

Chapter 74

A New Partnership in Doctoral Education in Business Administration: A Contemporary Approach

Florence Richman
Argosy University, USA

Brian W. Sloboda
Argosy University, USA

ABSTRACT

The existence of doctoral programs in business since the 1960s has advanced the knowledge of business both academically and practically that enabled a wide dissemination of research in management, finance, accounting, marketing, and leadership. However, pursuing a doctoral degree in business should support students pursuing a range of professional paths that includes positions in academia and outside of academia. That is, training in doctoral business training should encourage doctoral business students to develop new career paths that bridges business and the academy. Despite the selection of the traditional or the professional doctoral degree, the expectations of the graduates differ, and these expectations affect the administration of the doctoral program. The focus of this chapter is to examine the need for an evolution of doctoral education models in business administration to make the doctoral education more accessible while providing high quality teaching and research to business schools and making societal contributions.

INTRODUCTION

Doctoral education in business has contributed immensely to business knowledge since the 1960s that allowed graduates to sustain scholarly contributions to the profession and practical knowledge to the business community. A doctoral education in business should support students pursuing a range of professional paths that includes positions in academia and beyond academia. In addition, the doctoral

DOI: 10.4018/978-1-5225-3153-1.ch074

business training should allow students to develop new career paths that bridges business and academics. To achieve the latter, there is a need for clearer distinctions between the business professional path and the traditional academic careers. Regardless of the path, the expectations of the graduates differ and these expectations have major implications in the administration of the doctoral program.

The major tenet of the business doctoral education is the research component. The continuum of research training ranges from basic research to applied research. The applied research provides the value that intersects theory of business and business practices that allows for greater efficacy in solving modern business problems. That is, business doctoral programs should seek ways to create closer connections between business and academicians with an emphasis to provide relevant research to the business community.

There is an evolution in doctoral education in general and the business doctoral programs will need to embrace this evolution. The forces driving this evolution in doctoral education have been mentioned and discussed with the major antecedents of this evolution a result of globalization, technology, and evolving faculty models and perhaps other reasons. The distinction between other disciplines, business education is incorporating more business involvement and research that bridges academics and business. However, the current doctoral education model for business does not represent this change. In addition, scholarly research is the essential distinction of business schools versus other entities producing business writing, and the scholarly contributions that emphasize discovery is the reason why business schools maintain their legitimacy within the business research community.

There is an increasing expectation for students in doctoral programs, but many barriers persist in doctoral programs that do not allow flexibility. Traditional doctoral programs have traditional processes that may be representative of quality rather than weakness. The shifts in financing of higher education as attributed to changes in budgets and enrollments has strained the functioning of business schools that resulted in an impetus to change. These changes would cause business schools including especially those with business doctoral programs to develop new educational delivery models and developing new relationships with the business community.

The focus of this chapter is to examine the need for an evolution of doctoral education models in business administration to make the doctoral education more accessible while providing high quality teaching and research to business schools and making societal contributions.

ACADEMIC AND PROFESSIONAL CAREER PATHS

The current model for delivery of doctoral education in business administration needs to change to cope with the diversity of doctoral degree holders but has good pedagogical skills and research skills. The current model emphasizes the apprenticeship approach but this approach does not allow for keeping up with the demand of doctoral degree earners. That is, there needs to be greater diversity in the delivery of a doctoral education. It is suggested that we may need to add different models of doctoral education in business education that allows more interdisciplinary work and a more diverse career path. Given the latter suggested changes, schools of business will have to find new ways to deliver the doctoral education and to develop the communities of practice that will share the values of scientific research (De Meyer, 2013).

Given the requisite changes as suggested by De Meyer (2013), doctoral programs in business administration are recognized to prepare students for career paths within academia and industry, or even both.

17 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/a-new-partnership-in-doctoral-education-in-business-administration/186643

Related Content

Teaching Philosophies of Career and Technical Education

Gregory C. Petty (2011). *Definitive Readings in the History, Philosophy, Theories and Practice of Career and Technical Education* (pp. 62-83).

www.irma-international.org/chapter/teaching-philosophies-career-technical-education/46699

Putting Industry Into WIL Teaching Praxis: Engaging Creative Industries for Lifelong Employability

Jeff Naqvi (2021). *Applications of Work Integrated Learning Among Gen Z and Y Students* (pp. 1-26).

www.irma-international.org/chapter/putting-industry-into-wil-teaching-praxis/275034

Power System Operator Certification: A Case Study for India

K. Balaraman, B. R. Lakshmikantha and R. Nagaraja (2013). *Evolving Corporate Education Strategies for Developing Countries: The Role of Universities* (pp. 263-268).

www.irma-international.org/chapter/power-system-operator-certification/73756

Work-Life Balance Challenges: Constructing an Employee-Friendly Workplace

Nihan Senbursa (2022). *Handbook of Research on Future of Work and Education: Implications for Curriculum Delivery and Work Design* (pp. 511-532).

www.irma-international.org/chapter/work-life-balance-challenges/288182

Teaching Operations Management with Enterprise Software

R. Lawrence LaForge (2007). *Enterprise Systems Education in the 21st Century* (pp. 138-151).

www.irma-international.org/chapter/teaching-operations-management-enterprise-software/18499