

# The Leadership Program Gap

A report of postsecondary leadership programs in the United States  
between 2000 and 2018

**CONTENTS**

- Introduction ..... 4
- Executive Summary ..... 4
- About the Study ..... 4
  - Data Overview..... 5
- Major Findings ..... 5
- Recommendations ..... 7
- States ..... 10
  - Best Performing States..... 10
    - Top States: Percentage of Institutions (2018) ..... 10
    - Top States: Total Institutions (2018)..... 12
    - Top States: Graduate Percentage (2018)..... 13
    - Top States: Most Leadership Programs (2018) ..... 13
    - Top States: Leadership Graduates (2018) ..... 14
    - Top States: Leadership Graduates to Population (2018)..... 14
  - Lowest Performing States..... 15
    - Overall ..... 15
    - Lowest States: Percentage of Institutions (2018) ..... 15
    - Lowest States: Count of Institutions (2018) ..... 16
    - Lowest States: Count of Leadership Programs (2018) ..... 16
    - Lowest States: Count of Graduates (2018) ..... 17
    - Lowest States: Ratio of Graduates to Population (2018) ..... 17
- Institutions** ..... 18
  - Categorization ..... 18
  - Top Institutions: 1 to 500 Graduates ..... 19
  - Top Institutions: 501 to 1,000 Graduates ..... 19
  - Top Institutions: 1,001 to 2,500 Graduates ..... 20
  - Top Institutions: 2,501 to 5,000 ..... 20
  - Top Institutions: 5,001 to 10,000..... 21
  - Top Institutions: 10,001 to 65,000..... 21
  - Lowest Performing Institutions..... 22
- Heritages ..... 23
  - Top States by Heritage..... 24

Top States: Total Percentage - All Heritages (2000 to 2018) .....	24
Top States: Total Count - All Heritages (2000 to 2018) .....	24
Top States: Women (2000 to 2018) .....	25
Top States: Native American (2000 to 2018).....	25
Top States: Asian (2000 to 2018).....	25
Top States: African American (2000 to 2018).....	26
Top States: Hispanic (2000 to 2018) .....	26
Lowest States by Heritage.....	27
Lowest States: Total Percentage - All Heritages (2000 to 2018) .....	27
Lowest States: Total Count - All Heritages (2000 to 2018) .....	27
Lowest States: Women (2000 to 2018) .....	28
Lowest States: Native American (2000 to 2018).....	28
Lowest States: Asian (2000 to 2018).....	28
Lowest States: African American (2000 to 2018).....	29
Lowest States: Hispanic (2000 to 2018).....	29
Conclusion .....	30
Further Study Needed.....	31
Methodology .....	33
Objective .....	33
Data Sources & Methods.....	33
Analysis.....	33
Glossary.....	35
Works Cited .....	36

# Introduction

There is a major gap between the leadership development claim and practice of postsecondary education institutions in the United States. Every postsecondary institution claims to recruit, develop, and produce great leaders. Yet only a small fraction make good on that claim.

Most high school students are encouraged to demonstrate leadership potential in college applications to attract postsecondary schools. Every hiring company seeks leadership candidates. Yet, this study reveals that only 15% of all postsecondary schools in the United States offer formal programs of study in leadership.

The news is not all bad though. There are growing opportunities for leadership development. In addition, some states and institutions do practice what they preach. This study sets out to identify key trends, gaps, and examples of postsecondary leadership development programs by state, heritage, and institution.

## Executive Summary

Only 15% of postsecondary institutions in the United States offer any leadership programs, according to data provided by the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics (NCES). However, the demand and support for formal leadership development programs is growing. Institutions offering formal programs in leadership grew from 4.47% in 2000, to 15.25% in 2018. Likewise, the total number of leadership program graduates nearly tripled from 14,433 to 43,553.

The percentage of women graduating from leadership programs increased 4% over the 18 years studied. Meanwhile, African American and Hispanic heritages saw increases by more than 2% each.

States with the largest populations ranked higher in the total number of leadership graduates. However, population alone did not determine rank. The Midwest and Western regions stand out with higher growth rates of leadership development programs.

There is evidence of leadership program offerings expanding across the United States, among postsecondary institutions. However, the country still falls short of our claims to develop great leaders. States, institutions, and employers should emphasize a more aggressive expansion of leadership program opportunities.

## About the Study

As we publish this report, it is our hope it serves two purposes:

1. Raise Awareness to the Need for More Leadership Programs
2. Support the Investment and Effort to Deliver These Programs

The origin of the study is the growing concern by Ben Lichtenwalner and the ModernServantLeader.com community reflected in the Introduction.

This community perceived there was a gap in our society, between our claims of great leadership development and our practice. The initial research from this concern was a small study, in January of 2016, on the NCAA's Southeastern Conference (SEC) (Lichtenwalner, 2017).

The SEC includes 14 of the nation's largest postsecondary institutions. The SEC claimed as its tagline, "Scholars. Champions. **Leaders.**" (emphasis added). However, that small study of the SEC, found:

- Only 1 school offered a graduate-level leadership program
- There were 7 schools with no leadership majors to offer undergraduates
- There were 5 schools with no leadership minors to offer undergraduates
- There was 1 school with no leadership-focused minor, major, or graduate program

This was not a unique circumstance. Spot-checking several other conferences found similar results. So it seemed our concern was, at least partially, justified. However, further study was needed to better quantify the gap. This study is the next step to understanding that gap.

## Data Overview

This study analyzed 18 years of data (2000 through 2018), across 6,857 institutions, for 2,155 different program classifications (degrees or certificates). Data was sourced predominantly from the National Center for Education and Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS) and the US Census Bureau's 2000 census, 2010 census, and forecasts.

Analyzed programs ranged from certifications of less than 1 year to post-doctoral research programs. For inclusion in the study, the data had to be submitted to the NCES's annual data gathering reports. For more details about the data, see Methodology.

