

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



External Program Review

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

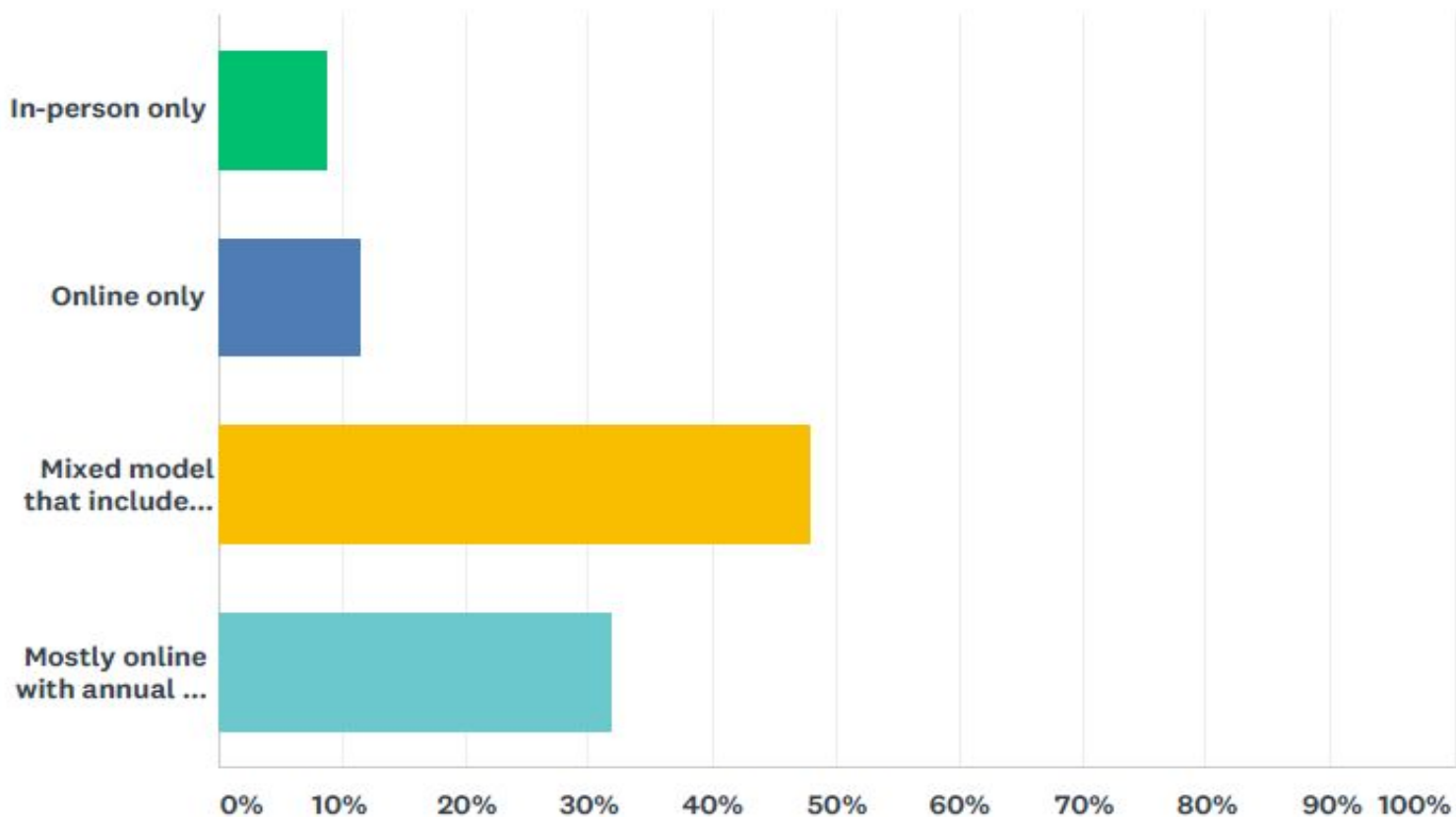
- Audience
- Key questions
- Follow up options



Student Interest Assessment

Q2 What type of courses would you prefer?

