

Why HBCUs Must Create World-Class Doctor of Business Administration (DBA) Programs

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Abstract

Historically Black Colleges and Universities (HBCUs) have provided opportunities for Black students to obtain an education together with people of common backgrounds and have done a great deal to prepare those students for success. This paper identifies why HBCUs must now raise the bar in offering world-class doctoral level educational opportunities that can exponentially improve the quality of business schools, better prepare business graduates, and increase the prestige of business programs at those institutions.

Keywords: Benefits of Doctor of Business Administration degrees, HBCU business schools, improving business education, world-class business school standards, improving HBCUs

1. Introduction

In their recent book about the need for creating opportunities for people of color to achieve their highest potential, Randal Pinkett and Jeffrey Robinson (2022) have articulately identified the importance of Blacks raising the bar in their commitment to excellence and in their quest for equity, justice and transformation. As highly regarded scholars and business leaders, Pinkett and Robinson epitomize the significance of “Black faces in high places” to create more opportunities for Black men and women to raise the bar of their expectations and their performance. One important way to enable future Black leaders to achieve prominence in their careers and communities is by creating Doctor of Business Administration (DBA) degrees at Historically Black Colleges and Universities (HBCUs) so that future leaders can obtain the skills and knowledge that can help them to fulfill their highest potential.

The purpose of this paper is to present ten compelling reasons why HBCUs need to create world-class Doctor of Business Administration (DBA) programs to assist African Americans in increasing business skills in a world that has become increasingly competitive. We begin the paper by identifying the powerful converging forces that have created opportunities for HBCUs to establish world-class quality DBA programs – documented by specific evidence. We then identify the hurdles that have stood in the way of HBCU leaders making the decision to create DBA programs and provide recommendations for HBCU business faculty and administrators who may be slow to act. We conclude the paper with a challenge to those who lead HBCUs and to their faculties, alumni, and friends to support the timely creation of top-quality DBA programs.

2. The Need for DBA Programs at HBCUs

Ron Stodghill’s (2015) important book about the precipitous decline of HBCUs chronicled the importance of HBCU business schools and the potential contribution that they can make to increasing their enrollments, upgrading the quality of their academic programs, and improving their universities’ financial position. However, in the complex world of the 21st Century, the disconcerting reality is that HBCUs have continued to struggle in their quest to provide people of color with a world class business school education (Bracey, 2017). As confirmed by the Academy to Advance Collegiate Schools of Business (AACSB), the gold standard of business school accreditation, only three HBCUs currently offer doctoral programs in business and only one of those schools offers a Doctor of Business Administration (DBA) degree (Maradei, 2022).

Notwithstanding limited state and federal financial support, HBCUs have provided unprecedented educational access to a historically disenfranchised race of people within the U.S. within a “system that was never designed for [them] to succeed” (Exkano, 2013, p.65). HBCUs have worked hard to close the gap in higher education for African American students and, more specifically, great numbers of low-income students. In the United States, HBCUs account for approximately 10% of all Black students in higher education, even though these institutions make up less than 3% of all postsecondary institutions (Farmer, Hilton, & Reneau, 2016; Gasman & Nguyen, 2015).

In keeping with their historic mission, HBCUs have become key producers of many talented scholars who have become leaders in their communities and have provided many students with undergraduate and graduate degrees and professional credentials. Despite optimistic statistics about the successes of HBCUs in producing college graduates (Benz, 2022), HBCUs continue to struggle financially due to decades of systemic racism in both federal and private funding (Gasman & Drezner, 2008; Harris, 2021).

3. Nine Compelling Factors

The context of the 21st Century for business and for the academic institutions that prepare future business leaders has often been described as a “VUCA” world (Mack & Khare, 2016). The speed of change has rapidly increased and conditions facing business, government, and nongovernmental organizations are well described as volatile, uncertain, complex, and ambiguous (Millar, Groth & Mahan, 2018). Abundant evidence confirms that the following nine forces are not only important factors shaping today’s society, but they signal warning signs directly affecting future quality of life. Although several of these forces are focused on the academic world and schools of business, their impact has been and will continue to be far reaching in other parts of society as well.

