

Appreciative Inquiry: Cooperrider Model

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Abstract

This paper explores the essential question, “What positive experiences in the Doctor of Arts program at Franklin Pierce University are key to its future success and sustainability?” Utilizing the Original Cooperrider/Srivastva Model of Appreciative Inquiry, the research tool incorporates the use of a survey of students, staff and faculty at Franklin Pierce University (FPU). The goal of the model and survey is to develop a strategy to achieve a long-term vision of the Doctor of Arts (DA) program as the most renowned, innovative, interdisciplinary leadership degree. The methodology employed a social constructionist approach through the use of Qualtrics Survey Software. Data was compiled to extract common themes to be utilized as part of a future strategic planning process.

Sustainability and Success of the Doctor of Arts Program at FPU

As students of the Franklin Pierce University Doctor of Arts program, the research team enrolled in a three-day intensive course, Human Resource Management: Appreciative Inquiry, held in Waterville Valley, NH. The professor and facilitator, Nancy Puglisi, PhD, charged the team with exploring one of the Appreciative Inquiry models and applying the model to an essential question related to the vitality of the Franklin Pierce University Doctor of Arts program. Through a collaborative effort, the team developed a research question, which was investigated through an affirmative process. This paper explores the essential question as it relates to the Appreciative Inquiry model and the current and future states of the FPU Doctor of Arts program.

The Appreciative Inquiry (AI) Research Team

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Appreciative Inquiry: An Historical Review

“The Soul Never Thinks without a Picture”-Aristotle

In an age of complexity and chaos, organizational development has shifted from strategic planning with a focus on overcoming barriers to creating a shared vision and building on successes.

As organizations and systems become more complex, the need for rapid change becomes more critical. This creates a reliance more on becoming a learning organization, capable of rapid change relative to inputs to the environment, and less on a rigid strategic plan. With the development of the “new sciences”, including Complexity Science, there is an understanding that small things can create a large impact, and that the future is ultimately unknowable, and therefore cannot be directed or controlled.

The development of Complexity Theory involves a movement away from Newtonian mechanistic thinking to a more holistic approach. Mechanistic thinking believes that by taking something apart and looking at individual parts, an understanding of the whole can be achieved. Complexity Science is focused on relationships between those individual parts, “In organizations, the relationships among the individual agents in the complex adaptive system are often more critical than the individuals themselves” (Burns, 2001, p475).

When the collective members of an organization join in a shared visioning process, the synergy created and the commitment that follows create powerful and sustainable futures. Appreciative Inquiry (AI) is just such a process, although it began as a process of theory development.

David Cooperrider was a doctoral student at Case Western Reserve University in the early 1980s and focused his research on looking at organizational change from a positive perspective. Although there are key foundational approaches, the precise tool that an organizational or individual utilizes remains specific to that unique setting. The principle theory is generative in nature, “Appreciative Inquiry is a collaborative and highly participative, system-wide approach to seeking, identifying, and enhancing the ‘life-giving forces’ that are present when a system is performing optimally in human, economic, and organizational terms” (Watkins and Mohr, 2001, p14).

The Appreciative Inquiry process can take many forms, but the underlying principles remain the same, regardless of the specific tool developed for use. Rather than relying on consultants to enter an organization, observe practices, and prescribe change initiatives, the power of AI comes from the people dwelling within that create the culture (Watkins and Mohr, p21-22). The farther from the point of delivery a decision is made, the less likely it becomes to be successful, sustainable, and economically sound. It creates a feeling of mistrust and a lack of value in the input that members of an organization may have in creating the ideal future state. The ways that members of an organization envision the future together and participate in that dialogue together create that reality. The theoretical base of this thought process is considered a social constructionist approach.

As the questions are developed and asked, the process of change and shared meaning begins even before the formal results of the questions are reviewed, and related plans and recommendations are created.

Similar to Complexity Science theory, this is relationship based, "...social constructionists argue that our world is shaped by the many dialogues and discourses that we have with one another-conversations in which we both selectively make sense of our past and present experience and history and create shared images of what we anticipate in the future" (Watkins and Mohr, p28).

Although the process of AI can be personalized to a particular organization, individual, or process, the underlying principles remain grounded in the social constructionist approach.

The essential ingredients of AI are, first, the beliefs and values that are reflected in five core principles (constructionist, simultaneity, anticipatory, poetic, and positive) and second, five core processes (focus on the positive as a core value; inquire into stories of life-giving forces; locate themes that appear in the stories and select topics from the themes for further inquiry; create shared images for a preferred future; and find innovative ways to create that preferred future) (Watkins and Mohr, p36).

The core principles are based on the beliefs outlined that members of an organization are capable of creating their own reality and that everything is connected. The process, while unique, is steeped in positive approaches to transformative change, and the power of stories in creating that change.

David Cooperrider: Founder of AI

David Cooperrider is the founder of the Appreciative Inquiry theory and model through extensive research and practical application.

He currently serves as Faculty Director at the Center for Business as an Agent of World Benefit at the Weatherhead School of Management at Case Western Reserve University.

Cooperrider's education includes an undergraduate degree from Augustana College (1976), a Master of Science from George Williams University (1983) and a PhD from Case Western Reserve University (1985). Cooperrider is renowned for his work regarding positive organizational change and sustainability since the early 1980's (David Cooperrider -Wikipedia, n.d.).

As a doctoral student at Case Western Reserve University, Cooperrider studied the theory of Appreciative Inquiry as it related to the relationship between humans and the working environment. He began studying the Cleveland Clinic as an organization. In 1986, he completed an innovative and well researched dissertation: "Appreciative Inquiry: Toward a Methodology for Understanding and Enhancing Organizational Innovation." Post graduation, Cooperrider published his first book relative to the study of the Cleveland Clinic titled, "The Emergence of the Egalitarian Organization". In 1987, he partnered with Suresh Srivastva in publishing "Appreciative Inquiry in Organizational Life". These books were the first related to the subject of Appreciative Inquiry as a theory and model. The same year the book was published, Cooperrider facilitated the first AI conference towards positive change (Watkins and Mohr, 2001).

As a Case Western Reserve University professor and alumni, Cooperrider is well known for leading the positive sustainability movement and has been a guest speaker at conferences and workshops internationally (David Cooperrider -Wikipedia, n.d.).

To date, he has published 14 books and authored over 50 articles.

His work includes an Appreciative Inquiry series and several books on transformational leadership, organizational development and organizational change. His advisory work has proven “breakthrough results” in transforming organizations to strong and healthy ones (David Cooperrider – Weatherland School of Management, n.d.).

As a global leader, Cooperrider is the founder and Chair of the Fowler Center for Sustainable Value and has served as a consultant to large corporations such as Wal-Mart, American Red Cross, Hewlett Packard, Yahoo!, the Cleveland Clinic, the United States Navy and has been a speaker at a United Nations conference. He has spoken at the global forum “Business as an Agent of World Benefit: Management Knowledge Leading Positive Change”. Several organizations have concluded that Cooperrider’s advisory work has proven “breakthrough results” in becoming strong and healthy organizations (David Cooperrider – Weatherland School of Management, n.d.).

On a personal note, Cooperrider is married with 3 children. He has evoked positive change in organizations through his research and works. His focus is distinctive as compared to other organizational leadership publications as the focus is on positive, sustainable change while considering unique and innovative management designs (David Cooperrider – Weatherland School of Management, n.d.).

The Original Cooperrider/Srivastvava Model

The *Original Cooperrider/Srivastvava Model* of Appreciative Inquiry was developed with the goal of transforming the theory of Appreciative Inquiry into a process that organizations may implement to impact positive change.

The model was first introduced in 1987. Cooperrider collaborated with Srivastva in the creating a model that organizations can apply to intervene and change.

There are four aspects to be considered when exploring the Original Cooperrider/Srivastvava model of Appreciative Inquiry: scientific/theoretical, metaphysical, normative and pragmatic. The dimensions of appreciative inquiry under this model encourage positive questioning of “what is” the theoretical, “what might be” the metaphysical, “what should be” the normative, “what can be” the pragmatic. Cooperrider/Srivastvava encourage organizational leaders to reframe areas of opportunities from problems to be solved to “organizing a mystery to be embraced” (Watkins and Mohr, 2001). This places the focus on the positive and encourages inquiry in the paradigm illustrated in Appendix C and D.

The Essential Question

The AI team utilized the original David Cooperrider model to develop the essential question, related to the vitality of the Franklin Pierce University Doctor of Arts program. The team chose to focus on the positive experiences of students, faculty, and staff as the basis for our study. Therefore, the essential question for this research process is: What positive experiences in the DA program at FPU are key to its future success and sustainability?

Background of the FPU DA Program

"The Doctor of Arts is an established alternative to the PhD degree. In the 1960s and 1970s, universities embraced Doctor of Arts degree programs to prepare students for careers as master teachers with an especially in-depth knowledge of a specific specialization" (St. John's University, 2009).

In a 2003 study entitled “A History of the Doctor of Arts Tradition in American Higher Education”, Stephen White and Mark Macbeth point out that the history of DA programs includes,

The doctoral preparation of college teachers, with expertise in interdisciplinarity, is one of the truly unique contributions of the American academy to the international scholarly community. Yet, this important development in the history of higher education is more often than not an ignored fact or simply a silent phenomenon due to lack of information.

The DA programs were created as a more responsive PhD program (p771).

