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The Registry®

26th Annual Seminar
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THE GOLD STANDARD FOR INTERIM PLACEMENTS

KEY TAKEAWAYS

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Key Themes from the 2018 Annual Registry Seminar

The 2018 Annual Seminar of The Registry provided an opportunity to reflect on many of the challenges facing higher education today and examine how The Registry's unique model helps colleges and universities navigate in this challenging environment. The Registry matches institutions with experienced senior administrators on an interim basis to assist institutions with difficult circumstances. Multiple case studies illustrated how Registry Interims helped institutions address significant challenges and attain important milestones.

THEME: IT IS AN EXTREMELY CHALLENGING TIME IN HIGHER EDUCATION.

During the course of the 2018 Annual Seminar, participants discussed many of the challenges currently facing higher education, which are the kinds of issues that interims are presented with each day. These challenges include:

- **Rising public skepticism about the value of higher education** as many Americans question whether the rewards of higher education are worth the heavy investment of time and money.

- **Changes in who students are.** The adult completion market has become larger than the traditional high school market, making the focus on freshman enrollment a less viable model.

- **Changes in what students want.** Increasingly, students—who are often faced with significant debt—are focused on jobs and view price as a more significant factor in selecting a college.

- **Financial challenges** faced by many institutions.

- **Cultural and political conflicts** on campuses in an increasingly charged environment.

- **Episodes of violence as well as other types of crises affecting students' health and safety.** This includes addressing students' mental health needs.

These challenges make this a very difficult moment for institutions, their boards, and academic leaders.

THEME: THE REGISTRY HELPS COLLEGES AND UNIVERSITIES NAVIGATE THIS CHALLENGING ENVIRONMENT.

In addition to the general challenges facing all higher education institutions, when The Registry is contacted, an institution is typically experiencing dysfunction and a specific financial or operational challenge. As a result, Registry Interims often walk into very difficult situations. But this is where The Registry and Registry Interims shine.

The Registry's unique model matches experienced academic leaders with institutions on an interim basis. The Registry's model is made possible by the skills, experiences, and commitment of members. Registry Interims:

- Are independent, objective, and have extensive practical real-world experience.

- Are generalists with excellent contextual and situational leadership abilities.

- Provide vision and strategic thinking as well as outstanding leadership and communication skills.

- Are empowered to be bold and take urgent action.

- Bring new ideas, energy, and enthusiasm.

- Are able to quickly size up challenging situations and lead transformations.

- Are skilled at working collaboratively and fostering relationships with students, faculty, staff, and other key stakeholders.

The Registry supports members with proven processes, including, for example, creation of an Expectations Document that defines the results to be achieved before starting the assignment. For each assignment, members develop strategies and plans, and then lead institutions in implementing these plans, often achieving remarkable results.

Shared Best Practices:

- The importance of understanding the complete life cycle of a Registry appointment. This includes confirming the match; negotiating the deliverables; onboarding; living the life of an interim by identifying and executing on priorities; and then disembarking.

- Working with the board to be candid about the situation and to clarify expectations.

- Setting expectations up front with all stakeholders and the campus community.

- Recognizing that an institution's president—even if an interim—is the face of the institution.

- Leading cultural change so that people are open to change and collaboration.

- Evaluating an institution's basic business model to determine if it is sustainable and how it must change.

- Developing a communication strategy to connect with all key stakeholders. And, being prepared in advance to communicate in the event of a crisis or emergency.

- Quickly gathering data on all key issues, such as operating or financial issues.

- Identifying areas that may require greater attention, such as students' mental health.

- Working with the appropriate parties to develop and execute a social media strategy, which is essential on campuses today.

While the challenges institutions face are formidable, Registry Interims have a strong track record of success. Registry Interims help institutions address their most significant challenges, which can include:

- Stabilizing and turning around institutions' financial situation.

- Improving the culture, morale, and attitudes of faculty and staff by removing silos.

- Helping institutions execute key transformation initiatives.

- Evaluating and revising an institution's business model.

Registry Interims inspire change, lead transformations, and put processes in place for continuous improvement.

Orientation Session: Getting Your Toes Wet

Facilitators: **Galen Hench**, Director of Membership, The Registry; **Nikki Cormier**, Director of Client Support, The Registry; **Mikaela Rodgers**, Executive Assistant, The Registry
Registry Member: **Yvonne Berry**, Past Interim Vice President for Finance and Administration, Carroll University

OVERVIEW

Registry leaders discussed the membership and placement process with new members, from the application process to the placement process to the end-of-assignment transition.

KEY TAKEAWAYS

- The Registry is strictly an interim service provider. It does not handle interim-to-permanent placements. When filling interim positions, The Registry does not place up the ladder; if you are a provost, for example, you will never receive opportunities for higher-level positions.

- Members are expected to be exclusive to The Registry. All interim roles must be fulfilled under the aegis of The Registry. If you are contacted individually about an interim assignment, The Registry must codify and approve it. There are no restrictions on permanent positions.

- The Registry offers members consulting opportunities through The Registry Advisory Services. However, there are no restrictions on consulting on your own.

- The placement process has seven steps:

  1. The Registry receives an inquiry from an institution.

  2. The Registry sends a notice email to potential candidates. This includes the position title, institution, location, details and terms, and The Registry principal assigned to the case.

  3. Members respond to the notice with a statement of interest. A member can be a candidate for more than one opportunity at a time. The Registry is focused on finding the right fit for the position, so declining an opportunity email isn't a problem.

  4. The Registry submits candidate materials to the institution. Institutions may decide on finalists as soon as the next day or it could take as long as a week and a half.

  5. Finalists are invited to a two-day campus visit. All finalists participate in the visit together. At the end of the second day, an interim is selected. If you accept a campus visit invitation and are selected, you are expected to accept the assignment.

  6. The Registry principal creates an Expectations Document outlining the goals, objectives, and what the institution needs from the interim. Both the interim and the institution sign the document. The Expectations Document is a living document and can be amended over time.

  7. Interims work with Amy Miller on placement paperwork, as well as an independent contractor agreement with The Registry. Additional paperwork includes direct deposit forms, W-9 forms, workers comp forms, and new office contact information.

- Any Registry assignment can be extended. All parties must mutually agree to the new terms and an amendment to the original agreement with be drafted.

- Best practices when serving as an interim include getting to know key people all over campus and engaging actively with the campus community.

- At the end of an assignment, interims complete a self-evaluation for The Registry outlining what they accomplished. The self-evaluation should be based on the expectations document. Self-evaluations are completely confidential, so interims should be as candid as possible.

- Many Registry members find interim assignments empowering because they are unaffected by political forces on campus. As a result, they can accomplish things that would be impossible for permanent employees to do.

- After completing an assignment, it is important to update your resume, address, and contact information.

- There are several ways for members to stay engaged with The Registry when not on an assignment. Close to half of new members last year came from nominations. The Registry is always looking for content and ideas for its member newsletter. The Registry also offers referral fees, if members know of institutions that need assistance on an interim basis.

ACTION ITEMS

* Keep your resume, contact information, and references up to date with The Registry.

* Remember to set your status to "active" or "inactive" based on your preferences for receiving interim notices.

* Pay attention to the "Respond by" dates in position notices.

* Submit statements of interest in Word format or in the body of an email. These are personal statements of no more than 400 words. They should highlight career experiences that are relevant to the institution's needs and what makes you a good fit. Focus on what you can do for the institution.

* If you receive an invitation to a campus visit, think carefully before accepting. Remember: if you are selected during the visit, you are expected to accept the opportunity.

* When attending a campus visit, be sure to keep all itemized receipts since expenses are reimbursable, except alcohol. Alcohol should be purchased on separate receipts. Submit expense requests as soon as possible.

The Match and Beyond

Facilitator: **Katherine Frank**, Provost/Vice President for Academic & Student Life, Central Washington, University, WA
Panel Members: **Greg Paveza**, Past Interim Dean of Library Services, Central Washington University, WA; **William Schafer**, Interim Dean for Student Success, Central Washington University, WA

OVERVIEW

As colleges and universities evolve, they often need help to get through key transition points. Institutions like Central Washington University (CWU) appreciate The Registry because it gives them access to administrators with proven experience and expertise. Registry resources come into interim positions with new ideas, energy, and enthusiasm. At the same time, they are skilled at working collaboratively and fostering relationships with faculty and staff. Registry members also enjoy their assignments. They like navigating new organizations, applying their skills, and adding value to institutions.

CONTEXT

Central Washington University Provost Katherine Frank described how Registry appointments have helped the institution manage change. Greg Paveza and William Schafer discussed The Registry selection process and their experiences as interim deans at Central Washington University.

KEY TAKEAWAYS

CWU recently sought Registry appointments for two interim dean positions.

