Program Approval

I. General Information

A. Institution Fort Hays State University

B. Program Identification

Degree Level:	Master's
Program Title:	Global Strategic Leadership
Degree to be Offered:	Master of Science in Global Strategic Leadership
Concentration Areas:	Leadership in Health Administration, Information Technology Policy Administration
Responsible Department or Unit:	Leadership Studies
CIP Code:	52.0213 (Org. Leadership)
Modality:	Online
Proposed Implementation Date:	Fall 2023

Total Number of Semester Credit Hours for the Degree: 36

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

The Master of Science in Global Strategic Leadership (GSL) is an online degree program that seeks to aid established professionals in varying fields navigate a world of grand challenges and wicked problems through a lens of transdisciplinarity. This degree is aimed at providing mid-career professionals with practical leadership skills needed to solve complex, interconnected problems within their organization and beyond. This program represents a new offering that is entirely unique from existing curriculum at FHSU and across the system.

In a world following the COVID-19 pandemic, the nature of work and problem solving are transforming to confront more complex and interconnected problems that face our growing world (Volini et al., 2020, 47). These problems often have no right or wrong answer, and are often socially and technically difficult (Beinecke, 2009). The 2020 development of the COVID-19 vaccine by AstraZeneca has shown the world how transdisciplinary approaches are vital to confronting these problems and challenges head on with experts in various disciplines working collaboratively to find a solution for a rapidly evolving problem (Volini et al., 2020).

Given the nature of serious and persistent problems such as climate change, healthcare inequality, and cyberterrorism, unidisciplinary approaches alone cannot adequately address these issues. Transdisciplinarity, however, is an approach that identifies specific problems (Rhodes et al., 2019) and uses a common conceptual framework that extends across multiple disciplinary boundaries to facilitate collaboration between researchers and non-academic stakeholders (Reme et al., 2015). By integrating global strategic leadership into existing skill sets, this program seeks to establish a growing population of transdisciplinary researchers and problem solvers within the current workforce.

Beginning with two concentration areas (Leadership in Health Administration & Information Technology Policy Administration) we intend to learn and refine our approach to transdisciplinary education with hope of developing in-demand leadership skills to those within our program to enhance the current workforce and create more globally aware citizens.

IV. Program Demand: Market Analysis

National Distinction
Given the availability of resources from the existing FHSU master's programs in healthcare and information technology, the focus on transdisciplinarity and mid-career professionals, and the depth of the concentration curricula, this program will distinguish itself nationally from competitors with similar degree programs (Hanover Research, 2021). It has also been carefully designed to not duplicate the programs currently in existence, but rather to offer a new and unique addition to the catalog.

High Workforce Demand
Projected labor demands within organizational leadership are expected to rise significantly (~14.73%) with worker interest also steadily increasing (Hanover, 2021); this shows the necessity of utilizing existing workers within various fields to meet the market demand. In the state of Kansas, there are no comparative master's degree programs targeted toward full-time working, part-time students that seek to achieve organizational leadership in cross-sector collaborations. Fort Hays State University sees the need for a global strategic leadership degree that is designed specifically for the industry the student is already engaged in. In particular, the two proposed concentrations will target students working in supervisory and non-technical roles within the healthcare and IT sectors.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part-Time	Full- Time	Part-Time
Implementation	2	5	36	60
Year 2	3	8	54	96
Year 3	4	16	72	192

The program is designed to allow students to complete at either a full-time pace or at a slower pace, depending on their preference. We anticipate that most students will elect to pursue the program at a part-time pace, taking approximately six credit hours per semester.

The above enrollment numbers are a benchmark based on Hanover market research and discussions with other FHSU department heads. These benchmark numbers are not based on direct commitment from students, but instead will act as a goal and base estimate. We have intentionally been conservative in these estimates to help ensure program viability. The curriculum is highly scalable, however, and we could easily accommodate a greater number of enrollments if demand is strong.

VI. Employment

The aim of this program is to produce transdisciplinary leaders out of those currently in the workforce so they may facilitate the flow of knowledge and its practical application within their given fields (Reme et al., 2015). Today, researchers are being called upon more frequently to work in collaborative environments that require both practical and theoretical skill sets (O'Neill et al., 2019) to solve grand challenges and wicked problems. The integration of the natural and social/organizational sciences are necessary to develop skilled professionals into effective leaders that can work across disciplines and find solutions to problems that unidisciplinary approaches cannot. Transdisciplinary leaders are needed in all sectors to help build strong networks of collaboration and support as they explore different perspectives on immediate and pressing global challenges. With mounting evidence suggesting that leaders do not readily or easily adapt their practices when confronted

by increasingly complex problems (Pearce, 2010), it is imperative that organizational leadership moves toward a transdisciplinary approach to transform how the workforce thinks about global problems and solutions. FHSU intends to use a transdisciplinary curriculum that prepares individuals to use both the 'hard' and 'soft' skills needed to transform their work, thrive in it, and become more globally aware citizens.