Originally proposed in 1932, the Doctorate of Arts degree was initially proposed to create college teachers but has not become a part of the mainstream. As White and MacBeth point out,

...it is quite clear that the degree has suffered from the established modernist culture of American higher education and professional exclusivity of the PhD found in American institutions of higher education. Research of the DA's history suggests that the degree has never received the level of academic promotion, support, and funding that recent innovations have received over the past decade. The perceived lack interest in the DA has frustrated many advocates who visualize a vibrant future for the DA teaching model (p774).

As noted in this study, the drawback of the DA academicians it is that they have passively allowed others in higher education to define, or dismiss them as scholars.

Likewise, if there is a true weakness with the DA degree it is that hosting institutions have not been aggressive in providing information and promoting the program nationally. Collectively, DA supporters have been timid in actively marketing the degree due to the inherent belief that such aggressive advocacy and proactive sponsorship is inappropriate in our higher education culture."

The Doctor of Arts Degree (DA) was initially established with a focus on teaching in higher education. St. John's University's website states, "The Doctor of Arts is an established alternative to the PhD degree. In the 1960s and 1970s, universities embraced Doctor of Arts degree programs to prepare students for careers as master teachers with an especially in-depth knowledge of a specific specialization" (St. John's University, 2009). As evidenced in a presentation to the American Educational Research Association in New Orleans in 1994, David L. Hough, PhD of Southwest Missouri State University, stated that the DA program will provide teachers with the opportunity to become leaders in conception, design, and evaluation of 'state of the art' curriculum and instruction"(Hough, 1994). He further stated that, "a graduate will be a new type of master teacher; graduates will be curricular change agents who mentor teachers, who collaborate with other educators and leaders to improve schooling, and who become professional problem solvers in teaching and learning" (Hough, 1994).

Since its advent in the world of higher education, numerous universities have expanded this original intent to cover multiple disciplines.

For example, Horst Rabura, the Director of University of Washington DA in German program stated, “In contrast to the traditional PhD curriculum, the Doctor of Arts program does not emphasize specialization, but familiarizes the future college instructor with pertinent problems in education, psychology, anthropology, philosophy, and history” (Washington State University, 2009). St. John’s University offers a DA in Modern World History with an interdisciplinary approach “focusing on modernization and seeking to encourage global awareness in the teaching of history” (St. John’s University, 2009).

Idaho State University offers a DA in Biological Science “The program is designed to provide the student with a broad background in the biological sciences, the ability to conduct and interpret research, and excellent pedagogical skills” (Idaho State University, 2009). The DA in Communication Disorders at Adelphi University moved away from the higher education focus and was implemented with a clinical emphasis. “Its primary objectives are to offer the advanced training needed to prepare leaders in the field of communication disorders and to meet the growing demand for doctoral-level personnel in clinical settings” (Adelphi, 2009).

The Doctor of Arts in Leadership program at FPU evolved from collaboration with Plymouth State University (PSU) and started its first cohort in fall of 2006. PSU Certificate of Advanced Graduate Studies students and FPU DA students engage in cross-discipline learning in this innovative partnership. As described on its website, “The Doctor of Arts in Leadership program at Franklin Pierce University prepares students to assume transformational roles in society.

The program brings together a diverse group of professionals from many disciplines including health care, business, education, law enforcement, human services, the arts and more. Students work closely together to challenge and inspire each other. This cohort model offers a unique opportunity for professional collaboration in a dynamic learning community” (Doctor of Arts, 2009).

The focus of the FPU DA program is the interdisciplinary treatment of leadership that “recognizes that society’s most effective leaders are those who take a broad approach to change by using transformational skills grounded in the arts and humanities.

The power of transformational leadership is not power over others, but the power of understanding oneself, the power of understanding other cultures and societies, and the power of understanding how to use leadership to inspire others to move beyond self interest to accomplish a greater societal good” (Doctor of Arts, 2009).

One of the most appealing aspects of the DA in Leadership has been the variety of delivery modes, with weekend, intensive and online options that allow working professionals to participate. Small class sizes enable FPU DA students to collaborate closely with fellow students and to work closely with faculty and mentors to define and achieve their goals. At the current time courses are offered in Concord, Portsmouth, Lebanon and at off site locations such as Waterville Valley, New Hampshire. The program has grown to its current enrollment of 75 and has 8 graduates. This case solicits the input from students, faculty and staff to identify the program strengths and characteristics for its continued success.

Research Method and Assessment Tool

The team decided to use an online survey tool as a way to collect data in a timely manner. We used a mixed method approach, with both qualitative and quantitative questions. This survey was sent by email to a random convenience sample of current students, faculty, and staff of the FPU DA program (n=101). Our intent was to have enough data to ascertain common themes related to the current experiences of DA program students, faculty, and staff members in relation to the future vitality of the FPU DA program.

The Original Cooperrider/Srivastva model was used as a framework to develop the survey questions. The model encourages organizations to appreciate the best of what is, envision what might be, dialogue what should be and be innovative in thinking about what will be (Watkins and Mohr, p42). The survey followed this model and the questions were developed in this fashion. The main goal of the survey was to capture the participants' feelings and thoughts about what they appreciate about the Franklin Pierce University DA program and what they envision the program to be like in the future. The questions were crafted with the goal of answering the essential question: What positive experiences in the DA program at FPU are key to its future success and sustainability? To validate our data we chose to meet with our counterpart group participating in the AI course and compare general results.

Research Results

The n=101, with a response rate of 30%. 73% of the participants were students, 20% of the participants were faculty, and 7% of the participants were staff members. Time teaching in the program was evenly distributed for those working 2 years, 3 years, and 4 years, among faculty participants. The team reviewed the survey instrument results, coded the responses, and identified common themes. The themes were categorized under the components of the Cooperrider Model, and the supporting qualitative data follows.

What is?

Our instrument addressed the scientific and theoretical aspects of appreciative inquiry by seeking socio-rational knowledge through action and asking for grounded observation to identify the best of "what is" in the DA program of today.

Our instrument was a sixteen question survey that was given a convenience sample of 101 current students, faculty and staff. The survey was conveyed using email. The response rate was 30% of the total population. The survey had a skip function which would route participants depending on their affiliation. Students did not respond to faculty questions.

Question 1 asked for the participants’ affiliation to the program. Table 1 Question 1 shows the break- down of responses by role.

#Answer	1	2	3	4	5	6	Responses
1 Faculty	7	11	1	4	2	0	25
2 Mentor	3	2	6	3	6	5	25
3 Curriculum	9	5	7	2	2	0	25
4 Hybrid Delivery	4	4	7	7	1	2	25
5 Intensive Weekend Delivery	2	2	3	7	6	5	25
6 Diverse Internship Opportunity	0	1	1	2	8	13	25
Total	25	25	25	25	25	25	

Questions 2 and 3 asked participants to identify how long they taught or worked with the program. Faculty experience in the DA program ranged from 2 to 4 years. Question 4 asked students to report their participation in the program. Student involvement ranges from less than a year to 4 years while 59% of the students have been in the program for 2 years. Question 5 asked for participants to report on their professional background. Backgrounds are diverse with experience in business, health care, law enforcement, human services, with 59% of the population coming from education. Question 6 asked participants to rate program attractions in order of importance for them. Table 2 question 5 shows the choices and the participants’ response.

#Answer	1	2	3	4	5	6	Responses
1 Interdisciplinary Approach	11	7	8	1	1	0	28
2 Arts and Humanities Focus	3	11	0	5	6	3	28
3 Career Advancement	2	3	4	7	6	6	28
4 Autonomy for Focus of Research	1	2	8	7	2	8	28
5 Personal Fulfillment	9	2	4	4	8	1	28
6 Convenience of Schedule/Location	2	3	4	4	5	10	28
Total	28	28	28	28	28	28	

Participants are clearly drawn to the program for its interdisciplinary approach. Question 7 was again a rating scale. Participants were asked to rate what keeps them engaged and involved in the program.

Table 3 question 7 shows the choices and the participants' response.

#/ANSWER	1	2	3	4	5	6	Responses
1 Interdisciplinary Approach	11	7	8	1	1	0	28
2 Arts and Humanities Focus	3	11	0	5	6	3	28
3 Career Advancement	2	3	4	7	6	6	28
4 Autonomy for Focus of Research	1	2	8	7	2	8	28
5 Personal Fulfillment	9	2	4	4	8	1	28
6 Convenience of Schedule/Location	2	3	4	4	5	10	28
Total	28	28	28	28	28	28	

The last question was a narrative. Participants were asked to "Please describe your positive experience in the DA program that you feel make it successful." From this question 2 themes resonated, diversity and program.

Diversity

"The interdisciplinary nature of the program has allowed me to explore subjects outside my comfort zone."

"Interactions with individuals with diverse skills and intellects"

"What has kept me most positively engaged in the program but is not listed above are my fellow students. The interaction that I have had with the diverse student body has made my experience successful."

"The diverse fields represented allow for growth experiences beyond the student's field."

"Listening to the diverse approaches to leadership and research of my colleagues; I could listen all day!"

"I appreciate the diversity of faculty, curriculum, and fellow students. I find the opportunity to mold the program to meet my objectives very beneficial, and the faculty were very supportive as I adjusted my focus in the program."

Program

"The flexible scheduling especially with someone who has a busy lifestyle. Working, family and entertainment all take up a huge part of my life. It help to bring balance. One thing missing was formal critical thinking training which the DA program has greatly assisted."

