

A PROFILE OF STUDENT LEADERSHIP
DEVELOPMENT IN AMERICAN DOCTORAL
HIGHER EDUCATION PROGRAMS

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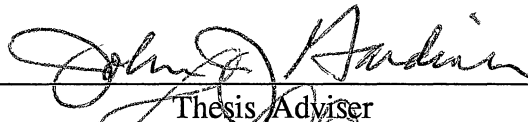
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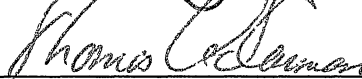
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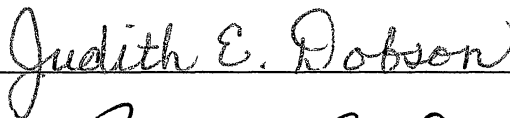
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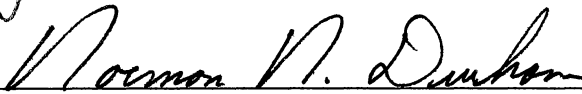


Thesis Adviser









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CHAPTER I

INTRODUCTION

Background of the Problem

The most critical issue in American society today is the need for effective leaders. In business, industry, government, education, and other societal institutions, individuals with leadership competency are being sought to assume key positions. Leadership is "the central ingredient to the way progress is created and to the way organizations develop and survive" (Bennis and Nanus, 1985, p. 19). Gardner observed "our beloved pluralism places special burdens on leadership" (1990, p. 100). In the past, reliance on emergent leadership was sufficient, now highly organized and deliberate attempts to develop leadership are needed (Cunningham, 1985). Leadership competencies can be learned, developed and improved upon (Bennis and Nanus, 1985; Gardner, 1990; Green, 1988; Perlman, 1988). Leadership development, Gardner (1990) stressed, should be a lifelong process from elementary school years through graduate and professional education involving successive stages of challenge and mastery. Furthermore, Gardner suggested:

If these young people could continue their development in industry, in government, in the unions, the professions and nonprofit organizations, we

would have a plentiful supply of upper middle level people long schooled in the demanding tasks of leadership. And that plentiful supply would be a richer source of top-level leaders than this nation has ever enjoyed. We are very far from an effort of that magnitude today (p. 162).

Owens (1987) reported that research for the past seventy-five years had emphasized two-dimensional leadership in education (task and human dimension) that has lead to competence. However, he indicated "recent research emphasizes the need for three additional forms of leadership in the educational organization if it is to move from competence to excellence" (Owens, 1987, p. 158). The three he listed are educational, symbolic and cultural leadership. Educational leadership included diagnosing and solving pedagogical, curricular and instructional problems. Symbolic leadership is manifested in the leader that communicates purpose, values and significance to followers. "Emerging in the newer perspectives, cultural leadership is focused on developing a strong organizational culture in which people believe strongly, with which they identify personally, and to which they gladly render their loyalty" (Owens, 1987, p. 158).

Institutions of higher learning develop leaders for society. Discussions of how the curriculum and the cocurriculum influence the development of leadership among undergraduates and graduates have intensified. Almost five hundred formal campus leadership education or development programs and courses are offered around the country (Gregory, 1987b; Spitzberg, 1986). However, the higher education enterprise has paid limited attention to developing its own faculty and administrative leaders through professional and academic programs (Fife, 1987; Green, 1988; Hodgkinson, 1981; McDade, 1987; Millett, 1978).

Higher education's lack of interest in developing leadership is hardly accidental. The traditions of higher education value faculty achievements, its culture values collegiality not aspiring leadership and sees administration or management as a necessary evil requiring little preparation (Balderston, 1974; Green, 1988; Haynes, 1985; Hodgkinson, 1981; Millett, 1978). Historically, leadership development in higher education has been an informal process with most administrators entering from faculty ranks without formal training, while business, industry, and government have devoted considerable energies and resources to management and executive development through in-house programs and university sponsored courses or degree programs (Green, 1988; McDade, 1987; Millett, 1978).

Schuster (1988) reported recent alternatives of leadership development in professional programming for those new and practicing college and university administrators who already possess their doctorates but lack formal training in administration and leadership development. These included: training activities, management related activities, internships, workshops, annual conferences and formal academic courses. The other avenue to effective leadership that was examined in this study was academic higher education graduate programs that primarily serve students aspiring to leadership positions in colleges and universities.

Gardner (1990, p. 182) wrote: "We have barely scratched the surface in our feeble efforts toward leadership development." Further, he contended "graduate and professional schools should persuade their students that a certain percentage of each class must keep some form of leadership as a lively option in thinking about their own futures" (p. 165). "Management education" is unfortunately what

goes on in most formal educational and training programs both within and outside universities. Leadership education is needed; however, it is either avoided or short-changed in most curricula (Bennis and Nanus, 1985; Maccoby, 1979).

Cleveland (1985) concurred:

Evidence that university education for leadership is lagging behind the demand curve for trained leaders is clear enough. Think tanks for policy analysis, systems analysis, strategic studies, futures research, integrative studies, humanistic studies, strategic management, and public affairs . . . are proliferating as a new growth industry (p. 192).

Fryer (1984) insisted that producing learning and the qualities desired in academic leaders requires a complex curriculum and educational strategy, but most existing courses in graduate-level programs are ineffective. The lack of sound administration graduate programs and educators' confusion about the knowledge and skills needed by academic leaders are fundamental problems in the competent administration of institutions of higher education (Haynes, 1985).

Cunningham (1983) recommended the following for educational leadership programs:

The focus should be upon the requirements for leadership, and as those are ascertained and clarified, then attention should be directed toward the selection and organization of content and the identification and refinement of skill development proposals consistent with the qualifications essential for leadership effectiveness (p. 27).

Since the task of leadership in the future will be difficult, leadership development in higher education will become increasingly urgent. Leaders whose environment is rapidly changing, and whose institutions increasingly reflect diversity and fragmentation of society and who will be required to lead higher education through turbulent times, will need leadership competence. Strategies for leadership development will involve specially designed professional and

academic programs with emphasis on the effectiveness of the leader and the organization (Green, 1988).

It is apparent from this discussion that important strategies for higher education programs today should include preparing graduate students to be effective leaders in colleges and universities. This could be accomplished through leadership development curricula, components, and competencies in formal academic programs leading to graduate degrees in higher education as a field of study. An advantage of a degree program is that the students are involved for a significant period.

Most graduate programs in higher education date from the 1960's. Studies in the 1960's and early 1970's reported on institutions offering courses in higher education, the kinds of courses offered and program concerns. Dressel and Mayhew did a comprehensive examination of higher education as a field of study in 1974. This was followed by studies of selected aspects including: curriculum (Cooper, 1980; Crosson, 1983), faculty (Francis and Hobbs, 1974; Cooper, 1980; Johnson and Drewry, 1982), students and graduates (Carr, 1974), exemplary graduate programs (Keim, 1983), and books in higher education courses (Weidman, Nelson, and Radzynski, 1984). Crosson and Nelson (1986) updated the work of Dressel and Mayhew (1974) with a comprehensive profile of doctoral higher education programs. No study has been done on leadership development in American doctoral higher education programs.

Statement of the Problem

The problem addressed in this study concerned limited information available

regarding leadership development in American doctoral higher education programs. A few writers have indicated the need for leadership education in graduate schools. They have also stated that an objective of the higher education doctoral programs is to prepare leaders.

The purpose of the study was to determine how American higher education programs are preparing doctoral students to be effective leaders. The following research questions were considered:

1. What is it in the nature of curricula in American doctoral higher education programs that contributes to the development or enhancement of leadership skills of graduate students?
2. What components of American doctoral higher education programs contribute to the development and enhancement of leadership skills of graduate students?
3. What leadership competencies do American doctoral higher education programs expect their graduate students to develop?
4. What changes are planned for American doctoral higher education programs regarding curricula, components, and student competencies that may contribute to the development or enhancement of leadership skills of graduate students?

Assumptions

For this study, the following assumptions were accepted by the researcher:

1. An objective of the programs investigated is to prepare leaders for higher education based on the Crosson and Nelson study (1986) findings discussed

in Chapter II.

2. The participants in this study are in the best position to assess leadership development in doctoral higher education programs and that their responses are honest and accurately reflect their perceptions.

3. Certain leadership competencies can be learned, developed and improved upon (Bennis and Nanus, 1985; Gardner, 1990; Green, 1988).

Definition of Terms

The following definitions are furnished to provide clear meanings of terms used in this study.

Leadership is "the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers" (Gardner, 1990, p. 1).

Leadership Development is a process over a period of time offering individuals opportunities and challenges favorable to flowering of natural leadership talent (Gardner, 1990).

Leadership Education is "activities designed to improve the overall leadership competence of the individual beyond the role presently occupied" (Roberts, 1986, p. 1).

Higher Education "as a field of study includes research, service, and formally organized programs of instruction on postsecondary education leading to a master's degree, educational specialist or other two-year certificate or degree, or doctorate whether oriented toward teaching, service, institutional research, or scholarship" (Dressel and Mayhew, 1974, p. 2).

Graduate Higher Education Programs and Centers are defined as follows:

Academic units which accept students for degrees and offer courses and related activities in the field of higher education or postsecondary education, whether these be called a department, a program, a center, or some other designation, and whether these be a separate unit or part of some larger administrative configuration such as educational administration or educational policy (Crosson and Nelson, 1986, p. 336).

Management "connotes the mundane, the operational, the ability to get things done in order to accomplish a predetermined goal" (Green, 1981, p. 16).

Curriculum is the "totality of courses that constitute a study offered by an institution or followed by a student" (Wood and Davis, 1978, p. 16).

Components are aspects of a graduate program that include goals, objectives, instructional strategies, student research and service, faculty, and educational experiences.

Competencies are "descriptions of tasks and performances that are considered essential for successful implementation of a given role" (Sergiovanni, 1984, p. 12).

Skill is "the ability to use one's knowledge effectively and readily in execution or performance" (Webster, 1976, p. 2133).

Limitations of the Study

The limitations of this study included:

1. The scope of investigation was limited to 120 directors of American doctoral higher education programs identified in six different sources listed in Chapter III under population. This included programs cited in the only two earlier comprehensive higher education studies by Dressel and Mayhew (1974)

and Crosson and Nelson (1986).

2. Following the pattern of Dressel and Mayhew (1974) and Crosson and Nelson (1986), this study included only those programs offering doctoral degrees in higher education.

3. The scope was limited to collection of descriptive information from programs regarding leadership development curricula, components, competencies, and changes planned in programming.

4. The analysis of leadership development in programs was based only on the information provided from the program directors, not faculty or students. These directors had an interest in maintaining a favorable image of their program which could have influenced their responses and comments on the research instrument.

Usefulness of the Study

The results of this study on leadership development in American doctoral higher education programs will be useful for the following reasons:

1. The assessment by program directors will contribute an understanding of how doctoral programs are contributing to the development or enhancement of leadership skills of their students nationally.

2. The analysis of data will provide useful information in designing doctoral higher education programs to include leadership development curricula, components and competencies with assessment techniques.

3. The information obtained from this study will provide a comprehensive national data base for future studies concerning leadership in doctoral higher

education programs.

4. The study might enhance the possibility of doctoral higher education programs implementing leadership education thereby affecting the future of the entire higher education enterprise and American society.

5. The study should be a stride forward in enhancing the development of new leaders for America and for encouraging these leaders to take the responsibility of helping others to be leaders. In the words of John W. Gardner (1990):

Leaders must help bring younger leaders along. They can create the conditions and a climate of challenge, expectation and opportunity. They can remove the obstacles, unearth the buried gifts and release the world-renewing energies (p. 161).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this study was to determine how American higher education programs prepare graduate students to be effective leaders in colleges and universities. Presented in this chapter is a review of selected literature as background for the study. The conceptual framework of the literature review included leadership development in American higher education, profiling professional and academic programming. The first section of this chapter concerns leadership development in the early years and presents professional alternatives in the higher education enterprise. The second section of the review presents another avenue to effective leadership, enrollment in American graduate higher education programs with a profile of academic programming and strategies for leadership development.

Leadership Development in American Higher Education

Many colleges and universities are in the business of developing leaders for American society. There has been an explosion of interest on campuses across

the country, evidenced by the development of some 500 formal curricular and cocurricular programs and courses in leadership development for undergraduate and graduate students (Gregory, 1987b; Spitzberg, 1986). With all this activity going on in leadership development education for students in higher education, the higher education enterprise has paid limited attention to developing its own faculty and administrative leaders through professional and academic programs (Fife, 1987; Green, 1988; Hodgkinson, 1981; McDade, 1987; Millett, 1978).

Higher education's lack of interest in developing leadership is hardly accidental. Its traditions value faculty achievements, its culture values collegiality not aspiring leaders and sees administration or management as a necessary evil requiring little preparation (Balderston, 1974; Green, 1988; Haynes, 1985; Hodgkinson, 1981; Millett, 1978). The term "management" is used in business, industry and government, while higher education uses the term "administration" (Green, 1988; McDade, 1987).

Many authors have differentiated between management and leadership. Green (1988) asserted management concerns the operational, the ability to accomplish predetermined goals while leadership "provides shape, direction, and meaning" (p. 16). Similar to these descriptions, Bennis and Nanus (1985, p. 21) stated that to manage means "to bring about, to accomplish, to have charge of or responsibility for, to conduct," while leading is "influencing, guiding in direction, course, action, and opinion." Cyert noted:

Management is the art of allocating resources within the organization in a manner designed to reach the goals of the organization . . . Leadership is the art of stimulating the human resources within the organization to concentrate on total organizational goals rather than on individual or subgroups goals . . . Leadership is being proactive rather than reactive.

Leaders mobilize the human resources of the organization, managers the nonhuman (1980, p. 63).

McDade (1987, p. 11) noted "college and university administrators must be both leaders and managers if they wish to accomplish the goals of their institutions and build for the future." Gardner (1990) indicated that leaders and leader/managers distinguish themselves from the general run of managers in six respects:

1. They think longer term . . .
2. In thinking about the unit they are heading, they grasp its relationship to larger realities . . .
3. They reach and influence constituents beyond their jurisdictions, beyond boundaries . . .
4. They put heavy emphasis on the intangibles of vision, values, and motivation and understand intuitively the non-rational and unconscious elements in the leader-constituent interaction.
5. They have the political skill to cope with conflicting requirements of multiple constituencies.
6. They think in terms of renewal (p. 4).

Another reason for higher educations neglect in leadership development is the nature of leadership. Gardner (1990) related:

. . . Characteristic of contemporary leadership is the necessity for the leader to work with and through extremely complex organized systems and institutions; corporations, government agencies at all levels, the courts, the media of communication, and so on. Leaders must understand not only the intricate organizational patterns of their own segment but the workings of neighboring segments (p. 81).

In addition, a definitive theory of leadership has not yet been described (Green, 1988). The literature on leadership is immense. Researchers are still trying to sort through the existing approaches and come up with structure. Bennis and Nanus (1985) expressed:

Today, we are little closer to understanding how and who people lead, but it wasn't easy getting there. Decades of academic analysis have given us more than 350 definitions of leadership. Literally thousands of

empirical investigations of leaders have been conducted in the last seventy-five years alone, but no clear and unequivocal understanding exists as to what distinguishes leaders from non-leaders, and perhaps more important, what distinguishes effective leaders from ineffective leaders and effective organizations from ineffective organizations (p. 4).

Burns (1978) identified transactional and transforming as two basic types of leadership. He described these as follows:

The relations of most of leaders and followers are transactional: leaders approach followers with an eye to exchanging one thing for another . . . the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents (p. 4).

Bennis and Nanus (1985) referred to this concept as transformative leadership and describe the new leader as "one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change" (p. 3).

Kamm (1982) referred to it as "leadership for leadership" where leaders help others to become leaders.

Leadership Development in the Early Years

Leadership development has been an informal process in higher education with most administrators entering through the academic ranks, learning administration as they go (Baldrige & Others, 1978; Green, 1988; Haynes, 1985).

Historical resistance to management and management development have made formal leadership and management training programs and courses a recent phenomenon (Balderston, 1974; Green, 1988; McDade, 1987). Green reported "the first systematic efforts to identify and train new leaders began in the 1960's, an era of dramatic increases in the numbers of colleges and universities and

students attending them" (1988, p. 21). With this extraordinary expansion, there was increasing acceptance of the reality that administration in the collegiate enterprise was complicated and that preparing for administrative responsibilities was a legitimate endeavor (Green, 1988).

Growing interest in administrative training in the midsixties led to the development of several programs that continue:

The American Council on Education Fellows Program, the Institute for College and University Administrators (ICUA), first sponsored by Harvard University, then by the American Council on Education. A few years later, the Claremont Summer Institute provided a ten-day program for administrators; during the same period, the Association of American Colleges began offering programs for deans, and Harvard began its six-week (later four week) summer program, the Institute for Educational Management. The real burgeoning of seminars and workshops began in the midseventies, when financial and other managerial pressures became undeniably urgent (Green, 1988, pp. 21-22).

Professional Alternatives for Leadership Development

There are many professional development programs for college and university leaders at all levels of responsibility who possess their doctorate but lack formal training in administration and leadership development. The programs are organized by an assortment of sponsors that include single campuses, professional associations or organizations, operating within and outside higher education. They offer training activities, management related activities, internships, workshops, annual conferences and formal academic courses (Schuster, 1988). Most programs have multiple goals: "identification of new leaders, development of management skills, enhancement of leadership abilities, and promotion of leadership vitality" (Green, 1988, p. 22). Identification and clarification of leadership

development components is a first step toward understanding the existing activities, their purposes, identification of gaps and needed strategies (Green, 1988).