Central Washington University is a comprehensive public school with around 13,000 students. Its main campus is in Ellensburg, about two hours from Seattle. CWU has eight additional sites which are community college campuses. Across the system, there are approximately 21 residence facilities. Each year, CWU gives around $55 million in student aid. Close to 50% of students are first generation and around 30% are underrepresented minorities. Most academic work is in undergraduate majors, but CWU also offers over 36 graduate programs. Class sizes are fairly small.

As Provost, Katherine Frank uses Registry appointments for interim dean positions and above, rather than internal appointments. If internal candidates fill interim positions, it puts them at a disadvantage when they apply for permanent positions. As Frank sought Registry appointments for two

interim deanships, she needed candidates with experience and exposure to different institutional models. Other desired characteristics included:

- **A calm, compassionate, and fair personality.** The interim deans needed to create stability.

- **Professional.** The Registry appointments had to model desired behaviors for other staff.

- **Flexible and adaptable.** These qualities were particularly important, since the interims would be joining mid-year.

- **Collaborative.** Because the dean core was unstable, The Registry appointments needed to work well with permanent deans and move initiatives forward.

- **Belief in the institution's mission and identity.** The interim candidates needed to understand and connect with students.

During the matching process, CWI provided The Registry with a position description, clarity regarding expectations, and a roadmap with different phases of the assignment. With every appointment, unexpected duties and opportunities for engagement arise. This is why appointees must be flexible and adaptable. The expectation is that Registry appointees will come in and get work done. They inspire change and continuous improvement for the institution.

> "One of the things I value so much about The Registry appointments is that people come in with ideas, energy, and enthusiasm. They do a really good job of fostering relationships with faculty and staff."
>
> — *Katherine Frank*

A Registry appointment has a complete life cycle.

Greg Paveza described the four phases of his appointment to the position of Interim Dean of Library Services at Central Washington University:

1. **Confirming the match.** Before Paveza went to CWU, The Registry alerted him that he was the sole candidate. The Registry's model is that when a candidate is offered a position, he or she must accept it. During the interview process, it is important to be yourself. After Paveza and the Central Washington University team discovered that they could work together, they negotiated the deliverables. Some items were added to the original position announcement and some were removed. The length of the appointment was expanded from nine months to twelve.

2. **Onboarding.** During Paveza's first month on campus, his predecessor was still serving as dean. He had to gently, but firmly, insert himself into the decision-making process. Information imparted by the outgoing dean served as a crash course in campus and community culture. Paveza invested time in building critical relationships with Katherine Frank, peer deans, and faculty.

3. **Living the life.** One of Paveza's first tasks was prioritizing his deliverables. A key initiative was transforming the physical space of the library and creating an expanded learning commons. He also helped the faculty develop a SWOT analysis for use in a new internal strategic plan for the library. Paveza had to handle the day-to-day aspects of the job, such as faculty promotion and tenure recommendations.

4. **Disembarking.** At the conclusion of an assignment, The Registry asks appointees to complete a self-assessment that articulates whether they accomplished what the institution asked them to do. Paveza also wrote a critique assessing the university's operational procedures and identifying next steps for the library. He delivered this to Provost Katherine Frank. The final document Paveza created was a map for his successor with issues for consideration.

> "I created a map for the Provost and my successor. It was a broad-based document that outlined faculty issues, as well as the library revitalization initiative. I wanted the incoming dean to be aware of my thought processes."
> — *Greg Paveza*

Registry appointments enable experienced administrators to deliver value to institutions in a short period.

William Schafer shared his thoughts about his Registry appointment as Interim Dean for Student Success at Central Washington University:

- **Getting an assignment is a matching process.** Be yourself in the interview, because that's who you'll be on the job. During the selection process, Schafer had an open and direct conversation with the direct reports.

- **Juggling priorities is a reality.** Schafer had to figure out in a short period how to accomplish realistic goals, keep the peace in the organization, learn about the culture, and maintain forward momentum. His six-month appointment was extended to twelve months.

- **Be prepared to engage in unexpected opportunities.** For Schafer, these included:

  — Bolstering mental health services on campus. Within two weeks, Schafer observed mental health concerns on campus and proposed a new health and wellness model. CWU is now preparing to launch a new model that combines recreation, counseling, student health, and health promotions in one unit. Interviews have been completed for a new associate dean to head this group.

  Schafer also worked on a proposal asking trustees to approve an additional psychologist for the counseling center. The trustees responded by asking for a proposal for three psychologists, which they approved. This has been a huge boost for mental health at the institution.

— Implementing a new "dean on call" system for emergencies. Eight individuals are now trained to take late night, early morning, and weekend emergency calls. This system worked well when two students recently died in an accident. The proper people were all engaged. Four counselors and the President came in the middle of the night to help students.

— Working on outcomes for the student success division. Schafer has been collaborating with campus experts to assess student outcomes.

— Reviewing the university's free speech policies. This work was recently moved through the Provost Council and will go to the President's Cabinet.

> "Experienced Registry administrators provide great value to institutions. I found that the breadth and depth of my past experience could be applied to a variety of institutions. I would do it again and recommend it to others."
> — *William Schafer*

Keynote

Keynote speaker: **Richard E. Lapchick**, Endowed Chair, DeVos Sports Business Management Program, University of Central Florida; Director, Institute for Diversity and Ethics in Sport; President, The Institute for Sport and Social Justice

OVERVIEW

Leaders at colleges and universities have a tremendous influence on hundreds of thousands of young people, who in turn have the power to change the world. The tone that leaders set, the priorities, and the focus on diversity and inclusion can have broad ramifications. With the litany of problems facing America and the world, it is important for academic leaders to bring people together, foster love as opposed to hate, and give young people the tools to drive positive change.

CONTEXT

In a speech highlighting issues facing society, Richard Lapchick shared numerous stories about the role of sport in effecting change and described the role of leaders in addressing social challenges.

KEY TAKEAWAYS

There are enormous issues facing America and the world, including discrimination, hate, and inequity.

The human issues in America and across the globe are immense. Among some of the most significant issues are:

- **Discrimination.** Types of discrimination include racism, religious discrimination, and gender discrimination. These issues aren't new and some progress has been made, but they remain major problems.

  Every day, Muslims face discrimination, even though Islam is a religion of peace. Or, consider that while women represent 51% of the U.S. population, women (prior to the most recent election) held only 20-25% of House and Senate seats nationally and in states. The U.S. ranks 100th globally in terms of women in elected government positions, behind countries such as Iraq, Pakistan, and Afghanistan. And, white women in the U.S. earn 78 cents for every $1 earned by a white man, with African American women and Latinas earning significantly less.

- **Hate.** Children in the U.S. are learning to hate and are waging war on one another. From 2008 to 2016, the number of hate groups in the U.S. increased from 600 to 925. It is estimated there are 100 hate incidents per month in the United States.

- **Violence.** Every day 12 children die of a handgun wound and thousands of high school students are taken to emergency rooms every year because of violent acts on school property, during school hours.

- **Human trafficking.** It is estimated there are currently about 30 million human slaves globally. In addition, there are tens of millions of girls and women who have been sold into the sex trade, sold as child brides, or experienced genital mutilation.

- **Inequity.** The wealth gap in the United States between white Americans and African Americans is greater than it was between white and black South Africans at the height of apartheid. In the U.S. the wealthiest individuals will live 14 years longer, on average, than the poorest Americans.

- **Incarceration.** The U.S. has 5% of the world's population but 25% of the world's prison population.

- **Dropout rates.** The high school dropout rate in urban areas in America is 40%.

The statistics are staggering and the problems in both America and across the globe are immense.

Sport can bring people together and can effect social change.

Lapchick has devoted his life to studying the impact of sport in bringing about change and helping solve social problems. Most importantly, sport brings people together. Consider the idea of the huddle. In the huddle, it doesn't matter if a person is black or white, Christian or Jewish or Muslim or Buddhist or Hindu or Sikh. It doesn't matter if a person is straight or gay, or comes from a family that is rich or poor.

A team can't win if it doesn't pull together. This message applies far beyond sport.

An example about the power of sport comes from Lapchick's life as a standout high school basketball player. He was on teams and built lifelong relationships with individuals of different races and religions, from different places. Sport made this possible.

After tragedies in Florida—the shooting at the Pulse nightclub and the shooting at Stoneman Douglas High School—sport brought communities together. Both the Tampa Bay Rays baseball team and the Orlando City soccer team honored the victims at games following these events, with sold out, capacity crowds at both events. Sport represented a way for people to be with others in their community.

Sport also provides a platform to raise awareness of social issues and to create momentum for change. Muhammad Ali refused to serve in the army during the 1960s due to his opposition to the Vietnam War. Recently, NFL quarterback Colin Kaepernick knelt before football games to make a statement about racism and several NBA stars have taken stands against racism and police brutality. Even the Pope held a summit at the Vatican on sport and service to humanity, showing that across the globe, sport is a way to bring people together to promote social change.

Society needs leaders who embrace diversity and inclusion and who bring about change.

If the leaders of all organizations—including academic leaders—fully embraced diversity and inclusion, it would make a tremendous difference in society. This includes leaders on campuses, in schools, in government, and in sports. Leaders have the ability and responsibility to bring about positive change.

