

The Bath Doctor of Business Administration in Higher Education Management

Contents

-
- 01 Foreword by Programme Director
 - 02 What differentiates the Bath DBA (HEM)?
 - 04 Programme objectives
 - 05 Experience and diversity of participants
 - 06 Programme structure
 - 07 Study, learning and assessment
 - 08 Student profiles
 - 14 World-class faculty and associates
 - 16 Admissions and fees
 - 17 How to find us
-
- Contact us (back cover)
-

www.bath.ac.uk/management

Welcome to the Bath Advantage.

Research intensive *and* practice driven,
we are consistently rated as one of the best
performing business schools in the UK.



These are exciting times for everybody working in higher education. Across the world, there are pressures to expand student numbers to reduce costs, to enhance research and to strengthen accountability to governments, funding bodies and students. The application of new technology, moves towards increased internationalisation and the emergence of lifelong learning are among further trends apparent in many countries. Higher education has changed dramatically in recent years and will undoubtedly continue to change in the years ahead; all the more reason why the study of higher education, and its management, is so important.

The Doctor of Business Administration programme in Higher Education Management (DBA (HEM)) has been introduced in response to these developments.

The DBA is first and foremost a research degree, offered by a leading international research-based university. It aims to provide a core of awareness, knowledge and skills which will enable participants to engage creatively in the research and analysis of issues in higher education at all levels, leading to the emergence of original thinking, new solutions and alternative ways of working. At the same time, the DBA (HEM) is also deeply rooted in professional practice. It aims to encourage and facilitate both effective self-reflection and the sharing of ideas and experience among participants. It is expected that the results will be of benefit not only to participants but to higher education more generally.

Launched in May 2002, the DBA (HEM) programme has been highly successful, attracting applications from all over the world. We comprise the largest group of higher education managers combining doctoral research with professional practice, and feedback from participants has been excellent. Our programme is demanding and challenging, but I hope very much that it also offers you an enjoyable experience, giving you the opportunity to see something of the wonderful city of Bath, and a chance to make new friends and network among colleagues from all over the world. I hope this brochure will give you an insight into what the programme can offer. I encourage you to contact our programme administrators if you require any further information.

They can also put you in contact with me if you would like to discuss the suitability of your application prior to embarking on the formal application process.

We look forward to hearing from you.

R. Naidoo

Dr Rajani Naidoo
Director, DBA (HEM)
PhD (Cambridge), MA (London), BA Hons. (Natal)

What differentiates the Bath DBA (HEM)?

The DBA (HEM) is the first programme of its kind developed world-wide. It is distinctive in that it is based in a leading School of Management. It combines research excellence with professional practice, and the interdisciplinary nature of the research carried out puts Bath at the forefront of this exciting field. The course is also distinctive in offering a programme which is truly international. We have students from all over the world including: Africa, Canada, the West Indies, Australasia, Europe, Latin America, North America and the United Arab Emirates. All our students gain significantly by being exposed to such diversity.

Students enrolled on the DBA (HEM) all hold senior positions within the Higher Education sector and represent a significant body of leading experts in this field. Taken together, our students represent the largest international group of leading research managers in the HE field. They will go on to produce some of the most significant, influential and cutting-edge research in this area.

The School of Management

One of the oldest established business schools in the UK, the University of Bath School of Management has a track record of excellence in teaching and research as well as an international reputation for the quality of its programmes.

In the 2008 Research Assessment Exercise (RAE), we achieved an impressive position of 5th in the UK for research in the field of



management, confirming the world-class standing of our faculty. The School is continually ranked among the top schools in both the UK and Europe, most recently placed 34th in Europe and 13th in the UK in the *Financial Times* European Business Schools' ranking. Our programmes are consistently highly-ranked by *The Times*, *Financial Times* and other leading publications.

Our community of students, faculty and staff is rich in the diversity of cultures and interests represented. This creates an attractive and welcoming environment that is both intellectually and culturally stimulating.





- ➡ 8 West, home of the School of Management
- ✔ The Royal Crescent, Bath
- ⬇ Pulteney Bridge, Bath



The University of Bath and the City

The School is fortunate to be located in one of the UK’s top universities. Established in 1966 with a population of around 4,000 postgraduate students, the thriving, modern campus has excellent facilities, including a multi-million pound sports training village.

The campus overlooks the UNESCO-designated World Heritage City of Bath. Voted the best city in England (*Guardian & Observer Travel Awards*), Bath is spectacularly beautiful and one of the most interesting,

cosmopolitan and vibrant cities in the UK. The Roman Baths, medieval Abbey, world-famous Georgian squares and sweeping crescents all combine to make it one of the most remarkable cities in Europe. There is a varied selection of restaurants, café-bars, pubs, cinemas, three theatres and a wide range of museums. Art, film and music festivals take place throughout the year, including the world famous Bath International Music Festival.