## Major Findings

### 1. **Most institutions do not offer leadership programs**

As of 2018, 84.8% of U.S. postsecondary institutions did not offer formal, federally reported, leadership programs to their students. Without opportunities for students to study people leadership in the classroom, stakeholders are obligated to seek out other opportunities for leadership development. If an institution does not provide for leadership

development and education through their formal programs, then leadership development is, at best, a by-product. At worst, it is an afterthought or ignored.

Any leadership development occurring as a by-product is left to chance. Students may learn leadership from great or terrible leaders. With such a lack in leadership development programs, it more likely students will learn leadership from poorly qualified leaders.

**2. Leadership development opportunities are increasing**

In 2000, fewer than 5% of institutions offered Leadership programs. In 2018, there were 15.2%. The adoption of leadership development programs across institutions is on the rise.

**3. Leadership graduation rates are increasing, across all heritages**

Heritages assessed in this study include African American, Hispanic, Native American, Asian, and Caucasian (White, non-Hispanic). We also looked at changes across genders within and across each of these heritages. Leadership program students increased across all heritages. On average, the population of leadership program students increased 300% between 2000 and 2018.

**4. Slowest graduation rate growth is White, Non-Hispanic Men**

While all heritages and genders continue to increase the number of leadership students, the slowest increase, as a percentage of the total leadership program students, is non-hispanic, white men. Each state saw an average increase of about 100 white, non-hispanic men. However, as a percentage of the total leadership program students, white men decreased, on average, by -7%. Men, overall, decreased as a total percentage, by -3.5%.

**5. Fastest graduates growth is African Americans and Hispanics, especially women**

As a percentage of all leadership students, nationwide, women increased by 3.47%. African Americans increased by 2.19% and Hispanics by 2.15%. Women within these heritages increased by 1.28% and 1.86%, respectively.

**6. There is a Predominance of Christian\* Institutions in Smaller Categories**

Over 70% of the Top Institutions graduating 2,500 or fewer a year, identify as Christian institutions. None of the lowest-performing institutions recognized in this study identify as Christian organizations. We did not set out to identify faith-based trends. Yet, while reviewing the data, it was clear Christian institutions place a strong emphasis on leadership program opportunities for students.

**\*Disclaimer:** The author of this study, Ben Lichtenwalner, is a follower of Jesus Christ.

# Recommendations

Postsecondary institutions claim to recruit future leaders, develop leadership skills within them, and produce even greater future leaders. Employers recruit from these institutions with this expectation in mind. What they receive is new employees with little or no formal education in leadership.

Once these new employees are hired, most employers are not willing or interested in sufficiently funding leadership development (Schrader et al, 2016). Even when adequate funding is provided for leadership development by employers, it rarely suffices to overcome the hurdle of the lacking foundation expected at the postsecondary institution level (Hougaard, 2018). As a result, the hiring organizations and their employees suffer. These hiring organizations comprise our economy, government, and military. As a result, our country suffers from inadequately developed leaders.

The following recommendations serve as a starting point for resolving the gap in our institutional promises, employer expectations, and student opportunities:

## **1. Hiring organizations should demand better from postsecondary institutions**

The failure of leadership development training within business is well studied and documented (Schrader, et al, 2016). However, these organizations expect college recruits equipped with at least a foundational knowledge of leadership. The institutions in this survey say that leadership foundation exists in their graduates. Unfortunately, this study highlights that most institutions do not deliver on that commitment.

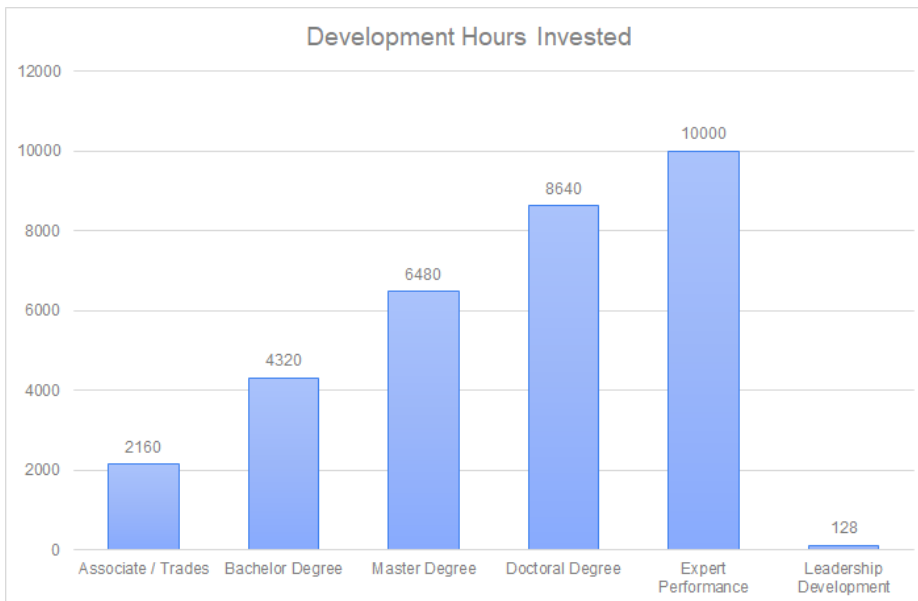
Corporate recruiters should see it as part of their responsibilities to gauge the adequacy of leadership program opportunities from institutions where they recruit. If a corporation recruits from an institution that is not providing leadership programs, the recruiter should apply pressure to that institution. The expectation should be the institution deliver leadership programs or risk losing the corporation as a supporter and recruiter.

## **2. Align with other professional development expectations**

Postsecondary institutions, employers, and society in general should stop assuming leadership skills will appear without development. In virtually every other professional field of study, there are established expectations for individual development.

