



LEADING THE WAY

to America's Future

A monograph about the launch and implementation of
the Kellogg MSI Leadership Fellows Program, 2002–2004

The Alliance for Equity in Higher Education promotes greater collaboration and cooperation among colleges and universities that serve large numbers of students of color in order to enhance the nation's economic competitiveness, social stability and cultural richness. The Alliance was founded by the American Indian Higher Education Consortium (AIHEC), the Hispanic Association of Colleges and Universities (HACU), and the National Association for Equal Opportunity in Higher Education (NAFEO), with support from the W. K. Kellogg Foundation and the Charles Stewart Mott Foundation.

The Alliance is headquartered at:

The Institute for Higher Education Policy
1320 19th Street, NW, Suite 400
Washington, DC 20036
Tel: 202-861-8223
FAX: 202-861-9307
Website: www.msi-alliance.org

The Institute for Higher Education Policy is a non-profit, non-partisan research organization whose mission is to foster access and success in postsecondary education through public policy research and other activities that inform and influence the policymaking process. These activities include policy reports and studies, seminars and meetings, and capacity building activities such as strategic planning. The primary audiences of the Institute are those who make or inform decisions about higher education: government policymakers, senior institutional leaders, researchers, funders, the media, and private sector leaders.

LEADING THE WAY

to America's Future

A monograph about the launch and implementation of
the Kellogg MSI Leadership Fellows Program, 2002–2004

PREPARED BY THE INSTITUTE FOR HIGHER EDUCATION POLICY
FOR THE ALLIANCE FOR EQUITY IN HIGHER EDUCATION

August 2004

Foreword

Since joining forces in 1999 as the Alliance for Equity in Higher Education, the American Indian Higher Education Consortium (AIHEC), the Hispanic Association of Colleges and Universities (HACU), and the National Association for Equal Opportunity in Higher Education (NAFEO) have made the commitment to promote greater collaboration and cooperation among colleges and universities that serve large numbers of students of color. In no area is the need for that collaboration more evident than leadership development. The next generation of leaders for minority-serving institutions (MSIs) will play an essential role in educating the rapidly growing African American, Hispanic, and Native American communities that make up the nation's emerging majority populations. These populations will be key drivers of the nation's economic growth and social advancement in the coming decades.

The planning and implementation of the first year of the Kellogg MSI Leadership Fellows Program was a groundbreaking and important experience for each of the institutional communities represented by AIHEC, HACU, and NAFEO. Because of its historic nature, and because we believe that the organizers and implementers of the program are in the best position to describe what happened—and why—we have prepared this monograph as a record of the activities and accomplishments of the successful launch of the program. While

much was learned in this time period that will lead to improvements and changes in the program content and design in the coming years, it is nevertheless apparent that this model of leadership development works exceptionally well. It works for the simple reason that it has been fashioned to provide hands-on, practical skill building that is specifically rooted in and across institutional communities that have not been adequately served by other types of leadership programs. The fact that program participants all benefit from a “two for one” experience—grounding in their own community, while also learning from and with others who share a common history of discrimination and disempowerment—makes this a truly unique and special program.

As coordinator and facilitator of the Alliance for Equity in Higher Education, the Institute for Higher Education Policy is honored to have played a role in the launching of this innovative program. We believe it is likely to be the first of several initiatives to train a wide range of leaders across these three communities. This expanded commitment to leadership development at MSIs will not only have a substantial impact on these communities, but ultimately will have far reaching consequences for the nation's economic competitiveness, social stability, and cultural richness.

Jamie P. Merisotis, *President*
Institute for Higher Education Policy



CHIEF EXECUTIVE OFFICERS (CEOs) AND PRINCIPAL INVESTIGATORS

Dr. Gerald Gipp
EXECUTIVE DIRECTOR
*American Indian Higher Education
Consortium (AIHEC)*

Dr. Lezli Baskerville
PRESIDENT AND CEO
*National Association for Equal Opportunity in Higher
Education (NAFEO)*

Dr. Antonio Flores
PRESIDENT
*Hispanic Association of Colleges and
Universities (HACU)*

Mr. Jamie Merisotis
PRESIDENT
Institute for Higher Education Policy

NATIONAL ADVISORY BOARD

Tomas Arciniega, *Co-Chair*
PRESIDENT
California State University, Bakersfield

Piedad Robertson
SUPERINTENDENT/PRESIDENT
Santa Monica College

Ricardo Fernandez
PRESIDENT
Herbert C. Lehman College

Jim Shanley, *Co-Chair*
PRESIDENT
Fort Peck Community College

Joseph Johnson, *Co-Chair*
PRESIDENT EMERITUS
Grambling State University

Dolores Spikes
PRESIDENT EMERITUS
Southern University

Joe McDonald
PRESIDENT
Salish Kootenai College

Wayne Stein
DIRECTOR, CENTER FOR NATIVE AMERICAN STUDIES
Montana State University, Bozeman

Judith McLaughlin
EDUCATIONAL CHAIR
*Harvard Seminar for New Presidents
Harvard University Graduate School of Education*

Niara Sudarkasa
FORMER PRESIDENT
Lincoln University-Pennsylvania

AIHEC ADVISORY BOARD

Dr. Jim Shanley
PRESIDENT
Ft. Peck Community College, MT

Dr. Carty Monette
PRESIDENT
Turtle Mountain Community College, ND

Dr. Joe McDonald
PRESIDENT
Salish Kootenai College, MT

Dr. Karen Swisher
PRESIDENT
Haskell Indian Nations University, KS

Dr. Verna Fowler
PRESIDENT
Menominee Nation College, WS

HACU ADVISORY BOARD

Dr. Tomas Arciniega
PRESIDENT
California State University, Bakersfield

Dr. Ricardo Fernandez
PRESIDENT
Herbert C. Lehman College

Dr. Maria Sheehan
PRESIDENT
College of the Desert

Dr. Eduardo Padron
PRESIDENT
Miami Dade College

Dr. Tessa Martinez Pollack
PRESIDENT
Our Lady of the Lake University

Dr. Max Castillo
PRESIDENT
University of Houston, Downtown

Dr. Salme Steinberg
PRESIDENT
Northeastern Illinois University

NAFEO ADVISORY COMMITTEE

Dr. Joseph B. Johnson
FORMER PRESIDENT
Grambling State University and Talladega College
CHAIRMAN
NAFEO Kellogg Fellows Leadership Program

Dr. Earl S. Richardson
PRESIDENT
Morgan State University

Dr. Dolores Spikes
PRESIDENT EMERITUS
Southern University System and University of Maryland, Eastern Shore

Dr. Robert L. Albright
PRESIDENT EMERITUS
Johnson C. Smith University

Dr. William B. DeLauder
PRESIDENT EMERITUS
Delaware State University

Dr. Gloria Scott
PRESIDENT
G. Randle Services, Riviera, Texas

Dr. Harold E. Wade
PRESIDENT
Atlanta Metropolitan Community College

Contents

Introduction 1

CHAPTER ONE: The Alliance for Equity in Higher Education 3

CHAPTER TWO: Kellogg MSI Leadership Fellows Program..... 7

CHAPTER THREE: Warriors, chiefs, and tribal college leaders 19

CHAPTER FOUR: Developing the next generation of Hispanic higher education leaders 29

CHAPTER FIVE: Preparing HBCU leadership for the new millennium..... 37

CHAPTER SIX: Lessons in leadership development..... 45

Introduction

This monograph describes key aspects of the steps involved in organizing and implementing the Kellogg MSI Leadership Fellows Program—a project of the Alliance for Equity in Higher Education, supported by the W. K. Kellogg Foundation. Established and managed by the three Alliance partner organizations—the American Indian Higher Education Consortium (AIHEC), the Hispanic Association of Colleges and Universities (HACU), and the National Association for Equal Opportunity in Higher Education (NAFEO), together with the Institute for Higher Education Policy, which coordinates and facilitates the Alliance’s activities—the program has achieved new levels of cooperation and collaboration and set the future direction of Minority-Serving Institutions (MSIs).

The basic objective of the Kellogg MSI Leadership Fellows Program is to develop a new cadre of skilled leaders who understand the unique and important context of leadership for MSIs. This objective was decidedly complex because of the diverse cultural characters of the communities being served. And yet one profound lesson of the Kellogg MSI Leadership Fellows Program has been that three distinct communities nevertheless share many common goals and objectives that draw them together and make it imperative that both current and emerging leaders bridge cultural boundaries and strengthen their abilities in key areas. They must excel in their ability to cooperate rather than compete for scarce resources; to join forces to effect policy change at the national level; to collaborate on solving common issues; and to work in partnerships with majority institutions.

Leadership development for the future means adopting new models of leadership. Models that exalt control and authority must be replaced by new visions of leadership as it occurs in the context of minority-serving campuses.

The core mission of the institutions that are represented by the Alliance remains the same—providing high quality education for all students, but especially for underserved populations. Yet, the growing diversity in society brings another

set of increasingly complex challenges, including the need for leadership that bridges the political, racial, cultural, and economic boundaries of the communities these institutions serve.

Chapters One and Two, compiled from proposals, minutes, correspondence, and other program documents, describe the organizations that came together to create this program and how the work was accomplished. In Chapters Three, Four, and Five, the project directors describe one of the most important features of the program, the individualized component that addresses specific needs of the minority community in which the Fellows work. Among the many challenges faced by the Fellows, Deborah His Horse is Thunder, Project Director for the American Indian Higher Education Consortium (AIHEC), highlights the complex governing relationships between tribal colleges and the federal government and the unique spiritual foundation of leadership among the tribal communities. Patrick Valdez, Project Director for the Hispanic Association of Colleges and Universities (HACU), emphasizes the role of leaders as change agents with problem solving skills needed to make their institutions responsive to the influx of Latinos and other underrepresented populations. Arthur Thomas, Project Director for the National Association for Equal Opportunity in Higher Education (NAFEO), describes the urgent need to tap the skills and knowledge of successful sitting presidents at historically black colleges and universities and to promote the intergenerational transfer of knowledge needed to develop effective leaders for the future.

Over the next decade, many of the current leaders of MSIs will be retiring. The Kellogg MSI Leadership Fellows Program will provide a unique opportunity to transfer knowledge, expand the horizons of leadership, and foster goodwill across MSI communities. Leaders of the Alliance member organizations have pledged to identify and mentor the next generation of presidents and senior executives for America’s MSIs. Unlike other leadership programs in higher education, the specific focus of this project is presidential

and senior leadership. Organizers have predicted that by the end of this decade, at least half of the individuals who participate in the Kellogg MSI Leadership Fellows Program will have served or will be serving as a president, provost, or other high-

level senior leader at a minority-serving college or university. This ambitious goal exemplifies the high standards that the organizers have imposed on themselves, and indicates the serious nature of the overall endeavor.

The Alliance for Equity in Higher Education

The first step toward understanding the significance of the contribution that the Kellogg MSI Leadership Fellows Program is making to American higher education is to understand the origins and priorities of the various stakeholders involved in the development and implementation of the program.

What is a Minority-Serving Institution (MSI)?

For decades, a relatively small number of America's colleges and universities, minority-serving institutions (MSIs), have taken on responsibility for educating large numbers of students of color. A college or university is designated as an MSI either because of its history, since many were founded specifically to educate members of a particular ethnic community such as African Americans or American Indians, or because the institution's current enrollment includes a substantial percentage of minority students—Hispanic students, for example.

While MSI is a fairly new term it has become routinely used to describe those institutions identified by federal legislation as either established by charter or evolved by student population and focused on serving ethnic groups that have suffered the historic vestiges of segregation and/or educational deprivation. These institutions include Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and Hispanic Serving Institutions (HSIs).

In addition to providing a quality education, most MSIs provide postsecondary education

opportunities specifically tailored to students who traditionally have been denied access to adequately funded elementary and secondary schools, especially low-income, educationally disadvantaged students. MSIs also foster cultural values and traditions, promote civic and community responsibility, and produce citizens who are exceptionally attuned to America's increasingly diverse population. Many students of color also find that MSIs provide an educational and cultural experience that cannot be replicated at other institutions.

MSIs also are growing in value significantly because the population of students of color continues to grow at phenomenal rates. Experts project that by 2015, college enrollments will increase by 23 percent for African Americans and 73 percent for Hispanics, compared to only 5 percent for Whites.¹ Moreover, the proportion of the total U.S. population comprised of people of color (including African Americans, Asian Americans, American Indians, and Hispanics) is expected to grow from 31 percent in the year 2005 to 40 percent in 2020 and 52 percent in 2050.²

What does the Alliance for Equity in Higher Education add?

This expected growth is a key force behind the leadership initiative and one of several common prospects that MSIs share. Over time, MSIs have come together to advocate for their individual needs and programs. They are served in this regard by three

¹ Carnevale, Anthony P., and Richard A. Fry. 2000. *Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College?* Educational Testing Service Leadership 2000 Series. Washington, DC: ETS.

² U.S. Bureau of the Census. 2002. "(NP-T4) Projections of the Total Resident Population by 5-Year Age Groups, Race, and Hispanic Origin with Special Age Categories: Middle Series, 1999-2100." Population Projections Branch, Population Division. From Census website (<http://census.gov/population/www/projections/natsum-T3.html>).

national higher education associations—the American Indian Higher Education Consortium (AIHEC), the Hispanic Association of Colleges and Universities (HACU), and the National Association for Equal Opportunity in Higher Education (NAFEO).

Individually, AIHEC represents 35 Tribal Colleges in the United States and one Canadian institution. HACU's membership includes more than 200 institutions, located in 14 states, Puerto Rico, and six foreign countries. NAFEO represents 118 Historically Black Colleges and Universities and other predominantly Black institutions. Each of these individual organizations represents the largest group of institutions in their community and therefore serves as an “umbrella” that represents broad interests in those communities.

In 1999, AIHEC, HACU, and NAFEO founded the Alliance for Equity in Higher Education with initial funding from the W. K. Kellogg Foundation, and subsequent support from the Charles Stewart Mott Foundation, and other donors. Today, this coalition represents approximately 350 MSIs in American higher education and serves almost 2 million students of color.³

The Alliance promotes collaboration and cooperation among the member MSIs and advocates for the shared policy concerns of all TCUs, HSIs, and HBCUs and the students they serve.

- ▶ Approximately 1.8 million students were enrolled at Alliance-member colleges and universities in the fall of 2000, or about 11 percent of all students enrolled in American higher education.
- ▶ Enrollment is growing at all three groups of MSIs, increasing by an average of 22 percent between 1990 and 2000. The average rate of enrollment growth in U.S. higher education during this same period was only 9 percent.
- ▶ Alliance colleges and universities enroll 31 percent of the 3.6 million African American, Hispanic, and American Indian students in postsecondary education.

Minority-serving institutions have always played a critical role in providing postsecondary education

access to underserved communities. Despite frequent educational, economic, and social hurdles facing students who attend MSIs, the record of success at these institutions is remarkable. For example:

- ▶ Alliance-member institutions award a disproportionate percentage of the degrees awarded to the racial and ethnic groups they serve. For example, NAFEO-member institutions award 29 percent of all bachelor's degrees to African Americans in higher education, despite the fact that they enroll approximately 18 percent of all African American students. Similarly, AIHEC-member institutions (which are mostly two-year colleges) award 19 percent of all associate's degrees to American Indians despite the fact that they enroll about 7 percent of all American Indian students.
- ▶ Alliance-member MSIs graduate a significant proportion of minority teacher education students, awarding 46 percent of teacher education bachelor's degrees earned by African American students, 49 percent of those earned by Hispanic students, and 12 percent of those earned by American Indian students. When completion of less than bachelor's degrees—such as associate's degrees and certificates—is considered, the proportion awarded by Alliance-member institutions to both Hispanic and American Indian students increases to more than one-half.