"I have most enjoyed the weekend intensive courses where we can bond with other students on a deeper level. This delivery model affords a collaborative opportunity within the FPU community and the PSY community and broadens the dimensions of the experience. The online component also allows us to share a meaningful dialogue with our faculty and peers and enhances student engagement. These delivery options are a large part of what makes the program successful to me."

"The interdisciplinary nature of the program has allowed me to explore subjects outside my comfort zone."

"It is a pleasure to engage in high-level scholarship with such smart people - both faculty and students."

What Might Be?

Questions 9, 10, 11 addressed the metaphysical aspects of Appreciative Inquiry by seeking appreciation for knowledge and calling organizations to develop logic behind the vision to identify what the DA program of the future can be (Watkins & Mohr, pg.41).

Out of 30 participants, 26 responded to question 9. This question asked participants "It is now 2015 (five years from now) and the FPU DA program is well established What does it look like?"

The common themes identified about what the Franklin Pierce University DA program might look in 5 years are as follows: modifying academics, strengthening, increasing student enrollment, to coordinate and explore external relationships and become a reputable, well known degree.

Participant quotes supporting the themes are as follows:

Academics

“Larger, more intensive courses. Unique opportunities.”

“Much the same. Perhaps more fine literature interspersed throughout the curriculum. We seem to be drifting away from this element in the American educational landscape. We need to relearn how to enjoy and learn from the great books.”

“I would hope to see increased academic rigor with some of the required courses revamped. I would also like to see an even broader range of elective courses, as thus far, the DA students represent many varied communities.”

Administration

“FPU is now offering this program in multiple locations and has expanded the concentrations to include the English and History option. Multiple delivery options are the hallmark of the success and graduates are mentoring the incoming cohorts. The program is so popular, students are clamoring to be admitted, but only the select few make the grade.”

“1. Curriculum a bit more focused on the field of leadership studies. 2. Explicit self identity as a learner-center interdisciplinary non-traditional program for mid-career professionals. 3. Course delivery continues to be mostly as hybrids, with some 100 pct online courses, and some courses that meet more often face to face. 4. The program has about 100 students (vs. 75 today) and 6 to 8 full time faculty. 5. The program expands to one or two non-NH locations, perhaps Goodyear AZ or Europe.”

“Better instructors. Some of the adjunct faculty merely leads by going through the motions. While many instructors share the same feel of passion for teaching that I have for learning, this is not shared with all faculty. I have made honest critiques and made these thoughts know with the end of class critiques.”

“The faculty have been augmented by many graduates from the program. These new professors bring energy and a zest for wanting to engage and become engaged by the learning process.”

“Most programs by this time in their growth; unless they work at constant rediscovery and individualization will become as Weber has wisely pointed out- institutionalized. It will be run by rules and regulations and it will not be individualized..such is the paradox of successful programs- it will run smoothly and continue to produce doctoral recipients- but at the loss of student (for want of a better term) centered philosophy- it will by necessity become faculty focused and by taking on the value of sustainability - define successful outcomes in a different manner than now...it will become like all other doctoral programs- take fewer risks and become more routinized...It is a natural evolution of all successful programs..it will be good but not dynamic. As Nietzsche is want to say "One must accept chaos in oneself in order to give birth to a dancing star"- there will be a different metaphor.”

“A bit more structured than we have now, with an introductory course introducing leadership studies as one of the core courses; with an actively functioning interdisciplinary journal in leadership studies published and widely cited; with a reduction to one internship; better supported by and better integrated with the rest of Franklin Pierce University; having had enough DA recipients awarded degrees and out in the world to make an impact; with an enhanced visibility and reputation because of the quality of degree holders' achievements.”

“There are more weekend intensives. Many graduates are making their mark in the world bringing attention to the program.”

“It is waaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaay more administratively established with clear registration processes online, a formal student association so that student's have more of a voice, can more productively network with each other and course feedback forms carry weight so that a professor wants to be sure that they deliver in terms of showing up to class, staying awake, offering a compelling full-day agenda and providing timely and constructive feedback on assignments.”

Enrollment

“There is a steady stream of students enrolling in the program. The program is highly competitive. We have one central center for all classes to be held each month, and meetings are held virtually over the net.”

“The FPU DA Program is a substantive and independent voice regarding leadership (specifically) and doctoral programs (in general). The diversity of the faculty and students is represented in the publications of the program and in the impact graduates are having.”

“More diverse student body more diverse faculty some imaginative and creative dissertations have been written student work demonstrates an outcome connection to lived life in NH as it relates to a shrinking world.”

“Wait list to get in - tighter requirements to get in and stay in 100% completion rate for program entrants.”

External Relationships

“The program has a permanent physical location which is also a research institute/think tank for the advancement of higher education and leadership studies in the United States, with nearly 200 students it is a robust and increasingly respected program on the cutting edge of a new American renaissance fueled by the necessity for massive social and economic change from the shift away from a petroleum based economy (gas is now \$6/gal), Uncle Sam needs us all to think better, faster and help our nation and economy move to where it needs to go.”

Reputation

“Renowned”

“DA program entrenched in a rationalized institution.”

“Strong brand name recognition bring the alumni/ea to a heightened level of career achievement.”

“The program is thriving with additional full-time faculty members and a growing student body. With more graduates the F degree is becoming more widely recognized within the business community making graduates more marketable. The logistical issues that were present in the early stages of the program have been worked out with more administrative assistance provided by the University because of the success of the program. The program is pushed for further excellence by a growing number of Universities in the state also offering doctoral programs, creating competition among higher education/graduate study programs.”

“I would expect the program to look very much the same, but with more opportunities. I would expect it would have also gained a lot of exposure.”

“Classes are smaller, more consistent, the advisor system is more pulled together, with advisors more in control of the process--more proactive (forgive use of that phrase). We give conferences on leadership to regional businesses. We have a reputation for cutting edge approaches to leadership, developed by FPU DA.”

Out of 30 participants, 25 responded to question 10. This question asked participants “It is now 2015 (five years from now) and the FPU DA program is well established What are we achieving?” The common themes identified about what the Franklin Pierce University DA program will be achieving 5 years from now are increasing awareness and recognition of the program among the education community and the increase in community impact among students.

Awareness & Recognition

“Degree is well recognized.”

“A greater level of awareness about DA programs. Graduating students are sought after. Getting into the program is coveted and competitive.”

“The degree has gained recognition among the higher education community and graduates are sought after by employers.”

“The DA degree and its students begin to be recognized around the country as change agents, with highly developed knowledge and skills essential for motivating and moving communities, organizations, systems, technologies and economies.”

“We have some individuals who are establishing strong careers in academia to publish in the name of FPU, which provides branding strength.”

“Validity. New programs must prove themselves worthy. Over the past few year, FPU has proven itself as a worthy partner in diversity, multidisciplinary instruction.”

“Peak experiences will more the norm than an extreme experience. Energy levels will be off the charts and visible from the "Space Station!" Adult learners will be stacked up like cordwood waiting to get an interview for our program! Students will be early and professors will stay late to make sure all of the "stuff" is experienced.”

“We are achieving academic rigor in all of the courses and in the dissertations.”

Student Community Impact

“Successful job placement.”

“10-15 people graduating each year. 100% placement of all graduates.”

“Intellectual enhancement of students in an interdisciplinary program.”

“Creating minds that are focused on the multitude of approaches that will be used to transform the public agenda.”

“We are achieving after several years of growing pains. We continue to attract students from very diverse cultures and professional experiences. The nature of the DA keeps it interesting and is a unique offering. As the number of graduates continue to grow there are more "sales people" out in the community talking about the program and modeling its success.”

“Leadership moments. Daily, incremental, individual gestures toward making things better.”

“I would like to see the DA students join forces and deliver support to nonprofit organizations internationally. Imagine the great internship opportunities!”

“This is what matters most: When we ask students who graduated between, say 2010 and 2012, what events in their lives have made an important and positive difference, they will all include participating in the DA program in the list.”

“Producing leaders of conscience who make an impact; heightening the reputation of Franklin Pierce University as a leader in the field.”

“Unique, ambitious leaders in a variety of professional fields. We have a reputation for working closely with communities.”

“FPU is turning out competent, enthused leaders who are continuing their work in their respective fields in ways that is resulting in profound and positive transformative change. At the current time, I feel we are achieving an optimal opportunity for individuals to find themselves and redefine themselves as leaders through understanding their strengths and their interests and owning up to their moral responsibility in a world that is becoming extremely difficult to navigate. We have graduates and students who are already making a difference in their worlds- like the fluttering wings of a butterfly that is felt around the world.”

“At the current time, I feel we are achieving an optimal opportunity for individuals to find themselves and redefine themselves as leaders through understanding their strengths and their interests and owning up to their moral responsibility in a world that is becoming extremely difficult to navigate. We have graduates and students who are already making a difference in their worlds- like the fluttering wings of a butterfly that is felt around the world.”

Out of 30 participants, 25 responded to question 11. This question asked participants “It is now 2015 (five years from now) and the FPU DA program is well established What has been your role in helping us reach this point?”

The common themes identified when thinking about what role the participants will have in ensuring that the Franklin Pierce University DA program is well established 5 years from now are advocacy and communication.

Advocacy

“Providing ongoing feedback, participating in every opportunity for discussion of change.”

“Being a personal advertisement of the program to rally more potential students to apply.”

“As a graduate and alum I have traveled to help recruit qualified candidates for the program.”

“As an alum, I will be a mentor to future applicants and students and as an administrator, I will be a career coach and possible employer for many of the graduates.”

“I will have been proud of the work that I completed with my internship to help improve the program and push it for further advancement. The student body will become much more engaged in shaping the future of the program through a student centered evaluation program and the continued success of the AI intensive course. I will also help the program by continuing to advocate for it and promote it professionally through publication after graduation.”

“Taking it to the streets. The program is judged somewhat by what the Professorate does, but more so what the students do.”

“By being a noble and attentive student. I have also brought several new students into this program.”

“Helping transform students into such scholar-leaders.”

“I would love to join the team as educator or administrator and help transcend the program to the next level.”

Communication

“Providing feedback and actively participation.”

“Mentored new students Provided support for new programs Developed new courses.”

"Sharing my experience with the large population I communicate with on a national level.”

“Attend faculty meetings. Voice student views, concerns, and ideas. Bring in ideas,articles,information on careers, leadership, new trends with a non-academic/institutional viewpoint. The "real world" beyond academia!”

What Should Be?

What single small change could FPU make right now that would have the biggest impact on program success and sustainability? Questions 12 and 13 in our instrument addressed the normative aspects of Appreciative Inquiry by seeking practical knowledge and asking the participants in the survey what small and bolder changes would impact the DA programs success and sustainability.

When asked what small changes could be implemented today, several common themes resulted, namely academics, planning, structure of the program, outreach and administrative. Specific comments were:

Academics

"Offer more intensive courses."

"Keep academic integrity before business goals."

"Establishing a stronger focus on the written requirement."

"Improve the academic environment."

Planning

"Develop a common vision for the program."

"Better organization/management of the program."

"Team interviews in the acceptance program."

Structure of the program

"More Flexibility."

"Creating a true cohort structure."

"In my opinion, there needs to be more face-to-face opportunities."

"Pilot a small number of 100 pct online classes, with the understanding that most classes will continue as hybrids."

"Regional and global internships."

Outreach

"Marketing campaign."

"More social networking amongst fellow students and faculty"

"Bring in outside speakers, use community connections more, enhance, invest in community."

Administrative

"Improve the registration process."

"If we could just get the small things right, the program could be almost flawless."

"Online registration, sharing of student body information, making classrooms available by having doors unlocked."

"Better technology."

"The communication could be improved as well"

"Things such as what is the University doing in general, syllabis getting out in a more timely manner, book lists out earlier etc."

"I would like FPU to consider just how important its staff is to this program."

"Provide necessary financial resources and administrative support to achieve our goals."

"Improved professionalism."

When asked what bolder changes could be implemented today, several common themes resulted, namely outreach, academics, administrative, and program structure.

Specific comments were:

Outreach

"Marketing initiatives

"Expanding to a more international contingent."

"Take the program to FPU AZ"

"More guest presenters".

Becoming a training center, like Tuck Business School at Dartmouth, for Leadership in a cross section of fields.

Academics

"Add more course options."

"More publishing opportunities."

"Provide a true scholarly environment especially for the DA students."

"Student taught and facilitated processes based on their "world" experiences in and through the arts."

“Figuring out sensible but flexible parameters for student outcomes (writing, reading comprehension and dissertations).”

Administrative

“Hire more full-time faculty.”

“Hold classes in Manchester as well.”

“Multiple avenues of delivery for students work.”

“Creating an actual cohort model.”

“Keep the line of communication open.”

“Empower students to create a DA Student Association.”

“Change the entire IT infrastructure.”

Program Structure

“The DA is not a "research doctorate" the notion of a research doctorate is an evolutionary dead end.”

“More intensive courses.”

“A fuller integration of the College of Graduate & Professional Studies and the Undergraduate College at Rindge.”

“Seriously considering changing the DA into a PhD program.”

What Can Be?

Questions 14, 15, and 16 in our instrument addressed the pragmatic aspects of Appreciative Inquiry by seeking knowledgeable action and asking for collective involvement in experimental ideas to identify what the DA program of the future can be.

When asked what actions we can take today to start creating the future DA program several common themes resulted, namely building community, marketing and promotion, shared program development, student involvement, and enhanced online functionality.

Specific comments were:

Building community:

“Forming focus groups.”

“Focus Groups.”

“Continue with regional focus group meetings on a regular basis.”

“Increased chance to share our thoughts and opinions.”

“As faculty, the commitment to do at least one thing every day to help build community.”

“Get students involved.”

“Work to build community within the institution (Rindge and non-Rindge) and among and with the student body.”

Student involvement in shared program development

“Bring student voices to the level of faculty voices.”

“Some faculty members need to remedy what is not currently working in their courses, by taking student feedback seriously... Faculty as mentors, encouraging more than directing students.”

“Get students involved.”

Marketing and promotion:

“Increase marketing regarding of the program, maybe including the work of recent graduates as examples of utilization of the degree.”

“Recognizing the current successess. Promote the program.”

Strategic planning

“Pull small groups of students together to start developing strategic plan for the DA program.”

“Petition the University for additional support recognizing the profit margin of the program.”

“Recruiting.”

Enhanced online functionality

“Create a shared communication platform for students in a way that facilitates and fosters constructive, professional and useful engagement with faculty and program administrators in order to bring about shared and productive change.”

“Use technology to our advantage without having to rely on a rotation of graduate assistants as the backbone of the administrative structure of the program.”

These comments led students to begin thinking about what actions might positively influence the future of FPU in very specific ways.

We next asked, “How do you see yourself participating in new initiatives?” This was intended to draw out specific examples of actions that could be taken to implement the ideas above. Actions identified included forming action committees, developing a strategic plan, hosting ambassador events, and creating forums, as well as identifying specific roles for students, such as ambassadors, advocates, advisors, and mentors. Some of the specific comments on these were as follows:

Ambassadorship

“Taking the opportunity to speak about the program in the educational forums offered at my place of work.”

“Being an ambassador for the program.”

“Hosting events for prospective and active students and graduates.”

“Attend social events to help create more of a community amongst the participants in the program.”

Advocacy

“I make no bones about describing myself as a Doctor of Arts candidate, NOT a Ph.D candidate. I explain what the DA is at every opportunity.”

“I already am. I've mentioned my program to colleagues and expressed why I believe it is better than an EdD.”

“Continue to act as recruiter. I believe in education and that with improved knowledge things like war, poverty, environment issues will be solved. With education comes better understanding of other cultural differences. I would want more people to get higher education and would continue to strongly advocate for FPU to be part of others lives.”

Strategic Planning and Action Committees

“Being involved in action committees.”

“By expressing my desires and willingness to assist in an action form to help make the happen.”

“Develop framework for more student involvement in shaping the future of the program.”

“I would help to plan such initiatives.”

“I would enjoy working on a long range strategic plan and in making the personal inroads needed to achieve the above.”

“As a learner of leadership, I would hope to be able to apply what leadership techniques I am learning to the process in a way that supports shared outcomes.”

Student Advisors/Mentors

“I would love give feedback to the program's educators by participating in a student advisory board.”

“Mentoring new students. Encouraging risk taking, adverturous internships and self-studies, bringing in dynamic speakers, exploring and presenting new models of scholarship, leadership.”

“Encouraging faculty to learn from students. Suggesting a 50/50 policy--faculty share the floor in seminars with students at least 50/50 if not more. Students have more of a say in readings and writing assignments. Balance scholarly writing with getting one's message into one's field of work.”

“I would be willing to work more with students.”

Student forums

“Gladly participate in online forums to communicate with other students to offer help and opportunities for internship or advice on coursework.”

As the final question in our survey, we asked the following question, “What are the key components to making those initiatives successful.” The intent of this question was to identify the elements necessary to make the ideas generated possible. Concepts that resulted were consistent with the themes expressed. Key factors to success were as follows: Communication, collaboration, community, shared vision, and trust.

Communication:

“Open communication.”

“Promotion and communication.”

“To allow each student to share their opinions without being degraded for thinking or using different vocabulary, to be ourselves and grow.”

“Ensuring the student feedback is constructive for the collective student community, and not self-serving for the personal gains of one student, would be an integral component toward success.”

“More and better communicative relationships..... honest and transparent.....broadly.”

“Tolerating dissent, if in a respectful form.”

“Clearer guidelines and expectations, neither vague nor rule-bound.”

“Continue to keep the program flexible, diverse and read the critiques that we do at the end of the classes.”

Collaboration:

“Student involvement is very important. The program has unbelievably talented, highly successful and professional students that can help build the program. Rely on the talents within the program.”

“As James F. would say. Collaboration.”

“Students have to be at the table..students have to be involved in faculty meetings and on the admission committee- students have to be viewed as peers in this program.”

“Student work groups, in various forms with various purposes.”

“A willingness and ability to collaborate among a large enough population of students and faculty, as well as a receptive and responsive FPU administration.”

Community:

“1. Getting administrators, faculty and staff to see that Franklin Pierce should be an integrated single university, not an informal linkage of two separate entities (Ringe, CGPS) 2. Figuring out ways to integrate students who live all over the place and meet infrequently to experience that they are part of a community of learners.”

“Building community.”

Shared vision/mission

“Shared vision, passion for the program.’

“DA program mission and goals entrenched in the academic pursuit.”

“Explicit self identity (or mission) as a learner-centered interdisciplinary non-traditional program for mid career professionals.”

Trust

“Faculty and student trust.”

“Flexibility and trust!”

Conclusions of research and recommendations for the future of the DA program

Our original essential question related to the future vitality and sustainability of the FPU DA program, based on the positive experiences of the current FPU DA students, faculty, and staff members. Utilizing the Original Cooperrider Model as a framework, the team developed a series of questions related to their experiences and perspectives of the ideal future state.

The ideal future state is a universe where the DA program is broadly recognized, globally renowned, and the graduates have significant impact through their research on individuals and communities. With the experience and belief of the successes of the current program, the participants identified their role in this future state, as well as the steps identified that need to occur to achieve the ideal. The students identified the critical nature of their specific role in providing mentorship to incoming students, advocating for the program in public forums, and helping to shape the curriculum.

Based on this research process, the recommendations of our AI team to the current FPU DA program leadership follow. In order to achieve broad recognition and awareness of the program, we would recommend a comprehensive marketing plan. The current students have identified that they currently do some level of informal marketing, and wish to identify this as part of their role moving forward. Creating a standing subcommittee focusing on marketing and communication, to include faculty, staff, administration, and students could be formed to focus on current and future marketing plans.

An additional goal identified as part of the ideal future state was the recognition of the impact of graduating students' research. In order to succeed in supporting students to reach this level of achievement, our recommendation would be to create a shared governance structure. Participants identified the desire to take an active role in shaping the curriculum, maintaining the level of diversity through an interdisciplinary approach. The participants also stated the necessity for a strong administrative structure, with clear communication and student input and involvement.

Creating a shared governance structure would allow for shared decision making between students, faculty, and administration related to the design and delivery of the DA program curriculum. As an example, the current program stakeholders could serve as the design team for this structure, including the elements of conceptual framework, membership, and orientation. The design and implementation teams would identify who would be eligible to sit on a shared governance council, and how they would arrive there, either through selection or election. The marketing and communication subcommittee could report to this structure, and other standing subcommittees could be formed examining policy development and technology.

Clearly, the current students, faculty, and staff members of the FPU DA program, on reflection of current experiences, find the foundational support in place to dream big, vision vast, toward the future success and vitality of the DA program.

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Qualtrics Survey Software

<https://new.qualtrics.com/ControlPanel/PopUp.php?PopType=S...>

Franklin Pierce University Doctor of Arts Appreciative Inquiry

Demographic Questions

What is your affiliation with the FPU DA program?

- Faculty
- Staff
- Student

How long have you taught in the program?

- 0-1 year
- 2 years
- 3 years
- 4 years

How long have you worked with the DA program?

- 0-1 year
- 2 years
- 3 years
- 4 years

How long have you been in the program?

- 0-1 year
- 2 years
- 3 years
- 4 years

What is your current professional focus?

- Business
- Education
- Health Care
- Law Enforcement

Human Services
 Government
 Other:

What is...

What first attracted you to be connected with the DA program?
Note: Please rank order these choices in order of importance to you by clicking and dragging the options.

Interdisciplinary Approach

Arts and Humanities Focus

Career Advancement

Autonomy for Focus of Research

Personal Fulfillment

Convenience of Schedule/Location

What has helped to keep you positively engaged in the program?
Note: Please rank order these choices in order of importance to you by clicking and dragging the options.

Faculty

Mentor

Curriculum

Hybrid Delivery

Intensive Weekend Delivery

Diverse Internship Opportunity

Please describe your positive experiences in the DA program that you feel make it successful.

What might be...

It is now 2015 (five years from now) and the FPU DA program is well established...

What does it look like?

What are we achieving?

What has been your role in helping us reach this point?

What should be...

What single small change could FPU make right now that would have the biggest impact on program success & sustainability?

What bolder change might we want to consider?

What can be...

Actions we can take today to start creating the future:

How would you see yourself participating in new initiatives?

What are the key components to making those initiatives successful?

1. What is your affiliation with the FPU DA program?

#	Answer	Response	%
1	Faculty	6	20%
2	Staff	2	7%
3	Student	22	73%
	Total	30	100%

Statistic	Value
Mean	2.53
Variance	0.67
Standard Deviation	0.82
Total Responses	30

2. How long have you taught in the program?

#	Answer	Response	%
1	0-1 year	0	0%
2	2 years	2	33%
3	3 years	2	33%
4	4 years	2	33%
	Total	6	100%

Statistic	Value
Mean	3.00
Variance	0.80
Standard Deviation	0.89
Total Responses	6

3. How long have you worked with the DA program?

#	Answer	Response	%
1	0-1 year	1	17%
2	2 years	1	17%
3	3 years	2	33%
4	4 years	2	33%
	Total	6	100%

Statistic	Value
Mean	2.83
Variance	1.37
Standard Deviation	1.17
Total Responses	6

4. How long have you been in the program?

#	Answer	Response	%
1	0-1 year	5	23%
2	2 years	13	59%
3	3 years	4	18%
4	4 years	0	0%
	Total	22	100%

Statistic	Value
Mean	1.95
Variance	0.43
Standard Deviation	0.65
Total Responses	22

5. What is your current professional focus?

#	Answer	Response	%
1	Business	4	18%
2	Education	11	50%
3	Health Care	1	5%
4	Law Enforcement	4	18%
5	Human Services	2	9%
6	Government	0	0%
7	Other:	0	0%
	Total	22	100%

Statistic	Value
Mean	2.50
Variance	1.60
Standard Deviation	1.26
Total Responses	22

6. What first attracted you to be connected with the DA program? Note: Please rank order these choices in order of importance to you by clicking and dragging the options.

Answer	1	2	3	4	5	6	Responses
Interdisciplinary Approach	11	7	8	1	1	0	28
Personal Fulfillment	9	2	4	4	8	1	28
Arts and Humanities Focus	3	11	0	5	6	3	28
Career Advancement	2	3	4	7	6	6	28
Convenience of Schedule/Location	2	3	4	4	5	10	28
Autonomy for Focus of Research	1	2	8	7	2	8	28
Total	28	28	28	28	28	28	

Statistic	Interdisciplinary Approach	Arts and Humanities Focus	Career Advancement	Autonomy for Focus of Research	Personal Fulfillment	Convenience of Schedule/Location
Mean	2.07	3.32	4.07	4.11	3.11	4.32
Variance	1.18	2.82	2.37	2.17	3.06	2.82
Standard Deviation	1.09	1.68	1.54	1.47	1.75	1.68
Total Responses	28	28	28	28	28	28

7. What has helped to keep you positively engaged in the program? Note: Please rank order these choices in order of importance to you by clicking and dragging the options.

Answer	1	2	3	4	5	6	Responses
Curriculum	9	5	7	2	2	0	25
Faculty	7	11	1	4	2	0	25
Hybrid Delivery	4	4	7	7	1	2	25
Mentor	3	2	6	3	6	5	25
Intensive Weekend Delivery	2	2	3	7	6	5	25
Diverse Internship Opportunity	0	1	1	2	8	13	25
Total	25	25	25	25	25	25	

Statistic	Faculty	Mentor	Curriculum	Hybrid Delivery	Intensive Weekend Delivery	Diverse Internship Opportunity
Mean	2.32	3.88	2.32	3.12	4.12	5.24
Variance	1.64	2.78	1.64	2.03	2.28	1.11
Standard Deviation	1.28	1.67	1.28	1.42	1.51	1.05
Total Responses	25	25	25	25	25	25

8. Please describe your positive experiences in the DA program that you feel make it successful.

Text Response

Critical thinking, faculty and curriculum

The interdisciplinary nature of the program has allowed me to explore subjects outside my comfort zone.

Listening to the diverse approaches to leadership and research of my colleagues; I could listen all day! The faculty have been the perfect balance between being directive and allowing for self-direction. The basis of all classes in the arts and humanities allows for a more fulfilling process.

Working with the faculty and students in the program has helped to make this experience very fulfilling for me. I have found the majority of the courses to be enlightening and interesting.

I have most enjoyed the weekend intensive courses where we can bond with other students on a deeper level. This delivery model affords a collaborative opportunity within the FPU community and the PSY community and broadens the dimensions of the experience. The online component also allows us to share a meaningful dialogue with our faculty and peers and enhances student engagement. These delivery options are a large part of what makes the program successful to me.

Interactions with individuals with diverse skills and intellects

The ability to connect with my increasing knowledge, my peers, and the faculty.

What has kept me most positively engaged in the program but is not listed above are my fellow students. The interaction that I have had with the diverse student body has made my experience successful.

It is a pleasure to engage in high-level scholarship with such smart people - both faculty and students.

The diverse fields represented allow for growth experiences beyond the student's field.

The flexible scheduling especially with someone who has a busy lifestyle. Working, family and entertainment all take up a huge part of my life. It help to bring balance. One thing missing was formal critical thinking training which the DA program has greatly assisted.

I believe that the faculty help make this program successful!

As a faculty member, I continue to be impressed by the excellent work done by our

students and especially the many creative, important, insightful, and meaningful research projects they undertake.

The richness of the student body brings me more joy than most any other part of this program. Whereby, some faculty are engaged in the "peak experience" process of student learner, many are not. So, the only constant for me, thus far, is my fellow students.

I believe the diversity of participants (their varieties of background training and experience) and the multi-disciplinary/interdisciplinary approach to learning are what makes interaction in courses most successful. I enjoy interacting with and learning from such interesting people as make up the DA student body.

I love the liberal arts aspect of the program.

As part of the FPU staff, my part in the DA program has been minimal administrative tasks that I was given as part of my job. Working closely with the DA faculty and students has been a positive experience for me.

Succeeding in courses that I thought were beyond me--Trans through the arts. Coming to understand qualitative, grounded research. Realizing that my way of looking at the world has fundamentally shifted. Seminar workgroups and diversified in-class assignments--plays, role-playing, presentations

I have had great experiences with the students. I really enjoy teaching adult learners.

The curriculum, faculty, hybrid delivery and flexibility to meet course requirements by attending different campuses

I appreciate the diversity of faculty, curriculum, and fellow students. I find the opportunity to mold the program to meet my objectives very beneficial, and I the faculty were very supportive as I adjusted my focus in the program. The variety of delivery methods is also very beneficial to the DA program. All students should take at least one weekend intensive, which is a good contrast to the normal (hybrid) and the internship/independent study course.

The experience in the DA program that has made my learning process successful was that it is: Well organized with good professors and easy to manage academic expectations.

Unfortunately the above options did not have the opportunity to put what was first on my list- this seems more for students than faculty....for me the number one reason that has kept me engaged in the program and has provided meaning- always- are the students. the opportunity to provide an opportunity for professionals to obtain a doctorate when they might otherwise not be able to (access) for students is the second reason that I find the experience so successful...also the opportunity for higher risk individuals to have the opportunity to achieve the otherwise unachievable. I love seeing professionals of all kinds (including me) taking the risk to go outside their realm of professional and personal comfort and derive satisfaction from viewing the world through different frames of understanding. What has become the serendipitous success for me is being a tutor (not teacher) to such a variety of individuals with different backgrounds (first generation; multiple professional backgrounds; multiple political and personal views) come together to discuss texts that have originated in the liberal arts tradition in order to consider each's moral and ethical responsibility to one another and to the community. The opportunity for people to engage in academic pursuits of their interest and to help them find their voice in

an institution (academe) that is one of the more difficult places for participants to find themselves as scholars in their own right and through their own strengths...watching and engaging candidates move through the dissertation process is the single most exciting experience for me. This is the transformative process. The dissertation is not the outcome but the beginning of a new era for our graduates who have gone on already to do wonderful things for their community and themselves...It is akin to being a midwife in a process of personal reinvention. a miracle

Positive and helpful interaction with faculty and fellow students

Statistic	Value
Total Responses	24

9. What does it look like?

Text Response

Renowned

Larger More intensive courses Unique opportunities

International cohorts for even greater diversity. Continued interdisciplinary approach. Graduate research leads to idealistic innovations, a positive impact on communities as a direct result of research efforts.

There is a steady stream of students enrolling in the program. The program is highly competitive. We have one central center for all classes to be held each month, and meetings are held virtually over the net.

FPU is now offering this program in multiple locations and has expanded the concentrations to include the English and History option. Multiple delivery options are the hallmark of the success and graduates are mentoring the incoming cohorts. The program is so popular, students are clamoring to be admitted, but only the select few make the grade.

DA program entrenched in a rationalized institution.

Strong brand name recognition bring the alumni/ea to a heightened level of career achievement.

The program is thriving with additional full-time faculty members and a growing student body. With more graduates the D.A. degree is becoming more widely recognized within the business community making graduates more marketable. The logistical issues that were present in the early stages of the program have been worked out with more administrative assistance provided by the University because of the success of the program. The program is pushed for further excellence by a growing number of Universities in the state also offering doctoral programs, creating competition among higher education/graduate study programs.

Much the same. Perhaps more fine literature interspersed throughout the curriculum. We seem to be drifting away from this element in the American educational landscape. We

need to relearn how to enjoy and learn from the great books.

The program has a permanent physical location which is also a research institute/think tank for the advancement of higher education and leadership studies in the United States, with nearly 200 students it is a robust and increasingly respected program on the cutting edge of a new American renaissance fueled by the necessity for massive social and economic change from the shift away from a petroleum based economy (gas is now \$6/gal), Uncle Sam needs us all to think better, faster and help our nation and economy move to where it needs to go.

These answers are without much thought: It has its face-to-face classes spread out as 1/2 day sessions a couple of times per month and the electives course list is expanded.

Better instructors. Some of the adjunct faculty merely leads by going through the motions. While many instructors share the same leel of passion for teaching that I have for learning, this is not shared with all faculty. I have made honest critiques and made these thoughts know with the end of class critiques.

I would expect the program to look very much the same, but with more opportunities. I would expect it would have also gained a lot of exposure.

1. Curriculum a bit more focused on the field of leadership studies. 2. Explicit self identity as a learner-center interdisciplinary non-traditional program for mid-career professionals. 3. Course delivery continues to be mostly as hybrids, with some 100 pct online courses, and some courses that meet more often face to face. 4. The program has about 100 students (vs. 75 today) and 6 to 8 full time faculty. 5. The program expands to one or two non-NH locations, perhaps Goodyear AZ or Europe.

The faculty have been augmented by many graduates from the program. These new professors bring energy and a zest for wanting to enage and become engaged by the learning process.

A bit more structured than we have now, with an introductory course introducing leadership studies as one of the core courses; with an actively functioning interdisciplinary journal in leadership studies published and widely cited; with a reduction to one internship; better supported by and better integrated with the rest of Franklin Pierce University; having had enough DA recepients awarded degrees and out in the world to make an impact; with an enhanced visibility and reputation because of the quality of degree holders' achievements.

I would hope to see increased academic rigor with some of the required courses revamped. I would also like to see an even broader range of elective courses, as thus far, the DA students represent many varied communities.

N/A

Classes are smaller, more consistent, the advisor system is more pulled together, with advisors more in control of the process--more proactive (forgive use of that phrase). We give conferences on leadership to regional businesses. We have a reputation for cutting edge approaches to leadership, developed by FPU DA.

There are more weekend intensives. Many graduates are making their mark in the world bringing attentionn to the program.

It is waaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaay more administratively established with clear registration processes online, a formal student association so that student's have more of a voice, can more productively network with each other and course feedback forms carry weight so that a professor wants to be sure that they deliver in terms of showing up to class, staying awake, offering a compelling full-day agenda and providing timely and constructive feedback on assignments.

The FPU DA Program is a substantive and independent voice regarding leadership (specifically) and doctoral programs (in general). The diversity of the faculty and students is represented in the publications of the program and in the impact graduates are having.

I have no idea.

Most programs by this time in their growth; unless they work at constant rediscovery and individualization will become as Weber has wisely pointed out- institutionalized. It will be run by rules and regulations and it will not be individualized..such is the paradox of successful programs- it will run smoothly and continue to produce doctoral recipients- but at the loss of student (for want of a better term) centered philosophy- it will by necessity become faculty focused and by taking on the value of sustainability - define successful outcomes in a different manner than now...it will become like all other doctoral programs- take fewer risks and become more routinized...It is a natural evolution of all successful programs..it will be good but not dynamic. As Nietsche is want to say "One must accept chaos in oneself in order to give birth to a dancing star"- there will be a different metaphor

more diverse student body more diverse faculty some imaginative and creative dissertations have been written student work demonstrates an outcome connection to lived life in NH as it relates to a shrinking world

wait list to get in tighter requirements to get in and stay in 100% completion rate for program entrants

Statistic	Value
Total Responses	26

10. What are we achieving?

Text Response

Successful job placement

Degree is well recognized

A greater level of awareness about DA programs. Graduating students are sought after. Getting into the program is coveted and competitive.

10-15 people graduating each year. 100% placement of all graduates.

The degree has gained recognition among the higher education community and graduates are sought after by employers.

Intellectual enhancement of students in an interdisciplinary program.

Creating minds that are focused on the multitude of approaches that will be used to transform the public agenda.

We are achieving after several years of growing pains. We continue to attract students from very diverse cultures and professional experiences. The nature of the D.A. keeps it interesting and is a unique offering. As the number of graduates continue to grow there are more "sales people" out in the community talking about the program and modeling its success.

Leadership moments. Daily, incremental, individual gestures toward making things better.

The D.A. degree and it's students begin to be recognized around the country as change agents, with highly developed knowledge and skills essential for motivating and moving communities, organizations, systems, technologies and economies.

We have some individuals who are establishing strong careers in academia to publish in the name of FPU, which provides branding strength.

Validity. New programs must prove themselves worthy. Over the past few year, FPU has proven itself as a worthy partner in diversity, multidisciplinary instruction.

I would like to see the DA students join forces and deliver support to nonprofit organizations internationally. Imagine the great internship opportunities!

This is what matters most: When we ask students who graduated between, say 2010 and 2012, what events in their lives have made an important and positive difference, they will all include participating in the DA program in the list.

Peak experiences will more the norm than an extreme experience. Energy levels will be off the charts and visable from the "Space Station!" Adult learners will be stacked up like cordwood waiting to get an interview for our program! Students will be early and professors will stay late to make sure all of the "stuff" is experienced.

Producing leaders of conscience who make an impact; heightening the reputation of Franklin Pierce University as a leader in the field.

We are achieving academic rigor in all of the courses and in the dissertations.

N/A

Unique, ambitious leaders in a variety of professional fields. We have a reputation for working closely with communities.

Providing opportunities for adult learners to achieve doctoral degrees while still working.

FPU is turning out competent, enthused leaders who are continuing their work in their respective fields in ways that is resulting in profound and positive transformative change. better undrstanding of what makes a good leader.

