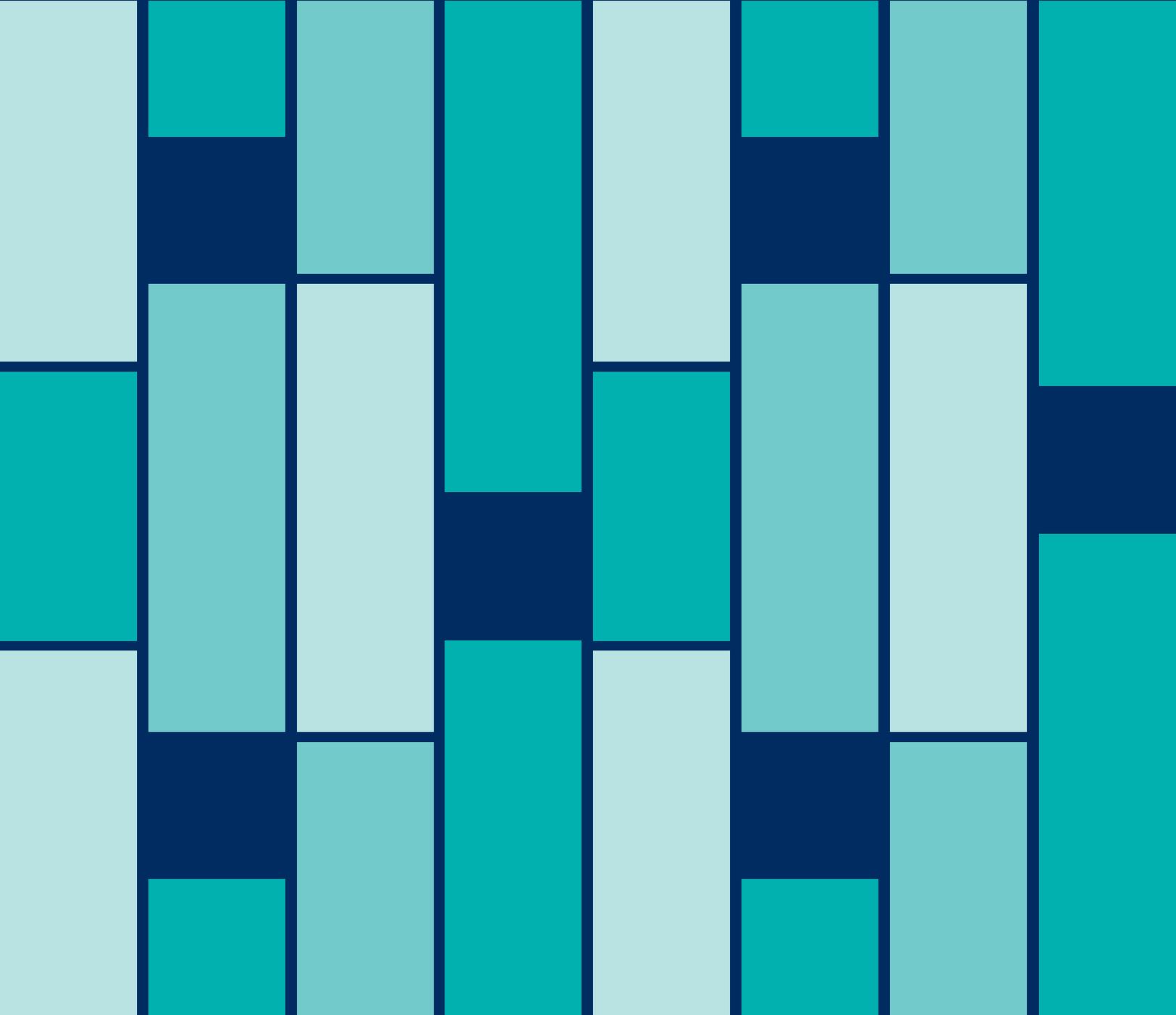


Transforming Leadership at Minority Serving Institutions



November 10 - 11, 2015
Ann Arbor, Michigan



TRANSFORMING LEADERSHIP AT MINORITY SERVING INSTITUTIONS

NATIONAL FORUM ON HIGHER EDUCATION FOR THE PUBLIC GOOD

The National Forum on Higher Education for the Public Good provides leadership in the sophisticated use of deliberative forums to frame and examine educational issues in the public sphere. We produce highly respected research analyses used by policy makers to guide decisions. We do original investigations on issues that shape the ways colleges and universities relate to their communities. Furthermore, we set the stage for large-scale changes in student access policies by working through partnerships across higher education.

NATIONAL CENTER FOR INSTITUTIONAL DIVERSITY

The National Center for Institutional Diversity (NCID) seeks to strengthen and integrate research about diversity, inclusion and equity in education and society, and to promote its effective use in addressing contemporary issues. We promote cross-disciplinary scholarship by engaging in its direct production, supporting the work of others, and disseminating promising findings from affiliated scholars, faculty, and graduate students. We also develop leaders and promote effective leadership programs that make use of diversity related research.

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WELCOME!

Dear Colleagues,

On behalf of the National Forum on Higher Education for the Public Good, we welcome you to the University of Michigan. We are delighted you have taken time out from busy schedules to join us in a conversation with and about Minority Serving Institutions (MSIs) and their important role in our society. We hope this convening presents opportunities to share insights and generate new ideas that highlight the collective impact of MSIs. Over the course of the two days, we will consider two issues:

- Approaches to partnerships between MSIs and research institutions (such as the University of Michigan)
- The development of leaders at MSIs

Through presentations and roundtable discussions, we hope to expand relationships and shared opportunities, open new dialogues that lead to action-focused work, and generate new areas of collaborative research and information sharing.

This event is part of a campus-wide strategic planning process at the University of Michigan on diversity, equity, and inclusion in higher education and U.S. society, and we are grateful the University acknowledges its relations with MSIs as a valuable and strategic part of its efforts to be a more diverse and inclusive institution.

We appreciate the support of many people in arranging this meeting. We thank the W.K. Kellogg Foundation for its generous support. The Foundation's long-term involvement with MSIs through a variety of programs is one way it keeps Mr. Kellogg's commitment to "education as one way of improving one generation over the next."

The Kellogg MSI Leadership Program worked because of the partnership of many groups. We have been fortunate in the continued working relations with the Hispanic Association of Colleges and Universities (HACU), the American Indian Higher Education Consortium (AIHEC), and the National Association for Equal Opportunity (NAFEO). We also thank several offices at the University of Michigan: the Office of the University President, Office of the Provost, Rackham Graduate School, School of Education, and the National Center for Institutional Diversity (NCID) for their commitment to these meetings.

We eagerly anticipate the ideas and recommendations that will emerge from the conversations and thank all of you in advance for your contribution.

Sincerely,



Betty Overton, Ph.D.

Director, National Forum on Higher Education for the Public Good



THE AGENDA

Tuesday, November 10, 2015

Location: Rackham Graduate School, Assembly Hall

The University of Michigan values the contributions of minority serving institutions and actively seeks ways to create relationships that foster a variety of collaborative opportunities including: the recruitment of students to graduate programs, collaborative research programs for students, collaborative research among faculty, and opportunities for shared funding support.

This conversation is designed to share information about existing partnerships and to discuss strategies and supportive systems and structures for building or expanding collaboration. Outcomes of the conversation include identifying approaches the University of Michigan and other research-intensive institutions might adopt to be more effective in developing lasting and mutually beneficial relations with MSIs in addressing the contemporary needs of students and the larger society.

3:00-3:15 PM

Welcome

- Robert Sellers, Vice Provost for Equity, Inclusion and Academic Affairs
University of Michigan
- Carol Fierke, Dean, Rackham Graduate School
University of Michigan

3:15-5:20 PM

Plenary Session: Promoting the Power of Partnership with Minority Serving Institutions

The plenary session will have two parts.

Part A: Questions and discussion will focus on the current circumstances and needs that allow partnerships between MSIs and research institutions to emerge, the challenges and barriers that make it difficult to create and/or sustain these partnerships, and the role that current infrastructure and institutional culture play in allowing partnerships to develop and be sustained.

Part B: Questions and discussion will explore opportunities to create mutually beneficial partnerships among MSIs and Non-MSIs.

5:30-7:00 PM

Dinner and Graduate Student Panel

- Rosalyn Kent, Ph.D. Candidate, Organic and Material Chemistry
- Yadrianna Acosta-Sojo, Ph.D. Candidate, Industrial and Operations Engineering
- Brittanye Mackey, Master's Student, Higher Education
- Raúl Gámez, Master's Student, Higher Education

During dinner, graduates of MSIs who are now attending the University of Michigan will share their reflections on their experiences at both types of institution and offer perspective on how the institutions might work together more effectively to enhance the student experience and see more students transition from MSIs into graduate programs.

Wednesday, November 11, 2015

Location: Michigan League, Vandenberg Room

8:00-9:00 AM **Continental Breakfast**

9:00-9:15 AM **Welcome**

- Betty Overton-Adkins, Director, National Forum on Higher Education for the Public University of Michigan

9:15-9:30 AM **Introductions**

9:30-9:45 AM **Framing the Context for “Transforming Leadership at Minority Serving Institutions”**

- Jaime Merisotis, President
Lumina Foundation for Education

The Institute for Higher Education Policy (IHEP) hosted the Kellogg MSI Leadership Project and housed the Alliance for Equity in Higher Education which created the project. In this presentation, Jamie Merisotis, then president of IHEP and now president of the Lumina Foundation, shares the context for the original project and helps frame the context, goals, and outcomes for this effort.

9:45-10:15 AM **Presentation of W. K. Kellogg Foundation Report—Transforming Leadership at MSIs**

- Betty Overton, Director, National Forum on Higher Education for the Public Good, University of Michigan
- Kamaria B. Porter, Doctoral Student, Center for the Study of Higher and Postsecondary Education, University of Michigan

One outcome of the Kellogg MSI Leadership Project was a recommendation in the final report to revisit the project in ten years to examine the longer-term results and to see to what extent the leadership efforts had any lasting impact on the MSI participants and institutions. This session provides a summary of a year-long retrospective look at the project.

10:15-10:30 AM **Break**

10:30-11:15 AM **Panel of Respondents**

- John Burkhardt, Director, National Center for Institutional Diversity
University of Michigan (moderator)
- Jaime Chahin, Dean, Dean and Professor for Equity and Inclusion, Texas State University
- Margarita Benitez, Interim AVP, Emerging Leaders Group, American Council on Education
- William B. Bynum, Jr., President, Mississippi Valley State University
- Kassie Freeman, President and CEO, African Diaspora Consortium
- Ivory A. Toldson, Executive Director, White House Initiative on Historically Black Colleges and Universities

Responding to the project report, program participants, MSI administrators, and others leaders discuss the impact and implications of the report.

11:15-12:00 PM Plenary Session A

The goal of this plenary session is to use the findings presented in the report and the discussion with the panel of respondents to reflect on the lessons learned for leadership development at MSIs.

12:00-1:00 PM Lunch

1:00-1:30 PM Reframing the Leadership Context for the Future - Charlie Nelms, Chancellor Emeritus, North Carolina Central University

The earlier sessions were organized to review and reflect on lessons learned from the Kellogg MSI Leadership Program. However, much has changed in ten years for MSIs. In this session, former HBCU president Charlie Nelms discusses the changes and realities that MSIs now face as an introduction to the group's consideration of new challenges for leadership development at MSIs.

1:30-2:15 PM Plenary Session B

The goal of this plenary session is to explore the future of leadership development for MSIs; the conversation will address the needs and preparation of new leaders for these institutions. As an outcome for this plenary session, participants will compile strategies and recommendations for effective leadership development that MSIs and other stakeholders (e.g. foundations, government entities) might adopt to ensure these institutions continue to contribute to the educational needs of our society.

2:15-2:30 PM Break

2:30-3:30 PM Report and Conclude

Effective leadership is important for all institutions of higher education, but for MSIs—which are often marginalized and under-resourced—strong institutional leadership is essential. Efforts to identify and develop leaders at MSIs have taken many forms. It is important to understand and to support those strategies and approaches that offer the greatest potential for producing the types of leaders that can help maximize the development of MSIs. The Kellogg Foundation and other funders have helped create models of leadership development focused on the needs of these institutions. What lessons do these models provide? If beneficial, how do these lessons get shared and used? This conversation examining the lessons learned from these initiatives can guide institutions and leadership programs in structuring development in a way that can be most impactful in producing the leaders MSIs need.

