UA Leadership Doctoral Degree: Program Development

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Overview

- History & initial charge
- External review of best practices
- Interest assessment
- Taskforce development
  - Timeline
- Programmatic parameters
- Roadblocks and challenges
- Evaluation
History

• 2010 genesis of the idea
  – Jim Johnsen at Doyon
• Dr. Price and Mrs. Harrison with Leadership in the 21st Century
  – UA’s pent-up leadership development (LD) demand
  – Volunteer LD statewide team (Cundiff & Veazey, 2019)
• Gap analysis (Hite et al., 2018)
UA Leadership Core Areas

• Emerging Executive Leaders Program (UA Internal)
  – Develop a leadership program focused on enhancing internal capabilities and succession opportunities
• Research: Team science & leadership
  – Develop a leadership program to enhance team science research development
• External engagement
  – Develop programming and training for external clients
• Doctoral program
  – Grant funded
External Program Review

Program Best Practices (Price, Harrison, and Cundiff, 2019)

• National program search
• Used program ranking sites to filter

Reviewed

• Degree type (PhD, DBA, EdD)
• Number of credits
• Course content
• Prerequisites & applications requirements
• Format (online, on-campus, blended)
• Cost
• Unique attributes
Identified Best Practices

- PhD or DBA
- ~60 credits, 15-20 dissertation hours
- Content: Methods, theory, practice
- Most required master’s degrees
- Online, many with in-residence requirements
- $ PhD: $40-60k; $DBA: $100k
- Applied dissertations
Student Interest Assessment

- Audience
- Key questions
- Follow up options
Student Interest Assessment

Q2 What type of courses would you prefer?

Answered: 148    Skipped: 55

- In-person only
- Online only
- Mixed model that include...
- Mostly online with annual ...

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Student Interest Assessment

Q7 Would you prefer to focus your own work/research on theoretical or applied issues?

Answered: 147  Skipped: 56

Theoretical issues (e.g.):

Applied projects (e.g.):

Undecided:

Other (please specify)
### Student Interest Assessment

#### Industry Specialization

<table>
<thead>
<tr>
<th>Industry Specialization</th>
<th>Percentage</th>
<th>Count</th>
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<tbody>
<tr>
<td>Education</td>
<td>40.83%</td>
<td>49</td>
</tr>
<tr>
<td>Emergency</td>
<td>4.17%</td>
<td>5</td>
</tr>
<tr>
<td>General</td>
<td>8.33%</td>
<td>10</td>
</tr>
<tr>
<td>Management</td>
<td>18.33%</td>
<td>22</td>
</tr>
<tr>
<td>Native</td>
<td>3.33%</td>
<td>4</td>
</tr>
<tr>
<td>other</td>
<td>12.50%</td>
<td>15</td>
</tr>
<tr>
<td>Public Admin</td>
<td>9.17%</td>
<td>11</td>
</tr>
<tr>
<td>Untagged</td>
<td>3.33%</td>
<td>4</td>
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</table>
Q5 Would you prefer to be enrolled in a _____ program?

Answered: 144   Skipped: 59

- 2-year: 80%
- 3-year: 15%
- 4-year: 5%
Taskforce Development

• Membership selection process
  – Internal stakeholders, those in the UA system directly involved with leadership development
  – Levels of engagement among membership

• Initial kickoff meeting

• Outcomes of meeting
  – Values, mission, buy-in

• Workgroup assignments and tasks
# Timeline

<table>
<thead>
<tr>
<th>Fall 18</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research best practices and current offerings</td>
<td>Sub-groups meet remotely</td>
<td>Sub-groups meet remotely</td>
<td>Full task force meets remotely</td>
<td>Full task force meets remotely</td>
<td>Presentation to President</td>
</tr>
<tr>
<td>Interest assessment</td>
<td>Additional information needs identified</td>
<td>Compile &amp; synthesize information</td>
<td>Sub-groups report out</td>
<td>Sub-groups report out</td>
<td>Report Released</td>
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<tr>
<td>Taskforce development</td>
<td>Data collected</td>
<td>Draft report section</td>
<td>Next steps &amp; additional needs</td>
<td>Finalize/confirm overall ideas</td>
<td></td>
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<tr>
<td></td>
<td>Additional working groups</td>
<td></td>
<td>Compile final report post meeting via email</td>
<td></td>
<td></td>
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</table>
Programmatic Parameters

• Course alignment and PLOs

• Program structure (Hoffman et al., 2019; Moldoveanu & Narayandas, 2019)
  – Accreditation

• Financial costs and potential returns
Mission

Provide a unique program where students will become compassionate leaders providing ethical and adaptive solutions that serve rapidly changing organizations and communities.

Values
Adaptive
Applied
Culturally competent (CC)
Emotional intelligence (EI)
Empathy
Ethical
Practical
Sustainable
Roadblocks & Challenges

- Funding
- State budget
- Where to house the program?
- Statewide needs assessment
External Stakeholders

- What groups should we consider?
- Who should be engaged?
- At what point should they be engaged?
Evaluation

• Assessing effectiveness of program development process
  – What type of direct measure to use?
  – What type of indirect measure to use?
Leadership in the Extreme

- Fairbanks Campus
- College of Rural and Community Development
- Community and Technical College
- Juneau Campus
- Sitka Campus
- Ketchikan Campus
- Prince William Sound C.C.
- Matanuska Susitna Campus
- Chugiak-Eagle River Campus
- Anchorage Campus
- Kuskokwim Campus
- Bristol Bay Campus
- Kodiak College
- Kenai Peninsula College
- Kachemak Bay Campus
- Military Programs
References


Demographics

- 64% female
- Normal age distribution with majority (41%) between 35-44
- Income: