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The nature and purpose of the DBA

A case for clarity and quality control

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Abstract

Purpose – To explore the nature (component parts, degree structure) and purpose (intended outcomes) of the Doctor of Business Administration (DBA) degree, identifying the strengths and weaknesses of the degree as they stand presently, using Australian experience.

Design/methodology/approach – A review of DBA programme offerings in Australia identified commonalities and differences in these offerings, and provided information necessary to propose strategic and theoretical implications of DBA education.

Findings – The paper demonstrates areas of confusion surrounding the purpose and nature of the DBA degree, especially as a research degree in comparison to the PhD. It concludes that quality controls are needed to ensure that this growing addition to management education adds to, and aids, the goal of strengthening management research, in ways that link theoretical insights with management practice.

Research limitations/implications – Theoretical and practical implications of the DBA degree are offered, as well as the extent to which the DBA addresses the educational needs of students and its benefits to the university.

Practical implications – The paper provides data useful to administrators interested in establishing a DBA degree in their institution, for researchers wishing to further explore and contribute to the discourse regarding the calibre and content of DBA degrees, and for students wishing to learn more about the fundamental differences between the PhD and the DBA.

Originality/value – This paper provides new information about the way the DBA degree is developing in an Australian context, and offers advice on issues that need attention in order to further ground the DBA in a combined research and practitioner ethic.

Keywords Doctorates in Business Administration, Quality control, Australia

Paper type Research paper

The purpose of this paper is to explore the nature (component parts, degree structure) and purpose (intended outcomes) of the Doctor of Business Administration (DBA) degree, and identifying the strengths and weaknesses of the degree as they stand presently, using Australian experience. In this paper, business administration is defined as the management and administration of enterprises across fields as diverse as corporate finance, accounting, economics and law, management, marketing, engineering and information technology and including industries in the private and public sectors, not-for-profit organisations, higher education, and hospital and school systems. The nature of the DBA degree refers to its structure across institutions, and also the delivery of the degree in Australia and internationally in terms of student numbers and mode of delivery. Purpose refers to intended outcomes of the DBA. As discussed in this paper, the research focus of professional doctorates like the DBA is “concerned with researching the real business and managerial issues via the critical



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review and systematic application of appropriate theories and research to professional practice” (Association of Business Schools, 1997, p. 2). The findings more clearly delineate the contributions made by the DBA to scholarly discourse specifically and practical outcomes generally.

Overview

Professional doctorates have a longer history in other disciplines like education, but the DBA degree was introduced into American graduate business education around 20 years ago (Northeastern University Archives, 2003), and into the UK from the early 1990s (Bourner *et al.*, 2001; Bourner *et al.*, 2000). It has only recently appeared in the professional doctorate offerings in Australia (Maxwell and Shanahan, 1996, 1997; Perry and Cavaye, 2002, p. 109; Sarros *et al.*, 2002), largely the result of the suggestion by the Australian Higher Education Council (1990) that universities consider the development of professional doctoral degrees. Some business faculties have introduced DBAs in order to differentiate themselves and offer an alternative higher research degree to the traditional Doctor of Philosophy (PhD), and alternative which could relate to the unusual development of graduate management education represented by the introduction of the MBA degree. The Australian Research Council’s Report on Australian Management Research (National Board of Employment, Education and Training, 1997, pp. 31-37) noted that there had been a 500 per cent growth in doctoral enrolments in the management area in the seven years between 1990 to 1996, and that with this general growth in doctoral research had come the introduction of the DBA. Maxwell (2001) observes that the ever-increasing demand for credentialism is another reason for the burgeoning of professional doctorates like the DBA that offer alternative research programmes to the PhD, and are offered at the doctoral level of education. Further, recent research by Neumann and Goldstein (2002, p. 34) suggests that the DBA with its focus on the needs of both practitioners and academics is a rapidly growing alternative graduate qualification to the traditional PhD.

However, there remains a lack of consistency across institutions regarding the nature (degree structure) and purpose of the DBA. For example, in a comprehensive review of the Australian graduate education system, Marginson (2002, p. 35) asserts that “in fields where professional doctorates are still in the process of formation. . . clear and agreed standards for examination have yet to be established”. Palmer (2002, p. 141) observes that “there is little study as yet on quality issues associated with the new DBA degrees”.