Schuster (1988) examined the curriculum of three campus sponsored management institutes which had approximately four-week programs. At Harvard's Institute for Educational Management (IEM), the curriculum is comprised of core courses in strategic planning and marketing, human resource management and labor relations, law and politics, institutional advancement and leadership, and financial management and decision analysis. Bryn Mawr College and Higher Education Resource Services (HERS) sponsor the Summer Institute for Women in Higher Education Administration. The curriculum has six core areas: academic governance, administrative uses of the computer, management and leadership, financial budgeting, professional development, and human relations skills. Carnegie Mellon's College Management Program (CMP) curriculum covers a multitude of skill-building and policy-exploration areas. Their objectives are: review modern management concepts and techniques; improve curriculum design, academic services, and faculty quality; prepare for shifts in funding from government and private sources; gain insight into political, economic, technical and demographic trends; and obtain hands-on experiences with a computer.

Mentors often have aided in the development of successful college leaders. Moore (1982) reported that the strategy in mentoring is developing contacts and developing competence. She listed seven elements that need to be included in the mentoring process: accessibility, visibility, feedback, recognition, allowance for failure, openness and commitment.

Green (1988) concluded that higher education responded to the needs of

professional development of practicing administrators in the 1970's and early 1980's with management competencies. However, leaders whose environments are rapidly changing, whose institutions increasingly reflect diversity and fragmentation of society, and who will be required to lead higher education through turbulent times in the future, will need leadership competencies. Strategies to develop leadership competencies will involve specially designed professional and academic programs with emphasis on the effectiveness of the leader and of the organization.

Green (1988, p. 51) advocated "developing the individual and the group in a delicate and dynamic balance is a leadership development agenda for the future."

Bennis and Nanus (1985) articulated this balance as follows:

The leader is much like that of the conductor of an orchestra. The real work of the organization is done by the people in it, just as the music is produced only by the members of the orchestra. The leader, however, serves the crucial role of seeing that the work gets done at the right time, that it flows together harmoniously, and that the overall performance has the proper pacing, coordination, and desired impact on the outside world. The great leader, like the great orchestra conductor, calls forth the best that is in the organization (p. 214).

Leadership Development in American Graduate

Higher Education Programs

It is apparent that one of the most important strategies for higher education today is to prepare graduate students in higher education programs to be effective leaders in colleges and universities. This section of the chapter examines a profile of higher education graduate programs reported in the literature, and presents strategies for leadership development in American graduate higher education

programs.

A Profile of Graduate Higher Education Programs

Graduate programs for the study of higher education are a recent occurrence with most dating from the 1960's. During the first half of this century, several universities offered higher education courses; in 1908 Dean James of the University of Minnesota offered a course on organization of higher education. By 1920, the University of Chicago, Ohio State University, and Columbia Teachers' College began offering formal programs for preparation of college administrators (Dressel and Mayhew, 1974; Ewing and Stickler, 1964).

Early studies of higher education as a field of study documented the number of institutions offering courses in higher education, the kinds of courses, and program concerns. These studies were: Ewing and Stickler(1964); Overholt (1967); Currie (1968); Rodgers (1969); Waldron (1970); Palinchak and Others (1970); Burnett (1973); Kellams (1973); and Roaden and Larimore (1973).

As part of an examination of higher education as a field of study, Dressel and Mayhew (1974) surveyed approximately 80 universities for programs offering doctoral degrees. They documented and described 67 higher education programs existing in 1974, the most comprehensive overview of higher education programs to that time. They categorized the programs into types and categories on the basis of structure, curricula, faculty, student body, recruitment, graduation requirements, placement of graduates, and funding source. The types of programs included: (1) a department (or center) seeking to maintain a national perspective, (2) a smaller program serving local students who were mostly part-time, and (3)

small programs with less formal structure staffed by one or two faculty members offering courses on higher education.

Dressel and Mayhew (1974) identified problems in higher education programming and gave the following recommendations: clarification and restriction of purposes, better student-faculty ratios (7 to 1), curricular core of materials appropriate for a generalist, careful student selection, reorganization of the degree structure, and better program evaluation.

Crosson and Nelson (1986) updated the work of Dressel and Mayhew (1974) by providing a descriptive profile of 72 higher education programs that included: program organization and structure; missions, goals, and curricular orientation; faculty; students; admission requirements; and degree requirements. There had been no subsequent comprehensive examination of higher education as a field of study or of higher education doctoral programs since 1974. There have been studies of selected aspects including curriculum: (Cooper, 1980; Crosson, 1983), faculty (Francis & Hobbs, 1974; Cooper, 1980; Johnson & Drewry, 1982), students and graduates (Carr, 1974), exemplary graduate programs (Keim, 1983), and books used in higher education courses (Weidman, Nelson & Radzynski, 1984).

A summary of findings in the Crosson and Nelson (1986) study were:

1. There continues to be considerable variety in organizational structure and title;
2. The major purpose of the programs was to prepare leaders for higher education;
3. Programs in higher education appear to be more homogeneous than heterogeneous;
4. Programs in higher education continue to draw much of its content from the disciplines;
5. There appears to be growth in program size over the past decade;
6. There is no marked differences in admission requirements between programs offering the Ph.D. degree and those offering the Ed.D.; and

7. There is little distinction between Ph.D. and Ed.D. programs in terms of formal degree requirements.

In graduate schools across the nation, Bailey (1980) noted a new sophistication in the process of educating future college and university administrators. Traditional quantitative and qualitative management tools are stressed with new preservice and inservice curricula emphasizing the political and legal environment of higher education, organizational behavior, collective bargaining, and the purposes and effects of education. "The graduates of these courses and programs should be far better educated than their predecessors in the leadership skills needed to guide a modern institution of higher education" (p. xiv).

The argument is made that a need exists for new strategies for leadership development. Gardner (1990, p. 182) asserted "We have barely scratched the surface in our feeble efforts toward leadership development." He contended "graduate and professional schools should persuade their students that a certain percentage of each class must keep some form of leadership as a lively option in thinking about their own futures" (p. 165). "Management education" is unfortunately what goes on in most formal educational and training programs both within and outside universities. Leadership education with the human element is needed but is either avoided or short-changed in most curricula (Bennis & Nanus, 1985; Maccoby, 1981). Cleveland (1985) agreed:

Evidence that university education for leadership is lagging behind the demand curve for trained leaders is clear enough. Think tanks for policy analysis, systems analysis, strategic studies, futures research, integrative studies, humanistic studies, strategic management, and public affairs . . . are proliferating as a new growth industry (p. 192).

Strategies for Leadership Development

A general overview is given in this section with curricula, components, student competencies, and changes in programming discussed separately.

Green (1988 p. 27) noted:

Many experiences contribute to the development of organizational leaders. Some of them are deliberate, others are part of the natural progression of gaining experience and seasoning in the workplace. The latter group of experiences are impossible to structure and control. But there are a number of deliberate steps that can be taken to identify leaders and attend to their skill level and their understanding of their responsibilities and the nature of the enterprise. While there is a lot that we do not know about leadership development, we do know that people can learn new skills and new behaviors.

Program Overview. Spitzberg (1986) suggested several lessons from his study of leadership programs:

1. Leadership programs require a leader.
2. Academic programs require substantial faculty involvement.
3. Student motivation is crucial to the success of the academic programs on leadership.
4. Teaching about leadership is not making the contribution it might to the broader understanding of the nature of leadership.
5. Coping with multidisciplinary requires cooperative faculty colleagues but also an endperson in the leadership minstrel.
6. One course can begin the understanding of leadership but does not a program make (p. 24).

Instructional programs and courses in leadership development education should focus on values, principles, experiences and outcomes: values and principles that frame teaching and research on leadership, experiences that shape learning and the practice of leadership, and outcomes that represent professional competencies (CCL, 1988).

"Moral leadership emerges from, and always returns, to the fundamental

wants and needs, aspirations, and values of the followers" (Burns, 1978, p. 4). Maccoby explained "with a new model of leadership, our values of freedom, informality, voluntary cooperation, individual achievement, and self-development can be the basis of more creative, innovative organizations . . ." (1988, p. 228).

Gregory (1987b) in a study of all degree-granting institutions of American higher education observed that good programs have a sound philosophical basis, and "the effectiveness of a program depends upon its goals" (p. 416). Program directors must analyze and state clearly what they want to achieve in their programs.

Gardner (1990) proposed leadership development considerations included: a liberal arts education; an understanding of culture; a knowledge of self; communication skills in writing, public speaking, debate; knowledge of a second language; formal courses; role models; and mentors.

Program Curriculum. Maccoby (1979) charged that higher education should provide a better curriculum for their leaders. This curriculum should include an understanding of character, the philosophy of ethics, the sociology of different classes, the anthropology of organizations, political theory, and the study of ideology. He believed:

There is comparatively little education of this kind available, especially the understanding of character in relation to organizations. Instead, the aspiring leader is generally offered high-level technical training in economics, finance, law or engineering plus bags of tricks and techniques to manipulate and control people, which generally brings out the worst in them (p. 22).

Fryer (1984) insisted that producing learning and the qualities desired in academic leaders requires a complex curriculum and educational strategy and that

most existing courses in graduate-level programs are ineffective. He offered ten dimensions of study in graduate programs that are important for academic leaders: beliefs concerning the nature of human beings; theoretical and practical work concerning human behavior in organizations and organizations as natural systems; accomplishing the work of the organization through group process; principles of effective personnel practice; principles and application of law; principles of financial management; principles of data-processing and information systems; principles of planning; principles of research design, analysis and statistical techniques; and finally, a sense of history and evolution of American postsecondary education.

Along with these dimensions of study, Fryer suggested that the most effective approach for the preparation of new leaders in today's era of pluralism is the inclusion of a variety of perspectives from other disciplines such as psychology, sociology, business administration and so on. Furthermore, Fryer believed that pluralism needs to be supplemented with flexibility in university-based doctoral programs. One of the principal weaknesses in these programs is "they require people to move through a prescribed sequence of activities that does not always meet their needs or remedy their individual deficiencies" (p. 107). However, he noted that one of the principal strengths of the traditional doctoral program is the magnitude and complexity that helps build confidence and orients students to a challenging world.

Cleveland (1985) suggested the following core curriculum for the leader in the information society: education in integrative brainwork; education about social goals, public purposes, the costs and benefits of openness, and the ethics of

citizenship; a capacity for self-analysis; some practice in real-world negotiation; and a global perspective. He called the new leader "the knowledge executive." His premise was that in the information society options and opportunities for generalist leaders is changing. He described effective leaders as "get-it-together" generalists who can think integratively, optimistically, and decide on coordinated action in the interdisciplinary real global world. Gregory (1987b) reported from his study "interdisciplinary programs hold more promise" (p. 416). No single discipline has all the answers when it comes to leadership. Presenting a narrow focus misrepresents a "complex area of inquiry that is made richer by many different approaches to its study" (p. 416).

Crosson and Nelson (1986) affirmed in their study on higher education programs the basic premise (referring to an earlier study by Dressel and Mayhew, 1974) continues to be:

Higher education draws much of its content from the disciplines, particularly economics, history, philosophy, sociology, and/or other fields such as management, organizational studies, and business administration (p. 339).

They also reported 63 of 72 higher education programs have established areas of specialization. Their finding was very similar to those reported by Dressel and Mayhew (1974, pp. 53-54) based on 55 of 67 programs.

Tomorrow's leaders must be generalists who can cope with the diversity of problems and multiple constituencies and they must be able to see how whole systems function, and how interaction with neighboring systems may be constructively managed (Gardner, 1990). Paradoxically, in academe, few leaders have a structured opportunity to see the larger picture (Green, 1988). A task of profes-

sional education of the future will be to help leaders face paradox and learn how to manage it. Frequently, education is based on the assumptions that dilemmas and paradoxes can be reduced or eliminated (Argyris, 1980).

Dressel and Mayhew's impression from their study of higher education programs in 1974 was that better programs presented a core of materials appropriate for a generalist and closer examination of the subspecialties of student personnel work, institutional research and junior college administration appeared more generalist than technical. Graduate respondents in the study suggested "the degree be made multidisciplinary by establishing bonds with other departments and by increasing the credits available for cognates" (p. 103).

Dressel and Mayhew (1974) found in their study both the range and specificity of courses were impressive and listed the following categories: foundation courses, levels and types of higher education, international education, students, curriculum, administration and management, teacher and research and evaluation. They revealed that the major weaknesses of higher education curricula concerned courses that rarely appear to present a consistent framework, a set of theoretical presuppositions, an enormous redundancy in content of courses and a weakness in administration preparation courses. Crosson and Nelson (1986) listed similar categories under higher education core courses by subject area and title: administration/management, general higher education, history, students, curriculum, finance, teaching/instruction, current issues, community college and legal aspects.

In 1985, Haynes designed a higher education administration program that adhered to curriculum design principles outlined by Taba (1962), Tyler (1949), and Zais (1976). This approach analyzed general and special administration

knowledge and skills in relation to the structure of higher education. He proposed a higher education administration program "should equip learners with in-depth analytical and research skills, as well as with historical, theoretical, and practical knowledge of higher education, systems, people in organizations, academic institutions and administration" (pp. 284-285). He suggested seven knowledge (subject) areas: systems theory, organizational theory, institutional dimensions, group and intergroup dimensions, individual dimensions, administration dimensions, and methodology dimensions.

Graduates of twelve universities with large well-established programs in the Dressel and Mayhew (1974) survey advocated more "practically-oriented experiences, internships, practicums, field work, management techniques, close contact with operating programs, community services, legal and financial problems, and the use of visiting experts including recent graduates" (p. 103). In agreement with this Gregory (1987b) concluded "the most effective programs in leadership development are comprehensive programs "tend to be both practical and theoretical, and their teaching methodologies pertain more readily to their content and goals" (p. 417). However, Astin (1985) explained that academicians value pure (theoretical basic knowledge) over practical (applied or technical) knowledge. This bias suggests, according to Astin, that academics place greater emphasis on having knowledge than on applying knowledge.

In a doctoral leadership program at Seattle University, Cooper (1981) discussed an effective model for leadership training based on theory and practice. This process involves the following steps: study, application, analysis, and reporting from and by the students. The program requires practitioner-students to

practice for a year in the field following exposure to theoretical concepts. Following their experience, the students report the relative validity and reliability of the concept as it emerges from experience. Similarly, the Haynes model (1985) envisioned a high caliber applied program. The basic premise is that competent academic leaders have essential and specific administration knowledge and skills plus a knowledge of the nature of higher education.

When considering program curricula to enhance leadership development according to Birnbaum (1983), there are four stages and eight components in leadership development. Each stage involves specific skills and orientations which can be learned. The stages of leadership development are: internalization of appropriate decision behavior, effective performance of operational management functions, capacity to delegate authority and manage the total organizational environment, and a capacity to diagnose requisites for change and provide leadership for organizational development. The eight components of leadership development are: socialization experience in complex organizations prior to career entry, academic training, nonacademic experience, academic experience, exposure to role models and talented peers, access to new ideas, exposure to challenging problems, and integration of ideas, experience, training, and instincts.

Program Components. Program components in this study concerned program goals and objectives, instructional strategies, student research, student service, admission requirements, placements and faculty. These are discussed briefly regarding how they relate to leadership development of students.

Clarification and restriction of purposes repeatedly were emphasized in the

study conducted by Dressel and Mayhew (1974). They found no general agreement as to aims and objectives nor dimension and scope of the study of higher education. Crosson and Nelson (1986) also concluded a continuing absence of clear consensus about the nature of the field and its major knowledge components, but that it was better than in 1974.

Concerning instructional strategies, Gregory (1987b) advocated:

Methods of instruction must be appropriate to the goals of the leadership program. If the goals are broad including both theoretical and practical components, the methods of instruction must be broad. Lecturing about theories, giving students role-play situations with simulations of realistic problems, having them work in a variety of small groups and requiring them to experience an internship and/or mentorship program are all acceptable and appropriate methods to use in programs. The more noteworthy programs use a mix of all these methods and more (p. 418).

Student research and service are important components in leadership development. These activities allow students to become self-aware and conscious of strengths and weaknesses. Graduate respondents in Dressel and Mayhew's (1974, p. 103) study called for "better development of research skills, more experience in conducting and analyzing research, and courses in statistics, data processing, and computer programming." Students require meaningful responsibilities in developing leadership competency. Students should have roles in the formulation of academic policies (department, college or university-wide), be included on significant campus committees, and be voting members of the Faculty Senate (Barsi and Others, 1985). Also, students should be encouraged to be members of their professional organizations statewide and nationally.

Crosson and Nelson (1986) found no marked differences in admission requirements between programs offering the Ph.D. degree and those offering the

Ed.D. degree. Dressel and Mayhew (1974) encouraged flexibility in admissions because of variability among program goals and clientele while graduate respondents advocated more selective admission. Also, placement of degree recipients was mentioned by respondents as needing improvement by joint efforts of the programs.

Ideal faculty are those "with some practical experience, some facility in analyzing and writing about higher education, and some unusual skill in teaching and in consultation with individuals" according to Dressel and Mayhew (1974, p. 110). Graduate respondents listed four qualifications for faculty with the first being most frequently desired: (1) competency and experience in the field of higher education; (2) practical experience in administration; (3) knowing and understanding research; and, (4) competency and experience in student advisement.

Cooper (1980) indicated that higher education as a field of teaching, research, and service presents problems for its professors due to the nature of the field, characteristics of its professoriate and the organizational location within the university environment. Special problems include the absence of an identifiable core of knowledge, disparate experiential backgrounds and lack of recognition of the field.