3.1 Economic Decline and Its Impact on Financial Resources

The aftermath of the 2008-2009 worldwide economic and fiscal meltdown had profound societal repercussions that left many nations in dire straits and required governments to reassess their ability to meet the needs of their citizenries (Lewis & Verhoeven, 2010). Whipsawed by a sudden decrease in revenues coupled with increased demands for financial assistance, governments were unable to continue to fund programs, services, and institutions because of their limited resources (Bransberger, Falkenstern & Lane, 2020). A decrease in governmental funding of public education required public colleges and universities to cut back services and decrease the quality of the educational programs that they offer, while simultaneously increasing tuition costs (Geiger, 2010; AAUP, 2022). Unfortunately, as reported in the *Wall Street Journal*, financial pressures of the present-day include struggles with supply chains, high inflation, and economic stagflation (Wallerstein, 2022) – burdening all sectors of the economy and undermining the financial support of colleges and universities (Williams, 2019).

3.2 The Worldwide COVID Pandemic and Its Disruption of the Work Environment

Previously established assumptions about the nature of work, expectations about supervisor-employee relationships, and the entire dynamic of measuring productivity and accountability have been substantially redefined because of the global pandemic that continues to impact society (Rudolph & Zacher, 2020). The challenges of managing people and organizations in the aftermath of COVID have required reexamining the ways that future leaders and their employees define work (Forbes et al., 2020). The impacts of COVID on the virtual work environment have also impacted employee preferences and require educators to rethink how future business leaders are educated in today’s college and university business classrooms to prepare those leaders to interact with the post-COVID workforce (Diab-Bahman & Al -Enzi, (2020).

3.3 The Ineffectiveness of Today’s Management Strategies

The extensive research of Gallup corporation in studying the decline in employee engagement and commitment to their organizations has focused a white-hot light on the deficiencies of many of today’s managers and supervisors as well as the failure of Top Management Teams in providing effective training of managers and supervisors who work with today’s employees (Clifton & Harter, 2019). The underlying assumptions of tomorrow’s leaders need to differ from the assumptions of existing managers and supervisors if those future leaders are to perform effectively (Covey, 2004; Green, 2007; Cusaac, 2021). Based upon current evidence about the decline in trust in today’s leaders, predictably disappointing outcomes are likely if business schools are ineffective in providing today’s students with accurate information about leadership, motivation, and employee relations (Edelman, 2022).

3.4 The Priorities and Values of Gen Z and Millennial Employees

The priorities of Generation Z-ers and Millennials about the importance of work life balance and their expectations about personal and career mobility have profoundly affected this cohort’s response to assumptions about human

behavior and employee relations (Schroth, 2019; Muhand & Caldwell, 2023). The term, “quiet quitters,” has become a fundamental part of the work world vocabulary – describing the desire of 50% of the work force to do only the bare minimum required at work (Hare, 2022; Smith, 2022). Educating business students about how to manage this cohort group who has become the largest sector of the workforce will require rethinking the content of business schools’ curriculum and assumptions about employee motivation (Baum, 2019). Moreover, as the millennial generation continues to flood the leadership ranks of companies nationally, it is imperative that business schools update their curriculums to stay in pace with the leadership styles and perspectives of the current and future generations (Smith & Turner, 2015).

3.5 The Roles of Part-time, Contract, Free Lance, and Temporary Employees

According to an extensive study by researchers from Harvard University and Princeton University, 94% of the new jobs created in the U.S. economy since 1995 are contingent or “gig economy” positions made up of employees who are part-time, contract, free-lance or temporary (Katz & Krueger, 2019). This shift in the “employee contract” has redefined the relationship between employers and their employees and the basic assumptions about the nature of work performed (Rousseau, 1995). Business schools have begun to incorporate into their curricula insights about how to work with part-time workers, but this topic demands extensive longitudinal research and a careful reanalysis of assumptions about employee supervision (Santra, 2021). The recent strike of nearly 48,000 unionized academic workers in all 10 University of California campuses has the potential to reshape employee relations for higher education across the country (Reilly, 2022).

3.6 The Evolution of Racial Demographics and the Need for Racial Sensitivity

According to William Frey (2018) of the Brookings Institute, the growth in the percentage of the Hispanic and Black demographic groups in the U. S. means that a majority of the U. S. population will be non-White by 2045. To enable these important population groups to have role models as faculty members and leaders in society, colleges and universities will need to provide substantially more opportunities for Hispanics and Blacks to obtain terminal degrees in business. A report by Bernard Milano (2019), former President of KPMG and their groundbreaking PhD project, indicated that after 25 years of effort by that company in funding minority doctoral candidates only 4% of business school faculty were Hispanic, Black, or Native American.