DBA vs PhD

The major difference between the DBA and the PhD is the degree structure of the DBA that allows and indeed encourages the candidate to more applied outcomes. Instead of the traditional single PhD thesis, DBA programmes usually require a portfolio of course work, seminar presentations, and industry-relevant research reports that contribute in a meaningful and current fashion to the study area selected. It is because of these differences between traditional and professional doctorates that more knowledge of the relative strengths and weaknesses of professional doctorates is warranted. More information about how professional doctorates “work” in the context of traditional university hierarchies and traditions is also needed. This is because misconceptions and misunderstandings of what constitutes a professional doctorate

compared with a PhD are presently frustrating the ready acceptance of professional doctorates as a new form of research degree, equivalent to but different from the PhD.

The DBA as mode 2 learning

Gibbons *et al.* (1994) identified mode 2 learning and knowledge as a form of technical rationality that has workplace relevance and applications. Scott *et al.* (2002, p. 18) assert that mode 2 knowledge “is whether it makes the workplace a more efficient and more productive place” where the strategic knowledge of the individual is enhanced to enable them to function more effectively in the workplace. In comparison, mode 1 learning is disciplinary-based with more specific theoretical outcomes, along the lines of more traditional knowledge production. Nonetheless, there is sufficient commonality between the two modes of knowledge and learning to justify the DBA as meeting both strategic as well as theoretical and academic imperatives (Taylor, 2002, p. 28). Usher (2002, p. 150) claims that “professional doctorates [like the DBA] more readily bring together the academy and the workplace,” thereby providing an acceptable alternative to the “conventional PhD by thesis [which] is too embedded in Mode 1”. In this fashion the DBA degree approaches mode 2 knowledge and learning styles but also incorporates the need for academic rigor as contained in the mode 1 approach.

Research contributions of the DBA and PhD

A recent report for the Department of Education, Science and Training (DEST) in Canberra by McWilliam *et al.* (2002) has reviewed the growing field of professional doctorate education in Australia. Key recommendations of this review accentuate the strengths of the professional doctorate compared with the PhD and argue for changes to accommodate and recognise the value of this new type of research degree. In particular, recommendation seven (McWilliam *et al.*, 2002, p. 104) asserts that “industry, government and universities revise their assumptions about research training in higher degrees, in order to acknowledge and take advantage of the different contributions and outcomes of all doctoral programmes and their participants”. Recommendation eight (McWilliam *et al.*, 2002, p. 1104) also suggests that “categories used for reporting and monitoring research training be adjusted to acknowledge the professional doctorates as ‘differently rigorous’ doctorates in their own right”.

The term “differently rigorous” needs clarification. For example, professional or research-coursework doctorates are promoted as being more flexible than research-only PhDs (Usher, 2002). They attract a wider variety of candidates with varying interests and work backgrounds when compared to PhD candidates (Trigwell *et al.*, 1997, p. 7). Maxwell and Shanahan (1997, p. 133) claimed that “the professional doctorate has been conceived as an in-service or professional development award, concerned with production of knowledge in the professions”. The DBA in particular provides opportunities for students to network with their cohort that most often includes candidates from all walks of life. This cross-fertilisation of experiences and ideas may be more diverse than similar opportunities offered for PhD students, whose work and academic milieu may be more limited than those of DBA candidates.

However, there is little consistency in how these graduate degree programmes are delivered, monitored, and evaluated, particularly among the professional doctorate offerings. Much of this lack of consistency stems from what McWilliam (2002, p. vii) asserts are:

Massive changes in modes of “scientific” knowledge production... [which] are no longer sufficient to develop capacities and skills for use in professional and industrial settings... Little wonder then that the professional doctorate as a “hybrid” development in higher education research is of so much interest.

Further, because professional doctorates in large measure “break the mould”, they often are “discouraged by internal university concerns that rigour is bound to be a casualty of hybridity” (McWilliam, 2002, p. vii).

It appears that until the essential differences between the PhD and the DBA are identified and clarified, as well as a frank disclosure of the epistemological and ontological frameworks on which these differences are grounded, then little research rigor independent of the internationally-recognised model of the PhD can be attached to the DBA. Nonetheless, the general consensus is that the tension between the demands of academia and the requirements of industry are best addressed through a DBA rather than through a PhD. An examination of these business and academic imperatives follows.