Johnson and Drewry (1982) in a survey of 200 faculty from sixty-five higher education doctoral programs found the typical faculty member was a tenured, full professor employed full-time in the doctoral program. They also found that the faculty considered knowledge of the field and teaching competence to be the most important with research competence less important than the other two. Concern-

ing program quality, the faculty respondents perceived teaching expertise, research and publications of faculty to be the most important criteria. The exemplary graduate programs studied by Keim (1983) also documented the main reason for program quality was the faculty.

Crosson and Nelson (1986) found faculty in higher education programs continued to be dominated by college and university administrators giving the department what Dressel and Mayhew referred to in 1974 as a "practitioner tone." They also found little change in tenure percentages over the decade.

In regard to faculty-student ratio, Dressel and Mayhew (1974) reported five full-time equivalent faculty members attempting to guide and instruct over seventy students in higher education programs. They concluded this was a serious weakness for higher education programs and recommended a ratio of 1 to 7. Crosson and Nelson (1986) reported the faculty-student ratio "range of the student to the total faculty ratio (full and part-time) was 1.4:1 to 40.5:1 and the range of the student to full time faculty ratio was from 1.7:1 to 110:1" (p. 349). Twenty-six programs had a range of 6:1 to 10:1 total faculty and 30 had a range of 16:1 to 25:1 for full time faculty. Spitzberg (1986) concluded in his leadership study that academic leadership programs require substantial faculty involvement.

Student Competencies. This study concerns leadership competencies the student develops, but it also documents program competencies developed in graduate higher education programs. Competencies are "descriptions of tasks and performances that are considered essential for successful implementation of a given role" (Sergiovanni, 1984 p. 12). The basic premise of this study was leadership

competencies can be learned, developed, and improved upon (Bennis and Nanus, 1985; Gardner, 1990; Green, 1988; Perlman, 1988). In a study of outstanding leaders, Bennis and Nanus (1985) identified four main competencies common to all 90 leaders. These competencies for effective leadership are (1) attention through vision, (2) meaning through communication, (3) trust through positioning, and (4) deployment of self.

Contrary to this, Cronin (1984) contended students cannot be taught to be leaders. He proposed that they can be exposed to leadership, the discussion of leadership skills and styles, strategies, and theories. Individuals can learn about the paradoxes, contradictions and ironies of leadership. Above all, students of leadership should identify their own strengths and weaknesses. Perlman (1988) claimed it is accepted that management tasks and skills are teachable. Academic programs in business, public, hospital and school administration and formal programs of leadership development are based on this premise. The problem is "management skills are the substance of the curriculum in most leadership development programs" because they are easier to teach and learn than leadership skills (1988 p. 244).

Helping students develop leadership potential requires time, a close relationship and identification of personal traits and competencies (Barsi and Others, 1985). Campbell (1985) designed an assessment instrument with the main objective of determining an individual's professional education needs as measured by the difference between their perception of their current level of expertise in certain competencies and what they perceive that level should be on a 7-point scale. A similar instrument for students in higher education to assess leadership

competencies and program competencies could be designed. Periodic assessment of the student's leadership competency would help the student and the program personnel document how students and faculty are doing in student leadership development.

Examination and understanding of the tasks performed by leaders in the changing context of higher education revealed some of the most interesting questions concerning leadership development. Green (1988 p. 37) noted "while identifying the tasks of leadership may not automatically elucidate the appropriate preparation of individuals for those tasks," however, "the tasks of leaders do not change over time or in different circumstances, but, the relative importance of the various tasks do."

Gardner (1990) identified tasks that are significant functions of leadership: envisioning goals, affirming values, motivating, managing, achieving workable unity, explaining, preserving trust, serving as a symbol, representing the group, and renewing. Gardner (1990) continued, "leaders unwilling to seek mutually workable arrangements with systems external to their own are not serving the long-term interests of their constituents" (p. 99). The five critical skills leaders need to function in our world are: (1) agreement-building (to include skills in conflict resolution, in mediation, in compromise, in coalition-building); (2) networking (creating or recreating the linkages necessary to get things done); (3) exercising non-jurisdictional power; (4) institution-building; and, (5) flexibility (Gardner, 1990).

Green (1988) modified Gardner's list of tasks and identified five for the new leader that are particularly important in today's world and in the future for the

higher education enterprise. They are serving as:

1. A symbolic leader who embodies the values and aspirations of the institution and its constituents.
2. A coalition builder who works quietly to build alliances, keeping interest groups informed and serving as a liaison among constituents.
3. A team leader who "minimizes the separate agendas of the various parts of the institution and creates a common one, raising people's sights to the institutional agenda as opposed to a departmental or narrowly administrative one" (p. 42). In Gardiner's (1988) model of team leadership, the team leader can be viewed as servant; striving to serve others above self, developing and nurturing team members. Bennis and Nanus (1985) would refer to team leadership as empowerment. These leaders lead: by pulling rather than by pushing; by inspiring rather than ordering; by creating achievable, though challenging, expectations and rewarding progress toward them rather than by manipulating; by enabling people to use their own initiative and experiences rather than by denying or constraining their experiences and actions. In their model, Peters and Austin (1985) proposed the leader as cheerleader, enthusiast, nurturer of champions, hero finder, wanderer, dramatist, coach, facilitator, and builder. This model was the result of what they learned from real people in real jobs.
4. A knowledge executive who is a "get-it-together" generalist who can think integratively, optimistically, and decide on coordinated action in the interdisciplinary real global world.
5. A future agent who "looks outward, foresees trends, anticipates issues, and when possible acts rather than reacts" (p. 46). Bennis affirmed "leadership is

not some fixed capacity, but rather a talent for not just riding, but anticipating the next wave" (1988, p. 24).

Kanter (1983) called these new leaders "Change Masters." They are innovators, symbols, visionaries, entrepreneurs, adept at the art of anticipating the need for and leading productive change. She maintained the skills they need are the following: (1) empowerment and integrative skills (open communication systems, networking, and decentralization of resources); (2) participation skills; and, (3) architectural skills (ability to conceive, contract, and convert into behavior a new view of organizational reality).

Michael (1985) referred to the competence for performing resiliently in the turbulent, uncertain environment inside or outside the organization as "the newcompetence" which he identified as follows:

1. Acknowledging and living with uncertainty,
2. Embracing error,
3. Responding to the future,
4. Spanning boundaries, and
5. Interpersonal competence.

Haynes (1985) explained that a leader does the following functions, duties or tasks: organizes, secures and maintains cooperation, makes decision, solves problems, secures voluntary adoption of goals, and stimulates and directs the efforts of others to achieving goals. He listed the following skills an administrator must have to be an effective leader:

Communication (verbal, written, listening); information gathering and dissemination; group leadership; conflict resolution; political, economic, and legal reasoning; appraisal; goal setting and implementation; securing support of policy changes; securing adoption of an commitment to common goals; supporting meritorious ideas; asking appropriate penetrating questions; managing time; focusing attention; technical, human (interpersonal), and conceptual skills (p. 281).

Carr (1974, pp. 100-101) prepared a list of competencies that students develop in their higher education programs:

1. Understanding of history and development of higher education.
2. Knowledge of current trends and problems in higher education.
3. Competence to do research.
4. Competence to teach effectively.
5. Competence in advising and counseling students.
6. Knowledge and use of the computers.
7. Competence in supervising others.
8. Understanding on administrative theory.
9. Competence in developing and interpreting budgets.
10. Understanding of the financial aspects of higher education.
11. Understanding interpersonal relationships and group dynamics.
12. Understanding of the legal aspects of higher education.
13. Understanding of instructional and curriculum development.
14. Skill in problem solving and decision making.
15. Competence in planning techniques.
16. Competence in statistical techniques.
17. Competence to serve as a consultant on problems in higher education.

For the purposes of this study, a list of leadership competencies that students could develop in graduate programs was designed based on the literature review.

They are as follows:

1. Envisioning goals (goal attention; setting, implementation, adoption and commitment).
2. Affirming values (through verbal pronouncement, policy decision, selection of people, self conduct).
3. Empowerment of constituents (involving, motivating, unifying, resolving conflict, building trust, teaching and explaining).
4. Managing functions (planning and priority setting; organizing and institution building; agenda-setting, problem solving, decision-making and policy formulation; keeping the system functioning by developing and allocating resources, delegating, supervising, evaluating).
5. Communication and other interpersonal skills (verbal, written, listening, questioning, information gathering and dissemination, networking).
6. Using technology to optimize performance (computers and telecommunications).
7. Research and analysis.
8. Managing time and change.
9. Group dynamics, group and team leadership with representation.
10. Interpersonal, organizational, public, and governmental relations.
11. Thinking conceptually, integratively, optimistically, and globally.

12. Political, economic and legal reasoning.

Changes. Changes in programming occur with evaluation. The evaluation should cover all areas of the program. In Dressel and Mayhew's 1974 study they included a set of criteria and principles for the establishment and appraisal of any type of higher education program. These criteria included five general categories: purposes and goals; personnel; organization, administration, and finance; program specification; and evaluation. To evaluate a program they suggested the following questions must be posed:

Are there relationships and coordination with other units in university and with similar units in other universities? Are students satisfied with the program, with advising, and especially internships? Is there a follow-up of graduates? What is the quality of dissertations? Is the faculty productive in research? What is the range of services? Are consultants used in program review? Are students, faculty, and courses consistent with resources and goals? What are the strengths and weaknesses as assessed by success in attaining goals (p. 164)?

It would seem feasible in graduate higher education programs, that programs would be evaluated asking these questions. This could be adapted to the questions on leadership development in programming.

Summary

After reviewing the literature it was concluded that college and universities have been resistant to leadership development because of the traditions and culture of academe. Leadership development in the early years was basically informal, however, growing interest in administrative training in the midsixties led to the development of several professional programs that continue today. The focus of this study concerned leadership development for higher education enter-

prise through academic doctoral programs in higher education. A profile of American higher education programs revealed limited information on leadership development, however, strategies for leadership development in graduate programs was more prevalent in the literature. A discussion of strategies included a general overview, curricula, components, student competencies, and changes in programming. This comprised the major portion of the review presenting a framework for the research instrument to answer the four research questions considered in the study.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to collect and analyze descriptive data from American doctoral higher education programs concerning leadership development curricula, components, competencies, and possible changes in programming. To accomplish this analysis, a research instrument was designed based on a literature review of leadership development in society, higher education, and graduate higher education programs. The instrument was sent to directors of American higher education doctoral programs to determine how graduate students are prepared for leadership roles.

Population

The population identified and chosen for this study included 120 American higher education doctoral programs (Appendix A). Several sources were used to identify this population. These sources included: The Directory of Graduate Programs: 1988 & 1989 (1988); The Directory of ASHE Membership and Higher Education Program Faculty (1987); The Directory of Higher Education Programs

and Faculty (1982, 1984); and Higher Education as a Field of Study (Dressel and Mayhew, 1974). To supplement the sources listed, Peterson's Guide to Graduate Programs in Business, Education, Health, and Law 1989 (1989) and the 1989 Higher Education Directory (Torregrosa, 1989) were used for detailed information. Many programs were listed in more than one directory.

All programs in the only earlier comprehensive higher education doctoral studies (Dressel and Mayhew, 1974; Crosson and Nelson, 1986) were included in the population. A new program at the University of Tulsa, Tulsa, Oklahoma not listed in any directory but known by the researcher was surveyed, thus bringing the total to 120 programs.

This population represented American higher education programs based on the following program documentation. Dressel and Mayhew documented 67 doctoral programs for the study of higher education in 1974 of which 61 are listed in the Directory (1987). The first edition of the Directory of Higher Education Programs and Faculty (1977) compiled by the Eric Clearinghouse on Higher Education and the Association for the Study of Higher Education (ASHE) listed 80 programs. Johnson and Drewry (1982) identified 70 institutions which offered a doctoral program in higher education as of 1978. Crosson and Nelson (1986) used the third edition (1982) of the Directory that listed 92 programs.

Included as part of the research population were eleven outstanding doctoral higher education programs with a national reputation and perspective. Their reputational status was determined by full time higher education faculty members in earlier studies (Johnson and Drewry, 1982 and Keim, 1983). Johnson and Drewry (1982) listed the programs with the highest rankings (in descending or-

der):

1. University of Michigan
2. University of California/Los Angeles
3. University of California/Berkeley
4. Pennsylvania State University
5. Stanford University
6. University of Texas
7. Michigan State University
8. SUNY/Buffalo
9. Florida State University
10. Columbia Teachers College.

Keim (1983) did not rank order her findings, however her listing of the "top ten" exemplary programs were the same as Johnson and Drewry's "top ten" with one exception; Indiana University appears instead of SUNY/Buffalo.

Directors of exemplary programs in Keim's study (1983) indicated the reason they thought their programs were selected was: the reputation of the faculty, the graduates, large size of program, visibility of program, participation of faculty and students in professional groups, and a national leader in funded research. The nationally ranked programs also fit into Dressel and Mayhew's "national perspective, national reputation typology" (Dressel and Mayhew, 1974). Crosson and Nelson (1986) in their study on higher education doctoral programs determined "national reputation programs are distinguished by qualitative rather than quantitative factors, and that they have more visible, active and cosmopolitan faculty and students" (p. 354). Crosson and Nelson (1986) suggest further research in the area of program ranking.

Instrumentation

A research instrument was designed to collect data regarding the research

questions of the study (Appendix B) since no tested survey instrument was found in the literature review. The design of the instrument was based on ideas from the literature review and separate questionnaires developed by other researchers in higher education (ACE, 1985; Astin and Scherrei, 1980; Carr, 1974; Crosson and Nelson, 1986; Gregory, 1987a; Keim, 1983). The instrument was sectioned into four parts: perceptions of leadership development, program curricula, program components, and student competencies. Most questions offered several selections from which to choose.

The content validity of the instrument was determined by a panel of experts in leadership development and in the field of higher education as recommended by Cote, Grinnell, and Tompkins (1986) and Gay (1987). Seven of the ten experts selected participated in the validation process. These expert reviewers included: Dr. Madeline F. Green, Director of the Center for Leadership Development, American Council on Education; Dr. Sharon A. McDade, Director of the Institute for Educational Management, Harvard University; Dr. Kenneth Clark, Smith Richardson Senior Scientist, Center For Creative Leadership; Miriam B. Clark, Consultant for Leadership Education, Center For Creative Leadership; Dr. Irving J. Spitzberg, Jr., President, The Knowledge Company; Dr. Patricia H. Crosson, Deputy Provost, University of Massachusetts at Amherst; and Dr. Marybelle C. Keim, Department of Educational Administration and Higher Education, Southern Illinois University.

Each panelist reviewed the instrument and offered detailed suggestions and recommendations in writing. Discussions on certain sections were done via the telephone with some members of the panel. This process took place from

February 3, 1989 when the initial letter was sent until June 1989 when the final questionnaire evaluation was returned.

The reliability of the instrument was determined through a pilot study of the population to pretest and rate the research instrument. The stratified sample for the pilot study was chosen from the total population of 120 doctoral higher education programs identified in procedures outlined by Gay (1987). The sample of twelve was based on 10 percent of the total population for descriptive study recommended by Gay (1987), a small scale survey for pretest recommended by Dillman (1978), and a small sample of respondents recommended for pilot study by Sudman and Bradburn (1982).

Further, the twelve were randomly selected with the use of a random numbers table after they were stratified into six regions of the country described by Educational Testing Service (1988). Two were selected for each of the six regions to get a representative cross-section of potential respondents in the population recommended by Berdie and Anderson (1974), Dillman (1978), and Isaac and Michael (1981). Those regions dividing the states were the West, Southwest, Midwest, South, Middle, New England (E.T.S., 1988). The states included in these regions were:

West: Alaska, Hawaii, Washington, Montana, Oregon, Idaho, Wyoming, California, Nevada, Utah, Colorado, and Arizona.

Southwest: New Mexico, Texas, Oklahoma, Arkansas.

Midwest: North Dakota, South Dakota, Nebraska, Kansas, Missouri, Iowa, Illinois, Michigan, Minnesota, Wisconsin, Indiana, Ohio, West Virginia.

South: Louisiana, Mississippi, Alabama, Georgia, Florida, South Carolina, North Carolina, Tennessee, Kentucky, Virginia.

Middle States: New York, Pennsylvania, New Jersey, Delaware, Maryland, District of Columbia.

New England: Vermont, New Hampshire, Maine, Massachusetts, Connecticut, Rhode Island.

Along with the questionnaire, a rating form called the reviewer guide (Appendix B) was sent to programs in the pilot. This one page evaluation form was filled out with the questionnaire; each question was examined for logical order, understanding, and directions. Each participant was also given the opportunity to indicate changes, suggestions, and omission of any questions. Of the twelve randomly selected from across the country, eleven responded. Long, Convey, and Chwalek (1985) indicate that estimating the reliability of raters may require only five or six raters.

The pilot subjects were contacted by phone and notified that they were selected randomly for the pilot study in addition to one other university, representing the higher education programs in their particular region. They were notified that they would be receiving a cover letter, questionnaire, and reviewer guide.

The initial cover letter (Appendix C), questionnaire and reviewer guide were mailed July 28, 1989; eleven responded by October 1989. Follow-up was done by telephone. The reviewer guide rating form was analyzed and suggestions written on the guide form and questionnaire were used to draft the final instrument sent to the remaining 108 identified programs on October 3, 1989. Summary data on the programs in the pilot study is given in Appendix D.

Procedures

Descriptive survey research procedures were the general methods used in the study with a questionnaire to gather required information from directors of American doctoral higher education programs. The research instrument was

mailed with the cover letter (Appendix C) and a stamped, self-addressed envelope on October 3, 1989. Appropriate follow-up materials were mailed as needed according to the total design method advocated by Dillman (1978) and endorsed by Cote, Grinnell, and Tompkins (1986).

