



Academic Leadership Programs Across the United States

FSU College of Education: Leadership Learning Research Center

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Abstract

Throughout the past decades, leadership has grown into a formal discipline across many institutions, providing individuals an opportunity to acquire a fundamental skill set to become leaders in different educational and professional settings. This growth has led to an increased prevalence of leadership programs taught at higher education institutions around the globe. To understand the various ways institutions teach leadership, educators must acknowledge the details and demographics of these programs. The Leadership Programs Project builds on previous studies conducted by the Leadership Learning Research Center at Florida State University by adding new programs to the existing data set of over 1,500 programs. By conducting a detailed assessment of the available national programs, we determined the demographics of institutions that teach academic leadership programs and the characteristics of these programs. We found that the majority of programs fall under the discipline of education and business. Additionally, fortythree of the institutions are private and fiftyeight are public, with the majority of programs offering master's or doctoral degrees. By understanding the elements and prevalence of these programs, leadership in higher education institutions will continue to expand, allowing for a future generation of strong and effective leaders.

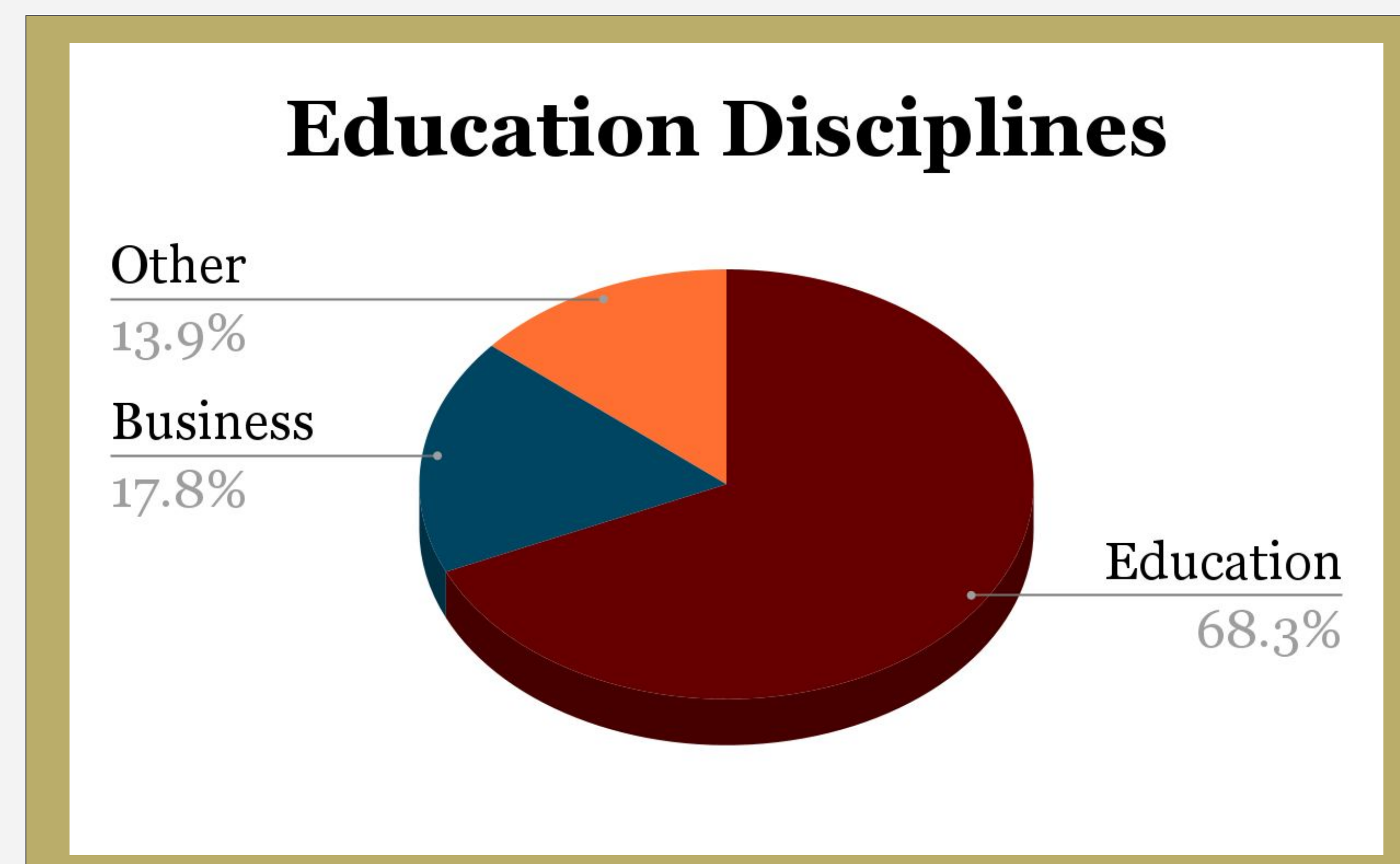
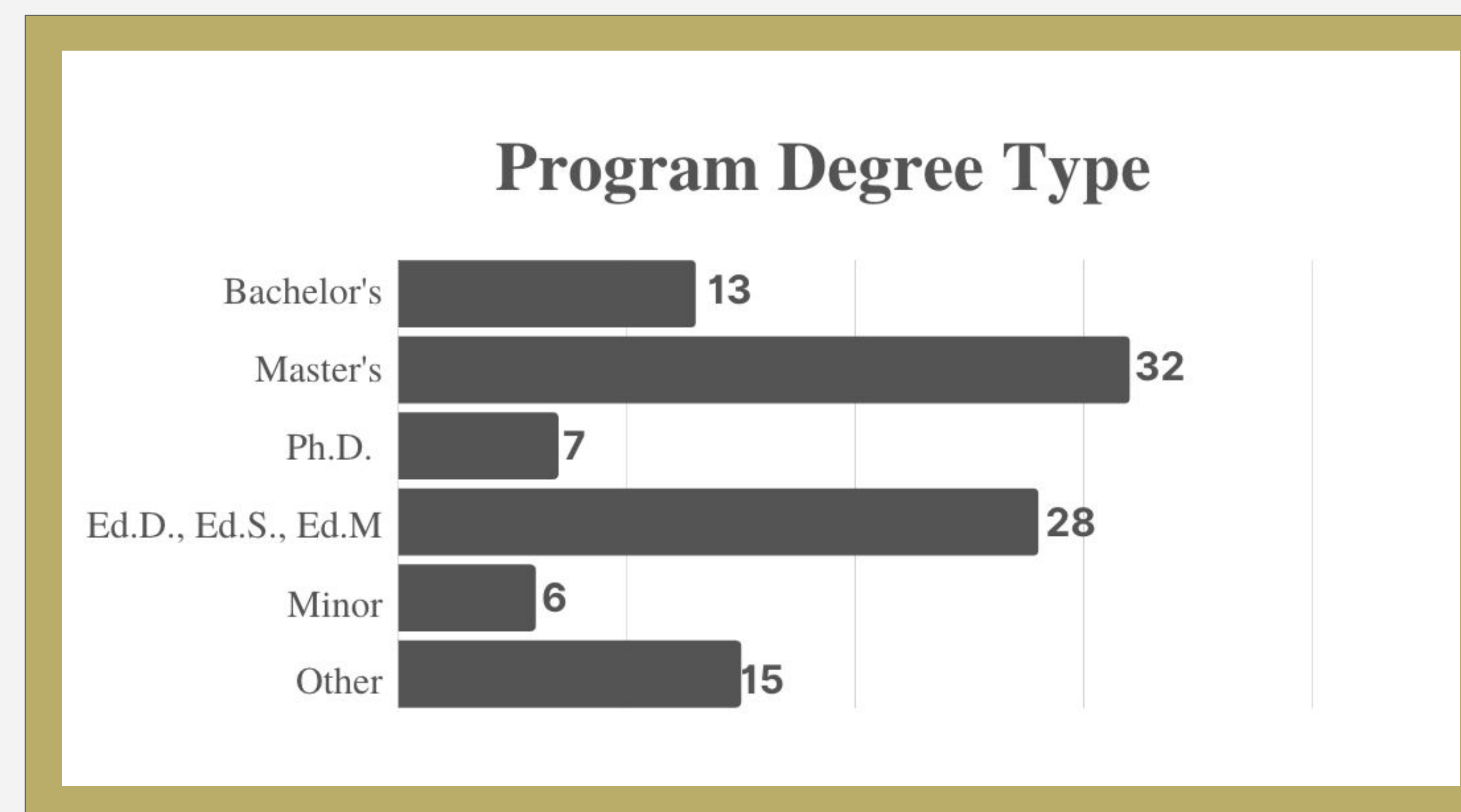
Introduction