Of particular importance to leaders are:

- **Who do you listen to?** As academic leaders, an important question is who are your valued voices? Lapchick said he listens to voices of young people, of people who have experienced racism and poverty and disasters. He listens and learns from their life experiences. He also listens to people from very different backgrounds and different religions, including Africans and Muslims, to people who have been disadvantaged and experienced hardship.

> "Who do you listen to when you're working on college campuses? I know diversity and inclusion has been a pivotal platform for universities to express how they want their student bodies to be. . . . Who do you listen to? Who are your valued voices?"
>
> — *Richard Lapchick*

- **How do you respond in a crisis?** Response in a crisis is one of the most important roles of leaders and one of the greatest tests of leadership. Lapchick saw a poor leadership response following Hurricane Katrina. He also saw students from Stoneman Douglas High School rise to become articulate leaders in the aftermath of the shooting at their school.

- **How do you want to be remembered?** It is incumbent upon leaders to decide what matters most to them, what they will stand for, what their priorities will be, and what actions they will take. This can be formulated by answering the question, "How do you want to be remembered?"

When Lapchick was forced to answer this question, his response was: He didn't have to be Jewish to want to fight against anti-Semitism. He didn't have to be a person of color to want to fight against racism. He didn't have to be a woman to fight against sexism. He didn't have to be from the LGBTQ community to want to fight against homophobia. He didn't have to be a Muslim to want to fight against Islamophobia. He didn't have to be poor to want to fight against poverty. He didn't have to have a physical or mental disability to fight for those who do. He did not have to be an immigrant or a refugee to fight against xenophobia.

Attracting, Managing, and Maintaining Diversity and Cohesiveness in Uncertain Times: A Case Study

Facilitator: **Dorothy Campbell**, Interim Dean, College of Liberal Arts & Sciences, Frostburg State University, MD
Panel Members: **Ronald Nowaczyk**, President, Frostburg State University, MD; **Boyce Courtney Williams**, Interim Dean, College of Education, Frostburg State University, MD; **John T. Short, Jr.**, Vice President, University Advancement and Executive Director, Frostburg State University Foundation, Inc., Frostburg State University, MD; **Leon L. Wyden, Jr.**, Vice President, Administration and Finance, Frostburg State University, MD

OVERVIEW

Frostburg State University (FSU) has a proactive approach to serving minority students at its rural campus in Maryland. Diversity plays a central role in FSU's strategic plan, vision statement, and curricula. Based on its vision and plan, FSU has shifted to a needs-based aid strategy to attract applicants. Once students arrive on campus, FSU offers a variety of support programs to promote student success. University leaders also recognize the importance of mentors for minority students. In addition, FSU is striving to hire diverse faculty and staff and engage minority alumni.

CONTEXT

A panel of leaders from Frostburg State University discussed how the institution is attracting and retaining minority students.

KEY TAKEAWAYS

Registry members have brought valuable experience and contacts to FSU.

Frostburg State University is a comprehensive institution in northwest Maryland. It is part of the Maryland state system, which has 12 schools governed by a single board. In addition to undergraduate degrees, Frostburg State offers several masters programs and one doctorate program. Key facts about FSU include:

- 5,300 students with around 4,000 on campus. Those not on campus take online courses or attend classes at a branch location.

- About 46% are students of color; many are first-generation students.

- Only 4% of faculty are African American. Within the system, only 11% of the faculty are African American and 50% of them are at one of the four HBCUs.

President Ronald Nowaczyk highlighted several issues facing FSU:

- **The rural environment.** The region is very rural, white, and Republican. This is challenging for some students from urban areas. After the last presidential election, students of color worried about their safety on and off campus. Attracting faculty to the area is also difficult.

- **First-generation student needs.** Many students need help and direction.

- **Diversity and inclusion issues.** Students want faculty and mentors who look like them. Although the student body is diverse, it is not inclusive. The athletic teams are one of the few environments where students of different races mingle. That dynamic is needed more broadly.

When President Nowaczyk joined Frostburg State, his cabinet consisted of one woman and five men, all of whom were white. When two deans retired, Nowaczyk contacted The Registry to fill those positions on an interim basis. Working with The Registry was new for FSU.

Boyce Courtney Williams and Dorothy Campbell, both women of color, were hired as interim deans. Since they joined, FSU has hired two other African Americans to the cabinet: the Vice President for Enrollment Management and the Vice President for Administration and Finance. These hires have been a signal that faculty and students have paid attention to.

President Nowaczyk highlighted three ways The Registry has added value to FSU:

1. **Registry members bring real-world experience.** Registry appointments aren't learning on the job. This can't be underestimated.

2. **Interactions with faculty and staff are positive.** The FSU community now understands the full function of The Registry and has seen positive results.

3. **Registry members have deep professional networks.** They use their contacts to help the institutions where they are assigned.

Frostburg State has strategically grown minority enrollment and offers support programs to promote student retention.

As Maryland's demographics have changed, FSU has adjusted its enrollment and financial aid strategies. Leon L. Wyden, Jr. discussed programs and concerns related to minority enrollment.

- **A shift to a needs-based aid strategy.** Before 2016, Frostburg State had a strong merit-based aid system. As FSU has pursued more diverse students, it has moved to a needs-based strategy. This has allowed FSU to increase the number of African American students. Dr. Arlene Cash, the new Vice President for Enrollment Management, will be focusing on enrolling African American as well as Hispanic and Asian students, since those groups are growing within Maryland.

- **Student retention and completion.** Retention has been strong as students move from their first to their second year. However, FSU wants a higher completion rate, as only about 50% of minority students graduate.

- **Student support.** Frostburg State offers multiple student support programs. These include the Department of Freshmen Advising and Retention, disability services, student success and completion coaching, and first-year orientation programs. The Vice President for Enrollment Management hopes to implement a program to retain students beyond the second year.

Incorporating diversity into teaching starts at the top.

Frostburg State encourages faculty to take a learning- and student-centered approach to teaching. This means re-examining scheduling, adopting more interactive teaching methods, and becoming more comfortable with diversity.

Dorothy Campbell observed:

- **Diversity starts at the top.** Diversity is part of FSU's strategic plan and vision, and is built into action plans that extend to the department level. Diversity is discussed as part of faculty governance.

- **Diversity has academic advantages.** Diversity has been incorporated into the university's undergraduate and graduate curricula. One academic advantage of diversity is stronger critical-thinking skills. Diversity upends stereotypical mindsets and promotes more inclusive scholarship. When research subjects are more diverse, results are more accurate.

- **Ignoring diversity has negative ramifications.** When institutions don't pay attention to diversity, they often experience low morale, shallow learning, reduced productivity, and high student turnover.

- **Diversity work makes it possible to have difficult conversations in safer environments.** When everyone knows the institution is focused on diversity, it is possible to have difficult conversations on topics like tribalism (i.e., supporting your own group no matter what) and racial fragility (i.e., insisting on cultural comfort to the point that people are uncomfortable when it is discussed).

- **Role models are important.** FSU has mentor programs for faculty, as well as reverse mentors. Reverse mentors are younger faculty who are skilled at interactive learning. This approach is needed extensively in STEM disciplines.

FSU has developed innovative programs to address Maryland's teacher shortage.

Each year, Maryland needs almost 4,500 new teachers. Yet, institutions in Maryland that prepare educators can only fill about 1,500 of those positions. The result is a critical teacher shortage.

Boyce Courtney Williams described four strategies FSU is pursuing to increase Maryland's teacher supply:

1. **Outreach.** The College of Education is focused on multiple outreach programs.

   — *Teacher Academies of Maryland (TAMs).* Maryland has 24 school districts; 20 have TAM academies. The best and brightest students who want to become teachers enroll in a TAM starting in 10th grade. FSU's Teacher Ed curriculum is aligned with the TAM curriculum. Some Maryland universities offer TAM graduates $5,000 to $10,000 in scholarships. FSU offers TAM graduates credit equivalent to completing two courses. Seven TAM students will be starting at Frostburg State in the fall.

   — *Future Frostburg Teachers Teaching (F2T2).* This program is supported through a grant from Frostburg State's Vice President of Advancement. This past summer, the College of Education visited the most underserved, underrepresented middle school in Allegheny County. A team interviewed students to participate in a week-long high tech, high touch, STEM and literacy-focused summer camp. FSU sponsored 14 seventh graders to participate.

   — *Focus on the Future.* This is a one-day event sponsored by the Allegheny County Education Committee of the Chamber of Commerce. Every seventh grader in the county attends. FSU educates students about teaching opportunities.

   — *Next Generation Scholars.* The county identifies students from underrepresented, underserved communities. Students visit the FSU campus, where they are welcomed and invited to become members of the incoming class in five years.

2. **Teacher Assistants and Community Colleges.** FSU's College of Education is collaborating with existing teacher assistants and community colleges to advance individuals to full-fledged teaching positions.

