INFLUENCE AND IMPACT: THE MEANING AND LEGACY OF THE MILLENNIUM LEADERSHIP INITIATIVE

Celebrating the 20th Anniversary of This American Association of State Colleges and Universities Professional Development Program

AASCU American Association of State Colleges and Universities Delivering America’s Promise
I am delighted to be able to share this monograph celebrating the legacy of the Millennium Leadership Initiative (MLI). Twenty years ago, unsatisfied with the slow progress women and people of color were making in reaching the highest ranks of colleges and universities, MLI’s founders had a vision to create a program that would encourage and mold diverse higher education leaders. This vision has played a significant role in my life.

I was a protégé in the inaugural MLI class in 1999 and the first graduate of my class to achieve a college presidency. MLI helped me sharpen the complex skills I needed to lead a higher education institution, and the program also connected me to a network of experienced presidents who could guide me to success. I continue to reach out to this network for advice, and many of them I consider as family. They are also mentors, friends and confidantes.

As I went on to lead numerous institutions, I never forgot the profound impact MLI had in shaping my career. I wanted to give back and ensure future underrepresented leaders could gain the same invaluable knowledge and connections from this exceptional program. I served as a mentor to MLI protégés over the years, and I now support MLI as the president of the American Association of State Colleges and Universities.

As you read this monograph, you will see how MLI has affected the lives of many successful higher education leaders. I am so pleased to celebrate all the progress MLI has made in the past 20 years, and I am honored to be part of this cornerstone program for years to come.

Warm regards,

Mildred García, Ed.D.
President
American Association of State Colleges and Universities
The Millennium Leadership Initiative (MLI) began in 1999 with a simple idea—create a professional development program to provide high-quality training, comparable to any in the United States, and help diversify the most senior ranks of higher education in America. Today, MLI continues to be guided and empowered by the same mission and by the trailblazing vision of MLI’s founders.

When I look at our progress over the past 20 years, I recognize MLI’s success is not an accident. Hundreds of university presidents and chancellors across the nation volunteer their time annually to serve as mentors, speakers and coaches. Additionally, a cadre of skilled consultants and facilitators work year-round to assist our MLI protégés. MLI has also benefited from the unwavering support of the American Association of State Colleges and Universities. It is because of the support MLI has received and its commitment to excellence that MLI has not only survived but thrived. It is through our work together that MLI has evolved into one of the premier professional development programs in the nation, training the next generation of higher education leaders and employing future-focused education.

I am pleased to present this commemorative publication done in celebration of MLI’s 20th anniversary and highlighting MLI’s proud history, growth and continued contributions to diversifying the most senior ranks of higher education. I hope you enjoy reading about MLI’s history, its past and its future. It is through our dedication to innovation, teamwork and excellence that MLI has found its place. We do well that which we love.

Most sincerely,

Mary Evans Sias
Director, Millennium Leadership Initiative
Assistant to the President, American Association of State Colleges and Universities
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Believing in the limitless potential of diverse people, the Millennium Leadership Initiative's (MLI) mission is “to prepare and advance the competitive status of qualified underrepresented minorities and women candidates for executive positions in higher education.” The program, however, is open to all who apply and are qualified for admission.

MLI develops resilient and confident presidents and chancellors who are well trained and inspired to lead lives of purpose in leading the nation’s higher education institutions and in training future generations of college students.
Over the course of its first three centuries, leadership in higher education in the United States was decidedly homogenous: with relatively few exceptions, leaders of colleges and universities were white men. While more progress is necessary, those demographics are slowly starting to change. The American College President Study 2017, conducted by the American Council on Education with support from the TIAA Institute, found that in the 30 years between 1986 and 2016, the percentage of university presidencies held by women increased from 9.5 percent to 30.1 percent. In that same timeframe, representation of racial and ethnic minority groups in college presidencies rose from 8 percent to 17 percent of all college leaders. While that progress is noteworthy, it is not enough. Given that the study found women—who constitute more than half the general population—are the majority of college students, and that students of color are projected to constitute 44 percent of all college students by 2024, further progress is certainly needed.

Colleges and universities are tradition-bound, and change in higher education has never been easy to effect or fast to take hold. Any reform that has occurred in the academy has typically been championed by thought leaders who recognized a problem and moved to address it. That has been true in the case of demographic disparities in the college presidency. A number of initiatives at the national level have sought to help more women and minorities ascend to positions of leadership in higher education.

Among such efforts, one program stands out as having been particularly effective: the Millennium Leadership Initiative (MLI) of the American Association of State Colleges and Universities (AASCU). Fundamentally designed to prepare the next generation of executive leaders in higher education, MLI was envisioned as “the premier leadership development program in higher education with an emphasis on preparation of minority candidates for college and university presidencies.” MLI includes an intensive four-day conference, the MLI Institute, and active engagement by potential university leaders in year-long mentorships with experienced college and university presidents. A recent embellishment to the program has been the addition of experienced coaches who help to continue to nurture protégés after their MLI mentorship has ended.

Since the first MLI class of 1999, 570 individuals have graduated from the program. Over a third have advanced significantly in their careers, and 104 graduates have become first-time presidents or chancellors. Thirty of those graduates have entered their second or third presidencies, bringing MLI’s influence to 134 total presidencies. Career advancements go well beyond those success stories, in that MLI prepares a broader pool of diverse, qualified
candidates to compete for senior executive-level positions in higher education, government and other public or private agencies. Indeed, MLI now boasts a large and growing cadre of “graduates” who have successfully ascended to leadership positions in higher education beyond the university presidency and other fields.

Graduates of the MLI program will be the first to say their success owes a great debt of gratitude to MLI’s founders and leaders. While the college presidents who founded MLI are distinguished for their individual accomplishments, they will long be remembered also for their collaboration in envisioning, designing and executing MLI. This illustrious group first recognized the need to change the demographic mix among presidents of colleges and universities and then took charge to develop a strategy that would successfully drive academe toward the change they saw was needed.

As a celebration of that work, this monograph explores the rich history and remarkable impact of MLI through the eyes of its founders and participants. MLI’s considerable influence is also reflected in these pages through the voices of individuals whose lives were transformed through their participation in the program.
EARLY DAYS: FOUNDING MLI

Go back in time to the decade just before the turn of the last century. In the years building up to the dawn of the new millennium in 2000, a group of African-American college and university presidents who met informally at various national AASCU annual meetings had grown increasingly frustrated with the slow pace of progress that people of color and women had made in being appointed to college presidencies.

As underscored in the statistics cited above from the *American College President Study*, the percentages of minority and women presidents in higher education did not come remotely close to reflecting the overall composition of the population at large. Dr. Charlie Nelms, one of MLI’s founders, recalls that when he was named chancellor of Indiana University East (IU East) in 1987, “you could probably count on one hand the number of black people who led AASCU-type institutions. There were very, very few. The overwhelming majority of [black] college presidents during that time would have been at historically black colleges or HBCUs.” And as more women and students of color began to matriculate into colleges and universities, the racial and gender gaps in the ranks of college leaders began to appear even more pronounced.

Two dates are particularly pivotal in the evolution of MLI. The program’s founders recall that on July 18, 1998, during a meeting at AASCU’s Summer Council of Presidents, leaders first decided to take concrete action to address the deficit in talent of color reaching top positions of leadership in academe. A subsequent meeting at AASCU’s headquarters in Washington, D.C., on Feb. 12, 1999, served to further clarify the vision for MLI. At that meeting, Dr. Wendell Rayburn, then an AASCU vice president (now deceased), was asked to coordinate AASCU staff support for presidential volunteers to enable the establishment of the first MLI Institute by June 1999. The herculean efforts of AASCU staff and presidential founders resulted in that first institute.

These core questions informed the group’s work:

- What is different about the needs of minority candidates for college presidencies?
- Why are current professional development programs not serving these individuals?
- What actions would help these candidates assess their skills and acquire those they lacked?
- Which leaders in higher education could best advise and inform candidates from underrepresented populations who sought presidencies and other top jobs in academe?
- How could MLI recruit talented veteran presidents who would be willing to share their insights, help candidates with career decisions, and forge meaningful connections with future presidents?
Recalling those early meetings of African-American presidents, Nelms says, “A group of us said, look, we have to change this picture. We have to take a more active role. We decided then that we would establish a leadership program to do two things. First of all, to identify and prepare blacks—and we really started out initially talking about black people—for the presidency of colleges and universities. We wanted to identify and prepare a group of candidates who had aspirations for presidential leadership.” Echoing that concern, another founder of the program, Dr. Gladys Styles Johnston, chancellor emerita of the University of Nebraska at Kearney, said, “I was concerned that we find a way to help more women and men of color find positions” in colleges and universities.

Just identifying the participants would not be enough, however. The group’s second goal was to help ensure that presidents of color achieved success as university leaders. “We wanted to make sure that those people did well in the search process and once they got a presidency, we wanted them to be successful,” Nelms says. “We reasoned then that if we, as a group of successful black presidents, could be involved in identifying, nurturing, mentoring and supporting that group of potential candidates, they had a greater probability of being successful, and we would end up expanding the number of presidents and chancellors. That was the genesis for the start of this program.”

Another founder of MLI, Dr. Edward B. Fort, chancellor emeritus and professor of education at North Carolina Agricultural and Technical College, says the need for a program like MLI was rooted in the reality that “there were no training programs that were specifically designed to ensure that there could be an increase in the number of African Americans who could someday qualify for the leadership demands that are inherent” in the presidency of colleges and universities. “This had never been done before,” Fort recalls. “There were workshops and seminars that were designed to bring persons of potential together, but not in terms of the specifics of African Americans as a particularized group.”

Dr. F.C. Richardson—another founder of MLI, a past president of Buffalo State College (N.Y.), a past chancellor of Indiana University Southeast, and the first MLI mentor committee chair—remembers that “for a few years before we got to the point of putting together a plan to create MLI, we started discussing that the number and percentage of African-American presidents in historically white institutions had begun to decline. We started talking about what we could do to address the problem. Being African-American presidents ourselves, we thought that we had an obligation to try to address the problem.” Richardson would be instrumental in shaping the mentor component that is integral to MLI.

