11-17-2022

The Ideal Dual-Doctorates in Leadership

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Abstract

During 2014 and 2015 more than 100 stakeholders working with five facilitators applied the systems thinking-informed methodology of Interactive Planning and Idealized Design to create the prototype for an ideal doctoral program for working professionals at the request of Philadelphia University a professional university in Philadelphia. The result was the design of two leadership degrees to be located in the School of Continuing and Professional Studies: an applied research Doctor of Management (DMgt) in Strategic Leadership launched in 2016 and a Doctor of Philosophy (PhD) in Complex Systems Leadership launched in 2019. Between Spring 2016 and Fall 2019 more than 60 doctoral students were admitted into the leadership dual-doctorates as Philadelphia University merged with Thomas Jefferson University another professional university in Philadelphia. At Commencement in 2019 and 2020, the first 11 DMgt students graduated; by December 2019, five strategic planning projects had been completed for internal and external constituencies, and more than three dozen scholarly papers were written by students and faculty. In Spring 2020, the University announced that both doctoral programs were closed and in Fall 2022 the University announced that effective January 1, 2023, the entire School of Continuing and Professional Studies would be closed with its people and programs placed in other areas of the University. To honor the remaining students, faculty and alumni, a narrative of the rise and demise of this remarkable community is presented.

Background

In 2014, the President of Philadelphia University (PhilaU), a 130-year old institution with a mission to *develop the model for professional university education in the 21st century*, asked me to become a consultant to design a new kind of professional doctorate for their institution. At the time, I was a member of an Advisory Board for one of their MS programs and was in the process of retiring from the University of Pennsylvania where I directed two Master-level academic executive degree programs.[1] Based on deep understanding of the past and ample evidence of the current reality of the changing role of the university in society, governance of this project was assigned to the Executive Dean of the College of Science, Health and the Liberal Arts who would become the PhilaU Provost, and to the Vice-President of Innovation who

directed the School of Continuing and Professional Studies (CPS) where executive programs were located. Both reported directly to the University President.

The methodology selected for this project was Interactive Planning and Idealized Design,[2] a systems thinking-informed strategic planning process appropriate for designing and creating a new enterprise when none exists. Indeed, while PhilaU had several Master programs they had no doctoral degrees except a legacy PhD from a decade earlier when the institution's name was Philadelphia College of Textiles and Science that was managed in coordination with another university.

Two project constraints were imposed. First was the adoption of a systems thinking mindset including expansionism as a method of inquiry rather than only reductionism. This was important because a professional doctoral program may be understood as a social system contained within the university system, and both are contained within the much broader higher education system. In addition, other universities, for profit, non-profit and government organizations all of which vary in geography and delivery channels, are included in the transactional environment of PhilaU. Moreover, the premise of a social system was important because faculty and students for a doctoral program within a professional university would be working professionals with purposes and obligations not only to the program and the university but also to other workplaces and social communities of which they remain integrated parts. Finally, a systems approach acknowledges that we live in a world in which complexity and turbulence are rising, and the environment and problem contexts for organizational systems are often volatile, uncertain, complex and ambiguous (VUCA).

The second requirement was that the expert knowledge for the design and business model of this professional doctorate was presumed to reside in many places and with many people beyond the university faculty. To create the design, therefore, required direct involvement by internal and external communities of stakeholders and anticipated users. For this project, the consultant would be the process facilitator, and the stakeholders and users would be the content experts who would directly incorporate their own purposes, interests and values into the design. This would result in what Barabba (2004)[3] referred to as 3rd generation design because it would be *designed by* rather than *designed with* (2nd generation) or *designed for* (1st generation) stakeholders and users.

Email invitations were sent to attend a "Design an Ideal Doctorate" workshop to a broad community drawn from PhilaU identified by the Executive Dean as well as to external communities of stakeholders and users identified through research conducted by the consultant. Voluntary participation was requested to attend one of four half-day workshops held on Saturday mornings at the University. For those unable to attend the defined dates, additional group meetings were scheduled also at the university.

More than 100 people participated: academic leaders, e.g., deans of schools, directors, chairs of departments and programs, faculty members from PhilaU and from other universities; leaders and members of administrative functions, e.g., registrar, finance, library, development, and other roles from PhilaU and from other universities; alumni of PhilaU graduate degree programs; current Master students from PhilaU and graduate students attending other universities; leaders and thought leaders from professional organization and leadership societies; executive level leaders from companies with in-house universities and training departments; government and nonprofit training leaders; senior corporate HR administrators; and representatives from organizations where there was no support for graduate education.

In the workshops and meetings, participants were challenged by facilitators[4] to generate specifications of an ideal doctoral program and doctoral experience. These were specifications for what the participant-stakeholders and users wanted right now, if they could have what they desired. Only three constraints were imposed: the elements of the design had to be technologically feasible, operationally viable and the proposed doctoral program must be capable of learning and adaptation in the anticipated environment.

As a guide to the iterative design process, the following core topics were defined and presented; others were added: Vision and mission; Admission, e.g., student demographics, requirements, pathways; Staffing, e.g., faculty demographics, requirements, pathways; Channels and learning environments, e.g., learning locations, travel, virtual; Brand, e.g., "type" of degree, "kind" of program, PR/marketing; Size/time, e.g., numbers and ratios of students/faculty, timelines, FT/PT, day/weekend; Curriculum/courses, e.g., topics, obligations, opportunities; Learning experiences to develop capacities, competencies, connections or integrations; Deliverables, e.g., academic and practice; Finances/tuition including support mechanisms; and Relationships within and between the university and external partners.

The workshops and meetings produced hundreds of specifications with many overlapping elements for the *ideal doctoral experience* that would be appropriate for working professionals, student learners, teacher/faculty facilitators, and collaborating organizations. This became the input content for detail work completed by a core representative Design Team of 17 people facilitated by the consultant. This team worked online to prepare the design of a final prototype doctoral degree program. From this prototype, a full proposal required by PhilaU for all new academic programs was written. This document contained the proposed program vision, mission, and descriptions of its functions (deliverables), processes, and governing structures as well as a list of proposed courses and proposed adjunct teaching faculty - all of which were informed by the hundreds of specifications.

Workshops and meetings to generate the specifications for the program design were held in October and November 2014. The Design Team created the prototype design in December and early January 2015. A fully described proposal was delivered January 30 and immediately began working its way through the required academic committees shepherded by the Executive Dean and Vice-President of Innovation. In April 2015, the new doctorate was approved by the University faculty and Trustees.

The approved design called for two doctorates: The first would be a Doctor of Management (DMgt) in Strategic Leadership[5] an *applied research* degree which required an earned Master Degree in any subject for admission and which could be completed in three years while working full-time. Degree requirements included 13 courses, a comprehensive evaluation for Doctoral Candidacy followed by a two-course Doctoral Dissertation on a topic supervised by a three-person committee consisting of Advisor, Internal Reader and External Reader. With each course valued at 3 graduate credits, the 15-course degree was valued at 45 credits.

The prototype design for the second/follow-up *research* degree would be a 5-course (15 credits) Doctor of Philosophy (PhD) in Complex Systems Leadership. The PhD mission was *to improve lives by enhancing understanding and creating new knowledge about the challenges faced by leaders in complex organizational systems.* In the original design, instead of writing a second dissertation, PhD Candidates would deliver two scholarly research papers by expanding the DMgt Dissertation into additional scholarship. This was changed to also allow the writing of publishable-quality papers, evaluated by a three-person faculty team acting as "journal editors,"

on topics studied in the PhD courses dealing with complex organizational systems. Admission into the PhD was also changed to allow either those who had earned the DMgt or to those who had earned an "equivalent" first doctorate – with a dissertation requirement - in a related domain such as the Doctor of Business Administration (DBA) or EdD in Organizational or Leadership Studies.

The full 4-year Doctor of Management + 1-year Doctor of Philosophy was an academic model operating at Case Western Reserve University's Weatherhead School of Management[6] although their topics focused on change management rather than leadership. It was also analogous to the MD/PhD medical school model wherein a candidate earned a double medical doctorate in practice (MD or DO) then research (PhD) proficiencies. Following a review of competing institutional programs, the combination DMgt in Strategic Leadership/PhD in Complex Systems Leadership was described as the only leadership dual-doctorate in the world.

