introduction to Machine Learning (Quantitative)
6. MAR 7626 Multivariate Statistical Methods in Marketing (Quantitative & Behavioral)

In addition to these courses, students in the behavioral track take a Data Science Seminar (MAR 6930, Special Topics in Marketing: Data Science), ideally during their first summer in the program. All students are required to complete a Teaching Preparation Seminar (BTE 7171), typically offered in summer, before performing teaching assignments. Students without prior academic background in marketing are required to audit one marketing management class before performing their teaching assignment.

Electives

Elective courses bolster the student’s expertise in his or her selected area of research. Electives may be taken at any stage, either inside or outside the Marketing Department. Students with a behavioral research focus are expected to take relevant courses in psychology, such as Social Psychology (SOP 6099), Attitudes and Social Cognition (SOP 6419), and Cognition (EXP 6609). They are also strongly encouraged to take advanced research methods courses such as

Structural Equation Models (EDF 7412) or Analysis of Categorical Data (STA 6505).

In addition to the courses listed above, marketing Ph.D. students may enroll in Supervised Research (MAR 6910), Advanced Research (MAR 7979), or Supervised Teaching (MAR 6940) during their teaching semester. After passing their Qualifying Examination and advancing to candidacy, students enroll in Doctoral Research (MAR 7980). Students should work closely with their supervisory committee and the Graduate Coordinator in planning an appropriate set of elective courses. Students must satisfy the University's minimum credit and grade requirements for the Ph.D. degree.

B. Marketing Workshop

Throughout the year, the Marketing Department holds research workshops that feature presentations by University of Florida faculty and students, leading scholars from other institutions, and candidates for faculty positions. All Ph.D. students are required to attend these workshops, except when they conflict with approved academic activities. The workshops provide an excellent forum for keeping abreast of recent research developments as well as the opportunity for students to meet leading researchers in the field. The Marketing Workshop is a vital component of the overall intellectual atmosphere represented by the Ph.D. program.

Starting in their second year in the program, Ph.D. students are required to present their research in the workshop at least once each year. The content and scope of the presentation will be determined in consultation with the student's chairperson or the Graduate Coordinator.

C. Research Involvement

The importance of active research involvement on the part of the student from the very onset of the program cannot be over emphasized. Most students admitted to the program receive Graduate Assistantships and are assigned as research assistants to Marketing faculty members.

Often, these assignments lead to collaborative research projects between students and faculty.

The program has several formal research requirements, which are discussed in detail in the next section of this document. In addition to meeting the formal requirements, however, the expectation of the faculty is that each student will strive to develop and pursue an independent program of research during their years in the program. This requires a strong scholarly orientation and high degree of motivation on the part of the student.

Students must understand that the formal research requirements listed below merely represent the minimum necessary to successfully complete the program. These formal requirements may not reflect the high productivity expectations of the academic job market.

In addition to attendance and active involvement in the workshop series described above, students are strongly encouraged to regularly read the major journals in the field (the *Journal of Consumer Research*, the *Journal of Marketing*, the *Journal of Marketing Research*, *Marketing Science*, and the *Journal of Consumer Psychology*), as well as the major journals in fields related to the student's concentration.

III. FORMAL RESEARCH REQUIREMENTS

There are four major formal research requirements that must be met: the first-year field examination; the first- and second-year papers; the qualifying examination, which consists of a major conceptual paper and an oral component; and the dissertation. Each is described below.

A. First Year Field Examination

A comprehensive examination must be passed at the end of the student's first year in the program. The field exam measures the student's comprehension of their chosen field's

methodology, theoretical construction, and empirical evidence, and the student's preparedness to embark on a research program that will eventually lead to a successful dissertation.

The field examination will be taken immediately following the University's Final Exam week, at the end of the spring semester. The specific contents, requirements, and procedures of the field examination shall be determined each spring by the faculty in the student's area of specialization.

Evaluation. The field examination will be graded by a faculty committee within two weeks of the exam submission date. The committee will assign the exam a grade of "pass" or "fail". Shortly after this evaluation, the faculty will meet to discuss the student's performance and make recommendations regarding the student's status in the program.