In those early discussions, Nelms recalls, he and his colleagues agreed that the rationale for what would become MLI was broader than just nurturing future black presidents. “We didn’t want just people to be president,” he remembers. “We wanted people who had a commitment to access, excellence and equity. We
realized and recognized that those people weren’t exclusively African Americans.” From its earliest days, therefore, MLI was expanded to include all who had a commitment to equity, including Hispanics, women, Asian Americans, and Caucasian men. Later the circle would widen further to intentionally also include members of the LGBTQ community.

While MLI’s planners focused to some extent on developing channels to bring new talent to the president’s office at colleges and universities, they also recognized they had a responsibility to similarly nurture expertise for other key campus roles, such as the provost and vice president for academic affairs. Reflecting on MLI’s accomplishments, Nelms observes that “what I think we’ve been able to do with this program is to expand the number of executive-ready leaders. I say ‘executive ready’ because we did not focus exclusively on college presidents. Because no matter who the president is, she or he has to have a good leadership team. Yes, we’ve expanded the number of underrepresented people in the CEO roles. But we’ve also helped to identify and better prepare a group of people at the dean’s level, the associate VP level, and so on. I think that is probably the most important contribution this program has made.”

Adding another dimension to the diversity of roles MLI serves, Fort recalls that the program helps prepare leaders for roles outside higher education, including his own experience early in his career as a superintendent of schools in California and Michigan.

Another MLI founder, Dr. Marvalene Hughes—a past president of both California State University, Stanislaus and Dillard University (La.) and the first MLI program committee chair—was instrumental in first committing a vision for MLI to paper. The document she wrote captured her own thinking about what MLI could be, along with ideas advanced by the other founders, and articulated the initial conceptual framework for the program.

MLI’s founders envisioned that the initiative would change the landscape of higher education by expanding the pipeline of diverse individuals who would be qualified to assume leadership of colleges and universities. MLI also adopted the term “protégés” to refer to the candidates for educational leadership that it would train. Those trainees would undergo intensive professional development in a conference setting complemented by personalized mentoring from experienced leaders. These leaders would help protégés develop basic skill sets, define career plans, and become equipped to pursue leadership positions in colleges and universities.

Hughes was also instrumental in planning and developing the program for the first MLI Institute, a week-long conference that took place at a hotel in Washington, D.C., in 1999. Recounting that first meeting in a written recollection, Dr. Hughes recalled the program included the following topics:

- The university presidency
- Building a university budget
- Choosing a team
- Fundraising
• Legal issues
• Lobbying on Capitol Hill (This session was chaired by Dr. Muriel Howard, president of Buffalo State College in New York at the time, who would go on to lead AASCU from 2009 to 2018.)
• The importance of research and sources of research funding
• The role of unions in universities
• Community engagement by universities
• Working with local, state and federal governments

To a great extent, the subject matter taken up at that first institute created a framework of topic areas that have been the focus of MLI Institutes ever since. Later meetings have added important tracks on media relations, working with search firms and negotiating employment contracts.

Recalling the plenary session at the original MLI Institute, Hughes wrote, “The opening session was one of the most powerful experiences I have personally encountered. There was so much interest in MLI from candidates who wanted to be trained as presidents that I knew it would thrive.”

And thrive it did. By the next year, the program had garnered AASCU’s official support. MLI was approved as an experiment while Dr. James B. Appleberry was president of AASCU, and was formalized as an office within AASCU under his successor, Dr. Constantine W. “Deno” Curris. “What struck me at the very beginning was the fact that there was considerable unity among those presidents that something needed to be done,” Curris says. “That was a key consideration in AASCU making the decision to continue this program on an ongoing basis.”

Curris recalls that AASCU’s initial involvement in MLI was providing salaries for support personnel. Further, he says, AASCU sought to help build a financial base for MLI. “Many of the initial dollars came from the campuses at which the African-American presidents who were involved with MLI were serving as presidents,” he says. “To try to establish a firmer base for the MLI program, the decision was made to ask campuses throughout the AASCU family—not only the historically black campuses or even the campuses that were headed by African Americans, but all the campuses—if they would be willing to make an addition to their regular dues to AASCU annually to support the MLI. Many did.”
Reflecting on the impact of MLI then and since those early days, Curris says, “I’ve been personally, warmly satisfied by what has transpired since then, including what has continued to occur after my term as president of AASCU.” MLI has been “extraordinarily successful,” he says. “I think it’s one of the greatest achievements of AASCU and, in a broader sense, the higher education community.”

Continuing today under the umbrella of AASCU, MLI has an executive director and an administrator who are paid by the association. Through those positions and additional logistical support, AASCU continues to provide significant administrative assistance—support that over time has helped MLI grow, build its profile nationally, and serve a growing roster of participants effectively. The alliance with AASCU has also helped leaders and other administrators of public colleges and universities develop a deeper appreciation for the need to help members of underrepresented populations attain positions of leadership in higher education. As MLI has grown, more leaders of AASCU institutions have become involved in the program as faculty and mentors to MLI protégés. Many graduates of MLI have gone on to lead AASCU institutions or to serve in other high-level positions in academe. And two individuals with deep personal experience in MLI—Dr. Muriel A. Howard and Dr. Mildred García—were tapped to lead AASCU itself as presidents of the organization.

Howard, who retired in early 2018 after serving for nine years as AASCU’s president, has a unique longitudinal perspective on MLI. As president of Buffalo State College (N.Y.), a post she held from 1996 to 2009, she was deeply involved in MLI planning and programming virtually from the start. Howard chaired a day of lobbying at the first MLI Institute when participants went to Capitol Hill to meet with federal legislators. That popular program would become a mainstay of MLI. She continued to be deeply involved with MLI through her appointment in 2009 as the first woman and first African American to lead AASCU.

Howard recalls that MLI was born of a need and desire to “help make sure we diversified the leadership options across the country for colleges and universities.” Noting that campuses then as well as today were looking for opportunities to diversify their leadership teams “or even to hire a CEO that was a person of color or a woman,” Howard says, “MLI figured out the curriculum to make that possible for individuals, and also possible for institutions, to find people that were well qualified for senior executive leadership roles.”

Dr. Mildred García, who succeeded Howard as president of AASCU in 2018, also has a long history with MLI. García, the first Latina to lead one of the six presidentially based higher education associations in Washington, D.C., earlier served as president of both California State University, Fullerton and California State University Dominguez Hills. García was a protégé in MLI’s inaugural class in 1999. Since then, she has been involved with the program as a mentor, faculty member and chair of the MLI advisory committee.

García says her earlier experience as a protégé in MLI was instrumental in shaping and building her extraordinarily successful career. MLI is “about matching your passion, your skills and your traits, and finding the institutional mission where you could bring your very best value,” she says. Suggesting that lessons she learned in MLI helped guide her throughout the course of her career, García says MLI gave her the capacity to “go back inside myself and think through, is this going to be true to my North Star? Is this going to be true to who I say I want to be and what I want to spend the rest of my life doing?” She says the capacity to engage in that level of thinking helped her not only on a day-to-day basis in her various professional roles, but also provided a framework for making decisions about transitioning to the next opportunity.
Twenty years ago, MLI was a dream that its founders shared. And 570 graduates later, MLI is still offering unparalleled training and value to those who aspire to become university presidents and chancellors.

The creation of the AASCU MLI had many “founders.” The initial core group included these leaders (in alphabetical order, with titles/institutional affiliations at the time of their work in launching MLI):

**Former President David G. Carter**, Eastern Connecticut State University (Deceased)

**President Hazo W. Carter Jr.**, West Virginia State University (Deceased)

**President Marvalene Hughes**, California State University, Stanislaus

**Chancellor Emeritus Edward B. Fort**, North Carolina A&T University

**Former President David B. Henson**, Lincoln University (Located in Missouri) (Deceased)

**Chancellor Emerita Gladys Styles Johnston**, University of Nebraska at Kearney (Deceased)

**Chancellor Charlie Nelms**, University of Michigan–Flint

**Former President Wendell Rayburn**, Lincoln University (Located in Missouri) (AASCU Staff Liaison, Deceased)

**Former Chancellor James C. Renick**, University of Michigan–Dearborn

**Chancellor Emeritus F.C. Richardson**, Indiana University Southeast
Those leaders were joined by these other dedicated visionaries who did not attend the 1998 AASCU summer meeting (in alphabetical order, with titles/institutional affiliations at the time of their work in launching MLI):

President Daniel O. Bernstine, Portland State University (Ore.) (Deceased)
President Marie V. McDemmond, Norfolk State University (Va.)
Chancellor Mickey Burnim, Elizabeth City State University (N.C.)
President Muriel A. Howard, Buffalo State College (N.Y.)
President Horace A. Judson, Grambling State University (La.)
President Frank G. Pogue, Edinboro University of Pennsylvania
President H. Patrick Swygert, Howard University (D.C.)
INSIDE MLI: THE PROTÉGÉ SELECTION PROCESS

The MLI experience enables participants to determine if the presidency is a realistic career aspiration. Assuming the answer to that question is “yes,” MLI affords participants the opportunity to develop skills, gain a philosophical overview and build a network that can help them compete for, attain and succeed in the position of college or university president or chancellor. At the same time, MLI reinforces the vital role that diversity plays in the institutional mission and helps diversify the executive team on campuses.