London is 90 minutes from Bath and Bristol is only 10 minutes away by train.

Programme objectives

The DBA (HEM) is a part-time research degree at the doctoral level completed in approximately four years. The minimum time for completion of the degree is three years and the maximum time allowed is eight years.

It aims to:

- Assist you in exercising professional responsibility and leadership roles in areas of strategic planning, decision-making and organisational change.
- Provide opportunities for you to test theories of strategic and organisational development in your own settings, and thereby advance knowledge in these areas.
- Develop those research skills appropriate for senior levels of institutional management, so that roles are exercised in full knowledge of the ethical, political and theoretical issues involved.
- Equip you with the ability to use research for policy improvement, the sharing of ideas and good practice (especially in different cultural settings) and the generation of explanatory tools grounded in theories relevant to good contemporary institutional practice.
- Support you in publishing and disseminating your research.

How does the DBA (HEM) differ from a traditional doctorate?

The DBA (HEM) is part of the generic group known as professional doctorates. It differs in philosophy and structure from the traditional research doctorate in that:

- It gives particular priority to the development of candidates as managers and develops reflective professionals.
- It places a high priority on the beneficial transfer of research and learning to the workplace, whether higher education institution or higher education agency.
- It is interventionist in its relationship to the topics being investigated, and brings

together advanced scholarship with an applied, problem-based focus to research.

- It regularly brings the cohort of participants together in residential periods or via electronic media to share experience, views and good practice, to network and to generate mutual peer support.
- It seeks to provide an international experience for candidates in terms of both student mix and a structured comparative study of higher education management.
- It is more structured, combining research-based assignments and a major research thesis within a more prescribed time-scale, helping participants

to combine study with their work and encouraging a high completion rate.

It is, however, important to stress that the programme is at the same academic level as a PhD in relation to:

- The expectation of original enquiry and contribution to knowledge, rigour, validity and conceptual underpinnings.
- The admissions criteria for the programme which are comparable to those for a PhD.
- A *viva voce* examination conducted by an internal and external examiner against universally accepted criteria.



Experience and diversity of participants

The programme is wholly international in scope, attracting participants from all over the world. This is consistent with market need and the extensive international experience of the faculty members. The international orientation enables colleagues from different institutional and national settings to learn from each other's knowledge, insights and experience of strategic university management. Participants are expected to be at the level of deans, vice-presidents, heads of administration, heads of department, directors of large centres, university businesses and large bureaux, together with senior leaders from governmental ministries and agencies.

A participative programme

The DBA (HEM) is organised on a cohort basis, encouraging interaction amongst candidates; the sharing of experiences, good practice and concerns; and peer group support. There is plenty of opportunity for large and small group discussions and individual tuition, both face-to-face during the residential periods and remotely at other times. This learning style is only made possible if consistently high entry standards are maintained in terms of both academic and professional achievements. Therefore, in addition to learning from faculty members who are leading experts in their fields, you will gain from invaluable cross-fertilisation of ideas and viewpoints amongst a diverse and international group. Our selection process is designed to identify those for whom the

DBA (HEM) represents more than just a 'means to an end', and who are able and willing to contribute their views and ideas to enrich the learning experience for all concerned.

The right size and focus

Despite the impressive growth which the School of Management has experienced in recent years, we have studiously avoided the 'production line' approach. We believe we have succeeded in maintaining a people-centred ambience and a culture which treats you like an individual, not simply 'another student.'

Students frequently comment on the high degree of personal attention and support they receive from academic and administrative staff.

Cohort numbers are relatively small. This enables us to combine the advantages of a personalised learning environment where participants can get to know each other, with the critical mass that is necessary to offer the expected resources and breadth of experience amongst the student body.

“ It's a real privilege to study alongside such an interesting mix of people who each have extensive work experience in the HE sector. The course allows plenty of opportunity for peer interaction and there is a lot of socialising. Bath is a beautiful city and the University campus provides an excellent study environment with all the latest facilities such as the 24-hour library and learning centre and the fantastic sports facilities. ”

Zorana Gajic, Program Manager, Philanthropy, Belgrade, Serbia and Montenegro. DBA participant.

Programme structure

“ As my country develops national plans related to higher education my input as I participate in these exercises is largely informed by what I have learnt on the DBA (HEM) . ”

Ben Malunga, Registrar, University of Malawi

The DBA (HEM) has an annual intake every May. The programme is structured in two phases:

Phase 1

Unit 1: Strategic Organisational Change in Higher Education
Unit 2: Strategic Issues in Higher Education Development and Management
Unit 3: Research Methods

Phase 2 Thesis

Phase 1

Unit 1: Strategic Organisational Change in Higher Education

This unit enables participants to:

- understand, evaluate and contribute to the key ideas and literature in the field of organisational change in HE;
- make appropriate judgements regarding which practical approaches and theoretical resources are relevant to their own contexts;
- adopt a reflective practitioner approach to their professional activities;
- comprehend, conceive, plan, conduct and justify particular change initiatives in their own areas of responsibility;
- contribute collaboratively to educational change management projects and programmes, both by providing appropriate expertise themselves, and responding appropriately to the expertise of others.