   — *Frederick County collaboration.* In Frederick County, many teacher assistants have four-year degrees but aren't teachers because they haven't passed the licensing exam. FSU is holding a session to help prepare them for the exam. Those who pass will be admitted to Frostburg State's masters in teaching program. FSU hopes to offer a flexible schedule with Saturday and online classes.

   — *Associate of Arts in Teaching (AAT) Degree.* Students that attend a Maryland community college and take the Early Childhood or Elementary Teaching curriculum receive an Associate of Arts in Teaching degree. That automatically transfers to state institutions in Maryland. Students enter as juniors.

   — *Alignment of Syllabi.* FSU is currently working with two community colleges to align their education course syllabi with Frostburg State's education curriculum.

3. **P2P Partnership.** This partnership with Coppin State University in Baltimore is supported by a $3.5 million grant. Frostburg State and Coppin State are developing digital badging and micro-credentialing for classroom management, universal design for learning, differentiation, cultural diversity, family engagement, and assessment.

4. **Alumni Connections.** The College of Education worked with the University Advancement Office to get a list of alumni. Outreach is underway to create Alumni Ambassadors and Recruiters.

Engaged students are more likely to be engaged alumni.

Frostburg State recognizes that alumni engagement, especially among minority alumni, is important. The experience that students have on campus greatly affects the relationship they have with the institution as alumni.

John T. Short, Jr. is leading an effort to get minority alumni to return to campus as mentors for current students. Some minority alumni haven't felt welcomed by the rural community that isn't diverse. Although things have improved, Frostburg State University is committed to continuing its work with the community.

OTHER IMPORTANT POINTS

- **Using social media.** President Nowaczyk noted that presidents, CEOs, and provosts need a social media presence. Students today communicate via Snapchat and Instagram. Twitter is a useful platform for communicating with parents and alumni. Although students like to "follow" leaders on social media, leaders should never follow students.

- **Generation Z.** This demographic group isn't cynical. Generation Z is used to global learning, diversity, and service learning. They don't think environmentalism is a hoax.

Hyper-Extended Challenges Facing the Academy

Facilitator: **Bryan E. Carlson**, President, The Registry
Panel Members: **Sandy Doran**, Interim President, Salem Academy and College, NC; **Ronald Ingle**, Interim President, Athens State University, AL; **Carol Moore**, Interim President, Columbia College, SC; **Jay Gogue**, Former President, Auburn University, AL; **Joe Lee**, Interim President, Spring Hill College, AL

OVERVIEW

Unexpected issues can blindside an interim, whether they are a president, chancellor, cabinet member, or dean. Although it is impossible to anticipate every situation that will arise, taking a few proactive steps is prudent. Upfront information gathering can head off surprises related to finances and student well-being. Setting expectations with the board, cabinet, and campus community is also advisable. Transparency and a commitment to clear communications is a best practice that effective interims embrace.

CONTEXT

A panel of Registry members discussed common challenges that face interims and offered tips for addressing them.

KEY TAKEAWAYS

Develop a communication strategy and connect with stakeholders throughout the campus community.

Interim presidents are usually appointed because there has been a gap in a presidency and issues exist. Common concerns relate to trust and transparency. It is essential for interims to evaluate how the institution is functioning from a trust and accountability perspective.

Developing a communication strategy must be a top priority. Within the first month of her Registry assignment, Sandy Doran held seven community meetings with faculty, staff, students, alumni, trustees, and the board. She had to alert people that the institution was about to be placed on probation by SACS. Effective communication strategies ensure that everyone has the same information and is on the same page.

The panelists shared additional communication best practices:

- **Have casual conversations with faculty.** Go to their space to hear what they do and what excites them in their field. After her appointment, Sandy Doran met with every faculty member for half an hour.

- **Build a groundswell of student engagement.** It is important to build relationships with more than just the faculty. Consider meeting with groups of students weekly to build consensus and support.

- **Practice management by walking around.** The only way to get a committed community is by breaking down silos and getting everyone to talk to each other. Sandy Doran makes it a habit to eat in the cafeteria daily. People know they can talk to her without an appointment.

- **Leverage social media.** This is an effective way to get messages out and to hear directly from students and others.

Immediately dig into the "second layer" of data to get insights.

When Registry appointments arrive on campus, people send the obvious pieces of information like strategic plans, audit reports, budgets, graduation and retention rates, and fundraising statistics. That is all good, but Carol Moore recommends looking at the second layer of data. Examples include:

- **Cash flow.** This gives greater insight into institutional finances than budgets.

- **Credit cards.** Recalling credit cards can reduce expenses significantly.

- **Financial aid drawdown.** How much historically is drawn down in each period? Where is the institution with this year's drawdown?

- **Overtime.** Analyze overtime by department.

- **Staffing.** Look at the size of the institution and the staffing ratios. This will provide insight into whether the institution is overstaffed. Look at the ratio of students to administrators.

- **Faculty metrics.** In each discipline, what percentage of the courses is covered by full-time faculty? Faculty productivity reports are also helpful. Look at the DWF rates and the grades at the end of the term. What percentage of students gets honors?

At institutions with athletic programs, evaluate student athlete health and safety.

Student athlete welfare is top of mind these days at institutions with athletic programs. Student athlete welfare has three elements: amenities, pay for athletes, and student athlete health and safety. Interims rarely have to deal with the first two issues. Student athlete health and safety, however, is an issue for everyone. Jay Gogue suggested asking the athletic program four questions:

1. **Who makes the decision about whether a student will practice or play in a game?** There are four options: the head coach, the strength and conditioning coach, the trainers, or the medical team. The decision maker will be different at every school and will differ by sport. You must be comfortable that whoever is making that decision could testify in court and explain the logic of their decision.

2. **What protocols are used to train athletes?** Strength and conditioning coaches design exercise protocols that differ by type of athlete. Ensure that the people creating the protocols have the necessary expertise. There are more legal cases at U.S. colleges related to this issue than any other. If the required expertise isn't available on campus, every athletic conference has people who can come in and oversee protocols for student athletes.

3. **Request the emails of criticism related to campus medical staff.** If patterns exist, you'll see them quickly.

4. **Ask to see the background checks for all the medical people who work for the athletics department.** This should include people who do contract work, such as dental or massage therapy.

Clarify your responsibilities and authority with the board and cabinet.

Registry Interims are empowered with all the authority and responsibilities that a permanent officer holds, including the ability to hire and fire. It is important to be clear from the beginning about that with the board and the cabinet.

Without that understanding, your power base will be weakened. Joe Lee, for example, has had to lead while the former president and chancellor have remained on campus. It has been important to clarify that he is in charge. If the expectations document is public, it can be helpful to share it with others. Show how you will be evaluated at the end of your tenure as interim.

Don't be surprised by toxic and political environments.

Many interims walk into dysfunctional situations. When Ron Ingle took an interim president position, he found a list of pressing issues left by the former president. He had to put his Registry Expectations Document on the back burner to deal with serious political issues. He also was unexpectedly assigned the job of conducting the search for the full-time president.

The panel offered advice for dealing with difficult situations:

- **Ask for the financial statements.** Joe Lee cautioned Registry members to be careful if institutions won't share financial information. It's a bad sign if they're hiding things from the start.

- **Be realistic about what changes you can make in the timeframe available.** Think about where your leverage points are.

- **Make sure everyone understands the numbers.** When people don't completely understand the budget, enrollment, and financial statements, then no one realizes and fully appreciates that there is a problem.

- **Strive for early wins.** This helps establish credibility and show that you have the best interest of the institution at heart.

- **Turn to The Registry for help.** If a situation becomes dire, interims should contact The Registry. The staff can strategize and contact the institution. As a last resort, contracts can be terminated with 30 days' notice. This should only be considered when all other avenues for addressing problems have been exhausted.

Social Media on Campus and the Aggressive Marketplace

Facilitator: **Joel Wincowski**, Interim Vice President Enrollment Management, University of Saint Francis, IN, and RAS Enrollment Consultant, Salem College and Academy, NC
Panel Members: **Rebecca Eckstein**, Interim Vice President for Strategic Enrollment Management, University of Houston–Downtown, TX; **Laura Sheehan**, Partner, Director of Strategic Marketing and Communications, Calculate Edu

OVERVIEW

Students, applicants, parents, and alumni are using social media more than ever. To connect with these audiences, every campus needs social media expertise. Leading institutions are leveraging social media accounts on Facebook, Instagram, and Twitter, as well as social media advertising campaigns.

KEY TAKEAWAYS

- Recruiting students is a huge challenge for enrollment teams. When institutions have a social media presence, it excites students about attending the school. Around 77% of Americans have a social media profile and 26 million use social media. Facebook is the largest site. Other popular platforms are WhatsApp, WeChat, Tumblr, Instagram, Twitter, Google+, and Skype.

- Social media enables institutions to brand their campuses 24/7, 365 days a year. It provides immediate, low-cost storytelling. Colleges and universities should utilize as many platforms as they can support.

- When Joel Wincowski was at the University of Maine, a graduate assistant who was a former social media coordinator at L.L. Bean helped him increase the school's social media presence by 2 million impressions per year. Between July 2015 and November 2018, the University of Maine's followers on different platforms grew significantly.

	JULY 2015	NOVEMBER 2018
Facebook	50 followers	6,654 followers
Twitter	50 followers	1,900 followers
Instagram	0 followers	7,400 followers

- Social media pitfalls include inflammatory tweets, critical comments, or cynical jokes which may expose institutions to liability. This is why some university presidents suffer from "fear of social media" (FOSM). Digital managers can help institutions avoid and respond to pitfalls. Recovery plans focus on apology, intent, and recovery. The first step is to apologize, even if you don't think you did anything wrong. Communicate your intent and then move to recovery.

- Social media advertising can be used for direct recruit marketing. It is an incremental process that takes time. The ultimate goal is converting ad viewers to incoming students. Best practices include:

  — *Authentic messaging from real students' perspectives.* The college generation trusts their peers.

  — *Advertising budgets for each platform.* Affordable pay-per-click ads can be placed on Facebook, Instagram, YouTube, Google, and more.

  — *Target audiences based on psychographic or demographic characteristics.*

  — *Dedicated website landing pages.* Every campaign theme should have a separate landing page, rather than dropping people on the homepage after they click on an ad.

- Google Ads appear in search results. It is important to build search terms on the back end, so your institution comes up in the search results. Even if people don't click on an ad, it's possible to retarget them from the institution's website or social media accounts. This is why it is important to integrate messaging across platforms.

- Geofencing enables marketers to advertise based on a geographic area. With geofencing, people see your ad when they use their phone in a particular area. When they leave the territory and sign on from a laptop or home computer, a probable match algorithm allows advertisers to follow the user and continue to show them ads. Ads are sold based on impressions. Colleges and universities are using geofencing to target audiences at community colleges, competing institutions, and airports.

- Social media goes beyond enrollment. LinkedIn is a great way to engage with alumni. Some schools are using it for crisis management, online class lessons, research, and more.

ACTION ITEMS

* Use social media to tell your own story by sharing pictures, publicizing scholarship challenges, and more.

* Publish a clear communications plan that outlines who can publish and what is appropriate to publish. This is an effective way to stay out of trouble.

* Hire a digital manager to ensure consistent messaging.

* Implement a social media scheduling and monitoring tool. This enables institutions to track activity and see what types of social media activity are most effective.

* Ensure that your themes and calls to action are consistent across platforms. Compelling human messaging must be at the foundation of all ad campaigns.

* Consider running small-scale social media advertising campaigns to match recruitment cycle needs. Examples include late summer or holiday season transfer campaigns or yield campaigns to get accepted students to confirm.

* Utilize creative approaches to social media advertising. One institution hired a videographer to record snippets of graduating students and their future plans. Those video clips were shared on Facebook and Instagram. Another institution sent applicants personalized video-based college acceptance messages from the President via Facebook and Snapchat.

Leading Colleges and Universities

Keynote Speakers: **Stephen Joel Trachtenberg**, President Emeritus, The George Washington University, DC; **Gerald B. Kauvar**, Former Special Assistant to the President Emeritus, The George Washington University, DC

OVERVIEW

Leadership in higher education requires a unique combination of skills. Effective presidents focus on current issues, while maintaining a strategic view of the institution. They make decisions carefully, but take fast action when situations demand it. They move institutions to strength by building alliances. These characteristics suggest that the best interim presidents are generalists with excellent contextual and situational leadership. And, even highly specialized institutions need superb administrators as interim leaders. Candid conversations with the board of trustees can help interim presidents assess the institutional landscape and determine how to navigate the college or university toward its goals.

CONTEXT

Stephen Joel Trachtenberg and Gerald Kauvar, authors of *Leading Colleges and Universities*, discussed what successful leadership means in the context of higher education administration.

KEY TAKEAWAYS

In higher education, presidents have a wide breadth of responsibilities and many outcomes aren't easily quantified.

At colleges and universities, presidents are the first level of leadership that is responsible for the entire enterprise. Given the breadth of their responsibilities, they are similar to mayors. Like mayors, presidents of higher education institutions preside over outcomes that are often hard to measure.

Examples include student success before and after graduation, internships, research, athletics, emergency management, hiring and firing of faculty and staff, Title IX compliance, questions of freedom of speech and artistic expression, and implementation of state and federal mandates or legislation.

In addition to their day-to-day responsibilities, presidents must also raise funds for an institution and report to a board of trustees or regents. State-supported institutions have additional layers of oversight.

Boards play an important role in the success of interim presidents.

Boards hire interims. The success of an interim president depends on how well the board has carried out its functions prior to the hire. Boards can greatly influence an interim president's experience and success:

- **When a search begins, boards must be candid about why the vacancy exists and what the immediate future bodes.** Key questions to be answered include: Why is there a vacancy? Was it a sudden death; a voluntary but unexpected departure for performance; a faculty revolt; issues of judgment or issues or character; a failed search; falling enrollment; poor fundraising results; inability to raise tuition; or a scandal? Successful placement and performance can't be achieved without a mutual understanding of issues.

- **Boards must be candid about their role during the interim's tenure.** To what extent will the interim be a decision maker? Or does the board have a history of micromanaging the institution and the president? Boards must consider the priorities they will impose. Is the interim expected to be a rainmaker, fundraiser, educator, or turnaround specialist? Are there accreditation recommendations that must be implemented? On what basis will the interim be judged?

- **Boards must reveal information about the campus culture.** Was the former president reviled or revered or both? Is the institution fragmented or coherent? Is the environment one of mutual respect or do people focus on self-aggrandizement? What tensions exist between the faculty and staff? What are the relationships with the community like? Interims must discuss with the board to what degree they can socialize with members of the campus and community. This is how interims gain a perspective on what the board has told them.

- **Interim candidates need insight into the state of the board or the regents.** Is the board in turmoil or general agreement? Do some members long for the prior president and resent his or her departure? Is the board chair helpful, demanding, curt, frank, knowledgeable, self-effacing, or self-promoting?

No matter what occurs, an interim president must act as the face and voice of the institution.

Unpleasant events will occur during an interim's tenure. It could be a fire in a lab; severe storms; the injury or arrest of faculty, staff, or student; a hostage situation; a bomb threat; or a news story about how the institution is accused of a breach of public trust.

> "At any time in the institution 2% of the people will be doing something you don't want them to do. It's always a different 2% and they're always doing something different. Despite it all, as the acting president, you're the face and voice of the institution as a whole."
>
> — *Gerald Kauvar*

Leadership is both contextual and situational.

In higher education, leadership depends on the specific challenges and opportunities presented. Factors that can affect the type of leadership demanded include the history and culture of the institution, the nature of the business, what the competition is doing, contemplated changes to law and regulations, and more. There are also unknowns—what the Defense Department refers to "unknown unknowns."

Disruption can come from many sources, such as a controversial speaker, new techniques for gene editing, new teaching methods like the flipped classroom and online learning, or new data collection requirements to support grants.

Knowing that some of the situations and challenges that will be experienced are impossible to predict, effective interim leaders must be able to understand the context and adapt their leadership style to the specific situation.

Thoughtful leadership can reverse public skepticism about the value of higher education.

America's romance with higher education has waned. Many question whether the reward is worth the heavy investment of time and money. There is a full litany of reasons why colleges are no longer seen as the best place to prepare for adulthood, such as spiraling tuition costs, student dissatisfaction, campus failures by coaches, admissions concerns, management misfires, and more.

If any group can reverse public skepticism about the value of colleges and universities, however, it's a congregation of thoughtful presidents. They are focused on the mission of higher education and their job is strategic. The best presidents are nimble thinkers, forthright in action, and decisive. Historically, universities have been institutions of deliberation and change has occurred slowly. Yet in crisis situations, decisions must be made quickly, decisively, and in consultation with traditional and nontraditional stakeholders.

University presidents are laser focused on the issues at hand, yet have enough peripheral vision for tangential matters. In addition to the day-to-day operations of the institution, they manage philanthropic donors. This job is relationship-based, not transactional. Gifts can bring controversy to campus. While donors can be generous, there's no free lunch.

> "When university presidents are asked where to find the heart of the institution, they deflect attention from themselves. Yet, they take full ownership for the school. They are blamed if the heart of the university stops beating. Although not all presidents are bold, the best ones are."
>
> — *Stephen Joel Trachtenberg*

Maximizing Your Potential: From Statement of Interest to the Campus Visit

Facilitator: **Jackie Armitage**, Vice President, The Registry

OVERVIEW

Jackie Armitage shared insights into how you as Registry members can maximize your potential by finding opportunities that are a good match and making the best impression. She discussed the opportunity notice, the Statement of Interest, and how to prepare for a campus visit and on-campus interview.