At the current time, I feel we are achieving an optimal opportunity for individuals to find themselves and redefine themselves as leaders through understanding their strengths and their interests and owning up to their moral responsiblity in a world that is becoming extremely difficult to navigate. We have graduates and students who are already making a difference in their worlds- like the fluttering wings of a butterfly that is felt around the

world.

now? or in 2015? I guess I would repeat the things mentioned in "What does it look like" above.

qualified professional Doctoral scholars making a difference in their respective fields

Statistic	Value
Total Responses	25

11. What has been your role in helping us reach this point?

Text Response

Providing feedback and actively participating

Mentored new students Provided support for new programs Developed new courses

Providing ongoing feedback, participating in every opportunity for discussion of change. Being a personal advertisement of the program to rally more potential students to apply.

As a graduate and alum I have traveled to help recruit qualified candidates for the program.

As an alum, I will be a mentor to future applicants and students and as an administrator, I will be a career coach and possible employer for many of the graduates.

Contributed scholarly inquisitiveness to the examine multitudes of issues.

Sharing my experience with the large population I communicate with on a national level.

I will have been proud of the work that I completed with my internship to help improve the program and push it for further advancement. The student body will become much more engaged in shaping the future of the program through a student centered evaluation program and the continued success of the AI intensive course. I will also help the program by continuing to advocate for it and promote it professionally through publication after graduation.

Daily leadership moments. Every day. Forever.

Taking it to the streets. The program is judged somewhat by what the Professorate does, but more so what the students do.

Paying tuition, reading books, writing papers, participating in discussions.

By being a noble and attentive student. I have also brought several new students into this program.

I am not sure what is meant by "this point"... I was part of the first cohort in the DA program and am currently working to finish my dissertation. I hope to continue my relationship with the university in some way, once my work is done.

In an existential sense, I'm the navigator.

I am one of the staff who is lighting the flame that the moths are attracted to. My core

group of students in the program with me today will be the leaders of this program tomorrow.
Helping transform students into such scholar-leaders
I would love to join the team as educator or administrator and help transcend the program to the next level.
N/A
Attend faculty meetings. Voice student views, concerns, and ideas. Bring in ideas, articles, information on careers, leadership, new trends with a non-academic/institutional viewpoint. The "real world" beyond academia!
To support students by teaching, by supervising internships and supporting their research.
I take my studies seriously working hard to integrate each class topic with my area of interest in order to support and contribute to the respect for the program, the university and the quality of the faculty. I also put in extra time to collaborate on issues on shared programmatic concern when and where I view useful
I am not sure.
I think my role has been to engage others in this new endeavor
I am a agent for change.
frequent feedback to program directors

Statistic	Value
Total Responses	25

12. What single small change could FPU make right now that would have the biggest impact on program success and sustainability?

Text Response
Develop a common vision for the program
More Flexibility Communication
Marketing campaign
Creating a true cohort structure. Improve the registration process.
Offer more intensive courses.
Keep academic integrity before business goals.
Establishing a stronger focus on the written requirement and defining scholarly work in the first term of a student experience.
Franklin Pierce University struggles with the small things. If we could just get the small things right, the program could be almost flawless. The instructors are dedicated and educated and professional but they are not managers. The program lacks the administrative support needed to make it successful and easier for its students. Online

registration, sharing of student body information, making classrooms available by having doors unlocked, more social networking amongst fellow students and faculty. The core academic program is great but the peripheral items need work.

Better technology. Making face-to-face interaction possible between the live seminars.

Play the game that the D.A. is a "research doctorate", but know it is something quite different and unique. There should be active discussion and debate within the faculty and student body on just what the degree "is" and what it can be. This has not really happened yet.

Wow, tough questions here. In my opinion, there needs to be more face-to-face opportunities. This isn't necessarily more seat time, but spread across more sessions. Also, I was never sure of what a "D.A." was or does, as the common degrees are EdD. and PhD. Somehow this needs to be explored and expressed.

Better organization/management of the program. Things like computer labs not working well, printers off line, doors to buildings and classroom not unlocked for start of class are things needing improvement. The communication could be improved as well. Things such as what is the University doing in general, syllabis getting out in a more timely manner, book lists out earlier etc.

I would like FPU to consider just how important its staff is to this program.

Pilot a small number of 100 pct online classes, with the understanding that most classes will continue as hybrids.

Pure student engagement with an AI type program. To develop a model for feedback that "really" means something! Allow the students, past, present and future to invest more than time and money.

Provide necessary financial resources and administrative support to achieve our goals (e.g. better technological resources; more cooperation from "back office" functions like the registrar; appropriate administrative/clerical support; a larger budget.

Increasing the face-to-face class times. The program is too isolating as it currently is.

The DA Program seems to be very unorganized at the Administrative level, which in my opinion, is a big part of the success of the program.

Bring in outside speakers, use community connections more, enhance, invest in community, regional, global internships.

Communitcating informationn to students clearly. Planning course work out at least one year so students will know how to plan accordingly.

Create a more unified front among faculty where there is more consistency in teaching methodologies; e.g., full day sessions are full days and all professors go to the trouble of having an agenda beforehand to ensure student learning and engagement; on-line learning adds value to these experiences versus busy work where professors only require student input but do not invest their time in return to provide quality feedback; and improved professionalism and consistency in administrative support services.

Improve the academic environment.

Form follows function; unfortunately, with our program we have had to fit our form into

the function of an undergraduate residence oriented institution- having our own infrastructure and allowing us our own form would make all the difference

the faculty might decide upon one small change or thing that they actually agree about versus pretending to agree F2F and then disagreeing behind each others backs this perhaps is not a small thing?

team interviews in the acceptance program including faculty, 2nd year students and graduates

Statistic	Value
Total Responses	25

13. What bolder change might we want to consider?

Text Response

Marketing initiatives

Add more course options (flexible) More publishing opportunities

Expanding to a more international contingent.

Hire more full-time faculty. Hold classes in Manchester as well.

Take the program to FPU AZ to attract a broader audience and exposure.

Provide a true scholarly environment especially for the DA students. Anchor the DA program at Rindge campus.

Multiple avenues of delivery for students work. Each student has a different approach to learning and expressing this knowledge.

Creating an actual cohort model with a recommend schedule of course offerings to keep those students entering into the program at the same time together so that they can assist each other through the coursework. The framework for what order you take the courses is very loose and a set schedule of course work along with more formal cohorts could create more academic ease as well as creating a sense of community with those that enter together and in theory should graduate together.

More guest presenters. Real people who make real changes - or who are deeply engaged in making things better.

The D.A. is not a "research doctorate" the notion of a research doctorate is an evolutionary dead end. Our education and science allows us to create amazing widgets - that we then take and kill each other and now our planet with. We do not have "higher education" in the United States, we merely have higher technologist training. What the masses would likely benefit from, if given a true shot at a higher education, are ways to solve human problems, technology may be important, but until we know what to do with it we are throwing rocks in the dark. This needs to be said, consistently in different non-threatening ways across our society. The D.A. offers an option to do this.

Sorry, I don't have enough experience to satisfy an answer here.

More intensive courses. Intensive courses seem to work very well. I like the total immersion of devoting a full weekend and then the home follow-up.

I think that this is a great program and can not think of a bold change at this time.

Expansion beyond NH, perhaps into other New England states, making the program twice as large.

Student taught and facilitated processes based on their "world" experiences in and through the arts. Create hybrid courses whereby students who have a teaching background, can offer certain seminars and or classes as a way to defer tuition.

A fuller integration of the College of Graduate & Professional Studies and the Undergraduate College at Rindge, so that we could utilize the expertise of faculty from throughout the institution.

Seriously considering changing the DA into a PhD program. This change would likely guarantee sustainability and creditility.

Hold the Director accountable to keep the line of communication open from the top of the Administrative level down, to ensure the program is running efficiently and fulfilling the needs of the DA students.

Becoming a training center, like Tuck Business School at Dartmouth, for Leadership in a cross section of fields.

To offer the program beyond the US.

Empower students to create a DA Student Association for the benefits mentioned before in this survey, and as a powerful way for the DA program to also leverage the many different talents, skills and interests of its students toward the benefit and advancement of the program through their respective internships, independent studies and even non-program related external activities.

I have no idea.

The above is bold but necessary- perhaps the little change would be an IT infrastructure...the bolder would be an entire infrastructure (admissions; registration; financial aid; advising; scheduling, etc) that can accomodate the type of student we have and hope to have in our program

figuring out sensible but flexible parameters for student outcomes (writing, reading comprehension and dissertations) and then clearly stating them

Statistic	Value
Total Responses	24

14. Actions we can take today to start creating the future:

Text Response
Focus Groups
Recognizing the current successes Promote the program Faculty and Student planning
Increase marketing regarding the program, maybe including the work of recent graduates as examples of utilization of the degree.
Pull small groups of student together to start developing strategic plan for the DA program.
Continue with regional focus group meetings on a regular basis.
Establish an in house academic research resource.
Increased chance as such to share our thoughts and opinions.
Develop more user friendly administrative support services such as online course registration, online grade notification, online financial aid, an online forum to get to know other students. Use technology to our advantage without having to rely on a rotation of graduate assistants as the backbone of the administrative structure of the program. Petition the University for additional support recognizing the profit margin of the program.
The IA process is clearly an action model to accomplish this. You are doing it. Just asking the questions changes the equation.
Recruiting.
Who is we? The students, the faculty, the institution? Not sure of question.
As I said before, I think that the DA students should pull their talents and work together to support underprivileged or underserved groups of people.
As faculty, the commitment to do at least one thing every day to help build community.
Get the students involved
Work to build community within the institution (Ringe and non- rindge) and among and with the student body.
Some faculty members need to remedy what is not currently working in their courses, by taking student feedback seriously. Faculty also need to keep current with required literature.
N/A
Create student leader committees. Bring student voices to the level of faculty voices. Put faculty voices in their place! Faculty as mentors, encouraging more than directing students.
Provide support to each student currently in the program so they can succeed.
Create a shared communication platform for students in a way that facilitates and fosters constructive, professional and useful engagement with faculty and program administrators in order to bring about shared and productive change.
I have no idea.