This unit includes the following themes, some of which will be individual sessions while others are likely to be themes combined in one session or appearing across more than one session:

- 1 Overview of Organisational Conditions in Higher Education Pertinent to Change Processes
- 2 Creating the Context for Change and Transformation
- 3 Developing Change Strategies
- 4 Operational Strategies
- 5 Evaluating Change
- 6 Reflective Practice

Unit 2: Strategic Issues in Higher Education Development and Management

This unit enables participants to:

- demonstrate an advanced understanding of the nature and dynamics of a series of macro policy developments in areas affecting the evolution of higher education;
- identify the precise ramifications of the challenges for higher education organisations in general;
- undertake a critical analysis of the literature and knowledge base for those selected areas;
- identify gaps in the knowledge base and make a contribution to selected areas;
- demonstrate a detailed understanding of the significance of the above for particular contexts.

This is a double unit and includes the following themes, some of

which will be individual sessions while others are likely to be themes combined in one session or appearing across more than one session:

- 1 Higher Education and Globalisation
- 2 Internationalism and Borderless Higher Education
- 3 Contemporary Approaches to Funding and Managing Universities
- 4 Evolution of Teaching and Learning
- 5 Research and Knowledge Advancement
- 6 Funding of Higher Education
- 7 Entrepreneurialism in Higher Education
- 8 Accountability and Autonomy
- 9 Quality Assurance and Enhancement
- 10 HE and Development

Unit 3: Research Methods

This unit will enable participants to:

- demonstrate an understanding of different approaches to research on higher education systems and in higher education institutions;
- develop informed judgements about their strengths and weaknesses and the purposes to which they are most suited;

- work from different perspectives on the research process - as critical readers and commissioners of research as well as researchers;
- develop a research outline, design, methodology and methods.

This unit includes the following themes:

- 1 The relationship between theory, research, methodology and methods.
- 2 Developing understandings of quantitative and qualitative research methodologies.
- 3 Developing understandings of 'relevant' applied educational research methods.
- 4 The contexts and conditions of successful and worthwhile research in higher education institutions.

Phase 1 is delivered in two-week residential blocks at the University of Bath. Accommodation is provided.

Study, learning and assessment

Phase 2

The Thesis

At initial registration, you will be expected to have defined broad area(s) for consideration. During Phase 1, you will need to clarify the topic for your thesis and a supervisor will be allocated. In determining the nature and scope of the topic, you and your supervisor will consider, amongst other factors, the relevance of the proposed work to current and emerging organisational strategies and issues, the extent to which it would be substantial enough to justify doctoral level research, the credibility of the research design and the ways in which the study would build upon existing research.

In Phase 1 the units are taught in residential periods of one to two weeks at the University of Bath. During Phase 2 students and supervisors agree a schedule of email, telephone and face-to-face meetings.

A wide variety of learning methods is used for the DBA (HEM) including formal lectures, case study analysis, seminars and class presentations during the residential periods.

You are actively encouraged to contribute your views and experiences of managing within the higher education sector in order to enrich the learning experience for the whole participant cohort. Individual tuition and group discussions conducted by email and other telecommunication systems are used during non-residential periods. The programme also requires extensive private study and research inquiry on the part of the student.

To gain the degree of DBA (HEM), candidates have to satisfy the assessment criteria of Phases 1 and 2.

Phase 1 assessment will be on the basis of four written assignments relating to the residential periods, as follows:

- Strategic Organisational Change in Higher Education - one assignment of 8,000 words.

- Strategic Issues in Higher Education Development and Management - two assignments of 8,000 words each.
- Research Methods - one assignment of 8,000 words.

All four assignments must be submitted and passed before you can begin Phase 2.

Phase 2 is the thesis. Assessment for this phase will consist of:

- A thesis of 50,000 words. As well as meeting the general criteria of a contribution to knowledge for the award of a PhD, the thesis will also be expected to include an account of your professional development over the course of the programme and insights or recommendations for the professional or institutional context arising from the study.

An internal and an external examiner will be appointed. You will defend your thesis in a *viva voce* examination at the end of Phase 2.



“ Studying the DBA has opened up a world of other academic disciplines for me. We don’t study management in isolation but explore a whole host of areas such as marketing, human resources, and education. I find this mixture of subjects very stimulating. ”

Elmar De Wet, Chief Director, Strategic Planning and Analysis, Central University of Technology, Bloemfontein, Free State Province, South Africa, DBA graduate.