B. First- and Second-Year Summer Research Paper

In addition to the research involvement encouraged throughout the Program, students are required to actively engage in a viable research project by their first summer in the program. To help them advance this goal, students are required to submit a written research manuscript no later than the first day of the fall semester following their first and second summers in the program. During the summer period, students should have access to faculty guidance and supervision.

A summer paper may reflect collaborative work between the student and an appropriate faculty supervisor or other researchers, but the student must make a substantial contribution to the project. The topic and basic plan for the project must be approved by the student's chairperson or the supervising faculty member prior to the first day of the summer term on which the paper is due. The criteria for approval are as follows:

1. There exists a project proposal document.

2. At least 2 faculty members, including the chairperson, see the project as having a reasonable chance to be publishable in a “second-tier” journal or better (assuming the results turn out as expected).

Report and presentation. The content and format of the summer paper should closely parallel those of a manuscript submitted for possible publication to one of the field’s scholarly journals. The student is responsible for writing the paper that will be submitted. It is strongly recommended that the chairperson or supervising faculty read and comment on a draft of the manuscript prior to its submission to the Graduate Coordinator, who will make the summer paper available for other faculty members to read. The student will present the research at the marketing workshop early in the fall semester.

C. Qualifying Examination

A qualifying examination must be passed before a student is admitted to candidacy for the Ph.D. degree. Consistent with University of Florida Graduate School requirements, the marketing qualifying examination consists of both written and oral components (see below). A student must pass both the written and oral components before they are considered to have passed the qualifying exam. The Graduate School requires that at least two terms elapse between the oral portion of the qualifying examination and the degree conferral date. This requirement is satisfied as long as the student completes their qualifying examination by the midpoint of the semester preceding the one in which they intend to graduate.

The student’s supervisory committee is responsible for administering and evaluating the exam. A minimum of four qualified faculty will read the written component and attend the oral component of the exam, as dictated by Graduate School guidelines. Beyond this minimum requirement, any member of the Marketing Department graduate faculty may elect to participate

in any student's qualifying exam.

Written Component of the Qualifying Examination

The written component of the qualifying examination differs for students with a behavioral versus a quantitative focus, reflecting the distinct nature of research contributions in each area.

Behavioral students. For students with a behavioral focus, the written component of the qualifying examination is a Conceptual Paper, to be prepared independently by the student over several months. The Conceptual Paper is due no later than the first day of classes in the fall semester of the student's third year in the program. Therefore, topic selection and work on the Conceptual Paper should begin as early as possible, ideally in the fall semester of the second year. The student's supervisory committee, which typically consists of at least four members, will read and grade the paper. If the Conceptual Paper is deemed satisfactory, the oral component of the exam may then be scheduled.

The Conceptual Paper is to be an integrative review of an important area of research in the field of marketing. For example, see Debbie Roedder John, "Consumer Socialization of Children: A Retrospective Look at Twenty-Five Years of Research," *JCR*, December 1999, or Joseph W. Alba and J. Wesley Hutchinson, "Knowledge Calibration: What Consumers Know and What They Think They Know," *JCR*, September 2000. The paper should, at a minimum, include theoretical propositions that are testable in principle, as well as implications and priorities for future research in the area. The paper should be capable of forming the basis for the student's dissertation research, though it will typically be broader than the dissertation itself. It is hoped that the paper, or parts thereof, may be publishable in one of the field's major journals.

Quantitative students. For students with a quantitative focus, the written component of

the qualifying examination consists of a detailed research proposal for their dissertation project. The proposal is due no later than the first day of classes in the summer semester following the student's third year in the program. This later deadline, compared to the behavioral area, accounts for the extended period needed to build technical skills for quantitative students.

