Index

Academia, business school PhD graduate careers, 107–109
Academic advisors and supervisors role in business doctorate, 84–88
Academic Career Market, 103–105
Academic excellence, 2–4
Academic internship, 108
Academic workforce, 81
Academy, doctoral admissions to reproduce, 42–43
Academy of Management (AoM), 74
Admissions of business and management doctorates, 48–51
Admissions system, 49
Africa Business School, 46
African Doctoral Academy, The, 6
Age diversity, 37
Agency, 75
AI tools, 129
All but dissertation (ABD), 53, 87
All but thesis, 53, 87
AMBA, 11, 24
American Accounting Association, 134
American Association to Advance Collegiate Schools of Business (AACSB), 3, 77, 113, 128, 140
AACSB-accredited UAE institutions, 5 accreditation standards, 133
American Automobile and Transportation Union, 81
American Psychological Association (APA), 76
Antioch University, 138
Asian century, 1
Augur Post-18 Education and Funding Review, 22
Australian and New Zealand Academy of Management (ANZAM), 12, 74
Australian Business Deans Council (ABDC), 17
Australian business schools, 81, 127
Brain drain, 103–105
Brain gain, 103–105
British Academy of Management (BAM), 17, 132
Business and management, 73–74, 79, 106
brain drain, brain gain and business doctorate mobility, 103–105
business school PhD graduate careers beyond academia, 107–109
career-oriented researcher development needs, 109–110
changes during COVID-19 pandemic and reflections for future, 117
DBA impact on careers, 110–111
impactful DBA Programmes, 111–112
impacts that hit multiple policy agendas, 112–115
industrial PhD programmes, 90
role modelling business school PhD graduate careers, 105–107
structural and agentic influences on impacts of business doctorates, 115–116
studies, 13
Business and management doctorates, 43–44
applications, 47
changes during Covid-19 pandemic and future prospects, 55–56
changes during COVID-19 pandemic and reflections on future, 20–23
DBA as practice-based and work-based learning approach to doctoral education, 10–11
delivery of business school terminal degrees as executive education, 18–19
differences and similarities between PhD and DBA, 11–13
doctoral admissions to reproduce academy, 42–43
elite reproduction and academic excellence, 2–4
idea of ‘modern doctorate’, 19–20
institutional strategic aims of, 13–18
language of application, 46–48
overall increase in doctoral qualifications worldwide, 1–2
pricing and fees, 38–42
producing business school doctoral graduates for knowledge economy, 7–10
recruiting to diverse and inclusive research environment, 36–38
recruitment, selection and admissions, 48–51
retention of business school doctorate candidates, 51–55
targeted for business doctorate recruitment, 35–36
training for research excellence, 5–7
variations in recruitment of business school doctorate candidates, 45–46

Business doctoral education and capacity development, 132–133
Business Doctorate (BusD), 41, 45, 83, 138
academic advisors and supervisors in, 84–88
as doctoral training, 88–91
mobility, 103–105
structural and agentic influences on impacts of, 115–116
targeted for business doctorate recruitment, 35–36
Business school accreditations, 3 bodies, 128
Business school doctoral education, in UK, 15
Business school doctoral experience business doctorate as doctoral training, 88–91
changes during COVID-19 pandemic and future prospects, 91–92
doctoral communities, 72–75
doctoral examination, 83–84
implications of funded PGRS, 79–81
influences on shape of doctorate, 77–79
progression, quality assurance and assessment, 75–77
role of academic advisors and supervisors in business doctorate, 84–88
socialisation into business and management doctoral studies, 69–72
working while completing doctorate, 81–83
Business school doctorates looking to future of, 140
variations in recruitment of business school doctorate candidates, 45–46
Business School Impact System (BSIS), 113
Business school PhD, 132
examination, 84
graduate careers beyond academia, 107–109
Business schools, 2, 8, 45, 51, 92, 104, 114, 135, 137
doctoral graduates for knowledge economy, 7–10
doctoral research environment, 128–130
education, 3
graduate destinations, 108
performance, 3
research environments, 125–128
system, 9
Business Science Institute (BSI), 52
Cambridge Judge Business School, 41, 80
Canberra University, 134
Capabilities as opportunities to enable being or doing, 137–138
Capacity building, 133–135
Capella University, 71
Careers
career-oriented researcher development needs, 109–110
DBA impact on, 110–111
destination approach, 107
Casualisation of academic work in Australia, 81
Chartered Association of Business Schools, The (CABS), 114
Chief diversity officer (CDO), 133
Chinese business schools, 5
Cohesive communities of candidates, 73
Collaboration, 140
Columbia Southern University, 18
Committee on University Pathways, 22
Confucius China Studies Programme (CCSP), 5
Connectivity, 138–139
Continuous professional development (CPD), 51, 89
Cooperation on doctoral education projects (CODOC), 132
COVID-19 pandemic, 80, 126, 133, 139
changes during covid-19 pandemic and future prospects, 55–56, 91–92
changes during COVID-19 pandemic and reflections on future, 20–23, 117
Cranfield School of Management, 110
Creighton University’s DBA, 20
Cultural paradigms, 128–130
Decision-making process, 50
Deferred Action for Childhood Arrivals (DACA), 77
Delivery mechanisms for business and management doctorates, 20
Design, Development, Implementation, and Support (DDIS), 71, 92
Diminished capacity, 135–137
Diverse research environment, recruiting to, 36–38
Diversity, 36
Doctor of Business Administration (DBA), 90, 106
Association Switzerland, 83
award, 114
cohorts, 130
differences and similarities between PHD and, 11–13
impact on careers, 110–111
market, 11
as practice-based and work-based learning approach to doctoral education, 10–11
programmes, 11, 45, 110–112
Doctoral admissions to reproduce academy, 42–43
systems, 49
Doctoral application process, 48
Doctoral candidates, 2, 44
  - liminal experiences, 70
  - selection process, 50
  - status, 82
Doctoral communities, 72–75
Doctoral education, 7, 10, 110
  - in business and management, 15
  - capacity-building strategies, 41
  - DBA as practice-based and work-based learning approach to, 10–11
  - in USA, 14
Doctoral examination, 83–84
  - of DBA, 83
Doctoral graduates in business, 15
Doctoral learning ecosystem, 86
Doctoral orphans, 131
Doctoral programmes, 105
  - research methods, 139
Doctoral qualifications, increase in, 1–2
Doctoral research, 10, 115
Doctoral students, 129
Doctoral study process, 72
Doctoral supervision, professionalisation of, 131–132
Doctoral supervisors, 80, 136
Doctoral training
  - business doctorate as, 88–91
  - consortium, 6
Doctoral-level study, 42
Doctorate, influences on shape of, 77–79
Doctorate in Business Administration (DBA), 1
  - development of, 2
Doctorate in Professional Studies (DProf), 139