Because of the Alliance, MSIs have developed a powerful national avenue through which to work collaboratively to better serve the needs of students of color. As part of its commitment to the success of MSIs and the communities they serve, the Alliance embraced principles for the organization that include ensuring student access, success, and equal opportunity; enhancing teacher preparation, faculty development and leadership; strengthening institutional development; preserving and recognizing America's rich cultural diversity; and exploring new opportunities for collaboration.

Leadership is vital to all the programs, services, and priorities of the Alliance and its

³ The following data were compiled by the Alliance for Equity in Higher Education. Available from <http://www.msi-alliance.org/main.asp?catid=3>.

member institutions. However, the distinct needs of MSIs require a new, nontraditional style of leadership—leadership skills drawn from within these communities. The success of the Alliance itself is a testament to the need for a new vision of leadership. A unique relationship exists among the three member organizations and the Alliance. Each organization manages a dual responsibility—responsibility to its basic constituency and membership, plus a new responsibility to the Alliance partners—whose accomplishments continue to make history and speak to the needs of America’s emerging majority populations.

The Alliance is the vehicle for communicating across memberships about priority issues. For example, the Alliance sponsors expert groups that provide ongoing guidance on substantive issues driving the collaborative agendas of AIHEC, HACU, and NAFEO. These expert groups most recently have focused on three areas—technology, teacher education, and research and policy analysis.

The Alliance also uses its website (<http://www.msi-alliance.org>) to achieve many of its key objectives. In addition, full text of Alliance materials are available to Internet users, including publications such as *Briefing*, a periodic newsletter, and major national policy reports including *Educating the Emerging Majority: The Role of Minority-Serving Colleges and Universities in Confronting America’s Teacher Crisis* (2000) and *Serving the Nation: Opportunities and Challenges in the Use of Information Technology at Minority-Serving Colleges and Universities* (2004).

Through its continuing effort to identify common issues and anticipate challenges facing MSIs, the Alliance recognized that the demand for leaders in the MSI community far exceeded the supply, yet little attention had been paid to the task of identifying and educating the next generation of leaders.

Where does the W.K. Kellogg Foundation connect?

At the same time, the Youth and Education Unit of the W.K. Kellogg Foundation was interested in a leadership development program that would complement and support the Kellogg Foundation’s

ongoing work with MSIs. A leadership development program was envisioned as a capstone to more than a decade of Kellogg Foundation work with Alliance member institutions. At the time, there were no other leadership programs that targeted MSIs as a collaborative group. Kellogg recognized the strategic opportunity to create a leadership cadre sensitive to the development of cooperative efforts among the MSIs.

During the decade of the 1990s—a rapidly growing period for the Foundation and a time of significant change—more was learned about the success and persistence of MSIs. In 1992, the Foundation supported a major initiative that created Centers of Excellence at 10 HBCUs. Reports by two task forces, one focused on Native American issues and one on Hispanic issues, highlighted and identified specific areas of work with these groups. As improving the access and success of minority students in higher education was identified as a priority in both task force reports, two other major initiatives were developed. The Native American Higher Education Initiative (NAHEI), started in 1995, focused on tribal colleges, and the Hispanic-Serving Institutions Initiative, named ENLACE, was established in 1999.

The WKKF initiatives that focused on the MSIs were new and experimental ventures. The Foundation had never before concentrated funding on these institutions, although scattered and sporadic funding for some minority-serving schools was evident over the Foundation’s long history of support for higher education. For example, the oldest of these institutions, the HBCUs, had a history of WKKF grants dating back to 1942. Some Hispanic-Serving Institutions had received support before the federal government created the HSI designation in 1986. However, the Foundation had not previously focused attention on this emerging group of colleges and universities. TCUs, the youngest institutions, had the least contact with WKKF. For the first time at WKKF, there was a strategic focus on the development and support of these institutions.

The MSI initiatives were uniquely developed to address specific needs of the institutions and their students. At the same time, the programs provided lessons and experiences that improved the plans and frameworks for each successive initiative. For Kellogg, the lessons learned from work with these

minority institutions highlighted both the common issues and the differences among the institutions, their students, and communities.

One major concern was about competition, rather than collaboration, among these institutions with regard to foundation and government support. The WKKF Board of Trustees and others urged that ways be found to bring the groups together in order to capitalize on some of their common experiences and needs, build understanding of differences, and explore opportunities for cooperation, especially related to federal policy issues and funding. At that same time, a new organization, the Alliance for Equity in Higher Education, resulted from the coming together of the groups to create more collaborative working relationships.

The Alliance provided a formal structure and coordinated opportunities for dialogue, information and resource sharing, strategic policy planning, and program development among the MSIs. Through the Alliance and other efforts, the MSIs identified a number of cooperative areas of work—technology, national higher education policy related to institutional support and student financial aid, teacher education, remedial education, preparation and recruitment of minority faculty, and leadership development. Among this list of common interests, leadership development was repeatedly cited as a major concern. The institutions recognized that to address the other identified areas, they would need an array of effective leaders.

On September 16, 2002, at the National Press Club in Washington, DC, the Alliance announced its historic national leadership initiative with the support of a four-year, \$6 million grant from the W. K. Kellogg Foundation. The announcement marked the success of months of discussion and planning to develop the accepted proposal and signaled the beginning of a new level of cooperation.

Executives of the three Alliance-member organizations signed a Memorandum of Understanding with the Institute for Higher Education Policy to formally set up the new program as the Kellogg MSI Leadership Fellows Program. They declared that, “The next generation of presidents and senior executives at minority-serving colleges and universities will be Kellogg Fellows.” The Memorandum of Understanding was created between the three member associations of the Alliance with the Institute for Higher Education Policy as manager and fiduciary agent. Signatories to the MOU on September 16, 2002 were: Dr. Gerald Gipp, Executive Director, American Indian Higher Education Consortium; Dr. Antonio Flores, President, Hispanic Association of Colleges and Universities; Dr. Frederick Humphries, President, National Association for Equal Opportunity in Higher Education; and Mr. Jamie Merisotis, President, Institute for Higher Education Policy. Valorie Johnson, Program Director, Youth and Education Programs for the W. K. Kellogg Foundation, presented the first check to the group.

Kellogg MSI Leadership Fellows Program

Implementation

Initial planning for the program was carried out by the chief executives of the Alliance member associations with expectations that the actual program would be directed primarily by five individuals—three project directors, one from each member association; one staff member from the Institute, and Jamie Merisotis, President of the Institute for Higher Education Policy.

During 2001, teamwork and working group meetings and discussions were accomplished and strategies were devised around one important issue and question—the focus and structure of the program. Organizers determined that the focus of the project would be presidential-level leadership, building upon the track record of success achieved by current MSI presidents.

In meetings with leaders from the MSIs, many concurred with what Dr. Tommy Lewis, former President of Dine College and Northwest Indian College, said, “We have leaders from whom many can learn important lessons, lessons that no one can find in textbooks. We need to pass this learning on to the next generation.” He continued, “I believe this could be a very important initiative for Minority-Serving Institutions. We need strong leadership if our institutions are to survive. This means having more individuals who collectively can inspire others, plan strategically, and get results. We need more who know how to lead, not just work, at these institutions. We need people that have the proper credentials, but also that are well trained to lead our colleges and tackle our tough issues. The higher education business is a very competitive and rapidly changing field. Our work, institutions, and accomplishments are judged by the caliber of highly skilled administrators who can lead. It means everything. Our students deserve the best.”

The program capitalized on what had been learned from past Kellogg Foundation programming, as well as from the leadership programs for women and minorities that were prevalent in mainstream institutions during the 1980s and 1990s. Generally those programs tended to focus on individual leadership development, where participants were encouraged to adopt models of leadership that exalted control and authority. Frequently, little or no attention was paid to context and its effect on the lives and actions of the potential leaders.

In contrast, organizers of the MSI Leadership Fellows program paid attention to the critical dimensions of context, process, and succession. The program capitalized on the rich opportunities of interdependence by linking leadership generations, and utilized the teaching role for seasoned leaders to transmit their knowledge about leadership. Seasoned leaders also mentored their successors through active learning experiences. Groups of future leaders, rather than individuals, from each of the institutions, participated in purposeful activities where they tested competencies, took risks, manifested values, worked collaboratively, and simultaneously received support, counsel, and validation from more experienced leaders.

Funding for the Kellogg MSI Leadership Fellows Program was made possible by a \$6 million grant from the W.K. Kellogg Foundation in 2002. The grant covered a nine month planning period and three full years of program implementation. Expenses covered include travel, personnel, contractual services, networking and quality, and office expenses/support.

Human resources are identified

A diverse set of resources that function at varied levels were needed to facilitate the development and implementation of the program. Thus, a project

team was developed to design and implement the program. The team included:

- D *A program manager/associate*, employed by the Institute for Higher Education Policy in its role as Alliance coordinator. Responsibilities included working with the founding organizations and the other key constituencies, managing consultants hired to facilitate development and administration of the program, and communicating with the Fellows. The Program Manager for the planning phase and first year of the program was Kelley Aveilhe.
- D *Dedicated staff* at AIHEC, HACU, and NAFEO responsible for coordinating the organizations' efforts in the planning process, interacting with consultants, and communicating with the community represented by the organization. Three Project Directors were identified and served in this capacity during the planning stage and first year of the program: Deborah His Horse Is Thunder, AIHEC; Patrick Valdez, HACU; and Arthur Thomas, NAFEO.
- D *Senior Advisors* who bring high-level experience at MSIs to provide overall guidance on the program development and curriculum content.
- D *The CEOs of the respective organizations*, including: Jamie Merisotis, President of the Institute for Higher Education Policy, who served as the overall Project Director for the Kellogg MSI Leadership Fellows Program; Gerald Gipp, Executive Director of AIHEC; Antonio Flores, President and CEO of HACU; and Frederick Humphries, President and CEO of NAFEO.

In addition, a National Advisory Board (NAB) was convened during the planning phase, and at the conclusion of the first year of the program. The specific responsibility of the NAB was to identify priorities for senior leadership development in each of the three communities, to provide feedback on the specific program design, and to assist in promoting the program in the minority communities. The NAB is made up of two members each from the respective NAFEO, HACU, and AIHEC Advisory Boards, and four members appointed by Institute for Higher Education Policy President Jamie Merisotis.

Among those recruited to serve on this important group were:

- D Past and present MSI leaders (in conjunction with the three member organizations);
- D Leaders of other national minority-focused organizations; and
- D Directors of organizations and institutions involved in leadership development in higher education.

Planning progresses

An elaborate plan of work was developed for the 2002 year to guide the planning year and set the format for recruiting and curriculum cycles. Work began with meetings between Kellogg Foundation staff, Institute/Alliance staff, and representatives of the three Alliance membership associations. Among the first important goals was the need to select three senior advisors to assist in program planning, to shape the program goals and curriculum, and to determine the overall project schedule. The three individuals recruited to form a special team of former MSI presidents and draft the initial program plans were Margarita Benitez, former President of the University of Puerto Rico at Cayey; Marshall Grigsby, former President of Benedict College; and Tommy Lewis, former President of Dine College and Northwest Indian College. Organizers also spent time identifying advisory committee members and continuing the intensive process of program planning meetings.

With the summer fast approaching, the agenda shifted to hiring a project evaluator. Betty Overton-Adkins, Vice President for Academic Affairs at Spring Arbor University in Spring Arbor, MI, was selected to lead the evaluation team. Simultaneously, program planning meetings continued and the program plans were refined, incorporating new ideas and raising other concerns. Once the skeleton of the program was confirmed, application materials were printed and a promotional package was developed to recruit the first cohort of Fellows.

The early results were encouraging. The three programs combined received a total of 73 applications for the roughly 30 available slots. All candidates were considered high caliber and from a diverse range of geographical and professional backgrounds.

Throughout this process the calendar would prove to be the most challenging aspect of the

program. Nevertheless, materials were developed and applications were solicited and received by July with some adjustments to deadlines as needed for this first round.

With the final program planning meetings also slated for July, an August seminar had been shaped, curriculum facilitators were recruited, and participants were selected for the first class of the program and the opening seminar.

As the program was being readied for its launch in August of 2003, the National Advisory Board convened to craft a statement that would reflect the commitment of leaders in higher education in all three communities to the important goals of the program. The National Advisory Board's "Statement of Intent," formally released during the first week of program operation, set high expectations for the program and conveyed the commitment of those involved to a focus on the future.

It reads...

The Kellogg MSI Leadership Fellows Program is a powerful example of how a collective national initiative that focuses on leadership development can bring communities together to develop the next generation of senior leaders to shape the nation's future. The National Advisory Board to the Kellogg MSI Leadership Fellows Program stands committed to working as one to develop and implement the program, making it the best opportunity for professional advancement and growth for these future senior leaders, offering advice and counsel that results in a high quality program that proactively addresses the leadership priorities of minority-serving institutions (MSIs), and aggressively serves the goals and interests of minority communities. Working together, we believe that new, united leadership at MSIs will lead the way to increased educational opportunities for all Americans who have been denied access to a quality higher education.

We stand together as minorities for many reasons related to the nation's future economic, social, and cultural well-being. Yet no factor unites more closely than the continuing injustices wrought upon minority communities by racism and unequal treatment. In both a historical and contemporary context, the pervasive effects of racism impede the

personal and collective progress of our communities, and thereby the nation's future prosperity.

In coming together to combat racism and support increased higher education opportunities for our communities, we believe that profound and fundamental change can take place. This change will take place under the united efforts of MSIs, as embodied by the Alliance for Equity in Higher Education. The more than 340 Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities that are members of NAFEO, HACU, and AIHEC educate more than one-third of all Hispanics, African Americans, and American Indians in the United States, and are therefore essential to meeting the nation's future workforce and intellectual needs. As the Vision and Mission Statement of the Alliance, adopted at its inception in 1999, points out, "These institutions represent the vanguard of the nation's emerging majority population in the new millennium." Equally as important, MSIs provide an example that can be replicated by all types of higher education institutions committed to serving educationally and financially disadvantaged populations.

Effective leadership represents one of the most critical human resource needs of the African American, American Indian, and Hispanic communities as we begin the 21st century. The quality and character of our leaders will drive the unified agendas of the nation's emerging majority populations, and will help to strengthen the bonds that unite us as Americans.

Signatories to the August 4, 2003 Statement of Intent were:

Tomas Arciniega, *Co-Chair, President, California State University, Bakersfield*

Ricardo Fernandez, *President, Herbert C. Lehman College*

Joseph Johnson, *Co-Chair, President Emeritus, Grambling State University*

Joe McDonald, *President, Salish Kootenai College*

Judith McLaughlin, *Educational Chair, Harvard Seminar for New Presidents, Harvard Graduate School of Education*

Piedad Robertson, *Superintendent/President, Santa Monica College*

Jim Shanley, *Co-Chair, President, Fort Peck
Community College*

Dolores Spikes, *President Emeritus, Southern
University*

Wayne Stein, *Director, Center for Native American
Studies, Montana State University—Bozeman*

Niara Sudarkasa, *Former President, Lincoln
University, Pennsylvania*

Nominations and applications reflect the Fellows' commitment

The Alliance created a single application form that could be used by all three groups as well as general application procedures which would be individually tailored by each of the three groups. Each organization established a set of benchmark criteria to consider for Fellow selection. These included, but were not limited to, degree, job title within the institution, and experience at an MSI. Mentor selection also occurred within each community.

Application materials had to meet multiple needs. The first priority was to have Fellows make a commitment to the program—a formal Fellowship Agreement and a Learning Plan were created to achieve that commitment. Several items also were included to give the applicant some guidance in developing their proposals—three general themes (Planning/Strategic, Day-to-Day Concerns, and Principles of Leadership) and a few community related sub-topics were included as examples in the specifications for a Learning Plan Prospectus.