Business and academic imperatives of the DBA

Course prospectuses indicate that the DBA is designed to make a significant contribution to the enhancement of professional practice in business administration (public and private sectors, education, hospital, professional, and general management) through the application and development of robust and relevant frameworks. In comparison, the PhD is designed to emphasise the development of new knowledge and innovative theoretical perspectives. The DBA is therefore a “professional practice” doctorate focused on researching real business and managerial issues through a critical review and systematic application of appropriate theories and research. O’Neill and McMullen (2002), p. 78) assert that the DBA “aims to develop researching professionals” while the PhD “is principally intended to develop academic researchers,” a point first highlighted by Bourner *et al.* (2001, p. 71). Sekhon (1989) and Trigwell *et al.* (1997, p. 6) advocated that doctoral programmes need to become more industry-oriented and include personal relationship training, practical problem solving, and a strengthened relationship between industry and higher education institutions. Professional doctorates like the DBA intend to achieve most if not all of these imperatives, as has been shown in other countries offering the DBA, such as the UK (Bourner *et al.*, 2000). As Bourner *et al.* (2000, p. 494) assert, “[the DBA] is a programme of research-based management development aimed at developing the capacity to make a significant original contribution to management practice”. In Australia, Palmer (2002, p. 136) notes that the DBA is focused on “the application of received knowledge and theory to practical problems of managerial and business significance.”

Nonetheless, in attempting to bridge the divide between the demands of academia and the sometimes hard-nosed expectations of industry, the DBA degree needs to ensure quality standards are maintained in terms of programme delivery as well as relevancy of outcomes, both theoretical and practical. In a study of the DBA in New Zealand, Lockhart and Stablein (2002, p. 195) inform us that merely increasing the numbers of applied studies for practitioners does not bridge this gap unless the literature is also enriched. They assert that the gap will only be mended by research-oriented DBA degrees that are “knowledge-generating”. Such degrees are

relevant to practitioners who wish to develop research skills in order to enhance their job prospects, continue their ongoing learning regime, and add value to their organization's strategic plan. The greatest challenge is in satisfying the expectations and needs of academics and practitioners who are "distinctly different communities each with their own needs" (Lockhart and Stablein, 2002, p. 200).

Current profile of the DBA in Australia

The growing interest in the new forms of professional doctorate in business can be related to the exponential growth in graduate programmes in business administration in recent years. For example, coursework Master's enrolments alone grew a massive 311 per cent between 1990 and 2000 in Australia (Marginson, 2002, p. 23; Palmer, 2002, p. 129). Across the social sciences, Management and Administration was the field of study with the highest growth in graduate degree offerings for international students. There have been very significant changes in this market since the first coursework masters in business was introduced in the form of the MBA, with a burgeoning of Master's in such specialised fields as Management, Marketing, Accounting, Finance, International Business, Applied Economics, etc. These general growth trends in the business and management postgraduate area show the increase in student and market interest in degrees that offer practical and vocationally relevant outcomes. The professional doctorate provides a research degree that can be related to the demand for knowledge reflected in these coursework Master's programmes. Where the coursework Master's programmes include research training, they also provide a pathway to entry to a DBA which is quite different from the traditional route to a PhD through an undergraduate Honours-level degree.

In 2003 there were 38 public and two private universities in Australia, with 20 (53 per cent) of these universities offering a DBA degree as part of their graduate course programmes (an additional institution not in the university sector, Gibran Management Institute Australia, also offers the DBA). The first university to offer the DBA in Australia was Victoria University of Technology in 1993, followed by Murdoch University (1994), and a number of others in 1996 (Curtin, University of Western Australia, RMIT, Charles Sturt) and the remainder since 1996. Two of the universities offering the DBA are part of the prestige group of eight research universities (Monash, UWA), four are universities of technology (Curtin, RMIT, Swinburne, Victoria), and the remainder ranging from large second-tier research universities (e.g., Macquarie, Deakin) to small regional institutions (e.g., SCU, Charles Sturt) in addition to the Gibran Management Institute.

Nature of the DBA in Australia

Nature refers to the nature of the degree structure across institutions, and also the delivery of the degree in Australia in terms of student numbers and mode of delivery. For the purpose of this paper, Australian universities offering the DBA are located within one of the following sectors:

- *Group of Eight* – Monash University, University of Western Australia;
- *University of Technology* – Curtin University of Technology, Royal Melbourne Institute of Technology, Swinburne University of Technology, Victoria University of Technology.