Wednesday, November 11, 2015

Location: Rackham Graduate School, Amphitheatre

4:00-5:30 PM

Plenary Session: Leadership, Diversity and the Future of Higher Education: A System Wide Commitment

- Earl Lewis, president, Andrew W. Mellon Foundation (moderator)
- Nancy “Rusty” Barceló, president, Northern New Mexico College
- Susan E. Borrego, president, University of Michigan Flint
- Algeania Freeman, president, Wilberforce University
- Jeffrey Docking, president, Adrian College
- Conway Jeffress, president, Schoolcraft College
- Willie Larkin, president, Grambling State University
- Thomas Shortbull, president, Oglala Lakota College
- Steven Simpson, president, Baker College
- Uroyoán Walker-Ramos, president, University of Puerto Rico
- Christine Weisman, president, St. Xavier’s College

A panel of presidents representing several institutional segments in U.S. higher education will discuss the importance of recognizing interdependence across institutional types, and the need for a more compelling way of articulating higher education’s unified commitment to preparing individuals for a dynamic, increasingly diverse society. This event will be an opportunity to place U-M’s diversity efforts into the context of higher education’s broader, long term commitment to advance diversity, equity, and inclusion.

Location: University of Michigan Museum of Art

6:00-8:00 PM

Dinner and Reception hosted by U-M President Mark S. Schlissel

SPEAKER BIOS



MARGARITA BENÍTEZ

Interim Associate Vice President (President Emeritus)
American Council on Education Emerging Leaders Programs

Margarita Benítez is currently in charge of the ACE Fellows Program, Benitez took part in the original MSI Kellogg Fellows grant as advisor to the HSI sector. A Lumina Foundation Fellow (2013-15), Senior Associate at Excelencia in Education, co-director of Women's Knowledge International, former senior official at the U.S. Dept. of Education responsible for all MSI development programs, and former college president at the University of Puerto Rico-Cayey, Benitez has been active in access to success, leadership, and institutional development initiatives all her professional life.



JOHN C. BURKHARDT

Director, National Center for Institutional Diversity
University of Michigan

John C. Burkhardt is the director for the National Center for Institutional Diversity and a professor of clinical practice in Higher and Postsecondary Education at the University of Michigan. He is the former director of the National Forum on Higher Education for the Public Good, which he led from 2000 to 2013. Previous to establishing the National Forum, Burkhardt was program director for leadership and higher education at the W.K. Kellogg Foundation, where he led several major initiatives focused on transformation and change in higher education and participated in a comprehensive effort to encourage leadership development among college students. Burkhardt's research focuses on leadership and transformation, organizational culture, and the role of philanthropy in U.S. society.



WILLIAM B. BYNUM

President
Mississippi Valley State University

Dr. William B. Bynum, Jr., is the 7th President of Mississippi Valley State University (MVSU). A native of Rocky Mount, N.C., Dr. Bynum earned his bachelor of arts degree in Sociology from Davidson College and went on to earn his masters and Ph.D. in Sociology from Duke University. Dr. Bynum was also a member of the inaugural class of the NAFEO-Kellogg Leadership Fellows Program, the leadership development program for educators and administrators at minority-serving institutions that will be discussed at this meeting. Prior to his current leadership role he served as the Vice President to Student Affairs & Enrollment Management at Lincoln University in Pennsylvania and Associate Vice President and Dean of Students at Clark Atlanta University.



KASSIE FREEMAN
President and CEO
African Diaspora Consortium

Dr. Kassie Freeman currently serves as the President and CEO of a newly formed organization, The African Diaspora Consortium. In partnership with leading universities and organizations, the organization exchanges research and best practices, students, and artists across the African Diaspora. She formally served as the Interim President of the Southern University System, the nation's only Historically Black College System, where she provided leadership and oversight for five campuses. Previously, she served as the first Dean for Academic Advancement at Bowdoin College and the Dean of the Division of Educational and Psychological Studies and Professor of Education at Dillard University. She is considered

a leading scholar on African Americans and college choice and comparative/international issues in higher education, having authored or edited five books and published in some of the top journals in the field. She was a Clinton appointee to the White House Board of Advisors on Historically Black Colleges and Universities and is former president of the Comparative and International Education Society, the second African American elected as President.



JAIME CHAHIN
Dean and Professor of the College of Applied Arts
Texas State University

Dr. Jaime Chahin is Dean and Professor of the College of Applied Arts at Texas State University. His principal teaching and research interests involve educational, social, and economic policy issues that impact Latino/a populations in America. Dr. Chahin received his Ph.D. in Education Administration (1977) and MSW (1975) in Administration and Policy from the University of Michigan at Ann Arbor. He received his BA from Texas A&I (1974) and has completed postdoctoral work at Harvard (1983) and Salsburg Institute (1996) on sustainable communities. Dr. Chahin has also served as advisor to the Rockefeller Brothers Foundation Master Teacher Project, the Kellogg Foundation Enlace Project, the Hispanic

Chamber of Commerce Foundation Board, the Annie E. Casey Foundation, the Institute for Higher Education Policy – Wal Mart First Generation Student Success Initiative and the Earth Sky (NSF) en Español Project. The United States Department of State in collaboration with United States Embassies has invited him to speak on issues concerning accreditation and academic program review to Universities in Chile, Costa Rica, Honduras, Mexico and Nicaragua.



JAMIE P. MERISOTIS
President and CEO
Lumina Foundation

Jamie Merisotis is a globally recognized leader in philanthropy, higher education and public policy. Since 2008, he has served as president and CEO of Lumina Foundation, one of the largest private foundations in the U.S. and a driving force for increasing Americans' success in higher education. Under his leadership, Lumina has embraced an ambitious and specific goal: to ensure that, by 2025, 60 percent of Americans hold high-quality degrees, certificates and other credentials. He previously served as co-founder and president of the nonpartisan Institute for Higher Education Policy, and as executive director of a bipartisan

national commission on college affordability. Merisotis also helped create the Corporation for National and Community Service (AmeriCorps), serving as an adviser to senior management on issues related to the quality and effectiveness of national service initiatives. Merisotis serves as member, trustee, and leadership for a wide array of organizations around the world including the Council on Foreign Relations in New York and the Aspen Institute's Franklin Project on national service, Bates College, European Access Network, Washington Internship Institute, and The Children's Museum of Indianapolis.



CHARLIE NELMS

Chancellor Emeritus
North Carolina Central University

Dr. Charlie Nelms has more than 40 years of leadership experience in higher education. He has served as chancellor of three universities: Indiana University East, University of Michigan Flint, and North Carolina Central University. He is a Senior Scholar at the American Association of State Colleges and Universities and Senior Consultant with the Association of Governing Boards. Nelms is a blogger for the Huffington Post and HBCU Life Style, and a frequent guest on the national radio program HBCU Nation.



BETTY OVERTON

Director, National Forum on Higher Education for the Public Good
University of Michigan

Betty Overton-Adkins collaborates on projects sponsored through the National Forum on Higher Education for the Public Good, including the development of a body of research specifically around student success and institutional effectiveness within US minority-serving institutions. Prior to joining the University of Michigan, Overton-Adkins served as provost and vice president for academic affairs at Spring Arbor University. Overton earned degrees in English (B.A., M.A.) from Tennessee State University and a Ph.D. in Educational Leadership from George Peabody College of Vanderbilt University.



KAMARIA B. PORTER

Doctoral Student, Center for the Study of Higher and Postsecondary Education
University of Michigan

Kamaria B. Porter is a second year doctoral student in the Center for the Study of Higher & Postsecondary Education at the University of Michigan. After graduating from the University of Notre Dame with a BA and a concentration of US Labor History, Kamaria worked as a community organizer with the Industrial Areas Foundation. Focusing on increasing affordable housing and health care access in Illinois, she recruited and trained leaders from Chicago-area religious institutions to build local campaigns, organize public assemblies, and launch non-partisan electoral efforts. While earning her Masters at Loyola University Chicago she became active in sexual assault prevention and support programs as a rape crisis counselor. Kamaria is currently working with research teams exploring graduate student mental health, organizational change in higher education, and Title IX compliance and sexual assault response on college campuses.



IVORY TOLDSON

Executive Director

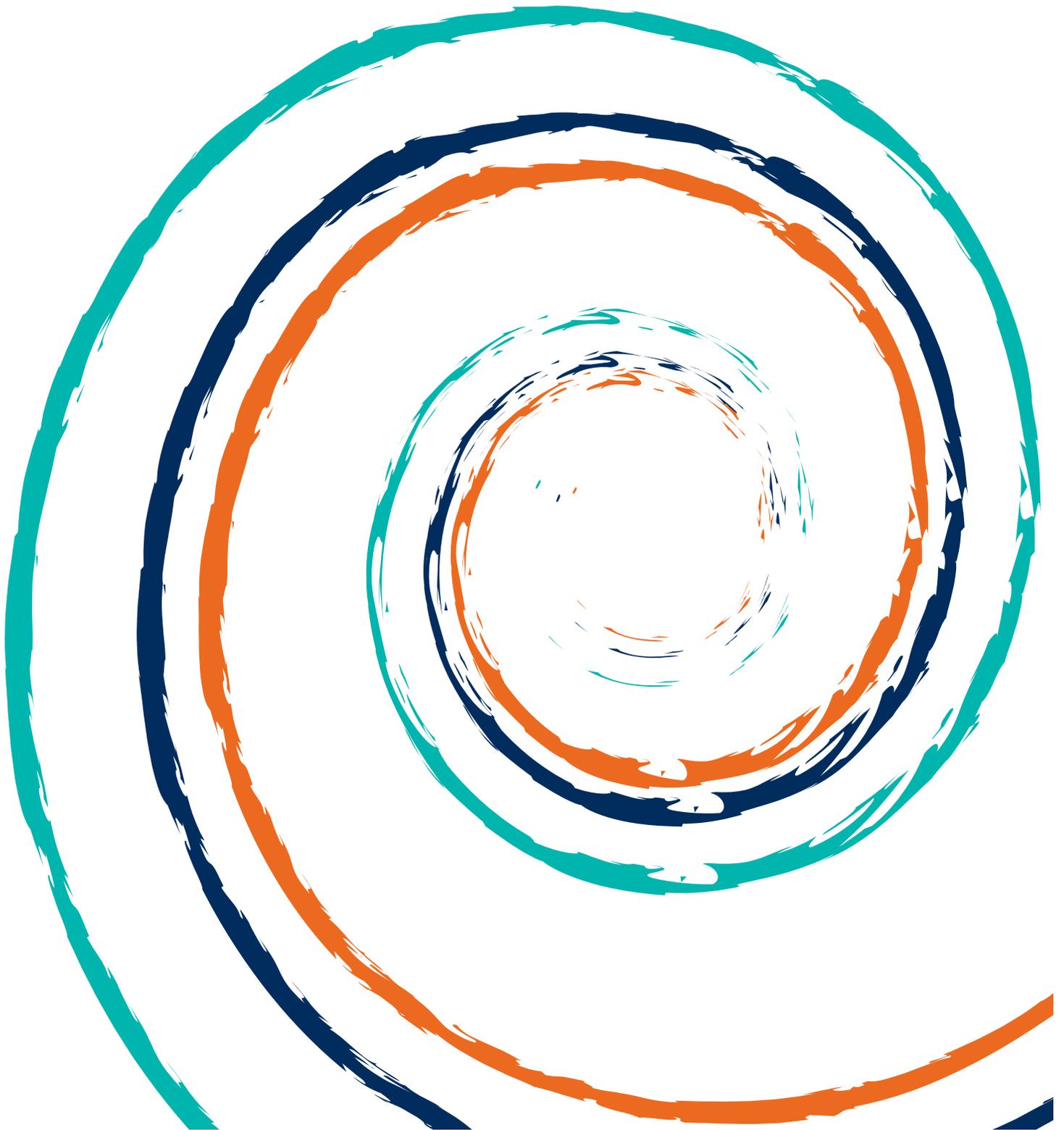
White House Initiative on Historically Black Colleges and Universities

Dr. Ivory A. Toldson was appointed by President Barack Obama to devise national strategies to sustain and expand federal support to HBCUs, as the executive director of the White House Initiative on Historically Black Colleges and Universities. He is currently on leave from his position as full professor at Howard University. He has also served as senior research analyst for the Congressional Black Caucus Foundation, and editor-in-chief of *The Journal of Negro Education*, and contributing education editor for *The Root*, where he debunked some of the most pervasive myths about African-Americans in his *Show Me the Numbers* column. Dr. Toldson conceptualized

the White House Initiative on HBCUs All-Stars program, which identifies and engages the top HBCU scholars. He also co-authored a series of blogs on federal sponsorships for various federal agencies and hosted a series of webinars, in an effort to increase the approximately \$5 billion of federal revenue that flows to 100 HBCUs. In addition to the numerous programs he has initiated and led, Dr. Toldson has more than 65 publications, including 4 books, and more than 150 research presentations in 36 US states, Puerto Rico, Dominican Republic, Scotland, South Africa, Paris, and Barcelona. He received his Ph.D. in Counseling Psychology at Temple University.

