

ACE
FELLOWS
PROGRAM

The
Proven Path
to

LEADERSHIP



American Council on Education
The Unifying Voice for Higher Education

Leadership Positions and Institutions of Some Recent ACE Fellows

Provost and Academic Vice President, Drew University (NJ)	Provost, Morehead State University (KY)	President, Fielding Graduate University (CA)	President, Holy Names University (CA)
President, Grand Valley State University (MI)	Dean of Graduate and Professional Studies, McDaniel College (MD)	Executive Vice President, University of Rochester (NY)	President, Florida A&M University
Vice Provost for Research and Innovation, University of Colorado at Colorado Springs	President, Cabrini College (PA)	President, University of Dallas (TX)	Director, Science, Mathematics, and Technology Education, Western Washington University
Executive Officer, American Association of Physics Teachers (MD)	Dean of Arts and Sciences, Indiana University Northwest	President, Emerson College (MA)	Vice President and Dean for Academic Affairs, Adrian College (MI)
President, Northland College (WI)	Chancellor, Delgado Community College (LA)	Provost and Vice President for Academic Affairs, Eastern Michigan University	Academic Vice President and Provost, Berea College (KY)
Dean, School of Medicine, University of Louisville (KY)	Vice President for Academic Planning and Policy, University of Hawaii System	Provost and Vice President for Academic Affairs, Eastern Illinois University	Provost and Academic Vice President, Clarion University of Pennsylvania
Chair, Educational Foundations and Special Services, Kent State University (OH)	Dean, College of Education & Human Services, Longwood University (VA)	Dean, School of Science, Technology, and Engineering, Monmouth University (NJ)	President, Ellis County Campus, Navarro College (TX)
Vice President and Chief Officer for Diversity and Equity, University of Virginia	President, University of Maine at Farmington	Senior Vice President for Planning, Information, and Technology, Pepperdine University (CA)	President, Northeastern Ohio Universities College of Medicine
Vice President for Advancement, Council of Independent Colleges (DC)	Executive Vice President Academic Affairs, Erie Community College–North Campus (NY)	Vice President of Student Learning, College of Marin (CA)	Dean, College of Arts and Sciences, University of New Haven (CT)
Vice President for Academic Affairs and Dean of the College, Baldwin-Wallace College (OH)	Dean, College of Behavioral and Social Sciences, San Francisco State University (CA)	President, Morehouse College (GA)	President, Eastern Connecticut State University
Dean, School of Liberal Arts and Education, Virginia State University	Dean of Undergraduate Studies, University of Nebraska–Lincoln	Dean, School of Pharmacy, University of Connecticut	Dean, Anderson School of Management, University of California, Los Angeles
President, Carlow University (PA)	Chancellor, Eastern Iowa Community College District	Dean of Faculty and Academic Programs, National Defense University (DC)	Vice President for Academic Affairs, Spring Arbor University (MI)
Chief Research Officer, The George Washington University (DC)	CEO Western Group and Vice President of Operations, DeVry University (IL)	Chancellor, Pennsylvania State University DuBois Campus	President, Bush Foundation (MN)
President, Houston Community College–Northwest (TX)	Dean of the College, Franklin Pierce College (NH)	President, Technical College of the Lowcountry (SC)	Associate Dean, School of Music, Ithaca College (NY)
	President, Bloomsburg University of Pennsylvania	Vice Provost, Office of Diversity & Academic Initiatives, Kent State University (OH)	Associate Provost, Missouri State University
		Provost, Dillard University (LA)	Chancellor, Indiana University Kokomo
		Vice President for Academic Affairs, Emerson College (MA)	President, Dana College (NE)
			Dean, Undergraduate Academic Programs, North Carolina State University



AN INVESTMENT IN LEADERSHIP

As critical an issue as leadership is for a college or university, few institutions think systematically about developing their leaders.

The skills and qualifications necessary for success as a professor or mid-level administrator are not the same as those required for success as a dean, vice president, or president. The fact is, most academics are thrust into leadership positions with little preparation for the demands and responsibilities of a leadership position in higher education. And the rapid pace of change in higher education, combined with escalating demands on the academy, make years of on-the-job training, trial-and-error experience, or a few workshops woefully inadequate.

