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 promoting greater collaboration and cooperation among colleges and universities that serve large numbers of students of color in the United States. In no area is the need for that collaboration more evident than leadership development. The next generation of leaders for minority-serving institutions (MSIs) in the U.S. 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 term “MSI” is routinely used in the U.S. 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 have traditionally 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.¹

The core mission of the institutions that are contained in the Alliance is to provide a 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. 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.

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. Today, this coalition represents approximately 350 MSIs in American higher education and serves almost 2 million students of color.

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 is 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 the 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.

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

As coordinator and facilitator of the Alliance for Equity in Higher Education, the Institute for Higher Education Policy has played a key role in the launching of this innovative program. The Institute and the Alliance partner organizations 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.

The Kellogg Commitment

The Kellogg MSI Leadership Fellows Program was derived from the convergence of two important interests: those of the Alliance, and those of the W.K. Kellogg Foundation. In 2001, the Youth and Education Unit of the W.K. Kellogg Foundation began consideration of 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. To date, there are no other leadership programs that target 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 focus on 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, has 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 provide lessons and experiences that improve 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 provides a formal structure and coordinates 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 is repeatedly cited as a major concern. The institutions recognize that to address the other identified areas, they would need an array of effective leaders.

In the Fall of 2002, 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 known as the Kellogg MSI
Leadership Fellows Program. 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.

Implementation

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 pay attention to the critical dimensions of context, process, and succession. The program capitalizes on the rich opportunities of interdependence by linking leadership generations, and utilizing the teaching role for seasoned leaders to transmit their knowledge about leadership. Seasoned leaders also mentor their successors through active learning experiences. Groups of future leaders, rather than individuals, from each of the institutions, participate in purposeful activities where they test competencies, take risks, manifest values, work collaboratively, and simultaneously receive support, counsel, and validation from more experienced leaders.

A diverse set of resources that function at varied levels are needed to facilitate the development and implementation of the program. Thus, a project team was developed to design and implement the program. The team includes a program manager employed by the Institute for Higher Education Policy in its role as Alliance coordinator; 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; senior advisors who bring high level experience at MSIs to provide overall guidance on the program development and curriculum content; and the CEOs of the respective organizations.

In addition, the Alliance partners decided to convene a National Advisory Board (NAB) at the conclusion of each year of the program. The specific responsibility of the NAB is 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 the Institute for Higher Education Policy. Among those recruited to serve on this important group are past and present MSI leaders (in conjunction with the three member organizations); leaders of other national minority-focused organizations; and directors of organizations and institutions involved in leadership development in higher education.

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 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 include, but are not limited to, degree, role within the institution, and experience at an MSI. Each organization added components to the application packet to individualize it for their respective program. Included is 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 are quite consistent in content.

The central MSI Fellowship website (www.msi-alliance.org) was created to provide a portal to link to the websites of each of the three programs and directs visitors to one of the three partner sites where
applications for that program can be obtained. Applications are sent to every MSI President in the nation. This encourages prospective Fellows and their nominating Presidents to work together beginning as early as the application process.

In its first two years of operation, the program has been in high demand, with many more applications than available slots. The quality of the candidates has been high caliber and includes a diverse range of geographical and professional backgrounds.

The first priority of the program is a formal commitment to participate, including a Fellowship Agreement and a Learning Plan created to achieve that commitment. Several items also are 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 of community related sub-topics are included as examples in the specifications for a Learning Plan Prospectus. Another component of the program is the Fellowship Agreement which defines the requirements and expectations of Fellows, mentors, and current presidents (nominators). The Fellowship Agreement makes provision for return of the Fellow to his or her MSI following the Fellowship, and represents his or her commitment to serve at an MSI in the future. The parties also sign a Learning Agreement between the Fellow and his or her mentor, based on the proposal of the Fellow’s area of concentration.

The Curriculum

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. The program is also unique in that it contains two dimensions. The first is a leadership development component that pairs Fellows mentors who are current presidents at MSIs. The current presidents and Fellows spend an academic year working together on a specific institutional development project mutually agreed upon by the two individuals. By bringing these two generations of leaders together, the unique role and purposes of MSIs and the common challenges they confront are addressed by the best of the current and future leaders.