Individuals preparing for careers via technical and trade schools or colleges and universities are expected to invest a great deal of time developing their knowledge and skills. From trade school certifications through doctorates, there are well established expectations in the number of credit hours a student must complete. For example, a Bachelor degree is typically 15 credit hours per week, with about twice that in study time, across 4 years = 4,320 hours. In fact, research by psychologist Anders Ericsson (K. Anders Ericsson et al, 1993) established that the great experts in any field invested about 10,000 hours of study.

In contrast, most leaders are lucky if they received 150 hours in leadership development. By the time an employee is promoted to a people leadership role, they're lucky if they received 1 college level leadership class (128 hours). It is counterintuitive, therefore, to expect these individuals to be good leaders. Until we treat leadership like other professionally developed skills, with similar time and training investments, we should not expect a proliferation of good leaders.



**Figure:** Typical hours invested by degree / area of study.

**3. States should support institutions seeking to develop leadership programs**

One study found state tax-payer subsidies average between \$8,000 to \$10,000 per Bachelor’s Degree (American Institutes for Research, 2011). State support for postsecondary institutions is a major influence. It is therefore incumbent upon governing officials at these states to insist upon more leadership opportunities for constituents.

As institutions seek subsidies or additional funding, state leaders should reward those institutions with the greatest leadership program - and those seeking to increase - opportunities. If state funds support schools lacking adequate leadership program opportunities, they reinforce a future of lacking leadership quality for their stakeholders.

State-sponsored grants and programs could have the quickest impact within their communities. For example, a state could offer grants for institutions seeking to develop their first leadership programs. Such grants could cover the costs of professor salaries, administrative or promotional materials.

**4. Worst performing institutions should quickly develop leadership programs**

Students seek more leadership opportunities. The expansion of institutions offering leadership programs has been matched almost exactly, by the number of students in



those programs. Therefore, it is beholden on institutions to meet the growing needs of their stakeholders and communities.

Institutions that lack any leadership programs should establish at least a certificate-based or similar program for students. However, the worst offending institutions - those with the largest student bodies but still lacking any leadership program - must have a sense of urgency. It is the intent of this report to empower and embolden the worst performing institutions through data, to install their own leadership programs.

Any institution seeking to develop initial leadership programs can use this report to influence administration funding. You may even seek funding through state programs, as suggested in the preceding recommendation.

# States

In this digital age, the opportunity for education across borders is tremendous and continues to grow. Still, a great deal of educational funding is managed at the state level. Therefore, the study considered it valuable to assess performance by state. We tried to account for the implications of online schools and inter-state studies by introducing assessments based on state populations (see best and worst, by ratio to population). However, to fully address the impact of online programs, further analysis may be needed.

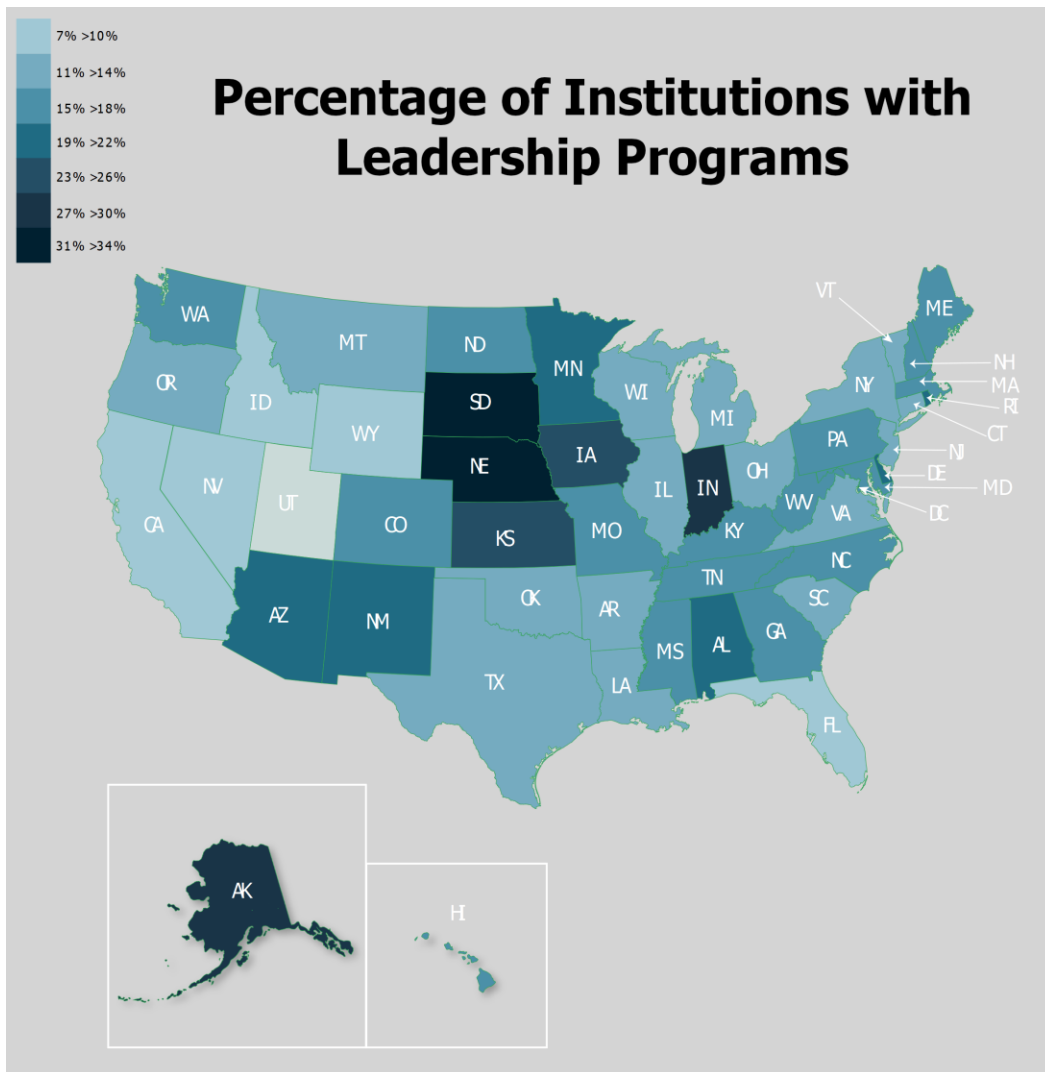
The study assessed all 50 states, as well as the District of Columbia (DC). Each region is addressed in this study as a state, for categorization purposes only.

## Best Performing States

### Top States: Percentage of Institutions (2018)

After considering all measurement methods, we consider this the key method to determining the overall performance of a state. Most of the top states have fewer institutions. However, they also have fewer resources, but still prioritize leadership development. These states have the largest percentage of institutions offering leadership programs.

#	State	Percentage of Institutions	Actual Institutions
1	South Dakota	33%	10
2	Washington DC	33%	8
3	Nebraska	32%	15
4	Alaska	30%	3
5	Indiana	27%	32

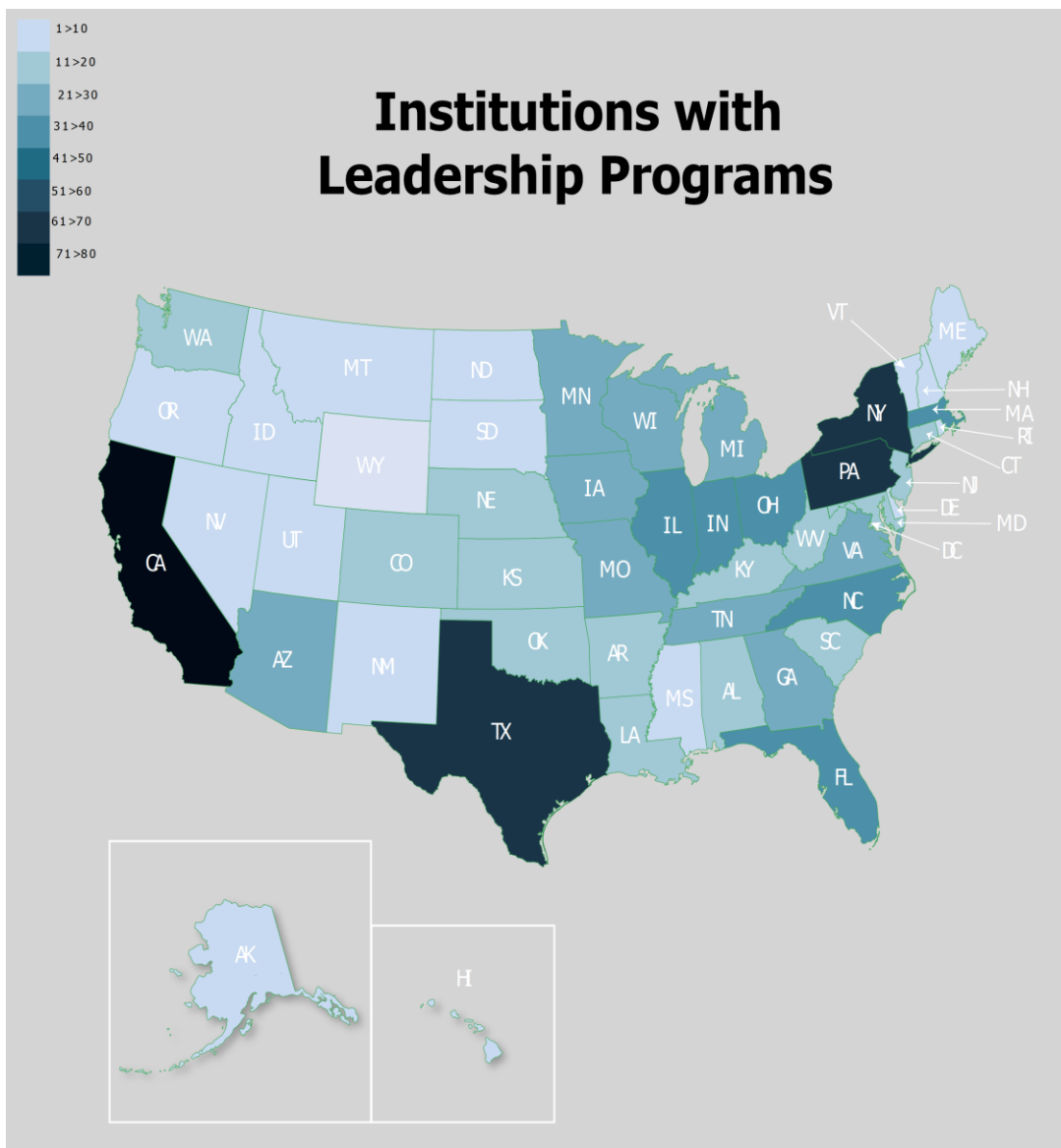


**Image 1:** Percentage of institutions that offer a leadership program, by state.

## Top States: Total Institutions (2018)

These states have the greatest number of institutions that offer at least one leadership program.

#	State	Number of Institutions
1	California	71
2	Pennsylvania	63
3	Texas	61
4	New York	60
5	Illinois	38



**Image 2:** Number of institutions that offer a leadership program, by state.

## Top States: Graduate Percentage (2018)

These states have the largest percentage of all graduates in leadership programs.

#	State	Percentage of Graduates in Leadership
1	Delaware	2.24%
2	Texas	1.50%
3	Nebraska	1.43%
4	Utah	1.42%
5	Maine	1.41%

## Top States: Most Leadership Programs (2018)

These states offer the greatest number of leadership program opportunities.

#	State	Leadership Programs
1	California	139
2	Pennsylvania	126
3	New York	117
4	Texas	103
5	Illinois	85

## Top States: Leadership Graduates (2018)

The states below graduated the largest number of students from leadership programs.

#	State	Leadership Graduates
1	Texas	5,211
2	California	3,772
3	New York	2,312
4	Indiana	1,760
5	Arizona	1,753

## Top States: Leadership Graduates to Population (2018)

For this rating, we look at how many graduates of leadership programs there were, in 2018, for every 10,000 people in the state's population that year.

#	State	Leadership Programs
1	Delaware	5.62
2	Washington DC	4.37
3	Utah	3.95
4	Iowa	3.29
5	Vermont	2.96

## Lowest Performing States

These states have the most opportunity for improvement. However, they are not alone. We provide this category as fuel for these states to motivate their postsecondary institutions to develop more leadership programs.

### Overall

This study concluded that the most important attribute, when determining the lowest-performing states, is also the percentage of institutions offering leadership development programs. This accounts for concerns like total state size and population. For example, California ranks very high and scores in many of the top categories, because the state has a large population with a multitude of schools. At the same time, less than 10% of California's postsecondary institutions offer degrees in leadership. This is well below the average of 15%.

### Lowest States: Percentage of Institutions (2018)

These states have the smallest percentage of institutions offering any leadership programs. The percentage is out of the total number of postsecondary institutions in the state.

#	State	Percent of Institutions	Actual Leadership Institutions
1	Utah	7%	5
2	Nevada	9.5%	4
3	California	9.85%	71
4	Wyoming	10%	1
5	Florida	10%	36

### Lowest States: Count of Institutions (2018)

The following states have the smallest total count of institutions offering any form of leadership programs. There were more states (DE, MT, & ID) that also had only 4 Institutions, but had more total programs within those institutions.

#	State	Institutions	Programs
1	Wyoming	1	
2	Alaska	3	
3	Hawaii	4	5
4	Nevada	4	6
5	Vermont	4	7

### Lowest States: Count of Leadership Programs (2018)

Many institutions that offer any leadership programs offer more than one (certificate, associate, bachelor degrees...). These states offer the fewest total number of leadership programs.

#	State	Leadership Programs
1	Wyoming	1
2	Alaska	4
3	Hawaii	5
4	Nevada	6
5	Vermont	7



## Lowest States: Count of Graduates (2018)

These states graduate the lowest total count of students through any leadership programs.

#	State	Leadership Graduates
1	Wyoming	17
2	Alaska	45
3	Rhode Island	63
4	Hawaii	66
5	Montana	81

## Lowest States: Ratio of Graduates to Population (2018)

Here we rank states by how many students graduate from a leadership program, for every 10,000 people in the state's estimated population in 2018.

#	State	Leadership Graduates to Population (10L) Ratio
1	Wyoming	0.29
2	Nevada	0.38
3	Hawaii	0.47
4	New Mexico	0.56
5	Rhode Island	0.60

# Institutions

## Categorization

For the purposes of assessment, institutions are broken out by total number of graduates, across all degrees. For a reasonably balanced distribution, the following categories were created:

Graduates		
Minimum	Maximum	Percentage of Institutions
1	500	13.72%
501	1,000	12.48%
1,001	2,500	24.95%
2,501	5,000	19.39%
5,001	10,000	15.16%
10,001	65,000	14.30%

Following the identification of Major Finding #6, the proliferation of Christian institutions with leadership programs, we applied the cross character ("†") to indicate institutions that identify as Christian institutions.

## Top Institutions: 1 to 500 Graduates

#	Institution	State	Total Grads	Leadership Grads	%
1	Silver Lake College of the Holy Family	WI	170	21	12.35 †
2	Faith International University	WA	142	17	11.97 †
3	Strayer University-Mississippi	MS	64	7	10.94
4	North American University	TX	354	37	10.45 †
5	Horizon University	IN	10	1	10.00 †
6	Warner Pacific Univ. Prof. & Grad.	OR	452	44	9.73 †
7	Beulah Heights University	GA	170	15	8.82 †
8	Central Christian College of Kansas	KS	384	31	8.07 †
9	Piedmont International University	NC	240	19	7.92 †
10	University of West Los Angeles	CA	118	9	7.63

## Top Institutions: 501 to 1,000 Graduates

#	Institution	State	Total Grads	Leadership Grads	%
1	Thomas University	GA	770	79	10.26
2	Salem University	WV	824	67	8.13 †
3	Oakland City University	IN	548	40	7.30 †
4	Peirce College	PA	570	39	6.84
5	Sierra Nevada College	NV	546	33	6.04
6	University of Maine at Farmington	ME	886	48	5.42
7	William Peace University	NC	510	25	4.90
8	University of Pikeville	KY	862	41	4.76 †
9	Rochester College	MI	530	24	4.53 †
10	Avila University	MO	902	39	4.32 †

## Top Institutions: 1,001 to 2,500 Graduates

#	Institution	State	Total Grads	Leadership Grads	%
1	William Woods University	MO	1,832	338	18.45
2	Los Angeles Pacific	CA	1,288	191	14.83
3	Bethel University	TN	2,118	295	13.93 †
4	University of Charleston	WV	1,382	180	13.02 †
5	Cardinal Stritch University	WI	1,586	183	11.54 †
6	North Carolina Wesleyan College	NC	1,260	136	10.79 †
7	McDaniel College	MD	1,766	165	9.34
8	Union University	TN	2,232	195	8.74 †
9	Gardner-Webb University	NC	2,306	195	8.46 †
10	Viterbo University	WI	2,136	165	7.72 †