Transforming Leadership at Minority Serving Institutions

WORKING REPORT



WORKING REPORT

The Need for Effective Institutional Leadership

Effective leadership is essential for the successful realization of the missions of America's colleges and universities. In both scholarly offerings and in the popular press, there is a growing understanding of the increasing difficulty in leading higher education institutions. Mirroring the increased complexity of the larger society, postsecondary institutions have experienced dramatic changes in societal expectations, governmental regulations and oversight, organizational practices, diversity of students and staff, financial resource allocations, and the overall volatility of the higher education environment. Confronting these issues must be a cadre of well-prepared individuals with vision, skills, and tenacity to lead higher education into a new future. Increasingly, institutions understand they cannot merely leave to chance the emergence of leaders who can take on the complex issues of the academy. Leadership programs established by a variety of higher education associations and other organizations now serve to support institutional leadership development and thereby strengthen institutional effectiveness and opportunities for growth and change.

Minority Serving Institutions

Minority Serving Institutions (MSIs) are important and dynamic segments of higher education. This relatively new institutional designation emerged out of the recognition of commonalities of issues and challenges faced by Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs) and Hispanic Serving Institutions (HSIs). These institutions represent vital and culturally rich postsecondary educational options for students. MSIs are important educational and cultural links to communities, engines of economic and community development, and hubs of leadership development. Educating approximately thirteen (13) percent of students enrolled in higher education,

MSIs serve a critical group of students representing the emerging diversity of American society in race and ethnicity, socioeconomic class, and academic attainment. Over the last 30 years, the identification of Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic Serving Institutions, and more recently Asian American and Native American Pacific Islander-Serving Institutions, define institutions with a collective mission of serving students from underrepresented groups (Gasman, Baez, & Turner, 2008). Among these institutions are some of the most resource-challenged institutions and at the same time, some remarkable examples of doing more with less and producing notable results (Conrad & Gasman, 2015). Despite mixed performance reports (Montenegro & Jankowski, 2015) related to retention, graduation, and academic outcomes, MSIs are continually cited for contributing significant numbers of graduates to important roles in society. MSIs still produce the largest number of teachers and dentists of color, most of the undergraduates who earn degrees in the sciences, and a significant number of the persons who enter the healthcare field (Gasman, Baez, & Turner, 2008).

As institutions make noteworthy contributions to the success of the "emerging majority" and other students, MSIs confront challenges similar to many higher education institutions. However, in some instances, issues faced by MSIs differ in scope and intensity because of the unique mission or historical context of the institution. It is often true that when the rest of higher education has a cough, these institutions have pneumonia. So while all higher education institutions have cause to give attention to the cultivation and development of leaders to serve increasingly complex needs, MSIs especially need high-performing leaders to assist them in overcoming historic barriers, supporting new populations, confronting complex financial constraints, and forging new visions of their evolving roles.

In both the scholarly and popular press, there is growing concern about the health and stability of leadership at HBCUs, HSIs, and TCUs. Gasman (2013) identified the need for “forward thinking presidents” to tackle the major challenges facing HBCUs. In a 2014 *Diverse Issues in Higher Education* article, Walter Kimbrough, President of Dillard University, laments the fact that “38 of the 78 four year HBCUs have appointed a new president since January of 2011, and, in that short time, nine of those 38 are no longer in office” (Kimbrough, 2014). During the 2015 convening of the White House Initiative on HBCUs, a panel of HBCU presidents reiterated the importance of innovative and effective leadership to address institutional challenges (Arnett, 2015a).

Leaders and observers of HSIs cite similar and different concerns from HBCUs. Leaders at Hispanic Serving Institutions, many formerly predominantly White institutions, confront the need to reimagine themselves in the context of their new institutional identity and reality. Others suggest HSIs have a “closeted identity” and find it difficult to embrace new conceptualizations of themselves (Contreras, Malcom, & Bensimon, 2008). More recently, Bensimon commented at a panel on Latino student success that many people working at HSIs “really don’t understand how they became Hispanic serving” and lack an understanding of the diverse life histories of their students (Arnett, 2015b, para. 4). Indeed, scholars and researchers have begun to examine how HSIs differ with regards to institutional and system-wide approaches to policy, student success practices, and leadership, to name a few (Nunez, Hurtado, & Galdeano, 2015; Freeman & Martinez, in press). All of these issues have implications for leadership and require involvement by leaders at different levels of an institution.

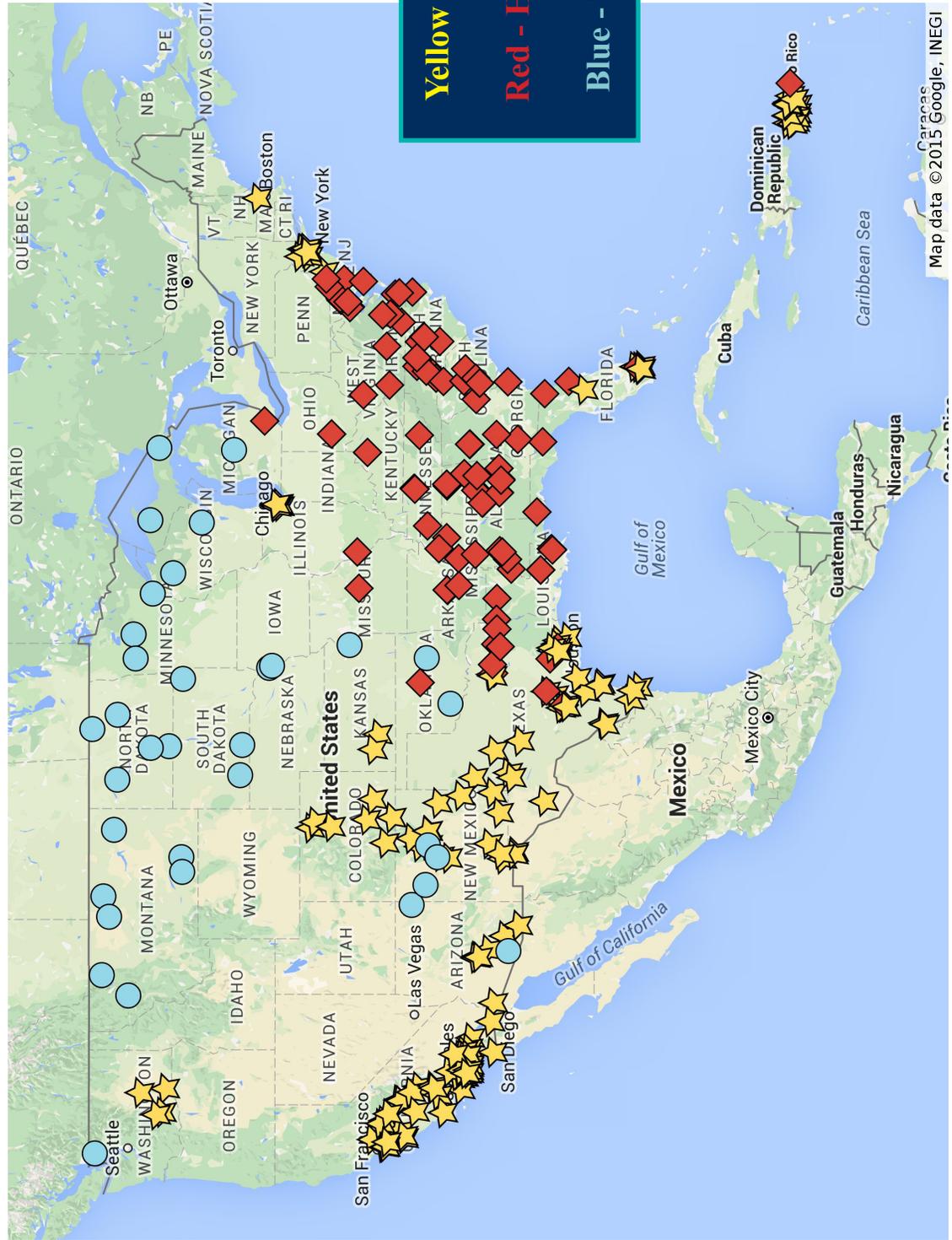
Likewise, with their unique missions and close connections to tribal communities, Tribal Colleges and Universities (TCUs) are significantly underfunded and marginalized within higher education. Often located on reservations in rural communities, TCUs are embedded in their cultural

environments, but they are not isolated from the challenges of maintaining accreditation, expanding financial needs, and student performance issues. Most TCUs do not receive state funding and rely heavily on federal or tribal support (Center for Minority Serving Institutions, 2015). Resources designated to them through the Tribally Controlled Community College Assistance Act have failed to meet the financial needs of these institutions (Center for Minority Serving Institutions), and while some are fortunate to have allocations from land or casino revenues, these are the exception rather than the rule. Burdened with resource constraints, the institutions fall prey to struggles in hiring, accreditation, and other issues. As TCUs’ enrollments increase and as the institutions work to sustain themselves, creative and nimble leadership is needed to advocate for funding, maintain affordable tuition, and continue to use their cultural backdrop as integral to the learning process.

Asian American Native American Pacific Islander-Serving Institutions (AANAPISIs), the newest MSI designation, serve a diverse range of students from over 48 ethnic groups (Harmon, 2007). The model minority myth of Asian American students ignores the broad diversity among Asian American and Pacific Islander students, while downplaying their interests and needs. AANAPISIs also serve many low-income and first-generation students. Like their HSI counterparts, leaders at these institutions are newly acknowledging strategic service to these students and finding ways to both highlight their distinctive needs while assuring their inclusion in the core support systems of the institution.

In an effort to preserve the historical legacy and chart creative directions for MSIs, a new generation of leaders is needed to guide these institutions through change and towards continued success. As the U.S. population becomes more racially and economically diverse, the need will increase for culturally aligned curriculum, supportive campus climates, and student success programming at MSIs (Del Rios & Leegwater, 2008).

Map 1: Distribution of MSIs Across The United States



Leadership Development for Minority Serving Institutions: An Historical Perspective

Leadership development at MSIs is not new. Especially for HBCUs, the longest existing MSI, there have been a number of programs and efforts that date back many years, supported through government, corporate, and foundation sponsorship. A large number of these programs focus on administrative leadership, but there are efforts that target different levels of institutional leadership—faculty, department chairs, deans, and others. Representatives of MSIs have also been included in all of the major higher education leadership programs: American Council on Education, Higher Education Resource Services (HERS), Institute for Educational Management (IEM), Center for Creative Leadership (CCL), the Millennium Project, and others. However, traditional leadership development programs in higher education most often take a generic view of preparing persons for institutional leadership, using more traditional institutional structures as the “norming” models for consideration, with little if any attention focused on MSIs. However, research studies on leadership development (Campbell, 2000; Diland and Wolf, 2003) also demonstrate that giving attention to specific types of institutions is also useful. It is with this understanding of the different ways issues present themselves at MSIs and the need for leaders who understand these contexts and can fashion appropriate solutions that a unique MSI leadership program was birthed.

The Alliance for Equity in Higher Education

Formed in 1999 to build stronger working relationships among MSIs, the Alliance for Equity in Higher Education was created by the leadership of AIHEC, HACU, and NAFEO as a vehicle for shared action on behalf of all MSIs. The goal of the Alliance was to promote “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” (St. John, 1999, para. 5). The Alliance combined the interests of, at the time, 175 HSIs, 118 HBCUs and 31 Tribal

Colleges (St John, 1999). The Alliance provided structure and resources for MSIs to collaborate strategically to effect policy changes on multiple levels (Merisotis & Aveilhe, 2005). One of the first issues the group identified as a mutual concern was institutional capacity building through leadership development. The birth of the Kellogg leadership initiative was grounded in a shared concern for strong administrative leadership grounded in long-term visions for these institutions and coupled with the requisite skills to guide future institutional development.

The Kellogg Foundation MSI Program

Background

In 2002, recognizing the collective leadership needs across their institutions, the Alliance set out to improve institutional outcomes by training mid-level administrators at MSIs. Securing a \$6 million grant from the W. K. Kellogg Foundation and support from the Institute for Higher Education Policy (IHEP) as the umbrella organization for program implementation, the Alliance established a multi-cohort leadership development program for emerging leaders.