Given that MLI has high standards for candidates who will one day accept appointments as leaders in academe, the process of selecting protégés to be part of MLI is intentionally rigorous. Candidates must be nominated by a president, chancellor or chief operating officer from a large, complex university or organization. Successful applicants must demonstrate the leadership experience necessary to achieve a presidency or chancellorship in higher education or to advance to vice president or provost. In addition, candidates must possess a terminal degree or have significant experience as a senior executive. (Equivalent experience outside the academy in government or the private sector is acceptable.) Participants may come from the public and private sectors of higher education. A subcommittee of AASCU presidents and chancellors screens applications, determines eligibility and decides which applicants will be accepted into the MLI class each year. If and when they are selected for MLI, protégés must give a yearlong commitment to the program.
Dr. Faynese Miller, president of Hamline University (Minn.), was a dean at the University of Vermont when she became an MLI protégé. Reflecting on the process of deciding whether to pursue a college presidency, Miller says “all too often, we sometimes think we’re ready when we’re not. Other times, we think we’re not ready when we are. The MLI program helps you understand what your strengths and weaknesses are and determine whether or not you are, in fact, ready to move on to that next role. I thought it was very good in helping me see that I was, in fact, ready.” Another past protégé, Dr. Virginia Horvath, president of the State University of New York at Fredonia, has a similar perspective. MLI “showed me what I needed to do and that I did have the credentials to successfully compete for presidential positions,” Horvath says.

Dr. Christopher B. Howard, president of Robert Morris University (Pa.) and a past president of Hampden-Sydney College (Va.), says his experience as an MLI protégé was “both life affirming and professionally affirming.” Howard says the program was life-affirming in the sense that “when I went through the program, the focus was on minorities and women, and to have a group of peers and potential mentors that looked like me and sounded like me was uplifting.” One of the ways Howard found the program professionally affirming, he recalls, was that “it was almost spiritual in the way that they said, ‘This is a calling. You can do it. We’ll support you. We’ll give you the resources. We’ll give you the tips of the trade. We’ll walk you through it.’”

That affirmation was also reflected in the fact that he was chosen as a peer of individuals “that were really well on their way and well positioned to be president and chancellors,” he says. “The track record is compelling. You felt that they chose you for a reason and that your chances had increased substantially for becoming a university leader based on being selected for the program.” Howard feels that affirmation to this day, he says, when he receives periodic emails announcing that another one of his classmates or another MLI protégé has become a president or a chancellor of a university.

CRITIQUING THE PROTÉGÉS

Integral to the MLI are consultations with presidential advisors in which the protégés’ professional development plans are critiqued. These sessions have evolved from one-on-one private sessions of short duration into small group sessions with advisors that take place over a longer time period. Marked by high interaction and frank discussion, these consultation sessions surface in participant feedback as one of the most unique and powerful elements of the institute. Protégés receive expert advice from their presidential advisors as well as feedback and support from peers—often developing relationships with class colleagues who become close friends and staunch supporters.

In these small group sessions, experienced presidents offer an individualized review of the protégés’ curriculum vitae and a frank assessment of their professional development plans, helping them target their goals and map out the steps needed to achieve them. Advisors might suggest areas in which the protégé lacks experience and suggest ways to acquire it. These advisors are tasked with helping the protégés answer four basic questions: “Where am I now?,” “Where do I want to be eventually?,” “What do I need to do to get there?,” and “What’s my first step on that journey?”

The advisors insist that protégés work hard to target their next specific level of professional responsibility and decide the steps to achieve it, seeking the working group’s input when appropriate. Advisors steer the discussion so the protégé emerges with a more coherent professional development plan. They also connect protégés with presidential colleagues who can help them realize their next steps.

—Rosemary Lauth
The professional development component of MLI has grown to be one of the premier professional development opportunities for university leaders. Over the course of four intensive days, institute faculty deliver a curriculum that looks in depth at such topics as university financial management, advancement and fundraising, accreditation, media relations and the executive search process. Faculty at the institute include experienced presidents and other experts who offer insights into leadership issues and provide skills training.

Protégés experience both theoretical learning and practical, hands-on training through media interviews, visits with representatives on Capitol Hill, and close interactions with presidents and chancellors. The curriculum is designed to help protégés assess their professional skills, enhance their existing abilities and target areas for improvement. Participants gain tools that can help them advance professionally, including assistance in developing career strategies. Encouraging self-reflection is an integral part of the institute, and protégés are urged to look deep within themselves to determine whether a college presidency or other top leadership positions suits them and whether the time is right for them to pursue such goals.

Reflecting on how MLI works, Dr. William J. Lowe, the chancellor of Indiana University Northwest, says “one of the key things is to not only get a more diverse group of potential academic leaders thinking more seriously about their own careers and where those careers might go” but also providing structure for that kind of thinking. Lowe, a faculty member at MLI who has nominated individuals to be protégés, says MLI helps participants “visualize what their careers might look like as a provost, president or chancellor, but also to have confidence about that kind of aspiration.”

“I found the program very helpful in terms of giving me a broad overview of upper-level administration and the issues involved there,” says Dr. Eduardo M. Ochoa, a past protégé who is now president of California State University, Monterey Bay. Ochoa had participated in other leadership development programs, including one at Harvard University, but he says MLI “was the most intensive and extensive because it involved sitting presidents actually being the instructors and giving us real-world insight into the job.” As practical training for both his previous role as a provost and now as president, Ochoa says MLI “was very helpful in giving me a real understanding of all of the issues and the multidimensional character of the position[s].”

Protégés report that particular lessons they learned at MLI are directly relevant in their daily lives in leadership positions. As one example, Dr. Dwaun J. Warmack, president of Harris-Stowe State University (Mo.), says the
skills he received at the MLI Institute in media training, budget and finance, and practice management have all proven invaluable in his day-to-day work. Among other benefits he reaped through MLI, Warmack cites “the opportunity to be mentored directly by a seasoned president,” adding, “I don’t think there’s been another program that I’ve participated in that has been more transformational.”

Warmack also refers to another benefit of MLI: the network of colleagues that he developed through his participation in the program. MLI creates a body of experts—and friends—that new and seasoned university presidents, as well as those in other leadership positions, can call on for advice and counsel. “One of the core values that comes from MLI is the opportunity to interact with people who actually are presidents and chancellors,” says Dennis J. Shields, J.D., chancellor of the University of Wisconsin-Platteville. A former protégé in MLI who has since served on the MLI executive steering committee, Shields says, “any given MLI Institute gives you direct contact with anywhere from 10 to 20 currently serving presidents and chancellors. That’s invaluable. Once you become a president or chancellor, you already have a network of people who are engaged in that endeavor to help support you in the many ways that, particularly as a novice president or chancellor, you’re going to be challenged.”

The impact of the network-building that is a core benefit of MLI is not limited to the African-American participants in the program. Dr. Linda Bleicken, an MLI faculty member, volunteer committee member and mentor, is the former president of Armstrong State University (Ga.) who now leads the American Academic Leadership Institute. “There are still many groups, and I count myself as a white female as being in one of those groups, where you just don’t always feel like you belong. What MLI does is to create a community of people who are striving to build their leadership skills, maybe go on to the next position,” Bleicken says. “MLI does that in a way that says, ‘You’re not alone in this. You have a community.’” It’s a community built of faculty. It’s a community built of other protégés, but it’s got a long history now.” The networking opportunities and community building in MLI “is just huge,” she says.

Shields says protégés who seek to become a university president may have a sense of the challenges and opportunities they might face, but he says the program provides a much more comprehensive look at those factors and advice for what to do and what not to do as a university leader.

“The MLI program gives you a network of experienced people that you can talk to about issues that you can’t talk
about with other people, and feel as though you’re getting good advice,” Fayneese Miller says. “It provides that key network that you need when you’re a university president.”

Dr. Juliette B. Bell, the past president of the University of Maryland Eastern Shore, is one of many MLI graduates who gives back to the program today as part of the MLI faculty and through service as a volunteer leader. Bell has served on both the MLI executive committee and the protégé selection committee. Bell, who was a protégé in the class of 2007, made a point of attending sessions at the MLI Institute while she was a faculty member, and even after she had many years of experience as a president as a kind of refresher course. “I used that as an opportunity to refresh myself, in some cases, and to continually to learn some new things,” Bell says. In particular, she always sat in on the sessions on financial management and media relations. “I’ve been to several leadership institutes, and I still think the MLI is the best,” Bell says.

Regarding his experience in MLI, Dr. Walter Kimbrough, the president of Dillard University (La.) and a past president of Philander Smith College (Ark.), says, “I always tell people I feel like it was the best professional development experience I’ve had.” Kimbrough says that sessions on media relations and on how the search process works for top leadership positions were particularly helpful.

Still another benefit of MLI is that lessons gained early on have value for many years thereafter, even for presidents who have many years of experience in leadership positions. One example comes from Dr. Renu Khator, who holds the dual titles of chancellor of the University of Houston (UH) System and president of UH. (Khator is the UH System’s first woman chancellor and the first Indian immigrant to head a comprehensive research university in the United States.) Recalling her experience in MLI nearly 15 years ago, Khator says “this was the first time I had exposure to a variety of things involved in [succeeding in a presidency] that I had not thought about.” Specifically, Khator recalls sessions on “how to reach out to search firms, how to do media interviews, what kind of questions boards ask, and how to negotiate contracts—I remember those sessions well and they were very helpful.”
Once a protégé completes participation in the MLI Institute, he or she is assigned to a current or former president or chancellor as a mentor. The mentoring component, composed of a yearlong protégé-mentor relationship with a president of chancellor, is the centerpiece of the MLI program. It includes frequent face-to-face meetings, personal consultation, evaluation of career options, and development of strategies for achieving the protégé’s career objectives. During this experience, protégés remain in their current positions with their home institutions.

Mentors make a substantial commitment to help their mentees, including the following:

- Inviting their protégé for a campus visit designed as an experience to “shadow the chancellor,” including meetings with senior staff and possibly community leaders.
- Providing their protégé advice, counsel and assistance to identify career development and leadership opportunities in higher education.
- Serving as a liaison to connect their protégé to other people and resources as needed to assist them in preparing their protégé to assume a leadership role in higher education.
- Helping their protégé refine and implement their professional development plan for the next stage of their career.

The models for mentoring vary depending on many factors, including what the protégé feels he or she needs from the relationship. For instance, one graduate and mentor had weekly phone meetings every Sunday night at a specific time. Other protégés call their mentors at specific decision points or when they need specific advice. Many maintain contact with their presidential mentors through electronic means and connect via phone when appropriate.