Luz Marina Longworth
Director, Open Campus Country
Sites, The University of the West
Indies, Jamaica



Student profiles

Why did you choose to study the DBA (HEM)?

In deciding on doctoral study, I was interested in doing a programme that would be research-based as well as having a more practical application to my career. I had looked at several possible PhD programmes which were primarily very theoretical and I had looked at general DBA programmes which were very practical but focused on a more corporate environment. The DBA (HEM) offered the perfect combination of the two important elements that I sought: a strong research base in higher education and a clear relevance to my professional activities.

Tell me about your current role and how the DBA will feed into this?

In 2008, The University of the West Indies launched a virtual campus (the Open Campus) which seeks to increase access to students regionally in the English-speaking Caribbean. I have the responsibility for, and oversight of, over 40 sites in 16 English-speaking islands in the Caribbean that serve as delivery points for the programmes and services of the Open Campus.

The DBA (HEM) programme has already assisted me in understanding the complexities of the higher education landscape of the 21st century and has given me a framework in which to position the stages of development of my new campus. One of our major goals is that of increasing access and embarking on strategies of management in higher education that were previously not well known in the university environment of the

Caribbean. These are thematic areas of the DBA (HEM) and they have direct impact on my day-to-day professional practice. Thus, as a member of the senior management team of the Open Campus, the knowledge base that I am building while studying for the DBA (HEM) will help me to be a better and more strategic manager.

What do you think the DBA (HEM) will give you that other qualifications won't?

The DBA (HEM) will give me an understanding and appreciation of research in higher education management and how this research can feed into improving my professional practice in the field.

What are the residential periods like?

Residential periods are absolutely essential. They are structured to cover topics of interest in a seminar format. These not only expose participants to current issues and themes in higher education management, but help to clarify our own areas of focus for our thesis which is completed in phase two of the programme.

The residential periods also offer tremendous opportunities for networking with colleagues within the cohort who come from different institutions and countries. Our cohort members are senior in their institutions and the sharing of experiences and exchange of ideas, both within and outside of the formal class times, are as much a part of the knowledge-building process as are the formal seminars. We have also made contacts that will be very useful in the future and have formed

long-lasting friendships among persons with whom we have much in common, despite cultural or organisational differences.

Obviously one of the main strengths of the DBA is that, although it's based here in the UK, it's made up of a very diverse international student body. Was that something that also encouraged you to apply to the programme?

The international nature of the cohort was a very important factor in my decision-making process. Coming from the Caribbean, it was a major advantage to enrol in a programme that had such a wide variety of participants. It has given me a better understanding of how higher education works in different parts of the world and where there are similarities or differences. My cohort includes people who are from or working in North America, Africa, Asia, the Middle East, the United Kingdom, Italy and Australia. The wealth of experience around the table is immeasurable.

Do you have any advice for someone considering the DBA (HEM)?

Yes – do not delay in applying! The DBA (HEM) is an excellent programme that prepares managers for the increasingly complex environment of higher education, no matter which part of the world you are from. The programme also provides an excellent structure for practitioners who, because of their busy schedules, could sometimes get frustrated in a typical PhD programme. The Programme Director, Dr Rajani Naidoo, and her team, are wonderfully supportive and assist participants

in fulfilling their goals. It is an outstanding programme both in structure and content as well as in terms of the academic and administrative staff who support it.

Luz Longworth has over 25 years of experience in both higher education and business in the English-speaking Caribbean. In her current role as the Director of the Open Campus Country Sites in the Open Campus of the University of the West Indies, she oversees the management of 42 sites in 16 Caribbean countries. In her capacity as a member of the senior management team of the UWI Open Campus, Luz sits on the Committee of Deans and represents the Open Campus on the Council of the University of the West Indies. She is currently completing the Doctorate in Business Administration (Higher Education Management) at the University of Bath School of Management. Her thesis is on Leadership in the Virtual Higher Education Environment.



Professor Hal Swerissen
Pro Vice-Chancellor (Regional),
Dean, Faculty of Health Sciences,
La Trobe University, Melbourne.

You're a Professor, a Dean, and a Pro Vice-Chancellor; why do you need a DBA?

I think the real answer to that question is I don't! But I wanted to take the opportunity to get a broader understanding of what's going on in higher education internationally and I thought that this course would be a good place to start. A critical reason was that I wanted to find a structured way of exploring the debates and the literature and to meet a number of people. And a residential approach which takes 4 weeks a year for a couple of years seemed like a really good way of intensively packing that all in. So it was a good way of using my time. For my University it's also beneficial for someone like me to do this. The situation in Australia is changing rapidly at the moment so it's important for me to spend some time exploring these sorts of issues.

What do you think the DBA will give you that other qualifications won't? What's its key differentiator?