The Fellows Program, the American Council on Education's signature leadership development program, is a powerful solution. Because it condenses years of on-the-job experience and skills development into a single semester or year, and combines that experience with structured seminars and interactive learning opportunities, it is the most effective and comprehensive leadership development program in higher education today.

Participation in the program requires strong commitments and sacrifices—on the part of the institutions that nominate and host Fellows and on the part of Fellows themselves. The colleges and universities that nominate Fellows must be willing to give up a talented member of their staff for up to a year. Presidents and other senior officers of the colleges and universities that host Fellows must be willing to give time and attention to mentoring and teaching a more junior colleague. Fellows themselves must be willing to alter their professional and personal lives for an experience most call transformational.

**ADVANCING TO THE
PRESIDENCY:**

**MORE THAN 300
FELLOWS HAVE
SERVED AS COLLEGE
AND UNIVERSITY
PRESIDENTS OR CHIEF
EXECUTIVE OFFICERS.**

The ACE Fellowship is the gift that keeps giving. It is an extraordinary opportunity to learn about the challenges and opportunities facing our institutions, and observe firsthand presidents and senior administrators in their daily roles as institutional leaders. My Fellowship year not only helped prepare me for my current position, but also gave me the extra edge needed to step confidently into my new role.



PAMELA J. GUNTER-SMITH (2003–04) • PROVOST AND ACADEMIC VICE PRESIDENT • DREW UNIVERSITY (NJ)

RISING TO THE TOP:

MORE THAN 1,100 FELLOWS HAVE HELD SENIOR POSITIONS IN HIGHER EDUCATION, INCLUDING PROVOST POSITIONS, VICE PRESIDENCIES, AND VICE CHANCELLORSHIPS, WHILE MORE THAN 1,200 HAVE SERVED AS COLLEGE AND UNIVERSITY DEANS.

But the investment is repaid many times over for nominating institutions, host institutions, and Fellows alike. The nominating institution gains a seasoned leader who is ready for new responsibilities, with honed leadership and management skills and informed perspectives on critical issues and challenges. The host institution is rewarded with a colleague who brings energy, talent, and new ideas to important projects and challenges. Fellows benefit from a singular experience that often changes their lives and prepares them to rise to new levels of responsibility once they return to their home campuses. And all contribute to the future of higher education by expanding its reserve of experienced, well-qualified leaders.

This brochure outlines the benefits of participating in the Fellows Program—for you, your institution, and all of higher education. We think you will find that they justify the investment many times over.

In retrospect, my continuing relationship with the Fellows Program has encouraged me to accept the responsibilities and challenges associated with striving to become not only an effective leader within a university community, but also a transformational leader within the academy. I willingly stand my ground for the educational values that I espouse, especially diversity and educational excellence, and I seek to empower others to accept ownership for the positive transformation of their campus culture. Life could have been much easier as a tenured professor, but the Fellows Program believed in me and I will reciprocate through my actions our mutual belief in the critical importance of transformational leadership. I hope I am a better leader but I know I am a better man.



JAMES A. ANDERSON (1990–91) • VICE PRESIDENT FOR STUDENT SUCCESS AND VICE PROVOST FOR INSTITUTIONAL ASSESSMENT AND DIVERSITY • UNIVERSITY AT ALBANY (NY)

Q: Who is eligible to become a Fellow?

A: The ACE Fellows Program seeks candidates who have a solid record of achievement and leadership experience at a college or university as a vice president, dean, associate dean, department chair, or in another position that requires them to assume institution-wide leadership responsibilities.

A UNIQUE LEARNING EXPERIENCE ON ANOTHER CAMPUS

In comparison with all other leadership development programs in higher education, the ACE Fellows Program is unique in one major respect. ACE Fellows spend an extended period of time on another campus—working directly with presidents, senior academic leaders, and other senior officers—observing firsthand how the institution and its leaders address strategic planning, resource allocation, policy formulation, and other issues. The ACE Fellows Program enables participants to immerse themselves in the culture, policies, and decision-making processes of another institution.

Fellows are mentored by a team of experienced administrators—usually the president, chief academic officer, and vice presidents. Fellows shadow the institution's leaders, observe and participate in key meetings and events, and take on special projects and assignments. In short, they learn by observing and doing. At the same time, they contribute to the important work of the host institution.