The central MSI Fellowship website provided a portal to link to the websites of each of the three programs and directed visitors to one of the three partner sites where applications for that program could be obtained. Applications were sent to every MSI president in the nation. This encouraged prospective Fellows and their nominating Presidents to work together beginning as early as the application process.

Each organization added components to the application packet to individualize it for their respective program. Included was additional clarifying language in the instructions, and more detailed information for the Nomination or Application forms to reflect specific community interests. In general, however, the application packets were quite consistent in content.

Another component of the program was the Fellowship Agreement which defined the requirements and expectations of Fellows, mentors, and current presidents (nominators). The Fellowship Agreement made provision for return of the Fellow to his or her MSI following the Fellowship, and represented his or her commitment to serve at an MSI in the future.

The parties also signed a Learning Plan between the Fellow and his or her mentor. The Learning Plan was based on the proposal of the Fellow's area of concentration.

Curriculum contents

The Kellogg MSI Leadership Fellows Program is different from other leadership programs because development and training is focused on leadership skills that are particularly successful in the minority communities and the environment of MSIs.

While curriculum elements were being identified, the program directors planned various strategies to integrate the curriculum into existing association activities to take advantage of prescheduled gatherings and to separate those curriculum elements that would be addressed separately by the individual associations from those that would be on the agenda for joint group seminars.

For all the topics that would become part of the curriculum, both the Alliance and the partner organizations would strive to cover and reinforce the learning and leadership skills involved. These topics included Membership Associations and Advocacy Organizations; Legal and Regulatory Issues; Board Relations and Cultivation; Information Technology; Senior Staffing; Time Management and Priority Setting; Serving as an Effective Change Agent; Crisis Management and Conflict Resolution; Gender Conflict and Gender Roles; Ethics, Personal Motivation and Vitality; Public Speaking and Advocacy.

Organizers also evaluated several specific emphases that would be integrated into the curriculum. For example, throughout the planning deliberations, considerable attention was devoted to how the topic of financial management would be addressed and what learning outcomes might be most appropriate for the Leadership Fellows.

Finally, the topic was split into four separate areas and organized as a series. The series began with Budgeting and Investments; followed by Resource Development; then Auditing and Accounting; and finally Facilities Management. The member associations were unanimous in their concern that these topics be attended and provided with substantive support.

Over the course of the program year, Fellows engaged in a series of seminars, meetings, and group learning activities designed to offer a wide array of experiences and skills. These various activities were grouped under three general thematic headings:

- Planning/Strategic Issues;
- Day-to-Day Concerns; and
- Principles of Leadership.

The topics/issues that were addressed under each thematic area are illustrated below. As the list of topics was developed, it was not intended to be an inclusive list, but rather a starting point for defining the major topics that were to be addressed through the program. A discussion of the division of responsibilities for developing seminars and other activities (“Who Does What”) to address these topics follows this summary.

Lessons make use of timely issues

The topics that were covered during the program year reflected months of deliberation and consensus-building among the members of the project team. The topics are listed below as they were originally characterized during the planning process but prior to the actual start of program activities.

Planning/strategic issues

Vision and mission: Being able to articulate a vision for the institution and provide the leadership to operationalize that vision—developing a roadmap for the institution—are critical skills for any president. Training in how to develop and articulate a vision, and how to turn that vision into a mission statement and actual strategic plan of action for the institution, will be important as part of the general program design.

Government relations: Fellows should understand how to be actively involved in the policy

debates at the Federal and state levels. Rather than a generic introduction to the legislative and regulatory processes, the program will offer an opportunity for Fellows to be trained in the practical issues of communicating with policymakers and effectively advocating for their institution and community.

Institutional accreditation: Understanding the specific issues that need to be addressed in regional accreditation is essential for most MSIs. Improving senior leaders’ understanding of the self-study process will have significant benefits for strategic planning and visioning for institutions. Officials from the relevant accrediting agencies (SACS, WASC, the North Central Higher Learning Commission, etc.) should be involved as guest speakers/trainers in program seminars.

Financial management: A comprehensive understanding of institutional finances is key to the success of a president. Discrete program elements will address several important topics, including fundraising/development, investment, and institutional budgeting—both operating and capital.

Membership associations and advocacy organizations: Fellows should learn what the various associations of institutions and leaders do, and how they can serve specific institutional needs. AIHEC, HACU, and NAFEO will serve as the primary examples, along with the many One Dupont Circle organizations and their affiliates. Advocacy organizations that serve MSI communities, such as NAACP, NARF, NCLR, and others will be addressed separately.

Legal and regulatory issues: Employment and personnel law are often relegated to staff or outside legal counsel, but too often these issues ultimately come back to test the leadership skills of a president. Understanding the responsibilities of the institution as employer is essential. Similarly, the growing level of federal regulatory requirements—from OSHA to the new SEVIS (Student and Exchange Visitor Information System) standards for foreign students—also is important.

Board relations and cultivation: Presidents usually serve at the pleasure of a Board of Trustees or Governors that have hired the president. Fellows will explore an array of issues involving board leadership, including managing board relationships, recruiting new board members (if applicable), and board meeting management and structure.

Day-to-Day Concerns

Information technology (IT): Presidents often face two somewhat contradictory problems in dealing with IT—insufficient information that is relevant to the decision-making needs of a senior leader, and too much technical information that can confuse and frustrate that decision-making process. Key issues that will be addressed include planning for technology needs, paying for technology, and distinguishing between infrastructure concerns (hardware, software, networking, etc.) and application issues (IT as a teaching and learning tool, distance learning, training, etc.).

Deferred maintenance: The physical infrastructure of MSIs is one of the many concerns that unite these institutions. Determining how to address what can often be a daunting list of deferred maintenance needs will be an important skill for Fellows to learn.

Senior staffing: Hiring and firing are two of the most difficult challenges that college presidents must confront. The president needs to understand not only how to get the right people with the skills necessary to help the institution succeed, but also must be able to understand how to *keep* those people. Attention should be paid to identifying and nurturing talent, creating consistent reward structures, team-building, and encouraging collaborative leadership to promote the recruitment and retention of effective personnel. The unsuccessful candidates—those that need to be fired—also must be dealt with using the conflict resolution skills noted below. Reorganization and restructuring must be approached keeping legal implications in mind.

Principles of leadership

Time management and priority setting: When should the president step in, and when should others be responsible for decision making? How can the president avoid undercutting his/her own senior staff? Fellows will learn these skills from Mentors and through the advice and guidance of seminar trainers and facilitators.

Serving as an effective change agent: As the individual who must articulate and operationalize the institutional vision and overall strategic planning efforts, it is important for presidents to understand how to effectively serve as an agent of change for the

institution. Presidents and other senior leaders must cultivate an understanding of shared institutional values and philosophies as well as an ability to recognize inconsistencies and work to correct them.

Crisis management and conflict resolution: Each MSI community is accustomed to dealing with crises and conflict as a regular concern for senior leaders. Hands-on training in crisis management techniques, including some case studies/actual scenarios, will help Fellows in dealing with the inevitable crises and conflicts that emerge.

Civil rights and history of racism: The history of racism, injustice, and oppression will be addressed in the program, with specific emphasis placed on how these issues impact minority communities and MSIs. Civil rights, both in a historical and contemporary perspective, will be highlighted as a key issue in understanding how to navigate institutional leadership.

Gender conflict and gender roles: As senior leadership in higher education continues to evolve, a president's understanding of, and sensitivity to, gender concerns is critical to a harmonious institutional climate. The program will involve components that will make future presidents and senior leaders better prepared to address these changing roles.

Ethics: Fostering a culture of ethics and integrity is one of the most critical issues of leadership. The president of the institution must be a symbol of ethical principles, and must be able to articulate her/his vision of those values effectively.

Cross-cultural learning: As an Alliance project, the MSI Leadership Fellows Program provides an ideal opportunity to learn from one another's experiences. The history of the three institutional movements and their current status provides an excellent foundation for future collaboration and learning.

Personal motivation and vitality: Burnout is a common reason for the decline of effective presidents. Recognizing the signs of impending burnout and finding ways to "keep it fresh" are important to the long-term success of a senior leader.

Public speaking and advocacy: Few prior experiences on campus prepare an individual for the persistent public speaking and advocacy demands that are required. Personal training and skills development in this area can ease the transition to the presidency.

Subjects addressed in seminars and meetings

Recognizing the unique identity and nature of the three independent leadership initiatives—the HACU Leadership Fellows Program, NAFEO Leadership Fellows Program, and AIHEC Leadership Fellows Program—the organizers developed a broad description of the major themes and topics to be addressed under the joint MSI Leadership Fellows Program. Additional topics were addressed separately by each of the three individual programs.

At the same time that the list of topics was being developed, organizers, consultants, and advisors devised a framework by which the partners could organize the curriculum and program elements to minimize duplication and ensure that maximum attention was devoted to important topic areas. The following terms—Alliance Only, Alliance-Plus-Partner, and Partner Only—were used in fashioning the full year program agenda to reflect the division of responsibilities and specify who was primarily responsible for organizing seminars and meetings to address the topics listed above. The Project Directors worked together to operationalize the assignments and to determine when (during which events) specific topics would be addressed.

Achieving this division of the curriculum started earlier when concept papers were being developed with consultants, association leaders, and advisory panels to outline various curricula and other features that would best serve the needs of each community of MSIs. Then revisions were made to various models and organizational procedures. For example, NAFEO's approach stressed the need for presidents not to focus on business and politics to the detriment of academics. NAFEO was particularly interested in studying accounting principles as one common element of the program, but stressed that there might be many topics of similar cross-cutting interest. AIHEC's approach focused on issues involving governance and pointed out the often contentious relationship between TCU's, Tribal Councils, state governments, and the federal government. HACU also presented distinctive program needs. Since HSIs frequently are institutions in transition, HACU emphasized skills its Fellows would need to serve as effective change agents.

Web-based communication extends Fellows' network

Early in the development of the curriculum the organizers recognized that maintaining communication among the Fellows, Mentors, Model Presidents, and program staff throughout the program year would be critical to overall program success. They also recognized that Web-based technology offered the best opportunity to connect the program participants and provide them with real-time information and resources.

Three basic goals were envisioned at that time. These included:

- 1) Providing *access to documents, reports, and other resources that would be shared among the program participants*. This included reading materials on various program topics, news about the program, and program data and other information.
- 2) Sharing *calendars and logistical information about various program activities and seminars*. Because the program year included activities that were common to the three component programs and activities that were specific to each unique program, a sophisticated tool was needed to keep participants informed and prepared.
- 3) Providing a *unique e-mail address for Fellows and Mentors or Model Presidents to use during their participation in the program*. The e-mail addresses follow a protocol such as name@msifellows.org, or name@msi-alliance.org as a way of adding real value and prestige to the program from the participants' perspective. The e-mail addresses also were used, with a secure password, to provide entry to a website to access documents, calendars, discussion groups, and other resources discussed above.

Program year one

The program year began with the selection of Fellows and Mentors by the three independent programs and concluded with a commencement exercise at the conclusion of the year. The first year of the program was complete with great excitement and expectations. Major milestones were achieved

and solid groundwork was laid upon which succeeding programs can build.

First, the selection and notification of Fellows and mentors took place, primarily during June 2003. Each partner organization devised its own methodology for selecting Mentors and Fellows for the program year. Once selection was accomplished, the project directors from the three programs worked individually with the Fellows and their Mentors and presidents to draft Fellowship Agreements and Learning Plans.

The following description illustrates how joint and individual events flowed generally.

Fellows meet at August Institute and kickoff

The program was officially launched during the first week in August. Organizers, who recognized the need to kick-off the program in a special way, devised a weeklong orientation program that would become the Leadership Fellows Institute. This week included both the beginning of the three independent programs and the initial joint meeting and overlapping activities that were addressed under the MSI Leadership Fellows Program. Thus, a full schedule of seminars, workshops, and interviews was established that would become an annual gathering, introduction, and first meeting for each new class of Fellows.

The Institute started the learning process with lessons about important issues and responsibilities of leadership and also built camaraderie among the Fellows, provided an overview of the program, and still was flexible enough to allow for interaction, networking, socializing, and cultural exchange.

The orientation week began with a gala reception and dinner for the Fellows. The event included cultural components reflective of the three communities, including musical entertainment and a spiritual blessing. This coming together of the three communities presented a symbolic and emotional launch to the program.

First on the schedule was an overview of the Kellogg MSI Leadership Program. Presentations by Fred Humphries (NAFEO), Jerry Gipp (AIHEC), Antonio Flores (HACU), and Jamie Merisotis focused on all three types of institutions (their histories, what they do, who they are, etc.). Speakers

also presented an overview of the three associations and why they came together as the Alliance. These discussions of the history of the three institutional movements and their current status offered different perspectives on the history of racism and its impact on minority communities, MSIs, higher education in general and the nation itself.

In the days following, the Fellows spent time in seminars and discussions as a group. Topics covered in joint sessions included Mission and Vision, Governance and Board Relations, Serving as an Effective Change Agent, Leadership and Models of Change, and Financial Management.

The Financial Management module is a good example of how topics were organized. Extended discussion and thought was devoted to Financial Management and how it tends to overwhelm institutional leaders, especially at MSIs that frequently were severely under funded and often poorly managed. Fellows attended the Financial Management I session in the morning. This session offered a comprehensive description of institutional finances including the following four categories: Budgeting and Investments; Fundraising, Development, and Grant Sponsored Programs; Fellows also attended Financial Management II, which continued topics from the morning session and covered Auditing and Accounting; and Facilities Management and Deferred Maintenance, for the remainder of the afternoon.

Later in the week, several days were set aside for the three groups to separate into their individual, small groups of 10 Fellows to study program content unique to their institutional community. The 32 Kellogg MSI Leadership Fellows would reconvene each day for lunch and dinner in small, mixed groups to foster networking and participate in content discussions. Evening discussions typically centered on specific assignments such as the implications of affirmative action decisions in the Supreme Court.

Joint sessions stretch from North Dakota to Florida to Mexico City

After the August 2003 opening Institute Week, the first Joint Seminar was held during November 2003 in Bismarck, North Dakota. Three important topic areas were explored during the North Dakota

seminar—Information Technology and Distance Learning, Institutional Accreditation, and Gender Conflict and Gender Roles. Topics were developed with formal presentations, panel discussions, and large and small group roundtables.

Included in the joint seminars were opportunities to spend time on the campuses that represent each group. In Bismarck, for example, the Fellows attended seminars and toured the campuses of both United Tribes Technical College (UTTP) and Sitting Bull College (SBC) on the Standing Rock Reservation. UTTP is housed on a campus that has seen former life as a military fort for the 7th Cavalry, as an internment camp for Japanese Americans and German prisoners during World War II, and as a Bureau of Indian Affairs facility.

A joint spring meeting was scheduled for March in Miami, Florida. The Miami seminar focused on Government Relations, Legal and Regulatory Issues, Advocacy and Memberships and Crisis Management. The group also included a session on Race and Communications. Fellows visited an HSI, Miami Dade College, and an HBCU, Florida Memorial College.

The final Joint Seminar, which took place in Mexico City in June 2004, focused on Global Issues and included a visit to Ibero-American University. Other topics included Time Management, Effective Communications with the Media, and Living in Balance: Motivation, Vitality, and Avoiding Burn-Out.

The June seminar in Mexico City effectively linked the first group of Fellows to earlier efforts to add a global perspective to the Kellogg MSI Leadership Fellows curriculum. From the beginning the Kellogg MSI Leadership Fellows Program organizers were eager to establish a wider base of interest and outreach that could include the international community. Organizers recognized the MSI Fellows Program, as an ongoing, active concern that continues to evolve and its outreach constitutes one of the Alliance's most important initiatives.

Graduation ceremony closes the circle

In a June 5, 2004 ceremony in Mexico City, the inaugural class of Kellogg MSI Leadership Fellows graduated from the year-long program. It was clear

that the conclusion of the first year of the program set the standard for future classes.