There are a couple of reasons why I chose the DBA. It attracted me because of the way it's structured. It's a residential programme which means I can come the best part of 20,000km and spend an intensive period of time and go back again rather than trying to do it in a more piecemeal way; so that was important.

The second reason is that the two main course leaders are highly respected: Dr Rajani Naidoo and Professor Jeroen Huisman. I also know people who have completed the programme and who said very good things about it. I also chose it because England is an

easy place for someone like me to go rather than the US for example which has got a very different system. So from an ease of learning perspective the UK's a really comfortable, straightforward place to come.

For me personally, I think the other thing that's great about the course is that I get to be away from work from the day-to-day operations of the Faculty and my Pro Vice-Chancellor's Office. So I have the chance to think and to reflect on how this all relates to what I'm doing. It's a good opportunity for me to take stock and it was part of what I negotiated when I took this job – I wanted to be able to develop in some areas so this was the programme that I chose. And it fits very nicely.

Obviously one of the main strengths of the DBA is that, although it's based here in the UK, it's made up of a very diverse international student body. Was that something that also encouraged you to apply to the programme?

Yes. The other thing that was really attractive to me is the diverse range of nationalities. There are people from the US, Canada, UAE, Morocco, Switzerland, Saudi, Ireland, Pakistan and the UK. The multinational cohort makes for some very interesting discussions as there are lots of different perspectives from bright and capable people. Also, the group size is relatively small which means that you get to know a group of people quite well, and with everyone having a relatively significant set of experiences you gain an insight into a whole range of issues. You can explore informally a whole range of topics that would be

difficult to get across in other ways. So it's a unique opportunity.

Tell me about the initiatives you're involved in at La Trobe University and how the DBA will feed into this?

Australia is radically changing its higher education system towards a much more market-driven approach with a much greater emphasis on meeting a series of social and economic goals. The Government's being very clear about where it wants to go. Whether it will achieve its goals remains to be seen but, as a result, universities around the country have to respond. Part of what I have to deal with is a whole range of small, regional campuses which will all need to respond. So the issues I'm faced with are:

- How will we respond to a major government agenda?
- What are we going to do in terms of reorganising what we're doing?
- How will we adjust to this changed set of circumstances?

The second thing that I have is a very large faculty – a Health Sciences Faculty – which includes Dentistry, Nursing, and a whole range of other health professions. This is rapidly changing because the nature of government policy is changing and because there are enormous shortages of health professionals; this means there's a dramatic expansion in those programmes. As a result, I'm about two-thirds of the way through completely restructuring the curriculum and reorganising the Faculty.

There are currently around 7,000 students in the Faculty. It has six significant research centres, 10

Schools and a large international component. We have an overseas campus arrangement as well so it's a very complex Faculty. We're rapidly expanding and we need to change the way we run the curriculum. We're in the process of moving to a completely different curriculum model and we're also changing the way we relate to clinical practice in hospitals and health services so we're moving towards a new approach and a more flexible arrangement.

As a result there's a very significant change programme going on and I intend to look at this as part of the thesis work I do on the programme and also some of the assignments. I plan to research what the reactions to it are amongst all of the various stakeholders – the staff and students, the external contacts we deal with – to get a sense of whether the plans for strategic change that we've put in place are actually working. The changes more generally will affect not just my Faculty but La Trobe University as a whole and so there are a set of consequent changes which are occurring in La Trobe. A broader curriculum for reform strategy is now being developed which, in a sense, we were the early advocates for.

The world is changing dramatically and we all need to respond to the external environment and reevaluate our strategies. I'm here to find out what's happening in the rest of the world, what factors are currently facing HE and how we can respond and deal with these issues.



Edmundo Torres
Director General of the
UNAN-León - Sida, Nicaragua.
Current DBA (HEM) participant.

"In 2000 I was appointed Vice-Rector (equivalent to Pro Vice-Chancellor) for Research and Graduate Studies at UNAN-León, the oldest Nicaraguan university (est. 1812).

I was the first Vice-Rector for Research in all UNAN-León's history, so my job was to create the basis for research management in my university. This meant, in practice, to develop policies, procedures and working systems for all the critical areas of research management in a traditionally teaching institution (e.g. organisation, human resources, financial support, laboratories and infrastructure, diversification and growth, networking, monitoring and evaluation, dissemination of research).

I remained in that position for six years (until May, 2006), when I asked to be released so I could focus on my doctoral training here in Bath.

However, I was asked to continue as the Director General of the UNAN-León - Sida (Swedish cooperation agency) research programme, a managerial position that I assumed in 2006 and keep until now. This is the biggest research cooperation programme in my university. Since I assumed this position it has meant almost 1 million GBP per year.

My main research interest in the DBA is about the role of universities in a knowledge economy in the context of developing countries. Within this I have carried out the first diagnosis of the situation of university research in Nicaragua and have written a critical analysis to the bill of the Law on Science and Technology. I have also prepared a proposal to organise a National System of Researchers and a National Strategy for Scientific Training in Nicaragua."