Fellowship Placement Options

The nominating institution and the Fellow select one of three options for the off-campus learning experience:

- A yearlong placement at another institution. The host institution pays the **\$7,000** program fee and provides the Fellow with a professional development budget of up to **\$14,000** to attend seminars and national meetings, and to visit other campuses.
- A semester-long placement at another institution. The nominating and host institutions each pay **\$3,500** toward the \$7,000 program fee, and each institution contributes one-half of the professional development budget (approximately **\$7,000** per institution), which enables the Fellow to attend seminars and national meetings, and to visit other campuses. During the semester that the Fellow remains on the home campus, he or she should have adequate release time to continue participating in Fellows' activities and to complete assignments.



- Periodic visits to another institution. The nominating institution pays the **\$7,000** program fee and provides the Fellow with a professional development budget of up to **\$14,000** to attend seminars and national meetings, and to visit other campuses.

Most Fellows make a commitment to a year-long placement because it provides the greatest access to Mentors and the greatest benefits to Fellows. They agree that spending a year on another campus provides the best opportunity for involvement in the policy-making functions, structure, and culture of the host institution. However, some Fellows choose a placement for a single semester or periodic campus visits. These alternative options may be more attractive to Fellows whose professional and personal responsibilities make it difficult for them to spend a year away from their home institutions.

The semester placement option allows the Fellow to spend one semester at the host campus and the other at the home campus. During the semester at the Fellow's home institution, a team of senior administrators typically takes on the responsibility of mentoring the Fellow. The home institution also provides the Fellow with release time from regular responsibilities to participate in the required seminars and the ACE Annual Meeting, prepare reading and written assignments, and read and reflect on the most relevant and challenging issues facing higher education today.

A PRESTIGIOUS NETWORK OF INSTITUTIONS:

**TO DATE, MORE THAN
1,300 COLLEGES AND
UNIVERSITIES IN THE
UNITED STATES AND OTHER
COUNTRIES HAVE
PARTICIPATED IN THE ACE
FELLOWS PROGRAM AS
NOMINATING INSTITUTIONS,
HOST INSTITUTIONS,
OR BOTH.**

Q: How is a person nominated for the Fellows Program?

A: College and university presidents or chief academic officers nominate candidates to ensure that the commitment of time and financial resources has the approval of senior administrators. At institutions without a history of involvement with and support of the ACE Fellows Program, interested faculty or administrators should approach a president or chief academic officer to make a strong case for their nomination. In either situation, a strong commitment from the institution's top leadership is critical to ensure a successful and productive Fellowship year.

The ACE Fellows Program is unquestionably the best preparation I could have received to prepare for a college presidency. Each day as a college president I continue to draw on the insights I gained during my year as an ACE Fellow.



JEFFREY R. DOCKING (2003–04) • PRESIDENT • ADRIAN COLLEGE (MI)

The other alternative is periodic visits to the host campus. As with the semester placement option, when at the home institution, the Fellow is mentored by a team of senior administrators and released from regular responsibilities for Fellowship activities and assignments. In order to allow sufficient time at the host institution for learning and engagement, the ideal arrangement for the periodic visits is a minimum of three month-long visits to the host campus during the course of the Fellowship year.

THE PAYOFF FOR THE NOMINATING INSTITUTION

Sensitive gender and diversity issues. Complex budget and financial pressures. Intricate financial aid policies and procedures. Assessing learning outcomes. Preparing for accrediting team visits. Politically charged faculty governance, performance, and tenure issues.

The challenges faced by department chairs, deans, presidents, and other higher education leaders seem more daunting by the day, but ACE Fellows are prepared to tackle them. Fellows, through the benefit of their experience and an intensive seminar program delivered by expert educational leaders, develop the skills and knowledge they need to address critical leadership and management issues in higher education. Institutions that nominate ACE Fellows receive immediate benefits. Throughout the Fellowship year, Fellows focus on a topic, issue, or project identified with the Nominator and return to their home campus with expertise to share. Fellows also return to campus re-energized with new ideas and perspectives on a myriad of topics, and are able to apply what they have learned to the most pressing issues at hand.