The first follow-up was a postcard (Appendix C) sent to all 108 subjects one week after the initial mailout packet (October 10, 1989). The second follow-up occurred three weeks after the initial mailout on October 24, 1989. This included a cover letter (Appendix C), another copy of the questionnaire, a stamped, self-addressed envelope to all nonrespondents to that date. The last follow-up occurred in the seventh week (November 21, 1989) after the first initial mailout, consisting of a phone call to all nonrespondents. Dillman (1978) recommended the mailout packet to be sent certified mail. However, he also indicated the effectiveness of a follow-up telephone call. With a response rate of 64 percent at this time, it was determined by the researcher that a telephone call would be best. Additional mailout packets were sent to only sixteen nonrespondents who were not sure if they still had the questionnaire.

The issue of confidentiality was explained in the cover letter on each mailout and in the beginning paragraph of the questionnaire. The subject was told that information would be reported in aggregate only and that the questionnaire was coded only for mailing and follow-up purposes.

Data Treatment

When the research instruments were returned, the data were numerically coded by the researcher and checked for coding consistency by a research assist-

ant. Raw data from open-ended questions were transferred to cards and similar responses were assigned to numerical categories. Data on each item of the questionnaire for each subject were entered into the database used for statistical analyses.

Descriptive analyses were carried out on the data using STATS Plus by StatSoft (1988). First examined was the frequency distribution of each variable, along with the appropriate indices of its central tendency (mean, median, or mode) and its variability (variance, standard deviation, or range). Next the information about the relationship between the variables was obtained. The correlations between pairs of variables was calculated, contingency tables constructed and cross tabulations compiled. After obtaining the relationship information, it was determined which variables were suitable for Chi Square analysis. Third, the mean and standard deviation for each group as well as for aggregates of groups that were relevant to the research questions were obtained. The research questions concerned the curricula, components, competencies and changes in American doctoral higher education programs.

Summary

With a review of the literature in leadership development in society, higher education and graduate programming in higher education as a field of study, the questionnaire was developed. Following review by a panel of experts, subsequent revision, pretesting in a pilot by a representative sample of twelve from the total population, and final revision, the questionnaire was mailed to the remaining population of 108 directors of higher education doctoral programs. The Dillman

Total Design Method (1978) was used for design of the questionnaire and modified for mailout procedures. Following collection of the data, analyses were conducted as described above. Results of the analyses are presented in Chapter IV with the findings, conclusions, and recommendations following in Chapter V.

CHAPTER IV

RESULTS

Introduction

The purpose of this chapter is the presentation and analysis of results for the data collected in this study. Four research questions were presented for this study to determine how American higher education programs are preparing doctoral students for leadership roles. The research questions considered in the study were how curricula, components and competencies of American doctoral higher education programs contribute to the development or enhancement of leadership skills of doctoral students and what changes are planned in the next two years. This chapter includes a discussion of respondents in the population and the presentation and analysis of data for each of the four research questions.

Population

The population included 108 directors of American higher education doctoral programs. A total of 87 directors responded for a return rate of 81 percent. Of these 87 respondents, 5 said they were unable to participate for various reasons, while an additional 11 said that their higher education program

was no longer functional or viable. The remaining 71 respondents represent the participants who returned completed questionnaires for a useable response rate of 73 percent based on the 97 viable programs. The 21 nonrespondents were contacted by telephone to establish that they had viable programs and received the questionnaire.

For this study, the reputational ranked doctoral higher education program were identified: the top ten listed by Johnson and Drewry (1982), plus the alternative, Indiana University listed by Keim (1983). Of these eleven, nine responded to the survey.

Reputational rankings in a study by Kuh and Newell (1989) of the top-ranked educational administration programs were not used because of these researchers' statement "the validity of this information is limited by the extent to which respondents distinguished between the strength of higher education programs at the institutions and the quality of their K-12 administration programs" (p. 83).

Data Presentation and Analysis

The following discussion presents the data and statistical analyses for each of the four research questions. The number of responses for questionnaire items vary because not all respondents answered all questions.

Research Question 1

What is it in the nature of curricula in American doctoral higher education programs that contributes to the development or enhancement of leadership skills

of graduate students?

The directors were asked to identify program course work on a theory/application continuum and to indicate the program curriculum under three main course areas: core, cognate, and leadership.

Theory/application continuum. The directors identified overall program course work on a theory/application continuum. Of the 68 subjects responding, a majority of 66 percent indicated that their program course work was "about one-half theory and one-half application" (Figure 1).

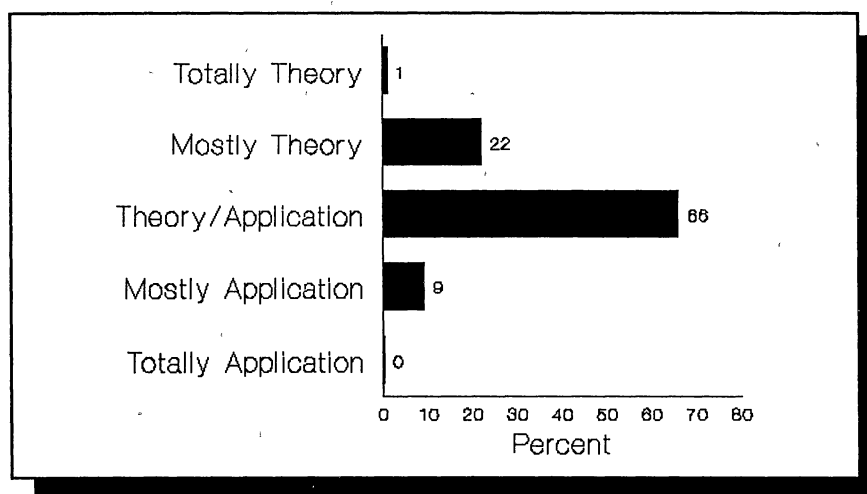


Figure 1. Theory to Application Course Work Continuum.

Twenty-two (22) percent selected "mostly theoretical with some application." Nine (9) percent of the respondents selected "mostly application with some theory," while only one (1) percent selected "totally theoretical with no application." A

significant relationship existed between institutional ranking and the selection of "mostly theoretical with some application" for course work ($r=.25, p=<.05$). Eight of the eleven top-ranked institutions responded to this question. Four selected "mostly theoretical with some application," and four selected "about one-half theory and one-half application."

Core courses. Directors were asked to list by title all higher education core courses required for all students in the program (Figure 2). The titles listed by the directors were categorized into ten general subject areas for core courses identified in Crosson and Nelson's study (1986). These subject areas included: history, curriculum, finance, administration/management, general higher education, teaching/instruction, current issues, community college, legal aspects and "other core."

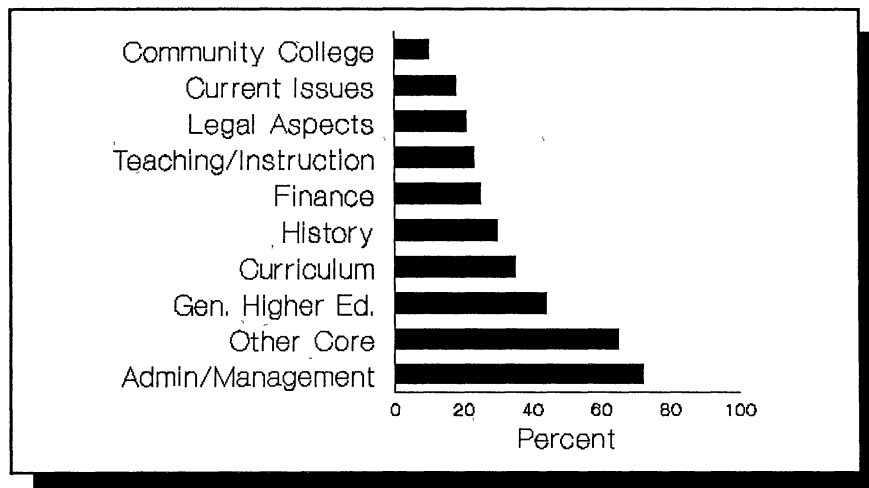


Figure 2. Required Core Curricula.

Of the 71 respondents, the most frequent course listed was administration/management (72%), followed by general higher education (44%). The other categories reported were: curriculum (35%), history (30%), finance (25%), teaching/instruction (23%), legal aspects (21%), current issues (18%), community college (10%). Sixty-five (65) percent of the respondents indicated they had other core courses than the categories indicated above, including students, statistics, human relations, computers, research, future of the American college, policy and leadership. A significant relationship was noted between institutional ranking and the core course finance ($r=.27, p=. <05$).

Cognate courses. On the questionnaire, "cognate" was defined as a minimum number of credits or courses outside the field of education. Respondents were asked if their program required a cognate. Sixty-two (62) percent of 66 responding programs reported they required a cognate (See Figure 3). The 66 respondents then identified the discipline areas in which cognate courses required or not required are taken (See Figure 4). Fifteen disciplines were listed with one category for other. The discipline selected most frequently was Business Administration (85%), followed by Sociology (71%), with Public Administration close behind at 67 percent. The remaining disciplines reported were: Psychology (64%), Political Science (62%), History and Communications (56%), Educational Psychology (55%), Anthropology (50%), Counseling (48%), Economics (44%), Philosophy (41%), Computer Science (39%), Law and other disciplines (38%).

In the category for "other," the following discipline areas were listed: the Sciences, Statistics, Mathematics, Linguistics, English, Art, Music, Religious

Education, Physical Education, Sports and Athletic Administration, Student

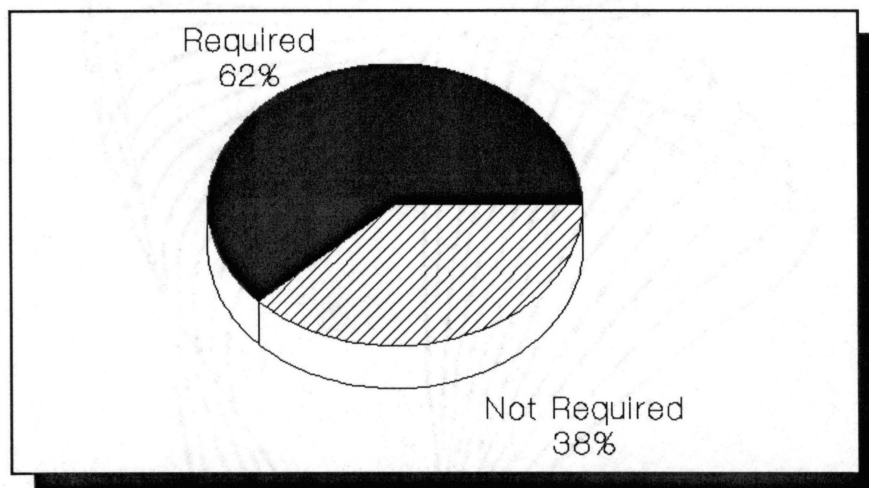


Figure 3. Required Cognate Profile

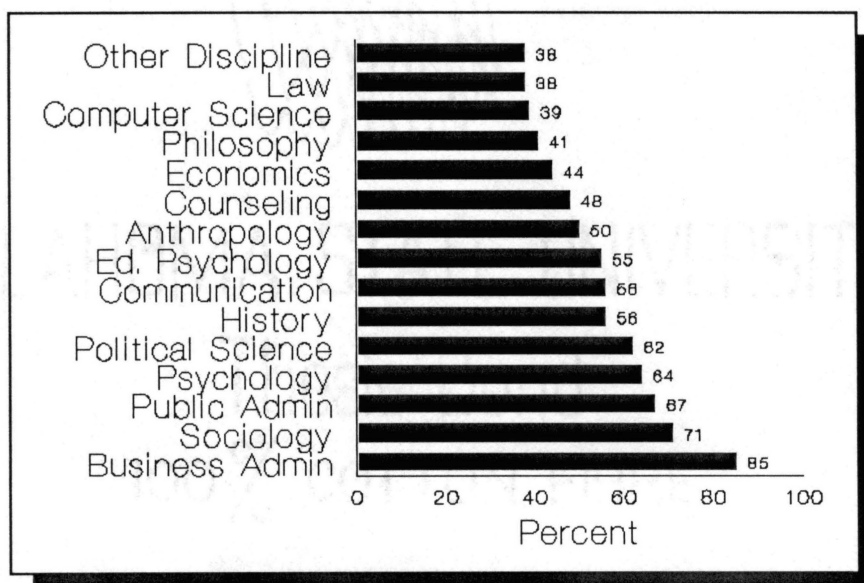


Figure 4. Cognate Discipline Areas

Personnel, Public Health and Women's Studies. A significant relationship was found between the top-ranked institutions and a cognate course taken in History ($r=.26, p < .05$).

Leadership courses. The section of the questionnaire which provided data on leadership courses in the curriculum addressed: courses which focused specifically on leadership; requirements within the program to take a leadership course; and those content areas of leadership included in core, cognate, and leadership courses.

Directors were asked to list courses taken by students in their program that focused specifically on leadership (Figure 5). Of the 70 respondents, 26 percent

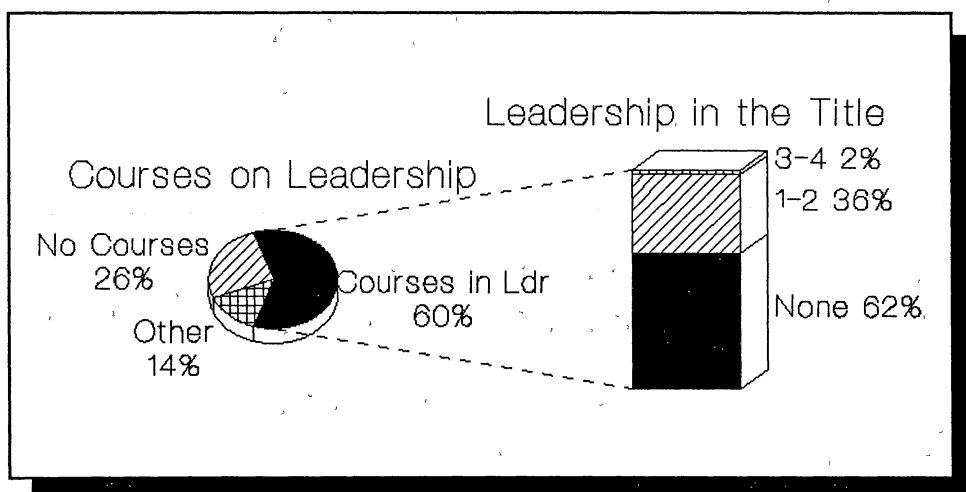


Figure 5. Leadership Courses

listed none, and 60 percent listed 1-5 courses that focused on leadership. Of the

60 percent having leadership courses, 30 percent reported 1 course, 21 percent reported 2 courses, 3 percent reported 3 courses, 3 percent reported 4 courses and 4 percent reported 5 courses. The remaining 14 percent of respondents reported that leadership was "covered in many courses" and not in any particular course. A tabulation of the courses listed where the word "leadership" appeared in the title/titles revealed: 29 percent for one course listing, 7 percent for two listings, 1 percent for three and four listings, and 62 percent for zero course listings.

Sixty-seven (67) respondents answered the question concerning a requirement to take a course that focused on leadership. Of these respondents, 57 percent indicated it was not required, while 43 percent indicated it was a program requirement. Forty-six (46) percent of nonranked institutions required a leadership course; whereas, only 25 percent of top-ranked institutions required a leadership course.

Content covered in leadership courses, core courses, or cognate courses was the question least responded to with only 60 out of 71 respondents. The leadership content listed for all three course areas included: leadership theory, principles, styles, qualities, tasks, skills, practice and other.

Figure 6 shows the percentage breakdown with leadership and core courses having very similar percentages on each area of leadership content, while cognate courses showed a sharp decrease in leadership content. In the content category of "other," the directors listed ethics, decision-making theories, and "dozens of other topics."

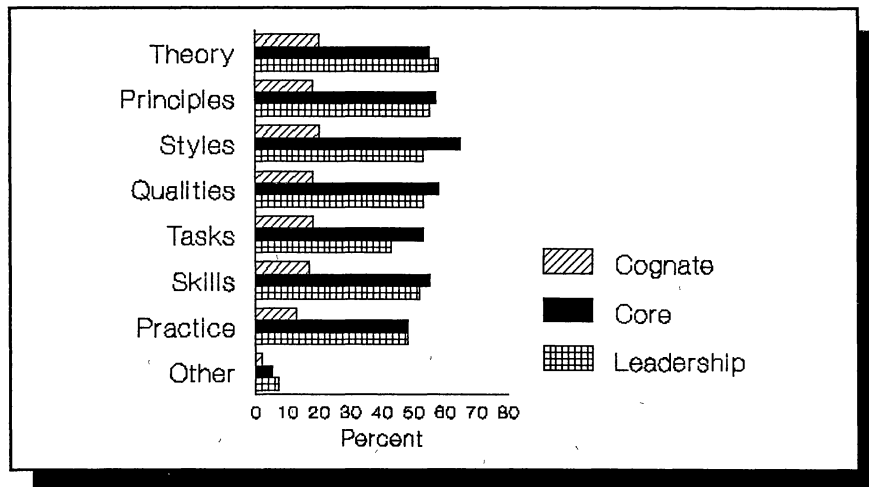


Figure 6. Leadership Content Areas

Research Question 2

What components of American doctoral higher education programs contribute to the development or enhancement of leadership skills of graduate students?