Why did you choose to study the DBA (HEM)?

I wanted to study at doctoral level and specifically chose the programme because of its focus on higher education management. I also liked the residential sessions over one and two-week blocks, rather than weekends scattered throughout the year. I saw the programme as being leading-edge in terms of the way it informs and develops its students and I wanted to develop my own knowledge and understanding. This has proved to be the case and the material I have learnt has really strengthened my professional approach as I progress through my career.

Tell me about your current role and how the DBA will feed into this?

My current role involves responsibility for my University's institutional management of quality assurance processes and the academic standards of our awards. I also advise on partnership agreements and other aspects of quality with the University's collaborative partnerships. The DBA has been tremendously helpful in my role because it encourages breadth of thinking and critical analysis of complex situations. It commands the respect of other professionals in higher education, who explicitly recognise the value of the programme and the added knowledge it brings. As a senior manager in my institution, the additional credibility of an award of this calibre will support future promotion prospects.

What do you think the DBA will give you that other qualifications won't?

I specifically chose the DBA (HEM) above other doctoral awards because I liked the focus on higher education and the opportunity to gain an extensive understanding of prevailing issues in higher education, both within the UK and internationally. I also liked that we are able to develop a range of useful research skills during the first phase, fully preparing students for the thesis stage in phase two. The level of support is excellent and the programme team ensure each student is able to develop their full potential.

What are the residential periods like?

The residential periods are brilliant and were a great attraction to me in terms of choosing the DBA (HEM). I saw them as an important part of the programme because they offer an opportunity to focus on academic study away from other pressures. They are demanding and challenging and offer a solid opportunity to get to grips with the material. They are also very enjoyable, providing a chance to catch up with fellow students and the programme team. This delivery pattern enables you to really get immersed in studying away from the usual routine and you can focus on your research. It's also an opportunity to meet like-minded students and to learn from their backgrounds and experiences. Living on the campus is a good experience too, plus every residential is an opportunity to visit the great city of Bath!

Obviously one of the main strengths of the DBA (HEM) is that, although it's based here in the UK, it's made up of a very diverse international student body. Was that something that also encouraged you to apply to the programme?

Students on the DBA (HEM) are drawn from all over the world and it's a definite strength of the programme that the input from students is enriched by the international perspective. I was attracted to the programme and would have applied to it for a number of reasons, but the fact it has such a diverse international student body brings an added dimension and breadth of discussion and thinking.

Do you have any advice for someone considering the DBA (HEM)?

Go into it knowing that it needs time commitment from the outset of the programme and that if it is to work successfully, you have to be prepared to give it the serious effort and attention it deserves. The analogy of comparing academic study to 'a journey' is true and like every journey, you have to begin it knowing where you want to end up. You will get as much out of it as you are prepared to put in. Careful planning, so that you can keep the effort up consistently over time, is important. If I manage to submit my thesis when I hope to, it will have taken me four and a half years of really hard work, but it's been hugely rewarding and one of the most positive experiences I have ever had.

Anne Rixom is the Head of Quality, Standards and Partnerships at the University of Lincoln, in the United Kingdom. She represents her institution on national groups such as the Academic Registrars Council and the Quality Strategy Network. Her research interests relate to the professionalisation of higher education management and she is currently enrolled on the Doctor of Business Administration in Higher Education Management at the University of Bath.

Anne Rixom
Head of Quality, Standards and
Partnerships, University of Lincoln,
United Kingdom



World-class faculty and associates

The Faculty who teach on the DBA (HEM) are prestigious academics and experienced practitioners. Members of the team engage actively with higher education institutions, higher education agencies and governments in the United Kingdom, the European Union, New Zealand, Canada, the Middle East, Singapore, Africa and Latin America. They

have published extensively and bring together expertise from a range of disciplines including education, economics, management and social policy. In addition, vice-chancellors, deans, directors of human resources and senior representatives from funding and quality assurance agencies contribute to the programme.

Academic staff at Bath

Professor Glynis Breakwell
Vice-Chancellor

Identity processes; risk communication.

Professor Andrew Brown
Professor of Organisational Studies (Leadership and Change), School of Management

Organisational culture; identity; sense-making; leadership and change.

Dr Ian Colville
Senior Lecturer in Change Management,
School of Management

Organisational change and development.

Professor Richard Elliott
Dean, School of Management.
Professor of Marketing and Consumer Research

Symbolic meaning of brands; consumer culture and identity; dynamics of brand ecology.

Professor Yiannis Gabriel
Deputy Dean of the School of Management.
Chair in Organisation Studies

Leader-follower relations, leader pedagogy, leadership dysfunctions; organisational symbolism, culture and politics; management learning and nature of management knowledge; consumption and consumerism; emotion and fantasy in organisations.