## Top Institutions: 2,501 to 5,000

#	Institution	State	Total Grads	Leadership Grads	%
1	The College of Saint Rose	NY	3,426	840	24.52 †
2	Concordia University-Chicago	IL	3,946	422	10.69 †
3	Trident University International	CA	4,020	410	10.20
4	Concordia University-Irvine	CA	3,320	274	8.25 †
5	Concordia University-Portland	OR	3,640	236	6.48 †
6	Lincoln Memorial University	TN	2,978	192	6.45
7	Gonzaga University	WA	4,240	268	6.32 †
8	William Carey University	MS	2,540	152	5.98 †
9	National Louis University	IL	3,458	191	5.52
10	Lipscomb University	TN	2,868	155	5.40

## Top Institutions: 5,001 to 10,000

#	Institution	State	Total Grads	Leadership Grads	%
1	American College of Education	IN	5,316	888	16.70
2	Brandman University	CA	5,220	563	10.79
3	University of La Verne	CA	5,094	231	4.53
4	Creighton University	NE	5,272	188	3.57 †
5	Mercy College	NY	5,078	181	3.56 †
6	Northeastern University Lifelong Learn...	MA	7,538	251	3.33
7	Loyola Marymount University	CA	5,692	162	2.85 †
8	The University of West Florida	FL	8,864	252	2.84
9	Stephen F Austn State University	TX	5,696	153	2.69
10	University of Central Oklahoma	OK	6,254	163	2.61

## Top Institutions: 10,001 to 65,000

#	Institution	State	Total Grads	Leadership Grads	%
1	Lamar University	TX	11,624	2,374	20.42
2	Wilmington University	DE	10,152	444	4.37
3	National University	CA	10,644	323	3.03
4	Montclair State University	NJ	10,888	254	2.33
5	Western Governors University	UT	54,342	1,159	2.13
6	Arizona State University-Skysong	AZ	14,168	300	2.12
7	University of Iowa	IA	16,702	350	2.10
8	Northern Arizona University	AZ	16,516	319	1.93
9	Columbia Southern University	AL	14,986	272	1.82
10	Central Michigan University	MI	12,436	213	1.71

## Lowest Performing Institutions

These institutions are among the largest graduation rates, yet still offer no defined leadership programs to students.

#	Institution	State	Total Students	Leadership Programs
1	Ivy Tech Community College	IN	29,686	0
2	Chamberlain University-Illinois	IL	20,786	0
3	University of Michigan-Ann Arbor	MI	14,820	0
4	Valencia College	FL	14,530	0
5	Miami Dade College	FL	14,394	0
6	Broward College	FL	14,026	0
7	Ultimate Medical Academy-Clearwater	FL	13,596	0
8	University of Maryland-University...	MD	12,970	0
9	Lone Star College System	TX	11,644	0
10	University of California-San Diego	CA	9,562	0

# Heritages

Heritage	2000	% of Total	2018	% of Total	Change in Total	Change from 2000
All	14,798	100.00%	43,765	100.00%		
All - Women	9,009	60.88%	28,161	64.35%	3.47%	312.59%
All - Men	5,789	39.12%	15,604	35.65%	-3.47%	269.55%
Caucasian - All	10,513	71.04%	26,332	60.17%	-10.88%	250.47%
Caucasian - Women	6,198	41.88%	16,646	38.03%	-3.85%	268.57%
Caucasian - Men	4,315	29.16%	9,686	22.13%	-7.03%	224.47%
African American - All	1,980	13.38%	6,815	15.57%	2.19%	344.19%
African American - Women	1,407	9.51%	4,722	10.79%	1.28%	335.61%
African American - Men	573	3.87%	2,093	4.78%	0.91%	365.27%
Hispanic - All	1,289	8.71%	4,753	10.86%	2.15%	368.74%
Hispanic - Women	804	5.43%	3,190	7.29%	1.86%	396.77%
Hispanic - Men	485	3.28%	1,563	3.57%	0.29%	322.27%
Asian - All	197	1.33%	825	1.89%	0.55%	418.78%
Asian - Women	124	0.84%	520	1.19%	0.35%	419.35%
Asian - Men	73	0.49%	305	0.70%	0.20%	417.81%
Native American - All	97	0.66%	267	0.61%	-0.05%	275.26%
Native American - Women	65	0.44%	180	0.41%	-0.03%	276.92%
Native American - Men	32	0.22%	87	0.20%	-0.02%	271.88%

## Top States by Heritage

### Top States: Total Percentage - All Heritages (2000 to 2018)

These states have the largest percentage increase in leadership program graduates, across all heritages, between 2000 and 2018.

#	State	Increase
1	Rhode Island	6,200%
2	Kentucky	5,630%
3	Iowa	2,321%
4	Indiana	1,696%
5	Delaware	1,600%

### Top States: Total Count - All Heritages (2000 to 2018)

These states have the largest increase of graduates, by total count of graduates, between 2000 and 2018.

#	State	Increase
1	Texas	3,529
2	California	2,407
3	New York	1,727
4	Indiana	1,662
5	Pennsylvania	1,278



### Top States: Women (2000 to 2018)

The following states had the greatest percentage increase of women graduates in leadership programs, between 2000 and 2018.

#	State	Increase
1	Iowa	3,183%
2	Kentucky	3,120%
3	Indiana	2,639%
4	Utah	1,989%
5	North Carolina	1,626%

### Top States: Native American (2000 to 2018)

The states below represent the greatest percentage increase of Native American leadership graduates.

#	State	Increase
1	Arizona	533%
2	Illinois	400%
2	Michigan	400%
4	Texas	214%
5	Kansas	200%

### Top States: Asian (2000 to 2018)

The states below represent the greatest percentage increase of Asian leadership graduates.