3.7 The Change in AACSB Research Priorities

At their 2022 training meeting for AACSB business schools, the “gold standard” accrediting body for worldwide schools of business, announced the importance of business schools increasing their research in the areas of social justice, the social impact of business, and applied business research (AACSB, 2022). This change in the focus of business research was an acknowledgement of the need for an increased emphasis on social issues and applied research and signaled the accrediting body’s recognition of the importance of business schools becoming more committed to addressing practical social justice issues in research – especially in educating future business leaders about the importance of those issues in creating a commitment to social values (Hill, 2022).

3.8 The Decrease in Business School Funding of PhD Programs and Training Doctoral Candidates

Doctoral programs at major colleges and universities have historically been prestigious but expensive to conduct (Preston, 2014). In addition to requiring that a university’s most capable faculty teach doctoral level courses, business schools have had to provide doctoral candidates with financial stipends to subsidize their living expenses (Lynch, 2017). Many universities who have historically offered PhDs in business are struggling to justify the cost of those programs, especially at a time when interest in doctoral degrees appears to be declining and universities are continuing to struggle to meet their doctoral programs’ financial demands (Ehrenburg & Kuh, 2009).

3.9 The Trend Toward Hiring Part-time and Contingent Faculty

To reduce the costs associated with providing classroom education, colleges and universities have resorted to hiring part-time and adjunct faculty to teach courses – with many of those faculty members making \$3,500 or less per course taught and nearly 25% of those adjuncts relying upon public assistance to make ends meet (Flaherty, 2020). Anthony and colleagues (2020) noted that many adjunct faculty lack basic skills in teaching and 75% lack an incentive to obtain tenure status because of current hiring trends. Increasingly, tenured faculty positions are not being filled when senior faculty retire (Barnes, 2018). The impact for business education is that contingent faculty teach more than two-thirds of university classes nationwide (Marklein, 2017). The result of hiring contingent faculty is that the quality of business education has deteriorated with no incentive for temporary faculty members to do research or remain current in their fields (AAUP, 2022).

3.10 *The Failure of Business Schools to Update Their Curricula to be Timely and Relevant*

Academic institutions are notoriously slow in modifying their curricula as proposed changes typically wend their way through a cumbersome and ponderous multi-stage review process (Maasen, 2017). Despite the criticism of highly regarded scholars like Stanford's Jeffrey Pfeffer (Pfeffer & Fong, 2002) and McGill's Henry Mintzberg (2005), business schools are often perceived by practitioners as out of date, irrelevant to current business needs, and generating business graduates lacking critical behavioral, communication, and team-related skills. In addition, complex fields such as Human Resource Management are rarely adequately addressed in most business school curricula and graduates, even at the master's level, have not acquired the important skill sets required of those positions (Gomez-Mejia, Balkin & Cardy, 2015).

Each of these nine factors undermines the quality of present-day business education and impairs the ability of business schools to honor their obligation to their students, their students' eventual employers, and society.

4. Distinguishing DBA and PhD Programs

In the aftermath of the COVID-19 pandemic, public and private colleges and universities have struggled financially (Papano, 2020), and among the many casualties are costly PhD programs that typically demand their school's best scholars but are often loss leaders financially. Reporting in the *Chronicle of Higher Education*, Vimal Patel (2015) noted that the Council of Graduate Studies reported a steady downward trend in PhD programs in the humanities and that university administrators and students have called for a reduction in those doctoral programs. Meanwhile, job opportunities for PhD graduates have declined precipitously in the last decade, with many doctoral graduates having to take part-time, adjunct, and temporary positions – when they can find a job at all (AAUP, 2022).

PhD programs are also notoriously challenging – requiring students to devote from four to eight years to obtain that degree. In addition, many doctoral students report that they are bullied and abused by faculty members as part of the initiatory rite of passage required to obtain the once-coveted doctoral degree (Moss & Mahmoudi, 2021). Completing a doctoral dissertation is a difficult task and, according to the Institute for Positive Psychology and Education, “an estimated 40% to 50% of candidates never finish” (Litalien, 2015).