Fellows reflected on their accomplishments from the year. They observed that they not only had learned a great deal from the formal aspects of the program, but also had developed their own relationships and networks that would continue well beyond the parameters of the program. The concept of mutual commitment was a frequent topic of conversation during this final session.

The graduation ceremony brought the fellowship experience full circle for the Fellows, as they were exposed to a variety of experiences that reflected the three cultures and communities of institutions. The ceremony included a gospel music tribute from two NAFEO Fellows, an honoring ceremony, and a celebration of traditional Mexican music. Speakers included Lionel Bordeaux, President of Sinte Gleska University, and Jamie Merisotis, President of the Institute for Higher Education Policy and facilitator of the Alliance. A spiritual blessing also was offered by the same spiritual leader who launched the program nine months earlier in Washington, DC—Arvol Looking Horse, a spiritual leader for the Lakota, Nakota, and Dakota tribes. Gerald Gipp, Executive Director of AIHEC, Maria Sheehan, President of the College of the Desert and a HACU Advisory Board member, and Frederick Humphries, past President of NAFEO, presented the Fellows.

Merisotis's closing remarks offered a perspective on the program's success in bringing three distinct communities together to forge a new and enduring commitment to a shared destiny. He observed: "The success of this program has represented the combined inspiration, dedication, and perspiration of literally dozens and dozens of people from the HSI, HBCU, and TCU communities. Each and every one of these persons has made a commitment to expand and strengthen the leadership skills and abilities for these individual communities. Each also understands that even greater success can be achieved by coming together, as the spokespersons and representatives of the emerging majority, in saying that we will decide our own destinies, and we will provide the leadership to determine the future social, cultural, and economic strength of our communities."

PROFILE

2004 Kellogg MSI Leadership Fellows

The inaugural MSI Fellowship Program consists of 32 Fellows.

Gender

Forty four percent or 14 of the Fellows are women. The remaining (18) are men.

Educational Background

The majority (25) of Fellows hold at least one Doctorate degree (Business Management, Education, Fine Arts, Law, Social Work, or Philosophy) or are doctoral candidates (Education or Philosophy).

Years in Current Position

On average, Fellows have been in their current position for 4 years. Typical positions include Professor/Director, Dean, Vice President or Chancellor for Student Services, Vice President of Academic Affairs, or Provost.

Years in Higher Education

On average, Fellows have worked in higher education for 14 years.

Region

Collectively, Fellows represent 19 U.S. states.

Institutional Type

- All AIHEC fellows come from Tribally controlled colleges.
- The majority of HACU and NAFEO Fellows come from public institutions, although 2 are currently serving in private institutions.
- At least forty-six percent or 15 of the institutions are classified, according to the Carnegie Classification, as Master's I institutions. Other classifications include Tribal (9), Associate's (3), Baccalaureate-General (3), Doctoral/Research-Intensive (1), Doctoral/Research-Extensive (1).

Previous Leadership Participation

- The majority of Fellows had participated in at least 1 Leadership Program prior to attending the MSI Kellogg Program.
- These leadership programs included foundation sponsored programs and institution-based programs.

MSI Expectations

Kellogg Fellows' most common expectations of the program were to develop meaningful networks across MSIs and enhance their understanding of financial and budgetary issues.

LEADERSHIP FELLOW	INSTITUTION	PROGRAM
Devona Lone Wolf	Oglala Lakota College	AIHEC
Charlene Teters	Institute of American Indian Arts	AIHEC
Phil Baird	United Tribes Technical College	AIHEC
Ida Downwind	Leech Lake Tribal College	AIHEC
Maggie Necefer	Diné College	AIHEC
Patricia Brzezinski	College of Menominee Nation	AIHEC
Valerie Montoya	Southwest Indian Polytechnic Institute	AIHEC
Venida Chenault	Haskell Indian Nations University	AIHEC
Wannetta Bennett	Turtle Mountain Community College	AIHEC
Santos Rivera	Northeastern Illinois University	HACU
Bea Espinoza	Dallas County Community College District	HACU
Santos Martinez	Coastal Bend College	HACU
Lourdes Oroza	Miami-Dade College, Wolfson Campus	HACU
Sandra Pacheco	St. Edward's University	HACU
Benjamin Cuellar	California State University, Fresno	HACU
Eliseo Torres	University of New Mexico	HACU
David Leon	California State University, Sacramento	HACU
Janice Chavez	California State University, Bakersfield	HACU
Tomas Morales	California State Polytechnic University, Pomona	HACU
William Bynum, Jr.	Lincoln University of Pennsylvania	NAFEO
Moses Newsome, Jr.	Mississippi Valley State University	NAFEO
Lucy Reuben	North Carolina Central University	NAFEO
Ellen Smiley	Honors College, Grambling State University	NAFEO
Charles Smith	Delaware State University	NAFEO
Maurice Taylor	Morgan State University	NAFEO
Jackie Thomas	University of Maryland, Eastern Shore	NAFEO
Karl S. Wright	Florida Memorial College	NAFEO
Melvin Johnson	Winston-Salem State University	NAFEO
Joseph Martin Stevenson	Jackson State University	NAFEO
Earl G. Yarbrough, Sr.	Virginia State University	NAFEO
Kojo Quartey	Lincoln University of Missouri	NAFEO
Charles Williams	North Carolina A&T State University	NAFEO



Warriors, chiefs, and tribal college leaders

By Deborah His Horse is Thunder, *Director, AIHEC-Kellogg Leadership Fellows Program*

Introduction

American Indian elders have always encouraged those in leadership positions to base their actions and decisions on the well-being of those seven generations into the future. Since the Tribal College and University (TCU) movement began in 1978, TCUs have struggled for basic survival to meet the needs of college students in their communities. Only now have they had the ability and foresight to follow the sage advice from the elders in terms of future leadership for TCUs.

Thirty-five tribal colleges exist today with this number expected to grow each year in an effort to serve more of the 300 plus American Indian tribes in the United States. With the support of the W.K. Kellogg Foundation, and in collaboration with NAFEO, representing Historically Black Colleges and Universities, the Hispanic Association of Colleges and Universities, which form the Alliance for Equity in Higher Education, AIHEC launched a “*Leadership Fellows Program*.” This program is designed to enhance the leadership skills of thirty tribal college presidents or senior-level college administrators over a three-year period. This effort to develop the next generation of TCU leadership is heralded as a promising beginning.

Tribal colleges have found that the uniqueness of their institutions requires a set of skills and a world view that is not readily available in Indian country or higher education. It is essential that tribal values permeate these colleges in terms of curriculum, personnel management, student services, and administration. Many of the individuals who have developed strong leadership within the tribal college system actualize these values in their daily work and do not have to unlearn mainstream colleges’ ways of being. Tribal colleges seek to reinforce these values and mores by drawing upon their own

administrators and faculty members to nominate for future leadership positions and thus, foster their leadership skills and abilities.

Recruitment, marketing, and selection process

In the initial implementation year, American Indian candidates were recruited by an extensive outreach program that began with announcements of the anticipated release of nomination information to the tribal college presidents at their winter meeting in Washington, DC. All 35 tribal college presidents serve on the board of directors for AIHEC and had been kept informed about the development of this project so this was a matter of providing anticipated timelines and details of the process. This announcement was followed up with the formal nomination and application forms sent to each of the tribal college presidents and anyone inquiring about this process. An announcement was placed on the AIHEC webpage with essential information about the program and deadlines. Those presidents who indicated interest in submitting a nomination were contacted by telephone to discuss their interest and answer any questions.

Prospective candidates had to be nominated by a tribal college president and were required to be an employee of a tribal college. As a result of these efforts, AIHEC received nominations from 40 percent of tribal college presidents. Three men and eleven women were nominated. This is a reflection of the senior administrative composition at the tribal colleges.

The committee of the AIHEC board of directors was charged with making the final determination of Leadership Fellows. They also served as the advisory committee for the AIHEC Leadership Fellows

Program and thus, served an integral role in the development and implementation of this program.

The tribal college community is relatively small with 35 tribal colleges. Several of the presidents sitting on the selection committee had nominated a candidate for the Leadership Program. In an effort to provide a systematic approach to the candidate selection, a point system was developed and sent with the applications to each selection committee member. This point system gave credit to the level of educational accomplishment of each candidate, i.e., more points were awarded to those candidates who had a terminal degree as compared to one who had a master's degree. It also awarded greater points to those who already held a senior administrative position. Points also were awarded to the leadership role(s) that the candidate held, the specific goals that he or she wanted to achieve, the planned use of the skills that each anticipated learning, and the candidates advocacy role on behalf of American Indian students, faculty, and/or staff. Additional points were awarded on the assessment of leadership qualities as determined from the letters of recommendation and letter of nomination. Each candidate completed an essay about their commitment to leadership within the American Indian communities and a learning plan prospectus which detailed the candidates' learning goals and objectives and assessment measures. This one page tool provided a numeric summation of the strengths of each candidate for discussion by the selection committee.

Results

Ten (10) candidates were selected by selection committee for this first cohort of Leadership Fellows. A week prior to the beginning of the Institute Week, one of the Fellows received confirmation that she was selected for a doctoral program. She decided that she could not do justice to both endeavors and elected to withdraw from the Leadership Program resulting in nine (9) Fellows participating in the AIHEC Leadership Program. These Fellows represented six different tribal cultures including Chippewa or Ojibwa, Dine, Lakota, Pueblo, Spokane, and Menominee. Only one candidate had a terminal degree with four of the Fellows in the midst of doctoral programs and

three planning to begin doctoral programs. Eight (8) of the Fellows were women and all had families.

Curriculum

The curriculum design of this program was in two parts. The first component was designed to address the broader higher education issues that all colleges and universities face in the administration of their institutions, as well as those issues impacting all minority serving colleges. Those unique factors of Tribal Colleges and Universities, Hispanic-Serving Institutions, and Historically Black Colleges and Universities were then addressed in sessions tailored specifically to each of these communities. The three communities of Fellows came together to address the broader issues in higher education and then addressed the uniqueness as separate groups. These sessions were accompanied by assigned and recommended readings.

Institute orientation & induction week

The Leadership Fellows received information as a group during the first half of the orientation and induction week. Topics addressed included: the history of minority-serving institutions, mission and vision of higher education, board relations and governance, service as effective change agents, leadership and models of change, and a financial overview which included financial management, fundraising and grant-sponsored programs, accounting, facilities management and deferred maintenance. The individual sessions for AIHEC Fellows focused on these same topics but from the cultural lens of American Indians. Spirituality emanates throughout the culture and each day was started with a blessing conducted by one of the Fellows. The theme of the sessions was "the journey" in reference to the beginning of a new pathway, vantage point, and/or opportunities. A cursory review of each topic provides a sense of cultural emphasis.

AIHEC individual sessions: The journey

Mission & Vision in Indian Country: The AIHEC specific curriculum addressed the mission and vision in Indian country as it is reflected in the tribal colleges and universities. One of the common

elements seen in the mission statements of all the tribal colleges is the preservation of language in culture of the American Indian community served. For example, Sitting Bull College's mission states,

“Sitting Bull College will improve the educational level of the people it serves by expanding existing academic and technical areas; developing four-year programs; providing continuing education; enhancing the Dakota/Lakota culture and language; and assisting with the social and economic development of the Standing Rock Sioux Tribe, creating a vision and responsible behavior.” (Sitting Bull College 2002-2004 Bulletin, p. 9)

Another example is that of Dine College which states its mission as:

“The mission of the Dine College is to apply the Sa’ah Naaagh’ai Bikk’eh Hozhoon principles to advance quality student learning:

- through Nitsahakees (Thinking), Nahata (Planning), Iina (Living), and Sihasin (Assurance)
- in the study of the Dine language, history, and culture
- in preparation for further studies and employment in a multi-cultural and technological world
- in fostering social responsibility, community service, and scholarly research that contribute to the social, economic, and cultural well-being of the Navajo Nation.” (Dine College 2003-2004 General Catalog, p. 2)

This session addressed the historical context for the unique role that TCUs play in higher education because of their mission and vision.

Tribal sovereignty: Inference for TCUs: Tribal Colleges were chartered by tribal governments with the exception of the federally established TCUs. It is important to understand the implications of tribal sovereignty and the tribal colleges' relationship to the tribal governance structure. The Fellows examined these concepts in a follow-up session on mission and vision. The Fellows also addressed

the role of tribal colleges in strengthening tribal governance and the need to reflect, promote, and teach the cultural knowledge of the tribes served by their institution. The role of culture varies for many students. Some students view tribal culture as a means of enrichment, whereas others may find that it promotes self-esteem and academic success. Furthermore, tribal culture can be a unifying force for those communities that are becoming increasingly diversified in terms of cultural representation. It is clear that tribal colleges are not extensions of tribal governments, nor are they responsible for any reformation of these structures, but they can serve as the brain trust of tribal intelligentsia and develop the future leaders of their tribes and communities.

Growth & development of TCUs as higher education institutions: There was also an attempt to examine the growth and development of tribal colleges and universities as higher education institutions. Tribal colleges have been in existence since 1978, with six of the first institutions organizing the American Indian Higher Education Consortium (AIHEC) as a means of support and survival. Since that time, tribal communities have continued to develop their own higher education programs with the two newest tribal colleges joining AIHEC in 2003. The objective of this session was to look at the TCUs in terms of their development and institutional size to create an awareness of the challenges that tribal colleges have encountered as they have matured. It was found that more research needs to be done on this topic for definitive findings to be discussed.

American Indian TCU leadership: Leadership in American Indian communities takes on different expectations than mainstream culture. A practical, experience-based model of a TCU president who has served his or her community was the focus of the session on American Indian Leadership. A former TCU president provided candid insight on the challenges that she faced in assuming this responsibility. A description of the essential skills and abilities that helped her accomplish her job, as well as the trials and tribulations that challenged her was shared in an informal discussion. In addition, the presentation provided strategies to assist an institution with the transition of leadership. This session was very personal, open, and frank and

it enhanced the sense of purpose, respect, and challenge for the role of a TCU president.

Boards & governance: Two sessions were conducted on the Boards and Governance of tribal colleges. The first session addressed the authority and role of the TCU boards of directors. Factors that contribute to effective board leadership, the development of board leadership, and the fostering of clear boundaries were all discussed. Examples of board meetings and the type of management structures that various boards use were provided. The second session continued to focus on the recruitment of new board members and the management of board relations.

The challenge in serving on a tribal college board and for presidents working with these boards is that generally, the communities from which the board members are appointed or elected are relatively small, rural, isolated, and highly interrelated. American Indian people have an extended kinship system and count their wealth in terms of relatives. It is not uncommon for the college president and other administrators to be related to one or more board members. This can create a delicate balance between professional roles as board members and personal roles as family members.

The financial picture of TCUs: Tribal colleges receive their base funding from Congressional legislation rather than a local, tribal, or state tax base. These institutions have never received the authorized level of funding and as a result they are severely under funded. TCUs have had to become extremely resourceful in order to survive and serve their students and communities. A comparison of tribal college funding to that of mainstream colleges and universities was provided, as well as an overview of the types of resources used by TCUs to enable them to operate. Issues surrounding the reauthorization of the Higher Education Act-Title I and Title III, the White House Executive Order on Tribal Colleges and Universities, and other pertinent legislation also were discussed.

Land grant status of TCUs: Congress passed “The Equity in Educational Land-Grant Status Act of 1994” from which Tribal colleges were provided land grant conversion that has been taking place since 1862. The implications of land-grant status to TCUs were discussed in terms of their vision and mission. An emphasis was placed on the cultural

lens that incorporates tribal concepts of holism, sacredness, cultural identity, and cultural viability.