- Leadership can be defined as the influence of others to achieve certain goals, which may be achieved through effective decision making, the evaluation of essential information, and taking calculated risks (Hughes et. al., 1996).
- Leadership is emerging into a formal discipline at many higher education institutions around the world, and educators believe leadership is a developmental process that can be learned by all students to prepare them with the necessary skills and competencies for future leadership endeavors (Gurthie et. al., 2018).
- Although academic leadership programs are growing in prevalence, data and statistical analyses of the programs remains fairly unknown (Gurthie et. al., 2018).
- The Florida State University Leadership Learning Research Center aims to collect data on these programs and share demographics and information regarding leadership education programs in the United States, to assist educators in understanding how leadership is taught.
- The Leadership Programs Project is building on previous studies conducted by the Leadership Learning Research Center by adding additional programs to an existing dataset of over 1,500.
- Through the addition of these programs, we sought out to determine the demographics of institutions that teach these leadership programs, and the characteristics of the new leadership programs added.

Results

- 113 leadership programs were added to a dataset of over 1,500 programs
- The majority of the leadership programs discovered fall under the discipline of education (69 programs). Business is the second most abundant discipline (18 programs), with the remaining programs falling under a wide variety of disciplines including
- Forty three of the leadership programs came from private institutions, while fifty eight came from public, resulting in a slight majority of programs from public institutions.
- The majority of the programs result in an Ed.D, Ed.S, or Ed.M degree (28 programs) or a master's degree (32 programs)
- The remaining programs include bachelor's programs (13 programs), Ph.D. programs (7 programs), minor programs (6 programs) and certificates (15 programs).

Figures



Methods

- We worked to expand a dataset of over 1,500 academic leadership programs from the Leadership Learning Center.
- The new leadership programs were pulled from the National Center for Education Statistics' Integrated Postsecondary Education Data System [IPEDS].
- First, we converted 472 identification numbers into higher education institution names and cross-checked this list with the original dataset to remove duplicate programs.
- This left us with 273 programs, where we coded 113 of them through a review of institutional websites.
- Through the collection of demographic information on each institution and programmatic data including the degree name, degree type, organizational placement, instructional delivery, and discipline framework, we were able to perform a statistical analysis on the new programs.

Conclusion

Key Findings:

- The Leadership Learning Research Center (LLRC) Leadership Programs Project continues to update and improve the current database to have the most accurate information about the different types of available academic leadership programs.
- The majority of the programs were an educational discipline, came from public institutions, and were master's programs.

Project Limitations:

- The programs obtained were not representative of all U.S. regions. Therefore, a statistical analysis of the program locations could not be accurately conducted.
- Due to time restraints, we were unable to complete adding all of the new programs to the existing database, resulting in a smaller data set that was not fully representative of all leadership programs across the nation

Future Studies

- It is ideal to continue adding programs and updating the database to maintain validity and consistency, allowing a more accurate representation of academic leadership programs in the United States and aiding in data analysis for future statistical references.

References

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- Guthrie, K. L., Teig, T. S., & Hu, P. (2018). Academic Leadership Programs in the United States. Retrieved from http://purl.flvc.org/fsu/fd/FSU_libsubv1_scholarship_submission_1568233387_693853db