

# Development of a global consortium of distance doctoral programs in health leadership



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# Purpose:

- Describe the Global Doctoral Health Leadership Consortium
- Identify advantages of distance doctoral-level leadership training for mid-career health professionals around the world
- Explain the rationale for establishment of this cooperative network of partner programs



# Who are we?

*“We are an international, collaborative network of educational institutions that offer or intend to offer professional distance doctoral programs in health leadership.”*

May 2009

London

Doctoral Program in Health Leadership (DrPH)  
Department of Health Policy and Management



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# Inaugural members

- BI Norwegian School of Management
- l'Ecole des Hautes Etudes en Santé Publique, France
- King's College London
- London School of Hygiene and Tropical Medicine
- University of California – Berkeley
- University of Georgia
- University of Minnesota
- University of North Carolina at Chapel Hill
- University of Toronto
- University of the West Indies – Mona, Jamaica

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# Our rationale and purpose

*“The world’s complex, interdependent and ever-changing health environment creates a need for increased health leadership excellence and capacity.”*

*“We are committed to sharing objectives, substance and expertise to maximize access to and quality of doctoral health leadership education worldwide.”*

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# Background

- UNC-Chapel Hill launched Doctoral Program in Health Leadership (DrPH) in 2005
  - Designed for use with Internet video
  - Emphasis on leadership development
  - Goal: produce top leaders committed to improving the public's health
  - Targets: mid-career health professionals working full-time domestically and internationally



# The distance doctoral program in health leadership

- 3 years; cohort-based
- Confers DrPH in Health Administration
- Coursework and campus visits in years 1 and 2
- Dissertation completed in year 3
- Course domains = leadership, public health, research literacy
- Most learning takes place at homes or offices
- Learners connect mainly via Internet video
- Learners remain in-country while continuing full-time employment

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Chat

Michael Wong : thank you, I c.

glas Ball: hard to use statistics to study rare events... bioterror attack response.

Dianna Dunning : tgbt = too good to be true

glas Ball: because they are defunded?

Michael Pike : we hung up the telephone

Sebastien Woynar : I think it is a question of tradeoff : if you loose in research capability you gain in community mobilization

Index List (19)

- Seah Massalank
- Rebecca Wells
- Donnie Van Seghen
- Dianna Dunning
- Douglas Ball
- Deanne Alongi
- Wendy Barratt
- Jill Center
- Deanna Picoe
- Inelka Emeryonu
- Michael Wong
- Sebastien Woynar
- Rebecca Wells 2

Camera and Voice

Resource-based view.ppt

More recent authors add...

- ◆ Need for 'resource extracting capabilities' as well as resources –i.e., the managerial practices that translate resources into performance advantages

PAUSED... 1:10:23

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# Learning philosophy

- We can't teach leadership didactically
- Leadership is learned through interaction, discussion, debate and collaboration
- Lectures are replaced by group projects, case analyses and structured discussions
- Mentorship is key to lifelong learning