The decision to nominate an ACE Fellow may be complicated by concerns over staff resources or budget constraints that make it difficult for a college or university to release a valued person for a year and underwrite a Fellowship. At the same time, dozens of leaders at campuses across the country—many of whom have a long history of nominating or hosting Fellows—realize that sponsoring an ACE Fellow produces extraordinary rewards for the institution itself and higher education as a whole.

One of the questions I had during my Fellowship year was why would college presidents give up their time to meet and mentor Fellows. A couple of years ago, I had the opportunity to find the answer firsthand, when we hosted a Fellow. Although I was the Mentor, I learned as much from our Fellow as she did from me. She became an active participant in our campus life, and spent time in each of our divisions. As a result, we benefited from having an unbiased, bright, and engaged individual bring her expertise to the table and provide a fresh look into many issues. It was a win-win experience for the Fellow, for our campus, and for me.



F. JAVIER CEVALLOS (1996–97) • PRESIDENT • KUTZTOWN UNIVERSITY OF PENNSYLVANIA

Some of the immediate and long-term payoffs that Nominators attribute to the ACE Fellows Program include:

- Fellows return to their home campuses with new ideas, perspectives, knowledge, and skills in critical areas.
- Fellows have access to a network of seasoned colleagues around the nation who are willing to share and discuss their best practices and approaches to institutional challenges.
- Fellows are prepared to assume a variety of leadership positions.
- Fellows can lead special initiatives or projects of urgent concern.

THE REWARDS FOR THE HOST INSTITUTIONS

How valuable would it be for your institution to have someone within the inner circle of your institution's leadership with new ideas and a different perspective? A talented individual who is able to take on special assignments and projects critical to your institution? An impartial observer who can participate in key meetings or on important committees as an objective voice, who can share insights about how other campuses tackled the same problems? An imaginative thinker with new ideas, whose views have not been highly influenced by your institutional culture? When you agree to host an ACE Fellow on your campus, you get a bright, articulate, energetic person who is able to play this role; a person who not only learns by working at your side, but who also teaches by asking new questions and challenging conventional practices and ways of thinking.



Host institutions reap clear rewards from having an ACE Fellow on campus. Higher education leaders who have hosted and mentored Fellows report that:

- Fellows offer a new slant on issues—they provide perspectives, ideas, and expertise from a different institutional culture.
- Fellows provide a direct professional link with other higher education leaders from institutions around the world.
- Fellows become a confidante—someone to talk through ideas and issues who will ask the tough questions.
- Fellows become a staff resource to pursue special projects, attend meetings, and provide a critical “informed outsider’s” perspective to institutional approaches and issues.
- Fellows are part of a richer and broader pool of leaders in higher education.
- Fellows are lifelong colleagues and professional friends.

LOYALTY AT HOME:

MORE THAN
60 PERCENT OF ACE
FELLOWS WHO
PARTICIPATED IN THE
PROGRAM OVER THE
PAST DECADE ARE
STILL AT THEIR
NOMINATING
INSTITUTIONS.

MENTOR-FELLOW RELATIONSHIP

Fellows typically attend high-level decision-making meetings on both the host and home campuses to study leadership in action. The Fellowship experience combines observation with active participation, and the senior administrators who serve as Mentors are encouraged to give Fellows meaningful tasks and projects that will both engage them in the life of the institution and enhance their knowledge and skills. Mentors should engage Fellows regularly in discussions of institutional challenges and potential solutions. These ongoing, informal discussions between the Fellows and the Mentors are pivotal in the Fellows’ learning, providing personal and intellectual depth to the off-campus experience.

Q: What options are available for doing an ACE Fellowship and what are the costs involved?

A: Three options are available for completing an ACE Fellowship—a yearlong placement; a semester-long placement; or periodic visits. Program costs vary, depending on the placement option selected (see pages 3–4). In all cases, the nominating institution pays the Fellow’s salary and benefits for the Fellowship year and covers all interview and placement process expenses. The Fellow is responsible for living expenses incurred during the Fellowship year. Many Fellows use a sabbatical semester or year for their ACE Fellowship.



ACE encourages Mentors to attend a special session at the ACE Annual Meeting and invites them to participate in the ACE Fellows seminars as presenters and as members of the Fellows learning community.