According to the Institute for the Future, one of the ten vital skills needed for the future workforce is transdisciplinarity—also known as cross-sector partnerships and collaboration (Davies et al., 2020). The need for literacy and the ability to understand concepts across multiple disciplines is imperative as a shift away from academic specialization toward transdisciplinarity occurs due to the growing complexity of societal issues. Much of the gridlock in addressing global issues is due to narrow interests, and specialists that are unable or unwilling to understand and integrate data and concepts from across disciplines (Fidler, 2016). By integrating skills across fields and perspectives, a workforce can be created that can think through differing disciplinary approaches to generate new types of knowledge (Fidler, 2016).

Healthcare administration is a concentration area that Hanover Research has described as a national high-growth degree field, and a practical concentration area for the GSL degree to offer (Hanover Research, 2021). Disparities in health according to race, sex, sexual orientation, and other group characteristics are well known, yet these health disparities persist and, in some cases, continue to grow. The answer to a complex issue such as health disparities among groups involves not only the conceptualization of all factors that impact disparities, but also the interactions between the factors themselves, such as the interplay of genes and environment (Gehlert, 2010). It is suggested that a transdisciplinary approach to healthcare and healthcare administration will draw together experts from across disciplines to share and produce knowledge and address multifactorial determinants of health disparities. The fields of Health Services Administration and Nursing Administration have seen an above-average increase in master's degree conferrals, showing an increase in interest alongside the growth of the health industry, where national demand is projected to outpace the expected job growth by 2029 (Bureau of Labor Statistics, 2020).

Information technology policy administration is another concentration area that Hanover Research has identified as a high-growth degree field, and one that is practical for the GSL degree to offer (Hanover Research, 2021). As our society relies more on technology with every passing year, the governmental policy that dictates the technological regulations of our world becomes increasingly important. Early and mid-career professionals with a background in information technology are increasingly going to find themselves concerned with policy and legal considerations within their sector, which their bachelor's level technical education has not equipped them to navigate successfully. This degree program will act as a practical, mid-career training ground which can supplement their burgeoning management experience and give them opportunities to practice working across constituencies. The Technology Policy field is expected to grow much faster than average in the next ten years state-wide, nationally, and internationally (Columbia University).

VII. Admission and Curriculum

A.   Admission Criteria

All applicants must submit:
1. Official transcript of all previous college work showing a minimum 3.0 GPA on the last 60 hours of undergraduate coursework and/or a minimum 3.0 on all previous graduate coursework;
2. Two letters of recommendation, at least one of which must be from a current or recent supervisor that speaks to the candidate's professional experience (minimum 3 years) and readiness for advanced professional practice and leadership development capacity;
3. A professional resume containing a minimum of 3 years of professional experience;
4. Personal statement that addresses the following:
   a. Reasons for applying to this program, as directly related to current professional position and

career goals, including what types of specific knowledge, skills, abilities the candidate hopes to gain through this program, professionally and personally (e.g. specific goal statements or a vision plan that looks ahead several years);

b. An explanation of a specific organizational, industry/field/sector, community, and/or global problem the student would like to be a part of solving and how they see this program as a potential pathway to fulfill that end.

B.   Curriculum

Leadership in Health Administration Curriculum

Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH….
LDRS 650	Principles of Organizational Leadership	3
LDRS 815	Transdisciplinary Leadership in Context	3
IDS 805	Global Challenges: 21st Century Promises and Perils	3

Year 1: Spring

Course #	Course Name	SCH….
LDRS 802	Organizational Systems, Change, and Leadership	3
HHP 602	Public Health	3
HHP 625	Legal Issues in Health Care	3

Year 1: Summer

Course #	Course Name	SCH….
LDRS 807	Teams and Collaborative Environments	3
HHP 630	Administration in Health Care	3

Year 2: Fall

Course #	Course Name	SCH….
LDRS 820	Advanced Leadership in Professional Environments	3
HHP 610	Global Health	3
Various	Elective	3

Year 2: Spring

Course #	Course Name	SCH….
LDRS 895	Research Project in Organizational Leadership	3

Total Number of Semester Credit Hours …………………………………………………. 36

Information Technology Policy Administration Curriculum

Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH….
LDRS 650	Principles of Organizational Leadership	3
LDRS 815	Transdisciplinary Leadership in Context	3
IDS 805	Global Challenges: 21st Century Promises and Perils	3

Year 1: Spring

Course #	Course Name	SCH….
LDRS 802	Organizational Systems, Change, and Leadership	3
INF 610	Public Policy, Law, Ethics in Telecommunications	3
INF 658	Law of Cyberspace	3

Year 1: Summer

Course #	Course Name	SCH….
LDRS 807	Teams and Collaborative Environments	3

Year 2: Fall

Course #	Course Name	SCH….
LDRS 820	Advanced Leadership in Professional Environments	3
INF 660	Global Telecommunications Policy	3
INF 880	Management of Information Security	3