- *Second-tier* – Deakin University, Edith Cowan University, Flinders University, Macquarie University, Murdoch University, University of Canberra, University of South Australia (GSM).
- *Regionals* – Charles Sturt University, Northern Territory University, Southern Cross University, University of Ballarat, University of Southern Queensland, University of the Sunshine Coast, University of Western Sydney/Hawkesbury.
- Most DBAs in Australia are offered by the regional and second-tier universities (33 per cent each), followed by universities of technology (19 per cent). The top research universities (Group of Eight) comprise the smallest portion offering the DBA degree (10 per cent).

Enrolment status (full time/part time) and length of course

The DBA can be undertaken on both a full-time and part-time basis, with 16 universities offering the degree on a full-time basis ranging from one to four years in duration (mean = 2.4 years, mode = three years), and 18 offering a part-time degree of between three to eight years (mean = 5.2 years, mode = six years). Aggregation by type of university reveals the following:

- *Group of Eight* – Three years full-time enrolment at Monash and University of Western Australia, six-eight and five years part-time at Monash and UWA respectively.
- *Universities of Technology* – Three universities of technology have degrees of two to six years in length, with RMIT only offering a part-time DBA of four years duration.
- *Second-tier* – The second-tier institutions range from a proposed one-year full-time degree (Deakin) up to six years part time.
- *Regionals* – The regional universities present the greatest dispersion in years of study required for the DBA, possibly as a result of their location and the need to deliver the programme both externally and off-campus in order to access students. Therefore regional universities have the longest completion time required of eight years part-time study in the case of two universities (Charles Sturt, Northern Territory).

Profiles of enrolments

It is difficult to obtain firm data regarding numbers of students enrolled in DBA degrees in Australia, due to various forms of data collection employed by the Federal Government's Department of Employment, Science and Training. The best we can do is identify that in 2001 there were 358 students (equivalent full time) enrolled in doctorate by coursework degrees, and 1,160 enrolled in doctorate by research degrees in management and commerce. Of the coursework students, 164 (46 per cent) were international students. Of the doctorate by research students, 212 (18 per cent) were international students.

The increasing capacity of DBA programmes in Australia to attract international students needs to be considered in the larger context of the DBA degree overall.

Increased student numbers may not necessarily equate to a better DBA programme. For example, in the case of a South Australian university, the number of external, offshore DBA candidates enrolled by a second-tier university in 2003 exceeded 500 candidates, and this has strained the capacity of that institution to find sufficient supervisory staff to accommodate the students (Australian and New Zealand Academy of Management, 2003; Sarros *et al.*, 2004). This large number of candidates challenges the intended purpose of the DBA programme – is it merely to generate income, or is the purpose of the DBA to produce managers with sufficient research skills who can then apply these skills to achieve strategic and competitive advantages in the workplace? Until these issues are resolved, attempts to grow the DBA without sufficient resources to deliver the programme as expected and required at a doctoral level may only compromise the integrity of the degree across the entire university sector. We suggest the identification of a set of commonly-agreed benchmarks or standards regarding the DBA be generated in order to guide the further development of the DBA in Australia.

Course work/thesis mix

Every DBA programme in Australia contains a major research component, ranging from 50 per cent of the course requirements in five (25 per cent) universities to 66 per cent or greater in 14 (70 per cent) universities. Federal Government legislation stipulates that universities offering graduate research degrees that include a research component equal to or greater than 66 per cent of the course requirements are eligible for full-funded research places (research training scheme (RTS) places) for these degrees. The differences in the proportion of research within the degree are therefore highly significant. Aggregation by type of university reveals the following:

- *Group of Eight* – The completion of a research thesis comprises the greatest percentage of course requirements for the DBA in the two “group of eight” universities (greater than 66 per cent).
- *Universities of Technology* – The completion of a research thesis comprises the greatest percentage of course requirements for the DBA in all universities of technology (greater than 66 per cent).
- *Second-tier* – The second tier universities are about evenly balanced between 50 per cent and greater than 66 per cent of their DBA course requirements comprising the completion of a research thesis.
- *Regionals* – The majority of regionals require students to complete a research thesis as part of the DBA degree, but in most cases these theses are less than the 66 per cent research component needed for RTS places.