After faculty and trustee approval in April 2015, the DMgt program was submitted to Middle States Commission on Higher Education (MSCHE) which after review sent full approval to the university in September 2015. Recruiting began immediately and by the start of January 2016, Cohort 1 began with 10 admitted doctoral students working with 3 adjunct faculty each teaching a course. Structurally, the DMgt was assigned to be located in the School of Continuing and Professional Studies where executive education and undergraduate completion degree programs for working professionals were housed and where all programs and activities were led by the Vice-President of Innovation. I was given an appointment as the Program Director. The PhD in Complex Systems Leadership, delayed until after the DMgt demonstrated it was operating effectively, was also approved and began classes for Cohort 1 in August 2019. Figure 1 presents the dual-doctorates admission pathway with DMgt courses in red and PhD courses in blue.

Figure 1. Dual Degree Admission Pathway
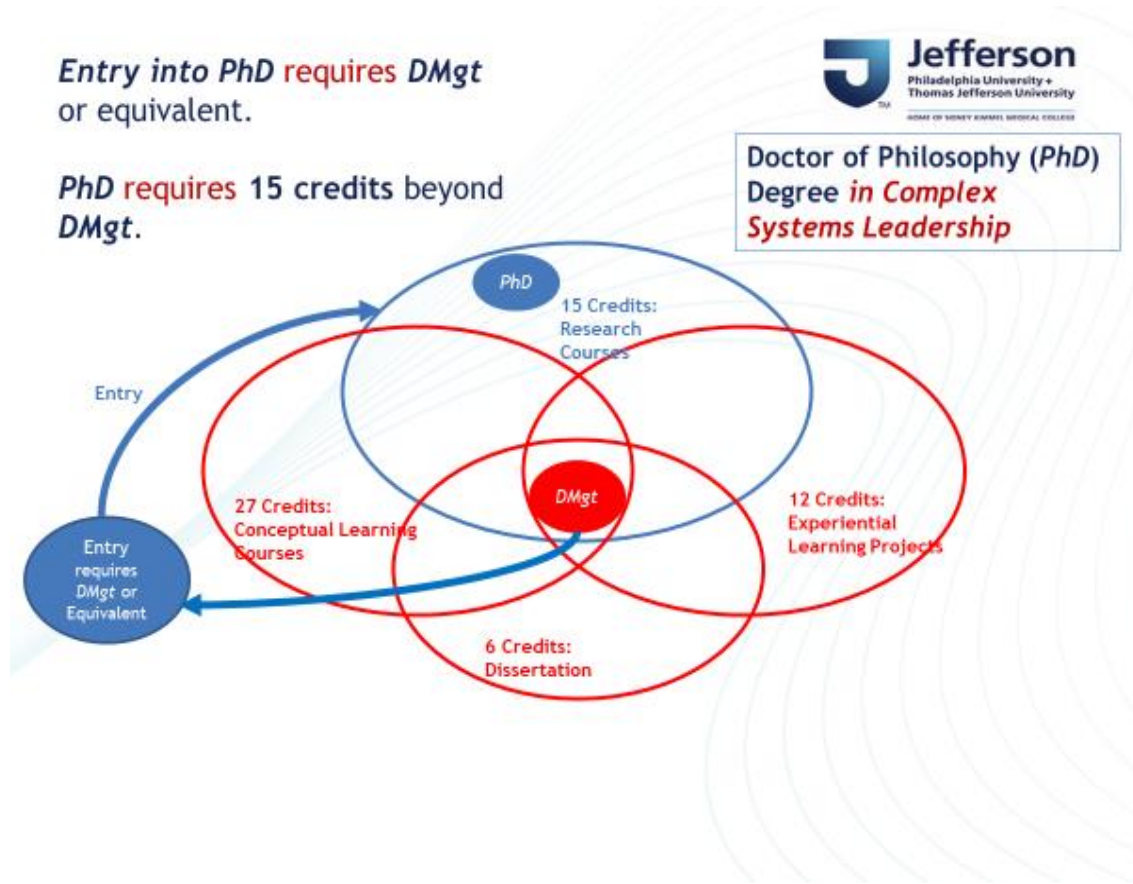
Program Characteristics

Those admitted would be motivated by the workshop-generated general leadership program mission *to develop themselves as strategic leaders who effectively navigate situational, organizational and dynamic complexity, and apply systems thinking, design thinking and complexity thinking-informed methods and tools leading to creative and innovative outcomes*. Graduates would be able to astutely identify new opportunities, help solve complex organizational problems, and meet the complex leadership needs of employers and society in the United States and abroad.

The original conception for the DMgt dissertation was a systemic review paper similar to the requirement of the DMgt degree at University of Maryland University College.[7] But as students moved toward this phase of the program, faculty suggested and students agreed that this should be expanded to the opportunity to write an applied research dissertation which used

methodologies of research or design to address professional work challenges of the students. That the doctoral students were co-designers of the program characteristics as it developed was an example of the complex adaptive and evolving system of this distinctive educational program.

Education Model

The program education model is depicted in Figure 2 with concentric circles of educational elements and four whole system coaching influences.

Figure 2. Leadership Doctorates Education Model
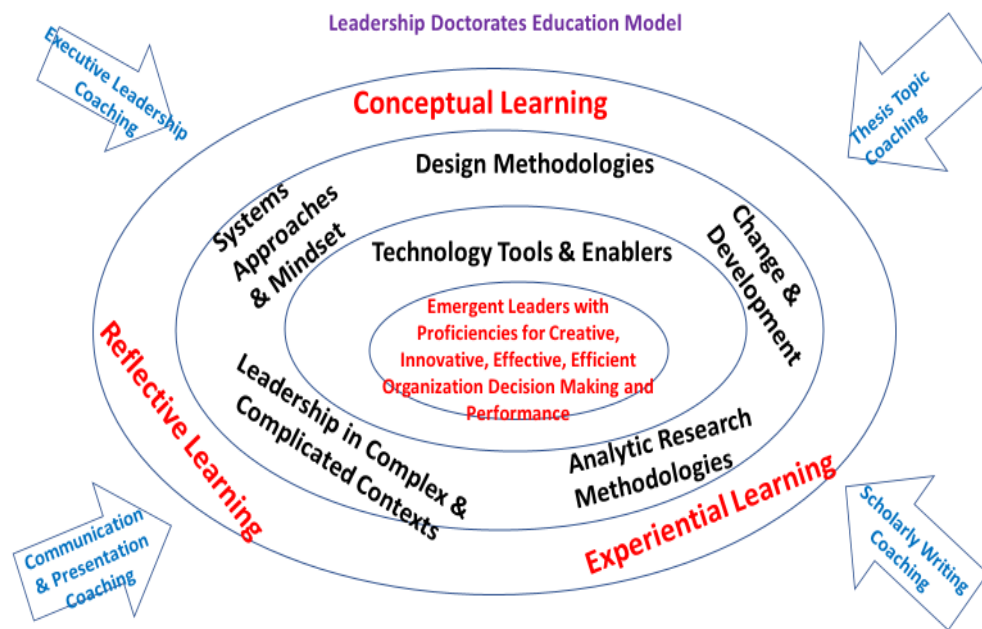
Executive leadership coaching was provided by a clinical psychologist and executive coach; a professional presentation coach provided concept communication and presentation coaching; a project and program management research scientist provided thesis topic-seeking and development coaching; and professionals from the University Writing Center provided coaching for scholarly writing and formatting. All coaching began when the students were admitted and continued until they completed delivery of the dissertation. Coaches attended many courses to appreciate the content of the education and to learn how the students were able to respond to questions, interact with peers and faculty, and to prepare for and give presentations. Individual and group appointments were set and conducted face-to-face and via Zoom, as appropriate. Students were video-recorded giving presentations then critiqued to enable

reflection of leadership and communication styles and skills. Annual written reports of growth and development were noted and discussed between the executive, communication and research coaches and the Program Director for each student.

Coaching supported the three modes of learning provided. Conceptual learning addressed the necessary and important conceptual topics within the curriculum. Experiential learning addressed the direct application of concepts to practice that were necessary to *learn to become* (rather than *to learn about*) strategic leadership involving organizational practices. Reflective learning was developed partly through the coaching experiences but also in the synthesis of ideas and practices required when papers were written and delivered in the courses.

The next level within the model concerned the epistemological framework of topics addressed. Students studied the similarities and differences, and strengths and weaknesses of scientific, evidence-based research thinking and applications, and compared these to systemic and design-based thinking and applications. For leadership problems and opportunities in contexts that were reasonably well-ordered, structured, obvious and complicated, students applied scientific, evidence-based, good and best-practice methods and tools. For leadership contexts that were poorly structured and unordered such that problems and opportunities were complex and chaotic, students applied systems thinking approaches, design methodologies and tools informed by both. A hallmark of the doctoral program was that students were encouraged to learn how to shift their mindset between analytic and systemic when contexts changed.

The third circle concerned technology tools and enablers which expanded during COVID into technology contexts. These topics addressed the means by which leadership was influenced by and could implement the variety of information, communication and social technologies to improve interpersonal relationships and organization performance. One course was delivered via immersive virtual reality technology and involved creating a personal avatar. Students used their avatars to travel in a simulated campus, interact with peers and faculty for coursework, and deliver final presentations. This course is described in a *Youtube* presentation.[8]

Philosophy of Learning

The interactions among the concepts, practices, content and coaching were designed to enable students to develop the proficiencies essential for strategic leadership in the 21st century,

particularly in the increasingly complex contexts in which organizations function. An additional element of this design concerned the underlying philosophy of learning and specifically how to enable the self-development of participants from student to learner to teacher (the original meaning of "doctor" is "teacher.") To support this, the means of learning would begin with pedagogy defined as instructor-led learning, shift to andragogy (self-directed learning) and finally to heutagogy (self-determined learning).[9]

Accordingly, in the first course, students were provided with the traditional academic elements of pedagogy, e.g., syllabus, textbook, set of readings and introductory lectures. However, over the first few weeks, this shifted wherein students were asked to form small groups, select a topic from the syllabus of personal or professional interest and teach it to their peers. The role of the course instructor shifted from directing to challenging the content, e.g., asking the teaching team for evidence of validity and reliability of their teaching content, for examples from direct applications of the theories, and providing conflicting or competing theories.

To support development of varied cognitive and practice experiences, learning also shifted from the classroom to organizational locations. While online platforms were used for some discussions of concepts and practices, directly supervised feedback-based experience was used to learn facilitation and leadership skills also supported by the participation of the communication and presentation coach. Indeed, a fundamental educational assumption was that faculty and coaches were resources and mentors; but to enable the doctoral candidates to learn to become strategic and complex systems leaders required they assume responsibility, i.e., to be self-determined learners (heutagogy). The most important of these applications was to select, commit to and deliver a rigorous doctoral dissertation which had no syllabus, textbook, set of readings, or teacher who defined what one was study.

Sensemaking Framework

By the 2018 Fall semester all entering students were introduced to the *Cynefin* framework in their required and elective courses.[10, 11, 12] The *Cynefin* framework, described by David Snowden and colleagues[13] is a sensemaking tool that posits an approach to decision making and problem solving based on a set of premises about the importance of the context in which organizations and problems exist. Rather than asking, *what should I do about this problem?*

leaders are asked first to consider, *what kind of problem is this? Cynefin*, (pronounced kuh-nev-in) is a Welsh word that roughly translates as "habitat "or "domain" and argues that problems and opportunities are located within differing contexts that vary from ill-structured and unordered to well-structured and ordered. And within this framework, specific domain groups are located. Within the structured/ordered context are problems categorized as simple (obvious, clear) or complicated while within the ill-structured/unordered context are problems are referred to as complex or chaotic (Figure 3).

Figure 3. Cynefin Framework
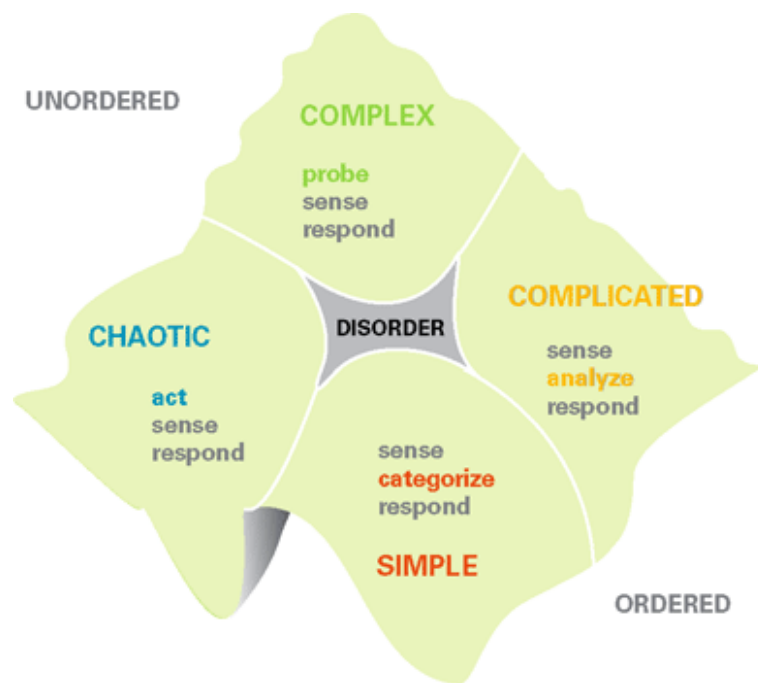
Regarding complex contexts, the systems thinking research community agrees (see Jackson, 2019[14]) that the only appropriate mindset to deal with complexity is with systems thinking of which there are several methodologies, methods, and tools. The community also agrees that when the context or problem is simple or complicated that analytic thinking is the appropriate approach. As a difficult organizational problem often changes due to internal and external contextual force changes[15] (Figure 4), courses within the doctoral programs presented, compared and contrasted how differing contexts and problem types would necessitate being proficient in ordered/analytic and unordered/systemic thinking situations, and the use of methodologies and tools informed by both modes of thinking.

Figure 4. Cynefin as a Dynamic Framework

<u>DMgt Courses</u>

The original design of the DMgt program included 15 courses of which two were the dissertation (proposal then delivery). These were assigned within three categories associated with the education model: concept courses (conceptual), practice courses (experiential) and dissertation courses (reflective). All courses addressed the importance of organizational context.

When the DMgt program began, the curriculum required the courses presented in Figure 5. Based on student and faculty discussions and the start of the PhD in Complex Systems Leadership program, more elective courses were added such that by the start of the 4th year the number of available electives increased from 5 to 13 courses which enabled students to build a professionally relevant curriculum while meeting their degree requirements. While there was interest among students to take courses from other programs, due to the policies of the University, DMgt and PhD students were not able to take courses offered in other programs, and students enrolled in other graduate programs were not permitted to register for the DMgt or PhD courses.

Figure 5. Example of DMgt Courses
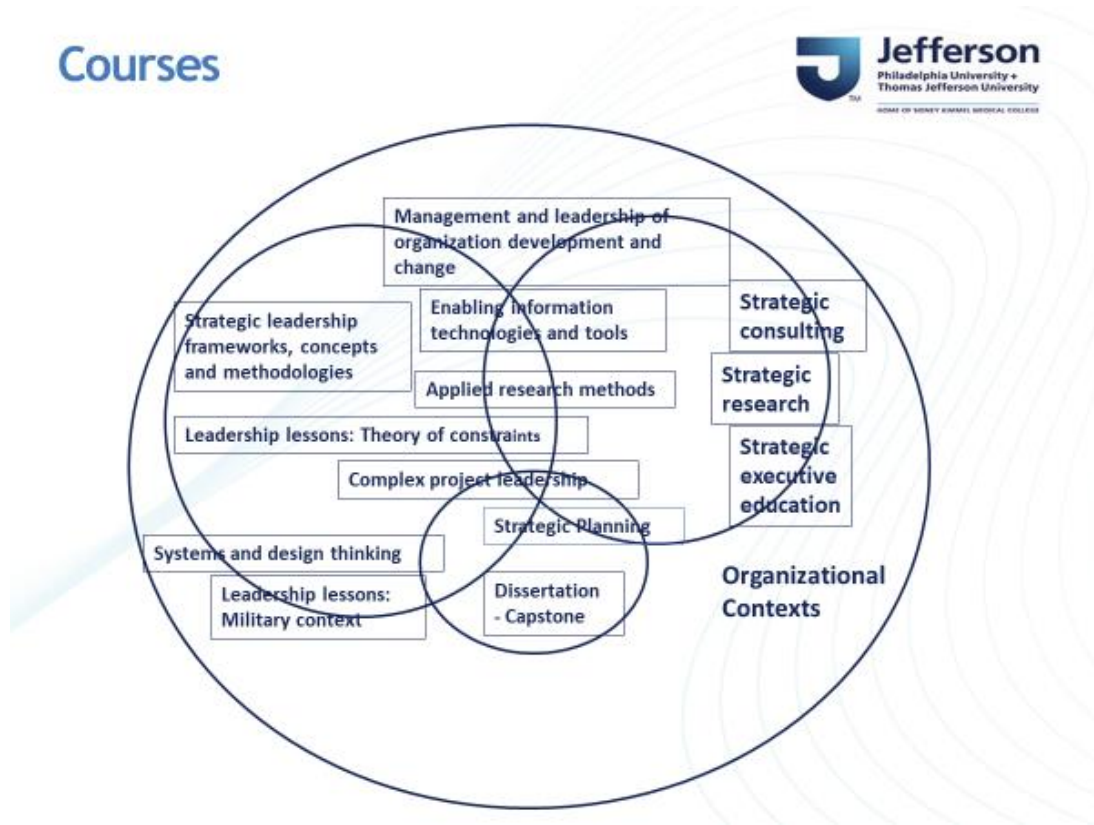
Applied Projects

During the Fall of 2017, a request for the DMgt community to help one of the University's Centers to create a strategic plan was made by the Office of the Provost. Intake meetings were held between the Center's leaders and three faculty members from the DMgt program who together defined the project to create a strategic plan and business model as the Center completed its first 10 years and was thinking about its future. The project began in Spring 2018 and continued through the Summer semester.

For this project, faculty and students from three 2018 Spring semester courses were brought together to form a three-team consulting group. Based on the situation, interests and purposes defined by the leadership of the Center, students in the *Organization Development and Change* course addressed the background, context and culture of the Center, its stakeholders and its interests and functions, and fed these inputs to the other two teams. Students in the *Strategic Theory of Constraints* course created a Current Reality Tree then followed a process to recommend evaporating the barriers and conflicts affecting the Center's performance. Students

12

in the *Strategic Interactive Planning* course created a situation awareness map, set up the methodology for designing the elements and relationships of the new strategic plan, then carried out the workshops necessary for designing the plan and business model. Papers about the processes and the results from the three perspectives were written[16, 17] all of which contributed to the final strategic plan accepted by the Center's leadership then implemented.[18] As a result of this project, one student designed and completed a doctoral dissertation on an important aspect of what was learned.[19]

As all doctoral students must complete Applied Experiential courses requiring direct application of what they were learning within varying organizational contexts, bringing together doctoral students and faculty to act as if they were a professional consulting group was a learning model repeated several times. To support this, the Program Director identified then brought into the program consulting projects some of which paid a consulting fee to the University. As noted above, projects were not "about" a topic, nor were they small pieces of larger activities. Each was serious, consequential and central to the mission and operations of the organization which accepted help from the community. Similar to a professional consulting contract these began by submitting and accepting a Request for Proposal (RFP). When completed, each project was described in a final report and/or submitted to a conference for presentation. Several students used their participation to develop their doctoral dissertation. The Thomas Jefferson University's Digital Library makes these reports, presentations and papers available online. A few examples are in Table 1 with the students listed in bold.

Table 1. Examples of Student Project Scholarship

2016: **Asada, Michael; Bradley, Al; Thigpen, Guy**; Pourdehnad, John; Guggino, Tom; Volini, Dominick; Douglas, Kimberlee; Klinkhammer, Barbara; and Starr, Larry. (2016). Leadership in Design and Construction Education and Practice, *School of Continuing and Professional Studies Faculty Papers.* https://jdc.jefferson.edu/jscpsfp/6.

2017: Myles, William; Plummer, Jim; Johnston, Adena; and Starr, Larry M. (2017). Strategic Plan for the Arlen Specter Center for Public Service, *School of Continuing and Professional Studies Student Papers.* https://jdc.jefferson.edu/jscpssp/6

2018: Collins, Lauren G.; Umland, Elena M.; Sicks, Shoshana; Pourdehnad, John; Starr, Larry M.; Guggino, Tom; **Tull, Pamela; Chin, Robyn; Liu, Sylvia; Smith-Benson, Paula; Virella, Raul; and Ervin, John** (2018). Strategic Plan: 2018 and Forward - Jefferson Center for Interprofessional Practice & Education, *School of Continuing and Professional Studies*

Presentations. https://jdc.jefferson.edu/jscpslectures/5 and
https://jdc.jefferson.edu/cgi/viewcontent.cgi?article=1007&context=jscpsposters

2020: Khan, Bibi; Jones, Michael; Bertal, Hamid; and Tendayi, Regina. (2020). Case
Study: Horse Drawn Carriages in Philadelphia, *School of Continuing and Professional Studies
Presentations.* https://jdc.jefferson.edu/jscpslectures/3

Between 2016 and 2019, DMgt students, faculty and coaches accepted four additional
projects described below.

CABE

The Jefferson College of Architecture and the Built Environment (CABE)[20] presented a
challenge that earning an architectural and design degree such as the Bachelor of
Architecture and Master of Architecture do not ensure that graduates have the broader
organizational skill sets needed to manage or lead in a professional design firm because project
and leadership competencies are absent from educational programs which specialize in
producing architects and designers. The student consultants identified the characteristics and
competencies within the architecture industry that people should possess in order to emerge as an
organizational and project leader. The process of integrating these characteristics into formal
academic course curricula and informal student social learning experiences was developed for
CABE to prepare program graduates for the important leadership and management
responsibilities that are so often absent.

BEACON

Working with their more than 1400 member-professionals in networking groups,
Beacon[21] believes that today's executive must be able to thrive in an interconnected and multi-
faceted business environment where innovation and paradigm shifts are happening exponentially
faster and transform entire systems that cut across companies, industries, and whole societies.
The purpose of this project was to design and develop capacity and curricular content for
Beacon's *Executive Leadership Institute*. This included a design-based process that resulted in
new information about how to engage and equip senior executives with key skills, abilities and
competencies needed in a 21st century dynamic economy that demands excellence in managing
complex relationships, critical thinking and superior strategic leadership abilities.

The 5-month project with the Board of Directors of Alpha Sigma Lambda (ASL) Honor Society[22] was to create a multi-year strategic plan. ASL is the oldest and largest U. S. national honor society for non-traditional students (typically adults engaged in professional careers) who achieve and maintain outstanding scholastic standards and leadership characteristics. The approach to the planning process used systems thinking as a mindset and design thinking as a problem-solving methodology. This process generated agreements among participants and other stakeholders, explicit formation of organizational objectives, promotion of creativity, and a reality-based strategic plan which was immediately implemented by ASL leadership.

Specter Center

Established by Philadelphia University in 2010 to serve as a library for the official papers of Pennsylvania Senator Arlen Specter (1930-2012), the Arlen Specter Center for Public Service requested help to create a strategic plan to guide their operations. At the time of the request, no strategy existed and the Center leadership was struggling. An intake meeting with the Director took place in a combined class of DMgt students at which time the interests and needs were defined. A written summary followed. Using a stakeholder process which involved the Senator's wife and son, a prominent attorney, a five-year plan[23] with recommended deliverables and structure was created, facilitated by doctoral students guided by the course professor. One outcome was described in a letter from the Center's leadership which noted, in part:

> We wanted you to know that your work led to some immediate tangible results; specifically, a donation from Shanin Specter, son of Senator Specter. Thanks to the conversations with Shanin that were part of the strategic planning design sessions about funding an award in his father's name, we secured from him a $10,000 gift which will fund two research fellowships for the upcoming year. We are hoping this support will continue. We very much appreciate your contribution to this happy result!