Fellows contribute to their host institutions and Mentors by providing an “informed outsider’s” perspective on challenges confronting the host institution, working on short- and long-term projects, and gathering information and data as needed. Fellows’ recent contributions to their host institutions include:

- Coordinating a mid-term accreditation report.
- Conducting a space-utilization study.
- Compiling multiple program reviews into a comprehensive report with recommendations.
- Updating the sexual harassment policy.
- Revising a faculty handbook.

THE BRIDGE TO LEADERSHIP

For promising, talented faculty and administrators seeking more senior administrative positions, the learning curve can be steep and challenging. If rising administrators are given the experiences and opportunities they need to gain a broader institutional perspective, and to observe and practice the real work of leaders, they can make the cultural leap. The ACE Fellows Program is the bridge that makes this possible.

Q: What are some of the financial considerations?

A: Fellows can anticipate some changes in their financial and tax circumstances during the Fellowship. For example, if Fellows decide to relocate their families, there may be financial implications for housing, moving expenses, and related issues. Many of the extra costs incurred are tax deductible. ACE recommends that Fellows consult a tax attorney or an accountant for financial and tax planning advice so they bear the least possible financial burden.

The Immediate and Long-Term Benefits for Fellows

ACE Fellows Program alumni/ae commonly credit the Fellows Program as having provided them with exceptional opportunities to:

- Observe firsthand how institutions and leaders solve real problems and challenges.
- Work alongside a president, provost, or both on issues that are critical to the future of higher education.
- Stretch themselves intellectually and personally by leaving their home institution, learning to interact and get along with other Fellows, and participating in significant projects and initiatives at an institution that is very different from their own.
- Work on projects of great interest to them, their home campus, and their host institution.
- Assess their strengths and hone their leadership and management skills, gaining confidence in their abilities.
- Receive on-the-job leadership training that transforms their lives and careers.
- Make the difficult leap from a particular discipline or field to a position of leadership that requires a very different set of abilities and skills and a much broader institutional perspective.
- Interact informally with other Fellows to share ideas, insights, and experiences.
- Gain the skills and experience they need to advance into positions of greater leadership responsibility.

**FELLOWS
AROUND THE WORLD:
FELLOWS
CURRENTLY WORK IN
SUCH COUNTRIES AS
INDIA, AFGHANISTAN,
SOUTH AFRICA,
ENGLAND, EAST
AFRICA, MEXICO,
THE PHILIPPINES,
FRANCE, CANADA, AND
PORTUGAL.**

I learned highly critical skills and earned valuable experiences from participating in the ACE Fellows Program in 1997–98. Without the program, there is no doubt I would not have advanced from an associate dean position to becoming a president, and now working at the system level with nine campus presidents reporting to me. What's more significant are the lifelong friendships that have developed.

JAMES KHO (1997–98) • CEO, WESTERN GROUP, AND VICE PRESIDENT OF OPERATIONS • DEVRY UNIVERSITY



EXPECTATIONS OF FELLOWS

Because Fellows' interests vary so greatly, ACE purposely provides only a broad outline for structuring the Fellowship. Each Fellow works out the specific details with his or her Nominator and Mentor(s) through the Learning Contract, which provides a focal point for the discussion of goals and helps everyone involved devise a program that will be meaningful for the Fellow and for the nominating and host institutions. Regular progress reports serve as checkpoints to assess the Fellow's experiences based on the Learning Contract, and to revise the plan as necessary.

VALUING DIVERSITY:

OVER THE PAST DECADE, 41 PERCENT OF THE FELLOWS HAVE BEEN PEOPLE OF COLOR AND 54 PERCENT HAVE BEEN WOMEN.

Every Fellow is expected to:

- Focus on the strategic issue jointly defined by the nominating institution and the Fellow.
- Engage in a Mentor/Fellow relationship with a college or university president and/or other senior administrators; participate in senior-level decision-making meetings at the host institution; attend three weeklong seminars and national conferences; and visit other campuses.
- Respect the confidentiality of all information learned at the host institution and at all institutions visited.
- Study organizational structure and governance patterns.
- Observe how decisions are made, who makes them, and how leaders communicate their decisions. The focus is on the decision-making process rather than the content under consideration.
- Observe the leadership styles of the individuals in each major administrative division, their effectiveness, and how they interact with one another.
- Schedule regular meeting times with Mentors to discuss specific questions, issues, or concerns.
- Complete assignments and projects.
- Return to the nominating institution for at least one year following the Fellowship year.