Often, protégés visit their mentor’s campus to gain a firsthand perspective on the life of a university leader. Typically, protégés shadow their mentors for a week, accompanying them to most meetings and meeting with other administrators at the mentor’s institution. In the course of these visits, protégés have the opportunity to talk privately with presidents, daily, about critical issues. Topics might include how to work with a governing board, how to work with a state legislature, how to develop strong professional relationships with the press, how to build strong campus/community relations, and how to align the president’s cabinet around common goals.

Mentors who agree to work with protégés make a significant commitment. They agree to invite protégés for a campus visit to “shadow” the president or chancellor, including attendance at meetings with senior staff and key external community leaders. Mentors provide protégés with
counsel and assistance to identify career development and leadership opportunities in higher education. They serve as a liaison to connect protégés to other pertinent individuals and resources as needed, and assist protégés in advancing their leadership role in higher education.

Dr. Muriel Howard suggests that the mentoring dimension built into MLI from its start makes it a truly distinctive and effective program. “It’s one thing to go through a professional leadership opportunity—you go in, you have the experience, and then you go back to your position,” she says. “With MLI, what’s special is they assign you a college or university president who’s going to mentor you for an entire year. Those presidents bring you to their campus. You have an opportunity to shadow them. They give you feedback on your professional development skills, on how you’re positioning yourself in terms of your CV. They introduce you to their own leadership teams. That is a rare experience, to be able to get on a campus, shadow the president and engage with their team.”

Mentors help protégés follow through on the personal development plans they develop during the MLI Institute and guide them in taking appropriate steps to carry out that plan. “The mentor experience is intended to help people who were part of the MLI Institute to continue to learn about the presidency or a chancellorship and continue their preparation for such going forward,” says Dr. Mickey L. Burnim, who retired from the presidency of Bowie State University (Md.) in 2017. Burnim, who is also a past chancellor of Elizabeth City State University (N.C.), has been an influential voice within MLI from its earliest days. The role of the mentor was designed, he notes, to “give each of the protégés a personal connection to the program and someone that they could talk to over an extended period of time who would answer questions and point them in the right direction and continue to be of assistance as they moved towards and through their preparation for becoming president or a chancellor.”

For protégés, Burnim observes, “having people like myself to talk about what they have learned and experienced over the years can be wonderfully empowering, helping them to realize that [leadership positions] are within their reach. I think that is the greatest value. The experience of working with a sitting president is wonderfully empowering because it helps people to realize that we’re just human too, with some of the same challenges and issues that the protégés are facing. It’s an empowering experience.”

“I’m a strong believer in mentoring,” Dr. Renu Khator says. “Mentoring doesn’t just help by having solid, good, sound advice from somebody. It also helps you to do introspection and reach out in the layers of your own heart and mind and see what your strengths are, what your weaknesses are. A mentor guides you towards that. As an opportunity for mentoring those kind of dialogues, the MLI was really very helpful.”

Another past protégé who went on to give back to MLI as a faculty member and mentor is Dr. Nancy Kleniewski, the retired president of the State University of New York at Oneonta, who had attended other management programs, but says the hands on experience she had through MLI—such as lobbying on Capitol Hill and being taped for a practice interview with a reporter—“were just much more helpful to actually becoming a president.” Kleniewski says how she handled controversies as a president, as well as what she calls her “press work and general PR sensibilities,” were “very much influenced by some of the experiences that I picked up at the MLI.” Another key dimension that sets MLI apart from other programs, she says, is that MLI faculty and mentors “aren’t people who do research on presidents, they’re people who are experienced presidents.”
The success of MLI has been established with significant help from many sources. The role of the program’s founders was of course pivotal: There would have been no MLI without their initial visions for the program and their commitment to see the program come to life. Other leaders who stepped up to help in the early days of MLI also played key roles.

Financial support from universities—a constant since the founding of MLI—has been invaluable. AASCU’s member institutions support MLI through volunteer financial contributions and the service of their presidents as institute faculty and mentors for institute graduates. University leaders have also supported MLI by identifying colleagues with leadership potential and sending them to MLI. MLI has also benefitted from grants and personal contributions.

Ongoing support from AASCU, in terms of in-kind support for program leadership and administration, has been generous and essential. AASCU leaders have championed MLI since its early days—essential support that has grown more significant over time. (In addition, the alliance with AASCU has helped to promote MLI since its inception and to build a cadre of experts from across the AASCU universe who have volunteered to help with MLI.)

Countless experts from across academe and beyond have volunteered their time as faculty members at the MLI Institute, as mentors and coaches for MLI participants, and on various MLI-related advisory committees.

MLI has also benefitted from a cadre of strong directors based at AASCU, aided by many competent and dedicated staff members.

And finally, MLI has been significantly helped by its own protégés who subscribe fully to a philosophy of “paying it forward,” have become MLI faculty members, and promote MLI based on their personal experiences in the program. Their spirit of generosity exemplifies the culture that defines MLI.
With nearly 20 classes of protégés having completed MLI, it is not surprising that MLI alumni populate scores of president’s and chancellor’s offices in colleges and universities (to see the full list, go to page 31). Alumni can also be found in other top leadership positions in academe, including numerous individuals who hold the position of provost or vice president for academic affairs at a university. Additionally, many alumni have served high-ranking roles in government, including the U.S. Department of Education, and in related fields.

Given that record of success, it seems appropriate to reflect on the overall impact, meaning and importance of MLI. Now that MLI has been in existence for two decades, how should we think about the value of the program both for the individuals who have participated in it and in terms of its value for society writ large?

Dr. F. Javier Cevallos, an MLI faculty member, mentor and board member, says that part of the program’s value is in the perspective on university leadership it imbues. When protégés first engage in MLI, Cevallos says, “the first thing they discover is what it takes to really do the job of being a college president in terms of time and the variety of issues that you have to deal with. MLI gives you the overall vision of the institution as a whole. That is one of the things that MLI does an excellent job of bringing to the fore.”

Dr. William Lowe speaks to another dimension of MLI’s value. Participating in the program is “a good intellectual and professional workout that helps [protégés] to think pretty clearly about the kind of futures that they can have,” he says. Referring specifically to the MLI Institute, Lowe says “the institute is intensive, a good deal of work, and a significant commitment of time and effort,” but protégés find the experience is well worth it. “The protégés with whom I speak are very appreciative of the faculty and what they have to contribute,” Lowe says.

A higher education leader who used the knowledge she gained during her MLI experience to take a path other than one leading to a college presidency is Dr. Kim Reed, commissioner of the Louisiana Board of Regents. Reed had previously served in President Obama’s administration as deputy undersecretary at the U.S. Department of Education, where she led postsecondary diversity and inclusion work. She also led the White House Initiative on Historically Black Colleges and Universities. She left Washington to become the executive director of the Colorado Department of Higher Education, before being selected by the Louisiana Board of Regents to be their next commissioner.

“MLI has meant a lot to me, both in terms of my immediate experience, the professional path I have taken, and individuals who I have crossed paths with all along the way,” Reed says. Specifically, Reed says MLI taught her some foundational lessons “that I continue to hold dear,”
including "the importance of being very well prepared, the importance of relationships, and the importance of thinking beyond the data to the students who are impacted."

Apart from noting the personal value she gained as a protégé in MLI, Reed also has some thoughts about the meaning of MLI on a macro level. “The evolution of our work is critical, and the opportunity to expose young leaders, emerging leaders, to individuals who have been successful is important,” she observes. “We want professionals to come in with their eyes wide open and understand both the challenges and opportunities. More importantly, it is critical that we invest in the sustainability of great leadership in higher ed. What MLI does very well is that it thinks about the skillsets that are needed for the leaders of tomorrow in higher education. How do we evolve the thinking and the analytics and the conversations that allow us to understand what knowledge transfer will look like in the future? What will good leadership and good advocacy look like in the future? How do we ensure that more students are successful?”

Over 100 people have advanced to presidencies and chancellorships as a result of MLI, notes Dennis J. Shields, J.D., who says, “You probably can’t say none of them would have gotten there without the program, but it also improved their chances of success. I think that’s the enduring value across higher education, that you have this cadre of people who are prepared to step into these very important leadership roles.” Shields says the African-American leaders who first identified the need for MLI deserve a great deal of credit. “I think the people who founded the MLI were visionaries in understanding that we’re not going to diversify the leadership of institutions if we don’t do something intentional about it. The fact that AASCU and those visionaries set up this program that increases the pipeline of people who are viable candidates is the enduring value of the MLI. That’s a great record.”

The value of MLI extends well beyond the practical benefits it imparts to protégés. The hard truth is that society has not yet developed to a point where programs like MLI are not needed. As Dr. Linda Bleicken frames it, “In these days of trying to expand diversity in higher ed, MLI could not be more important. It seems like we should be getting at some point to the level where we don’t need to have special programs, and yet we do.”

That theme is echoed by Dr. Dwaun Warmack, who observes that “sometimes we seem to still live in a country where access and opportunity is not granted to a certain population. To have a program of this magnitude—that provides access, opportunity and accessibility to this wealth of knowledge in one—is amazing.”

Dr. Eduardo Ochoa thinks of MLI as “a great equalizer, particularly for individuals who come from minority communities and may not have an extensive network of mentors and support, and have not absorbed through osmosis all of the subtle things that you need to be able to advance” in higher education. “MLI really creates a wraparound environment of mentorship,” he says. “It is an equalizer in the sense that it allows people that haven’t been privy to that sort of network to be able to compete on an equal footing when going out for new positions.”

“It’s still an uphill battle to try to diversify the ranks of the college presidents,” says Dr. Nancy Kleniewski. “Although I see that women are making more headway now, for a while we were stalled at about 23 percent of presidents. Now, it’s inching up again, but I think that the opportunity for administrators of color to become president still has to be encouraged. We have to be more intentional about providing opportunities for people of color to become president because that’s not happening just by normal refreshing of the pool,” Kleniewski says. “I still recommend [MLI] as the best of the professional development opportunities, so I wish it a long life.”