For a working professional with an MBA degree who is earning \$90,000 annually in salary to take four years off work to obtain a doctoral degree in business, the opportunity cost of going to school full-time for four or five years to obtain a PhD in Business Administration would cost that individual well over \$300,000 (Flaherty, 2020). In the business field, obtaining a PhD is neither a guarantee of a tenured faculty position nor even full-time employment at a college or university – much less the certainty of healthcare or retirement benefits (Gasman, 2022)

While public schools have seen a decline in doctoral program enrollments, many for-profit schools have created DBA programs – although some of those programs are of decidedly questionable value. For profit private schools like the University of Phoenix, Colorado Technical University, Capella University, North Central University, Walden University, and William Howard Taft University offer DBA degrees – but obtaining a PhD from these schools is no guarantee of a job, and in fact, may limit one's ability to secure a faculty job due to norms in faculty hiring that do not value for-profit degrees (Gasman, 2022). Several of these programs are led by administrators who have questionable qualifications themselves and claim that their faculty members are “institutionally qualified” rather than academically qualified (Hafford, 2022).

While the typical PhD in Business Administration is a research-oriented degree, DBA degrees are practitioner-oriented and are focused on applied research rather than research theory (AAUP, 2022). DBA degrees are primarily intended for working professionals and are delivered online or via a hybrid combined formula of online and intermittent face-to-face teaching – although many DBA graduates also teach at colleges and universities. A major advantage of a DBA degree for working professionals is that they can complete DBA course work, while continuing to work in their full-time professions. A DBA degree is also attractive for military personnel (Hobbs, 2022) and for governmental employees and teachers who often have union contracts that pay for graduate education. In addition, an online DBA degree taught by highly qualified faculty is very attractive to international scholars seeking to obtain a terminal degree in business without leaving their home countries.

According to the AACSB, Prairie View A & M University is the only AACSB-accredited **HBCU** that currently offers a DBA program – although its program requirements make obtaining that degree impractical for many working professionals (PVAMU, 2022). Both Morgan State University and Jackson State University are AACSB-accredited HBCUs that offer PhD degrees in business. Morgan State University is a research-oriented PhD. program that requires doctoral candidates to teach a course in their major on campus and is a hybrid program requiring on campus attendance.

Jackson State University's PhD in business is a residency-based research-focused doctoral program but does not require doctoral candidates to teach (Haymon, 2022).

Hampton University offers a PhD in Business that is IACBE approved. Providing students with opportunities to earn a DBA degree would enable HBCUs to raise the quality of the entire business school academic programs – especially if DBA courses are taught by AACSB-accredited scholarly academics who meet the high standards of professional certification established by that governing body.

Unlike doctoral candidates in PhD programs who receive a full academic scholarship and a stipend, DBA students pay for their courses and contribute to the coffers of their business schools. Charging DBA students a reasonable tuition and providing them with a high-quality advanced education in applied business principles can provide those students with the advanced applied research, analytical, and other skills that can benefit their companies while increasing the prestige and reputation of the HBCUs who deliver that education. HBCU-sponsored DBA programs can also provide incentives for faculty at those institutions to upgrade their qualifications to merit teaching in their schools' doctoral programs.

5. Benefits of HBCUs Creating DBA Programs

There are a multitude of positive benefits that accrue to HBCUs and the students and communities that they serve by creating high quality DBA programs. The following list identifies ten of those benefits and demonstrates the great potential value of offering HBCU students the opportunity to earn a doctoral degree in business.

5.1 Enables HBCUs to Upgrade the Quality of Their Business Programs

By their very nature doctoral programs enhance a university's prestige and research status in the academic community (Sweitzer & Volkwein, 2009). Lockhart and Stablein (2002) observed that creating DBA programs improves the quality of business education at colleges and universities and enhances both academic research and benefits for business practice. Chesser, (2021) has reported the importance of doctoral programs to attain top-tier research institution status.

5.2 Increases the Opportunities for HBCU Faculty to Publish Cutting-Edge Research

The opportunity to partner with doctoral candidates has been found to increase the productivity of faculty who worked with and supervised those candidates (Crosta & Packman, 2005). Business faculty who work with and mentor DBA doctoral students have an incentive to upgrade their own research skills and frequently publish with those same students (Gardner & Barnes, 2014).

5.3 Meets the Needs of a Broad Range of Doctoral Candidates

Top quality DBA degrees have the potential to meet the needs of career and active-duty military personnel who receive funding for their educational advancement (Volk, *et al.*, 2020), as well as police (Rogers & Frevel, 2018), fire fighters (Ditch, 2012), and K-12 educators (Redman, Weik & Redman, 2018) who are also beneficiaries of financial support for academic advancement from their employers. International faculty are also in need of attaining doctoral degrees from AACSB academic institutions and are a market that is growing. (Evans, 2008).