#	State	Increase
1	Minnesota	3,300%
2	Utah	1,400%
3	Pennsylvania	1,100%
4	New York	1,040%
5	Maryland	1,000%

### Top States: African American (2000 to 2018)

The states below represent the greatest percentage increase of African American leadership graduates.

#	State	Increase
1	Utah	4,800%
2	Iowa	4,700%
3	Delaware	3,925%
4	Minnesota	3,820%
5	Indiana	3,775%

### Top States: Hispanic (2000 to 2018)

The states below represent the greatest percentage increase of Hispanic leadership graduates.

#	State	Increase
1	Indiana	13,400%
2	Utah	4,600%
3	North Carolina	3,700%
4	Wisconsin	2,650%
5	Minnesota	1,467%

## Lowest States by Heritage

### Lowest States: Total Percentage - All Heritages (2000 to 2018)

These states graduated the smallest increases in leadership students, as a percentage, across all heritages, between 2000 and 2018.

#	State	Increase
1	Nevada	-41%
2	New Mexico	-26%
3	South Dakota	10%
4	Ohio	20%
5	Illinois	28%

### Lowest States: Total Count - All Heritages (2000 to 2018)

These states graduated the smallest increases in leadership students, as a total count, across all heritages, between 2000 and 2018.

#	State	Increase
1	Nevada	-80
2	New Mexico	-42
3	South Dakota	11
4	Wyoming	17
5	Alaska	28

### Lowest States: Women (2000 to 2018)

These states graduated the smallest increases in leadership students, as a percentage, for women, between 2000 and 2018.

#	State	Increase
1	Nevada	-21%
2	New Mexico	-14%
3	Ohio	26%
4	Illinois	32%
5	South Carolina	44%

### Lowest States: Native American (2000 to 2018)

These states graduated the smallest increases in leadership students, as a percentage, for Native Americans, between 2000 and 2018.

#	State	Increase
1	Nevada	-100%
1	Ohio	-100%
1	Louisiana	-100%
1	Idaho	-100%
5	South Carolina	-50%

### Lowest States: Asian (2000 to 2018)

These states graduated the smallest increases in leadership students, as a percentage, for Asians, between 2000 and 2018.

#	State	Increase
1	South Dakota	-87%
2	New Mexico	-50%
3	Nevada	-25%
4	Hawaii	-17%
5	Idaho	0%

### Lowest States: African American (2000 to 2018)

These states graduated the smallest increases in leadership students, as a percentage, for African Americans, between 2000 and 2018.

#	State	Increase
1	Alaska	-100%
2	Nevada	-36%
3	Wyoming	0%
3	Montana	0%
3	North Dakota	0%

### Lowest States: Hispanic (2000 to 2018)

These states graduated the smallest increases in leadership students, as a percentage, for Hispanics, between 2000 and 2018.

#	State	Increase
1	Wyoming	0%
2	North Dakota	0%
3	Maine	10%
4	New Mexico	12%
5	Alaska	20%

# Conclusion

We set out to assess if postsecondary institutions in the United States offer adequate, formal, and structured leadership education opportunities to produce future generations of successful leaders. This study has proven that in fact, no, there are not nearly enough opportunities if we seek to produce generations of good leaders in the future. However, this study also found that the number of postsecondary institutions investing in leadership programs is increasing, consistently, over the past 18 years.

It is our hope that the findings and examples in this study are used to empower more institutions, states, and communities to invest more in leadership program opportunities. After all, if we're not investing in future leaders, what kind of future leaders should we expect?

# Further Study Needed

This study addresses the concern over whether our postsecondary schools offer adequate leadership program opportunities in the United States. There are many questions and opportunities for further analysis, not addressed in this study. These include:

## **1. Leadership education embedded in other programs**

Some critics argue programs not titled to include the term “leadership” still develop leadership skills. Examples of such criticism often include management courses.

We agree this is the case in some circumstances. However, it has been well established that management is not the same as leadership (Ryan, 106; Nyar, 2014; Wall Street Journal). Society has evolved beyond considering leadership and management as synonyms.

Further study is needed to assess any such management programs at the course level, to determine which management (or similar) programs contain substantial enough leadership development study to be considered leadership programs or to influence such institutions into renaming their programs to align with contemporary understanding of this difference. Perhaps this study will also influence institutions still misnaming their programs to adopt a more contemporary model.

## **2. Alternative leadership opportunities in postsecondary institutions**

There are other methods by which students can acquire leadership skills. These are often attributed to activities like sports, fraternal or sororal participation, clubs, and other extracurricular programs. Furthermore, many institutions, especially larger ones, report by campus or divisions, some of which may offer leadership programs across the broader institution through remote or online channels. Measuring and quantifying the offerings and results of such opportunities requires further study.

## **3. Limited data source dependency and key changes in 2010**

Most of the data for this study is sourced from the NCES IPED records. While comprehensive for the United States, it does not reflect a global landscape. Furthermore, the CIP codes which categorize the programs across institutions captured fewer offerings before 2010. In 2010, they expanded, increasing the number of potential programs. Prior to that year, the same schools likely reflected leadership programs under other CIP codes. As a result, a jump in leadership development programs is observed in 2010 that is likely exaggerated by the new NCES CIP codes. Further study may smooth this spike in 2010, but will most likely still reflect the same overall effect.

## **4. Leadership program opportunities beyond academic institutions**

There are many other organizations that offer leadership development opportunities. Most common among these are employers. Businesses and NPOs typically offer some form of leadership development opportunities to employees. However, many other

studies have been done in this area and so it is beyond the scope of this study. That said, it remains our understanding and perspective that corporations offer too little leadership development opportunity to compensate for the current lack of opportunity in postsecondary institutions.

#### **5. Quality of leadership programs**

For this study, we emphasized quantitative measures from existing data. As a result we measured quantity but not necessarily quality. Institutions and states recognized as leaders in this study received that recognition for the existence of programs. We did not assess the quality of their programs. Another study should be conducted to measure the quality of leadership programs in postsecondary institutions.