Unexpected Growth, Opportunities for Development and Seeds of its Demise

In the Spring semester of 2016, the first year of the DMgt program, Philadelphia University announced it was merging with Thomas Jefferson University an all-healthcare university also located in the city of Philadelphia which effectively doubled the number of programs and the size of the university. The official merger date was set as July 1, 2017 the start of the academic year. Over the year and subsequently, the name Philadelphia University was replaced with Thomas Jefferson University, the Vice President of Innovation was replaced with a

Dean of the School of Continuing and Professional Studies, and Jefferson's President who was also CEO of the Jefferson Health System which owned and ran several hospitals, replaced the Philadelphia University President. While the dual-leadership doctorates considered in its original design, constraint issues of desirability, feasibility and that the proposed doctoral program must be capable of learning and adaptation in the anticipated environment, there was no anticipation or conception that the containing system would change. With the merger, there was a loss of primary sponsorship and significant changes in academic and administrative culture.

Figure 6 presents the stakeholder groups within the new system as it was organized in 2017. The primary academic enterprises within the University were called Colleges; all Schools fit into these except the School of Continuing and Professional Studies which stood alone. Over the years, additional colleges were added but CPS remained separate.

Figure 6. Jefferson Academic Stakeholders
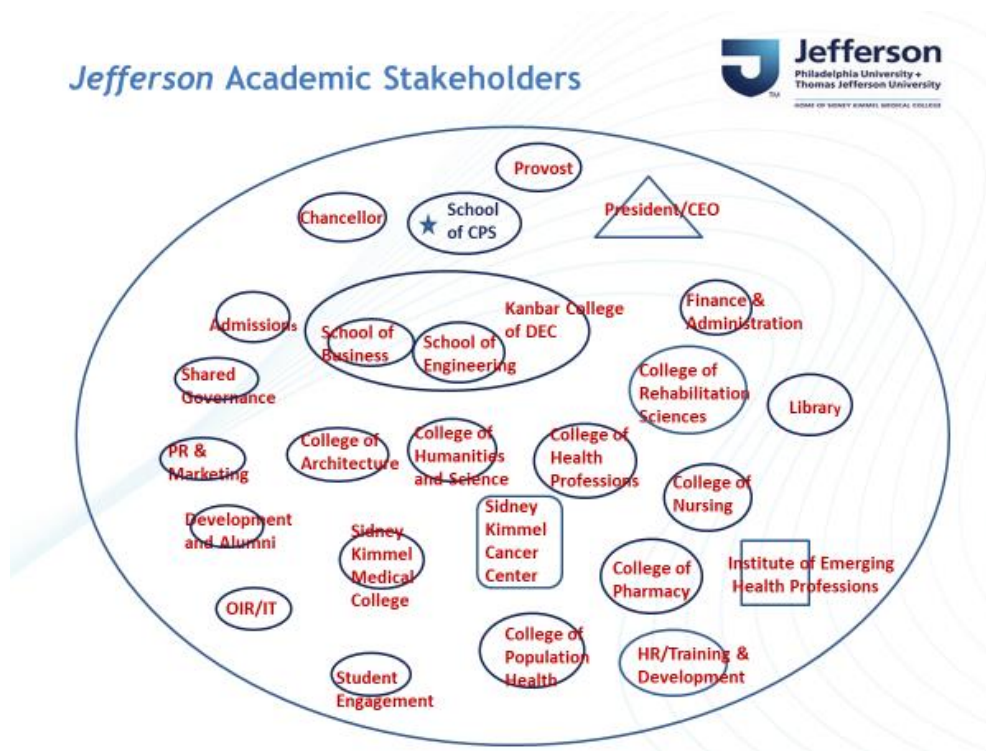
Being separate from other Jefferson academic enterprises and with a new Dean who was involved with many challenges from the merger meant the DMgt program experienced considerable autonomy which enabled significant self-development. One outcome was that by the end of 2016 the DMgt program was ranked #22 of the top 50 Business Management

Doctorates in the United States (Figure 7) which significantly increased application and acceptance rates. From 2016 through Fall 2019, more than 60 doctoral students were admitted and took classes toward earning their DMgt degree (Figure 8). In May 2019 and May 2020, annual commencement exercises, 11 students graduated. Every admitted student paid for their education. There were no grants, scholarships or research funds that supported students partly because the all-adjunct faculty did not bring external funding resources into the University, and partly because the business model of the program was that DMgt students were full-time working professionals so financial support was not essential. One student earned a Presidential Scholarship (awarded by the PhilaU President) that paid 50% of tuition, but this cost was borne internally by the Program. One student won a competitive fellowship that paid for one course from funds provided by a Jefferson Center that had an external funding source.

Figure 7. Doctor of Management in Strategic Leadership Ranking

Figure 8. Growth of the DMgt Program

Growth of the Dual-Doctorates in Leadership
At Thomas Jefferson University
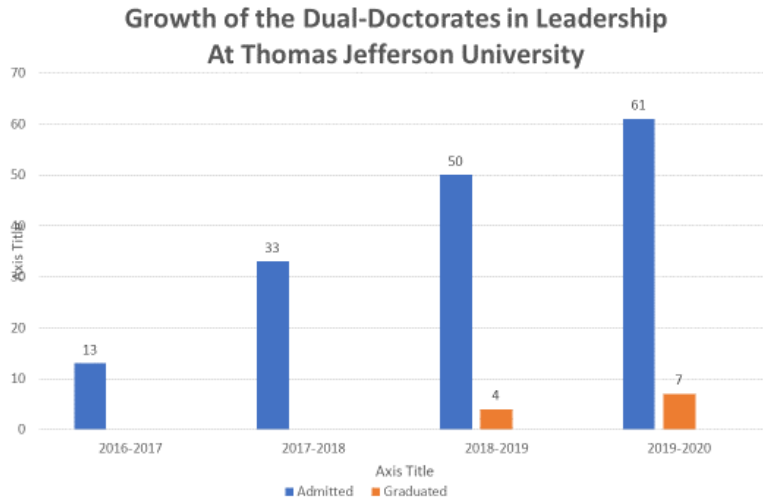
The DMgt student demographics as of Spring 2019 are presented in Tables 2, 3A and 3B. As noted, although described as a program for working professionals, students applied and were admitted from 8 countries outside the US (who took a leave of absence from their workplace) all of whom had earned at least one Master degree, had their own funding sources, and three of whom had earned a first doctorate.
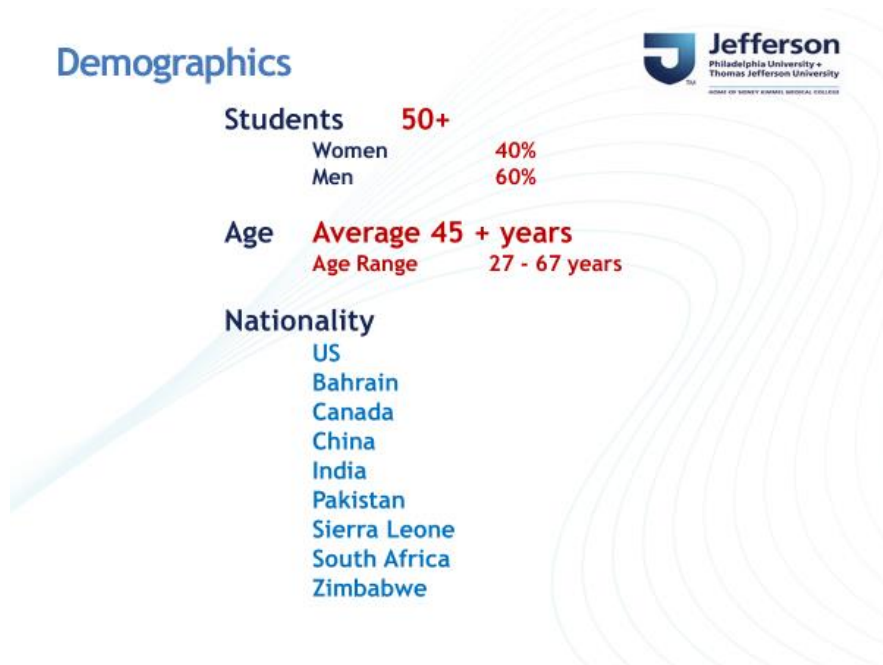
Table 2. DMgt Demographics

Table 3A. Education Demographics of Admitted Students

Education Demographics of Entering Students

Jefferson
Philadelphia University +
Thomas Jefferson University
HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

D.B.A.
Ed.D.
Ph.D.
M.B.A.
M.S. Organizational Dynamics
M.S. Management
M.S. Taxation
M.Div.
M.Ed. Counseling Education
M.A. English Linguistics
M.A. Sociology
M.A. Teaching
M.Ed. College Student Affairs Admin
M.Phil. Organizational Dynamics
M.P.A.