The quantitative dissertation proposal should generally include the following components:

- a. Title: A working title that succinctly describes the focus of the research. If the project requires funding, external resources, or data, these should be identified.
- b. Introduction: Briefly introduce the topic and research problem, explain the relevance of the study to the marketing field, and provide a rationale for why the research is important, often tying it to current market trends or gaps in existing literature. Clarify the expected contribution.
- c. Literature Review: Summarize key theories, models, and past research related to the topic, identify gaps in the existing research that the proposal will address, and establish the theoretical framework that will guide the research. Explain how this research is positioned relative to past research (e.g., extends, refutes, or orthogonal).
- d. Research Questions and Objectives: Clearly state the main research question(s) your study will answer. Sub-questions may explore specific aspects of the main question. Identify the objectives of the research, such as investigating consumer behavior or analyzing the effectiveness of marketing strategies.
- e. Hypotheses or Assumptions: Present any hypotheses you plan to test during the research. If the work is theoretical, what are the propositions, assumptions, and justifications for assumption and modelling issues?

- f. Proposed Methodology: For analyses involving data, specify the Research Design (e.g., will you use qualitative, quantitative, or mixed methods?), Data Collection (i.e., how you will gather data), Sampling (specify your target population and how you plan to sample this population), Data Analysis (describe the quantitative techniques you will use to analyze the data

For Analyses not employing data, specify what observations, examples and ideas motivate the analysis, clarify the Methodology (e.g., game theory, choice theory, control theory) and why it was selected, and discuss what testable Predictions your theory or model make.

- g. Expected Outcomes: Outline the potential findings you expect based on your hypotheses or research questions. Discuss how these findings could contribute to both marketing theory and practice.
- h. Implications for Marketing Practice: Explain the practical significance of your research.
- i. Timeline: Provide a timeline that shows how you plan to complete each stage of the research, including literature review, data collection, analysis, and writing.
- j. Limitations: Discuss potential limitations of your study, such as data access issues, biases, or constraints in generalizing the results.
- k. Conclusion: Summarize the significance of answering the research questions and how it contributes to the field of marketing.
- l. References: List the key academic references you have consulted to build your proposal, following a proper citation style.

Regardless of the area (i.e., behavioral or quantitative), it is crucial that the student and the supervisory committee chairperson communicate and agree about the general domain of the

Conceptual Paper / Dissertation Proposal at an early stage of the process. An informal meeting of the student with supervisory committee members, at least several months before the submission deadline, may be instrumental in that regard. In some cases, the student may wish to reconstitute the supervisory committee at that time, if the evolution of his or her research interests has made such changes necessary or desirable.

In all cases, however, the written component of the Qualifying Examination is to be an independent effort by the student once its general domain is agreed. Faculty members may provide feedback and advice at a high level but will not be involved with activities such as reading and commenting on early drafts of the document or assisting with edits and revisions. The intent of this component of the Qualifying Examination is to develop the student's capacity for independent creative research, so the role of the faculty is necessarily more subdued and nondirective than is the case for the first- and second-year summer projects.

Submission. The written component of the Qualifying Examination will be submitted to the Graduate Coordinator no later than the first day of the fall (behavioral) or summer semester (quantitative) of the student's third year in the program. Students who fail to submit a paper on the due date will be assigned a grade of 'Fail.' Students wishing to receive an extension must receive written permission from their Supervisory Committee at least two weeks prior to the official submission date. A written request for an extension must be submitted to the Graduate Coordinator. The extension period cannot exceed one month.

Evaluation. The written Qualifying Examination will be evaluated within one month of the submission date. A minimum of four faculty must grade the paper (typically, the student's Supervisory Committee), although all faculty are invited to participate in the process. Subsequent to the individual faculty evaluations of the Paper, the Chairperson will convene a meeting of a

minimum of four graders. This grading committee will agree upon a grade and the Chairperson will report this grade to the Graduate Coordinator and student.

Faculty graders will provide written comments about the exam to the chairperson. The chairperson will organize and summarize the constructive feedback of the graders.