The second dimension of the project is to convene the current presidents and other experts and Fellows on a regular basis. These meetings focus on issues that relate back to the specific, campus-based institutional development projects organized by the mentors and Fellows. These meetings also allow for common discussions and strategic organizing in key areas of national interest, both for the nation broadly and for MSIs in particular. A total of seven to eight of these meetings is held per year, including joint seminars of all 30 Fellows and seminars that include just the individual component groups of 10 in each community.

For all the topics that are part of the curriculum, the partner organizations strive to cover and reinforce the learning and leadership skills involved. These topics include 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.

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

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

The topics and issues that are 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 are to be addressed through the program. As such, the curriculum list has evolved as the program continues, based on evaluation, Fellow feedback, and other observations. The topics that are covered during the program year reflect months of deliberation and consensus-building among the members of the project team.

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, are an important 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 offers 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 has significant benefits for strategic planning and visioning for institutions. Officials from the relevant accrediting agencies (SACS, WASC, the North Central Higher Learning Commission, etc.) are 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 address several important topics, including fundraising/development, investment, and institutional budgeting—both operating and capital.

Membership Associations and Advocacy Organizations—Fellows learn what the various associations of institutions and leaders do, and how they can serve specific institutional needs. AIHEC, HACU, and NAFEO 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 are 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 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
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 is 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 is 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 is 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 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, helps Fellows in dealing with the inevitable crises and conflicts that emerge.

*Civil Rights and History of Racism*—The history of racism, injustice, and oppression are 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, is 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 involves 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 are covered in the program.

First Year Case Study

The historic inaugural year of the program, which took place in 2003-2004, may be instructive in characterizing the program’s unique content and qualities. The program was officially launched during the first week in August, 2003 in Washington, DC. Organizers devised a weeklong orientation program that has the annual Leadership Fellows Institute. This week included both the beginning of the three independent programs and the initial joint meeting and overlapping activities that are addressed under the MSI Leadership Fellows Program. Thus, a full schedule of seminars, workshops, and interviews was established that would become an introduction and first meeting for each new class of Fellows.

The Institute Week began the learning process with lessons about important issues and responsibilities of leadership and also builds camaraderie among the Fellows, provides an overview of the program, while remaining flexible enough to allow for interaction, networking, socializing, and cultural exchange. The orientation week was launched with a gala reception and dinner for the Fellows that included cultural components reflective of the three communities. This coming together of the three communities presented a symbolic and emotional launch to the program.

The Institute Week’s formal seminars began with an overview of the Kellogg MSI Leadership Program presented by the CEOs of NAFEO, AIHEC, and HACU, and the Institute for Higher Education Policy focusing on all three types of institutions. 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 offers different perspectives on the history of racism and its impact on minority communities, MSIs, higher education in general and the nation itself.

Cross-cultural collaboration across the three groups was maintained throughout the Institute Week, while still integrating the unique program content of each cohort. In addition to general sessions of the full class of 30 Fellows, time during the Institute week was set aside for the three groups of cohorts to separate into their individual, small groups of 10 Fellows to study program content unique to their institutional community. The full class of Kellogg MSI Leadership Fellows then reconvened each day for lunch and dinner in small, mixed groups to foster networking and participate in content discussions. Evening discussions typically center on specific assignments such as the implications of affirmative action decisions in the Supreme Court.

Following the Institute Week in Washington, DC, Fellows attended and participate in several conferences hosted by the three Alliance member associations in various locations including the AIHEC Spring Meeting, the HACU Capital Forum, and the NAFEO National Conference. The Fellows also attended three joint seminars which included the opportunity to spend time on the campuses that represent each group. In Bismarck, ND, for example, the Fellows attended seminars and toured the campuses of both United Tribes Technical College and Sitting Bull College (SBC) on the Standing Rock Reservation. United Tribes 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. At a joint meeting in Miami, Florida, Fellows visited an HSI, Miami Dade College, and an HBCU, Florida Memorial College.
The final joint seminar for the inaugural class of Kellogg MSI Fellows took place in Mexico City in June 2004. This seminar included a visit to Ibero-American University and an opportunity to exchange ideas with leaders from the indigenous schools of Chiapas. The final seminar linked what the Fellows had learned about the various issues covered earlier in the program with the global context for higher education.