As of 2018, it appears the need for MLI will continue, and that the program will grow stronger and stronger. “The future of the MLI is for it to continue affording protégés the chance to interact with persons who have interest in becoming presidents or chancellors, but giving them safe space to continue that exploration and preparation,” says Dr. Mickey Burnim. “I think that’s quite valuable. The reason MLI was started in the first place was an attempt to
broaden the pipeline of minority persons, minority scholars and leaders leading to the presidency. There continues to be a tremendous need for diversity. MLI is one of the premier, if not the premier, leadership development program in the country."

The history of MLI embodies “a long, storied history of this community of protégés,” says Dr. Linda Bleicken. “It’s a legacy that lives. It is a community that is active. It’s a community that is there to offer support, no matter where you are in the course of your leadership journey. I am so pleased that there is a program like MLI. It was very much needed when it began, and it is still vitally needed today.”

Dr. Muriel Howard calls MLI “one of the brilliant initiatives that AASCU took on.” Saying that the MLI approach of marrying professional development with mentoring is “a genius model,” Howard says she can’t help but notice that “other leadership programs have started to follow that model of making sure that they’re bringing in senior campus leaders with a mentoring component.” If imitation is the sincerest form of flattery, programs that have adopted that model prove that MLI has been very successful indeed.

Looking ahead, Howard hopes MLI will “be able to deepen the experiences for protégés.” In that regard, Howard strongly supports the addition of offering protégés opportunities for coaching after their mentorships have concluded. As protégés continue to think about how to further hone and expand their skillsets, Howard says the coaches will help them figure that out. “That’s what will increase the success of the program,” she says. “It’s not necessarily to increase the number of people in the class, but to deepen their leadership opportunities and experience” so that more diverse professionals with strong skills can accede to senior level positions.

Dr. Mildred García, AASCU’s new president as of January 2018, believes MLI has enduring value in the ongoing work to diversify leadership in higher education. “Number one, it is an amazing professional development opportunity that is focused on diversifying the presidency in our nation. As we look at studies across the country, we realize that while we’ve made some progress, it has certainly not been enough. We have learned from research that the more you have people who are different and think differently in teams and take on leadership positions and work in those teams, you have better solutions and opportunities to lift institutions to meet their mission and their goals.”

“There are so many professional development opportunities out there,” García further observed, “but what I like about MLI is that it not only talks about the skills and traits you need to become a college president or university president, but it also helps you to understand who you are and understand what it means to be an ‘other,’ whatever that may be in a predominantly majority institution as well, and understand how to navigate that journey throughout your career. I think that’s one of the real central values, whether you are a woman, a woman of color, a person of color, LGBQT, or even a man at a woman’s college.”

Quoted recently in AASCU’s magazine, Public Purpose, Dr. Mary Evans Sias, the current director of the MLI and past president of Kentucky State University, summarized why MLI is so important to society writ large. “America’s promise is about providing higher education for everyone, regardless of race, creed, national origin or socio-economic background,” she said. “It is important that our presidents represent that student body and those types of students. If we truly want to deliver America’s promise, now is not the time to let our guard down. Now is the time where we have to be ever more vigilant.”

As society strives to provide equal opportunity for all, the ongoing need for MLI is self-evident. We can expect a steady stream of would-be protégées to continue to express keen interest in participating in MLI. We can also count on the leaders in higher education who created and have sustained the program for more than two decades to continue that essential work. Support from AASCU will continue to add significant value to MLI. Graduates of the program will continue to support it by volunteering as mentors, MLI Institute faculty members, and MLI volunteer advisors. With the continued efforts of all who have contributed to make MLI the rich and strong program it is after two decades, MLI can look forward to providing its unique, noteworthy and vitally important mission for years to come.
In Memoriam

Dr. Gladys Styles Johnson, chancellor emerita of the University of Nebraska at Kearney, was one of the founders of MLI. In addition to serving many years on the AASCU Board of Directors, Gladys also served as a member of AASCU’s Committee for Women Presidents and as chancellor of the Experienced Presidents Academy Advisory Team and Rural Coalition. Gladys served as the founding director of MLI. Everyone who knew her knew MLI was her passion, next to her husband, Dr. Jack Kinsinger. Her kindness and her ability to move MLI ahead will always be an inspiration to all of us. AASCU and higher education in the United States lost a champion when she passed away on June 20, 2018.

Dr. David G. Carter was the former chancellor of the Connecticut State University System from 2006 to 2010; he also served as the former president of Eastern Connecticut State University. David died on March 17, 2018. He was one of the founders of MLI and believed that all children deserved an education. He spent his life working toward that goal. He was passionate about education and was tireless in his efforts to make MLI a reality.

Hazo W. Carter, Jr., Ph.D. was the president emeritus of West Virginia State University, following his 25-year tenure at the institution. He passed away Feb. 18, 2014. Hazo started his career at Norfolk State University (Va.), where he held a number of positions. He moved from Norfolk to Philander Smith College (Ark.), where he also served as president. He was a strong advocate for historically black colleges and universities. He served for three years on AASCU’s Board of Directors, and in 2005 he was appointed to AASCU’s Commission of Public University Renewal. Hazo’s life exemplified service. He was a founder of MLI and was dedicated to its mission.
David B. Henson, Ph.D. died Oct. 25, 2005. He served as an MLI founder and retired as the 17th president of Lincoln University (Mo.). He was a dynamic speaker and published extensively. David was passionate about MLI and the impact it could have on changing the face of higher education. He has been and will continue to be missed for his wisdom and values and his deep commitment to higher education and student welfare.

Wendell G. Rayburn Sr., Ed.D. passed away on Dec. 27, 2016. Wendell served as vice president, secretary-treasurer and senior associate of AASCU from 1996-2006. In retirement, he remained a director of the AASCU-Penson Center for Professional Development. Wendell served as presidents of Savannah State University (Ga.) from 1980-1988 and of Lincoln University (Mo.) from 1988-1996. He oversaw the implementation of the Georgia Board of Regents’ mandatory desegregation plan and also served as an academic dean at the University of Louisville (Ky.). Wendell also served as a mentor to many in higher education and was a founder of MLI.
IN CONCLUSION: WITH THANKS AND APPRECIATION

Throughout our first 20 years, the Millennium Leadership Initiative (MLI) has enjoyed widespread, strong support of American Association of State Colleges and Universities (AASCU) presidents and chancellors.

Whether it was us needing one more presidential mentor, someone to serve as a professional coach or to help a protégé prepare for an interview, or scholarship support to allow a talented senior higher education leader to attend the MLI Institute who did not have the funds, you have been there for MLI.

MLI is deeply appreciative of your ongoing support and grateful for the confidence you have shown in us over the past 20 years. You have helped make the daring visions of MLI’s founders a reality and positioned MLI as a leader in professional leadership development training for those who desire to become university presidents or chancellors.

Working together, we are fulfilling an important need in the higher education community at a time when so many of the nation’s university presidents and chancellors will be retiring in the next five to six years. Let us continue to work together over the next 20 years to further advance the cause of diversifying higher education and providing quality training. Together, we make dreams come true.

We thank you for your support.

Acknowledgments

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Note

Institutional affiliations for the individuals cited in this monograph were current at the time it was written (spring 2018). Some individuals may have moved on to new positions since then. Institutional affiliation is for identification only; the thoughts expressed by the individuals quoted here represent their own points of view and not necessarily those of their institutions.
Appendix 1: Millennium Leadership Initiative (MLI) Graduates Who Advanced to College/University Presidencies and Chancellorships

**Johnson O. Akinleye** (Class of 2015)
Chancellor, North Carolina Central

**Livingston Alexander** (Class of 2001)
President, University of Pittsburgh at Bradford (Pa.); University of Pittsburgh at Titusville (Pa.)

**Rodolfo Arevalo** (Class of 2000)
Former President, Eastern Washington University

**Tony Atwater** (Class of 2003)
Former President, Norfolk State University (Va.); Former President, Indiana University of Pennsylvania

**Stanley F. Battle** (Class of 2002)
Former Interim President, Southern Connecticut State University; Former Chancellor, North Carolina State A&T University; Former President, Coppin State University (Md.)

**Juliette Bell** (Class of 2007)
Former President, University of Maryland Eastern Shore

**Kweku K. Bentil** (Class of 2002)
Campus Former President, Miami Dade College

**Linda Bennett** (Class of 2005)
Former President, The University of Southern Indiana

**Susan Borrego** (Class of 2010)
Chancellor, University of Michigan-Flint

**Betsy V. Boze** (Class of 2002)
Former President, College of the Bahamas; Former CEO, Kent State University at Stark (Ohio)

**Aminta H. Breaux** (Class of 2010)
President, Bowie State University (Md.)

**M. Christopher Brown** (Class of 2002)
President, Kentucky State University; Former President, Alcorn State University (Miss.)

**T.J. Bryan** (Class of 2000)
Chancellor Emerita, Fayetteville State University (N.C.)

**Thomas J. Calhoun** (Class of 2012)
President, Chicago State University (Ill.)

**Curtis B. Charles** (Class of 2011)
Former President, Tiffin University (Ohio)
Soraya M. Coley (Class of 2000)  
President, California State Polytechnic University-Pomona

Nancy Cooley (Class of 2005)  
Former President, Open Campus, Florida State College-Jacksonville

Shirley Ramírez Collado (Class of 2009)  
President, Ithaca College (N.Y.)

Don Cozzetto (Class of 2000)  
Former President, University of Northern British Columbia

Charles Curry (Class of 2002)  
Former Acting President, Slippery Rock University (Pa.)

Elizabeth Davis-Russell (Class of 2004)  
Former President, William V. S. Tubman University (Md.)

Adela De La Torre (Class of 2017)  
President, San Diego State University (Calif.)