Uniquely tribal: A discussion focused on the importance of culture and language within tribal communities and the role that tribal colleges play was a focal point. American Indian languages, in particular, are rapidly disappearing with each generation. This is a major concern within American Indian communities. The prevention of the death of a language requires careful and deliberate planning. Program models and the types of activities that are taking place within the tribal colleges in terms of cultural camps and language revitalization efforts were provided.

TCUs building communities: Tribal colleges play a major role in local communities. A major research study examined several American Indian communities to see what factors contributed to their successful development. The results of this study were shared with the Fellows and the implications for the tribal colleges in building their respective communities were discussed. This discussion concluded that TCUs reach beyond the role of education and are involved in the reinforcement or building of the social, cultural, and economic development structures.

The privatization of higher education movement and business development in Indian country:

Two sessions on the business development issues that some tribal colleges have become involved in because of their role in economic development were presented. An overview of privatization and outsourcing of services among tribal colleges was outlined. In addition, the role of tribal colleges in economic and business development was discussed with some examples of the types of businesses developed and/or operated by tribal colleges. One example was the development of a construction business operated by Sitting Bull College, as well as the planning for a computer repair service. This session focused on the question of how a tribal college creates revenue generators for a local, reservation economy.

Joint leadership seminars

As noted in Chapter Two, the leadership seminars held in collaboration with all three communities, addressed the topics of information technology,

accreditation, gender conflict and roles, government relations, effective communication with policy makers, race and communication, legal and regulatory issues, crisis management, membership and advocacy groups, becoming a global leader, health and wellness, time management, communicating with the media, and ethics. The format of these sessions was to conduct the presentations for the entire group with some time allowed for individual sessions on the final day during two of the joint seminars. This time was used by AIHEC to reflect upon the content of the presentations and discuss it in terms of the inferences to tribal colleges.

Individual leadership seminars

Three leadership seminars were held specifically for the AIHEC Fellows. The first one was in Greensboro, North Carolina, which was the host site for the semi-annual AIHEC board of directors' meeting, as well as the National Indian Education Association's (NIEA) annual convention. The leadership seminar was conducted the day after the AIHEC meeting and overlapped NIEA's convention proceedings by one day. This provided an opportunity to tap the expertise of several tribal college presidents and other educators without having them make a special trip to meet with the Leadership Fellows.

Greensboro, North Carolina: Academic excellence at TCUs

The theme of these sessions was "academic excellence at TCUs" which is the mantra of the tribal colleges. In addressing this theme, the topics addressed culture in terms of accreditation standards, as well as cultural education standards, academic program review and faculty evaluation, and working with mainstream colleges. A case study of a governance scenario also was presented to reinforce the previous presentations at the last seminar. As always, each day was started with a blessing by one of the Fellows. Specifically the sessions addressed the topics in the following manner.

NIEA's role in higher education: The National Indian Education Association is the largest and oldest national American Indian education organization. The president and vice president of

NIEA discussed the role that NIEA has played in higher education, specifically their collaborative efforts to work with TCUs. This was a relatively informal presentation that encouraged discussion on a number of national education issues.

Cultural diversity: Measuring for accreditation standards: The concept of cultural diversity from an accreditation perspective was presented. Approaches to maintaining the integrity of tribal college missions within the context of accreditation standards were indicated, such as issues of diversity as they apply to tribal colleges, meeting the requirements for patterns of evidence set by accrediting bodies, assessment, the place of tribal/ Native American studies within the curriculum, and faculty qualifications (particularly those of non-traditionally educated faculty members). How these factors are measured in the graduates of a tribal college or university was discussed.

Academic excellence: Academic program review and faculty evaluation: An overview of the academic program review and faculty evaluation and the inferences for TCUs was the focus of this session. A series of questions was offered for enumeration. This list of questions included: What is an "academic program review?" How would it apply at a TCU given the small size, sparse resources, and limited number of faculty and staff? What are some of the primary differences in the evaluation of faculty at the TCU level as compared to mainstream university systems? Are there differences between the two systems? This was followed by a facilitated, in depth discussion about the pursuit of academic excellence and the president's role in this process.

Akicita wisdom: A panel of experienced TCU presidents shared some wisdom gleaned from their years of experience regarding college administration including personnel management, how to avoid common pitfalls, how to work with tribal councils and the community, and strategies for success. This was an informal dialogue with questions encouraged.

Linking tribal colleges with mainstream institutions: An overview of the common types of partnerships that have developed between TCUs and mainstream colleges and universities, as well as other entities was the focus of this session. The organizational factors that need to be considered in these partnerships and some of the pitfalls were

characterized with examples of what worked, as well as those situations that were not successful.

Cultural education standards: The Native people of Alaska have done some excellent work in the development of cultural education standards in their schools and educational programs. The background of the development of these standards was presented, as well as copies of the materials used by educators. This session also included an overview of unique qualities associated with indigenous-serving higher education institutions; the development of “cultural standards” that address those unique qualities; the implications of such cultural standards for program design and delivery; the implications of cultural standards for program/institutional accreditation; and the role of the World Indigenous Nations Higher Education Consortium; and the meaning of this for future leaders of tribal colleges.

Successful preparation for the presidency: The success strategies that have been used by others in their application for the presidency was covered in this session. It included information about the professional preparation of documents including the vita, cover letters, selecting references, interviewing techniques, and tips on negotiating contracts.

Washington, DC: Political Realities of TCUs

The second AIHEC specific leadership seminar took place in Washington, DC, in conjunction with the legislative forum hosted by AIHEC. Again, this allowed the opportunity to draw upon the expertise of AIHEC staff and tribal college presidents without incurring additional expenses or additional travel. The theme was the political realities of tribal colleges and universities. The Fellows were well integrated into the actual educational and legislative process and instructions that the tribal college presidents received. They also were able to accompany the president from their own college or their mentor president to the legislative meetings. The first day was primarily a general orientation with a second day specifically to receive reports and such from various governmental agencies.

General orientation: The Fellows received an overview of the role of AIHEC in its advocacy role in Washington, DC. The historical foundation of the White House Initiative on Tribal Colleges and

Universities and its current role on behalf of tribal colleges was presented. The role at the national level played by the Institute for Higher Education Policy also was described. The National Congress of American Indians is very active in terms of advocating for American Indians. Their current efforts and political agenda were offered as points for discussion.

Congressional meetings: It is important for the Fellows to have a clear understanding of the legislative process and the key players in this process, especially since the funding for the TCUs’ base budget comes from Congress. A historical perspective outlined the development of the federal budgetary process. The federal budget spending categories were described, as well as the current expenditures and the timeline involved in this process. The determination of the 2004 President’s budget was presented with an emphasis on the schedule of events. The congressional appropriations process was explained in terms of the actual funding received. The means of tracking and monitoring legislation also was described, with a case study in tracking Title III of the Higher Education Act used. This session included tips on how to work effectively with Congressional staff and the key roles that they play in the successful outcomes of these efforts.

Federal symposium: This day-long session began with a report on the status of tribal colleges today. It was followed by an overview of the activities of the President’s Board of Advisors on Tribal Colleges and Universities. The Under Secretary of the U.S. Department of Education gave a keynote address regarding that department’s role in tribal education initiatives. Agency updates pertaining to their involvement with tribal colleges were presented by the following federal programs: Bureau of Indian Affairs, Office of Civil Rights, Departments of State and Transportation, National Endowment for the Arts, Departments of Defense-Army, Air Force, and Navy, Department of Justice, National Science Foundation, Department of Housing and Urban Development, Department of Agriculture, Institute of Museums and Library Services, Office of Personnel Management, Agency for International Development, National Parks Service, Department of Health and Human Services, National Guard Bureau, Department of Labor, Environmental

Protection Agency, NASA, Social Security Administration, Department of Veteran's Affairs, GSA, Peace Corps, National Institutes of Health, Department of Energy, and the National Indian Health Board.

Summer retreat: Making it a reality and closing the circle

The third and final AIHEC specific leadership seminar took place at the annual summer retreat on the Flathead Indian Reservation in Polson, Montana. Fellows again sat with the tribal college presidents participating in the real life scenario of coming together to reflect and to plan for the future of tribal colleges. One of the central purposes of this retreat is for the tribal college presidents, i.e., the AIHEC board of directors, to revisit the strategic plan under which AIHEC obtains its direction. While this activity was taking place with the presidents, the Fellows also received an overview of the strategic planning process. Several models used for strategic planning and tactics for effective implementation were presented and discussed. The Fellows focused on a practical situation that their institution currently faced to apply to the strategic planning process.

This setting provided an opportunity for the tribal college presidents to formally recognize the achievements of the AIHEC Leadership Fellows.

Individual programs on the Hill

The AIHEC Leadership Fellows participated in the Congressional office visits on Capital Hill during the individual session in Washington, DC. This legislative forum is strategically held to coincide with the release of the President's budget. Information provided in the determination of funding priorities allows the tribal college presidents to address their concerns at the earliest possible date.

These meetings are scheduled by the AIHEC staff so as not to overwhelm the Congressional staff by virtue of the numbers of visitors. Generally, approximately 100 plus tribal college representatives spend two days visiting the Hill during this session. It is important to organize the groups and schedule meeting times. It is also important to have a clear, concise message

to present. The logistics are prearranged and the Fellows simply had to join their TCU president or their mentor president and attend those meetings scheduled for him or her.

This was the first opportunity for any of the Fellows to participate in such Hill visits with one exception. It was a novel and demystifying experience for those who were novices. Now that they know what to expect, they are expected to be actively involved in this process in the future.

The mentor program

Mentors for each Fellow were considered an important aspect of the program. Initially, it was planned that the Advisory Board would assist in the matching of the mentors to the Fellows. As the process evolved, the Advisory Board recommended that the nominating president work with the Fellow to determine the best match. This proved to be a highly workable strategy with each Fellow matched to a current or former TCU president.

An orientation for the mentors and the Fellows was conducted at the end of the Greensboro, NC session in November. An overview of the role and expectations was presented. On-going dialogue was initiated during this session, with the Fellows sharing their learning prospectus for the Leadership program. Mentors were asked to provide feedback on concept papers, possible case study scenarios, and to assist with the identification of a research topic. Mentors also were asked to visit each Fellow at his or her home institution and to invite the Fellow to visit his or her tribal college. These experienced tribal college presidents shared their own strategies for managing their colleges and provided exposure to a leadership style that was successful in their communities. While time intensive, the mentor component was viewed as essential and it was expected that life-long relationships would develop.

Many of the mentors attended the legislative session in Washington, DC which provided a great opportunity for one-on-one follow up discussions. The greatest challenge facing the Fellows and their mentor presidents was that of time. Each of these individuals carried an overwhelming workload and for those Fellows currently in doctoral programs it was an even greater challenge.

Program requirements for AIHEC fellows

The AIHEC Fellows were given additional assignments to facilitate their leadership development. In addition to attending the leadership sessions, participating in discussions and team-building exercises, they were required to complete the reading assignments and several written assignments. Three of the primary assignments included the development of a research paper on a current issue in Indian higher education, compilation of a case study on an issue facing TCU presidents, and two short concept papers. The assigned topics of the concept papers which were done during the orientation and induction week were: “How do you define American Indian leadership?” and “What is an educated Indian?” The concept papers generated a considerable amount of discussion in the initial seminars. The Fellows also were asked to make a formal, public speech or oral presentation which was to be critiqued by their mentor as a means of enhancing their public speaking skills.

Evaluation and lessons learned

This program will continue to be enhanced and improved upon with each passing year. It is evident that it is meeting a critical need among the tribal college and other minority serving institutions. As difficult as it is for many of these senior administrators to make a year-long commitment, the length of the program is appropriate. Not everything can be covered within this time frame, but the goal of providing the Fellows with the broader perspective required of college presidents, introducing them to experts in the field, and providing them the opportunity to establish a firm network of colleagues can be accomplished.

One area that needs to be more fully developed, within this component, is that of the mentoring. Acknowledged that this is an important aspect of the program and that the experienced tribal college presidents have so much to offer the Fellows, more

structure has to be instilled to make this work better. Asking very busy professionals to mentor very busy Fellows creates challenges that require a process for this to work effectively.

Conclusion

Leadership within traditional American Indian communities means service to the people. These positions are not sought out, but individuals with the cultural values and necessary skills are asked to step forward by the tribe. It is such with the American Indian Leadership Fellows. They are recognized within the tribal college as having the traditional values, skills, and abilities to move into a greater leadership role, and they are asked by the tribal college president to accept this leadership training, i.e., nomination. In essence, they are not seeking a tribal college presidency, but are preparing themselves for this role if they are asked to do so. This perspective is an important message that the American Indian Fellows have been quick to articulate and in doing so, follow tradition as stated by Vine Deloria, Jr., a noted Lakota scholar and author, “American Indian communities traditionally chose as leaders those who best served it. ...Originally leaders were leaders because people came to them to ask them for help.” It is to this end that the AIHEC/MSI Leadership Fellows Program seeks to contribute to the preparation of these future leaders.

References

- Deloria, V., Jr. (1997). Tribal Sovereignty and American Indian Leadership. URL: <http://www.airpi.org/fall97deloria.html>. American Indian Policy Center, St. Paul, MN.
- Dine College 2003-2004 General Catalog (2003). Dine College, Box 60, Tsaile, AZ 86556.
- Sitting Bull College 2002-2004 Bulletin (2002). Sitting Bull College, 1341 92nd Street, Fort Yates, ND 58538.

PROFILE

2004 AIHEC MSI Leadership Fellows

There are 9 AIHEC Fellows.

Gender

The majority (8) of the AIHEC Fellows are women. One AIHEC fellow is male.

Educational Background

All AIHEC Fellows hold at least a Master's degree (4 Science, 3 Art, 1 Fine Arts, & 1 Social Work) within a social science discipline. One Fellow holds a Doctorate in Law; three Fellows are currently doctoral candidates in Philosophy or Education and one Fellow was bestowed an Honorary Doctorate in Fine Arts.

Years in Current Position

On average, AIHEC Fellows have been in their current position for 4 years.

Years in Higher Education

On average, AIHEC Fellows have at least 11 years of experience in higher education.

Region

AIHEC Fellows represent 7 U.S. states (NM, KS, ND, MN, SD, WI, AZ). Collectively they represent 25 percent of the tribal colleges in the U.S.

Institutional Characteristics

- All of the AIHEC Fellows currently serve at Tribal colleges. All offer Associate's, at least 2 offer Baccalaureate's, and at least 2 offer Master's degrees.
- On average, they serve 780 students and 92 percent of the student population is American Indian.

Previous Executive Leadership Participation

- All of the AIHEC Fellows were active participants in their respective communities prior to attending the MSI Kellogg Program.
- AIHEC Fellows are recognized as tribal leaders evidenced in their multiple appointments to Tribal boards and committees within their respective communities.

MSI Expectations

AIHEC Fellows' most common expectations of the program were to gain greater insight into the management of change at TCUs, develop meaningful working relationships with other MSIs, and enhance their understanding of financial and budgetary issues within TCUs.

Developing the next generation of Hispanic higher education leaders

By Patrick L. Valdez, *Director, HACU-Kellogg Leadership Fellows Program*

Introduction

In 2002, the American Council on Education (ACE) reported that less than 3 percent of all college presidents in the U.S. were Hispanic. Hispanic representation increases to one-third of the chief executive officers (CEOs) at Hispanic-Serving Institutions (HSIs)⁴; however, because HSIs enroll over 50 percent of Hispanic college students, it could be argued that the proportion of Hispanic presidents remains much too low even at HSIs. The dearth of Hispanics serving as presidents of colleges and universities is even more alarming if we consider the Hispanic pipeline challenges of low high school, college, and graduate school success rates

The most common route to the presidency is through the academic side of higher education. Most presidents have earned a doctorate, begun as faculty members, and worked their way up the academic administrative ladder: department chair, dean, vice president, and provost. In short, the typical president has the accumulated academic credentials and experience. While there is no guarantee that even the most traditional route will assure someone of the presidency, some research suggests that it's even more important for Hispanics to have earned such credentials (Haro & Lara, 2003). Unfortunately, the pipeline of Hispanics earning college degrees gets narrower as the level of academic degree gets higher: Hispanics (who comprise 13 percent of the U.S. population) earned 9.9 percent of associate degrees, 6.2 percent of bachelor's degrees, 4.6 percent of master's degrees, 4.8 percent of first-professional degrees, and 3.4 percent of all doctoral degrees awarded in 2001. Clearly, a great deal of work needs to be done at every level to insure that a cadre of Hispanic

educational leaders exists in the future. As we ponder this data, the question "Where will the future Hispanic presidents come from?" should move the higher education community to action.