The different components of programs that may contribute to the development or enhancement of leadership skills covered in the questionnaire were: essential components, a specific leadership goal and implementation, instructional strategies, faculty, research, and service. Each of the components are presented and analyzed separately.

Essential components. Directors were asked to list essential components in higher education doctoral programs that succeed in developing or enhancing leadership skills of students. Similar responses were assigned to eight categories. The categories included: sound curriculum and instruction; practical experience (including internships, field experiences, assistantships, workshops); research

development; student memberships (associations, groups, and professional organizations); communication and interpersonal skills (human relation skills, written and oral communication skills, group dynamics), study and practice of leadership, role model (mentoring), and "other." In the category "other," directors listed responses such as: independent study, decision-making, analyze problems and find solutions, presenting papers at local, regional or national professional meetings, team activities, admitting excellent students, diversity of faculty, view issues from multiple perspectives, and same as for MBA.

Of the 71 total respondents, 65 listed essential components (Figure 7).

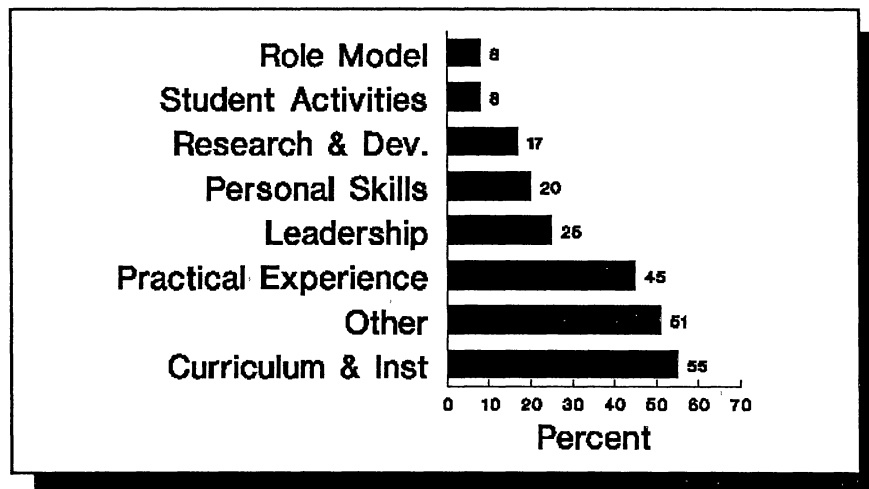


Figure 7. Essential Program Components

The breakdown for the categories listed with the most responses were as follows: sound curriculum and instruction (55%), practical experience (45%), study and the practice of leadership (25%), research development (17%), student member-

ships (8%), role models (8%), and other (51%).

Leadership Goal and Implementation. The questionnaire contained one question to determine whether or not each program had a specific goal for the development and enhancement of leadership skills of doctoral students. A second question sought to determine how the program implemented this goal. All 71 directors answered the goal question, and indicated that 69 percent (49 programs) did have a specific leadership goal. Of the 49 programs with specific leadership goals, 48 responded to the question of how they implemented that goal (Figure 8).

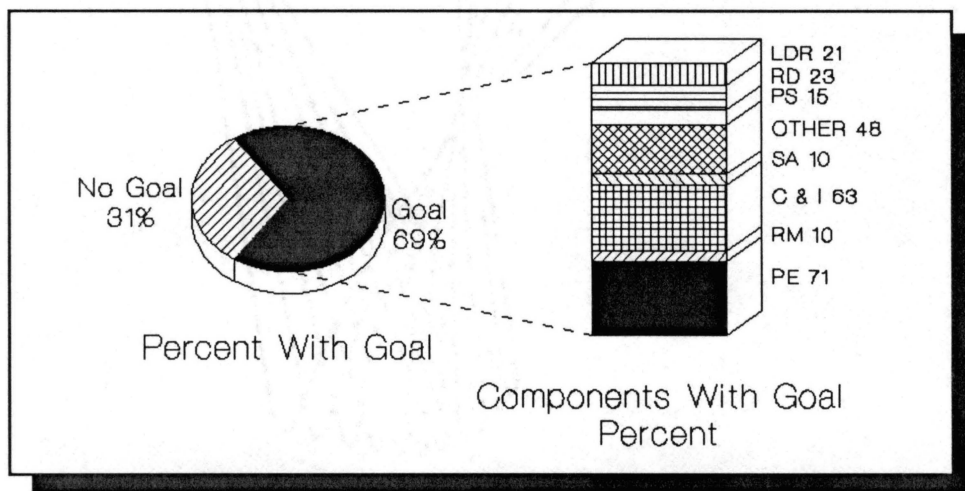


Figure 8. Leadership Goal Implementation

The responses listed were placed in the same categories as listed in the previous section under essential components. The 48 directors indicated they implemented the leadership goal in the following manner: practical experience (PE 71%),

sound curriculum and instruction (C&I 63%), research development (RD 23%), study and practice of leadership (LDR 21%), communication and interpersonal skills (PS 15%), student membership (SM 10%), role models (RM 10%), and other (48%). A significant relationship was found between programs that had a specific leadership goal and those programs that required students to take a course that focused on leadership ($r = .35, p < .01$).

Instructional strategies. Two questions which sought data on instructional strategies were on the questionnaire. In the first question, respondents were asked to circle the number of those instructional strategies used by program faculty (See Figure 9). In 68 programs reporting on instructional strategies, five that were dominant: guided discussions (97%), lecture (97%), case studies (87%), guest speakers (82%), and student presentations (78%). The following strategies were also selected: field exercises (50%), simulations (46%), role-playing (43%), audio-video tapes (40%), team teaching (38%), journal (34%), lab exercises (22%), in-basket assignments (22%), games (12%), and other (11%).

The rank order of the five strategies that predominated in each program was identified by the director. The highest ranked strategies were guided discussions with a mean value of 3.85, lecture 3.5, case study 1.69, student presentation 1.24 and guest speakers 1.08.

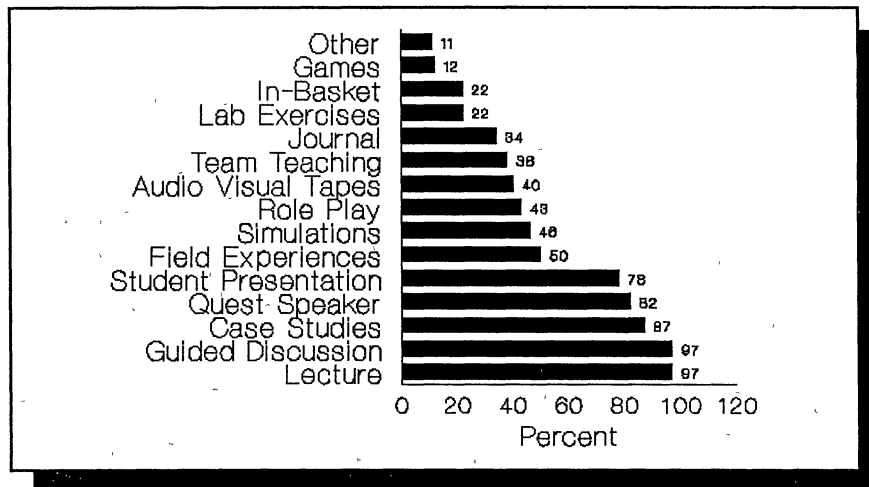


Figure 9. Faculty Instructional Strategies

Analyses revealed that programs which had a specific goal of leadership development also indicated simulations as a frequently used instructional strategy ($r=.26, p=<.05$). A significant relationship was found between those ranked in the top programs employing lecture as the most frequently used instructional strategy ($r=.26, p=<.05$).

In the second question on instructional strategies, directors were asked to select all program instructional strategies used in their programs (See Figure 10). Of the 68 responses, the most frequently selected were seminars (100%), and independent study (100%), and internships (97%). The following choices were also indicated: assistantships (85%), practicum (78%), workshops (56%), retreats (16%), and other (6%).

Faculty. Directors were asked to identify the role of the faculty in contributing to leadership development in doctoral students. Of the 67 who responded, 75

percent indicated the role of faculty was an advisor, followed by mentor (70%), researcher (58%), teacher (21%), internships (14%). Three (3) percent of those responding indicated the role of faculty in leadership development was neglected. Those categorized under "other" (23%) included responses such as uncertain, counselor, role model, colleague, and facilitator.

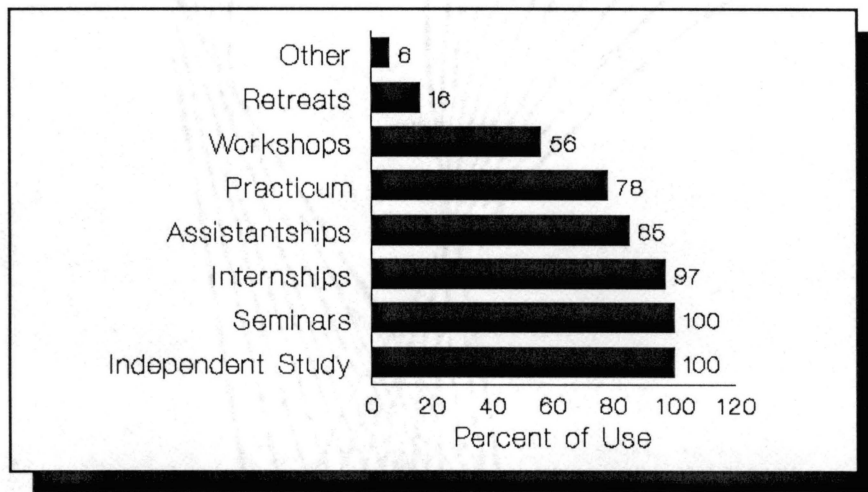


Figure 10. Program Instructional Strategies

The directors also were asked to select the number that most closely reflected the faculty-student ratio in their program. Of the 67 programs responding to this item, 26 programs have a ratio of 1:10, while 22 programs have a ratio of 1:15. The remaining programs reported the following faculty student ratios: 10 programs (1:20), 3 programs (1:5), 2 programs (1:25), 2 programs (1:30), 1 program (1:35), 1 program (1:40). The mean value rating for faculty-student ratio was 1:15.

Research/Service. For the program components of research and service, the directors were asked to estimate the percentage of doctoral students in the program who are involved in leadership research and in some area of service activity (campus committees, faculty senate, etc). Twenty-four (24) percent of all doctoral students were involved with leadership research, whereas, 35 percent of all doctoral students were involved in some area of service activity as reported by program directors. There were no responses for thirteen programs.

Research Question 3

What leadership competencies do American doctoral higher education programs expect their graduate students to develop?

The section of the questionnaire seeking descriptive data on this question was entitled "student competencies." To determine the answer to this research question, data were collected on program and leadership competencies as well as the methods used to assess student competence.

Program Competencies. A list of seventeen program competencies prepared by Carr (1974) that students were expected to develop in the higher education program was given. The directors were asked to circle all those that pertained to their program. Competencies were defined in the questionnaire as descriptions of tasks and performances that are considered essential for successful implementation of a given role.

The program competencies that were expected of doctoral students as indicated by the 69 directors are reported in Figure 11 (See Figure 11).

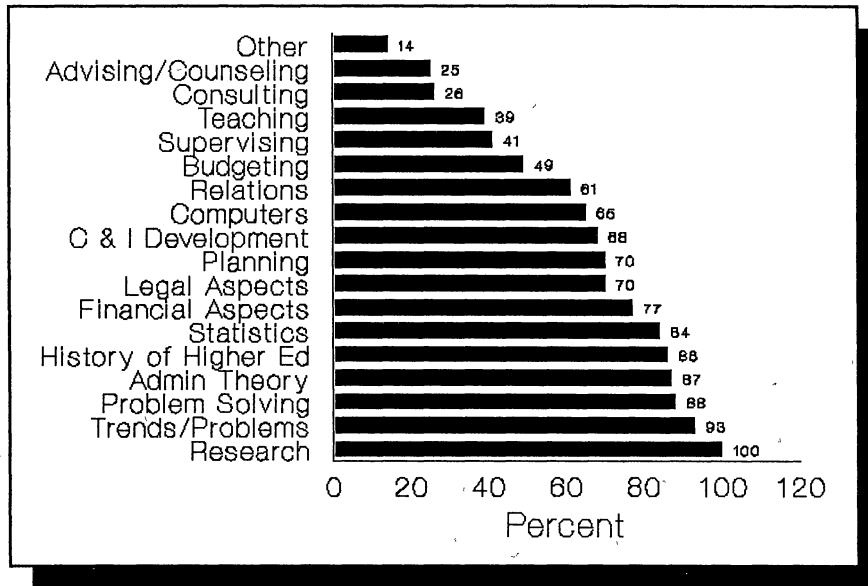


Figure 11. Student Program Competencies

Directors expected the student to be competent in the following: research (100%), knowledge of trends and problems in higher education (93%), problem solving and decision making (88%), administrative theory (87%), understanding history and development of higher education (86%), statistical techniques (84%), understanding financial aspects of higher education (77%), understanding legal aspects of higher education (70%), planning techniques (70%), instructional and curriculum development (68%), use of computers (65%), understanding interpersonal relationships and group dynamics (61%), developing and interpreting budgets (49%), supervision (41%), teaching (39%), consulting (26%), advising and counseling (25%), and other (14%). In the category "other," directors listed: institutional research, higher education in developing countries, academic literacy, evaluation, international global issues, solid communication skills, organizational

change, humane and sensitive leadership, ethical and moral professional guidelines, and policy analysis.

Leadership competencies. The directors in the population were asked to choose from a list all leadership competencies, based on the literature review, that doctoral students were expected to develop in the program (Figure 12).

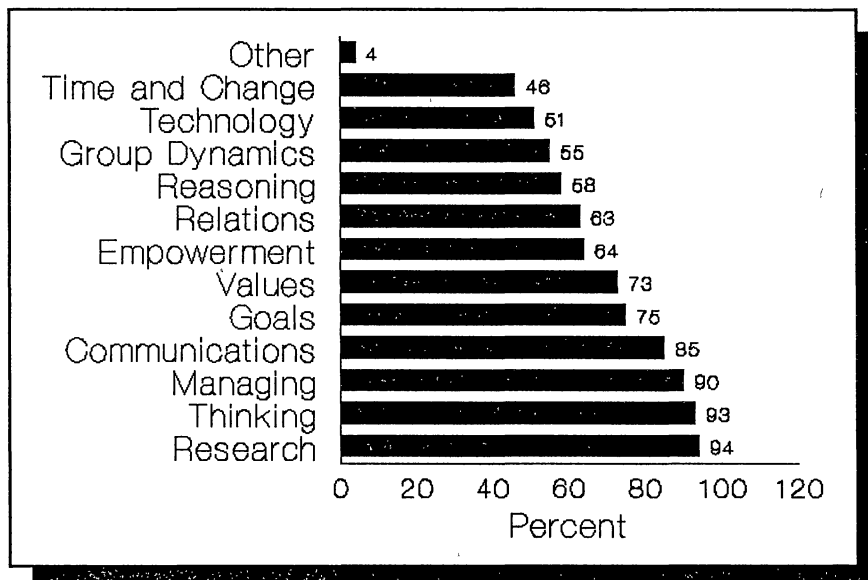


Figure 12. Student Leadership Competencies

Of the twelve leadership competencies listed, the top three chosen by the 67 respondents were: competence in research and analysis (94%); thinking conceptually, integratively, optimistically and globally (93%); and managing functions (90%). The other leadership competencies chosen were: communication and other interpersonal skills (85%); envisioning goals (75%); affirming values (73%);

empowerment of constituents (64%); interpersonal, organizational, public and governmental relations (63%); political, economic and legal reasoning (58%); group dynamics (55%); using technology to optimize performance (computers and telecommunications) (51%); managing time and change (46%); and other competencies (4%). In the category "other" responses given by directors included specific skills/knowledge depend on the program specialization selected, evaluating programs, and enabling self-evaluation.

Assessment. Methods listed in the questionnaire to assess the doctoral student's program and leadership competencies were: midterm, final, comprehensive exams, presentations, papers, committee work, internships, rating form and a category for "other" (Figure 13).

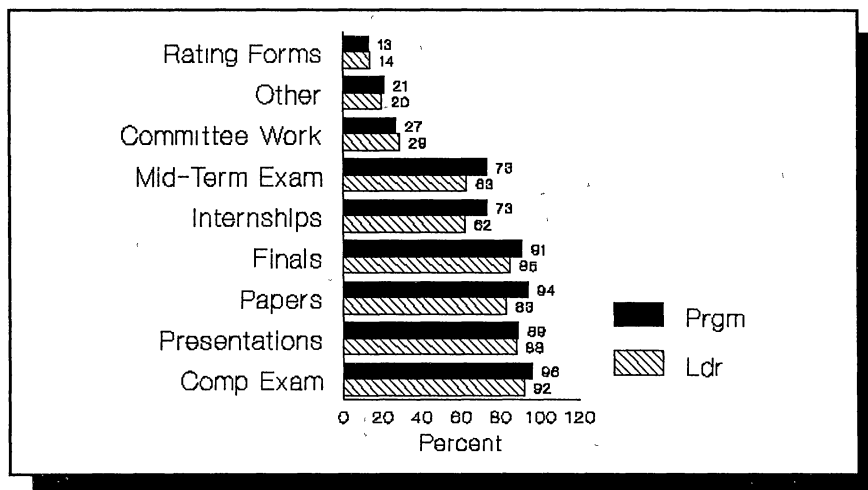


Figure 13. Student Assessment Methods

In the assessment of program competencies, the respondents (70) selected

the following methods most frequently: comprehensive exams (96%), papers (94%), final exams (91%), and presentations (89%). Midterm exams and internships were selected by (73%), while committee work received (27%), rating form (13%), and other (21%). In the category "other," directors listed the following methods for assessing program competencies: research assistantships, adviser reports, recommendations, publications, oral exams, one year residency, practicum experience, dissertation and defense, class participation, on-the-job activities, and periodic reviews.