Goals and Organization

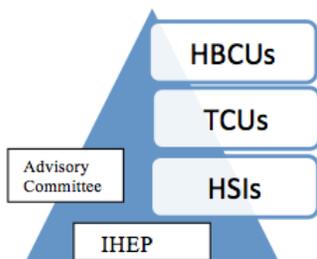
The program consisted of two dimensions. The first was a focus on cultivating leadership development among talented mid-level administrators through skill development and direct mentorship with current presidents of MSIs. The second was a plan to bring into relations current leaders and scholars of MSIs to share knowledge and build community. The Kellogg MSI Program focused on three goals:

- Develop a cohort of future presidents and senior leaders at MSIs
- Build institutional capacity of MSIs through leadership development
- Cultivate a network of support and cooperation among leaders at different MSIs

Situating the Alliance and its leadership program at the Institute for Higher Education Policy (IHEP) embedded the program in an existing infrastructure with research capacity, government and foundation connections, and credibility within the higher

education community. Guided by a national advisory committee from the three constituent groups, the Kellogg MSI Leadership Program consisted of three distinct programs tied together by the common goals mentioned above. The organizations created a common learning framework, but also guided each of the participant cohorts through activities specifically geared for their particular organizational context.

Figure 1: Organizational Model, Kellogg MSI Leadership Program



The Kellogg MSI Leadership Program trained 92 mid-level administrators from HBCUs, HSIs, and TCUs over three years. Each full cohort gathered three times a year with smaller, intermittent gatherings over the course of a year and engaged with an MSI president mentor. The curriculum included a mixture of workshops, seminars, and small group learning activities.

Merisotis and Aveilhe (2005) grouped the Program’s curricular focus into three core domains: 1) Planning and Strategic Issues; 2) Day-to-Day Concerns; and 3) Principles of Leadership. Program sessions dealt with visioning, translating mission into institutional priorities, strategic planning, and accreditation. (Merisotis & Aveilhe, 2005) Additionally, participants received training in budgeting, investments, and fundraising, community and legislative relations. In order to facilitate relationships across and within Alliance members, participants shared information about the unique challenges across the institutional types- HACU, AIHEC, and NAFEO. Other sessions helped participants understand ways of working successfully with governance and coordinating boards (Merisotis & Aveilhe, 2005). The year-long program introduced the participants to a wide range of leadership issues, leadership models, institutional approaches, and solution models. The program used case studies, speakers, workshops, and interactive models to provide a comprehensive overview of how leaders review, assess, make decisions, and move to action within institutions. While the program focused broadly on issues that might be confronted at many types of institutions, in all instances the situational context was related to the environmental and population issues of MSIs. Additionally, as a way to help the various participants understand both the similarities and differences in their needs and contexts, programs and visits were arranged at various MSIs. Current or retired presidents served as mentors for the Fellows and created opportunities for shadowing and coaching that have extended well beyond the life of the program.

Map 2: Kellogg MSI Fellows Geographic Distribution



Selected Outcomes

- Leadership training for Cadre of administrative leaders representing 86 MSIs provided leadership training
- Participants report developing a deeper understanding of the issues facing higher education in general and MSIs specifically
- Participants report having more specific knowledge about budgeting, financial aid, accreditation processes, and other institutional functions
- All but one participant committed to moving forward toward increased administrative responsibilities at MSIs
- 20% of participants had already received promotions by the end of the project.

A Return to the Vision: A Ten-Year Retrospective Look at Program Outcomes

The end-of-project evaluation of the Kellogg MSI Leadership Program included the following recommendation:

There needs to be continued analysis and assessment of the long-term impact of the Kellogg MSI Leadership Program on participants and their respective higher education communities. Some type of tracking mechanism needs to be put in place to gauge what happens over ten years with these Fellows.

While a formal tracking system was not created to follow career trajectories and impact, the Kellogg Foundation in 2014 did support a ten-year retrospective examination of the program to review its impact and to identify lessons about leadership development for MSIs, and specifically what might be discerned from the project about the future direction of such programs.

Purpose of Study

In an effort to improve leadership development programs for Minority Serving Institutions, the National Forum on Higher Education for the Public Good, funded by the Kellogg Foundation, has conducted an evaluation of the program. **The research question guiding this inquiry is: How, if at all, did the Kellogg Foundation MSI Program influence the leadership practices and orientations of participants?** With the benefit of 10 years since participants went through the program, we sought to observe objectively and qualitatively the influence the program may have had on the individuals involved, their experiences in their institutions, and how they understand leadership. Drawing on a review of participants and program visionaries, we evaluated the curriculum and structure of the program informed by people who became presidents and senior leaders. More specifically, we set out to understand: Did the program's content and structure contribute to their development as leaders? What did this program contribute to the understanding of processes for developing leaders for MSIs?

Long-term influence of the program can be gleaned by examining the institutions and positions MSI Program Fellows hold today and the influence of their leadership. An examination of this program can provide guidance to leadership development for future MSI leaders and can be extrapolated, to other higher education leadership development programs that include persons from MSIs. Through the stories of participants working at MSIs, the programs they innovated, and their contributions to their institutions, this analysis gives insights into the deep and lasting ways the Kellogg MSI Leadership Program affected Fellows. Further, the evaluation sought to examine whether bringing together professionals from HBCUs, HSIs, and Tribal Colleges influenced their knowledge and capacity to work across cultures.

Theory of Change

Transformational leadership, the guiding framework of the Kellogg MSI Leadership Program curriculum, forms the conceptual grounding for this inquiry and analysis. Viewing leadership as a group process,

transformational leadership models focus on how individuals and group qualities interact to influence institutional change (Astin & Astin, 2000). Shared purpose, collaboration, civil discourse, shared commitment, and learning orientation characterize groups and organizations where transformational leadership thrives. Self-knowledge through reflection, authenticity, empathy, and technical knowledge are key qualities for individual leaders. Group and individual qualities depend on and reinforce each other through the process of leadership. Transformational leadership outcomes include interdependence and equity within the organization as well as promoting justice in the broader society. Transformational leaders help create more leaders with similar orientation towards justice, equity, and shared values.

Using this theory of leadership development, we hope to discover how MSI program Fellows became transformational leaders within their institutions, shared their skills and orientations with others, and cultivated shared purpose and collaboration across MSI types through the various relationships initiated in the program.

Methodology

To capture the overall and nuanced effects of the Kellogg MSI Leadership Program on participants, their institutions, and MSIs in general, our research team administered surveys and collected qualitative data from various stakeholders. The evaluation process used population sampling of program participants interrogating the usefulness of specific program experiences, asking participants to identify ways they acted as transformational leaders, and investigating if and how participants remained connected with their mentors and program peers. The evaluation process used interviews to surface specific stories of change and leadership from participants. In addition, interviews of stakeholders from the Alliance for Equity in Higher Education, the W.K. Kellogg Foundation and the Institute for Higher Education Policy were used to review program goals and curriculum in relation to program outcomes.

Data Collection

Data were collected between November 2014 and June 2015. Beginning with quantitative data collection, an 18-question electronic survey using the Qualtrics format was sent to the 92 MSI program participants. A detailed email outlining the goals of the evaluation and the intention to provide feedback to funders and practitioners accompanied the survey. Following the informational email, we sent participants survey link and followed up with reminders. We did not offer incentives to participate in the survey. We received 54 survey responses, almost 60 percent of the total MSI Program Fellows. The survey participants reflected the overall population sample with 53 percent male respondents, 39 percent African American, 33 percent Latina/os, and 28 percent Native Americans representing their respective MSI groups. Sixty percent of the survey respondents reported still working at an MSI, with the remaining participants retired or working at other higher education institutions.

Figure 3: 10-Year Review, Respondents by Race and Ethnicity

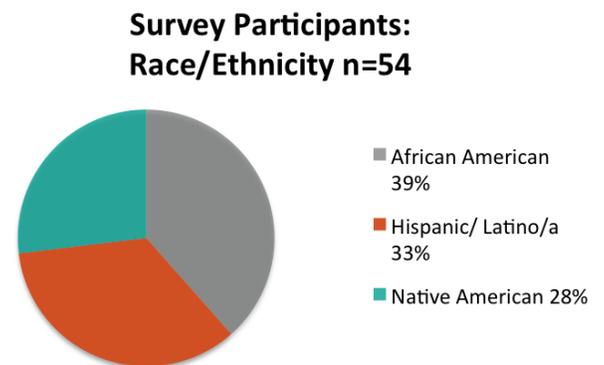


Figure 4: 10-Year Review, Respondents by Gender

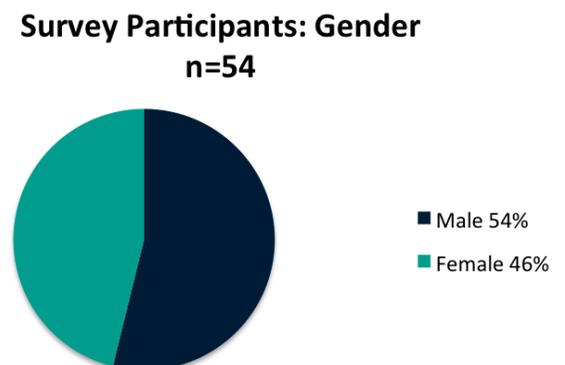


Figure 2: 10-Year Review Logic Model

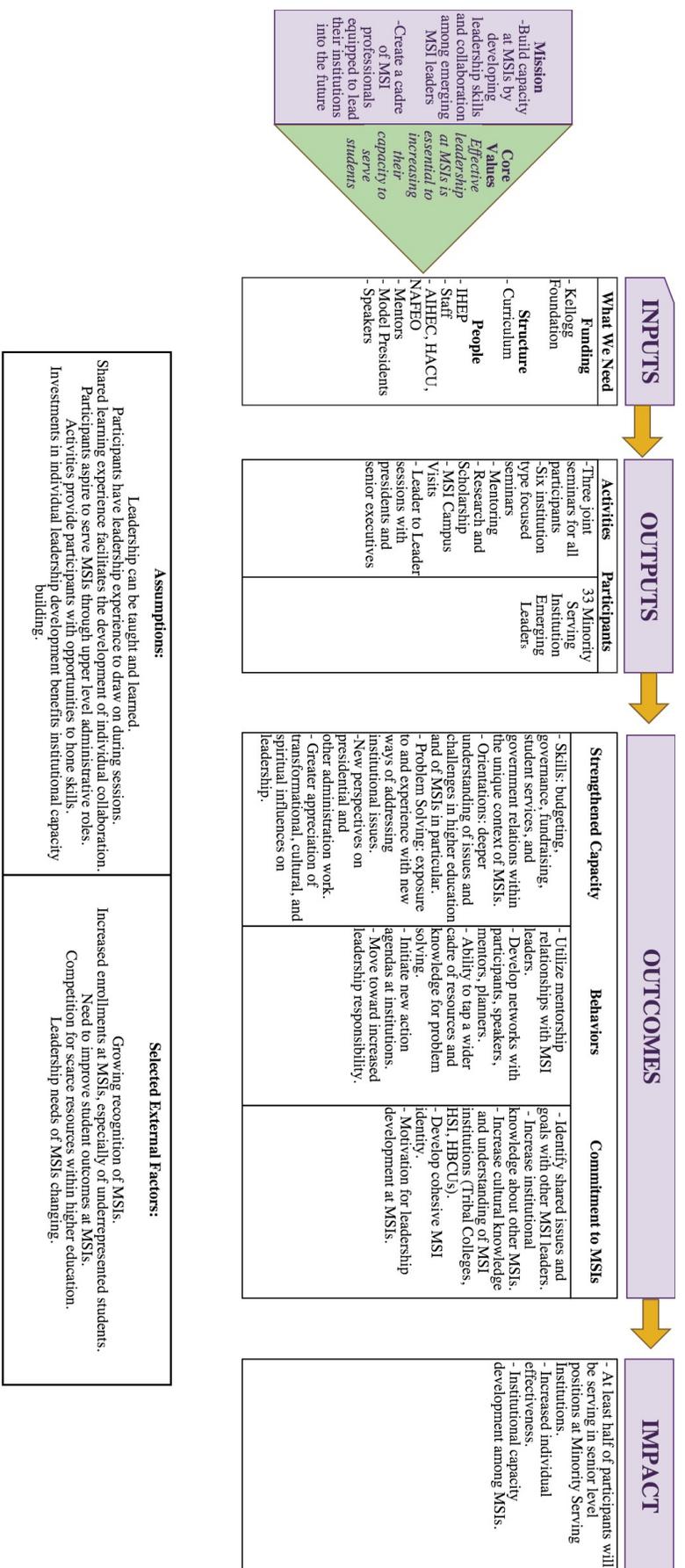


Figure 5: 10-Year Review, Currently Working at MSIs

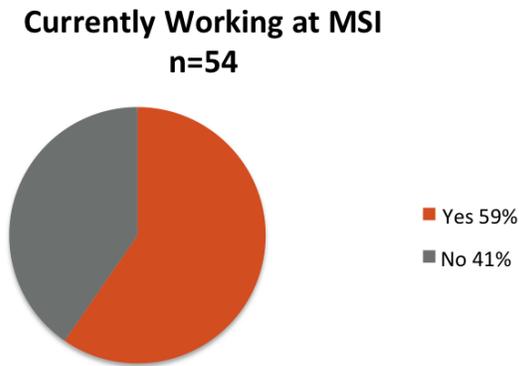
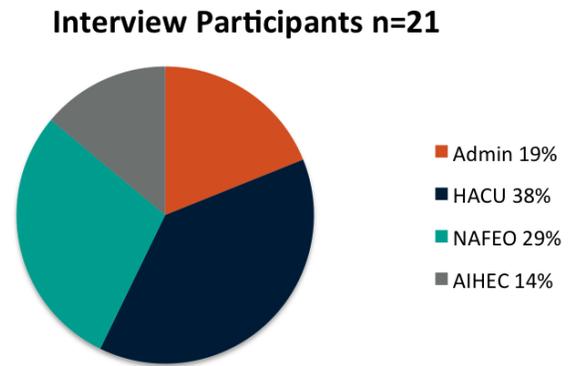