# Methodology

## Objective

Our objective was to identify how postsecondary institutions contribute to or detract from poor leadership in society. The best way to determine this impact in a measurable form was by measuring the programs offered by institutions and the students partaking of those offerings.

## Data Sources & Methods

Our original goal was a global assessment. However, we were unable to identify a comprehensive, global data source for this information. Therefore, we narrowed our focus to the United States. In the United States, the National Center for Education Statistics (NCES) maintains the Integrated Postsecondary Education Data System (IPEDS). IPEDS is “a comprehensive data set, updated annually by every college, university, and technical/vocational institution that participates in the federal student financial aid programs (Title IV-eligible institutions)”.

Although the data is sourced annually, it is not finalized for more than 12 months after each compilation. As a result, the most recent year data was available for this study was 2018.

As we examined the initial data, we realized ranking performance by state required the accommodation for population sizes. Therefore, in addition to the NCIS IPEDS data, we needed the ability to account for the population size of each state. For this data, we used the U.S. Census Bureau 2000 census, 2010 census and associated annual forecast data.

## Analysis

NCES IPEDS data requires institutions to align their programs to one of 2,155 Classifications of Instructional Program (CIP) codes. These are normalized names of degree and certificate programs. Each institution decides which CIP best aligns to each of the programs offered and reported by that institution.

We first analyzed the list of CIP codes for those programs that were predominantly focused on people leadership. We concluded the relevant CIP codes for the years 2000 through 2010 include:

- 13.0401 Educational Leadership and Administration, General.
- 13.0410 Urban Education and Leadership.
- 28 MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART.
  - **Note:** We also include all extensions of CIP Code 28 which are specific to different branches of the military and used for programs like ROTC and Junior ROTC

Then, in 2010, NCES updated their list of CIP codes. All the CIP codes we included from 2000 remained. In addition, from 2010 forward, we included the following CIP codes:

- 13.0412 International School Administration/Leadership.
- 52.0213 Organizational Leadership.
- 60.0807 Corporate Pharmacy Leadership Residency/Fellowship Program.
- 60.0814 Health System Pharmacy Administration and Leadership Residency/Fellowship Program.

We then filtered all the postsecondary institutions that offered any of these programs (CIP codes). We counted how many of these programs each offered, as well as how many students participated in and graduated from each of these programs. In addition, we analyzed the participation by various heritages and each gender in these programs. To determine performance by state, we compiled all the data for all postsecondary institutions within each state.

Institutions evaluated included colleges and universities with cross-functional studies. For example, if a school reported to the Federal Government as its own institution and was exclusively focused on leadership, it was not included in this study. This was necessary so as not to unfairly skew the results, which were often based on percentages. For example, schools were ranked based on percentage of graduates studying leadership. This only impacted institution performance rankings. It did not impact the overall state results as the programs and students in these institutions were included.

# Glossary

**CIP Codes:** These are the NCES's codes identifying unique programs. These are normalized degree names or certification titles. They change every 10 years and so this study spans two lists.

The CIP Codes Used in This Study Include:

- 13.0401 Educational Leadership and Administration, General.
- 13.041 Urban Education and Leadership.
- 28 MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART.
- 28.01 Air Force JROTC/ROTC.
- 28.0101 Air Force JROTC/ROTC.
- 28.03 Army JROTC/ROTC.
- 28.0301 Army JROTC/ROTC.
- 28.04 Navy/Marine Corps JROTC/ROTC.
- 28.0401 Navy/Marine Corps JROTC/ROTC.
- 13.0412 International School Administration/Leadership.
- 52.0213 Organizational Leadership.
- 60.0807 Corporate Pharmacy Leadership Residency/Fellowship Program.
- 60.0814 Health System Pharmacy Administration and Leadership...

It may seem the ROTC / JROTC would skew the results. However, it was our finding that relatively few schools reported these and it therefore did not substantially alter the data for or against any state or institutions.

**Institutions:** Any postsecondary academic school, college, or university, recognized by the NCES. If an institution reported separate from the parent entity, such as a school within a university, it generally appears as a separate institution in the results. A good example of this is Michigan University - Ann Arbor appearing as a low performing institution for lack of leadership programs. However, the University of Michigan offers leadership programs through other campuses or schools within the university.

**Leadership Program:** Any NCES CIP code containing the word "leadership". For more on this, see CIP Codes.

# About

## Ben Lichtenwalner



Ben raises servant-leadership awareness and adoption, while building servant-led organizations. He is author of the critically acclaimed book, “Paradigm Flip: Leading People, Teams, and Organizations Beyond the Social Media Revolution” and founder of Radiant Forest, LLC as well as ModernServantLeader.com.

Mr. Lichtenwalner holds a bachelor’s degree from Penn State University and an MBA from Lehigh University. He lives in West Michigan while frequently travelling to New York. He has three young boys, an amazing wife.

## Radiant Forest, LLC



Radiant Forest, LLC is dedicated to innovative research, training, consulting, advisory, and keynote presentations on servant-leadership. They are known for the tagline, “We help you fix and prevent bad bosses”. Founded in 2012 to support the growing demand for servant-leadership research and services, Radiant Forest is now known as the most innovative and contemporary resource for knowledge and solutions on the topic.

## Modern Servant Leader



ModernServantLeader.com (MSL) is the top servant-leadership blog, according to BlogRank. It is also among the top 30 leadership blogs, globally. Started in 2004, MSL initially sought to provide reflections and observations on contemporary servant-leadership issues. It was the first site to address contemporary issues like digital communications and globalization of the workforce through a servant-leadership lens. Since then, MSL evolved into a far-reaching resource for contemporary servant leaders.

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