The top four methods of assessment selected for program competencies were also selected for leadership competencies, but not in the same order. There were only 65 respondents for this item. They selected comprehensive exams (92%), presentations (88%), final exams (85%), and papers (83%). The remaining selections were: midterm exams (63%), internships (62%), committee work (29%), rating form (14%), and other (20%). In the category "other," responses were very similar to those listed in the same category for program competencies: practicum, informal observation, adviser's report, field experiences, oral exams, student-directed study, professional and social functions, class participation, simulations, case studies, role-play, dissertation, on-the-job activities, and periodic reviews.

The directors were also asked to identify the most significant method of assessment used to measure program competencies, however some directors cited more than one method as significant. Of the 61 responses, those categorized by "other" (49%) cited combinations of methods, holistic assessment, dissertations, periodic review, and success of graduates. Thirty-four (34) percent selected comprehensive exams. The following choices were also indicated: internships

(15%), papers (11%), final exams (8%), midterm exams (7%), and presentations (7%).

Many respondents did not give a reason why they selected a particular method. The main reasons given by respondents who chose comprehensive exams as the most significant method were: summative, required integration of course work, inclusive, and forced synthesis and application. The reason given for dissertation was independent work and critical analysis. For holistic assessment, the respondents indicated that different faculty emphasize different methods and that all are useful and critical. Periodic review was listed because it focused on answering important growth questions for each student. The reasons given for the significance of internships were practical application and realistic experiences. Papers were considered significant for the following reasons: integration of material, student verbalization, and provision of assessment for student competencies. Respondents listed the reasons for using presentations as working with others and as providing opportunities for students to exhibit leadership qualities. The significance of midterm and final exams were stated as: "the professor knows the student," "they are objective," and "easiest assessment for faculty."

The last item on assessment asked directors to indicate the type of assessment of student leadership development in the program and then to explain the assessment (See Figure 14). Thirty four (34) percent of the respondents indicated that they used preprogram assessment. Those who selected/used this type of assessment cited use of an admission portfolio and interviews of the student. Periodic assessment was selected by (65%) of the 65 respondents, who identified course work with exams, papers, and presentations as the basis for assessment.

Faculty observation and comprehensive exams were also listed.

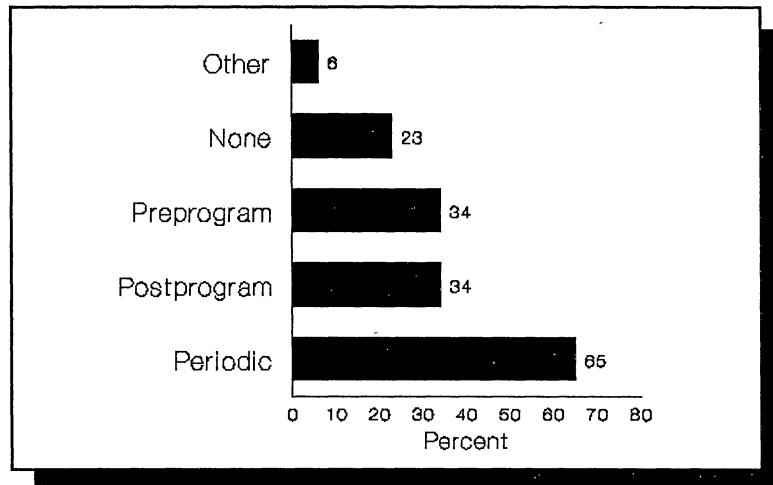


Figure 14. Types of Program Assessment

The third category of assessment was postprogram. As with preprogram assessment, postprogram assessment was selected 34 percent of the time (64 respondents). The explanation of the assessment included comprehensive exams and professional growth.

Two remaining categories, "other" and "none," yielded 6% and 23% respectively. The only explanations given for the category "other" was "uncertain" and "not well done." For the category "none," a correlation matrix indicated that those programs that did not have a specific goal for leadership development had no student assessment of student leadership development ($r = -.25, p < .05$).

Research Question 4

What changes are planned for American doctoral higher education programs regarding curricula, components and student competencies that may contribute to the development or enhancement of leadership skills of graduate students?

Before reporting on changes planned for curricula, components and competencies, an item on the questionnaire sought the directors' current appraisal of how their program facilitated leadership development in doctoral students (Figure 15). Of the 67 respondents to this item, 51 percent were "somewhat satisfied," 33

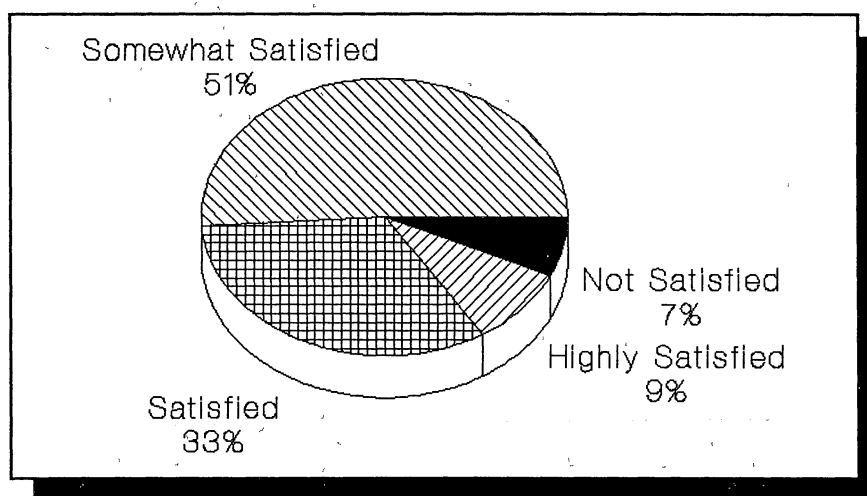


Figure 15. Leadership Development Appraisal

percent were "satisfied," 9 percent were "highly satisfied" and 7 percent were "not satisfied." Using Chi-Square analysis, there was a significant difference ($p < .01$) for the group with a specific leadership goal and the level of program satisfaction

in the facilitation of leadership development. Of the forty-seven programs with a specific leadership goal, 22 were "somewhat satisfied," 19 were "satisfied," 6 were "highly satisfied." Out of 20 programs without a specific goal, 5 were "not satisfied," 12 were "somewhat satisfied," and 3 were "satisfied."

Of all programs, 54 percent were planning changes in curricula, 53 percent in components, and 35 percent in competencies. No significant relationship was found between the level of satisfaction with how the program facilitates leadership development in students and the types of changes planned. In evaluating the differences between the top-ranked programs (N=9) and all other programs (N=62), the top-ranked showed an average of 1.1 changes per institution in all areas (curricula, components, and competencies) whereas programs not in the top eleven reported an average of 3.1 changes per institution.

Program curricula. Directors were asked to indicate changes planned in the program curricula in the next two years that may contribute to the development or enhancement of student leadership skills (See Figure 16). Fifty-four (54) percent anticipated changes in program curricula. Of those who anticipated changes, 33 percent indicated they planned changes in the core courses, 21 percent planned changes in the leadership courses, and 19 percent planned changes in both cognate courses and in a category designated "other." In the category designated "other," directors reported the following planned changes: development of policy analysis skills, the uses of technology, deliberation on continuance of the program, adding organizational theory to core and increased research skills requirements, stronger ties between faculty and field supervision in

internship, Ph.D replacing Ed.D., and adding fund raising.

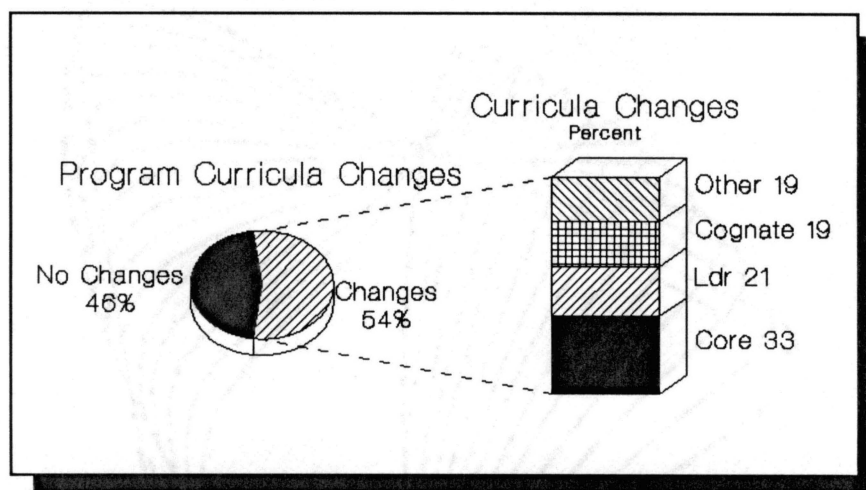


Figure 16. Program Curricula Changes

Program components. Directors identified program component changes that were planned in the next two years in instructional strategies, student research and service, faculty role, program evaluation and in other areas (See Figure 17). Overall, 53 percent of the 68 respondents reported they were going to make changes in program components.

Directors responded to this question with very similar frequency. Twenty-five (25) percent reported a change in instructional strategies, 24 percent in faculty role and evaluation, 22 percent in student research, 12 percent in student service activity, and 19 percent in the category "other." Directors mentioned in the category "other" the following planned changes: updating all areas, guidelines and procedures for internships, "reduce number of enrolling students," and some

of the same responses listed under program curricula.

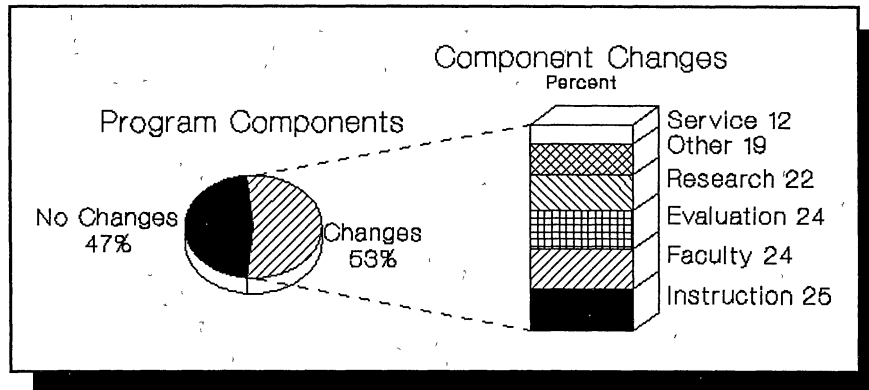


Figure 17. Program Component Changes

Student competencies. The changes planned in the next two years in the areas regarding student competencies were divided into program and leadership competencies, student assessment and a category for other changes (See Figure 18). The directors indicated overall, a 35 percent change planned in the area of student competencies. More specifically, of the 68 respondents to this item: 22 percent planned changes in program competencies, 18 percent planned changes both in leadership and other competencies, with 16 percent planning changes in student assessment.

In the category of "other changes" directors mentioned: updating all areas, still in the planning stages, increased technological sophistication, discontinue alternative residence options, place greater emphasis in self-concept enhancement, placement and follow-up assessment, and increase research competencies.

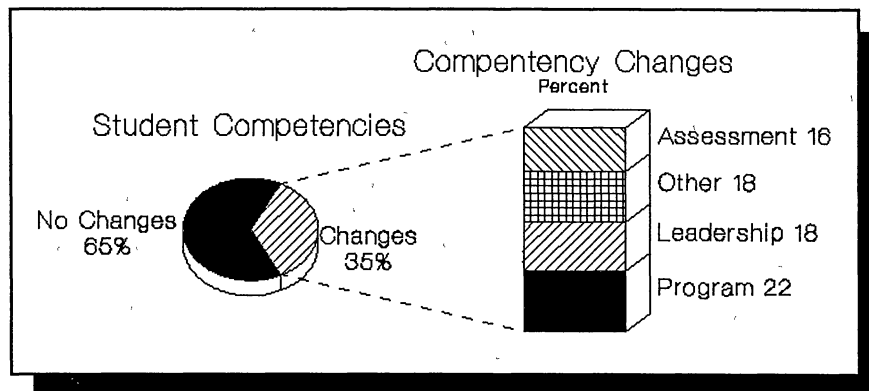


Figure 18. Student Competency Changes

Summary

The four research questions were answered in this chapter. The responses of 71 subjects representing a national population of doctoral higher education programs were given. These data were primarily analyzed categorically with frequency distributions and significant relationships identified.

In the area of curriculum, a majority of respondents (66%) reported that overall program course work was balanced between theory and application. For core courses, 72 percent of programs required a core course in administration and management. Also, 62 percent required cognate courses with Business Administration as the discipline selected most frequently (85%). Fifty-seven (57) percent of programs had not required a specific course focused on leadership. However, a majority of programs (74%) indicated that they had one to five courses on

leadership or that the topic was covered in many courses. Forty-six (46) percent of the nonranked programs required a leadership course, whereas only 25 percent of the eleven top-ranked required a leadership course.

In the analysis of program components, of the 71 directors, a majority (69%) had a specific program goal of leadership development. A significant relationship was found between programs that had a specific leadership goal and those programs that required students to take a course that focused on leadership ($r=.35, p=<.01$). Directors indicated that the two essential components of programs that succeeded in leadership development of students were sound curriculum and instruction (55%) and practical experience (45%).

Regarding all student competencies, the most expected competency was research with 100 percent for program competency and 94 percent for leadership competency. In assessment of student competencies, 65 percent of the programs indicated they had periodic assessment. The directors also indicated the same top four methods of assessment for program and leadership competencies with comprehensive exams listed first in both categories: program competency (96%) and leadership competency (92%). The other three were papers, final exams, and student presentations.

A majority of directors (51%) were "somewhat satisfied" with how their program facilitates leadership development, while 33 percent were "satisfied." Fifty-four (54) percent of the directors anticipated changes in curricula, 53 percent in components, and 35 percent in competencies. No significant relationship was found between the level of satisfaction with how the program facilitated leadership development and the types of changes planned.

In the next chapter, the major findings are presented, followed with conclusions. Recommendations for policy and future research are included in the final section of Chapter V.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The most critical issue in American society today is the need for effective leaders. In business, industry, government, education and other societal institutions, individuals with leadership competencies are being sought to assume key positions. Institutions of higher learning are in the business of developing leaders for society. However, the higher education enterprise had paid limited attention to developing its own leaders through professional and academic programs (Fife, 1987; Green, 1988; Hodgkinson, 1981; McDade, 1987; Millett, 1978).

Historically, leadership development in higher education has been an informal process with most administrators entering from faculty ranks without formal training, while business, industry, and government have devoted considerable energies and resources to management and executive development through in-house programs and university-sponsored courses or degree programs (Green, 1988; McDade, 1987; Millett, 1978). Since the task of leadership in the future will be difficult, leadership development in higher education will become increasingly urgent. Strategies for leadership development will involve specially designed

professional and academic programs with emphasis on the effectiveness of the leader and the organization (Green, 1988).

Based on this discussion, an important strategy for higher education programs today is to prepare graduate students to be effective leaders in colleges and universities. The problem addressed in this study concerned the limited information available regarding leadership development in American doctoral higher education programs. The purpose of the study was to determine how American higher education programs are preparing doctoral students to be effective leaders.

This study investigated how American higher education doctoral programs are contributing to the development or enhancement of leadership skills of doctoral students through: 1) program curricula, 2) program components, 3) leadership competencies, and 4) planned program changes. A research instrument was developed to obtain a profile of leadership development activities in American higher education programs.

The population identified for this study included directors of 120 American higher education programs. A pilot study was conducted to pretest the instrument with 10 percent of the population representing 12 programs randomly selected from six regions of the country. Data collection was obtained through a questionnaire mailed to the remaining 108 American higher education doctoral programs. Participants were asked to complete and return the questionnaire in a stamped, self-addressed envelope. Dillman's (1978) total design method was used with two successive follow-up mailings sent to nonrespondents plus a phone call to the remaining nonrespondents. A total of 87 directors responded for a return rate of 81 percent. Of these 87 respondents, five were unable to participate while 11

reported they did not have a current viable program. The remaining 71 respondents (73%) represent participants who returned useable questionnaires based on 97 viable programs. After the data were coded, descriptive and Chi-Square analyses were conducted using STATS Plus. In this chapter, the findings are presented, followed by the conclusions and recommendations for policy and research.

Findings

This study concerned American doctoral higher education programs in 71 institutions representing a total population of 120. The findings are listed in the areas corresponding to the research questions on curricula, components, competencies, and changes. The following are major findings for this study:

1. A majority of programs (66%) reported a balance between theoretical and applied program course work.
2. Seventy-two (72) percent of programs surveyed required a core course in administration/management with the next closest category being general higher education (44%).
3. Sixty-two (62) percent of institutions required a cognate, and the discipline most frequently identified was Business Administration (85%).
4. While 74 percent of the respondents said leadership was covered in course work, 57 percent indicated there were no requirements to take a course focused on leadership. It is important to note that 26 percent of the respondents reported they had no courses that specifically focused on leadership. In addition,

only 25 percent of top-ranked institutions required a course in leadership, whereas 46 percent of nonranked institutions required a leadership course.

5. Sixty-nine (69) percent of all programs had student leadership development as a specific goal. A significant relationship was found between programs that had a specific leadership goal and those programs that required students to take a course that focused on the topic of leadership ($r=.35, p < .01$).