Figure 6: 10-Year Review, Interview Participants by Institution Type



Receipt of the survey data was followed by identification of participants for telephone or in-person interviews. Selection criteria for the interviews included even distribution of participants from the three MSI groups and gender identity. Interview data allowed a more in-depth examination of Fellows' career paths, accomplishments, and leadership trajectories, after their program participation, as well as a greater sense of the influence of the Kellogg MSI Leadership Program on their leadership practices and beliefs. The structured interviews covered how participants entered higher education, their experiences during and after the MSI program, their impressions of the different program components, cross-cultural networking, and advice for future MSIs leadership programs. Twenty-one MSI Fellows agreed to be interviewed with 38 percent of participants representing HACU, 29 percent from NAFEO, and 14 percent from AIHEC. An additional 19 percent of interview participants represented program planners and administrators of the program from the three constituent groups. Interviews were 45 minutes to an hour and a half, recorded and transcribed for analysis.

participating in the MSI Leadership Program, 96 percent of Fellows indicated they could imagine themselves becoming a president or senior leader at an MSI. Participants also felt they benefited from a network of peers, organizers, and speakers, with 92 percent agreeing the program expanded their network of resources and support. Survey respondents reported that the program successfully increased their understanding of the diversity and history of MSIs. 94 percent of respondents agreed the program helped them better understand the history and culture of MSIs different from their own. 98 percent of respondents said they actively promote the growth and improvement of MSIs as a whole. Of the aspects participants surveyed felt could be improved, 71 percent of participants felt the mentoring program was well structured, and 10 percent specifically felt their mentoring experience was not well structured.

Survey Results

Responses to the survey indicate the Kellogg MSIs Leadership Program was beneficial in building participants' knowledge and efficacy to become presidents or senior leaders at a HBCUs, HSIs, and TCUs. Of the 52 participants surveyed, 94 percent agreed meeting presidents of MSIs helped clarify the work involved with leading institutions. After

Figure 8: 10-Year Review, Survey Responses 1

Question	Agree	Percent	Neither Agree nor Disagree	Percent2	Disagree	Percent3
Being chosen for the MSI Program bolstered my confidence to lead	47	90%	5	10%	0	0%
Before the program, I had clear goals/objectives for what I needed to learn from this program	37	71%	12	23%	3	6%
My previous work experiences gave me a good foundation for the program	50	96%	2	4%	0	0%
Meeting MSI presidents clarified the work of MSI Presidents/Senior Administrators	49	94%	1	2%	2	4%
My cultural identity informs my leadership	41	79%	9	17%	2	4%
I could imagine myself becoming a President/Senior Administrator after the program	50	96%	1	2%	1	2%
The MSI Program mentoring experience was well structured	37	71%	10	19%	5	10%
The MSI Program expanded my network of peers and leaders to draw on for resources	48	92%	3	6%	1	2%
My leadership actions are motivated by an appreciation for MSIs in higher education	46	88%	6	12%	0	0%
The leadership program helped me understand the history and cultural differences of MSIs different from my own	49	94%	2	4%	1	2%
I continue my interest in promoting MSI growth and improvement as a whole	51	98%	0	0	1	2%
I want to promote leadership growth among people in my institution	51	98%	1	2%	0	0%
I want to promote leadership development among MSIs	50	96%	2	4%	0	0%
I believe my institution was well served by my participation in the MSI program	47	90%	3	6%	1	2%

MSI participants surveyed felt supported and encouraged by their institutions. 90 percent of respondents agreed being tapped for the MSI program bolstered their confidence to lead. In addition, 96 percent of those surveyed agreed their previous work experiences provided a strong foundation to attend the program. The success of the Kellogg MSI Leadership Program and its Fellows in part depends on the leadership development work at the institutional level. From the survey, participants contributed greatly to their institutions and MSIs as a whole. Of those surveyed, 98 percent reported working to promote leadership development within their institution and 96 percent did the same among the broader community of MSIs after the conclusion of the program. Overall, 90 percent of participants surveyed felt their institutions were well served through their participation in the program.

Figure 9: 10-Year Review, Survey Responses 2

Question: The Kellogg Foundation MSI Program helped me to:	Agree	Percent	Neither Agree or Disagree	Percent	Disagree	Percent
Increase my skills in budgeting and finance	29	56%	18	35%	5	10%
Understand governance issues specific to MSIs	46	88%	4	8%	2	4%
Develop concrete tools I used at my institution	41	79%	7	13%	4	8%
Understand challenges facing higher education institutions	51	98%	0	0%	1	2%
Understand the unique challenges facing MSIs	50	96%	0	0%	2	4%
Learn new ways to approach institutional problems	46	88%	2	4%	4	8%
Feel more capable of addressing institutional issues	47	90%	4	8%	1	2%

Reflecting on how the Kellogg MSI Leadership Program influenced their leadership, a majority of participants agreed they gained specific skills, orientations, and strategies to effectively lead at MSIs. 98 percent and 96 percent of respondents respectively agreed the program helped them understand challenges facing higher education institutions in general and MSIs in particular. Participants were introduced to governance issues specific to MSIs, of which 88 percent of those surveyed agreed the program helped them better understand. Participants were mixed on the effectiveness of sessions about fiscal matters. Among those surveyed, 35 percent disagreed the program helped increase the skills in budgeting and finance. 56 percent of respondents found the program helped in those areas. Nearly 80 percent of respondents developed concrete tools during the MSI program that they subsequently used at their institutions. However, 13 percent of participants felt concrete tools were lacking. Overall, 90 percent of those surveyed agreed the Kellogg MSI Leadership Program contributed to their efficacy as leaders, helping them feel more capable to address institutional issues.

Participants also named specific areas or skills they felt the Kellogg MSI Leadership Program enriched. In addition to learning the full spectrum of responsibilities needed for executive leadership, participants gained knowledge on governance issues, such as how to work with governance boards; intercultural awareness; evaluation models and processes; and fundraising. Some Fellows named specific initiatives they spearheaded after the program, such as leading the development of an institution-wide strategic plan, writing institutional policies, founding new academic units, leading career development trainings, and increasing their institution's participation in MSI constituent organizations, such as HACU.

Participants indicated the Kellogg MSI Leadership Program had a positive and enduring influence on them through their activities and professional relationships. Over 80 percent of respondents reported connecting with other MSI Fellows after the program on a frequent or semi-regular basis. The MSI Program seemed to foster useful professional

relationships that have continued beyond the Fellowship term. 79 percent of those surveyed have connected with other MSI Fellows over shared issues and projects with different levels of frequency. Indeed, networking relationships among participants seem to have lasted longer than mentorship pairings. Of those surveyed, 61 percent of respondents had not connected with their program mentor in the past year. Adding long-term structure to networking and mentoring relationships may improve regular contact among participants. Conversely, MSI Program participants may have found other venues to nurture relationships started during the program. 80 percent of respondents reported participating in activities sponsored by AIHEC, NAFEO, and HACU. It is likely these organizations intentionally facilitated long-term networking and mentorship among Kellogg MSI participants, since many are already connected to these groups. Greater long-term structured contact may also facilitate collaborations among participants. Even though most participants indicated they stay in touch with other Fellows, 54 percent of those surveyed reported never or rarely collaborating with other Fellows for joint projects. Leadership collaborations, particularly across MSI types, appear to be an untapped resource and outgrowth of this uniquely diverse leadership program.

Figure 10: 10-Year Review, Survey Responses 3

Question: Since participating in the MSI Leadership Program	Always	Very Often	At Times	Not Often	Never
I have connected with other MSI leaders since the program	5	19	19	9	0
I have sought out higher level leadership roles	14	10	19	8	1
I have stepped up to higher level leadership roles	20	13	11	5	2
I connected with other MSI participants over shared issues	5	10	26	9	2
In the past year, I have connected with my MSI Program mentor	4	6	10	15	16

MSI participants surveyed indicated they worked to develop leadership capacity in their institutions and among MSIs as a whole. Within their institutions, 78 percent of respondents frequently or occasionally shared the leadership skills they gained through the MSI Program with colleagues. Closely related is the respondents' willingness to mentor others. For instance, among those surveyed, 94 percent of respondents pursued opportunities to mentor others in their institutions, with almost half reporting always seeking to mentor colleagues. Outside of their institutions, MSI Program Fellows remain engaged in higher education organizations at high levels. 84 percent of those surveyed reported holding leadership roles in at least one professional organization. In addition to participating in professional organizations, 84 percent of respondents seek out ways to contribute to other MSIs. Results indicate the MSI Leadership Program had positive influences at the individual, institutional, and organizational level through the continued commitment of Fellows to all levels of leadership development.

Based on results from the survey, a majority of participants agreed the MSI Leadership Program positively influenced their leadership. Results indicate the most helpful aspects of the program

included greater efficacy as leaders, increased knowledge about the role and responsibilities of presidents, and investment in MSIs beyond one specific institution or type. Among areas for improvement, participants were less enthusiastic about the mentoring component and fiscal issues. Most participants agreed the skills and orientations they acquired during their Fellowship tenure benefited their institutions. Mentoring colleagues, holding leadership positions in professional organizations, and interest in bolstering MSIs were among the ways MSI Fellows contributed to their institutions. The survey data provide a broad overview of respondents' program perceptions as well as identifies key aspects of the program that served participants well in their careers. Specific narratives and examples of these findings were explored through interviews with participants.

Interview Results

One-on-one interviews were conducted with 21 Fellows during the periods of February and June 2015. The interviews were approximately one hour in length and were recorded and transcribed for analysis. Interviews with participants provided an opportunity to probe survey findings and examine how program goals reverberated through the

experiences of a diverse group of MSI Fellows. More specifically, interviewing MSI Fellows encouraged participants to reflect on the program, their career development after completing the program, and ways MSIs can build greater capacity for effective leadership today. Because this is a working draft, pseudonyms are used to maintain anonymity of the participants until necessary permission is collected to release participant identities.

Building Efficacy for Leadership

Many participants considered the Kellogg MSI Leadership Program a key juncture in their careers. Through various ways, the program sparked aspirations toward senior and presidential leadership positions. For some, the mere fact they were selected to participate in the leadership program changed the way they perceived themselves as leaders. Recalling her selection to the program, Gael (TCU) said, “You know, I—I had never aspired to be where I’m at, so Jim actually showed me that he had faith in me, took me and allowed me to go to training. That gave me the base—the base of the foundation...on enrollment issues, on retention issues. It—it set that foundation for me to know how things work from a presidential view.” Compared to other leadership programs, Gael appreciated the coaching, confidence building, and support in addition to content. The program served as a way for current leaders within MSIs to build capacity for future leadership by distinguishing emerging talent in their institutions.