The criteria that are of importance in judging the scholarly contribution of the paper are:

- Clarity of communication, including logical organization
- Critical evaluation of the pertinent literature rather than simple descriptions of past research
- Insightfulness and novelty of the perspective offered, including integrativeness
- Thoroughness and comprehensiveness of the treatment (though this criterion is less important than the preceding ones)
- Quality of the propositions and research directions yielded by the analysis

Outcomes. Following the assessment of the paper by at least four faculty, three possible outcomes exist:

1. “Pass.” In this case the paper is judged to be adequate in all respects. The oral component of the examination is then scheduled for the earliest possible date.
2. “Revise.” In this scenario, the paper is judged adequate in most important respects but suffers from one or more flaws. The student is given diagnostic feedback and is given one month to prepare a revised version that addresses the shortcomings. Although this process sometimes may go through multiple iterations, it is expected that the first revision will yield a satisfactory outcome, in which case the oral component will proceed as described above.

3. “Fail.” In this scenario, which is hoped to be a very rare occurrence, the paper is judged to be of virtually no merit. At this point, the grading committee has the option to recommend that (1) the student “start from scratch” on a new topic or (2) the student leave the program. The recommendation will be presented to the entire faculty for approval. A majority vote of the faculty will determine the consequences of the failing grade. In the event the student is given the opportunity to “start from scratch,” the new written examination must be submitted no later than one semester after the original respective submission date. At this point, the grading process will begin again. A second failing grade will result in dismissal from the program.

Oral Component of the Qualifying Examination

Purpose of the Oral Exam. The oral examination should be used to discuss, defend, and determine the topic, scope, and goals for the student’s dissertation research project. As such, it constitutes a contract between the student and the committee regarding what is expected of the student and what will constitute a successful completion of the dissertation project at the final Dissertation Defense. The supervisory committee has the responsibility at this time of deciding whether the student is qualified to continue work toward the Ph.D. degree.

Scheduling the Oral Exam. The oral exam should be scheduled for the earliest possible date upon receiving a passing grade on the written qualifying examination. Once the oral exam is passed, the student is advanced to candidacy. Between the oral part of the qualifying examination and the date of the degree there must be at least 2 terms.

The supervisory committee chair shall meet with committee members before admitting the student to the oral examination. The oral examination must be held on campus, and the student and the committee chair are required to be in the same physical location. All other

committee members, including the external, can participate via remote communication technology, provided that all participants are present synchronously and that members' questions are asked and answered in "real time." With the support from other members, the Chair of the student's supervisory committee is responsible for ensuring the academic integrity of the evaluation; in particular, the Chair is responsible for ensuring that the student does not receive unauthorized assistance during the evaluation. Consistent with Graduate School guidelines, the external member is charged with assisting in this effort, ensuring that the evaluation is valid and fair, and that Graduate School policies are met.

D. The Dissertation

The doctoral dissertation is designed to demonstrate that the candidate is capable of conducting significant independent scholarly research. The dissertation is expected to be of such scope, magnitude, and originality as to indicate that the student has acquired a command of the marketing area being investigated and that s/he has the ability to contribute new knowledge or outlook to the field.

The dissertation represents the most important research endeavor of the student's doctoral program. The dissertation project is expected to be of substantial magnitude; the final paper should be of sufficient originality and quality to merit publication, either in whole or in parts as professional journal articles. The dissertation thus serves as the primary "positioning" of the student in the marketing discipline; i.e., the dissertation serves as a way for the student to show others in the field what the content and quality of the student's research will be, at least for the early portion of his or her career.

Final defense. In order to graduate, the student must submit the completed written dissertation for the supervisory committee's formal approval. The student is also required to

present the dissertation research to the supervisory committee. This presentation constitutes the Ph.D. Final Examination. Refer to the Qualifying Exam section above for the University's policy regarding in-person or remotely administered examinations.

IV. ADMISSION POLICIES

People who believe their background, experience, or special qualifications are consistent with the goals of the Ph.D. program are encouraged to apply. In evaluating applicants for admission, the Admission Committee will consider:

- (a) The degree of congruence between the applicant's goals and interests and the requirements and objectives of the Ph.D. program
- (b) The applicant's level of academic preparedness for the program and, to the extent possible, their likelihood of successfully fulfilling the program's goals and requirements
- (c) The applicant's written and oral communication effectiveness

V. PROGRAM ADMINISTRATION

Administration of the Marketing Ph.D. program is contingent on the University's policies and procedures. Doctoral students are strongly encouraged to read the relevant policies on the University of Florida's Graduate School website. This policy document may be revised or updated from time to time.

