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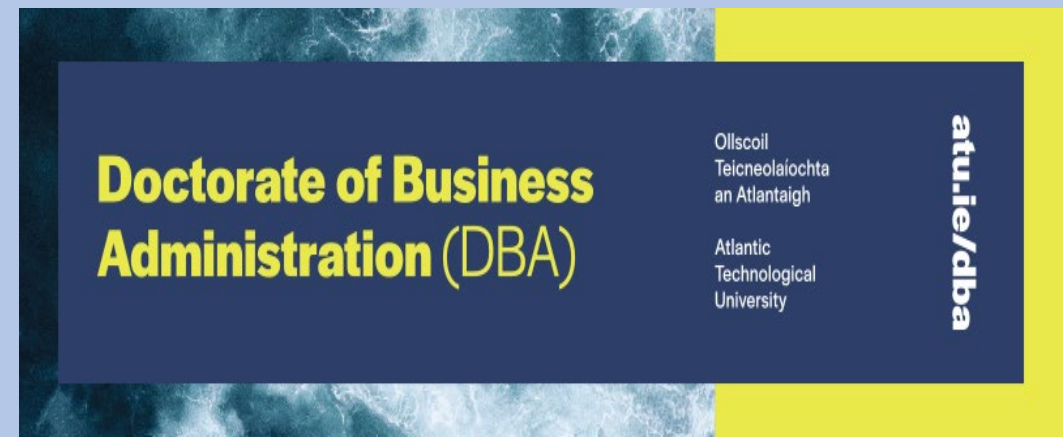
Navigating the Evolving Landscape of the DBA: Insights from a New Kid on the Block

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In today's presentation we reflect on:

- The changing nature of doctoral education
- The newly-launched DBA programme at ATU
- Conceptions about the value of a DBA
- Predictions and recommendations for the future



The demand for doctoral education

- From individual, organisations, society
- Enrolments at doctoral level have increased year-on-year across Europe for the last five years. The EUA-CDE estimates that there are now 750,000 people studying for a doctorate across Europe (EUA-CDE, 2018)
- National and international demand



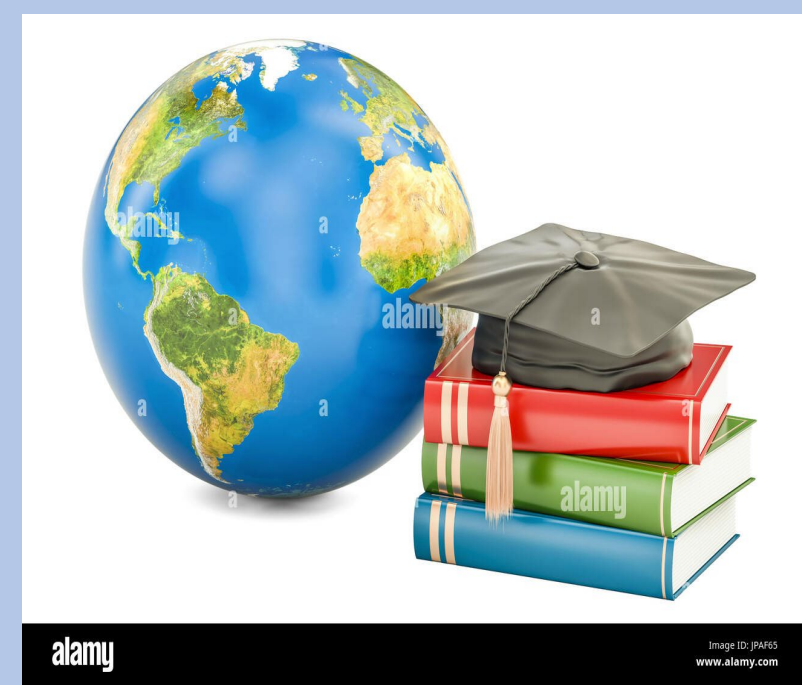
The changing face of learning

- Flexibility in models is a key requirement (EUA-CDE, 2018)
- From Master/Apprentice, to 'secret garden' (Park, 2007, p29) to collaborative approach for 'researching professionals' (Taylor, 2023)



Universities respond

- Heavy concentration of doctoral education in the three regions of Asia, North America, and Western Europe (Taylor, 2022)
- New models of doctoral education: PhD, Professional Doctorates, Doctorates by Publication, Doctorates by Performance and others
- DBAs are offered by 37% of UK universities (Hay and Samra-Fredericks, 2019) althoughmSmith McGloin and Wynne (2022) question the demand for professional doctorates within this new landscape