Year 2: Spring

Course #	Course Name	SCH….
LDRS 895	Research Project in Organizational Leadership	3
Various	Elective	3

Total Number of Semester Credit Hours …………………………………………………. 36

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Brent Goertzen – Department of Leadership Studies	Professor	Ph.D.	Y	Organizational Leadership	.2
Kaley Klaus – Department of Leadership Studies	Assistant Professor	Ed.D.	N	Organizational Leadership	.1
Tim Feagan – Department of Leadership Studies	Assistant Professor	Ph.D.	N	Applied Leadership in Industry	.2
Justin Greenleaf – Department of Leadership Studies	Associate Professor	Ph.D.	Y	Community Psychology	.1
Lori Kniffin – Department of Leadership Studies	Assistant Professor	Ph.D.	Y	Organizational Leadership	.1
Brett Whitaker * – Department of Leadership Studies	Associate Professor	Ph.D.	Y	Global Leadership	.1
Glen McNeil – Department of Health and Human Performance	Associate Professor	MS; RD/LD	Y	Nutrition	.1
Jamie Schwandt – Department of Health and Human Performance	Adjunct Professor	Ed.D.	N	Health Care Administration	.1

Frank Owens – Department of Health and Human Performance	Instructor	MS	N	Health Studies	.1
Melissa Hunsicker Walburn – Department of Informatics	Associate Professor	J.D.	Y	Policy and Law of Cyberspace	.1
Brian Hurley – Department of Informatics	Adjunct Professor	MPS	N	Information Security	.1

A significant portion of the curriculum for this program is already offered in service to several other degree programs. For this reason, especially initially, there will be limited need for dedicated faculty support for program specific courses. As the program expands, we may see justification for more dedicated sections of courses. The faculty indicated in this table will support the program by teaching courses, but the majority will not be devoted in an exclusive manner to this new program.

Number of graduate assistants assigned to this program ………………………………………. **[1]**

IX. Expenditure and Funding Sources *(List amounts in dollars. Provide explanations as necessary.)*

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$44,856	$44,856	$44,856
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	$44,856	$44,856	$44,856
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	$10,000	$10,000	$10,000
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	$6,000	$9,000	$12,000
Total Existing Personnel Costs – New Positions	$16,000	$19,000	$22,000
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0

Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other (marketing and recruitment expenses)	$1,500	$1,500	$2,500
Total Operating Costs	1,500	1,500	1,500
GRAND TOTAL COSTS	$62,356	$65,356	$69,356

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	0	$28,661	$44,783	$78,817
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING	0	$28,661	$44,783	$78,817
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$-33,695	$-20,573	$9,461

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

The primary expense associated with initially starting and operating this program would be the two new classes that are part of the transdisciplinary degree program. The other portions of the curriculum are already being taught and supported by existing programs, and they have capacity to add students without incurring additional instructional expenses to the university. As the program grows, we would need to augment existing capacity to a limited degree. During the initial start-up period, when enrollments are small, we will not require additional instructional capacity beyond what was already deployed in service of other programs.

To calculate the offset instructional expenses of utilizing existing capacity to support this program, we have applied the following formula. With supporting faculty contributing only a small portion of their overall contractual load, we estimate the total allocation to be approximately 1.3FTE, but distributed among 11 or more faculty members. Faculty are on a 60% teaching allocation, and the average salary for faculty in the program $57,508, so the total offset instructional expenses are 1.3*(57,508*.6), or $44,856.

Personnel – New Positions

Once the program is somewhat larger, we project that we will need to staff additional sections beyond base levels that are already in place for other programs. Specifically, we project that we would need to offset two courses via adjunct teaching in the first year, three courses in the second year, and four courses in the third year. Adjuncts can be estimated at approximately $3000 per section, therefore the instructional expenses are $6000 in the first year, $9000 in year two, and $ 12,000 in year three.

In addition to instructional expenses, we also project staffing one graduate assistant in this program to assist with administrative and development work, as well as to coordinate marketing and recruitment efforts. This

Start-up Costs – One-Time Expenses

N/A

Operating Costs – Recurring Expenses

We have included a small amount of ongoing expense associated with program-specific marketing and recruitment efforts. These efforts will be supplemented with ongoing marketing work on behalf of the larger university, and in conjunction with the recruitment initiatives of the Department of Leadership Studies and the academic units housing concentrations.

B. Revenue: Funding Sources

The sole source of revenue for this program is tuition and fees. FHSU currently charges a rate of $298.55 per credit hour for graduate, online tuition (including fees). Multiplying the projected credit hour production by this rate produces the projected revenue.

C. Projected Surplus/Deficit

Given the extensive leverage of existing capacity and curriculum, this program projects to be in a modest surplus status by at least year three of implementation. We have intentionally been conservative in estimating enrollment growth to ensure programmatic viability, but the program is readily scalable to larger capacity if the demand is present. Should enrollments prove to be even slightly higher than anticipated, the program would be revenue positive by year two.

XI. References

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