**SLIDE 1:**

**UA Leadership Doctoral Degree:** **Program Development**

**Kate Govaars, Dr. Nicole Cundiff, Dr. Pips Veazey, Natalie Harrison, & Dr. Phillip Price**

**SLIDE 2:**

**Overview**

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

**SLIDE 3:**

**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)

**SLIDE 4:**

**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

**SLIDE 5:**

**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

**SLIDE 6:**

**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

**SLIDE 7:**

**Student Interest Assessment**

* Audience
* Key questions
* Follow up options

**SLIDE 8:**

**Student Interest Assessment Graph 1**

Survey Question: What type of courses would you prefer?

~10% in-person only

~12% online only

~ 48% mixed model

~ 32% mostly online with annual in-person meetings

**SLIDE 9:**

**Student Interest Assessment Graph 2**

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

~3% Theoretical

~70% Applied

~24% Undecided

**SLIDE 10:**

**Student Interest Assessment Graph 3**

Survey Question: Industry specialization

Education, 40.83%

Emergency, 4.17%

General, 8.33%

Management, 18.33%

Native, 3.33%

Other, 12.50%

Public Admin, 9.17%

Untagged, 3.33%

**SLIDE 11:**

**Student Interest Assessment Graph 4**

Survey question: Would you prefer to be enrolled in a \_\_\_\_\_ program?

~81%, 2-year

~15%, 3-year

~4%, 4-year

**SLIDE 12:**

**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

**SLIDE 13:**

**Timeline**

Image of timeline

**SLIDE 14:**

**Programmatic Parameters**

* Course alignment and PLOs
* Program structure (Hoffman et al., 2019; Moldoveanu & Narayandas, 2019)
	+ Accreditation
* Financial costs and potential returns

**SLIDE 15:**

**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 graph.**

**SLIDE 16:**

**Roadblocks & Challenges**

* Funding
* State budget
* Where to house the program?
* Statewide needs assessment

**SLIDE 17:**

**External Stakeholders**

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

**SLIDE 18:**

**Evaluation**

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

**SLIDE 19:**

**Leadership in the Extreme Graphic**

**SLIDE 20:**

**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.*