Table 3B. Education Demographics of Admitted Students

Education Demographics of Entering Students

Jefferson
Philadelphia University +
Thomas Jefferson University
HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

M.S. Administration
M.S. Biotechnology Management
M.Sc. Economics
M.S. Health Ed. and Health Admin.
M.S. Human Resource Development
M.S. Mechanical Engineering
M.S. Nursing
M.S. Org. Leadership/Prof Admin
M.Sc. Resource Management
M.S. Systems Engineering
M.S. Strategic Leadership
M.S. Urban Spatial Analytics
M.S.Ed. TOEFL

Jefferson Leadership Doctorates Newsletter

To share relevant and important information, to describe and market the activities within the Jefferson DMgt and PhD community and to provide understanding of activities to peers and colleagues in other Jefferson communities a quarterly *Strategic Leadership Newsletter* was written and distributed by the Program Director starting with 2016 Volume 1, Number 1. Beginning with the 2017, Vol. 2, No. 1 issue, newsletters were uploaded to the Jefferson Library Digital Commons[24] and beginning with the 2019 Vol. 5, No. 2 issue the name changed to *Leadership Doctorates Newsletter*.

Ackoff 100 Conference

In addition to the many professional and personal milestones and the graduations of DMgt and PhD students was the planning and running of a scholarly and social conference held the weekend of July 26-29, 2019 to honor the memory (February 12, 1919 – October 29, 2009) and scholarship Russell L. Ackoff a pioneer of systems thinking and mentor for many of the DMgt faculty. All students in the DMgt and PhD program studied Ackoff's research and practices as part of their coursework on systems approaches, design problem solving, and complex project management. *Ackoff 100* (Figure 9) was a celebration of what would be his 100th birthday.

Figure 9. Web Invitation for Ackoff 100
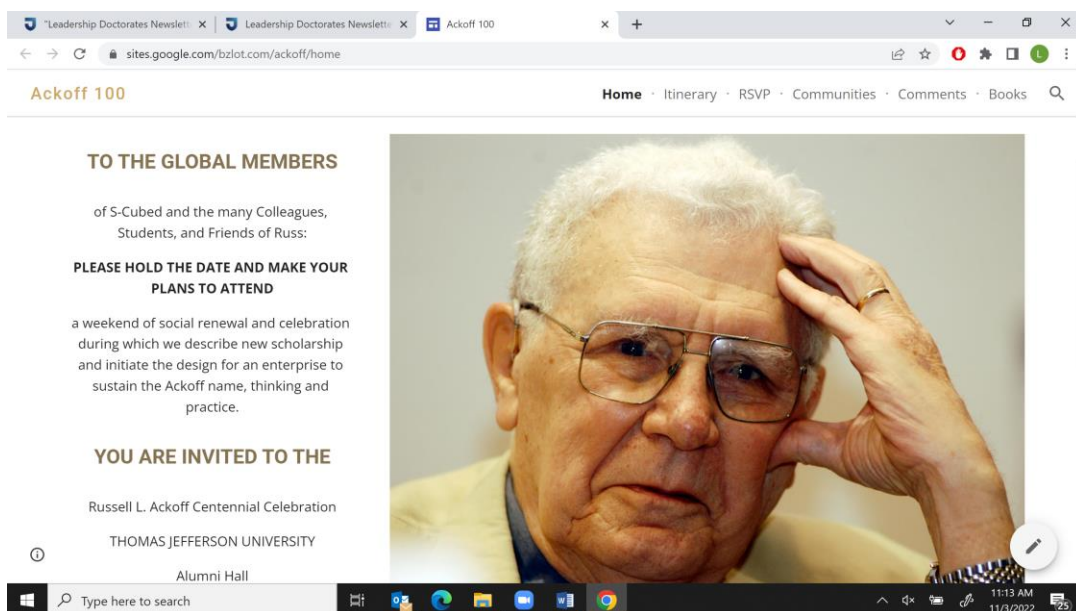
As described in the invitation and throughout the weekend events, there were three purposes for this meeting:

> Phase 1 is a social gathering of the world-wide community of former students, colleagues, friends, scholars and practitioners who can attend workshop meetings and a dinner social to be held the weekend of July 26-28, 2019 at Thomas Jefferson University Alumni Hall in Center City Philadelphia.
>
> Phase 2 concerns design and creation of scholarly output including but not limited to reports, papers, books, and digital access sites that demonstrate the intellectual and practical influence of Russ' thinking and practice to address complex challenges.
>
> Phase 3 concerns design, creation and management of a proposed Institute/Center to support, promote and sustain his legacy in systems leadership, education and practice.

Introducing the event was the Associate Provost of Thomas Jefferson University, who had sponsored the design and acceptance of the dual doctorates for PhilaU in 2015, and attending as a participant was the Dean of the School of Continuing and Professional Studies. The panel discussion of leading systems thinkers and practitioners was video-recorded and is available on the Jefferson Library Digital Commons.[25]

In addition to the panel discussion and paper presentations, the conference included a half-day workshop in which approximately 40 of the attendees including the Dean of the School of Continuing and Professional Studies generated the elements and properties for the design of an *ideal Jefferson Institute for Systems and Design Thinking* (Figure 10). One outcome of the conference was that many of the more than 80 faculty and scholars from 6 countries who attended asked if there could be a place for them in our program. Faculty from several universities asked to partner with DMgt/PhD: one in Switzerland, one in the UK, and two in the US – all of which have remained in contact.

Figure 10. Participants in the Design an Ideal Jefferson Institute Workshop

Global Pandemic Complexities

With the emergence of the global pandemic, the March 2020 Vol. 6, No. 1 *Newsletter* was a special edition[26] to ensure that support and other resources for students and faculty were identified and available as the global pandemic began to affect our many organizational systems. This issue also initiated the opportunity for the community to think about COVID as a "Wicked Problem" and to try to apply what we had been learning about strategic and complex systems to inform others and help our overall communities. To do this we announced,

> Several of us have been motivated by the complexity and chaos – and sometimes by our sense that the leadership does not have the capacity to effectively navigate in this kind of problem context – to type up our ideas in the form of academic papers. To support our scholarship, I requested and received approval for space on the Jefferson Digital Commons for our DMgt/PhD Community to upload papers concerning the Coronavirus: https://jdc.jefferson.edu/jscpscp/

Paradoxically, the creation of our doctoral programs addressing systems and complexity were precisely the topics that matched how to think about and address the challenges experienced by the impact and interactions of COVID. Many of the papers created by faculty and students (listed in Table 4) were reprinted in international and domestic newspapers, magazines and other sources.

Table 4. Coronavirus Scholarship on the Jefferson Digital Commons

A Crisis is a Terrible Thing to Waste: Recovering a Sense of Agency in Coronavirus Times, Steven F. Freeman, PhD

Calculating Life and Death in a Time of Covid, Larry Hirschhorn, PhD

No double trouble: How to reopen the economy., Larry Hirschhorn, PhD

Pandemic lockdown must fail: Save lives without crippling the economy, Larry Hirschhorn, PhD

Systems View of Coronavirus, Sung Won Paek and Larry M. Starr, PhD

Disruptive Effects of the Coronavirus – Errors of Commission and of Omission?, John Pourdehnad, PhD, Larry M. Starr, PhD, Venard Scott Koerwer, EdD, and Harry McCloskey, DBA

Our Wicked Problem, John Pourdehnad, PhD, Larry M. Starr, PhD, Venard Scott Koerwer, EdD, and Harry McCloskey, DBA

Our Multi-Pandemic, Larry M. Starr, PhD

Our Invisible Enemy, Larry M. Starr, PhD and Darshi Mody

Demise of the Program and its Containing System

The next issue, 2020 Vol. 6, No. 2, of the *Newsletter* summarized what the entire community of alumni, students, faculty, scholars and mentors had learned from an email sent May 8, 2020 followed by a second email on May 14 written by the Dean of the School and the Associate Provost:

> After careful consideration and many conversations with students, faculty and the Provost, we have reimagined the future of the Doctor of Management (DMgt) in Strategic Leadership program. We did not take this decision lightly and considered the following: program structure, organization and resources, market demands, efficient programmatic operations and cost. We will be creating a new and exciting curriculum around strategic leadership which will be offered in a hybrid delivery mode with low residency. We are excited that we will be able to reach a greater number of students looking for quality graduate education at Thomas Jefferson University. The program will also no longer offer the DMgt and instead offer a *Doctor of Strategic Leadership* (*DSL*) degree. The PhD program will remain on hiatus until the new *DSL* program is designed.