Clearly within Australia there are very significant differences, with “higher level” universities offering DBAs which are classified as research degrees, and some of the other universities offering DBAs which are not recognised as research degrees by the Australian Government, but which contain a significant amount of research with the coursework programme offered. This finding suggests that non-research DBA degrees (those with less than 66 per cent research component in the degree) compromise the quality of the DBA overall and therefore should not be formerly accredited by DEST as an approved professional doctorate.

Mode of study

The DBA is primarily delivered internally (63 per cent – some institutions did not provide details about delivery mode). Six universities provide the option for on-line and distance mode completions of the degree.

Assessment

Although access to information regarding assessment is limited, the majority of universities appear to offer DBAs with a mixture of internal and external assessment modes, with many opting for external assessment of the research component of the degree. In four cases universities allowed for one examiner to be appointed internally.

Number of units

The number of units required for completion of the DBA (units include both coursework and research components) range from five (Macquarie University – Hong Kong) to 24 (Southern Cross University, University of Southern Queensland). It is inappropriate comparing numbers of units required for completion, as semester time associated with these units varies considerably across these universities. For instance, the University of Canberra offers a one year full-time DBA, compared with a three year full-time DBA at Victoria University. Monash University's DBA degree consists of three years full-time study, of which 79 per cent is research-specific. It is important to recognise that the longer the DBA takes to complete does not necessarily equate with the credit points accrued on completion. Similarly, as outlined in the next section, the entry requirements into the DBA vary among programmes, and do not relate to length or quality of programme in any meaningful fashion.

Admission criteria

Formal qualifications. The admission criteria for entry into the DBA vary from the requirements of an undergraduate degree in a business-related area (UWA) to an honours degree, Masters degree, or MBA (Monash). In most cases, students who have not completed these qualifications in an English-speaking institution must provide evidence of an IELTS score of 6.5 or greater.

Years work experience required. Generally, admission criteria for most DBA programmes require some work experience at a management level, usually for a minimum of two years (e.g., Monash), but up to ten years at RMIT. The average is 4.8 years of management or work experience (mode = five years).

Costs of programme

The cost of completing a DBA is on a subject by subject basis or on an annual basis, with the average cost for a DBA being around Aus\$35,000. Costing structures for DBA programmes are fluid because of the relative newness of the degree in an Australian context. DBA providers appear to be monitoring their competitors' offerings and costs as a means of remaining competitive and attractive to the increasing graduate student client base.

Purpose of the DBA in Australia

Purpose refers to intended outcomes of the DBA. In Australia there appear to be distinct products of different natures, with some programmes emphasising the

research side of the degree, and others not claiming to be research equivalent degrees. What is clear from the findings is that the DBA degree is a different qualification to the PhD with sufficiently different outcomes to warrant further discourse and analysis.

A survey of the 20 institutions that deliver the DBA in Australia indicates a number of commonalities in outcomes. These common outcomes are strategic applications of research thesis, theoretical applications of research, overall educational development of student, and benefits to university provider.

Strategic applications of research thesis

Most DBA programmes in Australia focus on producing students capable of applying their knowledge to workplace problems and settings through a combination of theoretical and strategic outcomes. Many programmes highlight the need for “original contributions to scholarship in the area of management”, the application of “professional knowledge and skills which are applied in the pursuit of business excellence”, and to “undertake a major research project which is of specific benefit to the candidate’s organisation and career”. Essentially the DBA is promoted as a “hands-on” degree that builds on the work skills and needs of candidates through the application of research techniques to real-life work situations. In this fashion, the strategic outcomes of the DBA are akin to Mode 2 learning approaches (Gibbons *et al.*, 1994; Maxwell, 2002; Scott *et al.*, 2002).

Theoretical applications of research

Most programmes offer both strategic or practical outcomes, as well as theoretical outcomes to the DBA. Some universities promote their degree as the “extra step” that helps students to demonstrate mastery in a particular area of management at the highest level of academic discourse. Others are more specific, such as the aim to develop leaders in the “knowledge and theory of international management”. In this fashion, the theoretical outcomes of the DBA are akin to Mode 1 learning approaches (Gibbons *et al.*, 1994; Lockhart and Stablein, 2002; Scott *et al.*, 2002).