HACU-Kellogg Leadership Fellows Program

In an attempt to help mitigate some of the hurdles that Hispanic administrators face on their way to obtaining a presidency, the Hispanic Association of Colleges and Universities (HACU) developed the HACU-Kellogg Leadership Fellows Program (HKLFP). The HKLFP is part of a collaborative effort under the aegis of the **Kellogg Minority Serving Institution (MSIs) Leadership Fellows Program** aimed at increasing the number of senior-level leaders at MSIs. As a benefit of this collaboration, several times a year HACU Fellows undergo joint training sessions with Fellows from programs directed by the American Indian Higher Education Consortium (AIHEC) and by the National Association for Equal Opportunity in Higher Education (NAFEO) in Higher Education. Consequently, graduates of the HACU Leadership Fellows Program are not only trained to be successful administrators, but even more importantly, are formed as transcending leaders prepared to handle the challenges facing today's diverse higher education community.

Recruitment, marketing, and selection

Due to the length, intensity, and specific goal of the HKLFP, a targeted marketing approach was

⁴ HSIs are non-profit, accredited colleges, universities or districts/systems in the U.S. or Puerto Rico where the total Hispanic enrollment constitutes a minimum of 25 percent of the total enrollment.

used to recruit HACU applicants. Application packets were mailed to the presidents of all HACU-member HSIs, including Partner and Associate member institutions, and Hispanic Faculty and Staff Caucus members. In total, 415 application packets were sent out at the beginning of March 2003. The deadline for applications was April 15. In cases where individuals learned of the program by word of mouth or by visiting HACU's web site, a Portable Document Format (PDF) version of the application was sent via e-mail. To help insure that the required "release time" necessary to participate in the HKLFP would be granted and that the program goals and objectives would be supported, each applicant had to be nominated by the president of his or her university. The application packet also included a Learning Plan, Vitae, Letters of Recommendation, and a Personal Essay.

The majority of nominations were received from HSI's located in Texas, California, Arizona, and New Mexico. Applications also were received from HSIs located in New York, Illinois, and Florida. Altogether thirty-three applications were reviewed by a selection committee comprised of nationally-known HSI presidents and HACU staff.

As stated in the application packet, selection of the HACU Fellows was based on the following criteria: the applicant's potential impact on his or her institution, the applicant's Learning Plan, the qualifications of the applicant, the strength of his or her essays and recommendations, and any publications, honors/awards, and memberships earned.

Using a Likert scale, applicants were rated in the following areas: academic achievement (completion of an appropriate academic degree program); current position aligned with program goals (the likelihood of achieving a senior academic leadership positions); breadth of management experience (track record in motivating/leading others); experience in assuming leadership initiatives (proven leadership experience); advocacy experience (evidence of ability to persuade others on issues); written communication skills (quality of plan and essay); MSI/HSI institutional experience (understanding of institutional needs); involvement

with community (commitment/sensitivity); soundness of Learning Plan (realistic goals, approach, expectations); and, strength of reference letters. In addition to a numeric value, raters also could provide written comments.

Once the ratings were complete, each applicant was assigned a score made up of all the areas that had been rated by the selection committee. Using the scores and comments as a guide, and taking into consideration the desire for a class diverse in region, institutional type, and gender, the selection committee selected ten applicants during the inaugural year of the HACU-Kellogg Leadership Fellows Program.

Program curriculum

A list of topics related to the presidency was created by Kellogg MSI Leadership Fellows Senior Advisers, Kellogg MSI National Advisory Board (NAB), and HACU-Kellogg Leadership Fellows Advisory Board (HKLFAB).⁵ The three Senior Advisers, one from each organization involved in developing the Kellogg MSI program, were responsible for drafting the program's preliminary topics. After the topics were drafted, they were discussed and approved by the NAB and HKLFAB (the NAB and HKLFAB are made up of nationally-known higher education leaders that represent Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), HSIs, and majority serving institutions). Topic areas included both broad issues related to higher education in the U.S., issues specific to Minority Serving Institutions, and issues unique to each of the minority groups.

Training on the topics was conducted under two different formats: Kellogg MSI joint training sessions and individual (AIHEC, HACU, NAFEO) training sessions. During the joint training sessions, Fellows discussed the broad issues related to higher education in the U.S. and issues specific to Minority Serving Institutions. These issues were considered "generic" to the field of higher education. That is, they were issues

⁵ HACU-Kellogg Leadership Fellows Program Advisory Board members are: Tomas Arciniega, President, CSU-Bakersfield; Maria Sheehan, President, College of the Desert; Tessa Martinez Pollack, President, Our Lady of the Lake University; Salme Steinberg, President, Northeastern Illinois University; Ricardo Fernandez, President, Herbert Lehman College; Eduardo Padron, President, Miami Dade College; and Max Castillo, President, University of Houston, Downtown.

of which a president of any type of university should have knowledge. During the individual training sessions, Fellows discussed the issues that were unique or more prevalent to the type of institutions the fellow represented. HACU Fellows, therefore, addressed topics and issues that were unique or more prevalent to HSIs, e.g. Immigration, Hispanic student retention and graduation rates, Hispanic demographics, etc.

When laying out the joint and individual program schedules, striking a balance between theoretical and pragmatic approaches to the topics was important to the program curriculum. In addition to the Fellows' discussing reading assignments and theoretical approaches to leadership, sitting or retired college and university presidents, whenever possible, served as presenters and facilitators.

HACU-specific training sessions

HACU individual training sessions were conducted at the August Summer Institute, HACU's 17th Annual Conference in October, and HACU's February Governing Board meeting. Fellows also attended HACU's Capitol Forum in Washington, DC in March.

The curriculum for the HACU-Kellogg Leadership Fellows Program sought to contribute to the development of the next generation of HSI Presidents and other senior higher education leaders. Emphasis was placed on the broad vision and leadership roles, and on the problem-solving skills required of these individuals as they seek to make their institutions more responsive to the needs of Latino and other underrepresented populations. The assumption was that their roles necessarily involved being institutional change agents, a role which added to the already immensely challenging task of moving traditional institutions forward. Some of the topics covered throughout the year are summarized below:

August Summer Institute Washington, DC

Vision and mission: This session addressed the importance of developing and institutionalizing a vision of the future and the overall organizational mission. Special emphasis was placed on a leader's

responsibility to craft the vision, sell the vision, and share the vision through collaboration and shared ownership. It also focused on how the leaders ensure that organizational goals and objectives link together, strengthen each other and carry forward the vision and mission.

Leadership and change: Current Hispanic college and university presidents shared their experience, perspective and counsel. Each president shared a short biography on how he or she attained the presidency.

Board relations, shared governance, policy, & strategic planning: Presidents are required to provide leadership in a variety of settings, within a variety of operating structures. This session discussed how leadership and relationships come together and the key relationships a president must manage in order to be successful.

Hispanic-serving institution development: This session discussed the importance of fundraising and development of an institution and the leadership role the president plays regarding these activities. Fundraising requires the bringing together of a vision, strategic planning, marketing approaches, assertive campaigning, and a variety of fundraising sources such as alumni, private donors, business/corporate entities and government.

Student success: Access and retention (programs and services: policy and program issues, etc.): This session addressed the responsibility to understand student academic and support needs. The discussion focused on the president's policy role (and need for operational understanding) in establishing support service expectations, ensuring the development of mechanisms in order to attain these expectations, and guiding assessments of the results. It also focused on establishing academic and support policies appropriate to diverse student populations and how diversity impacts the institution, now and in the future.

Critical issues in higher education policy: Key challenges: HSI presidents shared their thoughts on some of the issues and challenges facing higher education and HSIs.

Case studies: The Case Study was an opportunity for HACU Fellows to prepare a case for presentation and discussion: each Fellow offered a structured analysis of a concrete policy or organizational problem with which he or she

was currently confronted. The Case included a problem analysis (a statement of the ‘value conflict’ and/or points of conflict); an analysis of the dynamics of the institutional environment; and, a clear articulation of the desired outcome, with identification of key decision points for discussion.

Additionally, the case studies articulated how the problems may reflect general problems and challenges in higher education institutions, and/or conflicts between traditional institutional and non-traditional (Latino) educational points of view.

HACU 17th Annual Conference Anaheim, California

Prospects for latino(a) administrators in higher education: Fellows discussed the percentage of Hispanic college and university presidents in the U.S. and the hurdles that many of them had to overcome to assume the presidency.

“Latina” higher education leadership development panel: Latina leadership issues & effective strategies: Current Latina presidents shared their views and experiences about leadership in academe and the strategies they had employed to assume the presidency.

Development, fundraising, grants and external funding: This discussion focused on the presidential priorities, decisions, and obstacles relative to a successful advancement program. Special focus was given to corporate fundraising and grants.

Presidents’ panel: “The challenge of Latino leadership”: This session allowed the participants to interact with an outstanding panel of Latino and Latina presidents. Each president began with an opening comment on key issues, challenges, strategies, and/or opportunities confronting all those leading higher education institutions. The second half of the session was devoted to a question and answer period seeking to bring focus to the Hispanic roles and challenges and to develop a Latino leadership action agenda.

HACU governing board meeting San Antonio, Texas

National policy perspectives/advocacy groups in higher education: Mentor/presidents shared

views on national policy perspectives of Hispanic education as reflected in the policy advocacy work of key national associations, such as: the American Council on Education; the American Association of State Colleges and Universities; the Association of Governing Boards; the American Association of Community Colleges; the American Association of Higher Education; the American Association of University Presidents and the National Association of State Universities and Land Grant Colleges.

Vision and mission: “The visions and missions that drive a president and their institution”: Mentors/Presidents shared their personal perspectives on the key elements of a relevant vision and mission for their institutions and the challenges faced in articulating and advancing them.

Crisis management and the presidency: Borough of Manhattan Community College: HSI communities are accustomed to dealing with crisis and conflict. This session provided hands-on training in crisis management techniques, including examples of actual scenarios.

“Texas latino higher education report card” by Ed Apodaca: This session examined Texas data as a basis for assessing the performance of colleges and universities in meeting Latino educational needs. This report serves as a basis for articulating policy recommendations and a Latino policy advocacy agenda.

Media and the Presidency: During this session Fellows discussed ways of dealing with the media during times of crisis and controversy, and ways of building effective on-going media relations.

HACU Fellows presentation: Reflections on campus visits: HACU-Kellogg Fellows shared their experiences and insights about their visit to their mentor’s campus. Fellows shared copies of their itineraries, reported their observations and how the visits had contributed to, reinforced and/or influenced their understanding of higher education issues and leadership.

Case study in institutional change, “Mapping the organizational change terrain: The CSUB example” by Tomás Arciniega: This case study recorded a re-defining and re-directing of an institution’s mission based on a new vision more responsive and relevant to the realities of its service region.

HACU Capitol Forum, Washington, DC

As HSIs are relatively new in their designation and existence, it is important that HSI leaders have an understanding of the legislative process. As federal funding for higher education diminishes, HSI presidents will have to be skilled at navigating choppy political waters.

During the Capitol Forum, Fellows attended sessions on HACU's legislative agenda and the national budget cuts facing HSIs. Fellows visited Capitol Hill and the offices of their local representatives to advocate for HACU's recommendations on the Higher Education Act. In many cases, Fellows were able to meet directly with their congressional representative.

Mentor Component

Mentors have been an important component of the HKLFP. Through the mentors, HACU Fellows had the opportunity to learn and experience, firsthand, what it is like to be an HSI president. Current and past HSI presidents were invited to participate in the program. Mentors and Fellows were matched on the basis of their specific skills and strengths and areas of mutual interest. In no case was a HACU fellow paired with the president of his/her institution.

Mentors were required to attend specific meetings or events to fully support the HACU fellow; however, the time commitment varied from mentor to mentor, depending on the needs and interests of the HACU fellow. Specific commitments included: attending an orientation session with the fellow at the HACU Annual Conference in Anaheim, CA; participating in a one day training session with the fellow in San Antonio; inviting the fellow to visit his or her campus twice a year, no less than one visit per semester; and, communicating with the fellow on a regular basis (weekly or monthly) via telephone, site visits, or e-mail.

Mentors were asked to provide specific guidance, advice and evaluative feedback to the HACU fellow in the following areas: development of a concept paper and personal action plan; discussion of reading assignments and other literature; and discussion of current issues and trends in Hispanic higher education and at HSIs.

Evaluation

Evaluations that were completed after each individual training session indicated that the Fellows were very satisfied with the topics and presenters. The highest evaluated areas of the program were its unapologetic approach to discussing the issues that face HSIs and Hispanic administrators, and the programs commitment to bring together senior-level administrators from three different minority communities to discuss topics in higher education.

Unlike the leadership programs offered by the American Association of State Colleges and Universities (AASCU), Harvard, and ACE, where training sessions take place over the course of a long weekend, three weeks, or require a fellow to spend an entire semester or year working at another college or university, HACU Fellows were required to participate in a week-long orientation session in August and six three-day training sessions that took place over the course of the academic year. Sessions took place in August and November 2003 and in February and March 2004. The final training session was conducted in June in Mexico City. Because the HACU Fellows were, in some cases, the highest ranking Hispanic administrators on their campuses, scheduling time away from work to attend training was occasionally difficult. Despite any difficulties, all of the HACU Fellows attended every training session.

Conclusion

Without question, the road to executive leadership in higher education begins with the PK-12 system. As the traditional route to the presidency and other senior positions requires strong academic credentials and relevant experiences, HACU must champion Hispanic education success at all levels. To the extent that the dialogue surrounding Hispanic education success broadens its focus to the PK-16 pipeline, it is imperative for organizations like HACU to develop leadership programs that will pull Hispanics through the higher education pipeline and simultaneously help catapult them into positions of leadership in higher education. The HKLFP is a significant first step.

References

Haro, R., & Lara, F. (2003). Latinos in administrative positions in American higher education. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Expanding the representation of Latino/a faculty, administrators and students in higher education* (pp. 156-165). Sterling, VA: Stylus Publishing, LLC.

PROFILE

2004 HACU MSI Leadership Fellows

There are 10 HACU Fellows.

Gender

The majority (6) of the HACU Fellows are men. Four HACU fellows are female.

Educational Background

All HACU Fellows hold Doctorate degrees (6 Philosophy, 3 Education, & 1 Social Work) within a social science discipline.

Years in Current Position

On average, HACU Fellows have been in their current position for 4 years.

Years in Higher Education

On average, HACU Fellows have at least 20 years of experience in higher education.

Region

HACU Fellows represent 5 U.S. states (CA, TX, FL, IL, NM).

Institutional Characteristics

- ▶ Sixty percent (6) of HACU Fellows come from Master's I institutions. Others include Associate's (3) and Doctoral/Research-Extensive (1).
- ▶ The majority (9) of HACU Fellows are at public institutions.
- ▶ On average, they serve 21,500 students and at least 33 percent of the student population is Latino.

Previous Executive Leadership Participation

- ▶ On average, HACU Fellows had participated in 2 Leadership Programs prior to attending the MSI Kellogg Program.
- ▶ These leadership programs included from local (L.E.A.P.) to national programs (Harvard Executive Leadership Programs).

