Index

Academia, business school PhD graduate careers, 107–109 Academic advisors and supervisors role in business doctorate, 84–88	Augur Post-18 Education and Funding Review, 22 Australian and New Zealand Academy of Management (ANZAM), 12, 74
Academic Career Market, 103–105 Academic excellence, 2–4	Australian Business Deans Council (ABDC), 17
Academic internship, 108	Australian business schools, 81, 127
Academic workforce, 81	D : 1 : 102 105
Academy, doctoral admissions to	Brain drain, 103–105
reproduce, 42–43	Brain gain, 103–105
Academy of Management (AoM), 74 Admissions of business and	British Academy of Management
	(BAM), 17, 132 Business and management, 73–74, 79,
management doctorates, 48–51	106
Admissions system, 49	brain drain, brain gain and
Africa Business School, 46	business doctorate mobility,
African Doctoral Academy, The, 6	103–105
Age diversity, 37	business school PhD graduate
Agency, 75	careers beyond academia,
AI tools, 129	107–109
All but dissertation (ABD), 53, 87	career-oriented researcher
All but thesis, 53, 87	development needs, 109–110
AMBA, 11, 24	changes during COVID-19
American Accounting Association, 134	pandemic and reflections for future, 117
American Association to Advance	DBA impact on careers, 110–111
Collegiate Schools of	impactful DBA Programmes,
Business (AACSB), 3, 77,	111–112
113, 128, 140	impacts that hit multiple policy
AACSB-accredited UAE	agendas, 112–115
institutions, 5	industrial PhD programmes, 90
accreditation standards, 133	role modelling business school
American Automobile and	PhD graduate careers,
Transportation Union, 81	105–107
American Psychological Association	structural and agentic influences
(APA), 76	on impacts of business
Antioch University, 138	doctorates, 115–116
Asian century, 1	studies, 13

Business and management doctorates,	Business doctoral education and
43–44	capacity development,
applications, 47	132–133
changes during Covid-19	Business Doctorate (BusD), 41, 45,
pandemic and future	83, 138
prospects, 55–56	academic advisors and supervisors
changes during COVID-19	in, 84–88
pandemic and reflections	as doctoral training, 88–91
on future, 20–23	mobility, 103–105
DBA as practice-based and work-	structural and agentic
based learning approach to	influences on impacts of,
doctoral education, 10-11	115–116
delivery of business school	targeted for business doctorate
terminal degrees as	recruitment, 35–36
executive education, 18–19	Business school accreditations, 3
differences and similarities between	bodies, 128
PhD and DBA, 11–13	Business school doctoral education,
doctoral admissions to reproduce	17
academy, 42–43	in UK, 15
elite reproduction and academic	Business school doctoral experience
excellence, 2–4	business doctorate as doctoral
idea of 'modern doctorate', 19-20	training, 88–91
institutional strategic aims of,	changes during COVID-19
13–18	pandemic and future
language of application, 46-48	prospects, 91–92
overall increase in doctoral	doctoral communities, 72–75
qualifications worldwide,	doctoral examination, 83-84
1–2	implications of funded PGRS,
pricing and fees, 38–42	79–81
producing business school doctoral	influences on shape of doctorate,
graduates for knowledge	77–79
economy, 7–10	progression, quality assurance
recruiting to diverse and inclusive	and assessment, 75-77
research environment,	role of academic advisors and
36–38	supervisors in business
recruitment, selection and	doctorate, 84-88
admissions, 48–51	socialisation into business and
retention of business school	management doctoral
doctorate candidates, 51-55	studies, 69–72
targeted for business doctorate	working while completing
recruitment, 35–36	doctorate, 81–83
training for research excellence,	Business school doctorates
5–7	looking to future of, 140
variations in recruitment of	variations in recruitment of
business school doctorate	business school doctorate
candidates, 45–46	candidates, 45–46