Others commented that their ability to meet and interact with presidents of the same gender or racial and ethnic background moved them to realize their leadership potential. Vida said the program “really opened [her] eyes to the possibility” of becoming a president. Vida added, “I especially have to say that I enjoyed meeting women presidents...I think for me the most powerful, positive for the MSI was certainly the ability to meet and see other Latino presidents.” Ana agreed meeting MSI presidents of color was inspiring. Also, Ana recalled the mentors and presidents often encouraged participants to excel. Seth (HBCU) appreciated meeting “past, present, and future” leaders of MSIs, who remain sources of

support for him. Interacting with presidents of color made the possibility of becoming an executive leader at an MSI concrete for participants.

Participants also felt their experience in the program bolstered their confidence and provided a window to understand what presidential leadership entailed. Through presentations and mentoring experiences, participants were able to observe the responsibilities, challenges, and rewards of presidential leadership. Crista, now an HSI campus president, believed the Kellogg MSI Leadership Program helped her anticipate the responsibilities of her position. Crista shared:

There is no manual to being a college president or a campus president, it is really on the job training. But having a program like the MSI prepares you, makes you aware of the challenges you know you are going to encounter at some point when you are leading a large institution or a large campus and where to get help. I think that if nothing else, a leadership program like the MSI helps you with that, with understanding what the challenges of the presidency are and where to go and when you face those challenges and you need additional support.

Maxwell (HSI) agreed that glimpsing the path ahead through the Kellogg MSI Leadership Program “oriented” him to senior leadership and helped him feel more prepared. Raul (HSI) also felt more confident in taking on a deanship after the program.

Other participants pointed to specific lessons they acquired during their Fellowship year which proved valuable in their professional lives. Sessions on financial issues such as budgeting and financing introduced participants to new processes needed for senior leadership. Chip (HBCU) praised the sessions on institutional finances, finding them beneficial in his work. For Carlos (HSI), learning fundraising skills primarily through working with his mentor benefited his institution greatly. Carlos elaborated, “I

mentioned that I raised money both federal, state and private. I wasn't doing that before the program and the program helped me some. But I think my mentor gave me a lot of good skills that I didn't have, and I've been very productive, more confident." For Lisandro (HSI), the Kellogg MSI Leadership Program presented a wide range of qualities needed in leadership. Facility with legal issues, business acumen, strong interpersonal skills, familiarity with institutional research, and an understanding of the core functions of the academy came through during sessions and interactions with mentors. Many participants felt their leadership experiences built on the introductory programming of the Kellogg MSI Leadership Program.

Increasing Capacity Within Constituent Groups

The professional networks built during the Kellogg MSI Leadership Program were by far one of the most important components for the Fellows. At least 10 participants referenced ways they remained in touch with program Fellows, usually within their institution type. TCU Fellows, for example, remained in contact through an email newsletter. Hilary appreciated the regular check-ins and updates, "Every month the TCU people... exchange emails. And we've done that consistently since the program was over. Yeah it's a lot to do with Phil Baird. He's the one that usually initiates it." Through the email updates, TCUs Fellows share professional updates such as earning a doctorate or moving to another institution. Hilary highlighted participants also use the email list to offer each other encouragement and support around personal matters. Fellows from HBCUs developed similar technology strategies to remain in contact and share resources. Seth reported that Art Thomas, one of the key organizers of the Kellogg MSI Leadership Program, keeps HBCU Fellows in contact. "Again, [Art Thomas] sends out things weekly that include the thirty of us who went through the program. So he is, to be quite frankly, he is the mastermind. He has been the most committed person and has really continued to keep us together as a group." The continued support and information sharing builds on the relationships started at the Kellogg MSI Program. Key program organizers, such as Art Thomas and Phil Baird, played a vital role in sustaining the network of HBCU and TCU

Fellows connected.

Alternatively, HSI Fellows identified professional conferences as a mechanism to sustain relationships and continue communication. Pamela and Carlos felt HACU conferences, widely attended by HSI Fellows, provided them a venue to network and continue building key professional relationships beyond the program. For instance, Carlos has extended his leadership reach to an international context through opportunities with HACU. He reported, "I work with HACU, the director Antonio Flores, we just went to Central America... We established an office in Mexico City to recruit more students from Mexico. We work closely with the Mexican government so I'm picking up a lot of leadership roles since the program." This experience offered Carlos another pathway to use his skills and support HSIs and students. It is clear from the interviews that the constituent organizations -- HACU, NAFEO, and AIHEC -- brought Fellows together, as well as served as a critical resource for sustained interaction, networking, and additional leadership development.

Cross-Cultural Experiences and Collaboration

Participants reflected on the unique opportunity to interact and learn across institution types. Fellows' comments ranged from appreciating the broader cross-cultural perspectives to creating partnerships that strengthened institutions across cultures. However, many interview participants, even those who created collaborative partnerships, wanted more cross-cultural interaction during the program. These differences in outcomes largely depended on individual goals and relationships after the program.

Six of the participants gained valuable information about other MSIs that enriched their approach to leadership. Vida (HSI) thought the joint sessions heightened her awareness of the challenges shared by HBCUs, HSIs, and Tribal Colleges. Vida stated:

I'd like to think that Kellogg had the foresight to bring us together [so] we could strive to build a consciousness of collaboration, and not competition because none of us have enough alone and this way we have more compassion with our sisters and brothers communities of color.

Before the program, Pamela (HSI) had little exposure to TCUs and HBCUs. Being in a cohort with peers from different MSIs helped her serve diverse students, though she has not maintained those relationships. For Chip (HBCU), visiting the TCUs gave him “broader perspective” on MSIs. Thomas suggested the program could have facilitated more informal interaction across groups, perhaps for participants to form collaborative relationships. Frank (HBCU) felt the joint sessions and visits to MSI campuses increased his awareness and gave him a broader perspective of leadership across different cultural contexts. Though Frank added, “In terms of building relationships across, unfortunately, that, to be frank, that did not happen.” Fellows appear to have gained a valuable perspective they could take back to their campuses, yet their focus at the time of the Fellowship program seemed to be weighted on serving their specific students.

During the interviews, at least four Fellows spoke of successful collaborations across MSIs. Working with an MSI fellow and provost at an HBCU, Maxwell (HSI) developed an articulation agreement between their MSIs. At the time, Maxwell wanted to increase African American enrollment at his HSI and partnered with an HBCU leader looking to increase outreach to the Latino community. Maxwell added he also worked with leaders at Cheyney University, an HBCU in Pennsylvania, to build a “formal signing with the presidents in the South Bronx to develop this collaborative pipelines program and articulation program that had never been done before...it was symbolically important to both communities which we reached beyond the campus community.” In this instance, the Kellogg MSI Leadership Program introduced leaders to valuable relational networks they could leverage for institutional capacity building.

Ana (HSI) reported several enduring relationships from the Kellogg MSI Leadership Program. Since the program, Ana has reached out to Fellows for consultant work, discussed joint projects, and invited participants to keynote events. Ana underscored, “we make deliberate efforts to connect with each other, or at least I do with some of the people. And you know it’s like we never missed a beat, it’s like we just left our Fellowship program.” For Carlos engaging with leaders from HBCUs and TCUs directly benefited his work. Among his duties, Carlos supervised the American Indian, African American, and Latino student centers on campus. Interactions with Fellows improved his understanding of different cultural heritages, improving his ability to serve Native American and African American students at his HSI. Also, Carlos invited a Fellow from an HBCU to do consulting work on ways to improve African American recruitment and retention. Lisandro (HSI) spoke of a cross-cultural effort, “I’m working with Charlene Teters, she was in the Native American cohort, and we’re thinking of bringing her here as a speaker during our 50th anniversary next year.” Lisandro also provided professional references for Fellows from TCUs. For many Fellows the Kellogg MSI Leadership Program provided a network and foundation to build beneficial partnerships and continue cross-cultural exchange.

A third group of six respondents wanted more joint sessions and time with their colleagues from different MSIs. Kim (HBCU) reflected:

I enjoyed the times where we were actually combined with the HSIs and tribal colleges. Unfortunately, I did not feel that the program was geared for us to be together. I felt more that we were all separated, that everyone had their own unique flavor from the three perspectives. So if I could have made an adjustment, I would have preferred that we would have stayed combined versus having HBCUs dealing with HBCU issues because they kept you pigeon holed to what you’re already doing.

Carter and other participants in this group saw the cross-cultural aspect of the MSI Program as a rare experience they wanted to mine further for relationships and diverse perspectives. Many participants wanted more time to socialize with their peers. Hilary (TCU) felt she would have benefited from more individual time with HBCU and HSI colleagues. Ana, who has maintained relationships with Fellows, felt there was not enough cross-cultural interaction and it “would have been very valuable to have brought more of us together to work on some common issues rather than separating us out and you know isolating and segregating us.” The cross-cultural interactions could have been more structured and intentional towards forging relationships during the program. Raul (HSI) suggested creating joint projects or team activities that could have solidified more cross-institutional bonds during the program. Through increased social time, joint sessions, and team projects, Fellows felt they could have increased their intercultural awareness and collaborated more across institution type.

Mentoring Experiences

Interview participants reported uneven experiences of mentoring during the program. Jermaine (HBCU) and Carlos (HSI) engaged with their mentors, picking up skills in navigating political processes and fundraising. Frank (HBCU) enjoyed the opportunity to shadow his mentor in legislative meetings, learning a key lesson, “you need to, just emphasize your points of pride as an institution. You need to choose two or three and just constantly harp on those and just sell those over and over and over.” Maxwell (HSI) continues to correspond with his mentor, re-visiting his career goals and receiving advice from his mentor. Gael (TCU) felt her mentor was accessible and supportive. By visiting her mentor’s campus and reaching out to discuss specific issues Gael recalled, “[my mentor] taught me a lot, too.”

Other participants had little time to no time with their mentors. Vida (HSI) spent two intensive days with her mentor, getting to see what a president’s day looks like from the inside. However, Vida felt, “there [wasn’t] enough time so I guess I suggest to

improve, it could either be that a person has like a month of an internship with [MSI presidents].” Unfortunately, Hilary (TCU) never met her mentor, “that was one of the downfalls that I—I felt that that would, that would have probably helped me a lot.” Three participants wanted mentors more closely aligned with their interest or identities. Raul (HSI), who serves as Dean, wanted targeted support for taking on a deanship from his mentor, but the match “didn’t necessarily jive” despite trying to find common ground. Having a Latino president as a mentor would have benefited Ana (HSI), as well as someone from a similar geographic location to “interact more frequently with that individual.” Participants agreed the logistics of the mentoring component posed a challenge. As a current university president, Jermaine empathized with the mentors knowing the time constraints of the position.

Leadership for Community Uplift

Throughout the interviews, MSI Leadership Program Fellows shared their personal motivations to lead. Countering dominant perspectives of leadership based on authority, Fellows articulated visions of leadership based on service, institutional transformation, and improving their communities. These observations were often inspired by their experiences in the MSI Leadership Program. The most important takeaway for Frank from his program experience was, “Leadership is about people and it’s important for all of us to make a commitment to try to make a difference in—in other people’s lives.” Despite scarce resources, Seth feels driven to improve the state of MSIs, making them more effective through his efforts. Other Fellows connected their personal backgrounds to their missions as educators and leaders to better serve the educational needs of students of color. Maxwell shared that his work in higher education “led me to a passion for the transformation that happens to young people when they come out of urban centers like myself. But also how they grow and how they develop into contributing people in the society beyond their own zone community.”

Many fellows continue the work of the Kellogg MSI Leadership Program by opening pathways to leadership in communities of color. As Vice

President of Equity and Inclusion, Ana works to recruit and retain faculty of color at her institution. Carlos has institutionalized leadership development for administrators of color. He shared, “I started a program called Student Affairs Fellowship Program...I selected five mid level managers from throughout the university and especially minorities and I mentored them for a year.” In addition to professional development, the Student Affairs Fellowship Program offers support for mid-career professionals to attend graduate school. Carlos proudly reported some participants have earned their doctorate. Carlos also developed the Undergraduate Fellowship Program to mentor twenty students to consider higher education as a career. At multiple levels, these efforts increase access to communities of color to higher education careers and leadership. The tenor of the Kellogg MSI Leadership Program perspective of leadership reverberates through participants’ sense of mission and efforts to encourage the next generation of leaders.