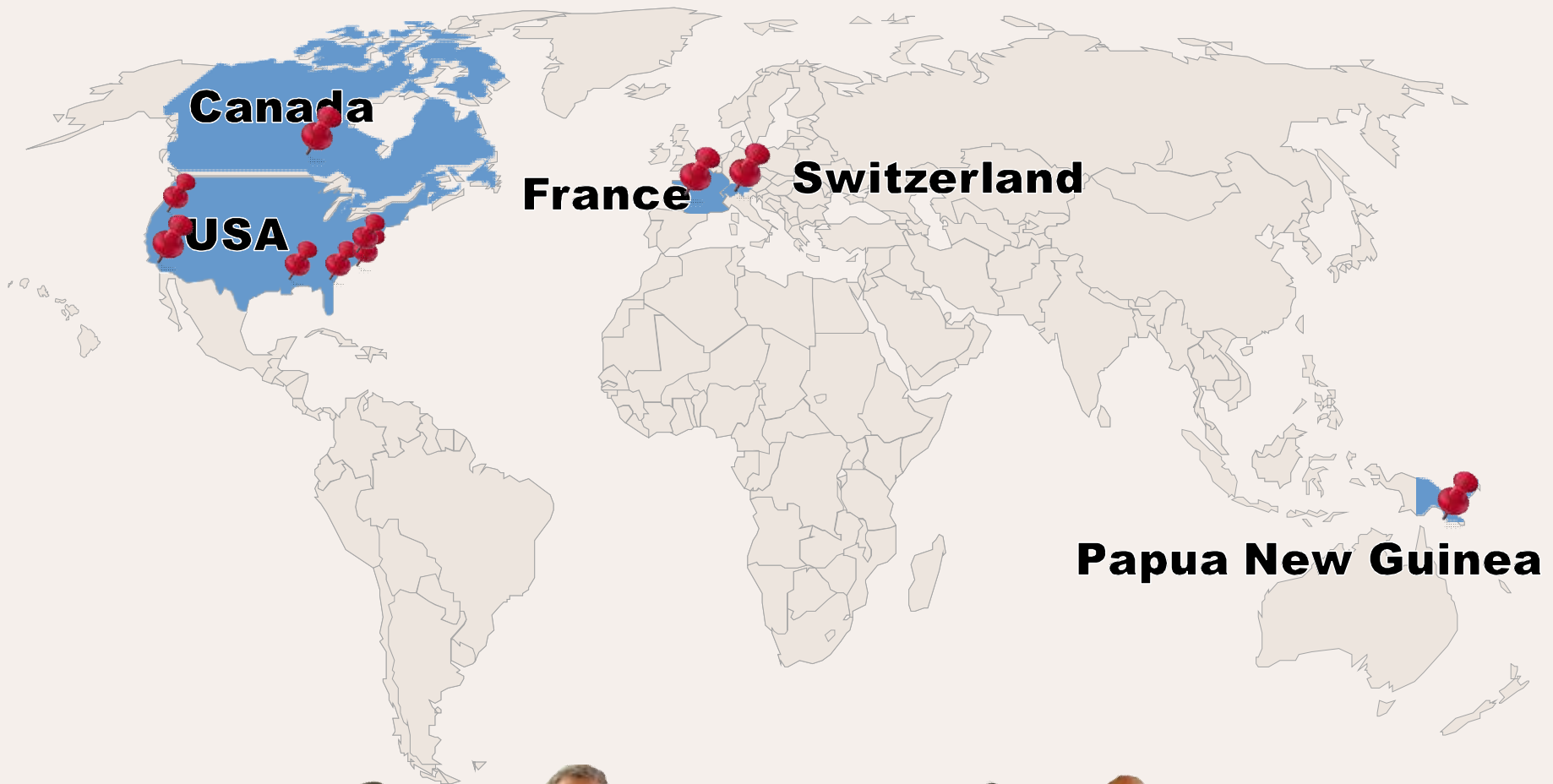


# Program status

- 5<sup>th</sup> cohort has been admitted
  - Cohort 1 (2005): 8 out of 9 have finished
  - Cohort 2 (2006): Half are finished
- Constant evaluation and refinement
- Advisory Committee oversight
- SPH Academic Programs Committee and Graduate School reviews
- Inclusion of international students – seamless; enriching
- Technology simple, high quality, and improving rapidly
- Time zone differences are of little concern



# Cohort 5



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# All Cohorts



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# Challenges

- Cost of operation
  - Administrative support; faculty salaries
  - Executive education expenses (meeting space, food)
- Training/supporting faculty on technology
- Demands of busy, hard-driving, adult learners
- Stigma of distance education
- **Program demand**



# Next steps ...

- **Global doctoral health leadership consortium**
  - Network of partner programs
  - Accelerate doctoral, leadership training for working professionals
  - Permit learners to remain in-country
  - Faculty and student exchange
  - Share curriculum and best practices
  - Collaborate on strategic efforts to build health leadership and management capacity
  - **Diversity supports excellence**

# The partnership

*“The world’s complex, interdependent and ever-changing health environment creates a need for increased health leadership excellence and capacity. We are an international, collaborative network of educational institutions that offer or intend to offer professional distance doctoral programs in health leadership. We are committed to sharing objectives, substance and expertise to maximize access to and quality of doctoral health leadership education worldwide.”*

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# *“We will achieve this by ...”*

- Applying the most appropriate technology-enhanced learning (TEL);
- Using flexible learning approaches;
- Advocating for:
  - The value of doctoral health leadership education programs;
  - Expanding access to doctoral health leadership education;
- Continuous quality improvement of the network's goals, processes and outcomes;
- Sharing evaluation outcomes and methods;

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- Understanding and meeting students' needs;
- Collaboration at multiple levels;
  - Faculty;
  - Administration;
  - Students;
- Contributing to developing curricula that anticipate and address vital issues;
- Sharing best practices in health leadership education.



*“We will fulfill these commitments  
by means of ...”*

- Steering committee (Suzanne Havala Hobbs, UNC-Chapel Hill)
- Four subcommittees:
  - Membership sub-committee (Stuart Anderson, LSHTM);
  - Curriculum sub-committee (Egil Marstein, BI Norwegian School of Management);
  - Technology and Flexible Learning sub-committee (Pat Reynolds, KCL);
  - Student Experience sub-committee (Susan-Helm Murtagh, UNC-Chapel Hill alum).

# More information

<http://www.sph.unc.edu/docglobal/>

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