We will start work on the re-envisioned *DSL* program towards the end of this year. I would like to get the new one up and running by spring 2022. The revised program will transfer all DMgt credits if you choose to go that route.

Within a few weeks, notices appeared on the DMgt and PhD websites (Figure 11) that applications were no longer being accepted pending "re-envision with the support of the program director, Dean and the Provost." Unfortunately, there was no re-envision or discussion of a new design or program between the Program Director, Dean and Provost. The Program Director was told instead to manage the "teach-out" defined as helping all remaining students to complete their core and elective courses within one year; this would lead all students to doctoral candidacy and writing their dissertation. With most students studying part-time, more recently admitted students had insufficient time to complete these requirements in one year so many dropped out. A small number transferred to other doctoral programs within Jefferson or elsewhere. The summary of the education was that DMgt had admitted 8 cohorts, two each year in Fall and Spring between 2016 and 2020. The PhD had admitted one cohort in 2019-2020.

Figure 11. DMgt Website
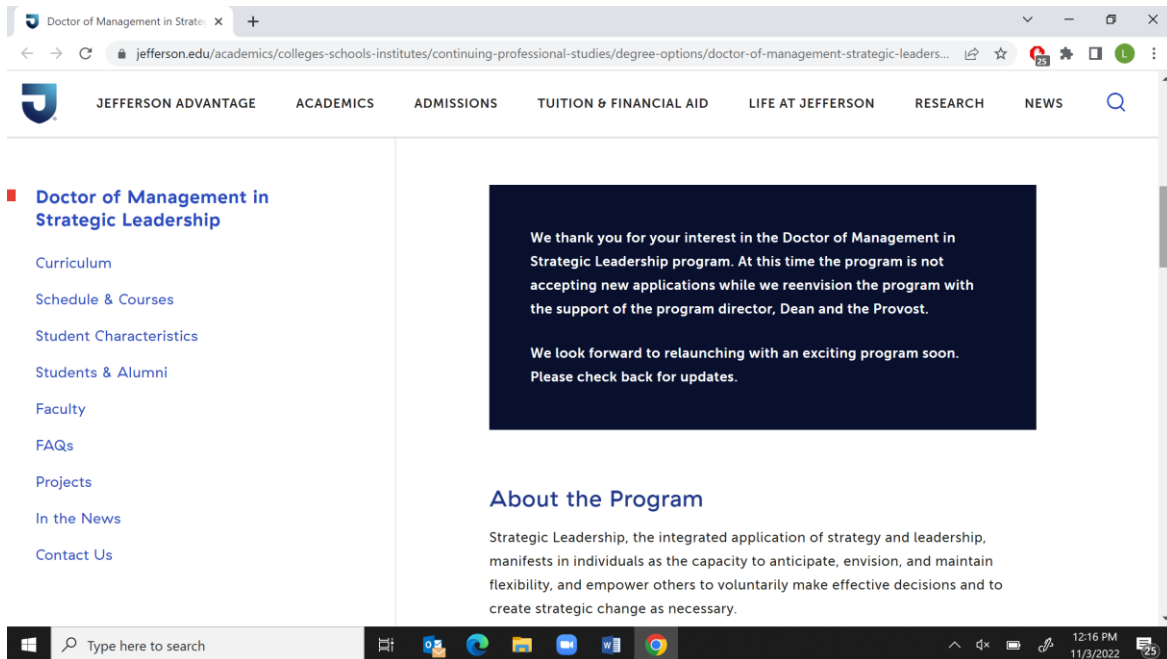
Teaching faculty experienced similar challenges. The motivation for the all-adjunct faculty to join dissertation committees as Supervisor and 1st Reader was because they were

members of the doctoral teaching community with regularly assigned core and elective courses. But with most courses cancelled, many faculty members no longer had any contract relationship with the University so left to pursue other opportunities. The small number of remaining faculty shared committee membership for the nearly two dozen students which resulted in a single person supervising up to 7 dissertation students. In addition, with no incoming doctoral students, the tuition revenue brought in from DMgt and PhD courses decreased only to the fee for the dissertation, one-third the graduate course tuition rate.

On October 28, 2022, the Provost's Office of Thomas Jefferson University sent email to all students, faculty and staff within the School of Continuing and Professional Studies that effective January 1, 2023, the entire school would close, all programs and their faculty and students would move to other Jefferson schools and colleges, and the Dean would be assigned to an administrative role in the Office of the Provost:

> After much thought and deliberation, Thomas Jefferson University leadership has decided to incorporate programs under the School of Continuing and Professional Studies (SCPS) into colleges with similar programs within the University. Effective January 1, 2023, SCPS will no longer continue as a standalone school.

> With this change, health-related programs will move into the College of Health Professions and business-related programs will move into the School of Business in the College of Design, Engineering, & Commerce. These colleges will be supported by a new Office of Online and Nontraditional Students consisting of current SCPS leaders (including the former Dean) that will sit within the Provost's Office

Legacy of the Leadership Doctorates

The remaining DMgt students writing dissertations, adjunct professors who are members of dissertation committees and the Program Director will move into the School of Business effective January 1, 2023. With the DMgt and PhD no longer available (and the websites gone) and the School of Continuing and Professional Studies deconstructed, its parts and people scattered, the future of the DMgt/PhD alumni community is unclear. The Jefferson Digital Library continues to present the scholarship of SCPS doctoral students and faculty (Figure 12 and Table 5). But, how these documents will be presented when SCPS is no longer part of the University is unclear.
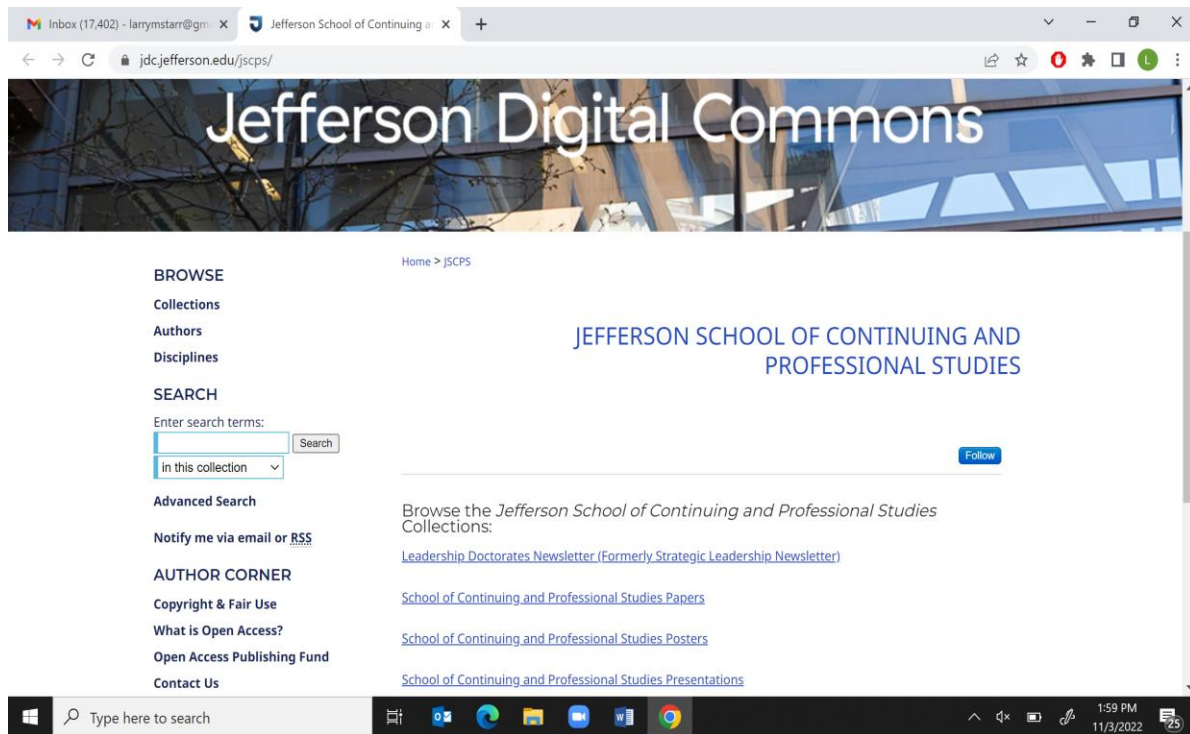
Figure 12. Scholarship from the DMgt and PhD Programs