Karrie G. Dixon (Class of 2013)  
Interim Chancellor, Elizabeth City State University (N.C.)

Cheryl Dozier (Class of 2010)  
President, Savannah State University (Ga.)

Barry Dunn (Class of 2013)  
President, South Dakota State University

Beverly Edmond (Class of 2007)  
Former Interim President, Alabama A&M University

Susan Elkins (Class of 2005)  
Chancellor, University of South Carolina Palmetto College

Royce Engstrom (Class of 2009)  
Former President, The University of Montana

Sheri Noren Everts (Class of 2006)  
Chancellor, Appalachian State University (N.C.)

A. Zachary Faison, Jr. (Class of 2017)  
President, Edwards Waters College (Florida)

Angela Franklin (Class of 2004)  
President, Des Moines University (Iowa)

William J. Fritz (Class of 2010)  
President, City University of New York, College of Staten Island

Mildred García (Class of 1999)  
President, American Association of State Colleges and Universities; Former President, California State University, Fullerton; Former President, California State University Dominguez Hills; Former CEO, Berkeley College (N.J., N.Y.)

Gale E. Gibson (Class of 2008)  
Former President, Essex County College (N.J.)

Joanne Glasser (Class of 2000)  
Former President, Bradley University (Ill.); Former President, Eastern Kentucky University

Emmanuel Gonsalves (Class of 2007)  
Former President, The College of Science, Technology and Applied Arts of Trinidad & Tobago

Ervin Griffin (Class of 1999)  
Former President, Halifax Community and Technical College (N.C.); Former President, West Virginia State Community College

Ivelaw L. Griffin (Class of 2005)  
Former President, Fort Valley State University (Ga.)

Pamela Hammond (Class of 2006)  
Interim President, Virginia State University

Sandra Harper (Class of 2002)  
President, McMurry University (Texas); Former President, Our Lady of the Lake College (La.)

Carrie Besnette Hauser (Class of 2011)  
President, Colorado Mountain College
**Billy Hawkins** (Class of 2000)
President, Talladega College (Ala.); Former President, Texas College

**Virginia S. Horvath** (Class of 2011)
President, State University of New York at Fredonia

**Christopher Howard** (Class of 2008)
President, Robert Morris University (Pa.); Former President, Hampden-Sydney College (Va.)

**Michelle Howard-Vital** (Class of 2006) (Deceased)
Former Interim President, Florida Memorial University; Former President, Cheyney University of Pennsylvania; Former Interim Chancellor, Winston Salem State University (N.C.)

**Cynthia Jackson-Hammond** (Class of 2001)
President, Central State University (Ohio)
Brian Johnson (Class of 2012)
Former President, Tuskegee University (Ala.)

**Melvin Johnson** (Class of 2001)
Former President, Tennessee State University

**Dale Jones** (Class of 2010)
Chancellor and Chief Academic Officer, Penn State University Wilkes-Barre

**Glendell Jones** (Class of 2008)
President, Henderson State University (Ark.)

**Pete G. Jordan** (Class of 2011)
President, Tarrant County College, South Campus, Fort Worth (Texas)

**Renu Khator** (Class of 2004)
Chancellor, University of Houston System; President, University of Houston

**William Kibler** (Class of 2013)
President, Sul Ross State University (Texas)

**Walter Kimbrough** (Class of 2002)
President, Dillard University (La.); Former President, Philander Smith College (Ark.)

**Raynard Kingston** (Class of 2007)
President, Grinnell College (Iowa)

**Nancy Kleniewski** (Class of 2006)
Former President, State University of New York, College at Oneonta

**Susan J. Koch** (Class of 2003)
Chancellor and Vice President, University of Illinois, Springfield

**Michael Laliberte** (Class of 2013)
President, State University of New York at Delhi

**Dorothy Leland** (Class of 2002)
Chancellor, University of California, Merced; Former President, Georgia College & State University

**Devorah Lieberman** (Class of 2001)
President, University of LaVerne at California

**Henry Lewis** (Class of 2002)
Former President, Florida Memorial University

**James Limbaugh** (Class of 2010)
President, West Los Angeles College; Interim President, Oxnard College (Calif.); Former Chancellor, Montana State University Northern

**Wallace Loh** (Class of 2010)
President, University of Maryland, College Park

**Kofi Lomotey** (Class of 2001)
Former Chancellor, Southern University and A&M College (La.); Former President, Fort Valley State University (Ga.)

**Barbara G. Lyman** (Class of 2006)
Interim President, Shippensburg University of Pennsylvania
Elmira Mangum (Class of 1999)
Former President, Florida A&M University

Andrea Miller (Class of 2006)
President, LeMoyne-Owen College (Tenn.); Former Chancellor, Baton Rouge Community College (La.); Former Chancellor, Sowela Technical Community College (La.)

Fayneese Miller (Class of 2009)
President, Hamline University (Minn.)

Keith T. Miller (Class of 2000)
Former President, Virginia State University; Former President, Lock Haven University (Pa.)

Robert C. Mock (Class of 2011)
President, Johnson & Wales University, Charlotte Campus (N.C.)

Dana Mohler-Faria (Class of 1999)
Former President, Bridgewater State College (Mass.)

Carlos Morales (Class of 2012)
President, Tarrant County College Connect (Texas)

Tomás Morales (Class of 2004)
President, California State University San Bernardino; Former President, City University of New York, College of Staten Island

J. Keith Motley (Class of 2000)
Former Chancellor, University of Massachusetts-Boston

Eduardo M. Ochoa (Class of 2002)
President, California State University, Monterey Bay

Michael Ortiz (Class of 1999)
Former President, California State Polytechnic University, Pomona

Emmanuel Osagie (Class of 2001) (Deceased)
Former Chancellor, Penn State Fayette, Eberly Campus

John K. Pierre (Class of 2013)
Chancellor, Southern University Law Center (La.)

John Ellis Price (Class of 2009)
Former President, University of North Texas at Dallas

Marysz Rames (Class of 2014)
President Designate, Wayne State College (Neb.); Interim President, Dakota State University (S.D.)

Patricia Pierce Ramsey (Class of 2005)
President, Lincoln University (Pa.); Former Interim President, Bowie State University (Md.)

Una Mae Reck (Class of 2001)
Former Chancellor, Indiana University, South Bend

Elwood L. Robinson (Class of 2008)
Chancellor, Winston-Salem State University (N.C.)

Havidán Rodríguez (Class of 2013)
President, State University of New York at Albany

Ronald Rochon (Class of 2009)
President, University of Southern Indiana

Ronald R. Rosati (Class of 2013)
Former Officer in Charge, State University of New York College of Technology at Alfred
Judy S. Sakaki (Class of 2000)
President, Sonoma State University (Ca.)

Debra Saunders-White (Class of 2008) (Deceased)
Chancellor, North Carolina Central University

Dennis Shields (Class of 2009)
Chancellor, University of Wisconsin-Platteville

Rodney Smith (Class of 2000)
President, The College of the Bahamas, Nassau; Former President, Ramapo College of New Jersey

Marlene Strathe (Class of 1999)
Former Interim President, Oklahoma State University

Cornell Thomas (Class of 2006)
Former President, Jarvis Christian College (Texas)

Maria Thompson (Class of 2010)
President Designate, Coppin State University (Md.)

Ramon Torrecilha (Class of 2011)
President, Westfield State University (Mass.)

Victor Ukpolo (Class of 2000)
Former Chancellor, Southern University at New Orleans (La.)

Nancy Uscher (Class of 2008)
President, Cornish College of the Arts (Wash.)

Dwaun Warmack (Class of 2013)
President, Harris-Stowe State University (Mo.)

DeLois P. Weekes (Class of 1999)
Former President, Clarkson College (Neb.); Former President, Cox College of Nursing and Health Sciences (Mo.)

Gregory H. Williams (Class of 2000)
Former President, The University of Cincinnati (Ohio); Former President, City College of New York

Fred Wood (Class of 2011)
District Chancellor, Contra Costa Community College (Calif.); Former Chancellor, University of Minnesota, Crookston

Jerald Woolfolk Adley (Class of 2013)
President, Lincoln University (Mo.)

Karl Wright (Class of 2005)
President, Florida Memorial University

Mary Wyatt (Class of 2000)
Former President, Roanoke-Chowan Community College, Ahoskie (N.C.)
Appendix 2: MLI Graduates Who Advanced to Other Leadership Positions

CEOs/Presidents

Carrie Besnette Hauser (Class of 2011)
President and CEO, Kaufman Scholars, Inc.

Jerome Blue (Class of 2001)
President, Bluestone Developers

Cabinet/Government Appointments

Michael Battle (Class of 2002)
Ambassador, U.S. Mission to the African Union

Eduardo M. Ochoa (Class of 2002)
Former Assistant Secretary for Postsecondary Education, U.S. Department of Education

Alma Hobbs (Class of 2007)
Former Deputy Assistant Secretary for Administration, U.S. Department of Agriculture

Kim Hunter Reed (Class of 2010)
Commissioner of Higher Education, Louisiana Board of Higher Education; Former Executive Director, Colorado Department of Higher Education; Former Deputy Undersecretary, U.S. Department of Education

Debra Saunders-White (Class of 2009) (Deceased)
Former Deputy Assistant Secretary for Higher Education Programs, U.S. Department of Education

George Smith (Class of 2011)
Chief of Staff, U.S. Department of Education, Office of Vocational and Adult Education

Other Career Advancements

Kwesi E. Aggrey (Class of 2004)
Provost and Vice Chancellor for Academic Affairs, North Carolina Central University

Beverley J. Anderson (Class of 2000)
Provost and Vice President, Academic and Student Affairs, Chicago State University (Ill.)

Pamela Arrington (Class of 2004)
Associate Vice President, Faculty and Programs and Undergraduate Studies, Alabama A&M University

Beth Barnett (Class of 2000)
Provost and Vice President, Academic Affairs, Ramapo College of New Jersey

Stanley F. Battle (Class of 2002)
Professor & Founding Director of the Master’s Degree in Social Work, University of Saint Joseph (Conn.)