KEY TAKEAWAYS

- Opportunity announcements include the information about an opportunity such as an institution's needs, the start date, and the length of the term. Important considerations include whether the placement is a good match with your skills and experience, the expectations for the interim, and your comfort with the institution. If an opportunity is confidential, the name and location may be available over the phone by calling the Registry principal.

- Members interested in an opportunity proceed to craft a Statement of Interest (SOI). An SOI provides a short introduction beyond the resume. It describes why you are interested and highlights items important to the institution. It uses positive language and focuses on how you can help the institution achieve its goals.

- Campus visits require preparation. This includes reviewing the institution's website, searching for additional information and news through online sources like Google, iPEDS, and regional accrediting agency sites, and reviewing documents provided by the institution. Conducting some research—which can take just minutes—makes a big difference in the interview process.

- During a campus visit or interview: be prepared to introduce yourself through a short opening statement. Be brief and professional. Respond to questions concisely and answer the question that is asked. If a question is unclear, ask for clarification. Be prepared with your own questions about the institution, the challenges, their needs, and the role. (Don't ask questions about logistics; ask those to the Registry principal.) Be prepared to answer, "When can you start?"

- As institutions become more budget-conscious, some are using technologies to conduct virtual interviews. The Registry will let candidates know if video-conferencing will be used. For a virtual interview, pay close attention to the logistics, still dress professionally, appear confident, and make eye contact. Practice can help.

- Candidates should always be true to themselves in SOIs and during campus visit; it's important to be professional but to let the true personality shine through.

ACTION ITEMS

* Review the opportunity notice to assess whether a role may be a good match for your skills and experience. Highlight key information about the role and its responsibilities.

* Write an SOI of 400 words or less that includes a brief introduction, addresses information highlighted in the opportunity notice review, and finishes with a strong, conclusive statement.

* Prepare for the campus visit:
  — Review the institution's website.
  — Search the Internet for news and pertinent information about the institution.
  — Review all preparation documents provided by The Registry and the institution.

* During the campus visit:
  — Be brief and professional in introductions.
  — Respond concisely to the question asked.
  — Watch your audience and gauge responses.
  — Give interviewers time to interject; don't talk over them.
  — Prepare questions.

* Throughout the process contact the Registry principal with any questions.

Student Affairs Today: Preparing for New Challenges

Facilitator: **Janina Montero**, Vice Chancellor Student Affairs, Emerita & Senior Advisor, University of California Los Angeles
Panelists: **Drew Calandrella**, Interim Vice Chancellor of Student Affairs, University of California San Diego; **W. Wayne Brumfield**, Interim Vice President of Student Affairs, Humboldt State University, CA; **Michael Young**, Vice Chancellor Student Affairs, Emeritus, University of California Santa Barbara

OVERVIEW

Student affairs leaders face more complex issues than ever before, ranging from political conflicts to campus violence, student mental and physical health problems, and hunger and homelessness. Although unexpected situations will constantly arise, campus leaders must take proactive steps to prepare for crises. Cooperation and collaboration across institutions are essential for informed decision making and effective communication with key stakeholder groups.

CONTEXT

The panelists updated session participants about major issues facing student affairs leaders and shared best practices for addressing them during an interim assignment.

KEY TAKEAWAYS

College and university presidents must respond to cultural and political conflicts.

UCLA is a highly diverse institution with a strong transfer student presence. The student body, both graduate and undergraduate, are very politically and socially active. In recent years, the institution has experienced a significant cultural and political rift related to the Israeli-Palestinian conflict.

The two sides are roughly aligned with Jewish and Muslim religious traditions, but the core issue is political. UCLA has been ground zero for the BDS (Boycott, Divestment, and Sanction) movement which has gained visibility over the last decade. At UCLA and other California campuses, strong new alliances have developed between ethnic groups of color and Students for Justice in Palestine (SJP) organizations. This has taken Jewish communities on and off campus by surprise.

Sympathy and concern for the Palestinian situation and any real or perceived connection with SJP members or activities are described by many in the Jewish community as anti-Semitism or proof of association with anti-Zionist organizations. The university is expected by Jewish students and organizations to intervene with a heavy hand, prohibiting events, barring certain student groups, and expelling students for protected speech or lawful protest. For example, the Jewish community and legislature are trying to make UCLA cancel the SJP national conference.

This conflict has affected the campus climate and discourse. It serves as an example of the type of challenges that university presidents must address, which include:

- Protecting student freedoms.

- Maintaining the trust of parents, community groups, and political figures.

- Repeatedly addressing freedom of speech and attempts to prohibit what is perceived as offensive speech.

- Showing sensitivity and readiness to protect those who feel silenced.

- Providing context to national and international events.

Ongoing readiness is an effective strategy. Janina Montero offered recommendations for campus leaders:

- **Keep leadership informed and try to manage the narrative.** University presidents must regularly gather administrative and faculty leadership to review how conflict is evolving on campus and elsewhere.

- **Respond to campus and external events.** It is essential to communicate quickly, appropriately, and meaningfully for multiple constituencies.

- **Engage with external communities.** The president, provost, dean of faculty, communications staff, and advancement team must counter misinformation and affirm institutional values.

- **Understand students.** Isolated incidents no longer exist. Students expect campus leaders to acknowledge deeply felt connections with events around the country and the world.

- **Recognize that conflicts carry generational differences.** The lived and inherited experiences of students are significantly different from those of Baby Boomers. Language and meanings have changed over time.

The Israeli-Palestinian conflict and many other political and cultural divisions can't be absorbed quickly. They need sustained engagement, a solid knowledge base, and willingness to invest significant time and intellectual effort. To advance the path to understanding, people must absorb a body of historical, cultural, and social knowledge. Unfortunately, this is challenging in a time of sound bites and Twitter.

During health crises, it is essential to mobilize the campus community while working with state and national agencies.

During the fall of 2013, the University of California Santa Barbara (UCSB) experienced an outbreak of meningitis B. The university consulted with the California Department of Public Health and the Centers for Disease Control and Prevention (CDC). These agencies determined that UCSB should provide 1,200 students with antibiotics to prevent the disease from spreading.

The California Department of Public Health and CDC conducted a campus visit. They recommended providing a two-dose vaccine to all 19,200 undergraduates, a few hundred international immersion students, 25 faculty and graduate students with medical conditions, and six faculty who live in residence halls. In addition to the logistics challenges of administering the vaccine, the university learned the drug hadn't yet been approved by the FDA. Despite these hurdles, UCSB successfully vaccinated a significant number of the affected population.

Michael Young shared lessons learned from this experience:

- **The larger the crisis, the less control senior leadership has.** This is especially true for significant health crises. At UCSB, the locus of control quickly shifted to county and state public health organizations, the CDC, and the FDA. On the upside, these organizations provided political cover for decisions made along the way.

- **Campus leaders must mobilize the entire community to respond to the challenge.** This includes environmental safety, accounting, contracts, procurement, student health, public affairs, risk management, emergency management, and more. Campus entities and processes must be responsive, fast, nimble, and decisive.

- **Special attention must be given to legal services and legal counsel.** The University of California system hired a law firm to provide UCSB with additional support and advice.

- **Senior leaders must be prepared to commit precious resources.** For example, UCSB had to pay for refrigerated transport of the meningitis vaccines.

- **Student leadership must be visible and present.** They need to stay in touch with the process, but also get out of the way of the process.

Interims must assess the mental health needs of their institutions.

Many believe that mental health is the most important issue for students today. In the mid-1990s, the number of students in serious psychological crisis increased. The number and severity of cases have continued to rise. UCSB, for example, has experienced two mass killings, both of which were linked to mental health issues.

Since mental health issues are a pervasive challenge across higher education, interims must evaluate the mental health needs of their communities. A good first step is to assess what the data reveals about student mental health on campus. Key questions include:

- Does the campus have the capacity to respond to needs?

- How many crisis cases does the campus counseling service have every week or month?

- How many suicides and suicide attempts are there every semester?

- What are the wait times for first-time appointments?

Institutions must pay attention to students' food and shelter needs.

When students are hungry and don't have shelter, it is impossible to learn and can affect their mental health. Food-related issues relate to poor quality nutrition and inadequate access to meals. Sometimes students don't eat because they have to pay their rent. With regard to housing, students may struggle with unaffordable housing, low quality housing, overcrowding, couch surfing, or true homelessness.

Although many institutions are addressing food and housing issues, there will always be concerns. UC San Diego has established a food pantry which has had over 20,000 visits. It is estimated that around 10% of the student body utilizes this resource.

Campus safety plans have become increasingly important.

Interims must familiarize themselves with their institutions' safety plans. UC San Diego, for example, requires event organizers to submit information about their programs. At large events, people pass through magnetometers. People can dispose of guns and knives in bins. There are drug-sniffing dogs, as well as sharpshooters on tall buildings surrounding the stadium. The university alerts people in advance about the level of security to expect at events.

Transparency and constant communication make the difference in crisis situations.