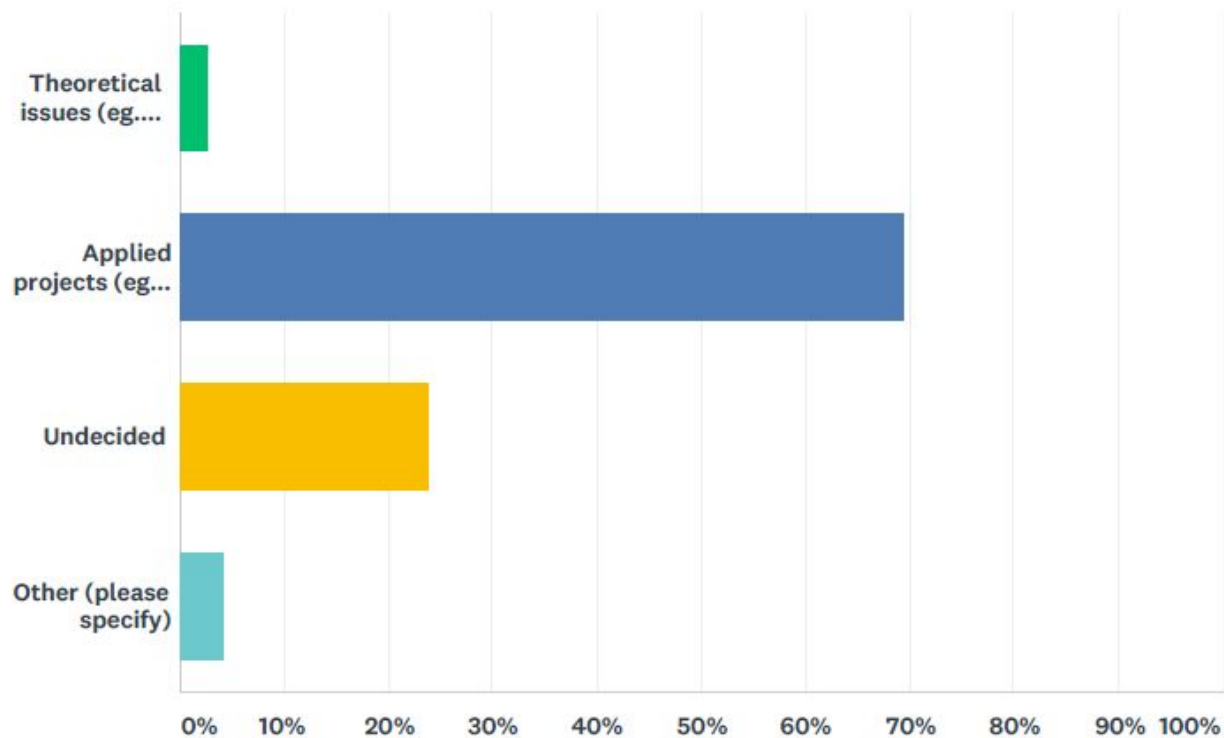
Answered: 148 Skipped: 55



Student Interest Assessment