Economic and Social Research Council (ESRC), 74
Economic impact, 113
EDAMBA, 140
EFMD
  - annual careers fairs, 112
  - doctoral conferences, 10
  - Gender Gap Report, 37
EFMD Doctoral Programmes
  - Conference (2016), 110, 114
  - Conference (2018), 13–14, 115
  - Conference (2022), 86
Elite reproduction, 2–4
English language proficiency, 47
Equality impact assessments (EIAs), 82
EQUIS, 3
Equity, diversity, inclusion, and sense of belonging (DEIB), 141
Equity of opportunity, 137
ESCE International Business School, 45
Ethiopian government’s human development capacity Programme, 132
Ethnography, 139
EU’s Research Competency Framework, 138
European Academy of Management, The (EURAM), 74, 135
European Commission and university associations, 4
European context, 107
European doctoral education, 88
European Universities Association (EUA), 4
Executive DBA Council (EDBAC), 111
Executive education, 45
  - delivery of business school terminal degrees as, 18–19
Extended business school doctoral induction programmes, 70

Financial crisis (2008), 113
Financial hardship, 80
Financial support, 40
Financial Times, The (FT), 3
Financial Times business school rankings, 105
First generation doctoral candidates, 70
Fondation nationale pour l’enseignement de la gestion des entreprises (FNEGE), 17, 52, 113
FT Business School Rankings, 52
Funded PGRS, implications of, 79–81
Funding, 44

Geopolitical analysis, 36
Global ranking systems game, 36
Government funding, 79
Grade point average (GPA), 44
Graduate Management Admission Council (GMAC), 37
Graduate Management Admission Test® (GMAT®), 37, 48
Graduate Record Examinations (GRE), 48
Graduate Teaching Assistants (GTAs), 79, 105
Gulf Cooperation Council (GCC), 87

Harvard Business School, 3
Henley Business School, 11
High-quality doctoral education, 35
Higher education funding models, 16
Historically Black colleges and universities (HBCUs), 134
Homosocial reproduction, 132

Imposter phenomenon, 130
Imposter syndrome concept, 70
Inclusive research environment, recruiting to, 36–38
Individual business schools, 55
Industrial PhDs, 13
INSEAD-Wharton Center for Global Research and Education, 17
(In)stitutional prestige, 128
Institutional doctoral recruitment data, 38
Institutional strategic aims of business and management doctorates, 13–18
Institutions, 47

Instituts d’Administration des Entreprises (IAEs), 40
Integration of doctoral candidates, 72
Intellectual property (IP), 13
Intercultural competence, 44
Interdisciplinarity, 139–140
Intermediary degrees, 53
International Association for Chinese Management Research, 114
International business education students, 21
International candidate mobility, 3
International doctoral candidates, 42
International Doctoral School in Human Capital Formation and Labor Relations, 90
International expansion of business schools, 36
International recruitment practices in business and management doctorates, 38
International students, 104
Internationalisation of education, 44
Internationalised higher education systems, 36
Internship Programme of German Business, The, 108