5.4 Prepares Black Men and Women to Succeed in Business Careers

The rigor of a high-quality DBA program has been acknowledged as a valued contributor to work-based knowledge and an opportunity for doctoral students to refine their business skills (Stoten, 2016). Park (2005) noted that a DBA degree has the distinct advantage of providing doctoral students with practitioner-based skills that prepare those individuals for success in the business world.

5.5 Increases the Opportunity for Black Graduates to be Positive Mentors in Society

Obtaining the prestige of a terminal degree in business enables Black men and women to play a greater contributing role as they make their way in a society increasingly sensitive to the importance of diversity and inclusion (Pinkett & Robinson, 2022). For Black doctoral candidates, their ability to have mentors in their doctoral programs enhances the likelihood that their academic experience will prepare them for success when their degree is completed (Felder, 2010).

5.6 Generates Increased Revenues for HBCUs Through Increased Enrollment

Creating a new DBA program at an HBCU enables that school to immediately increase enrollment by providing an educational product to a new set of potential students that are not served by MBA programs. The economic benefit of a DBA program has been documented as a positive opportunity for sponsoring institutions to offer the degree and generate net profits financially without negatively affecting other business courses offered by those colleges or universities (Caldwell, White, & Red Owl, 2007). Especially when a large body of qualified adjunct faculty are

available to teach DBA courses, the opportunity to utilize those faculty efficiently makes it possible for HBCUs to provide those classes to interested students at a low cost (AAUP, 2022).

5.7 Enhances the Reputation of HBCUs in the academic community

In identifying the criteria that best reflects the quality of a business school education in the 21st Century, Pitt-Watson and Quigley (2019, p. 1) emphasize the practical importance of “promoting business education that equips the leaders of the future with forward-looking knowledge and skills” to “to reflect the needs of an inclusive, sustainable 21st-century economy.” Because the mission of HBCUs is inherently focused on promoting the values of diversity and inclusiveness, creating DBA programs that emphasize the importance of practitioner skills would enable HBCUs to fit perfectly within the Pitt-Watson and Quigley criteria. Offering a doctoral degree in business is also acknowledged as an important criterion for determining the quality of a business school by the AACSB (2022).

5.8 Increases Opportunities for HBCUs to Partner with Community Stakeholders

Creating DBA degrees enables doctoral candidates and HBCU schools of business to increase their contribution to businesses, governmental units, and non-profit organizations within their communities (Macdonald et al., 2017). By interacting with community stakeholders to address local business, governmental, and community needs, HBCU business schools would expand their ability to address important economic and social issues while serving their communities and providing doctoral candidates with valuable experiences as well (Anderson, Ndalamba, & Caldwell, 2017).

5.9 Provides a Means for Black Students to Achieve Their Highest Potential

In addition to the academic benefits of obtaining a terminal degree in business, DBA graduates can also benefit from the prestige that a doctoral degree can provide them as community leaders, business professionals, and even as well-qualified faculty at HBCU schools of business. In a world where members of the Black community have struggled to be recognized for their ability to contribute to solving the world’s problems, providing bright graduates of the Black community with opportunities to exercise their voice in making a better world simply makes great sense (Stodghill, 2015).

5.10 Creates Opportunities for Black Graduates to Serve as AACSB Accredited Business Faculty

Increasingly, the challenge of business schools is to deliver high-quality practitioner-oriented training for business students (Jackson, 2014). Increasing the number of Black professionals with DBA degrees taught by AACSB-accredited business faculty would immediately increase the pool of well qualified candidates for positions at colleges and universities and would enable many more business schools to provide their students with Black role model professors, whether as full-time faculty members or as adjuncts.

Each of these ten benefits merits serious consideration by HBCUs in evaluating whether to establish a DBA program. The mission of HBCUs is aligned with helping Black men and women to make a greater contribution to society by increasing diversity and equity, as well as to improve the quality of education and quality of life of those same individuals. The benefits of creating DBA programs are aligned with that important mission (U.S. Department of Education, n. d.).