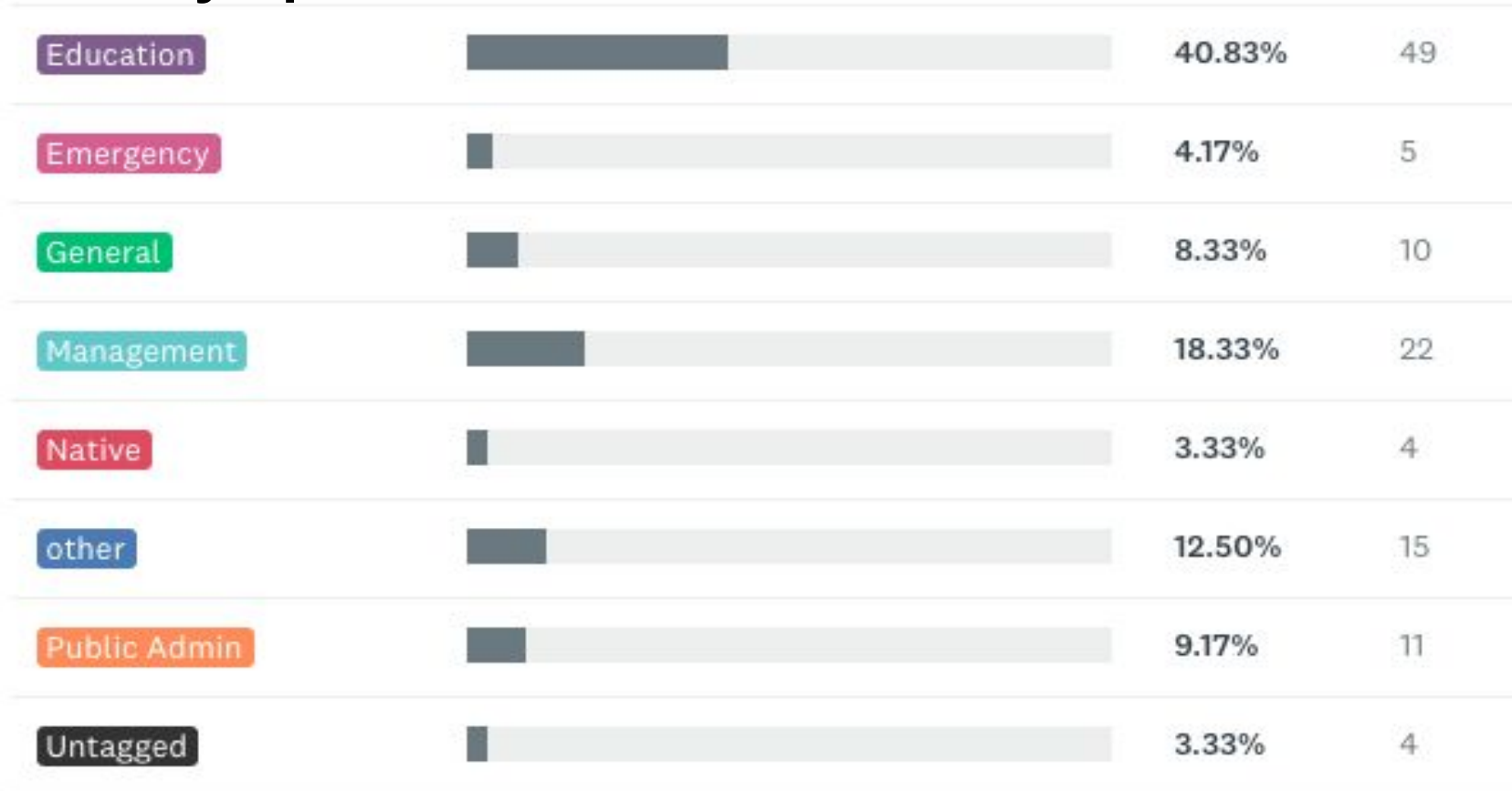
Q7 Would you prefer to focus your own work/research on theoretical or applied issues?