MSI Expectations

HACU Fellows' most common expectations of the program were to develop new networking opportunities with other MSIs, create meaningful mentoring relationships, and gain greater insight into development and fiscal management issues.

Preparing HBCU leadership for the new millennium

By Arthur E. Thomas, *Director, NAFEO-Kellogg Leadership Fellows Program*, and Harvey Dorrah, *Professor of Educational Leadership, Central Michigan University*

“Our knowledge is transmitted to each generation by our universities. What is new is largely created in our universities or by university production. To keep the university on course and able to adjust to the new requirements of our society while being able to mastermind and create new visions requires remarkable leadership, astuteness, dedication and persistence. The next generation of Presidents of HBCUs must be prepared to do all of these things and many more exceptionally well.” Dr. Frederick S. Humphries

Introduction

For more than three decades, the National Association for Equal Opportunity in Higher Education (NAFEO) has served as the leading voice in placing and maintaining the issue of equal opportunity in higher education on the national agenda. By advocating for policies, programs and practices designed to preserve and strengthen HBCUs, NAFEO has demonstrated sound leadership in championing the interest of HBCUs.

Although the HBCU membership of NAFEO comprises only 3 percent of all U.S. institutions of higher education, they enroll more than 18 percent of all Black college students and award 29 percent of all bachelor’s degrees to African Americans nationally. Thus, to advance the historical and future role of HBCUs in American higher education, NAFEO is committed to taking a substantive role in preparing the next generation of HBCU leaders. These enlightened leaders will be well positioned to solve the critical problems facing Black American higher education and our nation.

NAFEO’s vision of a systemic initiative to prepare future HBCU leaders was realized in 2002. Pursuant to years of planning, with the support of the W.K. Kellogg Foundation, and in collaboration with the Historically Black Colleges and Universities, the Hispanic Association of Colleges and Universities, the American Indian Higher Education Consortium, and the Alliance for Equity

in Higher Education, the Kellogg Minority Serving Institution (MSI) Leadership Fellows Program was launched. The Kellogg MSI Leadership Fellows Program is a four-year initiative that will facilitate the efforts of NAFEO to prepare the next generation of HBCU presidents and other senior-level staff by engaging carefully selected fellows in a series of leadership seminars, meetings, discussions, and interactive group learning activities.

The Kellogg MSI Leadership Fellows Program is an unprecedented executive leadership initiative. There are several higher education leadership programs throughout the United States, but few focus on the development of minority higher education leadership. The Kellogg MSI program is the only initiative that focuses specifically on preparing leaders for minority serving higher educational institutions.

Marketing, recruitment, & selection process

The recruitment of this talented pool of leaders began with a marketing strategy designed to formally announce the program to all NAFEO member institutions. A comprehensive description of the program, application process, and selection criteria were sent to the presidents and chancellors of all NAFEO member institutions. In addition, an announcement was placed on the website of NAFEO and the Alliance for Equity in Higher Education,

with essential information about the program and deadlines. NAFEO also used the publication, *Chronicle of Black Issues in Higher Education*, to market the Kellogg MSI Leadership Fellows Program.

An intensive recruitment process followed the marketing phase of the program. In January 2003, NAFEO initiated a comprehensive recruitment process designed to identify the talented pool of current and future leaders at member HBCUs. The recruitment stage of the program included direct calls to current presidents of NAFEO's member institutions. Former presidents and chancellors of HBCUs were also contacted to solicit their suggestions about potential candidates for the program. In addition, NAFEO program organizers implored the suggestions of HBCU leaders attending various professional conferences about potential candidates for the program.

Although every effort was made to identify potential candidates for the program, all prospective candidates had to be nominated by the current HBCU president where they were employed. Subsequent to being nominated by their home president, each candidate was required to submit a formal application to the office of their home president. Completed applications were then mailed to NAFEO from the president's office. This requirement ensured that prospective candidates had the support of their home president, if selected.

The NAFEO leadership was keenly aware that the integrity of the program would be determined by the creditability of the selection process. As a result, the NAFEO leadership used the established Kellogg NAFEO Leadership Fellows Program Advisory Committee to serve as a Fellows selection committee. The NAFEO Kellogg Advisory Committee was established early during the planning stages of the MSI program. (see page vi for names and titles of Advisory Committee Members). A primary function of the Committee was to advise the NAFEO leadership and the MSI leadership on critical matters related to planning and implementation of the MSI program. The Council's membership included eight (8) Presidents and former Presidents of HBCUs, including the past CEO of NAFEO and Principal Investigator, Dr. Frederick S. Humphries, of the MSI program.

Each of the eight members of the Advisory Committee was given a packet with the applications

and supporting materials of the Fellows. In an effort to provide a systematic approach to the selection process, the NAFEO Advisory Committee ranked applicants according to the following six (6) criteria:

1. Level of support from the home president;
2. Candidates who already held a senior administrative position;
3. Candidates who had a terminal degree;
4. Career goals of candidates. Candidates who wanted to achieve the presidency were given high priority;
5. Professorial background of candidates. Candidates with a strong academic background were given noteworthy, but not exclusive, consideration;
6. Assessment of leadership qualities based on candidates' letters of recommendation and essays concerning a commitment to leadership.

The process proceeded effectively. The selection of Fellows was highly competitive and took approximately three months to complete.

Results of the selection process

Based on the six criteria established by the Advisory Committee, thirteen (13) candidates were selected (see Profile of NAFEO Fellows). The NAFEO Fellows tended to have substantial leadership experience and held senior level administrative positions. Of the thirteen Fellows selected two were female and eleven were male. Twelve (12) Fellows were employed at public HBCUs, while one (1) Fellow was employed at a private HBCU. Most (8) Fellows held administrative positions at the vice presidential level. Three candidates held positions at the dean level. One candidate had held the position of interim president. All of the NAFEO Fellows had terminal degrees. Table One provides an analysis and breakdown of Fellows by leadership experience. Most of the NAFEO Fellows have approximately 20 years of experience in higher education.

At the completion of the selection process, each Fellow was mailed a letter indicating that they had been selected for the program. The applicants (and their home presidents) not selected for the program

PROFILE

2004 NAFEO MSI Leadership Fellows

There are 13 NAFEO Fellows.

Gender

The majority (11) of the NAFEO Fellows are men. Two NAFEO Fellows are female.

Educational Background

All NAFEO Fellows hold at least one Doctorate degree (10 Philosophy, 2 Education, 1 Law & 1 Business Administration) within a social science discipline (the exception is one Fellow holds a doctorate from a humanities discipline). One Fellow, Maurice Taylor, holds a Ph.D. and a Law degree.

Years in Current Position

On average, NAFEO Fellows have been in their current position for 3.5 years.

Years in Higher Education

On average, NAFEO Fellows have at least 21 years of experience in higher education.

Region

NAFEO Fellows represent 9 U.S. states (DE, FL, PA, LA, MD, MO, MS, NC, VA).

Institutional Characteristics

- The majority (9) of NAFEO Fellows come from Master's I institutions. Others include Baccalaureate-General (3) and Doctoral/Research-Intensive (1).
- The majority (12) of NAFEO Fellows are at public institutions.
- On average, they serve 4,680 students and at least 88 percent of the student population is African American/Black.

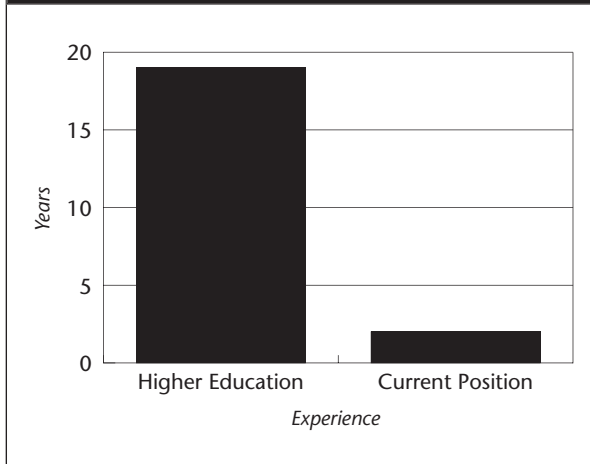
Previous Executive Leadership Participation

- On average, NAFEO Fellows had participated in 2 Leadership Programs prior to attending the MSI Kellogg Program.
- These leadership programs included the HBCU focused Executive Leadership Summit at Hampton University and the nationally focused Harvard Executive Leadership Programs.

MSI Expectations

NAFEO Fellows' most common expectations of the program were to develop new networking opportunities with other MSIs, enhance their understanding of strategic planning, and gain greater insight into development and fiscal management issues.

TABLE ONE: NAFEO FELLOWS BY LEADERSHIP EXPERIENCE



were also mailed a letter indicating the Advisory Council's decision and thanking them for their interest in the program.

Curriculum

The curriculum design of this program entailed two primary components; 1) seminars---joint and individual community or group, and 2) mentoring. The seminars engaged Fellows in several activities (i.e., readings, case studies, visits to various MSI campuses, use of the project's intranet). The seminars were designed to address specific higher education topics and issues, including those issues impacting MSIs. General higher education topics and issues were covered in the joint sessions. During the joint sessions, all three communities, Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities, came together and examined the various higher education leadership topics and issues. The NAFEO individual group sessions were designed to address topics and issues specifically related to HBCUs. During the individual group sessions, NAFEO Fellows had opportunities to engage former and current HBCU presidents in formal and informal discussions. They also had opportunities to network with each other.

Nearly thirty-two different topics and issues were examined in the various seminars during the

course of the program. Specific topics and issues covered in the joint and individual group sessions included the following:

- Athletics
- Budgeting
- Fiscal Management
- Safety and Crisis Management
- Board Relations
- Governmental Relations
- Legal Issues Facing Higher Education
- Institutional and Program Accreditation
- Sexual Harassment
- Gender Equity in Higher Education
- Presidential Search Process
- Managing Intercollegiate Athletics Programs
- Institutional Development and Fundraising
- Physical Plant Management
- Involvement in Professional Associations
- Negotiation and Bargaining
- Organizational Behavior
- Leadership Theory and Practice
- Research and Development
- Technology and Distance Learning
- Business, Institutional, and Agency Partnerships
- History and Traditions of HBCUs
- History and Traditions of HSIs
- History, Mission and Vision in Indian Country
- Time Management
- Globalization and Internationalization of Higher Education
- Implementing Institutional Change
- The Status of Land Grant Higher Education Institutions
- Privatization of Services in Higher Education

- ▶ Program Review
- ▶ Health and Wellness
- ▶ The Media

Both the joint and individual group seminars proved to be a valuable aspect of the Kellogg MSI Leadership Fellows Program.

Year one: Implementation

The overall implementation of the first year of the MSI Program went more smoothly than expected. The NAFEO leadership and staff made every effort to attend to all aspects of the planning and managing of program activities. Regular meetings of NAFEO project staff, effective coordination of project activities, and collaboration between AIHEC, HACU, and NAFEO project directors facilitated the success of the first year of the project.

Institute and orientation week

In August 2003, the Kellogg MSI Leadership Fellows Program conducted the Institute and Orientation phase of the program. This was the official kick-off for this leadership initiative. AIHEC, HACU, and NAFEO Fellows were introduced as the first class of the Kellogg MSI Leadership Fellows Program. They also received information about the MSI curriculum, the expectations of Fellows, the locations and schedules for joint and individual seminars, and the program evaluation process. In addition, the leadership of the MSI program conducted a press conference to formally announce the program to the public.

Both joint and individual seminars were conducted during the August 2003 Institute. Joint seminar topics included: the history of minority serving institutions, mission and vision of higher education, board relations and governance, service as effective change agents, leadership and models of change, and a financial overview which included financial management, fundraising and grant-sponsored programs, accounting, facilities management and deferred maintenance. Individual group seminars also were conducted. NAFEO individual group sessions focused on the vision and histories of HBCUs. NAFEO Fellows also were provided specific information about the mentor and model president components of the

NAFEO Kellogg Leadership Fellows Program, details about travel procedures and guidelines, including NAFEO travel reimbursement policies.

NAFEO individual seminar: New Orleans, LA, October 17, 2003

Dr. Marie V. McDemmond, President of Norfolk State University, conducted workshop sessions on fiscal affairs. She discussed factors key to financial management systems, budgeting, strategic planning, accounting systems, monitoring, and auditing system standards. The following are some key points made during the presentation:

1. Account for those services and facilities used for research, for example, the use of the Library;
2. On your campus you should make sure that you recoup your auxiliary costs;
3. Athletic programs should return some profits back to the Institution.

Some important budgeting and accounting terms were defined and discussed. Some of these terms are listed below:

- ▶ Auxiliary
- ▶ Endowment
- ▶ Diversification of Endowment Portfolio
- ▶ Amortization of Debt

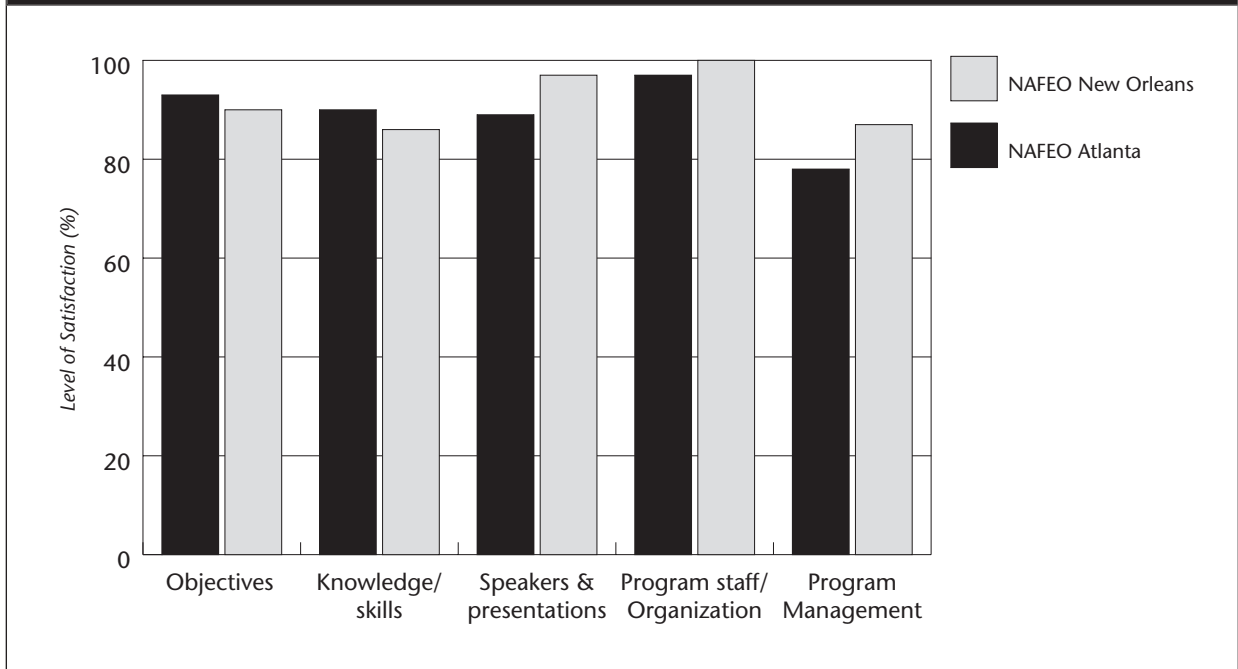
One of the interactive exercises included case studies analysis. The Fellows analyzed the following case studies:

- ▶ Landers College (private religious connection)
- ▶ Orleans State University (public institution)

Fellows were divided into groups of two with 25 minutes to discuss their proposed solutions. Each group of Fellows reported back to the larger group with their findings.