Included in the Mexico City meeting was a formal graduation exercise. 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. Several Fellows arranged independent on-campus exchanges and independent research on MSIs. 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, allowing them to be exposed to a variety of experiences that reflected the three cultures and communities of institutions. The ceremony included a gospel music tribute, a native honoring ceremony, and a celebration of traditional Mexican music. A spiritual blessing also was offered by the same spiritual leader who launched the program nine months earlier in Washington, DC.

**Program Evaluation**

An experienced evaluation team was engaged to track both the formative and summative outcomes of the program. The evaluation team members included persons familiar with the MSI colleges and universities and their leadership dynamics and needs. Additionally, the team included persons with expertise in leadership development, evaluation design, and program analysis.

In terms of the evaluation process, one evaluator was assigned to each of the three groups of institutions 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 is pooled and integrated into the collective leadership development process for the project. The evaluation provides 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 is informed by a research-based framework of best practices and expectations for outcomes and program implementation in higher education. The evaluation gives 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 is exactly like the MSI Leadership Fellows Program, there are many leadership development programs in higher education 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 involve individually tailored materials that are 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 includes assessment of the program planning process and feedback on issues that surface, resolution of issues, processes for selection and deployment of staffing, development of selection process and its implementation, and readiness for implementation. Evaluation of subsequent years includes assessment of
implementation activities and progress of the Fellows in accessing and benefiting from the activities. An overarching assessment is made each year on movement toward the project’s long-term goal.

The evaluation team’s conclusions and observations about the first year of the program are far-reaching. The core conclusion of the team was that the program is a complex one, breaking new ground in leadership development for higher education. At the same time, the evaluation offered several important lessons about the groundbreaking nature of the program and its potential long-term impact on leadership development at MSIs over the coming decade. Key findings included:

- Fellows were complementary of the overall program goals and understood the potential impact of the project on their lives and their institutions.
- The Fellows responded well to the selected speakers at joint and individual seminars.
- 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.

Interestingly, the career paths of the first two classes of participants have been significantly enhanced, and at a pace far more rapidly than had been anticipated by the program organizers. Three of the participants from the first two classes already have become presidents, and more than a dozen have advanced significantly in terms of title and responsibility. Thus, there is some belief that participation in the program has, in itself, been a catalyst to help advance the leadership status of Fellows.

**Looking Ahead**

The success of this first historic collaboration demonstrates that the prospects and future agenda of the Alliance for Equity in Higher Education are proactive and far-reaching. The Alliance partner organizations have already 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.

This program framework includes a major milestone that was conceived by the Kellogg Foundation staff – a symposium convened to coincide with the Kellogg Foundation’s 75th Anniversary Celebration in 2006. The 2006 symposium convenes 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 includes sharing best practices and lessons learned from the MSI Leadership Fellows Program.

The Kellogg MSI Leadership Fellows Program is a powerful example of how a collective national initiative that focuses on leadership development can bring the Alliance communities together to develop the next generation of senior leaders to shape the nation’s future. 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. The program does this by offering advice and counsel that has resulted in a high quality program that proactively addresses the leadership priorities of minority-serving institutions, and aggressively serves the goals and interests of minority communities. Working together, the members of the Alliance believe that this 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.

To accomplish the important goal of becoming a long-term sustainable program, greater capacity is 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 is to develop a group of effective, successful senior-level leaders for MSIs. In order to sustain these efforts, the Alliance will implement a strategy for acquiring long-term additional funding for the future.iii

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 Kellogg MSI Leadership Fellows Program has helped to show that the quality and character of rising MSI 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.