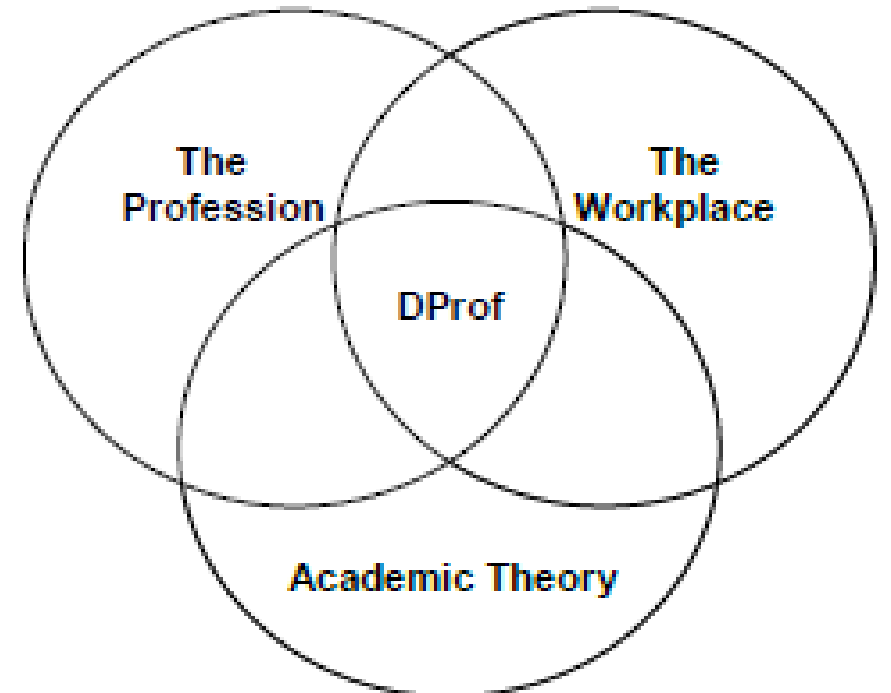
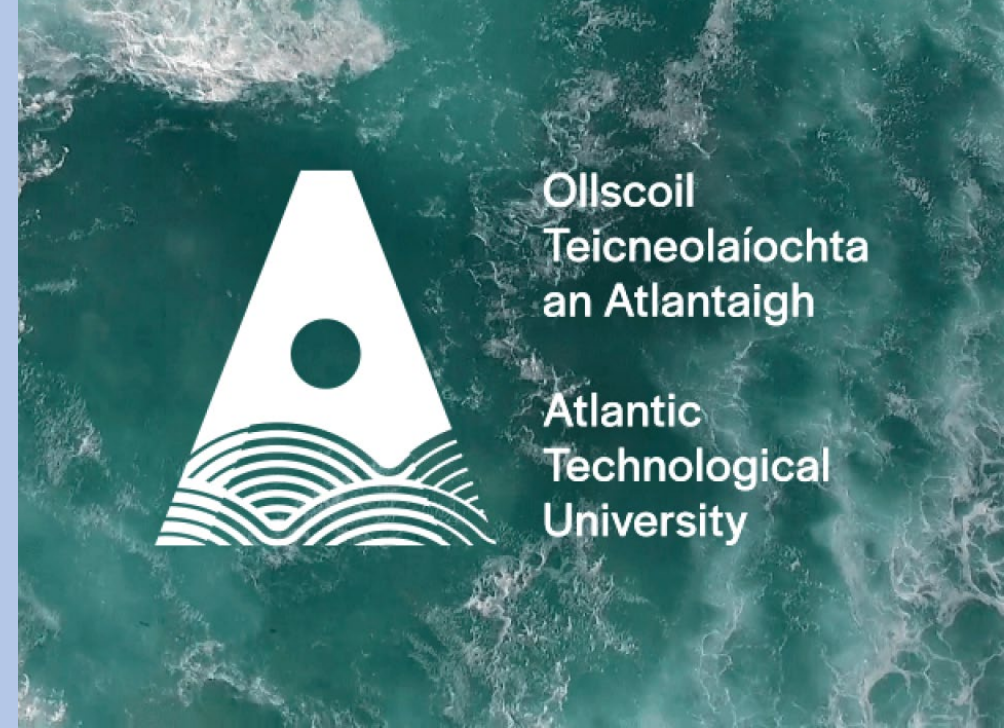
New delivery possibilities

- Blended
- Digital options
- Commuter models
- 24/7/365
- AI?