Professor Jeroen Huisman
Professor of HE Management

Governance, steering and policy-making; impact of policies; programmatic and institutional diversity; internationalisation, europeanisation & globalisation; organisational change; curriculum design and change.

Professor Hugh Lauder
Head of Policy and Management Research Group,
Department of Education

Government policy; political economy of education; high skills, higher education and the knowledge economy; higher education and the labour market.

Dr John Lowe
Department of Education

Education and national development; higher education and citizenship; emerging higher education trends in China.

Professor Michael Mayer
Professor of Strategy, Head of Strategic
and International Management Group,
School of Management

Strategy, institutions, organisations, comparative and international business organisation and management.

Professor Jane Millar
Pro Vice-Chancellor, Research

Social policy, gender, inequality and social exclusion.

Dr Rajani Naidoo
Director, DBA (HEM),
School of Management

Higher education as a global commodity; students as consumers; widening participation and academic quality; new managerialism and the changing nature of academic work; higher education and social transformation; the role of higher education in developing countries.

Dr Niki Panteli
Senior Lecturer in Information Systems,
School of Management

Virtuality, virtual teams; computer-mediated communication; Information Systems implementation.

Dr Alan Reid Department of Education	Research methods, environmental education.
Dr Manuel Souto-Otero Department of Education	Education policy; political economy; internationalisation in education; policy evaluation
Dr Svenja Tams Lecturer in Organisation Studies, School of Management	Careers, learning, leadership, social change
Professor Russ Vince Professor of Leadership & Change School of Management	Organisational learning, leadership and change
Dr Jack Whitehead Department of Education	Action research, living theory

Visiting Professors

Professor John Davies Former Dean, Graduate School, Anglia Polytechnic University. Senior International Consultant and Government Advisor	Entrepreneurialism; internationalisation of higher education; institutional evaluation; leadership and government; universities and their regions.
Professor Ian Jamieson OBE Former Pro Vice-Chancellor, Learning and Teaching, University of Bath. QAA auditor, member of HEFCE Committee	Governance, quality assurance and enhancement; teaching and learning in higher education; corporate higher education.

Visiting Speakers include:

Professor Ronald Barnett	Professor of Higher Education and Pro Director, Institute of Education, University of London.
Professor Bahram Bekhradnia	Director, Higher Education Policy Institute. Ex-Director Higher Education Funding Council for England.
Professor Roger Brown	Principal, Southampton Solent University, previously Southampton Institute
Professor Colin Bundy	Warden of Green Templeton College, University of Oxford. Director and Principal, School of Oriental and African Studies and Deputy Vice-Chancellor, University of London. Previously Vice-Chancellor, University of the Witwatersrand, South Africa.
Professor Rob Cuthbert	Pro Vice-Chancellor, University of the West of England
Professor Steve Fuller	Professor of Sociology, University of Warwick
Sir Alan Langlands	Chief Executive, HEFCE. Former Vice-Chancellor, University of Dundee.
Professor David Maughan-Brown	Deputy Vice-Chancellor, York St John University. Previously Deputy Vice-Chancellor, University of Natal, South Africa
Professor Richard Mawditt OBE	UNESCO Chair of Higher Education Management
Dr Hans de Wit	Senior Advisor International, University of Amsterdam

Admissions

📌 **The DBA (HEM) is designed for participants who have held a mid to senior level of responsibility in the field of higher education.**

You should be a graduate of an approved university or hold a graduate-equivalent professional qualification and a post- or advanced graduate qualification.

For those whose first language is not English, we require evidence of an appropriate level of language proficiency. The preferred test is the IELTS which is administered by the British Council. We require a score of 6.5 (with a minimum of 6.0 in each component of the test). Alternatively, for the TOEFL test we require a score of 580 (in the paper-based test) or 237 (in the computer-based test) both with a minimum TWE (Test of Written English) of 4.0, or 92 (in the internet-based test) with at least 21 in each of the four bands.

Exceptionally, we consider applications from those who do not fulfil the above criteria. Such cases will be assessed on an individual basis.

We believe it is important to ensure that you feel happy with what the DBA (HEM) offers, with no doubts or ambiguities. Therefore we will be pleased to provide further information and clarification. Whilst maintaining rigorous entry standards, we also strive to make our admissions process as informative, friendly and informal as possible.

Fees

Please see our website www.bath.ac.uk/management or contact the course administrator dbahem@management.bath.ac.uk for the most recent fees information. The fee covers all tuition, handouts and assessment, and is payable by instalments in advance before each phase commences. In addition, you must meet the cost of accommodation and board during the residential periods. All fees are subject to review.

We regret that no bursaries are available.

How to find us

Travel to the University of Bath

By Car

From the north: M5 south to Bristol, M4 east to junction 18 and A46 to Bath.