A. Supervisory Committee

Members of the supervisory committee shall be appointed by the Graduate Coordinator in

consultation with the student, with major consideration being given to the student's educational and research interests.

Procedure. A temporary committee will be appointed for each student prior to registration for courses in the second semester of study. This committee is composed of faculty members from those areas in which the student expresses strong initial interests. A major purpose of this temporary committee is to make preliminary assessments of the student's ability to work in the areas of initial interest and to stimulate the student to evaluate carefully his/her own interests and qualifications with respect to these areas. This committee will also provide the preliminary counseling regarding course registration and will advise the student of the requirements for the first-year summer research project.

A more permanent supervisory committee must be established no later than the end of the second semester of the student's tenure in the Ph.D. Program. In some cases, the student may request to change the composition of the supervisory committee at a later time, if the evolution of his or her research interests has made such changes necessary or desirable. Such changes must be approved by the Graduate Coordinator before they can be made official.

Membership. The supervisory committee for a candidate for the doctoral degree shall consist of no fewer than four members selected from the Graduate Faculty. At least two members (including the Chair) are drawn from the Marketing Department's Graduate Faculty, and at least one member must be drawn from outside of Marketing.

Duties and Responsibilities. The duties of the supervisory committee are as follows:

1. To inform the student of all regulations governing the degree sought
2. To evaluate the conceptual paper and conduct the oral qualifying examination
3. To discuss and approve the proposed dissertation project and the plans for carrying it out

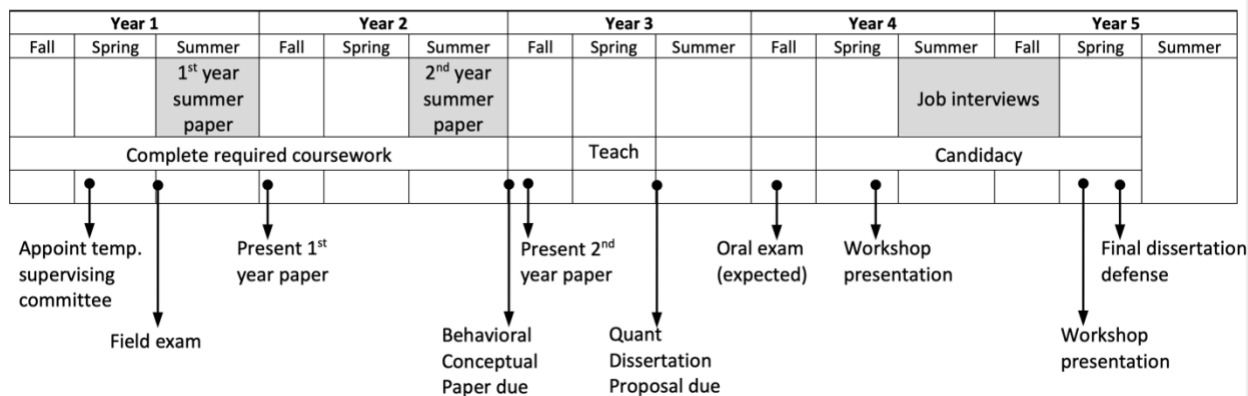
4. To meet when the dissertation is completed to conduct the final oral examination and to certify the dissertation as a piece of original research and a contribution to knowledge

B. Evaluation of Students

Each Ph.D. student's educational progress is monitored regularly throughout his/her program. Students are required to submit an Annual Report of their progress in the Ph.D. program. This Annual Report will be used in periodic reviews that provide concrete suggestions for improvements and recognition for achievements. This process consists of the following steps:

1. Regular informal reports at the end of each semester on student progress by faculty in direct contact with doctoral students either through courses, assistantship responsibilities or other means will be made to the Graduate Coordinator and the Chair of the student's supervisory committee.
2. Formal review by the Graduate Faculty of the department following the spring semester of each year. Special attention should be paid in this review to the student's performance in those marketing doctoral courses that stress the development of original research proposals, and to the student's performance on specific research assignments and activities.
3. A student failing to meet program requirements or expectations will work with his or her supervising faculty, together with the Graduate Coordinator, to identify the necessary remedial steps and set a target date for remedying the situation. Students who fail to show substantial progress in addressing the issues may be placed on probation or counseled out of the program, subject to a faculty vote.