Business School Impact System	Connectivity, 138–139
(BSIS), 113	Continuous professional development
Business school PhD, 132	(CPD), 51, 89
examination, 84	Cooperation on doctoral education
graduate careers beyond academia,	projects (CODOC), 132
107–109	COVID-19 pandemic, 80, 126, 133,
Business schools, 2, 8, 45, 51, 92, 104,	139
114, 135, 137	changes during covid-19 pandemic
doctoral graduates for knowledge	and future prospects,
economy, 7–10	55–56, 91–92
doctoral research environment,	changes during COVID-19
128–130	pandemic and reflections
education, 3	on future, 20–23, 117
graduate destinations, 108	Cranfield School of Management, 110
performance, 3	Creighton University's DBA, 20
research environments, 125–128	Cultural paradigms, 128–130
system, 9	
Business Science Institute (BSI), 52	Decision-making process, 50
,,, .	Deferred Action for Childhood
Cambridge Judge Business School,	Arrivals (DACA), 77
41, 80	Delivery mechanisms for business and
Canberra University, 134	management doctorates, 20
Capabilities as opportunities to enable	Design, Development,
being or doing, 137–138	Implementation, and
Capacity building, 133–135	Support (DDIS), 71, 92
Capella University, 71	Diminished capacity, 135–137
Careers	Diverse research environment,
career-oriented researcher	recruiting to, 36–38
development needs,	Diversity, 36
109–110	Doctor of Business Administration
DBA impact on, 110-111	(DBA), 90, 106
destination approach, 107	Association Switzerland, 83
Casualisation of academic work in	award, 114
Australia, 81	cohorts, 130
Chartered Association of Business	differences and similarities between
Schools, The (CABS), 114	PHD and, 11–13
Chief diversity officer (CDO), 133	impact on careers, 110-111
Chinese business schools, 5	market, 11
Cohesive communities of candidates,	as practice-based and work-based
73	learning approach to
Collaboration, 140	doctoral education, 10–11
Columbia Southern University, 18	programmes, 11, 45, 110–112
Committee on University Pathways,	Doctoral admissions
22	to reproduce academy, 42-43
Confucius China Studies Programme	systems, 49
(CCSP), 5	Doctoral application process, 48

Doctoral candidates, 2, 44	EFMD Doctoral Programmes
liminal experiences, 70	Conference (2016), 110, 114
selection process, 50	EFMD Doctoral Programmes
status, 82	Conference (2018), 13–14,
Doctoral communities, 72–75	115
Doctoral education, 7, 10, 110	EFMD Doctoral Programmes
in business and management, 15	Conference (2022), 86
capacity-building strategies, 41	Elite reproduction, 2–4
DBA as practice-based and work-	English language proficiency, 47
based learning approach to,	Equality impact assessments (EIAs),
10–11	82
in USA, 14	EQUIS, 3
Doctoral examination, 83–84	Equity, diversity, inclusion, and sense
of DBA, 83	of belonging (DEIB), 141
Doctoral graduates in business, 15	Equity of opportunity, 137
Doctoral learning ecosystem, 86	ESCE International Business School,
Doctoral orphans, 131	45
Doctoral programmes, 105	Ethiopian government's human
research methods, 139	development capacity
Doctoral qualifications, increase in, 1–2	Programme, 132
Doctoral research, 10, 115	Ethnography, 139
Doctoral students, 129	EU's Research Competency
Doctoral study process, 72	Framework, 138
Doctoral supervision, professionalisation	European Academy of Management,
of, 131–132	The (EURAM), 74, 135
Doctoral supervisors, 80, 136	European Commission and university
Doctoral training	associations, 4
business doctorate as, 88–91	European context, 107
consortium, 6	European doctoral education, 88
Doctoral-level study, 42	European Universities Association
Doctorate, influences on shape of,	(EUA), 4
77–79	Executive DBA Council (EDBAC),
Doctorate in Business Administration	111
(DBA), 1	Executive education, 45
development of, 2	delivery of business school
Doctorate in Professional Studies	terminal degrees as, 18–19
(DProf), 139	Extended business school doctoral
	induction programmes, 70
Economic and Social Research	
Council (ESRC), 74	Financial crisis (2008), 113
Economic impact, 113	Financial hardship, 80
EDAMBA, 140	Financial support, 40
EFMD	Financial Times, The (FT), 3
annual careers fairs, 112	Financial Times business school
doctoral conferences, 10	rankings, 105
Gender Gap Report, 37	First generation doctoral candidates, 70