Juliette B. Bell (Class of 2007)
Provost and Vice President Academic Affairs, Central State University (Ohio)

Loren Blanchard (Class of 2004)
Senior Vice President, Academic Affairs, Xavier University (La.)

Teresa Branch
Vice President for Student Affairs, University of Montana (Class of 2002)

Anthony Brown (Class of 2004)
Vice Chancellor, Student Affairs, Elizabeth City University (N.C.)

Bonita Brown (Class of 2010)
Chief of Staff, The University of North Carolina at Greensboro

Richard L. Brown (Class of 2000)
Vice Chancellor of Finance and Operations, University of Tennessee at Chattanooga

Janet Caldwell (Class of 2001)
Former Vice President, Enrollment Management, Central State University (Ohio)

Thomas Calhoun (Class of 2012)
Vice President for Enrollment Management, University of North Alabama

Alberto J.F. Cardelle (Class of 2008)
Provost, Fitchburg State University (Mass.)

Carmen I. Coballes-Vega (Class of 2007)
Provost and Vice President, Academic Affairs, Hostos Community College of The City University of New York

Soraya Coley (Class of 2000)
Provost and Vice President, Academic Affairs, California State University, Bakersfield

Ken Coopwood (Class of 2007)
Associate Vice President for Diversity, Inclusion and Equity, St. Mary’s College of Maryland
Jennifer Capeheart-Meningall (Class of 2001)
Vice President, Student Affairs, University of South Florida

Dorcas Colvin (Class of 2006)
Vice President, American Association of State Colleges and Universities

Susan Coultrap-McQuin (Class of 2002)
Provost and Vice President, Academic Affairs, State University of New York at Oswego

Brenda Dede (Class of 1999)
Assistant Vice President, Academic Affairs, Clarion University of Pennsylvania

Jason DeSousa (Class of 2001)
Provost and Vice President for Academic and Student Affairs, Huston-Tillotson College (Texas)

Jeronima Echeverria (Class of 2003)
Provost and Vice President, Academic Affairs, California State University, Fresno

Susan Elkins (Class of 2005)
Vice President, Extended Programs and Regional Development, Tennessee Tech University

Jeanne Gerlach (Class of 2002)
Associate Vice President, University of Texas at Arlington

Amanda Golbeck (Class of 2001)
Vice President, Academic Affairs, Kansas Board of Regents

Marion Gillis-Olion (Class of 2004)
Provost and Vice Chancellor, Academic Affairs, Fayetteville State University (N.C.)

Linda Greene (Class of 2003)
Vice Chancellor of Equity, Diversity and Inclusion, University of California, San Diego

Mary Gresham (Class of 2000)
Dean, Graduate School of Education and Vice President, Public Service/Urban Affairs, State University of New York at Buffalo

Ivelaw L. Griffin (Class of 2005)
Provost, Radford University (Va.)

Curtis Guaglianone (Class of 2004)
Special Assistant to the Provost, California State University-Bakersfield

Billy Harper (Class of 1999)
Vice President, Community Affairs, State University of New York Educational Opportunity Center

Abe Harraf (Class of 2000)
Provost, Southern Utah University

Sharon Hoffman (Class of 2000)
Provost and Vice President, Academic Affairs, Clayton College and State University (Ga.)

Madelyn D. Hunt (Class of 2002)
Associate Provost for Student Retention, Lamar University (Texas)

Cynthia Jackson-Hammond (Class of 2001)
Provost and Vice President of Academic Affairs, Coppin State University (Md.)

Nancy Jannik (Class of 2006)
Interim Associate Vice President, Academic Affairs for Research, Winona State University (Minn.)

Barbara J. Johnson (Class of 2013)
Vice President for Accreditation Relations, Higher Learning Commission for North Central Association

Howard C. Johnson (Class of 2002)
Provost and Vice President for Academic Affairs, University of North Texas

Cyrus Jollivette (Class of 2001)
Group Vice President for Public Affairs, Blue Cross and Blue Shield of Florida

Joyce Jones (Class of 2004)
Vice Chancellor for Student Affairs, Board of Regents of the University System of Georgia

Lee Jones (Class of 2001)
Former Associate Vice Chancellor, Academic Affairs and Dean, Graduate School, University of Wisconsin, Whitewater

Walter Jones (Class of 2006)
Dean, Counseling and Student Development, Rio Hondo College (Calif.)
Arthur T. King (Class of 1999)
Retired Dean, School of Business and Economics, Winston-Salem State University (N.C.)

Raynard Kingston (Class of 2007)
National Principal Director, Acting Director, Principal Deputy Director, National Institutes of Health

Georj Lewis (Class of 2013)
Vice President, Student Affairs, Armstrong Atlantic State University (Ga.)

Joanne Li (Class of 2016)
Dean, Florida International University, College of Business

Barbara Lyman (Class of 2006)
Provost and Vice President for Academic Affairs, Shippensburg University of Pennsylvania

James Mackin (Class of 2004)
Provost, Abu Dhabi University (United Arab Emirates)

Elmira Mangrum (Class of 1999)
Vice President, Budget and Planning, Cornell University (N.Y.)

Kevin McDonald (Class of 2009)
Chief Diversity Officer, Rochester Institute of Technology (N.Y.)

William McHenry (Class of 2003)
Executive Director, The Mississippi e-Center and Professor of Organic Chemistry, Jackson State University (Miss.); formerly Vice Chancellor for Academic and Student Affairs, Oklahoma Board of Regents

Sally McKee (Class of 1999)
Vice Provost, Academic Outreach, University of Minnesota

Michael D. McKinley (Class of 2003)
Executive Assistant to the President, Grambling State University (La.)

Kenneth P. Monteiro (Class of 2003)
Acting Dean, San Francisco State University (Calif.)

Lillian Montoya-Rael (Class of 1999)
Financial Planning Associate, Smith Barney (N.M.)

Garrie Moore (Class of 1999)
Vice Chancellor, Student Development, City University of New York System

Luis Nieves (Class of 2000)
Consultant, University of Puerto Rico Humacao University College

Sheri Noren Everts (Class of 2006)
Provost and Vice President, Academic Affairs, Illinois State University

Michael Parsons (Class of 2007)
Associate Director, Abu Dhabi Women’s College (United Arab Emirates)

Judith Prince (Class of 2004)
Vice Chancellor, University of South Carolina Upstate (formerly University of South Carolina Spartanburg)

Anne Patterson (Class of 2003)
Provost and Vice President, Academic Affairs, Fairmont State University (W.V.)

Donnie Perkins (Class of 2002)
Dean and Director of Affirmative Action, Special Assistant to the Senior Vice President for Institutional Advancement, Northeastern University (Mass.)

Jacqueline Pollard (Class of 1999)
Vice President, Institutional Advancement, Bennett College (N.C.)

Benjamin F. Quilian, Jr. (Class of 1999)
Vice Chancellor for Administration and Finance, California State University System

Shirley M. Ramírez (Class of 2009)
Dean and Chief Diversity Officer, Middlebury College (Vt.)
Lisa B. Rhine (Class of 2012)
Provost, Tidewater Community College, Chesapeake Campus (Va.)

Betty Roberts (Class of 2004)
Vice President for Administration and Finance, University of Central Missouri

Alan D. Robertson (Class of 2007)
Vice Chancellor of Administration and Finance, North Carolina Central University

Ronald S. Rochon (Class of 2009)
Provost and Vice President, Academic Affairs, University of Southern Indiana

Kevin Rolle (Class of 2001)
Executive Vice President and Chief Financial Officer, Alabama A&M University

Judy Sakaki (Class of 2000)
Vice President for Student Affairs, Office of the President, University of California System

Claudia V. Schrader (Class of 2012)
Vice President for Academic Affairs and Provost, Bronx Community College (N.Y.)

Cynthia Sellers (Class of 2002)
Vice President for Student Affairs, Tuskegee University (Ala.)

John Selmon (Class of 1999)
Senior Vice President, Davenport University-Dearborn (Mich.)

Taki Taylor-Webb (Class of 2011)
dean, College of Education, Florida A&M University

Linda S. Thompson (Class of 2002)
Provost and Vice President for Academic Affairs, North Carolina A&T State University

Ramon Torrecilha (Class of 2011)
Provost, California State University, Dominguez Hills

Teferi Tsegaye (Class of 2013)
National Program Leader, Water Availability and Watershed Management, U.S. Department of Agriculture

Ashish Vaidya (Class of 2004)
Provost and Vice President for Academic Affairs, St. Cloud State University (Minn.)

G. Dale Wesson (Class of 2009)
Vice President, Division of Research, South Carolina State University

Daniel Wims (Class of 2005)
Executive Vice President, Academic Affairs, Alabama A&M University

Jerald Jones Woolfolk (Class of 2013)
Vice President, Student Affairs and Enrollment Management, State University of New York at Oswego

Karl Wright (Class of 2005)
Provost, Claflin University (S.C.); Provost, University of the Virgin Islands

Mary Wyatt (Class of 2000)
Vice President for Academic Affairs, Savannah State University (Ga.)

Daniel Wubah (Class of 2005)
Vice President and Dean for Undergraduate Education, Virginia Tech

Benjamin F. Young (Class of 2005)
Vice President for Student Affairs and Enrollment Management, Ivy Tech Community College (Ind.)
APPENDIX 3: STATES WHERE MLI GRADUATES HAVE SERVED AS PRESIDENTS/CHANCELLORS

Alaska: 1
Hawaii: 1
California: 14
Appendix 4: MLI Executive Steering Committee 2017-2018

Cheryl Dozier  
Chair  
President, Savannah State University (Ga.)