Appendix A: Expected Ph.D. Program Timeline



Important deadlines and milestones:

1. A Supervisory Committee must be appointed no later than the student's second semester in the PhD program.
2. A formal review by the Graduate Faculty of the department will be conducted following the spring semester of each year.
3. First- and second-year summer papers are due on the first day of the Fall semester.
4. The behavioral Conceptual Paper, which serves as the written component of the behavioral Qualifying Examination, is due by the first day of the fall semester in the third year.
The quantitative Dissertation Proposal, which serves as the written component of the quantitative Qualifying Examination, is due by the first day of the summer semester in the third year.
5. There must be at least 2 terms between the Oral Exam and graduation.
6. It is the student's responsibility to stay informed about any critical dates and policies posted by the Graduate School.

Appendix B: Marketing Tenure-Track Faculty Profiles

- Joseph W. Alba**, Distinguished Professor (Ph.D., Psychology, Temple University, 1981)
Consumer behavior, persuasion, memory and perceptual effects on judgment and choice
- Lyle Brenner**, Associate Professor (Ph.D., Psychology, Stanford University, 1995)
Consumer choice, judgment under uncertainty, measurement theory and statistical modeling
- Alan D. J. Cooke**, Associate Professor (Ph.D., Psychology, University of California, Berkeley, 1997)
Consumer behavior, decision making, consumer choice, price perception, psychological scaling
- Amin Hosseininasab**, Assistant Professor (Ph.D., Operations Research, Carnegie Mellon University, 2020)
Machine learning, dynamic programming, game theory, data-driven decision making, e-commerce, decision support systems
- Chris Janiszewski**, Distinguished Professor (Ph.D., Marketing, Northwestern University, 1987)
Consumer behavior, memory, learning theory, context effects, preference formation, branding
- Richard J. Lutz**, Professor (Ph.D., Marketing, University of Illinois, Urbana, 1973)
Consumer behavior, marketing theory, advertising effects, attitude and persuasion
- Aner Sela**, Professor (Ph.D., Business, Stanford University, 2010)
Consumer decision-making, preference and choice, inferences, decision difficulty, value perception, financial decisions, technology
- Annie L. Shi**, Assistant Professor (Ph.D., Marketing, Washington University in St. Louis, 2025)
Online promotions, healthcare marketing, methodological innovations in marketing models
- Woochoel Shin**, Professor (Ph.D., Marketing, Duke University, 2010)
Online advertising, two-sided markets; competitive product policy, retailing, store brands
- Steven Shugan**, Professor (Ph.D., Managerial Economics and Decision Sciences, Northwestern University, 1977)
Services marketing, product policy, competition, defensive marketing strategies
- Geoff Tomaino**, Assistant Professor (Ph.D., Marketing, INSEAD, 2023)
Consumer judgment and decision making, consumer welfare, artificial intelligence
- Yang Yang**, Assistant Professor (Ph.D., Marketing, Carnegie Mellon University, 2015)
Consumption experience, judgment and decision making, hedonic adaptation, forecasting biases
- Mingzhang Yin**, Assistant Professor (Ph.D., Statistics, University of Texas at Austin, 2020)
Probabilistic machine learning, Marketing analytics, Unstructured data in E-commerce, Bayesian methods, Causal inference
- Tianxin Zou**, Assistant Professor (Ph.D., Marketing, Washington University in St. Louis, 2019)
Platform-based marketing, entertainment marketing, behavioral economics, applied game theory