For me, what distinguishes and sets the yearlong ACE Fellowship Program apart from all other community college and higher education executive leadership programs is the lifetime network of former Fellows who keep in touch between annual meetings and share professional experiences.

KARLA HUGHES (2005–06) • PROVOST • MOREHEAD STATE UNIVERSITY (KY)



Q: What happens to the Fellow's family during the Fellowship?

A: It varies, depending on the Fellowship option selected and the family's decision about whether to relocate. Some Fellows choose a host institution for its proximity to their home. Others move their families to the host campus for the duration of the Fellowship. Some Fellows prefer leaving their families at home and periodically commuting back home from the host campus. The program allows this kind of flexibility.

HOW TO PARTICIPATE IN THE ACE FELLOWS PROGRAM

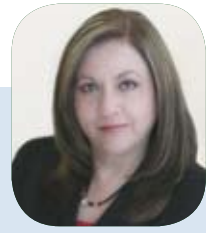
Nominations

College and university presidents and chief academic officers nominate candidates for the ACE Fellows Program. By doing so, they agree to pay the candidate's salary and benefits during the Fellowship year. Any ACE member institution may nominate up to two candidates annually. Nominees must have a record of distinguished achievement and demonstrated leadership that may include success in an administrative position such as a vice president, dean, or department chair, or director of an admissions or student affairs operation. Eligible candidates may also include senior faculty who have skillfully chaired major, institution-wide committees or held other faculty leadership positions. It is up to the nominating institution to determine how candidates will be identified and nominated. Some institutions conduct an internal competition.

Non-ACE member colleges and universities may participate upon payment of an additional \$5,500 fee. Many ACE memberships cost less than \$3,000, so it may be more advantageous for an institution to become an ACE member than to pay the additional fee.

Nomination and Application Materials

Nomination and application materials are sent each summer to ACE member college and university presidents and chief academic officers. Candidates may contact the ACE Fellows Program office directly throughout the year or download the brochure and application at www.acenet.edu/programs/fellows. The application provides specific details about the supporting documents each candidate is required to submit.



The greatest personal benefit I received from participating in the ACE Fellows Program was the hands-on professional development experience provided through shadowing, mentoring, seminar/conference attendance, and college site visits, which allowed me to determine my future career aspirations. I hope that the benefit to my nominating institution has been my exposure to different institutions' and states' practices and policies that have enabled me to enhance my contributions at my home institution through the insight I have gained from my year as an ACE Fellow.

LYDIA TENA (2005–06) • NORTHWEST CAMPUS DEAN AND DEAN OF INSTRUCTIONAL PROGRAMS • EL PASO COUNTY COMMUNITY COLLEGE DISTRICT (TX)

The Selection Process

Applications are due each year on **November 1**. Upon receiving completed applications, a selection committee, composed of college and university leaders and ACE staff, carefully evaluates each candidate's file. Finalists are invited to Washington, DC, in late January and early February for interviews that are conducted by a committee of presidents and other senior administrators. The final selection and announcement of new Fellows takes place in early March.

The Placement Process

Any ACE member institution may host an ACE Fellow. Candidates should not identify the institution where they want to be placed prior to their selection as a Fellow. Once selected, Fellows compile a list of their institutions of choice after conferring with their Nominator. The Fellows Program staff provides advice and counsel and sends letters to the presidents of each Fellow's top three choices. Fellows interview at two or three institutions and then make their selection. To ensure fairness, candidates and

Q: Who is responsible for mentoring the Fellow at the host institution?

A: Presidents, provosts, chief academic officers, and other vice presidents are among the senior administrators primarily responsible for mentoring Fellows. At most institutions, a team of Mentors is established to provide the Fellow access to a variety of leadership styles and learning opportunities, with a shared institutional commitment to ensuring that the Fellow's experience is supervised, productive, and meaningful for everyone involved.

Q: Is the program only for people who want to be presidents?

A: Absolutely not. Although many ACE Fellows have become presidents, many others have different leadership aspirations. Fellows alumni/ae include faculty, department chairs, deans, vice presidents, program directors, provosts, and consultants. In fact, ACE has designed the program to accommodate various leadership goals, styles, and interests.