Building Leadership for the Next Generation

From the perspective of the program organizers, the Kellogg MSI Leadership Program strengthened the institutional capacities of MSIs through preparing senior and presidential leaders. Art Thomas, from NAFEO, identified one of the primary outcomes of the program was to foster future presidents. Tracking the career trajectories of Kellogg MSI Fellows, 15 participants have become presidents. The program also fosters many senior leaders: 22 Fellows serve as vice-presidents in a variety of areas including academic affairs, student affairs, and equity and inclusion. MSI Fellows serve in other capacities as deans, faculty members, and in management. Some Fellows have moved on from MSIs and higher education, but continue to dedicate their careers to community uplift. Deborah His Horse is Thunder (TCU) mentioned Roxann Bighorn transitioned from Fort Peck Community College to serve on a Tribal Council. His Horse Is Thunder continued, “[Bighorn] got involved with the tribal government. So her leadership role expanded clearly from the Tribal Colleges— into the tribal community.” Thomas also sees the success of the program through Fellows’ ability to funnel resources to organizations and institutions, “They [MSI Fellows] get programs

funded and they meet on a regular basis and they’re moving on minority programs. So from where I sit... it’s still proven to be an effective model.” In addition to a cohort of MSI presidents, organizers of the Kellogg MSI Leadership Program point to multiple ways this effort has influenced MSIs.

Organizers also felt the strength of the program came from the caliber of presenters and mentors. Participants heard from experts in the fields of finance, accreditation, and public relations who possessed “a tremendous grasp on the topic subject area and were able to address those very specific areas.” Deborah His Horse is Thunder felt the Fellows benefited from “the opportunity to see the bigger picture and being able to actually interact with the—the level of expertise that was provided by the program.” For organizers, the rich program content greatly advantaged the participants, exposing them to information and networks they might not have encountered otherwise.

Figure 11: Position Level at Time of Program Cohort 1

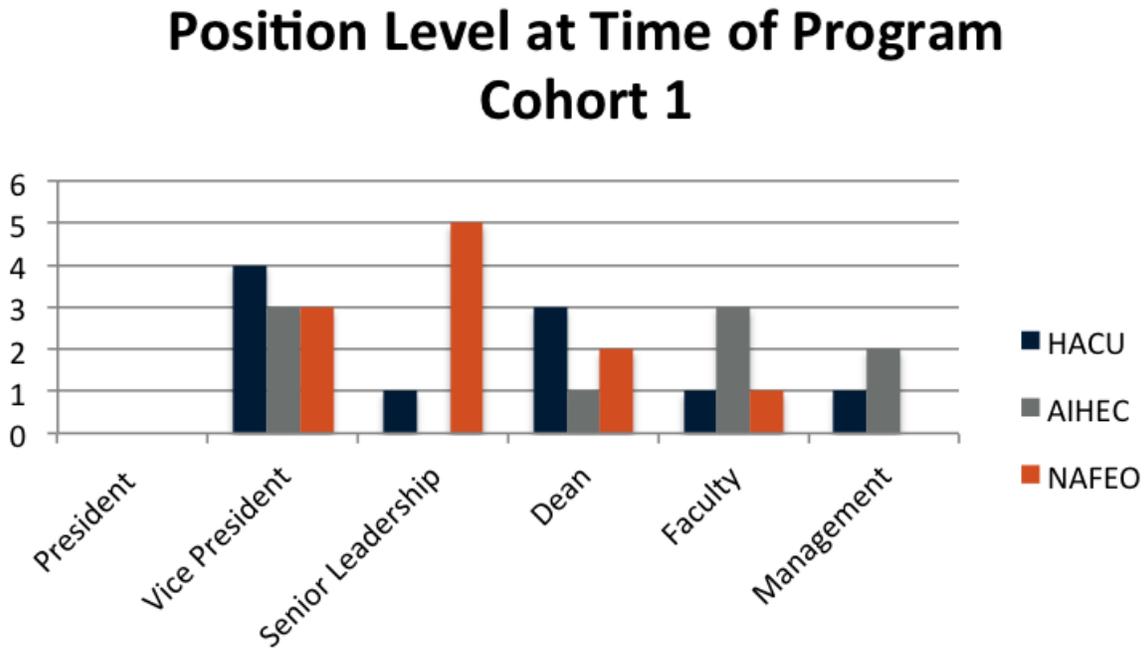


Figure 12: Recent/Highest Position Cohort 1

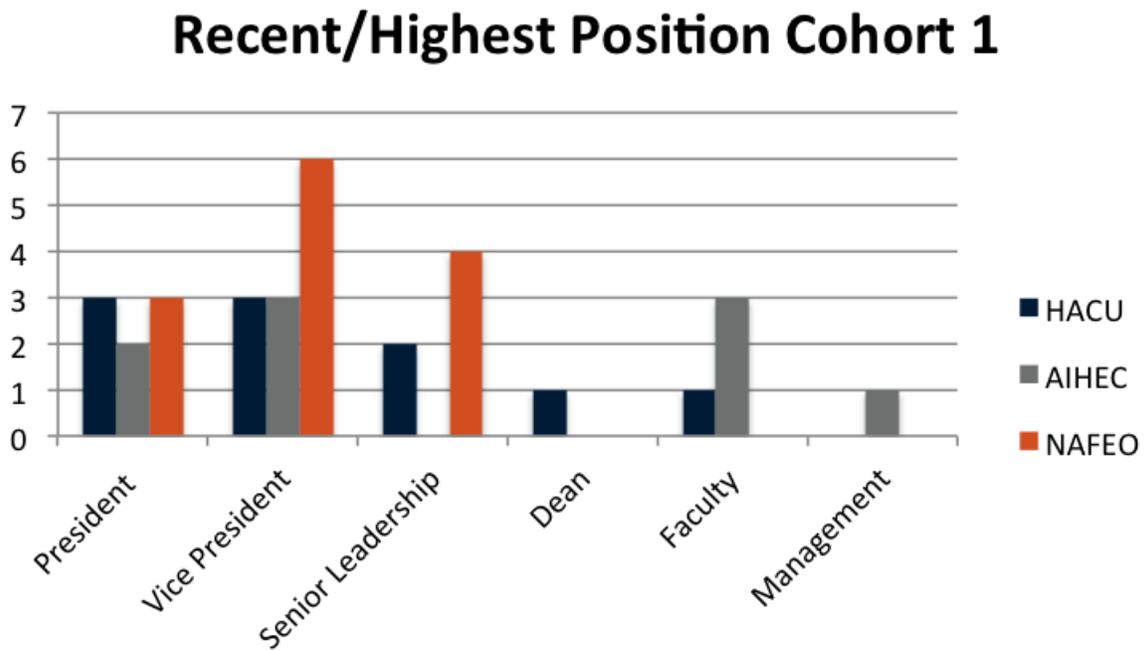


Figure 13: Position Level at Time of Program Cohort 2

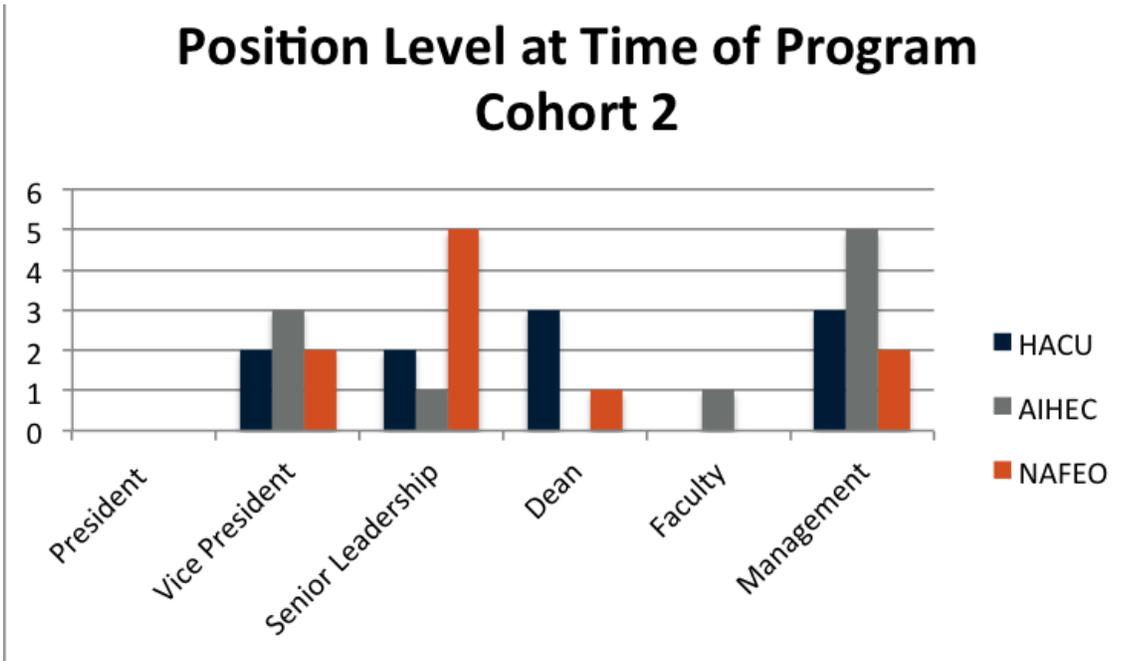
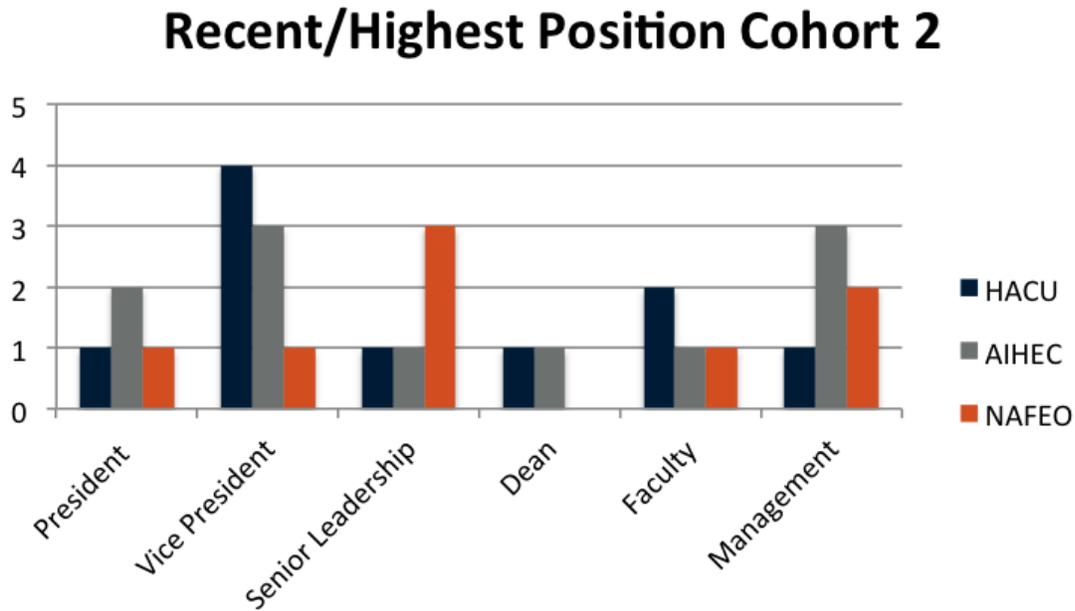


Figure 14: Recent/Highest Position Cohort 2



Program organizers and participants agreed the program could have extended through their careers. Art Thomas felt, “The weakest part is that we did not follow through after the program stopped. We should be doing something right now with this program.” Many participants thought annual meetings would have offered needed support and built on the program. Maxwell shared, “Our professional careers do not hatch like an egg, it is sometimes like boiling water, but everybody’s temperature is different and that was not necessarily taken into consideration.” Even though the MSI program established a comprehensive foundation, many participants felt their career experiences forged them into successful leaders. Participants thought the lessons they and their peers gained during their ascent to senior leadership could have enriched their leadership. Kim also captured this sentiment:

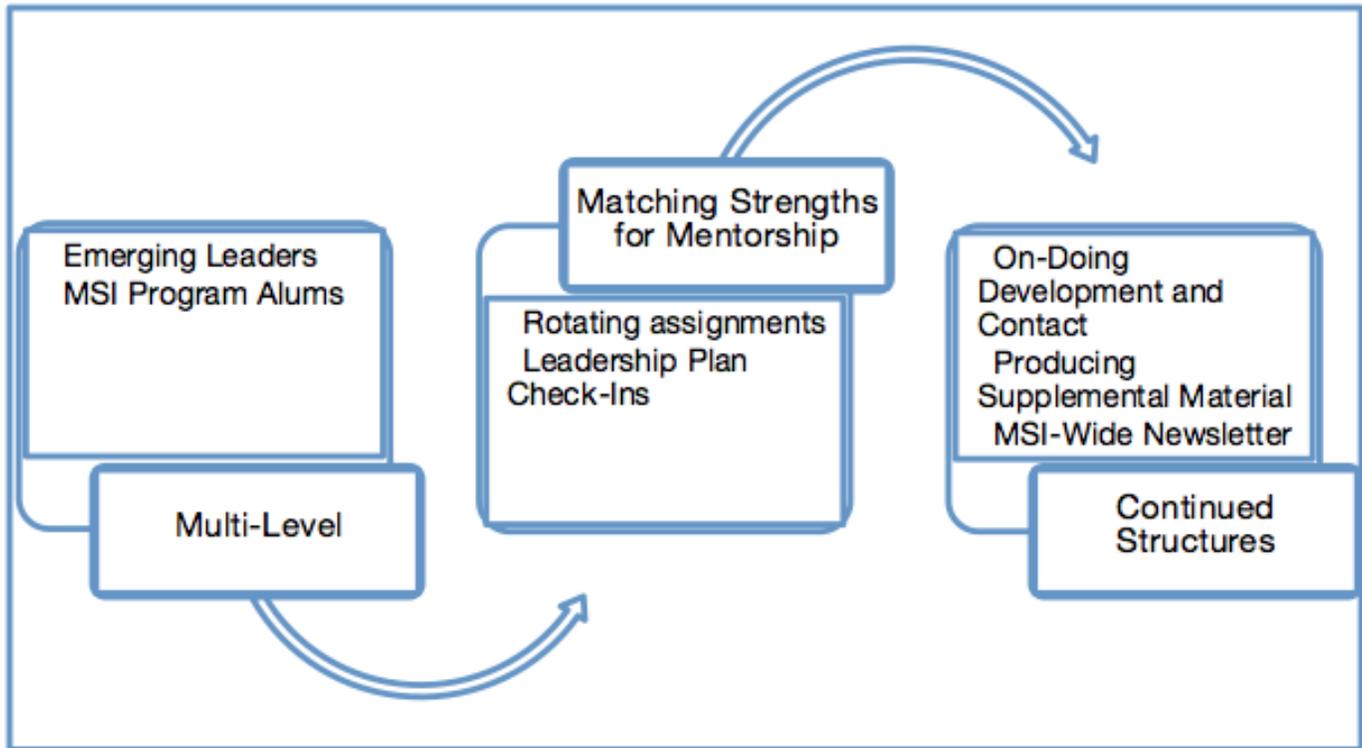
It’s nice to hear from your sitting presidents and your retired presidents but it would be more meaningful to hear from fellow Fellows who have actually made the switch from a dean or vice president’s position to president so that we can understand what did they actually go through it would be nice to know what to expect you know if your name is in the hat for a presidency. You know, how do you prepare for that? ...Those types of things that tell you or introduce you to the presidency or to the senior executive level of the institution, but no one really gives you a roadmap of what it takes to get you to the next level in terms of the nuts and bolts.

This ongoing learning and development could also benefit new generations of leaders at MSIs. To capture that communal knowledge accumulated over the last 10 years, Art Thomas believes training modules, videos, or even a book could emerge from reconnecting, and could inform future leadership programs.

Discussion and Implications

Among the key takeaways from the data, the Kellogg MSI Leadership Program facilitated participants’ efficacy as leaders through recognition from their institutions, interacting with presidents from their racial/ethnic backgrounds, learning the responsibilities associated with presidential leadership, and having access to a network of MSI professionals to collaborate and learn from over the years. Program aspects of long-term communication, cross-cultural interaction, and mentorship had mixed results because they depended on individuals’ ability to coordinate and maintain contact. Subsequent programs could build on these strengths and address uneven aspects by *adopting a multi-level approach to leadership development, continuing structured elements, and matching strengths for mentorship.*

Figure 15: Multilevel Approach to Leadership Development



Multi-Level Approach to for Leadership Development

The Kellogg MSI Leadership Program Fellows have a wealth of knowledge and experience that could potentially enrich and address current challenges at MSIs today. These leaders seem to benefit from drawing on each other's experiences, sharing lessons learned along the way to presidential or senior leadership. Future programs aimed at leadership development could adopt a multi-level approach where MSI Fellows and current emerging leaders from MSIs could come together. These dual pathways allow for separate and communal learning opportunities. Each community can identify a unique set of goals and curricula. For instance, important goals for Fellows identified in this evaluation include: networking, cross-cultural interaction, and on-going support and advice for future career transitions. According to participants, the original curriculum of the Kellogg MSI Leadership Program served them well and can benefit current leadership candidates at MSIs. In addition, mixed group sessions could be structured to build relationships

between emerging leaders and MSI Fellows, encourage formal and informal mentoring, and expand the networking community of MSI Fellows.

Matching Strengths for Mentorship

Mentoring represents a key component of leadership development. Participants indicated their experiences with presidential members were beneficial, but uneven. Some participants wanted mentors more closely aligned with their professional goals, for instance becoming a dean in an academic department. Others wanted a mentor who could speak to being a leader while holding certain identities. Another participant indicated having a mentor geographically closer would have facilitated sustained contact. Instead of assigning participants with one mentor, a suggestion is to have participants rotate among possible mentors based on Fellows' interests. Participants could choose one mentor to have a long-term relationship with based on their interests and cohesive interaction.

Continued Structure for On Going Development

As one of the participants shared, “when the structure stops it’s very challenging to keep going.” Whether through gatherings organized by constituent groups (HACU, AIHEC, and NAFEO) or informal contacts, Fellows tried to maintain relationships and networking. However, many Fellows lost contact with participants from other MSIs as well as their mentors. Intermediary organizations such as the Alliance could facilitate ongoing and structured communication among MSI Fellows and mentors. AIHEC and NAFEO MSI Fellows have a listserv to share updates and information. The Alliance could construct an MSI-wide communication strategy, such as a newsletter, to communicate across constituent groups and increase cross-cultural contact.

Transforming leadership at MSIs requires intentional and sustained efforts. The Kellogg MSI Leadership Program fostered a new generation of MSI leaders who are now contributing to their institutions, constituent groups, and communities. With the current and varied challenges faced by MSIs, lessons from the program could serve as a template for renewed effort to increase leadership capacity at MSIs. The Fellows also possess leadership knowledge and skills that could benefit a new group of emerging leaders. By adopting a multi-level approach to leadership programming, matching mentors based on strengths and goals, and establishing long-term structures, future leadership development programs for MSIs will be better able to build captivity for innovative leadership.

Figure 16: Position Level at Time of Program Cohort 3

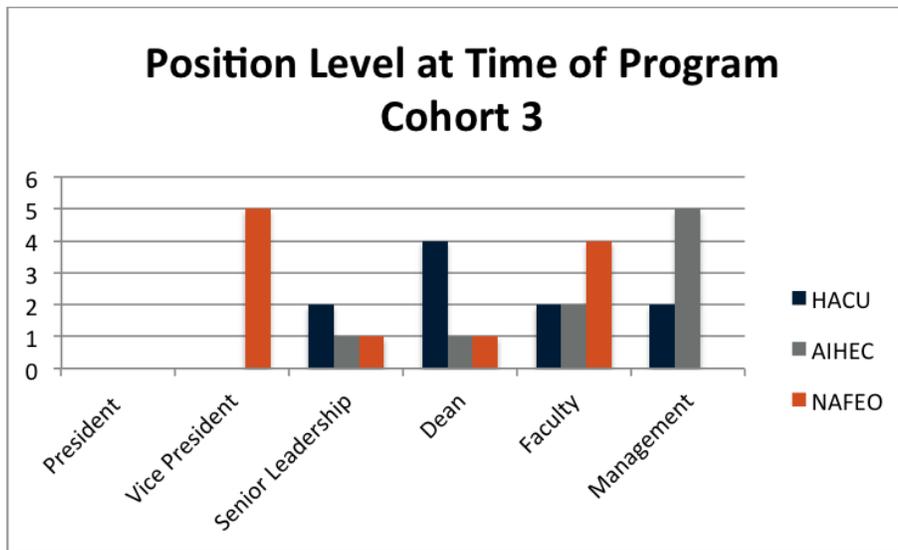


Figure 17: Recent/Highest Position Cohort 3

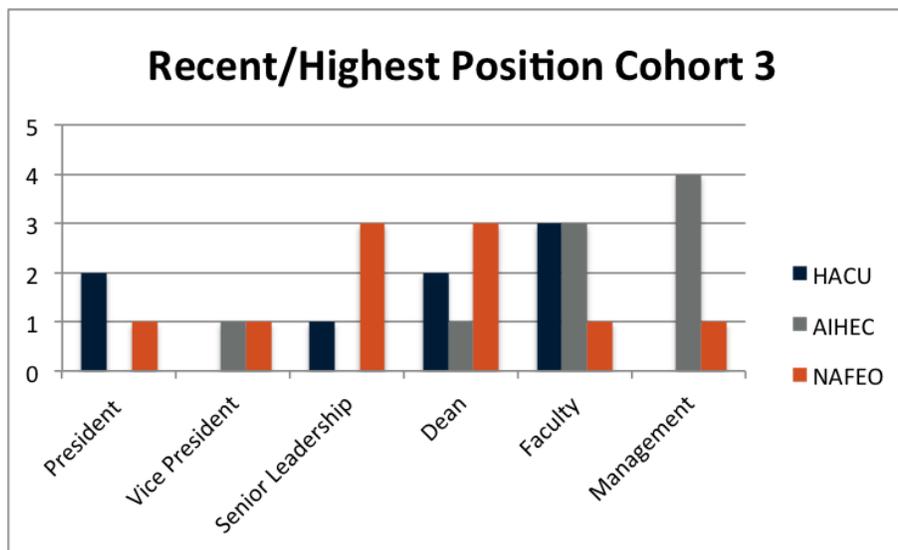
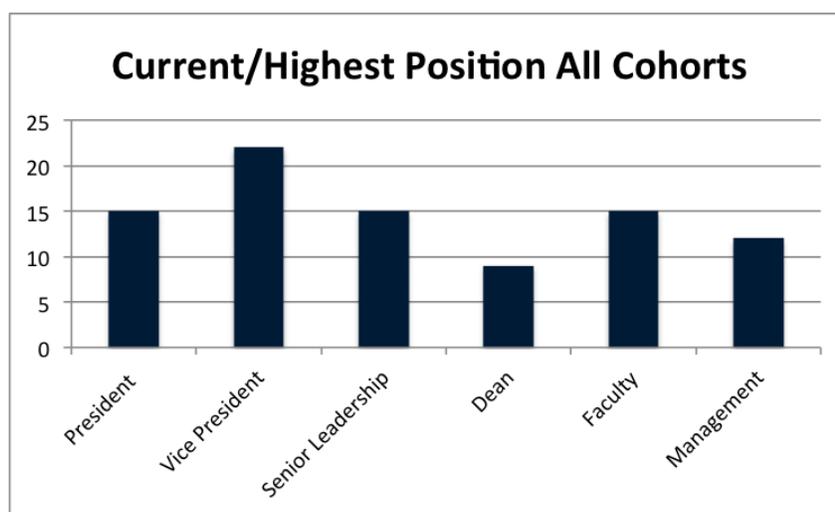


Figure 18: Current/Highest Position All Cohorts



Lessons Learned

- The most often cited long-term take-aways from the program included learning the responsibilities of presidents, gaining greater knowledge of governmental policies and program, and a strengthened professional network. These program aspects seem to have the most shelf-life for Fellows.
- The most identified skills needed were in the areas of budgeting, fundraising, and working with government actors. Since these areas of knowledge change over time, they point to places where sustained programs may be most beneficial.
- Fellows seemed to benefit from their interactions from their cohort groups (HBCU, HACU, AIHEC), but expressed desire to learn within the cross-cultural groups.
- Visits to different campuses provided the opportunity for cross-cultural conversations and learning about the similarities and differences of their shared institutional realities.
- Creating relations and continued collaboration across the institutional types is best facilitated by working together rather than just dialogue or meetings--those persons who worked on a project together stayed in communication beyond the Fellowship Program.
- The MSI Partnership Model has been adopted to other programs (BEAMS, Walmart Project) and indicates buy-in from funders, but a need to refine it to ensure more effective and long-term cross institutional benefits.
- It is hard to sustain mentoring with high level leaders unless there is strong accountability on the part of the mentor and mentee. Use of sitting presidents as primary mentors may not take into consideration the time limitations of these persons. Future programs might take into consideration a staged process that begin with shadowing several mentors and moves on to building mentoring partnership.
- The national organizations were an essential part of the structure and maintaining links with the Fellows. Some form of centralized tracking and on-going community building is needed to maintain relationships over time.
- One of the strongest outcomes of the program was the professional network of peers, program organizers, and mentors created within and among the cohort groups.

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