Dennis Shields  
Vice Chair  
Chancellor, University of Wisconsin-Platteville

Carolos Vargas-Aburto  
President, Southeast Missouri State University

Willie Hagan  
President, California State University Dominguez Hills

Nancy Kleniewski  
President (Retired 2018), State University of New York College at Oneonta

F. Javier Cevallos  
President, Framingham State University (Mass.)

Frank Pogue  
Chair, MLI Mentor Committee  
Interim President, Cheyney University of Pennsylvania

Founders

Charlie Nelms  
Nominating Committee Chair  
Principal, Nelms & Associates Consulting, LLC  
Former Chancellor, North Carolina Central University and University of Michigan, Flint

Edward B. Fort  
Chancellor Emeritus and Professor of Education, North Carolina Agricultural and Technical State University

Marvalene Hughes  
President Emerita, Dillard University (La.)

F.C. Richardson  
Chancellor Emeritus, Indiana University Southeast

David G. Carter  
(Deceased 2018)  
Chancellor Emeritus, Connecticut State University System

Gladys Styles Johnston  
(Deceased 2018)  
Former MLI Director and Assistant to the AASCU President  
Chancellor Emerita, University of Nebraska at Kearney

AASCU Staff

Dr. Mary Evans Sias  
Director of MLI and Assistant to the President

Dr. Jacquelyn Madry-Taylor  
MLI Program Consultant
Appendix 5: MLI Charter Members

These institutions were the first to support MLI from 1998-1999:

- Alabama A&M University
- Bowling Green State University (Ohio)
- Bridgewater State University (Mass.)
- Buffalo State College (N.Y.)
- California State University, Los Angeles
- California State University, Sacramento
- Central State University (Ohio)
- Chicago State University (Ill.)
- City University of New York, City College
- City University of New York, Hunter College
- City University of New York, Medgar Evers College
- City University of New York, Queens College
- City University of New York, York College
- Edinboro University of Pennsylvania
- Elizabeth City State University (N.C.)
- Fayetteville State University (N.C.)
- Fort Valley State University (Ga.)

- Idaho State University
- Indiana State University
- Indiana University Northwest
- Indiana University-Purdue University Indianapolis
- Kentucky State University
- Lincoln University of Missouri
- Middle Tennessee State University
- Mississippi Valley State University
- Norfolk State University (Va.)
- Portland State University (Ore.)
- San Jose State University (Calif.)
- Savannah State University (Ga.)
- South Dakota State University
- State University of New York College at Plattsburgh
- Texas Southern University
- Thomas Edison State College (N.J.)
- Winston-Salem State University (N.C.)
Appendix 6: 2018 MLI Member Institutions

- Alabama A&M University
- Albany State University (Ga.)
- Arkansas State University Jonesboro
- Arkansas Tech University
- Austin Peay State University (Tenn.)
- Bemidji State University (Minn.)
- Bloomsburg University of Pennsylvania
- Bowie State University (Md.)
- California Polytechnic State University, San Luis Obispo
- California State Polytechnic University, Pomona
- California State University
- California State University, Bakersfield
- California State University Chico
- California State University, Dominguez Hills
- California State University, East Bay
- California State University, Fresno
- California State University, Fullerton
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Monterey Bay
- California State University, Northridge
- California State University, Sacramento
- California State University San Marcos
- California State University, Stanislaus
- California University of Pennsylvania
- Central Michigan University
- Central State University (Ohio)
- The City University of New York
- City University of New York, College of Staten Island
- City University of New York Lehman College
- City University of New York, Medgar Evers College
- Clayton State University (Ga.)
- Clemson University (S.C.)
- Coastal Carolina University (S.C.)
- The College of New Jersey
- East Carolina University (N.C.)
- Eastern Kentucky University
- Eastern Washington University
- Elizabeth City State University (N.C.)
- Fayetteville State University (N.C.)
- Florida A&M University
- Florida Gulf Coast University
- Fort Hays State University (Kan.)
- Fort Valley State University (Ga.)
- Framingham State University (Mass.)
- Francis Marion University (S.C.)
- George Mason University (Va.)
- Georgia Southern University–Armstrong Campus
  (formerly Armstrong State University)
- Harris-Stowe State University (Mo.)
- Illinois State University
- Indiana State University
- Indiana University Northwest
- Indiana University South Bend
- Indiana University-Purdue University Indianapolis
- Jackson State University (Miss.)
- Jacksonville State University (Ala.)
- Keene State College (N.H.)
- Kennesaw State University (Ga.)
- Kentucky State University
- Kutztown University of Pennsylvania
- Lamar University (Texas)
- Lewis-Clark State College (Idaho)
- Lincoln University of Missouri
• Metropolitan State University of Denver (Colo.)
• Middle Georgia State University
• Millersville University of Pennsylvania
• Montana Tech of The University of Montana
• Montclair State University (N.J.)
• Morehead State University (Ky.)
• New Jersey City University
• Nicholls State University (La.)
• Norfolk State University (Va.)
• North Carolina Agricultural & Technical State University
• North Carolina Central University
• Northeastern Illinois University
• Northern Arizona University
• Northern Michigan University
• Oakland University (Mich.)
• Prairie View A&M University (Texas)
• Radford University (Va.)
• Rutgers University - Newark (N.J.)
• Saginaw Valley State University (Mich.)
• Salisbury University (Md.)
• Sam Houston State University (Texas)
• San Diego State University (Calif.)
• San Jose State University (Calif.)
• Savannah State University (Ga.)
• Shippensburg University of Pennsylvania
• Slippery Rock University of Pennsylvania
• Southeast Missouri State University
• Southern Arkansas University
• Southern Connecticut State University
• Southern University and A&M College System (La.)
• St. Cloud State University (Minn.)
• State University of New York, Buffalo State
• State University of New York - Empire State College
• State University of New York at Fredonia
• State University of New York College at Oneonta
• State University of New York College at Oswego
• State University of New York College at Plattsburgh
• Stockton University (N.J.)
• Tarleton State University (Texas)
• Tennessee State University
• Texas A&M University-Kingsville
• Texas A&M University-San Antonio
• Texas Southern University
• Texas State University
• Texas Woman’s University
• Thomas Edison State University (N.J.)
• University of Alaska Anchorage
• University of Central Arkansas
• University of Central Florida
• University of Maryland, Baltimore County
• University of Maryland Eastern Shore
• University of Massachusetts Boston
• University of Massachusetts Dartmouth
• University of Michigan – Flint
• University of Montevallo (Ala.)
• University of North Alabama
• University of North Carolina at Pembroke
• The University of North Texas at Dallas
• University of Pittsburgh at Bradford (Pa.)
• University of South Carolina Aiken
• University of South Carolina Palmetto College
• University of Southern Maine
• University of Southern Mississippi
• University of the District of Columbia
• University of the Virgin Islands
• University of Washington, Tacoma
• University of Wisconsin – Oshkosh
• University of Wisconsin – Platteville
• University of Wisconsin – Stevens Point
• University of Wisconsin – Superior
• University of Wisconsin – Whitewater
• University of Wisconsin System
• Utah Valley University
• Virginia State University
• Weber State University (Utah)
• Western Connecticut State University
• Western Illinois University
• West Virginia State University
• Western Kentucky University
• Western Washington University
• Westfield State University (Mass.)
• Winston-Salem State University (N.C.)
• Winthrop University (S.C.)
### Appendix 7: Demographic Breakdown of MLI Classes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Participants</td>
<td>Percent of Class</td>
<td>Total Participants</td>
<td>Percent of Class</td>
<td>Total Participants</td>
</tr>
<tr>
<td><strong>Ethnicity and Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American Men</td>
<td>63</td>
<td>53</td>
<td>45</td>
<td>43</td>
<td>204</td>
</tr>
<tr>
<td>African-American Women</td>
<td>39</td>
<td>45</td>
<td>44</td>
<td>47</td>
<td>175</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>102</td>
<td>67%</td>
<td>102</td>
<td>67%</td>
<td>102</td>
</tr>
<tr>
<td>Caucasian Men</td>
<td>10</td>
<td>13</td>
<td>14</td>
<td>9</td>
<td>46</td>
</tr>
<tr>
<td>Caucasian Women</td>
<td>24</td>
<td>30</td>
<td>19</td>
<td>20</td>
<td>93</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>22%</td>
<td>43</td>
<td>27%</td>
<td>33</td>
</tr>
<tr>
<td>Asian Men</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Asian Women</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>4%</td>
<td>1</td>
<td>1%</td>
<td>4</td>
</tr>
<tr>
<td>South Asian Men</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>South Asian Women</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
<td>4</td>
</tr>
<tr>
<td>Native American Men</td>
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<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Native American Women</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>&lt;1%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic Men</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>Hispanic Women</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>18</td>
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<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>6%</td>
<td>11</td>
<td>7%</td>
<td>14</td>
</tr>
<tr>
<td>Middle Eastern Men</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Middle Eastern Women</td>
<td>0</td>
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<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
<td>3</td>
</tr>
<tr>
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<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Other Women</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>&lt;1%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td>153</td>
<td>100%</td>
<td>156</td>
<td>100%</td>
<td>149</td>
</tr>
</tbody>
</table>

Note: This table includes the 2018 class of MLI proteges who currently have yet to graduate. Therefore, the total number of participants is higher than the 570 MLI graduates referenced earlier in this monograph.

To see the full demographic breakdown by MLI class, please visit MLI’s website at [www.aascu.org/MLI/Demographics](http://www.aascu.org/MLI/Demographics).
Appendix 8: Meaning Behind MLI’s New Logo

Why does MLI’s new logo have a period and a line?

The period signals to readers that a sentence is ending and brings them to a full stop. In the MLI logo, the period symbolizes that the failure to diversify the ranks of higher education must stop.

Moving forward as a nation, we continue to make progress on improving the diversity of higher education. However, we must continue to make significant strides to match the needs of our diversifying nation and student body. Thus, the line in the logo goes up above and beyond MLI. It sets up the action that must follow us into the future.

The period and the line represent that MLI is moving the “mark.” The truth is simple: No nation can be great if there is not diversity of thought and diversity of leadership in its most senior levels. In the future, we must make even bigger strides and have even bolder results! Over the next 20 years, let’s see how far we can move the “mark.”