6. Directors reported sound curriculum and instruction (55%) along with practical experience (45%) as the most important components to enhance leadership development in higher education doctoral programs.

7. Concerning all student competencies, the most expected competency was research (100%) for program competency and (94%) for leadership competency.

8. For assessment of student program and leadership competencies, 65 percent of the programs indicated they had periodic assessment, while 34 percent indicated both preprogram and postprogram assessment. Directors reported the same top four methods of assessment for program and leadership competencies. Comprehensive exams were listed first in both categories: program competency (96%) and leadership competency (92%). The other top three assessment methods indicated for both program and leadership competencies were papers, final exams, and student presentations.

9. Thirty-three (33) percent of directors were "satisfied" with how their program facilitated student leadership development, while 51 percent were "somewhat satisfied", 9 percent were "highly satisfied" and 7 percent were "not satisfied." With this appraisal, 54 percent of the directors reported planned changes in curricula that may contribute to student leadership development. Fifty-three (53)

percent also reported planned changes in components, and 35 percent reported changes in competencies. No significant relationship was found between the level of satisfaction with how the program facilitated leadership development and the types of changes planned. Using Chi-Square analysis, there was a significant difference ($p < .01$) for the group with a specific leadership goal and the level of satisfaction for program facilitation of leadership development.

Conclusions

1. The nature of the curricula in American doctoral higher education programs that contributes to the development or enhancement of leadership skills of graduate students is balanced theoretical and applied program course work and requirements for core, cognate and leadership courses. This conclusion is supported by the following findings.

First, a majority of programs (66%) reported balanced theoretical and applied program course work. This finding is consistent with Gregory (1987b) when he concluded "the most effective programs in leadership development are comprehensive programs that tend to be both practical and theoretical, and their teaching methodologies pertain more readily to their content and goals" (p. 417). Similarly, the Haynes Model (1985) envisioned a high caliber of applied as well as theoretical curriculum for a higher education administration program.

Second, seventy-two (72) percent of programs surveyed required a core course in administration/management with the next closest category being general higher education (44%). Fifty-one (51) programs required a core course in administration/management, whereas in 1986, Crosson and Nelson found only 16

programs indicating this requirement. In 1974, Dressel and Mayhew revealed a deficiency in administrative preparation courses as a major weakness in higher education curriculum. This finding of the present study revealed that institutions in the past fifteen years have seen an increased need to add administration/management as a core course. This required core course contributes to doctoral students functioning more effectively in the rapidly changing nature of higher education administration.

Third, sixty-two (62) percent of institutions required a cognate, and the discipline most frequently identified was Business Administration (85%), with the next two closest categories, being Sociology (71%), and Public Administration (67%). This finding concurs with recommendations in the literature for leadership education. Requiring students to take cognate courses in other disciplines for broader perspectives was also recommended by Cleveland (1985), Fryer (1984), Gardner (1990), and Gregory (1987b). In their study of higher education programs, Dressel and Mayhew (1974) indicated that the better programs presented materials appropriate for a generalist. Graduate respondents in their study suggested "the degree be made multidisciplinary by establishing bonds with other departments and by increasing the credits available for cognates" (p. 103). Crosson and Nelson (1986) reported that many programs emphasized that an extensive amount of course work be taken in the basic disciplines while "others emphasized the extent to which program faculty incorporated differing disciplinary perspectives in higher education courses" (p. 339).

Finally, leadership was covered in course work in a majority of programs. Specifically, while 74 percent of the respondents said leadership was covered in

course work, 57 percent indicated there were no program requirements to take a course focused on leadership. In addition, only 25 percent of top-ranked institutions required a course in leadership, whereas 46 percent of nonranked institutions required a leadership course.

A program preparing doctoral students to be effective leaders should provide course work that includes aspects of leadership development similar to that advocated by Bennis and Nanus (1985), Center of Creative Leadership (1988), Gardner (1990), and Maccoby (1979). While it is exemplary that a majority of programs covered leadership in course work, a required leadership course should be part of the curricula.

2. The most essential components of higher education doctoral programs that enhance student leadership development are a specific leadership development goal, sound curriculum and instruction, and practical experience. This study found sixty-nine (69) percent of all programs had student leadership development as a specific goal. It is important for programs to have a leadership development goal because the data showed that those with a goal were more likely to have required leadership course work. Directors identified sound curriculum and instruction (55%) along with practical experience (45%) as the most important components that enhance leadership development. Sound curriculum and instruction along with practical experience support balanced theoretical and practical program course work and reflects a strong faculty.

This conclusion is consistent with research advocated by the Center for Creative Leadership (1988), Gardner (1990), and Gregory (1987A). They found programs preparing graduate students to be effective leaders in colleges and

universities should perceive leadership development to be a critical issue including it in program goals and having balanced theoretical and applied program course work.

3. American higher education doctoral programs place more emphasis on research competence for students than other competencies that enhance student leadership development. Research competence was the most frequently expected student competency in American higher education doctoral programs. One hundred (100) percent of the program directors identified research as the most expected program competency and 94 percent identified research for the most expected leadership competency. This is consistent with Keim's (1983) study that indicated all exemplary graduate programs required research competence. Also, in Crosson and Nelson's (1986) study directors of programs with national perspectives emphasized research, while directors of programs with regional and informal perspectives described a combined researcher/practitioner orientation. Although higher education programs have corrected deficient research requirements suggested by Dressel and Mayhew in 1974, they are deficient in requirements for preparing effective leaders.

4. Assessment procedures for student leadership development need to be strengthened in American higher education doctoral programs. For assessment of student competencies, 65 percent of the programs indicated they had periodic assessment, while 34 percent indicated both preprogram and postprogram assessment. A majority of programs indicated they had periodic assessment of student competency with comprehensive exams and course work used mainly for competency assessment. Directors reported the same methods of assessment for

program and leadership competencies. Comprehensive exams were listed first in both categories: program competency (96%) and leadership (92%). The other top three assessment methods indicated for both program and leadership competencies were papers, final exams, and student presentations representing course work.

5. Directors are concerned about facilitation of student leadership development and desire to make appropriate program changes. While a majority of directors had some level of satisfaction with how their program facilitated student leadership development, over half reported planned changes in curricula and components that may contribute to student leadership development. A majority of directors (51%) were "somewhat satisfied" with how their program facilitated student leadership development, while 33 percent were "satisfied." Of the remaining directors, 9 percent were "highly satisfied" and 7 percent were "not satisfied." With this appraisal, directors reported planned changes that may contribute to students leadership development in curricula (54%), in components (53%), and in competencies (35%). No significant relationship was found between the level of satisfaction with how the program facilitated leadership development and the types of changes planned.

Consistent with this conclusion, other higher education program studies reported similar program changes in the area of curriculum and components. Keim (1983) reported anticipated program changes involved the curriculum and research requirements in exemplary graduate programs in higher education because of the changing nature of higher education. Dressel and Mayhew (1974) suggested changing course content in higher education curricula and correcting deficient research requirements. Faculty listed a critical need for curriculum

reform and the extension of the knowledge base in a study of the higher education professoriate reported by Kuh and Newell (1989).

Recommendations

Policy

One important strategy for higher education programs today is to prepare doctoral students to be effective leaders in colleges and universities. With this in mind, higher education programs need to establish goals for student leadership development and to design the curricula and program components to insure that these goals are accomplished. Leadership course work should be developed, required, and evaluated.

Higher education programs should review curricula and instructional strategies to insure that it is sound and a good balance exists between theory and practice. It is further recommended that programs structure their curriculum to provide opportunity for students to take cognates or course offerings with interdisciplinary perspectives that may contribute to the development or enhancement of leadership skills of doctoral students.

Institutions need to evaluate curricular offerings to stay current with trends in the field of higher education and the demands of leadership. The gap between preparation and practice in an era of institutional survival would be diminished if this occurred.

Research

Further research is proposed to survey a sample of American higher education doctoral students and faculty for their perception on how their programs are contributing to the development or enhancement of student leadership skills. They could be asked about curricula, components, competencies and changes they thought would be beneficial in each area. The survey instrument used for directors could be modified and used for this sample. The data could be compared to the perceptions of directors in this study.

More research is needed to investigate and develop an acceptable instrument that would accurately assess student leadership competencies before, during, and after program course work that would benefit the students and faculty. The assessment instrument could identify the students personal traits and leadership competencies. It could also identify areas that would help the students develop their leadership potential. This instrument could document the progress a student has made in leadership development and how well the program is facilitating student leadership development.

A qualitative analysis of outstanding doctoral higher education programs in leadership education based on predetermined criteria could be conducted to more specifically identify those essential program components in student leadership development. All aspects of a program could be examined such as: curriculum, publications, practical experiences, service activity, research, dissertations, and interviews of students and faculty.

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APPENDIXES

APPENDIX A

HIGHER EDUCATION PROGRAMS

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 School of Education
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 Department of School Services Personnel
 College of Education
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Area of Administration & Ed. Leadership
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School of Education
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 Dept. of Ed. Policy and Administration
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 Graduate School
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 School of Education
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 School of Education
 Missoula, MT 59812

University of North Carolina at Chapel Hill
 Div. of Organ. and Psychological Studies
 School of Education
 Peabody Hall
 Chapel Hill, NC 27514

University of North Dakota
 Center for Teaching and Learning
 Box 8158 University Station
 Grand Forks, ND 58202

University of Nebraska-Lincoln
 Higher Education Program
 1204 Seaton Hall
 Lincoln, NE 68588-0638

Rutgers-The State University of New Jersey
 Dept. of Ed. Theory, Policy & Admin.
 Graduate School of Education
 10 Seminary Place
 New Brunswick, NJ 08903

New Mexico State University
 Dept. of Ed. Management & Development
 Dept. 3 N Box 30001
 Las Cruces, NM 88003

University of Nevada-Las Vegas
 Dept. of Secondary, Postsecondary,
 & Vocational Ed.
 College of Education
 Las Vegas, NV 89154

University of Nevada-Reno
 Dept. of Educational Admin. & Higher Ed.
 College of Education
 Reno, NV 89557

Columbia University-Teacher's College
 Division of Ed. Institutions & Programs
 Graduate Faculty of Education
 525 West 120th St.
 New York, NY 10027

Cornell University
 Department of Education
 Ithaca, NY 14853

New York University
 Dept. of Organizational & Admin. Studies
 School of Education
 300 East Building, Washington Square
 New York, NY 10003

State University of New York, Buffalo
 Higher Education Program
 468 Baldy Hall
 Buffalo, NY 14260

Syracuse University
 Div. of Ed. Development,
 Counseling & Admin.
 School of Education
 350 Huntington Hall
 Syracuse, NY 13210

Ohio State University
 Department of Ed. Policy and Leadership
 College of Education
 Columbus, OH 43210

Ohio University
 School of A. B. Sciences & Ed. Leadership
 College of Education, Graduate Studies
 Athens, OH 45701

University of Akron
 Department of Educational Administration
 College of Education
 Akron, OH 44325

University of Cincinnati
 Dept. of Educational Administration
 Mail Location 2
 Cincinnati, OH 45221

University of Toledo
 Department of Educational Leadership
 College of Education & Allied Professions
 Toledo, OH 43606

Oklahoma State University
 Department of Ed. Admin. and Higher Ed.
 College of Education
 309 Gundersen Hall
 Stillwater, OK 74078

The University of Tulsa
 School of Ed. Admin. & Research
 600 South College Avenue
 Tulsa, OK 74104

University of Oklahoma
 Program in Higher Education
 College of Education
 Bizzell Library, Room 10
 Norman, OK 73019

Portland State University
 Department of Special Studies
 School of Education
 Portland, OR 97207

University of Oregon
 Division of Ed. Policy & Management
 College of Education
 Eugene, OR 97403

Pennsylvania State University
 Division of Education Policy Studies
 College of Education
 128 Willard Hall
 University Park, PA 16802

Temple University
 Educational Leadership & Policy Studies
 College of Education
 T.U. 003-00
 Philadelphia, PA 19122

University of Pennsylvania
 Division of Higher Education
 Graduate School of Education
 Philadelphia, PA 19104

University of Pittsburgh
 Dept. of Administrative & Policy Studies
 School of Education
 5S01 Forbes Quadrangle
 Pittsburgh, PA 15260

Widener University
 Center for Education
 Chester, Pa 19013

University of South Carolina
 Higher Ed. & Student Personnel Services
 College of Education
 Columbia, SC 29205

Memphis State University
 Dept. of Foundations of Education
 College of Education
 Memphis, TN 38152

Memphis State University
 Department of Curriculum & Instruction
 College of Education
 Memphis, TN 38152

Memphis State University
 Center for the Study of Higher Education
 Ball Education Building, Room 406
 Memphis, TN 38152

University of Tennessee, Knoxville
 Department of Educational Leadership
 College of Education
 Knoxville, TN 37996

Vanderbilt University
 Department of Educational Leadership
 George Peabody College
 Nashville, TN 37240

East Texas State University
 Dept. of Secondary and Higher Education
 College of Education
 Commerce, TX 75428

University of North Texas
 Dept. of Higher and Adult Education
 College of Education
 Denton, TX 76203

Texas A&M University
 Dept. of Educational Administration
 College of Education
 Harrington Hall
 College Station, TX 77843

Texas Tech University
 Educational Leadership & Secondary
 Education
 College of Education
 Lubbock, TX 79409

University of Texas at Austin
 Community College Leadership Program
 Education Building 348
 Austin, TX 78712

University of Texas at Austin
 Dept. of Educational Administration
 College of Education
 Austin, TX 78712

University of Texas at Austin
 Dept. of Curriculum & Instruction
 College of Education
 Austin, TX 78712

University of Houston, University Park
 Dept. of Ed. Leadership & Cultural Studies
 College of Education
 Houston, TX 77004

Brigham Young University
 Dept. of Educational Leadership
 310 McKay Building
 Provo, UT 84602

University of Utah
 Nursing Higher Education Administration
 College of Nursing
 25 South Medical Drive
 Salt Lake City, UT 84109

College of William and Mary
Program in Higher Education
School of Education
Williamsburg, VA 23185

University of Virginia
Dept. of Ed. Leadership & Policy Studies
School of Education
Charlottesville, VA 22903

George Mason University
Doctor of Arts & Ed. Program
College of Education & Human Services
4400 University Drive
Fairfax, VA 22030

University of Washington
Program in Policy, Governance & Admin.
College of Education
M219 Miller Hall, DQ-12
Seattle, WA 98195

Seattle University
Department of Educational Leadership
12th & Columbia
Seattle, WA 98122

Washington State University
Higher Education Program
Dept. of Ed. Administration & Supervision
Pullman, WA 99164-2136

University of Wisconsin-Madison
Higher Education Program
1025 W. Johnson Street
Madison, WI 53706

West Virginia University
Higher Education Administration Program
606 Allen Hall-P.O. Box 6122
Morgantown, WV 26506

APPENDIX B

RESEARCH INSTRUMENT

| |
|---|
| LEADERSHIP DEVELOPMENT: PROFILE 1989 |
|---|

The information requested in the following items will be used to determine the role higher education programs play in preparing doctoral students to be effective leaders. These programs award doctorate degrees and offer courses and related activities in the field of higher or postsecondary education. Please circle or fill in one response for each question unless otherwise directed. There are no right or wrong answers. Confidentiality of your responses is assured. Under no circumstances will information be reported on an individual basis. Data will be reported in aggregate only. The questionnaire is coded for mailing and follow-up purposes.

PART ONE: PERCEPTIONS OF LEADERSHIP DEVELOPMENT

The first part of this four part survey focuses on your perception of leadership development of doctoral students in higher education and in your program. For the purposes of this survey, John W. Gardner's definitions of leadership and leadership development are used as defined in his monograph, Leadership: An Overview (1988). Leadership is "the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers" (p. 4). Leadership development is "a lifelong process involving successive stages of challenge and mastery" (p. 26). Leadership development concerns the development and enhancement of leadership skills.

1. What do you see as essential components in higher education doctoral programs that succeed in developing or enhancing leadership skills of students?

2. Does your program have as a specific goal the development and enhancement of leadership skills of doctoral students?

1 No 2 Yes

3. If so, how does your program implement this goal for doctoral students?

PART TWO: PROGRAM CURRICULA

The second section concerns courses in higher education programs that may contribute to leadership development in doctoral students.

4. List by title all higher education core courses required for all students in your program.

5. Do you require a cognate (a minimum number of credits or courses outside the field of education)?

1 No 2 Yes

6. For students in your program, what are the discipline areas in which cognate courses required or not required are taken? Circle all the numbers that apply.

- | | |
|---------------------------|--------------------------|
| 1 Anthropology | 9 Law |
| 2 Business Administration | 10 Philosophy |
| 3 Communications | 11 Political Science |
| 4 Computer Science | 12 Psychology |
| 5 Counseling | 13 Public Administration |
| 6 Economics | 14 Sociology |
| 7 Educational Psychology | 15 Other: _____ |
| 8 History | 16 _____ |

7. List any courses taken by students in your program that focus specifically on the topic of leadership (e.g. Educational Leadership; Leadership and Organizations; Group Leadership).