Jean-Alexis Spitz (JAS), 127
Joint Montreal PhD model, 46

Knowledge economy, producing business school doctoral graduates for, 7–10
Language of application, 46–48
Latin American business schools, 3
League of European Research Universities (LERU), 4
Learning community, 72
LinkedIn, 112

Macro-level doctoral education strategies, 14
Managerialism, 134
Massachusetts Institute of Technology (MIT), 107
‘Matthew effect’, 44
Mental health, 135–137
Mentorship, 134
Middle East and North African universities (MENA universities), 5
Ministry of Higher Education, 54
Modern doctorate, idea of, 19–20
Multiple policy agendas, impacts that hit, 112–115
National DBA Society, The, 83
National Graduate School Plan, 14
National models of training in doctoral education, 4
National programmes, 4
National Tertiary Education Union, 81
National-level higher education reform, 82
Neo-Weberian-State (NWS), 88
New Zealand context, 78
New Zealand-based university’s School of Management Studies, 127
Non-profit business schools, 3
Non-traditional doctoral programmes, 106
Non-US institutions, 17
North American business schools, 9
North American context, 127
Northern Advanced Research Training Initiative (NARTI), 74
Online doctoral programme, 84
Open Science and Responsible Research and Innovation, 140
Open University of Switzerland, 71
Organisational behavior, 130
Organization for Economic Cooperation and Development (OECD), 1–2, 22
Peking University’s Guanghua School of Management, 17
‘Performativity pressures’, 54
Personal Statement element, 47
PhD, 103
candidates, 114
crisis discourse, 15
differences and similarities between DBA and, 11–13
PhD Project, The, 77, 133
Polish Doctoral Schools, 82
Postgraduate research (PGR), 8, 38, 73, 91, 130
Power asymmetries, 80
Practice academic (PA), 106
Practice-based learning approach to doctoral education, DBA as, 10–11
Pre COVID-19, 81
PREDOC, 135
Private/non-profit business schools, 3
Professional doctorate supervision, 87
Professionalisation of doctoral supervision, 131–132
Progress reporting mechanisms, 76
Progression, 75–77
Quality assurance and assessment, 75–77
Recruitment of business and management doctorates, 48–51
process, 55
strategies, 42
variations in recruitment of business school doctorate candidates, 45–46
Relationships, 131
Research culture, 130
Research environments, 128
Research excellence, training for, 5–7
Research Excellence Framework, 140
Research performance, 4
Researcher Skill Development framework, 89
Index 159

Responsible Research in Business and Management (RRBM), 113–114
Retention of business school doctorate candidates, 51–55
Return-on-investment, 14
Rhizome concept, 86
Role modelling business school PhD graduate careers, 105–107
Rotterdam School of Management, 17
Royal Society in UK, The, 130
RRBM ‘Dare to Care’ doctoral scholarships (2021), 114
Selection of business and management doctorates, 48–51
process, 46
Self-funded international PhD candidates in UK business schools, 80
Self-funded international students, 44
Self-funding international doctoral candidates, 79
Self-funding international PhD candidates in business schools, 79
Sheffield Business School, 74
Social capital, 133–135
Social integration, 54
Socialisation into business and management doctoral studies, 69–72
South Africa-UK University Staff Doctoral Programme (South Africa-UK USDP), 6
South African Department of Higher Education and Training (South African DHET), 6
Status hierarchies, 36
Status hierarchy of business schools, 105
Stellenbosch Faculty of Economics and Management, 6
Stockholm School of Economics (SSE), 133
Stressors, 130
Supervisors, 129
Swiss School of Management, 71
Taras National University, 71
Team science, 139–140
Terminal degree, 49
Times Higher Education impact rankings, 139
Traditional PhD, 12
Trevecca Nazarene University’s online DBA, 20
Trust, 130
U.S. business schools, 127
UK business schools, 106
UK context, 116, 136
UK Research Supervision Survey (UKRSS), 50
UK-accredited online DBA, 71
UK’s Researcher Development Framework (RDF), 7
UKCGE Good Supervisory Practice Framework, The (UKCGE), 131–132
Un-coordinated production line approach, 17
United Arab Emirates (UAE), 5
United Nation’s Sustainable Development Goals (SDGs), 9, 128, 139
Université du Québec à Montréal (UQAM), 40
Universities in UK, 131
University and College Union (UCU), 82
University graduate schools, 136
University leaders, 8
University of Aberystwyth, 52
University of Bath, The, 6
University of California Santa Cruz Graduate Teaching Assistants, 81
University of Cambridge, The, 107
University of Dabrowa Górnicz, 71
University of Fort Hare, 6
University of Washington Graduate School, 38
US doctoral training, 5
US graduate schools, 38
US model of doctorates, 5
USDP project, 6–7
Victoria Business School, 50
Vitae Researcher Development Framework (Vitae RDF), 89, 111, 137
Volatile, uncertain, complex and ambiguous (VUCA), 23
Well-being, 135–137
Wellcome Trust’s survey of UK researchers, The (2020), 130
Western business school research, 4
Wharton and Harvard Business School, 2
Work-based learning approach to doctoral education, DBA, as, 10–11