Colleges and universities must take a proactive approach to crisis response and communications. Wayne Brumfield discussed three best practices based on his interim assignments at Humboldt State University and SUNY New Paltz:

- **Crisis information needs to be communicated to both the campus community and the community at large.** When a Humboldt State University police officer was shot in downtown Arcata, university leaders hosted an open forum that afternoon for the campus and community to discuss what was known. The forum included the city manager, the campus president, a city council member, and the university's director of equity and diversity inclusion.

- **Each campus must deal with crisis communications in its own time.** At Humboldt State a student died after being accidentally swept off a jetty. The media immediately released information but named the wrong person. The university cooperated with the Sheriff's Department, the U.S. Coast Guard, and other agencies involved in the search. Campus leaders spent Thursday night, Friday, and Saturday working with the student's twin brother, his high school principal, and the school's success coach. In addition, the university published three communications about the student's death. Waiting to gather accurate information from the authorities made a difference.

- **Some crises develop slowly, making ongoing communications necessary.** In mid-October of Brumfield's interim assignment at SUNY New Paltz, a mumps outbreak began among students. Over several weeks, the disease spread to over 60 students. Each day, Brumfield sent an announcement about new cases, along with information about behaviors to help prevent further infections. Regular campus events were cancelled, like trick or treating in the residence halls for community children. Volleyball and swim team practices were cancelled, since the outbreak began with members of those teams. The university sent robo calls and emails to families who had planned to attend the Preview Day. Over 5,000 people still attended. Keeping families in the loop had no negative impact on enrollment.

Working Across the Aisle: Registry Style

Facilitator: **Christine Plunkett**, Interim Vice President for Finance and Treasurer, Iowa Wesleyan University, IA
Panel Members: **DeWayne P. Frazier**, University Provost, Iowa Wesleyan University, IA; **Pamela Hillman**, Past Interim Vice President for Development & Alumni Engagement, Northern Arizona University, AZ; **Gary Bracken**, Interim Vice President for Enrollment Management, Spring Hill College, AL

OVERVIEW

Colleges and universities are facing major challenges as the higher education landscape rapidly evolves. Who students are and what they are looking for is changing. Institutions are having challenges meeting enrollment goals and generating adequate revenue. Some are being forced to close, merge, consolidate, or be acquired.

The ability to change and adapt is critical to survival and success. Campus-wide collaboration that tears down silos and fosters a nimble culture helps colleges and universities innovate, survive, and succeed. Registry Interims are uniquely positioned to help institutions navigate these changes, including operating more collaboratively in a way that benefits all key stakeholders.

CONTEXT

Panelists looked at how the higher education landscape is changing what institutions need to do to survive. They shared case studies and lessons from their experiences as interim leaders.

KEY TAKEAWAYS

The higher education landscape is rapidly changing.

The higher education market is struggling as student educational goals and expectations evolve. Among the most significant issues are:

- **A shift in who students are.** The adult degree completion market has become larger than the traditional high school market, making the focus on freshman enrollment a less viable model.

- **A focus on jobs.** As the total amount of student debt increases to double that of credit card debt, college students are looking for an education that gets them a job.

> "Credit card debt on its own is pretty scary. Thinking about student debt as twice that is pretty bad."
> — *Christine Plunkett*

- **Price as a driver.** As students focus on debt, jobs, and the value of higher education, price has become more of a factor in selecting a college.

- **A focus on stackable credentials.** In an era where employers are focused on skills, certificates and stackable credentials are becoming as mainstream as degrees.

- **Ratings downgrade.** The industry's multiple challenges have caused Moody's to downgrade higher education from "stable" to "negative" in the last year, even projecting that higher education may be next to experience a "hard fail."

BY THE NUMBERS: TRENDS IN HIGHER EDUCATION

The higher education market has contracted by **12%** since 2011.

150 colleges and universities have closed, merged, been acquired, or consolidated since 2016.

In the fall of 2017, only **34%** of higher education institutions met their enrollment goals.

75% of students will attend two or more institutions before graduating.

34% of those enrolled in higher education now take courses online, a trend projected to increase over the next 5 to 10 years.

In order to survive, institutions need to adapt and be open to change.

Colleges and universities that are open to change and able to adapt—and that have creative, flexible, nimble leaders—are most likely to survive in this changing landscape. Institutions need to evaluate existing business models and replace outdated ones with building blocks that promote stability.

BUILDING BLOCKS FOR STABILITY

* A business model that allows the university to increase, expand, and sustain its resource base.

* A pricing and discount model that will generate the necessary net revenue to meet budgeted operation expenses.

* A business and pricing model that allows the university to remain competitive among its peers.

* A business model that provides, over time, the necessary financial resources to meet needs over and above general operations: endowment growth, deferred maintenance, employee compensation, program growth, campus expansion.

* A mutual understanding of the university's desired student profile, student body, composition, retention and persistence goals, and enrollment goals.

The current structures in place at most institutions won't support new business models. Colleges and universities need to abandon the old silo model that pits administrators and departments against one another. Leadership teams need to be willing to work across the aisle with their counterparts. Presidents and boards need to be open to change.

Colleges and universities will also need to identify and introduce new revenue streams; traditional tuition sources and fundraising alone won't be enough.

The Registry helps colleges and universities navigate the changing environment.

Registry Interims bring in both contextual expertise and generalist leadership to help colleges and universities navigate the changing environment. Interims have the ability to step into difficult situations, make difficult decisions, and then move forward without the personal or emotional connections that permanent leaders have.

Registry Interims also promote collaboration across disciplines, helping cement the relationships that lead to successful initiatives. Interims build teams that work together toward the same end goals. This internal cohesiveness spills over to relationships with partners, vendors, students, families, lenders, and the greater community.

Iowa Wesleyan University: Collaboration between a Registry Interim and IW.

Christine Plunkett, who served as Interim Vice President for Finance at Iowa Wesleyan University (IW), and DeWayne Frazier, IW's Provost, shared their experience working together. Plunkett and Frazier collaborated with each other and across the organization to help IW overcome significant financial and enrollment challenges.

> "I really wish Washington DC could work better together like the two of us do. It would be a much better world."
> — *DeWayne Frazier*

Working together, they focused on and put in place a program that significantly increased international student enrollment. The program has been successful. IW is now first in Iowa and fifth in the Midwest for international students.

An additional example of collaboration is how faculty, staff, and students came together to submit an application for a United States Department of Agriculture (USDA) loan. This collaborative process resulted in a significant restructuring of IW's finances and generated additional cash for two years of operations, which was transformational at that time.

Transparency and collaboration have been critical for both of these programs, as well as other projects at the university. Frazier said that having Ms. Plunkett as an interim helped this process. Not only was she interested in working together, but there was no sense of competition, since Registry Interims are not employees of the university; they are only there for a limited period and leave when the job is done.

Northern Arizona University: Improving morale through collaboration.

Pamela Hillman served as an Interim Vice President for Development & Alumni Engagement at Northern Arizona University for six months. In her time there she helped Northern Arizona move away from silos toward a more collaborative model.

Staff morale was a problem at the university. Hillman's role as a Registry Interim enabled her to speak openly with faculty and staff and hear their concerns without these individuals fearing repercussions. This freedom allowed her to assist in repairing staff morale during a significant transition.

> "I wanted to make sure that the staff morale was repaired. This was easy to do in the sense that I had free rein . . . and they felt they could talk to me about their concerns."
> — Pamela Hillman

Hillman also reached across the campus community to create a search committee to find a permanent replacement for her position. As part of this committee she included faculty members, other vice presidents, a dean, and students. The search committee had a goal of picking someone who would move the operation forward and continue to improve morale.

Spring Hill College: Breaking down silos to improve collaboration.

When Gary Bracken arrived at Spring Hill College as Interim Vice President for Enrollment Management he found numerous silos. He reveled in working to break down these silos in a way that improved communication and collaboration, and benefited the institution. But he didn't face the challenge of breaking down silos alone; he had support from the top. Spring Hill's new president not only spoke about collaboration, but he demonstrated it.

> "A place in trouble is a breeding ground for silos with very thick walls; they're all in trouble and they're hunkering down in their silos, protecting their turf."
> — Gary Bracken

Among Bracken's accomplishments at Spring Hill were working collaboratively with business, admissions, and financial aid to develop a disciplined approach to financial aid leverage.

The Title IX Landscape in 2018

Facilitator: **Elizabeth Herriott Tierney**, Director, Employee and Labor Relations & Compliance, Brandeis University, MA
Panelists: **Larry Lewellen**, Interim Vice President of Human Resources, Brandeis University, MA; **Tim Boosinger**, Provost Emeritus, Auburn University, AL; **Colleen Hegranes**, Provost Emerita, St. Catherine University, MN; **Mary Ellen Jukoski**, President, Three Rivers Community College, CT

OVERVIEW

Title IX was established in 1972 to prevent discrimination in education. Regulations put forth in 1975 and periodic sub-regulatory guidance have provided direction for colleges and universities. Guidance in 2011 provided specific procedures for institutions to use for allegations of sexual misconduct. In 2017, the Department of Education revoked the 2011 guidance and provided new interim guidance. New regulations, with several changes to the previous regulations and guidance, are expected this academic year. Also significant in the past year are the rise of the MeToo movement and the increased visibility of allegations of sexual misconduct. For colleges and universities, recent changes have resulted in an increased number of complaints but not necessarily increased investigations.