8. Are all students in the program required to take a course that focuses on the topic of leadership?

1 No 2 Yes

9. Check all areas covered in leadership courses, core courses, or cognate courses.

| | leadership | core | cognate |
|-------------------------|------------|-------|---------|
| 1 Leadership Theory | _____ | _____ | _____ |
| 2 Leadership Principles | _____ | _____ | _____ |
| 3 Leadership Styles | _____ | _____ | _____ |
| 4 Leadership Qualities | _____ | _____ | _____ |
| 5 Leadership Tasks | _____ | _____ | _____ |
| 6 Leadership Skills | _____ | _____ | _____ |
| 7 Leadership Practice | _____ | _____ | _____ |
| 8 Other: _____ | _____ | _____ | _____ |

10. On a "theory" to "application continuum", circle the number where your course work falls?

- 1 Totally theoretical with no application
- 2 Mostly theoretical with some application
- 3 About one-half theory and one-half application
- 4 Mostly application with some theory
- 5 Totally application with no theory
- 6 Other (please specify): _____

11. Indicate the doctoral degree/degrees offered in your program and the area (e.g. Ph.D. in Educational Administration).

12. What changes are planned in the program curriculum in the next two years that may contribute to the development or enhancement of doctoral student leadership skills?

Core Courses: _____

Cognate Courses: _____

Leadership Courses: _____

Other (please specify): _____

PART THREE: PROGRAM COMPONENTS

The third section of this survey seeks information about those aspects of a program that may contribute to leadership development in doctoral students. These components include: instructional strategies, student research and service, the faculty role, and evaluation of leadership development.

13. **Circle the number of those instructional strategies used by your program faculty. Of those circled, RANK ORDER FIVE STRATEGIES that PREDOMINATE from 1 to 5 with 1 being the most frequently used strategy.**

| Choice | Rank | Choice | Rank |
|----------------------|------|--------------------------|------|
| 1 Lecture | ___ | 9 In-basket Assignments | ___ |
| 2 Simulations | ___ | 10 Audio-video tapes | ___ |
| 3 Guided Discussions | ___ | 11 Role-Playing | ___ |
| 4 Guest Speakers | ___ | 12 Lab Exercises | ___ |
| 5 Case Studies | ___ | 13 Journals | ___ |
| 6 Team Teaching | ___ | 14 Student Presentations | ___ |
| 7 Field Exercises | ___ | 15 Other: _____ | ___ |
| 8 Games | ___ | 16 _____ | ___ |

14. **Circle the number of all the instructional strategies used in your program.**

- | | |
|---------------------|------------------|
| 1 Seminars | 5 Practicum |
| 2 Internships | 6 Workshops |
| 3 Retreats | 7 Assistantships |
| 4 Independent Study | 8 Other: _____ |

15. **Estimate the percentage of doctoral students in your program who are involved in leadership research.**

_____ percent

16. **Estimate the percentage of doctoral students in your program who are involved in some area of service activity (campus committees, faculty senate, etc.).**

_____ percent

17. **What is the role of the faculty in contributing to leadership development in doctoral students (e.g. adviser, mentor, research)?**

18. Estimate the total number of current students in the program (students who are pursuing a degree although they need not be enrolled each term) and the number of years the program has been available.

| | Full Time | Part Time | Number of years program has been available |
|--------------|-----------|-----------|--|
| 1 Ph.D. | _____ | _____ | _____ |
| 2 Ed.D. | _____ | _____ | _____ |
| 3 Other_____ | _____ | _____ | _____ |

19. Circle the number that most closely reflects the faculty-student ratio in your program.

- | | | | |
|-----------|-----------|-----------|----------------|
| 1 1 to 5 | 4 1 to 20 | 7 1 to 35 | 10 Other _____ |
| 2 1 to 10 | 5 1 to 25 | 8 1 to 40 | |
| 3 1 to 15 | 6 1 to 30 | 9 1 to 45 | |

20. Which statement best describes your appraisal of how your program facilitates leadership development in doctoral students?

- 1 Not satisfied
- 2 Somewhat satisfied
- 3 Satisfied
- 4 Highly satisfied

21. What changes are planned in the next two years in the following program components that may contribute to the development or enhancement of doctoral student leadership skills?

Instructional Strategies: _____

Student Research: _____

Student Service: _____

Faculty Role: _____

Program Evaluation: _____

Other (please specify): _____

PART FOUR: STUDENT COMPETENCIES

This section concerns competencies relating to the program and leadership that the student achieves and how this is assessed. Competencies are defined as descriptions of tasks and performances that are considered essential for successful implementation of a given role. Assessment of student competency may be measured by final exams, presentations, papers, comprehensive exams, committee work, rating forms, etc.

Program Competencies

22. **Circle the number** that corresponds to the competencies, abilities or understandings that students are **EXPECTED** to develop in your higher education program.

- 1 Understanding of history and development of higher education
- 2 Knowledge of current trends and problems in higher education
- 3 Competence to do research
- 4 Competence to teach effectively
- 5 Competence in advising and counseling students
- 6 Knowledge and use of computers
- 7 Competence in supervising others
- 8 Understanding of administrative theory
- 9 Competence in developing and interpreting budgets
- 10 Understanding of the financial aspects of higher education
- 11 Understanding interpersonal relationships and group dynamics
- 12 Understanding of the legal aspects of higher education
- 13 Understanding of instructional and curriculum development
- 14 Skill in problem solving and decision making
- 15 Competence in planning techniques
- 16 Competence in statistical techniques
- 17 Competence to serve as a consultant on problems in higher education
- 18 Other (please specify): _____

23. **Circle the number** of methods used to measure or assess the doctoral student's program competencies, abilities or understandings in item 22.

- 1 Midterm exams
- 2 Final exams
- 3 Comprehensive exams
- 4 Presentations
- 5 Papers
- 6 Committee Work
- 7 Internships
- 8 Rating form
- 9 Other: _____

Leadership Competencies

24. Circle the number that corresponds to the leadership competencies that doctoral students are EXPECTED to develop in your program.

- 1 Envisioning goals (goal: attention; setting; implementation; adoption and commitment)
- 2 Affirming values (through: verbal pronouncement; policy decision; selection of people; self conduct)
- 3 Empowerment of constituents (involving; motivating; unifying; resolving conflict; building trust; teaching and explaining)
- 4 Managing functions (planning and priority setting; organizing and institution-building; agenda-setting, problem solving, decision-making and policy formulation; keeping the system functioning: developing and allocating resources, delegating, supervising, evaluating)
- 5 Communication and other interpersonal skills (verbal; written; listening; questioning; information gathering and dissemination; networking)
- 6 Using technology to optimize performance (computers and telecommunications)
- 7 Research and analysis
- 8 Managing time and change
- 9 Group dynamics, group and team leadership with representation
- 10 Interpersonal, organizational, public, and governmental relations
- 11 Thinking conceptually, integratively, optimistically and globally
- 12 Political, economic and legal reasoning
- 13 Other (please specify): _____

25. How do you measure or assess the doctoral student's leadership competencies listed in item 24?

- | | |
|-----------------------|------------------|
| 1 Midterm exams | 6 Committee Work |
| 2 Final exams | 7 Internships |
| 3 Comprehensive exams | 8 Rating form |
| 4 Presentations | 9 Other: _____ |
| 5 Papers | |

26. Which method of assessment used to measure program competencies is the most significant and why?

27. Circle the number/numbers that apply to assessment of student leadership development in your program?

- 1 Pre-program
- 2 Periodic
- 3 Post-program
- 4 Other: _____
- 5 None

Please explain the assessment. _____

28. **What changes are planned in the following areas regarding student competencies in the next two years?**

Program Competencies: _____

Leadership Competencies: _____

Student Assessment: _____

Other (please specify): _____

29. **Please describe anything you are doing in leadership development for doctoral students in your program that was not covered in this instrument and that you think would be pertinent to this research effort:**

Would you like to receive a copy of the results summary for this study? No Yes

Thank you for your perspectives, comments and cooperation in completing this instrument.

Please place completed instrument in self-addressed, stamped envelope and return.

Leadership Development Questionnaire

REVIEWER GUIDE

1. Are each of the questions worded clearly? Check the best response.

| | NO | YES | UNDECIDED | | NO | YES | UNDECIDED |
|----|----|-----|-----------|----|----|-----|-----------|
| 1 | — | — | _____ | 16 | — | — | _____ |
| 2 | — | — | _____ | 17 | — | — | _____ |
| 3 | — | — | _____ | 18 | — | — | _____ |
| 4 | — | — | _____ | 19 | — | — | _____ |
| 5 | — | — | _____ | 20 | — | — | _____ |
| 6 | — | — | _____ | 21 | — | — | _____ |
| 7 | — | — | _____ | 22 | — | — | _____ |
| 8 | — | — | _____ | 23 | — | — | _____ |
| 9 | — | — | _____ | 24 | — | — | _____ |
| 10 | — | — | _____ | 25 | — | — | _____ |
| 11 | — | — | _____ | 26 | — | — | _____ |
| 12 | — | — | _____ | 27 | — | — | _____ |
| 13 | — | — | _____ | 28 | — | — | _____ |
| 14 | — | — | _____ | 29 | — | — | _____ |
| 15 | — | — | _____ | | | | |

2. Are the parts logically ordered? Circle response for each part.

| | | | | | |
|--------|----|-----|--------|----|-----|
| Part 1 | NO | YES | Part 3 | NO | YES |
| Part 2 | NO | YES | Part 4 | NO | YES |

3. Are the directions specific enough throughout the questionnaire? Circle the best response.

NO YES

If no, indicate where changes should be made: _____

4. Should any of the 29 questions be omitted? (If so, please list the question number and explain why.)

5. How much time did it take to complete the questionnaire? Circle the best response.

| | |
|------------|------------|
| 10 MINUTES | 40 MINUTES |
| 20 MINUTES | 50 MINUTES |
| 30 MINUTES | 60 MINUTES |

6. I would appreciate any other suggestions which you have to improve the questionnaire. Please use the reverse side of this sheet. Thank you for your valued assistance in this project.

APPENDIX C

CORRESPONDENCE

July 28, 1989

^F1^, ^F2^
^F3^
^F4?^
^F5^
^F6?^
^F7^^U

Dear ^F8^:

Within American higher education, increasing attention has been focused on the need for leadership development for academic leaders. Little is known, however, about leadership development activities for doctoral students preparing for careers in higher education administration and teaching.

The purpose of this letter is to request your participation in a pilot study and to field test an instrument for a research study. The study concerns the role higher education programs play in preparing doctoral students to be effective leaders. This same survey will be sent to all higher education programs across the nation that award doctorate degrees for course work and related activities in the field of higher or postsecondary education.

Your participation involves completing the Leadership Development Questionnaire and the reviewer guide form. It is very important that you complete the reviewer guide while answering the survey questionnaire. The questionnaire focuses on leadership development of doctoral students in your program through the curricula, program components, and student competencies.

It is anticipated that the results of the study will provide a national profile of the role doctoral higher education programs play in leadership development of their students, and provide a national base for future studies concerning leadership development in these programs. After completing the questionnaire and reviewer guide, please return them in the stamped, self-addressed envelope by August 14, 1989. Your response to each item is important to the study. If you have any questions please write or call. As a participant in the study, you will receive a copy of the results summary if you desire as indicated at the end of the questionnaire.

Thank you, ^F8^, for your time and cooperation in this important research effort.

Sincerely,

Carol M. Demuth
Doctoral Candidate
Oklahoma State University
5747 S. Utica
Tulsa, OK 74105
(918) 749-2157

Enclosures

cc: John J. Gardiner
Dissertation Adviser

October 3, 1989

^F1^, ^F2?^
^F3?^
^F4?^
^F5^
^F6?^
^F7^^U

Dear ^F8^:

Within American higher education, increasing attention has been focused on the need for leadership development for academic leaders. Little is known, however, about leadership development activities for doctoral students preparing for careers in higher education administration and teaching.

The purpose of this letter is to request your participation in a research study to determine the role higher education programs play in preparing doctoral students to be effective leaders. This national survey is being sent to all chairpersons/directors of departments or divisions offering programs that award doctorate degrees and offer courses and related activities in the field of higher or postsecondary education. Your participation involves completing the Leadership Development Questionnaire, which should take approximately 30 minutes, or selecting the most appropriate person to complete it. The questionnaire focuses on leadership development of doctoral students in your program through the curricula, program components, and student competencies.

All information will be treated confidentially and respondents will remain anonymous in the written report. The questionnaire has an identification number for mailing purposes so that your name can be removed from the list when your questionnaire has been returned.

It is anticipated that the results of the study will provide a national profile of the role doctoral higher education programs play in leadership development of their students, and provide a national base for future studies concerning leadership development in these programs. Please complete the questionnaire and return it in the stamped, self-addressed envelope by October 24, 1989. Your response to each item is important to the study. If you have any questions please write or call. As a participant in the study, you will receive a copy of the results summary if you desire as indicated at the end of the questionnaire.

Thank you for your time and cooperation in this important research effort.

Sincerely,

Carol M. Demuth
Doctoral Candidate
Oklahoma State University
5747 S. Utica
Tulsa, OK 74105
(918) 749-2157

Enclosures

cc: John J. Gardiner
Dissertation Adviser

October 10, 1989

Dear Director:

Last week a questionnaire seeking your thoughts about leadership development of doctoral students preparing for careers in higher education administration and teaching was mailed to you. If you have already completed and returned it, please accept my sincere thanks. If not, please do so today. Because the questionnaire has been sent to all chairpersons and program directors, it is important that yours be included in the study for a national profile.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me collect (918-749-2157), and I will get another one in the mail to you today.

Sincerely,

Carol M. Demuth

October 24, 1989

^F1^, ^F2?^
^F3?^
^F4?^
^F5^
^F6^?
^F7^^U

Dear ^F8^:

About three weeks ago I requested your participation in a research study regarding the role doctoral programs play in the leadership development of their students. As of this date, I have not received your completed questionnaire.

It is anticipated that the results of this study will contribute to an understanding of the role doctoral education programs play in preparing doctoral students to be effective leaders. Your participation is very important to get a national profile. The questionnaire focuses on leadership development of doctoral students in your program/programs through the curricula, program components, and student competencies.

As mentioned in the last letter, all information will be treated confidentially and respondents will remain anonymous in the written report. The questionnaire has an identification number for mailing purposes so that your name can be removed from the list when your questionnaire has been returned.

In the event that your questionnaire has been misplaced, another copy is enclosed. Please complete the questionnaire or select the most appropriate person to complete it and return it in the stamped, self-addressed envelope by November 7, 1989. Your response to each item is important to the study. If you have any questions please write or call.

^F8^, your cooperation is greatly appreciated.

Sincerely,

Carol M. Demuth
Doctoral Candidate
Oklahoma State University
5747 S. Utica
Tulsa, OK 74105
(918) 749-2157

Enclosures

cc: John J. Gardiner
Dissertation Adviser

APPENDIX D

PILOT SUMMARY DATA

Pilot Summary Data On Major Findings

| | Main (N=71) | Pilot (N=11) |
|--|----------------|-----------------|
| 1. <u>Balanced Course Work</u> | 66% | 55% |
| 2. <u>Required Core Courses</u> | | |
| Administration/Management | 72% | 64% |
| General Higher Education | 44% | 0% |
| Other Core | 65% | 73% |
| 3. <u>Require a Cognate</u> | 62% | 64% |
| Discipline most selected | | |
| Business Administration | 85% | 67% |
| Sociology | 71% | 33% |
| Public Administration | 67% | 56% |
| 4. <u>Topic of Leadership</u> | | |
| Covered in course work | 74% | 91% |
| No courses focused on leadership | 26% | 9% |
| No required leadership course | 57% | 36% |
| 5. <u>Specific Leadership Goal</u> | 69% | 82% |
| 6. <u>Expected Student Competencies</u> | | |
| Program: Research | 100% | 100% |
| Relationships | 61% | 100% |
| Statistics | 84% | 100% |
| Leadership: Research | 94% | 100% |
| Goals | 75% | 100% |
| Managing | 90% | 90% |
| 7. <u>Assessment of Student Competencies</u> | | |
| Preprogram | 34% | 44% |
| Periodic | 65% | 89% |
| Postprogram | 34% | 22% |
| Comprehensives: Program | 96% | 100% |
| Leadership | 92% | 50% |
| 8. <u>Program Leadership Development Appraisal</u> | | |
| Not satisfied | 7% | 0% |
| Somewhat satisfied | 51% | 36% |
| Satisfied | 33% | 36% |
| Highly satisfied | 9% | 27% |
| Planned Changes: Curricula | 54% | 55% |
| Components | 53% | 45% |
| Competencies | 35% | 27% |

2
VITA

Carol M. Demuth

Candidate for the Degree of

Doctor of Education

Thesis: A PROFILE OF STUDENT LEADERSHIP DEVELOPMENT IN
AMERICAN DOCTORAL HIGHER EDUCATION PROGRAMS

Major Field: Higher Education Administration

Biographical:

Education: Graduated from Lincoln High School, Wisconsin Rapids, Wisconsin, June 1963; received Bachelor of Science degree in Nursing from the University of Wisconsin, June 1971; received Master of Arts degree in Education from Oral Roberts University, May 1985; completed requirements for the Doctor of Education degree at Oklahoma State University, July 1990.

Professional Experience: Assistant Instructor, Madison General Hospital School of Nursing, Madison, Wisconsin, 1971-1973; Elementary Teacher and School Nurse, Abundant Life Christian School, Madison, Wisconsin, 1978-1979; Elementary Teacher and School Nurse, Victory Christian School, Tulsa, Oklahoma, 1981-1983; Assistant Administrator, Victory Christian School, Tulsa, Oklahoma, 1983-1985; Leadership Resource, Center for Creative Leadership, Greensboro, North Carolina, 1989 to present.

Honors and Awards: Graduated highest honors 4.0, Masters of Arts, Oral Roberts University, 1985; The National Dean's List, 1988-1989; Member of the Oklahoma State University Chapter of the Honor Society of Phi Kappa Phi, 1989 to present.