Mr. Clarence Hicks from the U.S. Department of Education provided an overview of Federal Financial Aid under Title IV. The following points and questions were addressed during this workshop:

TABLE TWO: NAFEO FELLOWS' EVALUATION OF SEMINARS



- ▶ Two HBCUs in high default rate (20+ percent)
- ▶ Why default rate is important?
- ▶ You have to be able to attract money and keep it.
- ▶ Make sure you have check and balance systems in place.
- ▶ A great amount of financial aid is done on the web—electronically; this reduces cost.
- ▶ Keep up to date with rule changes.
- ▶ Networking of the various departments involved in the financial aid offices is very important—enrollment managers, student affairs people, etc...

Overall, the Fellows thought the workshop on financial aid was very beneficial. (See Table Two, Fellow Evaluation.)

NAFEO individual seminar: Atlanta, January 23, 2004

The Atlanta Seminar was designed to engage the Fellows in a number of topic areas, including legal issues, crisis management, and higher education governance. The list of topics included

personnel issues, promotion and tenure, sexual harassment, grants and contracts, student rights and responsibilities, affirmative action. The primary legal issues speakers were Attorney Thomas N. Todd, Chicago, IL, and Attorney Renee Smith Bias, General Counsel for Illinois State University. Examples of some important court cases were provided in the handout materials for the Fellows analysis. Fellows expressed an interest in knowing more about legal issues such as contract and union negotiations. Fellows indicated that the presented information helped them to understand some important elements of law with regard to their daily duties and responsibilities. Table II provides a bar graph illustrating NAFEO Fellows' evaluation responses for the Atlanta Seminar and the New Orleans Seminar. Fellows were asked to evaluate their level of satisfaction with clarity of seminar objectives, the extent to which seminars enhanced specific knowledge and skills, quality of speaker presentation, NAFEO program staff support services, and overall seminar program management.

One of the speakers for the crisis management sessions was Dr. Ivory Nelson, President of Lincoln University, PA. Dr. Nelson discussed various faculty bargaining issues, as well as strikes. The handout materials provided a crisis management plan that

FIGURE ONE

AIHEC, HACU, and NAFEO Fellows' Comments Regarding Joint Seminars

- Overall, the joint seminars have been very effective.
- The seminars have been located at places that are accessible and have appropriate accommodations.
- Joint seminars achieve diversity by bringing in outstanding national speakers representing the three MSI groups.
- Fellows benefited from the experience of current and former presidents who attended the seminars.
- Joint seminars provided opportunities for AIHEC, HACU, and NAFEO Fellows to discuss ideas about exchange faculty and student programs.
- The joint seminars provided opportunities for the three groups to have close interaction with each other.
- The joint seminars provided opportunities for each group to learn about different cultures.

included a contingency for dealing with strikes.

Dr. Gloria Scott, former President of Bennett College and current President of Randle Services, discussed higher education governance. Dr. Scott's presentation included a discussion of internal and external governance. Based on the feedback from Fellows, the sessions were relevant to the goals and objectives of the seminar and there were more than adequate handout materials available for reading.

NAFEO individual seminar: Washington, DC, March 3, 2004

The Fellows participated fully in all of the activities of the Annual NAFEO Conference. A pre-conference luncheon was held to discuss and plan strategies for implementing the ideas and recommendations emanating from the conference.

The Fellows accompanied the NAFEO Presidents on visits to congress to discuss legislative priorities and to become more informed about the legislative process. The Fellows also served as presenters and moderators for many of the sessions. These included Curriculum, Law, Model Presidencies, Vision and Mission, International Programs, Developing Partnerships with Community Organizations and Civil

Rights Organizations, Civil Rights, Life After the Presidency and International Programs.

A post conference breakfast was held to discuss lessons learned and strategies for implementation coming from the NAFEO Annual Conference.

Joint Leadership Seminars

The leadership seminars held in collaboration with all three communities, addressed the topics of information technology, accreditation, gender conflict and roles, government relations, effective communication with policy makers, race and communication, legal and regulatory issues, crisis management, membership and advocacy groups, becoming a global leader, health and wellness, time management, communicating with the media, and ethics. The format of these sessions was to conduct the presentations for the entire group with some time allowed for individual sessions on the final day during two of the joint seminars. According to MSI Fellows, there were some clear advantages of the joint seminars. Figure 1 lists some of the Fellow's comments regarding the joint seminars. Fellows were very encouraged by the joint seminars. Most of the Fellows from all three groups felt that the joint seminars enhanced a climate of diversity in the MSI program.

The internship, model president, and mentor components

Each NAFEO Fellow was required to complete a two-week **Internship** away from their respective campus and under the tutelage of a **Model President**. The internship component is designed to provide Fellows with a “well-balanced leadership” experience that includes an opportunity to integrate leadership theory and practice under the guidance of an experienced sitting president. The Model President component was specifically designed to ensure that each Fellow is provided a growth environment of “best leadership practices” during their internship experience. The Model Presidents represent a designated group of sitting presidents at HBCU institutions that (1) are well respected among peer presidents because they demonstrate exemplary leadership qualities and (2) they have expressed an interest in becoming Model Presidents. Each internship experience was tailored to meet the scheduling and location needs of the Fellows. Moreover, the NAFEO Advisory Committee made every attempt to match the professional goals of the Fellow with the experiences of the Model President. In addition to completing a two-week internship, each Fellow was assigned a **Mentor**. The mentor component is designed to provide Fellows the opportunity to reflect on their internship experiences. Mentors facilitated Fellows’ professional goal development. Like model presidents, the mentors represented a group of sitting HBCU presidents.

Fellows selected their mentors after the Internship Program was completed. It is expected that mentors will advise Fellows throughout their careers.

In general, the internship, the model president, and the mentor component for the NAFEO group went smoothly. Most Fellows had little or no difficulty with their internship placement. Only two of the 13 NAFEO Fellows experienced late starts in their internship experience. Overall, the Fellows thought that the internship was a valuable aspect of the MSI program.

Evaluation and lessons learned

Overall, the first-year goals of the project were achieved. The NAFEO MSI leadership team identified a cohort of HBCU leaders who have

potential for becoming president or executive-level administrators at MSIs, provided them an executive leadership training program to hone their administrative skills and leadership, and by so doing, created opportunities for understanding and collaboration among the MSI institutions.

The goals for the project should continue to be examined and clarified. These goals need to be clearly articulated to the Fellows in the materials they receive and at the initial institute. In initial telephone calls by the Evaluation Team members to Fellows, there were still a lot of questions about the nature of the program. The leadership team needs to revisit the curriculum to consider identifying a curriculum model that works across the three groups (case studies, lectures, projects, etc.), so that there is more transference of information and activities among the groups.

The areas that need to be more fully developed are the internship, model presidents and mentoring components of the program. These are important aspects of the program. Asking very busy professionals to mentor very busy Fellows creates great challenges for all individuals involved in the MSI program.

Conclusion

The first year of the MSI Leadership Fellows Program has been a successful one. Fellows have overwhelmingly praised the program and indicated that it has been very helpful. Those few “bumps” in program planning and implementation have been minor and have been readily addressed by the project leadership. The project is well on its way to reaching both the short-term (strengthened leadership) and long-term (new cadre of presidents and top administrators) goals for the project.

References

- Jackson, C.L. (2001) *African American Education: A reference book*. CA: ABC-CLIO, Inc.
- MSI evaluation team (2004). First Annual MSI Fellows Leadership Program Report (2003-2004). Overton-Akins, B. J., Burkhart, J., Chahin, J., Dorrah, H., Magdalena, M., and McLeod, Martha.

Lessons in leadership development

Evaluation delivers first class feedback

An evaluation team was employed to work with the overall project. The Evaluation Plan Coordinator, Betty Overton-Adkins, selected team members with the goal of having the diversity of the team reflect the make-up of the Alliance membership and include persons who are familiar with the MSIs and understand their leadership dynamics and needs. Additionally, the team included persons with expertise in leadership development, evaluation design, and program analysis.

One evaluator was assigned to each of the three constituent groups (HBCUs, HSIs, and TCUs) to give focused attention to assessing the selected Fellows and leadership outcomes based on the issues and cultural context of the institutions. Information gathered through these focused assessments was pooled and integrated into the collective leadership development process for the project. The evaluation provided feedback, including pre and post interviews with Fellows, analysis of impact of all program activities (planning period, selection of Fellows, training and mentoring process, etc.) assessment of organizational and structural operation of the project, analysis of outcomes of the project with other similar leadership projects, and materials for reporting to the Foundation and other constituencies on a regular basis.

The evaluation design was informed by a research-based framework of best practices and expectations for outcomes and program implementation in higher education. The evaluation gave special attention to benchmarking the project against programs specifically designed for working with the target audiences. While the researchers did not find any program that was exactly like the MSI Leadership Fellows Program, there were sufficient leadership development programs in higher education (ACE, IEL, IEM, Ford Foundation

grants, KNFP, and others), to provide benchmarks and expectations for the types of outcomes that might be expected in this program.

Various tools were developed and used in the evaluation process. For example, pre-program surveys involved individually tailored materials that were broad enough to cover a diverse set of pertinent elements, and specific enough for relevant issues about the community to be raised.

Working with the Alliance, the evaluation team created a four-year process for assessing the project. The Year One evaluation included assessment of the program planning process and feedback on issues that surfaced, resolution of issues, processes for selection and deployment of staffing, development of selection process and its implementation, and readiness for implementation. Evaluation of Years Two-Four included assessment of implementation activities and progress of the Fellows in accessing and benefiting from the activities. An overarching assessment was to be made each year on movement toward the project's long-term goal. The evaluation team was expected to provide mid-year and end-of-year reports each year in a timely manner for reports to the funding organization. On-going feedback was achieved through monthly conference calls with the project leadership, periodic meetings, attendance at training sessions, and other processes identified by the project's leadership and the evaluation coordinator. The first feedback already has been incorporated into planning for Year Two.

Following points illustrate the type of responses that were collected by the evaluators with respect to the orientation program, the Washington, DC, Institute Week, and how the information was interpreted and applied to planning for subsequent programs.

- D *The MSI project was a complex one, breaking new ground in leadership development for higher education.* As such, the initiation of the program has probably gone smoother than might be expected. The diversity of the three national

organizations, the institutions represented, and the diversity of the selected Fellows contributed to the richness of the model and created, at the same time, its biggest issues. Implementing common or coordinated leadership development experiences that can be valuable across the varied backgrounds and experiences of the selected Fellows was the major concern identified by the Evaluation Team. While evaluation responses from Fellows were very positive, observations, table conversation and other comments indicated that the Institute could have been more effective with some attention to considerations of details and program format.

- D *Fellows were complementary of the overall program goals and understood the potential impact of the project on their lives and their institutions.* It was clear from responses that Fellows appreciated the joint sessions and wanted more time to spend together. They seemed to recognize the value of learning from and with each other, and there was a genuine desire to share the rich experiences that their diversity offers.
- D *The Fellows responded well to the selected speakers.* Fellows were especially pleased to have many presidents available to them and felt the time for interactions with these leaders was most useful. There were many questions about the mentors and the mentor program (time involved, assignment of mentors). Fellows wanted to know more about the mentoring requirement, and they expressed concern about not having the mentors identified and available at the Institute. This was an area that was probably impacted by the short planning timeframe, and it is one that needs to be addressed.
- D *One obvious difference in program perspective at the Institute was what appears to be variation in philosophy concerning the selection process.* This variation was the direct result of the unique nature of the three institutional types and the views of the national organizations and their advisory groups. While the evaluation responses did not address this issue directly, the Evaluation Team believed that this was an undercurrent at the Institute, evident in

interviews with project staff and advisors and in discussions with Fellows. Each national organization clearly selected candidates based on its announced criteria. However, the Evaluation Team recommended that the project leadership revisit the selection criteria and approach. The Leadership team needed to clarify the differences in perspectives for selection and ensure that future programs can more adequately address the broad differences in the needs and experiences of the selected Fellows.

In addition to the Institute week, August 2003 in Washington, DC, during this first year, the Kellogg MSI Leadership Fellows Program held three Joint Seminars—November 2003 in Bismarck, North Dakota; March 2004 in Miami, Florida; and June 2004 in Mexico City. Feedback was collected following each program.

Overall, there is little doubt that the Institute and the Joint Seminars were well received. For example, responses from the evaluation forms completed by the AIHEC, HACU, and NAFEO Fellows regarding the March 2004 Seminar revealed some common, yet distinct perceptions with regard to overall effectiveness. These similarities and differences were clear across several measured seminar areas, including Seminar Objectives, Knowledge and Objectives, Overall Assessment of Knowledge, Speakers Presentation, Program Staff, and Organization.

- D With regard to seminar objectives, the Fellows tended to agree that the objectives were clearly stated and relevant to professional development and the MSI Leadership Program's curriculum.
- D There was some concern about duplication of objectives with individual group objectives.
- D Regarding knowledge and skills, the Fellows generally agreed that the seminar and sessions enhanced knowledge about government relations, race relations, legal and regulatory issues, organizational membership, advocacy and leadership.
- D Though everyone was eager to have more time to share, the majority felt that the speakers'

presentations were effective and structured for participants to share information.

- The evaluation was constructive in administrative and management areas and pointed out several opportunities for improvement that have been incorporated into the program for the second year. And, the duplications and redundancies that were noted have been eliminated.
- Overall, Fellows felt privileged to be part of the program, and that they had a responsibility to be open and frank about their experiences.
- Across all three cohorts and the group as a whole, Fellows cited the development of networks of colleagues as one of the most beneficial aspects of the program.
- All Fellows found the interactions with their cohort peers important to their professional development. The group also identified campus visits and the mentoring/internship program as beneficial to their development.

Historic collaboration sets sights on the future

The success of this first historic collaboration clearly demonstrates that the prospects and future agenda of the Alliance for Equity in Higher Education are proactive and far-reaching. The Alliance partner organizations already have demonstrated their unified commitment to educating the nation's emerging majority populations and initiatives such as the Kellogg MSI Leadership Fellows Program will be critical to the success of future collaborations.

To accomplish its important goals, greater capacity will be needed at NAFEO, HACU, and AIHEC, as well as at the Institute for Higher

Education Policy. This includes the ability to designate staff to work on Alliance initiatives, and the ability of the organizations to engage in other activities that will enhance the visibility and credibility of the Alliance and its partner organizations.

The intent in creating the Kellogg MSI Leadership Fellows Program was to develop a group of effective, successful senior-level leaders for MSIs. In order to sustain these efforts, the Alliance also identified a strategy for acquiring long-term additional funding for the future. The future strategy includes:

- establishing a broad-based coalition of support from several foundations that are active in higher education, minority-serving, and leadership development fields;
- securing public funding for more limited leadership development efforts, such as within a specific state higher education system that includes MSIs; and
- obtaining support from the private sector, as the education and advancement of minorities is of great importance to the corporate world.

This program framework included a major milestone that was conceived by the Kellogg Foundation staff—a Year Four symposium convened to coincide with the Kellogg Foundation's 75th Anniversary Celebration in 2006. The Year Four symposium will convene all of the classes of Fellows, other members of the MSI community, participants in the Alliance, policymakers and analysts, and representatives from the W.K. Kellogg Foundation. One focus of the symposium will be sharing best practices and lessons learned from the MSI Leadership Fellows Program.



AIHEC Leadership Fellows Program

121 Oronoco Street
Alexandria, VA 22314
Tel: 703-838-0400
FAX: 703-838-0388
Website: www.aihec.org



HACU Leadership Fellows Program

8415 Datapoint Dr., Suite 400
San Antonio, TX 78229
Tel: 210-692-3805
FAX: 210-692-0823
Website: www.hacu.net



NAFEO Kellogg Leadership Fellows Program

8701 Georgia Ave., Suite 200
Silver Spring, MD 20910
Tel: 301-650-2440
FAX: 301-495-3306
Website: www.nafeo.org