Answered: 147 Skipped: 56



Student Interest Assessment

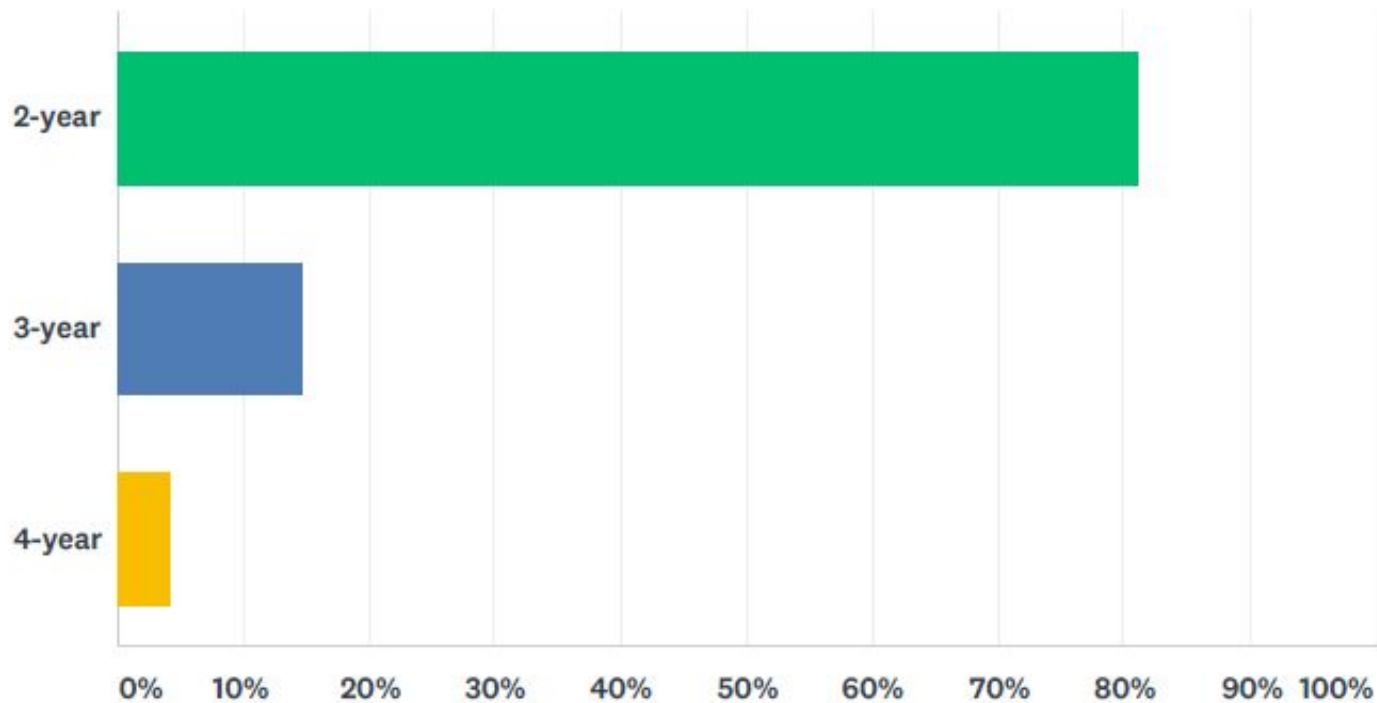
Industry Specialization



Student Interest Assessment

Q5 Would you prefer to be enrolled in a _____ program?

Answered: 144 Skipped: 59



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

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



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)

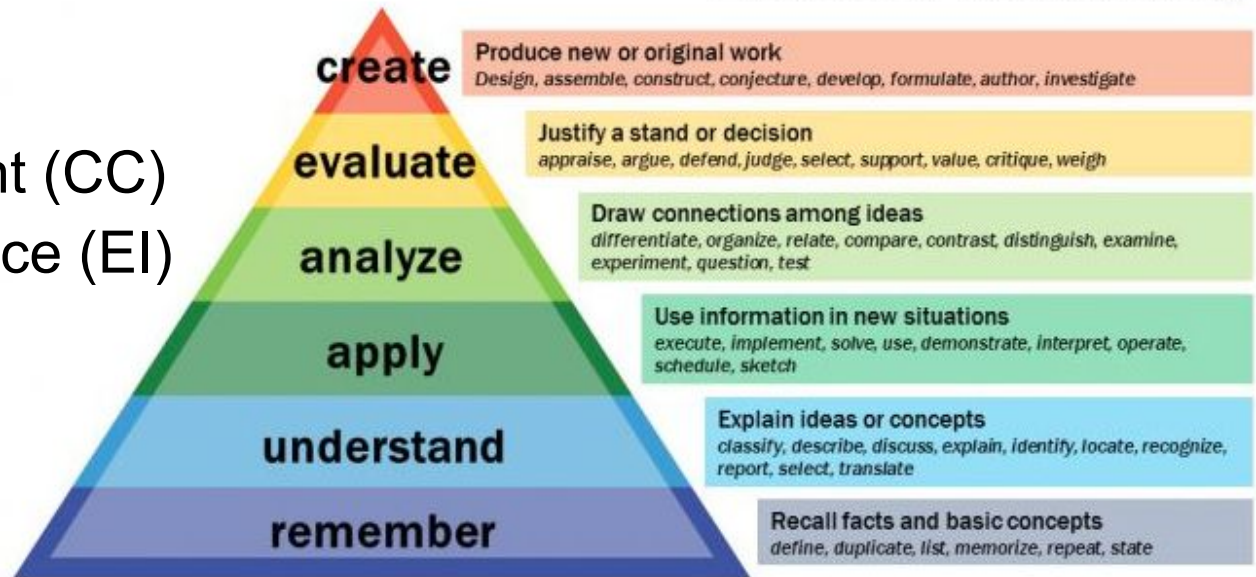
Empathy

Ethical

Practical

Sustainable

Bloom's Taxonomy



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?