Table 5. Summary of Jefferson Digital Library Documents

Newsletters: 2017 Volume 2 No. 1 through 2022 Volume 8 No. 4:
https://doi.org/10.29046/SLN

Coronavirus Papers: https://jdc.jefferson.edu/jscpscp/

Scholarly Papers (Faculty): https://jdc.jefferson.edu/jscpsfp/

Scholarly Papers (Students): https://jdc.jefferson.edu/jscpssp/

Conference Posters (Faculty): https://jdc.jefferson.edu/jscpsposters/

Conference and Consulting Presentations (Faculty and Students):
https://jdc.jefferson.edu/jscpslectures/

Colleagues and Courses

Enduring gratitude is expressed to the faculty, coaches, scholars and mentors who joined me at PhilaU then Jefferson and who interacted with me, the doctoral students in courses and in

projects and scholarly activities. Your contributions were amazing and appreciated, and your names are listed in Table 6. All the DMgt and PhD courses we taught are listed in Table 7.

Table 6. Strategic and Complex Leadership Faculty, Coaches, Scholars and Mentors

Thank you: Joel Adler, Alan Braslow, Jean-Marc Choukroun, Elliot Cole, Rosa Colon-Kolacko, Tony Cosenza, Leslie Dinauer, Robbin Durie, Steve Freeman, Tom Guggino, Syd Havely, Larry Hirschhorn, Matt Minahan, John Pourdehnad, Ana Reyes, Joe Sweeney, Les Sztandera, Boris Vishnevsky, and Dominick Volini

Table 7. All DMgt in Strategic Leadership and PhD in Complex Systems Leadership Courses

DMgt Required Courses	Electives
DSL 700 Strategic Leadership Frameworks	DSL 703 Military and Civilian Strategic Leadership
DSL 701 Systems and Design Thinking	DSL 705 Enabling Information Technology
DSL 702 Applied Research Methods I	DSL 707 Theory of Constraints
DSL 704 Complex Project Leadership and Management	DSL 709 Leading in the Digital Transformation Age
DSL 706 Research Methods II	DSL 713 Patterns of Strategy
DSL 708 Strategic Organizational Development and Change	DSL 714 Survey Research Methods
DSL 801 Strategic Leadership Research	DSL 710 Advanced Independent Study
DSL 802 Strategic Leadership Executive Education	DSL 711 Special Topics: Strategic Interactive Planning
DSL 900 Dissertation Proposal	DSL 800 Strategic Consulting
DSL 901 Dissertation Defense	

PhD Required Courses
CSL 905 Systems of Systems Thinking and Implications for Leadership
CSL 906 Complexity Approaches, Theories and Implications for Leadership
CSL 907 Complex Situation (Problem) Formulation
CSL 908 Complex Systems Leadership Proseminar
CSL 909 Research Scholarship Project

Finally, appreciation is expressed to Dominick Volini, Larry Hirschhorn and John Pourdehnad who reviewed and provided helpful comments on early versions of this manuscript. Of course, any errors, omissions or failures are mine.

Notes and References

[1] This was my third academic program design and subsequent directorship for working professionals. Between 2002 and 2014, I had redesigned and directed the Master of Science and Master of Philosophy degree programs in Organizational Dynamics at University of Pennsylvania. In 2001, I had designed and directed the Master of Science in Organizational Development and Leadership degree program at Philadelphia College of Osteopathic Medicine.

[2] Ackoff, R.L. (1999). *Re-creating the corporation –A design of organizations for the 21st century*. New York, NY: Oxford University Press

[3] Barabba, V. (2005). *Surviving transformation: Lessons from GM's surprising turnaround*. New York: Oxford.

[4] Appreciation is extended to the facilitators: Erica Wexler, MSOD; Steve Freeman, PhD; Jason Magidson, PhD; and John Pourdehnad, PhD.

[5] Professional Executive Doctorates are globally recognized degrees preferred by working professionals who do not wish to commit to the deep discipline of a research doctorate. Examples of professional applied degrees include Doctor of Education (EdD), Doctor of Psychology (PsyD), Doctor of Business Administration (DBA), and Doctor of Management (DMgt). To support the increasing number of such programs, the (global) Executive DBA Council (http://www.executivedba.org/) holds conferences and publishes an academic journal.

[6] Combined doctorate at Case Western University, Weatherhead School of Business: https://weatherhead.case.edu/degrees/doctorate/doctor-management/

[7] Dinauer, L., Booth, B., Nadasen, D., DeFraia-Colee, L., and Paramasivan, V. (2012). Educating and engaging managers: The value of the systematic review method in professional doctor of management programs. Proceedings of the Second International Conference on Engaged Management and Scholarship, Bedfordshire, UK, June 21-23. See: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2084807

[8] D.Mgt. Virtual Reality Course: https://www.youtube.com/watch?v=19JtV2V6lhU&t=13s&ab_channel=JeffersonDual-DoctorateLeadershipStudies

[9] Matthee, T. (2015). *Ethics and accountability in design: Do they matter?* Design Education Conference for the Design Education Forum of Southern Africa.

[10] Starr, Larry, M. (2018). Frameworks for Strategic Leadership. *School of Continuing and Professional Studies Faculty Papers.* Paper 1: https://jdc.jefferson.edu/jscpsfp/1

[11] Starr, Larry M. (2020). Leadership, Contexts, and Learning - Part 1. Leadership Definitions and Themes. *School of Continuing and Professional Studies Faculty Papers.* Paper 4: https://jdc.jefferson.edu/jscpsfp/4

[12] Starr, Larry M. (2020). Leadership, Contexts, and Learning - Part 2. Theories of Learning, Channels, and Curricula. *School of Continuing and Professional Studies Faculty Papers.* Paper 7: https://jdc.jefferson.edu/jscpsfp/7

[13] Snowden, D. J. & Boone, M.E. (2007). A leader's framework for decision making. *Harvard Business Review*, November, 69-76.

[14] Jackson, M. C. (2019). *Critical systems thinking and the management of complexity*. Hoboken, NJ: Wiley.

[15] Cynefin Dynamics: https://cynefin.io/wiki/Cynefin_Dynamics

[16] Strategic Theory of Constraints Course Report: https://jdc.jefferson.edu/jscpssp/2/

[17] Strategic Interactive Planning Course Report: https://jdc.jefferson.edu/jscpslectures/5/

[18] Center for Interprofessional Practice and Education Conference Presentation: https://jdc.jefferson.edu/jscpsposters/7/

[19] Tull, Pamela R. (2020). Interactive Planning: An Applied Systems Thinking Approach from the Perspective of a Participant-Observer. *Theses & Dissertations*. 14: https://jdc.jefferson.edu/diss_masters/14.

[20] College of Architecture and the Built Environment (CABE) Report: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment.html

[21] Beacon Networking Report: https://www.beacon4life.org/

[22] Alpha Sigma Lamda Honor Society Report: https://alsiglam.org/

[23] Strategic Plan for the Arlen Specter Center for Public Service Report: https://jdc.jefferson.edu/jscpssp/6/

[24] Jefferson Leadership Doctorates Newsletter: https://jdc.jefferson.edu/sln/

[25] Ackoff 100 Panel Discussion: https://jdc.jefferson.edu/jscpslectures/7/

[26] Global Pandemic Special Edition of the *Newsletter*: https://jdc.jefferson.edu/cgi/viewcontent.cgi?article=1012&context=sln