6. Successfully Implementing a DBA Program

Although there is no guaranteed road map for creating a successful DBA program, the success of programs that have been implemented effectively suggests that there are eight important guidelines that should be incorporated in that effort (Caldwell, White & Red Owl, 2007). Like any change management venture, the process of creating a DBA program should begin with the top-down support of university leaders and must ultimately have their personal endorsement and commitment to succeed. One of the major benefits of creating a new DBA program, however, is that it need not conflict with currently existing undergraduate and master’s programs offered by a school of business nor create burdens on business faculty who teach those programs.

Each of the following guidelines, however, is essential in planning for and implementing a successful new DBA program.

6.1 Identify the Importance of Marketing

The potential market for DBA students is broad and includes military personnel, government employees, international students, K-12 educators, and current or past MBA students. Targeting each of these groups requires thoughtful planning but need not be expensive, especially relative to the return on that marketing cost.

6.2 Develop a Current and Relevant Curriculum

The key skills of ensuring that doctoral students can both write and conduct applied and action research are critical elements of a DBA curriculum. Information about course curriculum topics can otherwise be incorporated from research about the course offerings of highly regarded universities and colleges, feedback from informed local leaders, and information obtained by careful research about cutting-edge business topics.

6.3 Incorporate Both Hybrid and Online Resources

Maintaining flexibility in the delivery of a DBA program allows a business school to consider both hybrid and online resources. Hybrid options may include having DBA students attend a one-day class at a central site each semester or may be offered on weekends, in combination with online synchronous or asynchronous instruction. DBA programs are heavily focused on developing applied research and writing skills, consistent with most online course offerings.

6.4 Address Ethical and Social Responsibilities

An overwhelming body of empirical evidence confirms that a universally important priority in modern society is the importance of issues associated with social responsibility, social justice, ethics, cultural competence, and trust. Making these core elements an important part of a DBA program ensures that the graduates of that program will understand their responsibility as representatives of the college or university and add integrity to the program as well.

6.5 Maintain Flexibility in Student Specializations

Providing a curriculum that includes essential core courses is important and fundamental to a viable DBA program, but the key to meeting student needs is to recognize that each student's needs and preferences beyond that basic core needs to be customized and flexible. Faculty selected to teach in the program must be willing to be supportive of the research agenda of individual students in assisting them in conducting their applied research.

6.6 Ensure High Quality Academic Rigor

Faculty assigned to teach in DBA programs need to combine extensive research skills with the ability to teach and write effectively. Those faculty members function as both individual mentors and partners with students in the educational process. Ensuring that those who instruct students understand their role and monitoring their delivery of course material is a vital part of creating a successful DBA program. Even IACBE and ACBSP schools would be wise to offer DBA degrees taught by faculty who are AACSB-accredited "Scholarly Academics."

6.7 Focus on Applied Research

Because the focus of a DBA degree is on practitioners, the importance of conducting applied research and working within students' own organizations adds great value to the students' academic experience. The use of applied research models enables students to make a practical contribution and add value to their employers and adds credibility to the value of their degree.

6.8 Emphasize Faculty/Student Partnering

The key to a highly successful DBA program is the quality of the relationships created between faculty and individual students. Faculty should be both capable of and willing to engage with students in developing the research plans carried out by students under faculty direction. In addition, DBA faculty should be willing to publish as co-authors with their respective students and should be constantly involved in helping their students to polish and refine both their applied research and writing skills at the highest professional level.

Carefully applied, these guidelines can make it possible for a business school to develop and implement a DBA program that enables its college or university to improve the quality of its academic offerings, strengthen its financial position, and honor its obligations to its students, those students' eventual employers, the communities in which those students ultimately live and work, and present and future generations.

7. Encouragement and a Challenge

The forces that make the 21st Century difficult yet exciting merit the best efforts of those who lead colleges and universities, the deans and chairs of business school departments, and the faculty members who teach in those business schools. Working in today's business schools is an honor and an opportunity. Creating DBA programs that help society to address the issues cited herein can not only mitigate those issues but enable those who work at colleges and universities to honor the ethical stewardship associated with their calling to teach and to serve.

As business schools and their leaders partner with public policy makers and other community partners to address the challenges facing modern society, that collaborative effort can benefit not only students who attend those schools but

present and future generations. The great mission of academia is to teach, to serve, to create new knowledge, and to advocate for new and better opportunities that benefit the world – both now and in the future. Creating DBA programs to facilitate those opportunities is a worthy goal that enables those who serve to fulfill their own greatest potential while they achieve their organizational objectives.

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