Fondation nationale pour Instituts d'Administration des l'enseignement de la gestion Entreprises (IAEs), 40 des enterprises (FNEGE), Integration of doctoral candidates, 72 17, 52, 113 Intellectual property (IP), 13 FT Business School Rankings, 52 Intercultural competence, 44 Interdisciplinarity, 139–140 Funded PGRS, implications of, 79–81 Intermediary degrees, 53 Funding, 44 International Association for Chinese Management Geopolitical analysis, 36 Global ranking systems game, 36 Research, 114 Government funding, 79 International business education Grade point average (GPA), 44 students, 21 Graduate Management Admission International candidate mobility, 3 Council (GMAC), 37 International doctoral candidates, 42 Graduate Management Admission International Doctoral School in Test® (GMAT®), 37, 48 **Human Capital Formation Graduate Record Examinations** and Labor Relations, 90 (GRE), 48 International expansion of business **Graduate Teaching Assistants** schools, 36 (GTAs), 79, 105 International recruitment practices in Gulf Cooperation Council (GCC), 87 business and management doctorates, 38 International students, 104 Harvard Business School, 3 Henley Business School, 11 Internationalisation of education, 44 High-quality doctoral education, 35 Internationalised higher education Higher education funding models, 16 systems, 36 Historically Black colleges and Internship Programme of German Business, The, 108 universities (HBCUs), 134 Homosocial reproduction, 132 Jean-Alexis Spitz (JAS), 127 Joint Montreal PhD model, 46 Imposter phenomenon, 130 Imposter syndrome concept, 70 Inclusive research environment, Knowledge economy, producing recruiting to, 36–38 business school doctoral Individual business schools, 55 graduates for, 7-10 Industrial PhDs, 13 INSEAD-Wharton Center for Global Language of application, 46–48 Research and Education. Latin American business schools, 3 17 League of European Research Universities (LERU), 4 (I)nstitutional prestige, 128 Institutional doctoral recruitment Learning community, 72 data, 38 LinkedIn, 112 Institutional strategic aims of business and management Macro-level doctoral education doctorates, 13-18 strategies, 14

Managerialism, 134

Institutions, 47

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

Responsible Research in Business and	South Africa-UK University Staff
Management (RRBM),	Doctoral Programme
113–114	(South Africa-UK USDP),
Retention of business school	6
doctorate candidates, 51–55	South African Department of
Return-on-investment, 14	Higher Education and
Rhizome concept, 86	Training (South African
Role modelling business school PhD	DHET), 6
graduate careers, 105–107	Status hierarchies, 36
Rotterdam School of Management,	Status hierarchy of business schools,
17	105
Royal Society in UK, The, 130	Stellenbosch Faculty of Economics
RRBM 'Dare to Care' doctoral	and Management, 6
scholarships (2021), 114	Stockholm School of Economics
senorarsinps (2021), 114	(SSE), 133
School of Business & Technology	Stressors, 130
London, 71	Supervisors, 129
School of Management at the	Swiss School of Management, 71
e e	Swiss school of Wanagement, /1
University of Bradford,	Tomas National University, 71
The, 41	Taras National University, 71
Science of Team Science (SciTS), 140	Team science, 139–140
Scottish Graduate School of Social	Terminal degree, 49
Science Career Pathways	Times Higher Education impact
Mentoring Programme	rankings, 139
(SGSSS Career Pathways	Traditional PhD, 12
Mentoring Programme), 134	Trevecca Nazarene University's online DBA, 20
Selection	Trust, 130
of business and management	,
doctorates, 48–51	U.S. business schools, 127
process, 46	UK business schools, 106
Self-funded international PhD	UK context, 116, 136
candidates in UK business	UK Research Supervision Survey
schools, 80	(UKRSS), 50
Self-funded international students, 44	UK-accredited online DBA, 71
Self-funding international doctoral	UK's Researcher Development
candidates, 79	Framework (RDF), 7
Self-funding international PhD	UKCGE Good Supervisory
candidates in business	Practice Framework, The
schools, 79	(UKCGE), 131–132
Sheffield Business School, 74	Un-coordinated production line
Social capital, 133–135	approach, 17
Social integration, 54	United Arab Emirates (UAE), 5
Socialisation into business and	United Nation's Sustainable
management doctoral	Development Goals
studies, 69–72	(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