Nominators should not contact senior administrators about a potential host placement until the selection process is completed and ACE has contacted the president of that institution.

A Commitment to Return to the Home Institution After the Fellowship

Fellows are required to return to their nominating institutions for at least a year after the Fellowship year. In fact, many Fellows end up going back to their home campuses for many more years, making significant contributions to their institutions in a variety of ways. College and university leaders that have made arrangements for the Fellows to return to new or expanded responsibilities benefit from the leadership skills, energy, and new ideas these Fellows bring back to their own institutions.

OTHER COMPONENTS OF THE FELLOWSHIP EXPERIENCE

The Learning Contract

Fellows design an individualized Learning Contract for the year, including issues jointly identified by the nominating institution and the Fellow. Some of the issues that Fellows have addressed in recent years include: internationalizing the campus; recruitment and retention of faculty of color; establishing and improving teaching and learning centers; and establishing policies and procedures for post-tenure review.

The contract identifies a Fellow's learning objectives for the year, including immersion in the off-campus experience, work on the issues identified with the nominating institution, reading professional literature, visiting colleges and universities throughout the country and abroad, attendance at national meetings, and other activities.

National Seminars

The ACE Fellows Program staff organizes three required seminars in August (Opening Seminar), January (Mid-year Seminar), and June (Closing Seminar) at various locations throughout the United States. These weeklong sessions incorporate pre-seminar readings and active-learning pedagogy (for example, case studies, simulations, problem-solving workshops, role playing, and lectures/small-group discussions) to address critical leadership issues in higher education. Free-flowing dialogues among Fellows,

national leaders, and other experts enrich the learning experiences at the seminars. The Fellows' Mentors are invited to attend and participate in the seminars.

To broaden and deepen the Fellows' perspectives on higher education, the three seminars address:

- Leadership and institutional change.
- Strategic planning processes.
- The business of higher education, including financial management, budgeting, and resource allocation.
- Academic programs and policies, including faculty, curricular, and student issues.
- Diversity on campus.
- Information technology and communication.
- Personal and interpersonal dimensions of leadership.
- Higher education policy in local, state, regional, national, and international contexts.
- External forces affecting higher education.

Collaborative Efforts with the ACE Fellows Program

Over the years, the ACE Fellows Program has collaborated with numerous organizations, throughout the United States and abroad, to provide leadership training for their emerging and established leaders. Included among these collaborations have been the Coalition of Urban and Metropolitan Universities (CUMU); Higher Education South Africa (HESA); the F. Marion Bishop Trust Foundation's sponsorship of doctors of family medicine who are preparing for the roles of deans of medical schools and vice presidents of health science centers; and the Fulbright Program's sponsorship of college leaders from India.

Q: What kinds of things do Fellows do?

A: Just about everything. When Fellows interview with potential host institutions, the potential Mentors discuss the institutional needs that Fellows might address and the Fellows have the opportunity to discuss the types of projects and experiences in which they would like to participate during the year. Fellows have undertaken a variety of projects in recent years, including creation of a campus master plan, assessment of technology infrastructure, development of a shared governance agreement between the faculty and administration, completion of a benchmark study for a strategic plan that examined best practices at peer institutions, preparation of an administrative plan for a freshman experience, and leadership of an initiative to improve a college's partnerships with the community.

KEY DATES AND DEADLINES

For Nomination and Selection

Summer

Nomination and application forms sent to presidents and chief academic officers of all ACE member institutions.

November 1

Applications due.

January

Finalists invited to interviews.

Late January/Early February

Finalists interviewed in Washington, DC.

Early March

Approximately 35 Fellows selected and notified.

For Participation

June

Council of Fellows Weekend, held in Washington, DC, includes a meeting for new ACE Fellows.

August

Opening Seminar

January

Mid-year Seminar

February

ACE Annual Meeting

June

Closing Seminar and Commencement

Q: What does the ACE Fellows Program mean?

A: It means ...