From the south-west: M5 north to Bristol, M4 east to junction 18 and A46 to Bath.

From Wales: M4 east to junction 18 and A46 to Bath.

From London: M4 west to junction 18 and A46 to Bath. In Bath follow signs for The American Museum and University.

By Rail

Bath Spa station is on the main line between Bristol and London Paddington. It can be reached from the north and south via Bristol Temple Meads.

By Coach

A frequent National Express service operates from London Victoria Coach Station. Buses run from Bath city centre to the University.

For further details please see our website at www.bath.ac.uk/getting-here

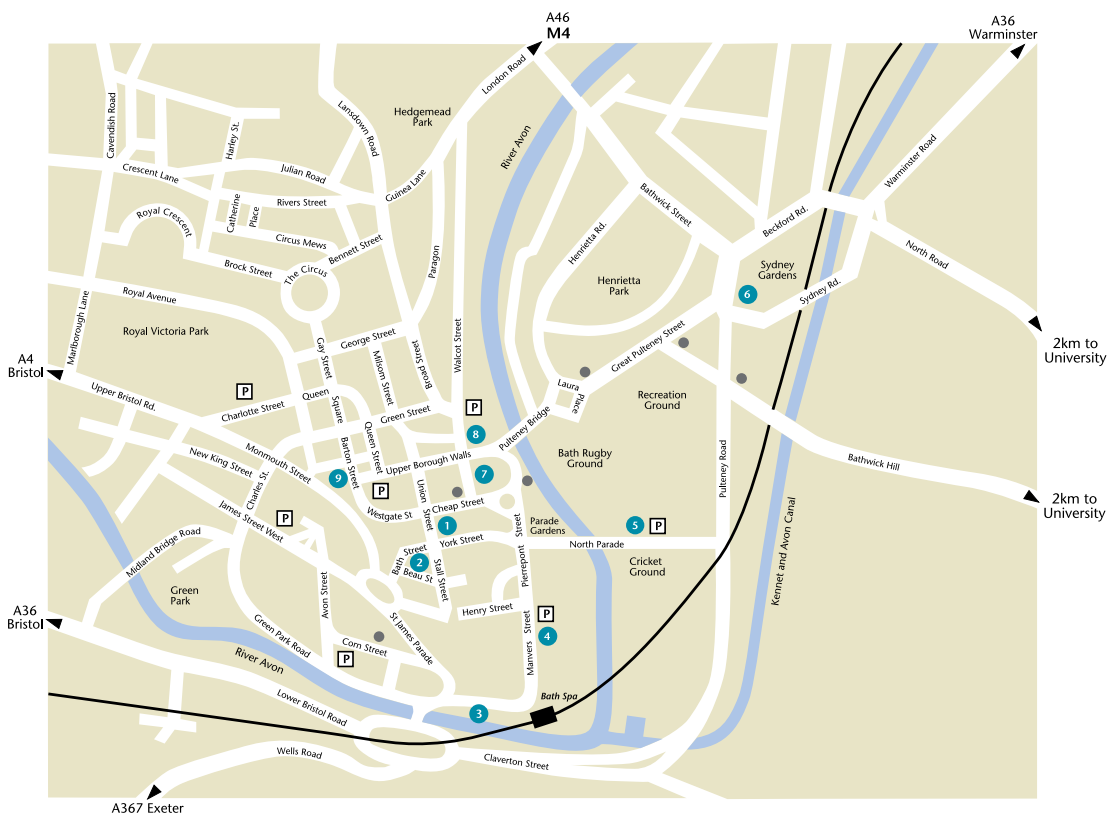


The City of Bath

Key

- 1 Abbey, Roman Baths, Pump Room
- 2 Thermae Bath Spa
- 3 Bus Station
- 4 Police Station
- 5 Sports Centre
- 6 Holburne Museum
- 7 Art Gallery, Market, Guildhall
- 8 Library
- 9 Theatre Royal

- Bath Spa Railway Station
- Car Parks
- Bus stops



The Bath Doctor of Business Administration in Higher Education Management

Contact us

• The DBA (HEM) administrators will be happy to provide more information and advice to help you decide whether to make a formal application. A face-to-face, telephone or email conversation with the Director, DBA (HEM), Dr Rajani Naidoo, can also be arranged.

Please contact:
The DBA (HEM) Administrator
School of Management
University of Bath
Bath BA2 7AY
UK

Tel: +44 (0) 1225 386213/383229
Email: dbahem@management.bath.ac.uk

Comprehensive information about the School of Management and the programmes available can be found on the School of Management website at www.bath.ac.uk/management



The information in this brochure is correct at time of going to press. Courses are monitored and reviewed regularly, as a result of which changes may be made as part of the School's policy of continuous improvement. There may be amendments to the programme described in this brochure both before and after a candidate's admission. This brochure does not form any part of any contract between any person and the University.

06/2010



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