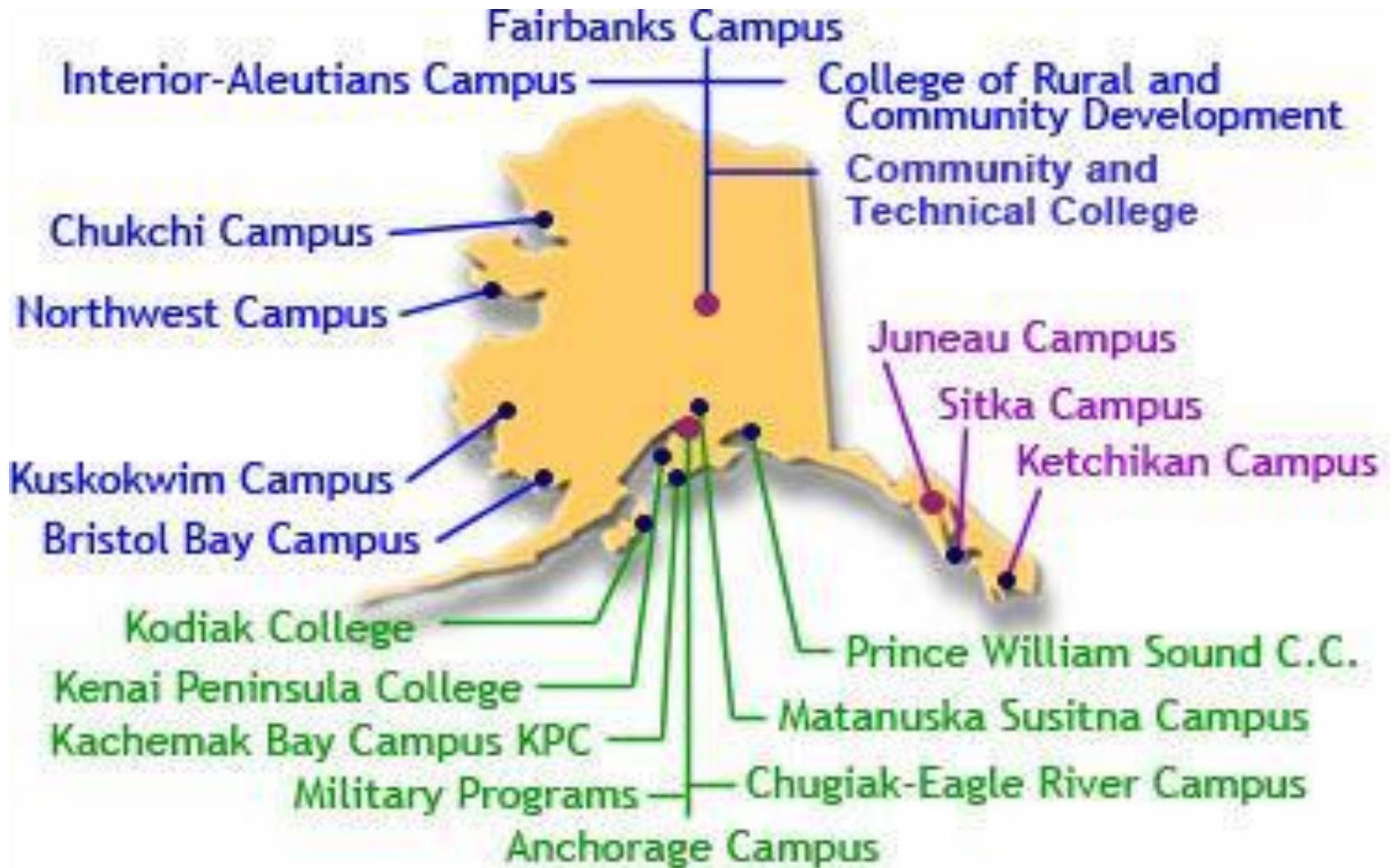


Evaluation

- Assessing effectiveness of program development process
 - What type of direct measure to use?
 - What type of indirect measure to use?



Leadership in the Extreme



References

Hite-McGee, K., Veazey, P., Bell, C., & Cundiff, N. (2018). *UA Leadership Development Opportunities Analysis* for UA President.

Cundiff, N., & Veazey, P. (2019, Feb.) *Grassroots Leadership Development: Leveraging Employee Expertise*. American Association of State Colleges and Universities: Academic Affairs Winter Meeting. Amelia Island, FL.

Hoffman, R., Yeh, C., & Casnocha, B. (March, 2019). Learn from People, Not Classes. *Harvard Business Review*.

Price, P., Harrison, N., & Cundiff, N. (under review, 2019). “The Move: Programme Development from In-person to Online.” *Journal of Further and Higher Education*.

Moldoveanu, M., & Narayandas, D. (March, 2019). The Future of Leadership Development. *Harvard Business Review*.



Demographics

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

▼ Under \$15,000	4.76%	3
▼ Between \$15,000 and \$29,999	0.00%	0
▼ Between \$30,000 and \$49,999	6.35%	4
▼ Between \$50,000 and \$74,999	30.16%	19
▼ Between \$75,000 and \$99,999	28.57%	18
▼ Between \$100,000 and \$150,000	23.81%	15
▼ Over \$150,000	6.35%	4