- Respect from current and future colleagues and associates;
- Participation within the “inner leadership circle” at the top of a complex, respected institution of higher education;
- A chance on a day-to-day basis to observe and be mentored by a president or provost of a college or university whose job it is to see that one learns as much as possible during the Fellowship;
- Discussions with nationally renowned chief executive officers of internationally recognized colleges and universities;
- A burgeoning knowledge base affecting one’s thinking about leadership and most other higher education issues;
- The challenge of leaving behind, for up to a year, the comfort and security of one’s home institution and, in some cases, even one’s family;
- The opportunity to devote a concentrated amount of time to learning;
- Inspiration from some of the nation’s greatest academic leaders to aspire to administrative heights previously unconsidered;
- The good fortune to be able to share this experience with 35 other colleagues and friends;
- The satisfaction of knowing one has been selected as a current and future leader in education; and
- The reward of a promising future in higher education administration.

RIC KEASTER (1997–98) • PROFESSOR, EDUCATIONAL LEADERSHIP • UNIVERSITY OF SOUTHERN MISSISSIPPI



Leadership Positions and Institutions of Some Recent ACE Fellows

President, State University of New York at New Paltz

Dean of the Faculty, Skidmore College (NY)

Vice President and Dean, Roosevelt University (IL)

President, North Georgia College & State University

Dean, Arts & Sciences, Clarkson University (NY)

Chief Academic Officer, Georgia Gwinnett College

President, Winona State University (MN)

Vice President for Student Affairs, California State University, East Bay

President, Madisonville Community College (KY)

Dean, School of Liberal Arts, Georgia Gwinnett College

President, Cottey College (MO)

Vice President for Academic and Student Affairs, Cape Cod Community College (MA)

President, Oakland University (MI)

President, University of Southern California

President, Navarro College (TX)

President, Bristol Community College (MA)

Vice President of Planning and Enrollment Management, California State University, East Bay

President, Creighton University (NE)

President, Centenary College of Louisiana

Vice President, Academic and Student Affairs, Cuyahoga Community College (OH)

Dean of Academic Affairs and Director of the Aix-en-Provence and Avignon Center, Institute for American Universities (France)

President, Seton Hall University (NJ)

President, Shepherd University (WV)

President, University of Pittsburgh at Bradford (PA)

Vice President for Research and Economic Development, University of Rhode Island

Associate Provost, Academic Administration, Syracuse University (NY)

Executive Director, National Council of Nonprofit Associations (DC)

Executive Vice President, California State University–Fullerton

Provost and Vice President for Academic Affairs, Boise State University (ID)

Campus Dean, Community College of Baltimore County (MD)

Academic Vice President, Christian Brothers University (TN)

Graduate School Dean, Loyola University of Chicago–Lake Shore Campus (IL)

Vice Provost for Undergraduate Education, Oakland University (MI)

Provost and Vice President for Academic and Student Affairs, Cheney University of Pennsylvania

Provost and Vice President for Academic Affairs, East Tennessee State University

Dean, Stern College for Women, Yeshiva University (NY)



Senior Vice Chancellor, Los Angeles Community College District (CA)

Dean, College of Natural and Health Sciences, University of Northern Colorado

Associate Vice President and Dean of Educational Outreach, Roosevelt University–Albert A. Robin Campus (IL)

Associate Dean of the Graduate School, University of Rhode Island

Vice President of Academic Affairs, Paradise Valley Community College (AZ)

Vice Chancellor for Academic Affairs, University of Arkansas at Pine Bluff

Vice President for Finance and Administration, Portland State University

Provost and Vice President for Academic Affairs and Professor, Social Sciences and Business, University of Maine at Farmington

Vice President for Academic Affairs and Provost, Arcadia University (PA)

Executive Director, Institute for Liberal Arts and Interdisciplinary Studies, Emerson College (MA)

Provost, Broward Community College–Central Campus (FL)

Senior Associate Provost for Academic Affairs, University of North Carolina at Greensboro

Provost and Dean of the Faculty, Barnard College (NY)

Senior Vice President and Provost, University of Oregon

Dean, Human Resources, Santa Monica College (CA)

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Dean of Fine and Performing Arts, State University of New York at New Paltz

Provost and Vice President for Academic Affairs and Professor of Psychology, Central State University (OH)

Dean of Enrollment Management, Los Angeles Trade-Technical College (CA)

Academic Vice President, CETYS System (Mexico)

President, Newman University (KS)

Vice President for Academic Affairs, Georgia Highlands College

President, Antioch University New England (NH)

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