Best practices shared by the panelists include educating students and faculty, closely following the institution's processes, and eliminating organizational silos to improve the handling of any Title IX complaints. For Registry Interims, who are serving as campus leaders, it is important to be familiar with an institution's policies and processes and to adhere to these policies just as a full-time staff member would.

CONTEXT

Elizabeth Herriott Tierney provided background on Title IX regulations and described changes since 2017, along with the implications for colleges and universities. The panelists responded to questions and offered advice based on their experiences with Title IX.

KEY TAKEAWAYS

After years of no changes in Title IX regulations, changes in the last 12 months have been significant.

Title IX was passed as a federal law in 1972. A key quote from the statute is, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The specific regulations for Title IX were established in 1975. These regulations require institutions to take the following actions:

- Designate at least one employee for compliance. This is the college or university's Title IX coordinator.

- Adopt and publish a grievance procedure providing for prompt and equitable resolution of student and employee complaints.

- Widely publish and distribute a notice of non-discrimination.

The 1975 regulations are still current, though since 1975 there has been a series of sub-regulatory guidance to covered institutions. (This guidance is referred to as "Dear Colleague" letters, since the guidance always begins with "Dear Colleague.")

The most famous Dear Colleague letter was published in April 2011. This guidance provided specific adjudication procedures and guidance that colleges and universities must use for allegations of sexual misconduct. This 2011 letter provided the guidance upon which colleges and universities built their Title IX protocols, which have been in place since 2011. It has formed the basis for how institutions respond to allegations of sexual misconduct. (Key elements of the 2011 Dear Colleague Letter are provided in Appendix I).

In September 2017 the Department of Education revoked the 2011 Dear Colleague letter and replaced it with interim guidelines in the form of a question and answer document. Notable changes included changing the evidentiary standard, the investigation time frame, and the use of mediation if all parties agree. (More details about the 2017 changes are in Appendix I.)

Then, within weeks of the 2011 Dear Colleague letter being revoked, Ronan Farrow published the article on Harvey Weinstein and the MeToo movement was launched.

In August 2018, *The New York Times* leaked a draft of new Title IX regulations. What was leaked provided a Title IX-specific definition of sexual harassment, provided guidelines for when an institution is required to act, and included other changes from the 2011 letter. (More details about the changes in the draft in *The New York Times* are in Appendix I.)

Everyone thought that following this leak in *The New York Times* the new regulations would soon be announced, followed by a comment period and regulations. This has not happened. The 2017 interim guidelines remain in effect. However, new Title IX regulations are likely this academic year. After the new regulations are issued there will be a comment period and then they will be implemented.

Likely implications for colleges and universities are:

- Policy review and process changes, including appeals processes.

- Training updates.

- Rethinking of informal resolution and mediation as a resolution mechanism.

- Possibly fewer investigations, because the regulations appear narrower.

Based on the changes over the past year, some institutions have had increased complaints, but not always increased investigations. For example, in the past year Brandeis has had 20 complaints, which is an increase, but this has resulted in only one active investigation. In most instances complainants have chosen not to proceed with investigations.

Also, with the rise of MeToo and the increased visibility of sexual harassment, there has been an emergence of older complaints, including complaints from many alumni.

> "What's happened in the last 12 months that I need to know about Title IX? The answer is, 'A lot!'"
> — *Elizabeth Herriott Tierney*

In recent months academic leaders have experienced surprises and learned lessons related to Title IX.

Among the experiences and surprises shared by panelists were:

- **Title IX has required additional expenses.** Since 2011 the Title IX office at Auburn had to invest three times as much because of all of its investigations; it was receiving 300 complaints per year and doing over 50 full investigations. Auburn had to add more case investigators and hired a Title IX process expert.

- **Student complaints of not being listened to.** Colleen Hegranes described a surprising situation where St. Catherine University in Minnesota was inappropriately accused by someone who was not even a student of having a rape culture on campus. The accuser organized a protest on campus. As surprising as this incident was, even more surprising was that it led a number of students to come forward and claim, "When I had a situation, it was not dealt with in the right way," or "I wasn't listened to."

- **Sins of leadership omission can be damaging.** At Brandeis a Title IX complaint was filed based on the behavior of the basketball coach. There were turf issues during the investigation, as well as timing and transparency issues. Eventually the president and the board became involved and outside investigators were brought in. The investigators concluded that the offices of HR, student affairs, and the athletic director didn't move fast enough and several people were demoted or dismissed. Larry Lewellen attributed the mistakes to the "sin of omission of leadership."

Important lessons learned related to Title IX include:

- **Follow and honor your processes.** Multiple panelists commented that if any department deviates from its prescribed Title IX processes it can experience great difficulties. As Mary Ellen Jukoski said, "It's really important that you follow processes throughout all of this."

- **Have pathways for all complaints.** Panelists mentioned that an institution will receive complaints that are not necessarily Title IX complaints. It is important that institutions have pathways to handle all complaints, regardless of whether they are Title IX.

- **Eliminate organizational silos.** Institutions can experience issues when parts of the organization operate in silos, such as the chief diversity officer, student affairs, HR, and public safety. It is important that all parts of the organization work together. Some institutions are consolidating departments while others hold frequent meetings with representatives from all groups. As Tim Boosinger remarked, "You have to make sure you don't have silos."

- **Educate faculty so they know how to respond.** Often students report sexual misconduct to a faculty member. It is therefore essential that faculty members are knowledgeable about what to do. Ways to educate faculty on the appropriate processes include discussing annually at the faculty orientation, providing ongoing professional development, and going out to meet with faculty members in each department. Online training is viewed as generic and is often ignored by faculty.

- **Educate students.** It is important to engaged students in bystander intervention so that if they see a problem they will say something. Brandeis incorporates bystander intervention into its student orientation and Auburn has educated fraternities and other groups on bystander education.

An institution's Title IX policies and practices apply to Registry Interims.

One participant asked the panelist how an institution's Title IX policies and processes would apply to a Registry Interim, who is a consultant and not a full-time employee. While not providing legal advice (and while encouraging Registry Interims to speak with an institution's general counsel), the prevailing view was that Registry Interims have the same basic responsibilities as full-time administrators and should abide by the same Title IX policies and processes.

April 4, 2011 Dear Colleague Letter

Provides specific adjudication procedures and guidance that colleges and universities must use for allegations of sexual misconduct

- Requires investigation of possible acts of sexual violence, once a school knows or has reason to know such an act occurred, regardless of whether the sexual violence is the subject of a criminal investigation. This is called "constructive notice." Once an institution has constructive notice it is required to investigate and remediate.

- Only the preponderance of the evidence standard may be used to adjudicate complaints. Ms. Tierney described preponderance of the evidence as anything more than 50%.

- Schools must have grievance procedures that provide equal opportunities to present evidence and appeal rights for complainants and respondents.

- Schools must take steps to protect complainants, including interim measures. Steps include contact orders.

- A 60-day investigation timeline, meaning that all investigations must be completed and the results communicated within 60 days.

- Mediation is prohibited. The theory was that mediation was not an appropriate mechanism for victims of sexual harassment or assault to adjudicate and remediate their issues.

- All parties must be notified of the outcome at the conclusion of an investigation.

2017–The Year of Changes

September 22, 2017: the DOE revokes the 2011 Dear Colleague letter and replaces it with interim guidance in the form of Q&As

- Notable provisions of interim guidance include allowing for a choice of the evidentiary standard between the previous standard of "preponderance of the evidence" and a stricter standard of "clear and convincing evidence" (which Ms. Tierney views as a 75% standard).

- Revokes the 60-day investigation resolution time frame, and applies no fixed time frame for the resolution of issues. The interim guidance said the DOE will monitor that there have been fair and timely investigations that have been completed.

- Allows for informal resolution, such as mediation, as long as all parties agree.

September 2018 Draft Title IX Regulations

- Draft regulations leaked by *The New York Times* in August 2018.

- Provides a Title IX-specific definition of sexual harassment.

- Provides specific guidelines for when an institution is required to act, which is a bit narrower than in the past. An institution is required to act if:

  — There is a formal complaint; or

  — If an institution has actual knowledge of reports by multiple complainants against the same respondent.

- Maintains choice of evidentiary standard.

- An appeals process is not mandatory, but if offered an institution can choose whether it is for respondents only or for both parties.

- Maintains informal resolution with the agreement of the parties, and allows informal resolution at any time until the resolution of the complaint.

- If an institution uses a hearing process, this process must allow for cross examination.