Educational development of students

Some programmes aim to produce students with an enhanced appreciation of issues impacting on modern management in a changing world. Others intend to produce graduates with the research and educational skills needed for senior management positions in corporations, or for academic careers. Some programmes promise to “provide students with the analytical techniques necessary to become competent researchers ... at an advanced level”. In general, all programmes are committed in some fashion to developing their candidates through emphasis on problem investigation and resolution, the development of quantitative and qualitative research skills, and the ability to interact with others in the pursuit of knowledge intended to enhance management effectiveness, company competitive advantage, and candidate business knowledge. In essence, DBA graduates appear to become “role models for the practice of management”, having acquired the doctoral qualification after intensive research training, analysis, and application. In this fashion, the educational development of the student is also related to the strategic and theoretical outcomes of the DBA.

Benefits to university

All DBA programmes in Australia are promoted on the premise that they contribute to the overall research credibility of the institution and offer a professional doctorate that satisfies the dynamics of an ever-changing business community. Tangible benefits of the DBA are in increased research student funding from the federal government and the potential to generate increased numbers of DEST research-allocated points which have significant resource implications for universities. Specifically, the greater the number of DEST points obtained by a university through its research quantum, to which DBA student completions make a contribution along with other higher degree research students, the greater the amount of federal government funds allocated to that university. It follows that the higher the calibre of the DBA programme (as perceived by students and competitors) the more likely the possibilities of attracting the better performing students, and the more likely the university is to obtain increased numbers of DEST points through student completions and publications.

General implications for academics and practitioners

Table I summarises the key aspects of the nature and purpose of the DBA. As Table I shows, the nature of the DBA in Australia remains problematic. There are too many loose constructions of the degree in terms of how many subjects or credit points are associated with successful completion of the DBA, nor any consistency regarding admission criteria across institutions. Further, the quality of the degree is often related

Facet	Key components
Nature of DBA	<ul style="list-style-type: none"> Full-time degree (three-four years) Research component of 50 per cent or greater in majority of degrees Internal (63 per cent of universities) compared to on-line delivery mode External final assessment of thesis No consistency in subjects, credit points, or time required for completion of degree Varying admission criteria Cost of DBA is relatively similar across institutions, but does not necessarily indicate quality or prestige of the degree
Purpose of DBA	<ul style="list-style-type: none"> To produce graduates with research and practical outcomes To improve competitive advantage of business in Australia Linking student research projects to real-life work issues Development of student research skills Development of capacity to work at senior management levels To produce graduates who become role models of best practice in management Increase allocation of federal government grants through graduate research student completions

Table I.
Nature and purpose of the
DBA

to the research, teaching, and resource credentials of the university rather than the enrolment costs of the degree. These findings suggest that academics involved in professional doctorate business education need to ensure that consistency of design is not regression to the mean but aspiration to the highest standard degree, where standard is measured in subject content and number, length of thesis and examination procedures, calibre of academic staff, and the research profile of the university providing the doctoral programme.

In terms of purposes of the DBA, many universities promote their version of the degree as the one through which a graduate will obtain first-rate research skills and current business knowledge to give them and their organisations a crucial competitive advantage over their counterparts. However, the extent to which these promised outcomes are achieved has yet to be validated. Graduates of DBA programmes are the best indicators of success or otherwise of the programme. We recommend that future research investigates how graduates have applied their DBA to their workplace, their own careers, and to the enhancement of knowledge generally through publications, ongoing learning, and further research initiatives, whether industry-based or personal.

Conclusion

As indicated in this study, there exists a lack of uniformity in the structure (nature and purpose) of the DBA degree in Australia. For instance, our findings reveal that there is considerable variation in the workload expected by different universities. These variations may be accounted for by the type of university delivering the DBA. That is, universities with a strong research culture may more likely insist on a research-specific DBA compared with the more content-based and eclectic DBA, offered by other categories of university. For example, the DBA programme in one Australian university seems to have been driven not so much by the structure (course content) and quality (academic rigor) of its DBA degree but by the numbers of fee-paying students (domestic and international) it can attract into its programme. Other DBA programmes have large student intakes that cannot be resourced adequately by supervisory staff nor university facilities (as in office space for students). On the basis of these findings, it is recommended that a set of quality standards be identified both in terms of nature and purpose of the DBA in Australia. These standards should assist relevant authorities in monitoring DBA outcomes in terms of student completions, success of programmes, and calibre of the programmes compared with other graduate programmes and with the traditional and successful PhD degree.

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