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“A Presidential Curriculum: A four stage model for the University Presidency”

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A Presidential Curriculum: A Four Stage Model for the University Presidency

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Presentation Outline

Introduction
Research Question
Rationale & Significance
Review of Literature
Methods
Model of Presidential Development
What’s Next
Summary
Research Question

What do university presidents perceive as the most important life and professional experiences in preparing them for the presidency?
Rationale & Significance

Do Higher Education Programs Respond to Students’ Aspirations and Needs?

University Presidents are the Chief Executive Officers of Academic Institutions.

Study has the Potential to assist Higher Education Faculty refine Curriculum Development Approaches.
Review of Literature

Higher Education Doctoral Programs

Graduate Program Development
(Haynes, 2007; Mason, 1998; Uzoigwe, 1982; Wright & Miller, 2007)

Graduate Student Expectations
(Poock, 1997; Young and Brooks 2008)

Doctoral Student Development
(Austin, 2002; Bragg, 1976; Ellis, 2001; Gardner, 2010, Gonzalez, 2006; Ivankova, 2004; Soto Antony, 2002; Weidman, Twale, & Stein, 2001; Walker, Golde, Jones, Bueschel & Hutchings, 2008)

University Presidency
(Brodie and Banner, 2005; Burton, 2003; Dennison, 2001; McLaughlin, 1996)

Knowledge & Competencies for the Presidency
(Minor, 2001; Stevenson, 1982)

Graying of the Academy Leadership
(de Vise, 2010; Farrington, 2008; Keller, 2010; Lum, 2009; Jaschik, 2008; June, 2008)

Presidential Pathways
(McLaughlin, 1996; Moore, 1998; Patton, 2007; Selingo, 2003)
Method

Multi-Grounded Theory

Conceptual Framework

ACE Presidential Study
Question 35

Guided Development

Conceptual Framework:
- Graduate Student Expectations
- Curriculum Design
- Presidential Perceptions
- Graduate Preparation of New Professionals

President’s Perceptions of Higher Education Administration Programs Interview Questions
(Guided by Multi-Grounded Theory)
A Higher Education Leadership Development Conceptual Process Model

- Continuous Professional Development
  - Conferences
  - Workshops

- Academic Preparation
  - Doctoral Program

- Mentoring/Coaching
  - Deep/Active Mentorship

- Practical Experience
  - Shared Governance
  - Coaching Subordinates
  - Fundraising
  - Hiring

By Sydney Freeman Jr. (2011)
Academic Preparation

I think an effective higher education program has faculty who have been in higher education. I think an effective higher education program has also faculty who have done research and they teach you analytical skills because as an administrator you are constantly reading and analyzing using research.

Evelyn Aurora

Finance, organizational, behavior, student development, strategic planning, and in addition to that there should be opportunities for the student to have their own research interests, whether it might be in an executive area, or it might be in student affairs interest, academic affairs.

Gavin Benjamin
Mentorship/Coaching

I was very fortunate in my doctoral program; I was fortunate to have excellent mentors. It’s important in higher education that you have mentors, whether you are interested in becoming a college president, a professor, a vice president, you must have good mentors, because that’s where you learn from the experiences of others and the experiences that they provide for you.

Elijah Alexander
Practical Experience

I think the experience makes you a stronger leader in my experience and more comfortable with more people in more roles.

Joshua Dillan

Specific areas where experience is the best teacher.
Shared Governance
Coaching Subordinates
Fundraising
Hiring
Continuous Professional Development

Conferences
- NAICU Leadership Conference
- Kellogg's MSI Leadership Fellows program

Workshops
- ACE-Advancing to the Presidency
- Harvard Institute of Educational Management
- Harvard Institute for New Presidents