We are already creating our own future.. and as long as actions are ethical and done with a sense of what is best for the student and for their diversity of interests, then I think they will be good.

who is "we" in this question???? If you mean student and faculty together? Then creating a sense of what "community" means for students and faculty alike would be the first action to take. It does not presently exist except rhetorically.

frequent and consistent communication. Some of this was discussed when I was in Nancy's AI class 2 years ago. Some forward progress has been made but needs to continue.

Statistic	Value
Total Responses	24

15. How would you see yourself participating in new initiatives?

Text Response

As a student actively participating

Being involved in action committees

Taking the opportunity to speak about the program in the educational forums offered at my place of work.

Being an ambassador for the program.

Hosting events for prospective and active students and graduates.

As a learner and a scholar.

By expressing my desires and willingness to assist in an action form to help make the happen.

Gladly participate in online forums to communicate with other students to offer help and opportunities for internship or advice on coursework. Attend social events to help create more of a community amongst the participants in the program. Develop framework for more student involvement in shaping the future of the program.

I make no bones about describing myself as a Doctor of Arts candidate, NOT a Ph.D candidate. I explain what the D.A. is at every opportunity.

I already am. I've mentioned my program to colleagues and expressed why I believe it is better than an EdD.

Continue to act as recruiter. I believe in education and that with imroved knowledge things like war, poverty, enviornment issues will be solved. With education comes better understanding of other cultural differences. I would want more people to get higher education and would continue to strongly advocate for FPU to be part of others lives.

I would help to plan such initiatives.

As the navigator.

I will be the first to take up the offer
I would enjoy working on a long range strategic plan and in making the personal inroads needed to achieve the above.
I would love give feedback to the program's educators by participating in a student advisory board.
N/A
Mentoring new students. Encouraging risk taking, adverturous internships and self-studies, bringing in dynamic speakers, exploring and presenting new models of scholarship, leadership. Encouraging faculty to learn from students. Suggesting a 50/50 policy--faculty share the floor in seminars with students at least 50/50 if not more. Students have more of a say in readings and writing assignments. Balance scholarly writing with getting one's message into one's field of work.
I would be willing to work more with students.
As a learner of leadership, I would hope to be able to apply what leadership techniques I am learning to the process in a way that supports shared outcomes.
I have no idea.
I think most "new initiatives" will be directed toward goals in which I have little interest--perhaps it should be kept in mind that the DA program continues to be a new initiative i am an agent for change.

Statistic	Value
Total Responses	23

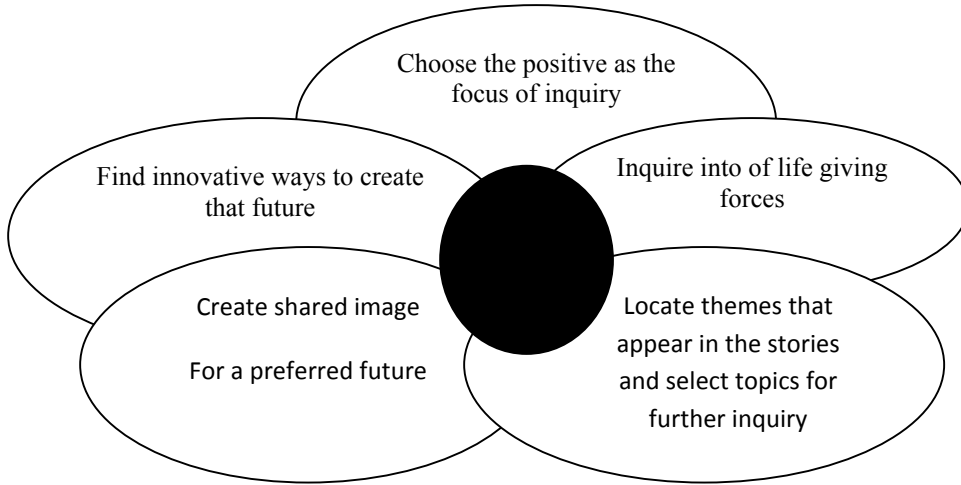
16. What are the key components to making those initiatives successful?

Text Response
Open communication
Faculty and student trust
Shared vision, passion for the program.
Money Better technology An AI approach
Promotion and communication.
DA program mission and goals entrenched in the academic pursuit.
To allow each student to share their opinions without being degraded for thinking or using different vocabulary's, to be ourselves and grow.
Student involvement is very important. The program has unbelievably talented, highly successful and professional students that can help build the program. Rely on the talents within the program.
As James F. would say. Collaboration.

Sorry, no answer here.
Continue to keep the program flexible, diverse and read the critiques that we do at the end of the classes. Things like poor book lists and disengaged instructors seem to be ignored.
An interest and the desire to help others...
1. Building community. 2. Explicit self identity (or mission) as a learner-centered interdisciplinary non-traditional program for mid career professionals. 3. Clearer guidelines and expectations, neither vague nor rule-bound.
Flexibility and trust!
1. Getting administrators, faculty and staff to see that Franklin Pierce should be an integrated single university, not an informal linkage of two separate entities (Ringe, CGPS) 2. Figuring out ways to integrate students who live all over the place and meet infrequently to experience that they are part of a community of learners.
Ensuring the student feedback is constructive for the collective student community, and not self-serving for the personal gains of one student, would be an integral component toward success.
N/A
Student work groups, in various forms with various purposes. Tolerating dissent, if in a respectful form. Early coursework in Take a Stand research and delivery.
FPU should create a five year plan.
A willingness and ability to collaborate among a large enough population of students and faculty, as well as a receptive and responsive FPU administration.
Students have to be at the table..students have to be involved in faculty meetings and on the admission committee- students have to be viewed as peers in this program
more and better communicative relationships..... honest and transparent.....broadly
consistency and sustainability

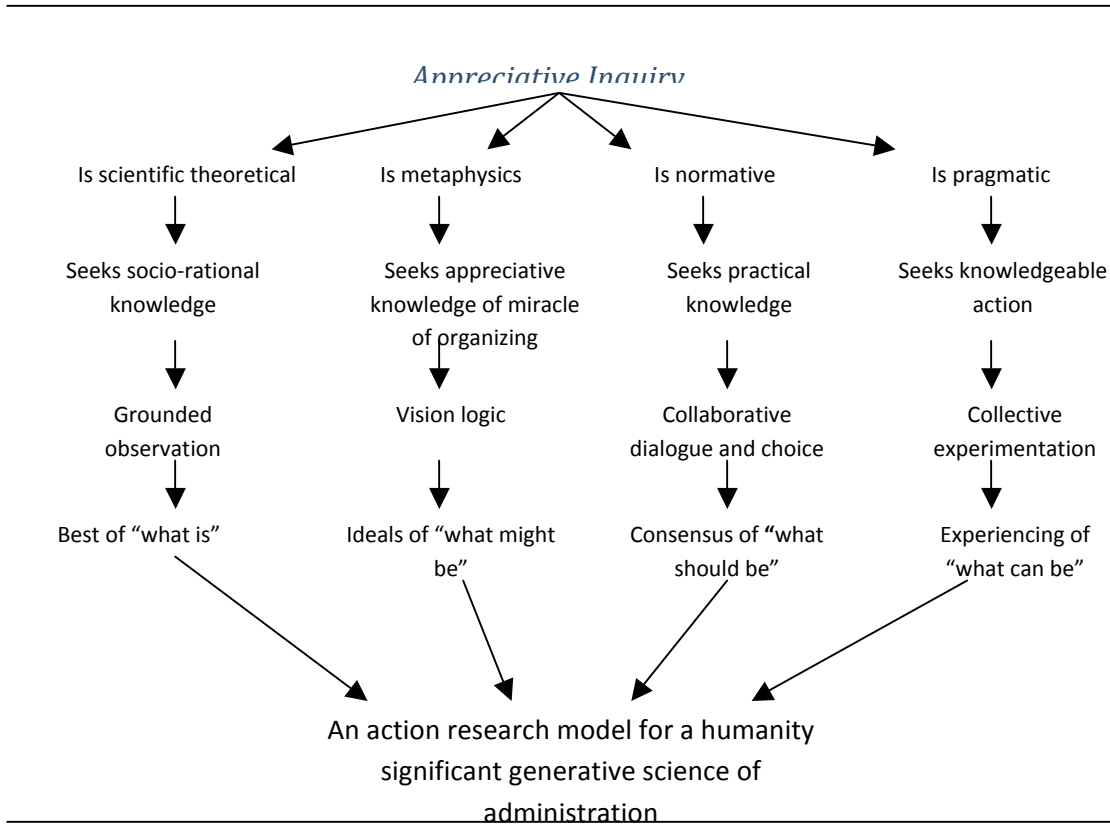
Statistic	Value
Total Responses	23

The Five Core Processes of AI



Source : Watkins and Mohr (2001:40)

Dimensions of Appreciative Inquiry



Source : Watkins and Mohr (2001:41)