Appendix C: Program Graduates

Year	Student	Chair	Initial Academic Placement
1994	Corinne Faure	Bart Weitz	Virginia Polytechnic Institute
1994	Susan Fournier	Rich Lutz	Harvard University
1994	Michel Pham	Joel Cohen	Columbia University
1995	Sandy Jap	Bart Weitz	MIT
1995	Luk Warlop	Alba / Janiszewski	Catholic University Leuven
1996	Prasad Naik	Murali Mantrala	University of California - Davis
1996	Sonja Radas	Steve Shugan	Washington University
1997	Frances Hollman	Alba / Lynch	Pennsylvania State
1997	Rita McMillan	Bart Weitz	Texas A&M
1998	Norma Mendoza	Joel Cohen	University of Arkansas
1998	John Pracejus	Rich Lutz	University of Alberta
1998	Anne Stringfellow	Bart Weitz	Thunderbird University
1998	Stacy Wood	Joe Alba	University of South Carolina
1998	Stijn van Osselaer	Joe Alba	University of Chicago
1999	Kevin Brandford	Bart Weitz	Notre Dame
2000	Lisa Bolton	Joe Alba	Wharton
2000	Americus Reed	Joel Cohen	Wharton
2001	Tom Meyvis	Chris Janiszewski	New York University
2001	Velitchka Kaltcheva	Bart Weitz	University of Miami
2002	Amitav Chakravarti	Chris Janiszewski	New York University
2002	Hayden Noel	Chris Janiszewski	Baruch University
2003	Marcus da Cunha	Chris Janiszewski	University of Washington
2003	Els de Wilde	Chris Janiszewski	HEC Montreal
2004	Eduardo Andrade	Joel Cohen	University of California - Berkeley
2004	Tim Silk	Chris Janiszewski	University of South Carolina
2004	YuBo Chen	Jinhong Xie	University of Arizona
2005	Wouter Vanhouche	Joe Alba	University of Central Florida
2005	Qi Wang	Jinhong Xie	SUNY - Binghamton
2006	Elise Chandon	Chris Janiszewski	Virginia Tech
2006	JoAndrea Hoegg	Joe Alba	University of British Columbia
2006	Qiong Wang	Bart Weitz	Pennsylvania State University
2007	Baler Bilgin	Chris Janiszewski	University of California - Riverside
2008	Juliano Laran	Chris Janiszewski	University of Miami
2008	Dan Rice	Alan Cooke	LSU
2008	Jack Xu	Bart Weitz	Depaul University
2009	Andrew Kuo	Rich Lutz	Wheaton College
2009	Jesse Itzkowitz	Chris Janiszewski	Yeshiva University
2009	Julia Belyavsky Bayuk	Chris Janiszewski	University of Delaware
2010	Xiaoqing Jing	Bart Weitz	Georgia Tech
2010	Dan King	Chris Janiszewski	National University of Singapore
2011	Jeremy Lim	Bart Weitz	Walsh College
2011	Melissa Minor	Robyn LeBoeuf	University of Mississippi
2012	Josh Clarkson	Chris Janiszewski	University of Cincinnati
2012	Mary Steffel	Robyn LeBoeuf	University of Cincinnati
2014	Chenxi Zhou	Jinhong Xie	Xiamen University

2015	Haibing Gao	Jinhong Xie	Renmin University of China
2016	Huazhong Zhao	Jinhong Xie	City University of Hong Kong
2016	Gia Nardini	Rich Lutz	University of Denver
2016	Cammy Crolic	Chris Janiszewski	University of Oxford
2016	Yanmei Zheng	Chris Janiszewski	University of Hawaii
2017	Jihwan Moon	Steve Shugan	University of New South Wales
2018	Jane Jeongin Park	Aner Sela	City University of Hong Kong
2018	Sungsik Park	Jinhong Xie	University of South Carolina
2019	Xiang (Charis) Li	Chris Janiszewski	Xiamen University
2021	Sang Kyu Park	Aner Sela	HKUST
2021	Camilla Song	Aner Sela	City University of Hong Kong
2021	Man Xie	Steve Shugan	Arizona State University
2021	Lana (Xianglan) Nan	Yang Yang	NEOMA Business School (France)
2022	Minzhe Xu	Yang Yang	Iowa State University
2023	Xiang Wang	Chris Janiszewski	Lingnan University
2023	Felipe Affonso	Chris Janiszewski	Oklahoma State University
2025	Soo Yon Ryu	Sela / Janiszewski	Washington and Lee University