

Getting Started Reading List

[The Future of Higher Education](#)

Even amid growing awareness that the business model is broken, colleges and states are doubling down on that traditional model. Read what college presidents and board chairs have to say about these issues:

1. The way we are managing our educational model is undermining its relevance and value.
2. We need to change quickly, but our institutions are operating at capacity and both our decision making and governance models are not supportive of rapid innovation.
3. The research is clear that the value of a degree is increasing, but public skepticism of the value is growing at the same time.

[The Skills Future Higher-Ed Leaders Need to Succeed](#)

Given the prevalence of adaptive challenges facing our institutions, we need a different kind of leader in higher education—leaders who can build bridges from the past to the future, taking the best of our industry and making it more relevant, competitive, and sustainable. We will need leaders who are:

1. Anticipatory thinkers.
2. Risk tolerant and supportive of creativity and innovation.
3. Effective conveners/brokers/facilitators.
4. Courageous decision makers.
5. Resilient and able to “bounce forward” after a crisis or setback.

Drawing on extensive research and conversations with leaders across higher-ed, this paper is meant to open this conversation.

[Why Professional Development is a Strategic Priority During a Time of Rapid Change](#)

Academic Impressions recently surveyed 2,452 higher-ed professionals from 642 post-secondary institutions in the U.S. and Canada. The findings from this iteration of the survey confirm [previous findings](#) and support a case for leaders in higher education to provide professional development support for faculty and staff.

The findings also suggest that professional development is important to employees and their institutions for reasons other than what traditionally has been believed. The survey data allow for the deconstruction of several longstanding myths about professional development in higher ed.

[Six Months In: Leadership Lessons Gleaned from the COVID Crisis](#)

In this article, Mary Hinton, President of Hollins University, reflects on the lessons learned since the start of the pandemic. With challenges ranging from those caused by the pandemic to the subsequent surfacing of long-unaddressed issues of injustice and the necessary outcry for the dismantling of racist systems, there is much that can be learned from the events of 2020.



Is It a Microaggression?

Microaggressions, microbullying, and bullying are the silent destroyers of a university's climate. Because microaggressions have a cumulative and amplifying effect (an organizational culture rife with microaggressive behavior becomes a fertile ground for microbullying behaviors), it is crucial to both educate your departmental or institutional culture about microaggressions and help your faculty and staff understand what they are, what they are not, and how they work.

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