The DBA at ATU – our trajectory

- New university, imperative to upskill staff to doctoral level
- Long, strong and successful history of executive education
- Model: choice of DBA programme rather than PhD and others
- Evolution in focus from **teaching** (to support local industry) to **research interest** (to build regional development) to **teaching and research**



The DBA at ATU – our ambition

With our distinctive organisational culture and the historic development of our institution, we aspire to:

- Encourage 'researching professionals' v. 'professional researchers' (Braeham et al, 2000), and to
- Answer calls to build 'heart and soul' in management education (Waddock and Lozano, 2013)



Process

- Long term strategy
- Design of programme
- Validation
- Launch
- Recruitment
- Programme start

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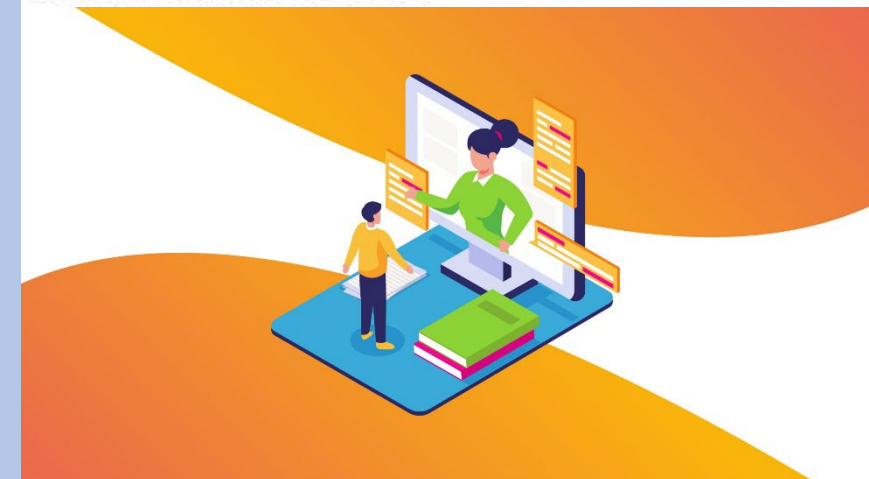
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Characteristics of ATU DBA

- Cohort based (20)
- Gender/age/sectoral balance
- Blended
- Creative and authentic
- Taught and research elements
- Assessment builds towards thesis, especially 3 papers
- Busy schedules: fitting everything in, emphasis on reflection



Multi – Dimensional Value and impact of DBA

- DBA Candidates/ Holders
 - Career – progression, or start their own consultancy business, academic roles – visiting professor
 - Professional Skills & Expertise
 - Rigorous research training
 - Utilising research to make change
 - Social Recognition
 - Personal Growth

(Alves et al, 2023, Creaton & Anderson 2021)



Knowledge outputs and outcomes

- Theoretical knowledge
- Applied knowledge
 - Evidence based research knowledge leading to
 - New programmes
 - New tools
 - New strategies
- Knowledge Dissemination
 - Papers, Conferences, books, news on social media, exhibitions & presentation

(Alves et. al 2023)



Societal impact

- DBA research and outputs can help organisations, industries and communities address complex problems
- Align research to SDGs



Benefits for Schools of Business

- increased organisational prestige and credibility
- enhanced attractiveness & competitiveness
- economic benefits
- a research culture outside academia
- increased number of DBA qualified academic staff particularly in business schools



Challenges

- Financial viability in terms of taught elements and supervision costs
- Securing qualified faculty for supervision
- Staying contemporary - ensuring relevance to Industry/Society Needs



Challenges

- Differentiating the Programme
- Balancing Academic Rigour with Practical Application (Poole, 2018; Prøitz & Wittek, 2020)
- Attracting High-Quality but diverse Candidates
- Global Competition



Predictions and recommendations for the future of DBAs

- Continued emphasis on practical impact and socioeconomic Impact
- Stronger industry collaboration – need to integrate employers more fully into curriculum, delivery & assessment (Creaton & Anderson,2021)



Predictions and recommendations for the future of DBAs

- Research themes - Sustainability and Social Responsibility, AI, Social Justice, Authentic Leadership and Change Management
- Customisation and flexibility in terms of delivery
- Internationalisation and global perspective – Need for collaboration



Summary

- Doctoral education is constantly evolving
- The ATU DBA faces interesting external challenges
- DBA offers multi-dimensional values for individuals, organisations (incl HEIs) and society
- We are challenged to remain contemporary and anticipate needs of DBA candidates, employers and society at large

Thank you for listening

