

7 Strategies to Impactful Leadership

Dr. Maurice Bryan

CC CARTER: Welcome to Passing on the Legacy, the Higher Education Leadership Series that's sponsored by the Cross-Cultural Leadership Center. My name is CC Carter, and I'm the Director of the Student Life and Leadership Office and work with this fine staff at the Cross-Cultural Leadership Center. We are honored today to have Dr. Maurice Bryan that will be speaking with us. I'm sure you're going to find a lot of information and useful information that you'll be able to take away and use in your future careers and, again, just to frontload this is that the purpose of this Series is to find members of the community and hopefully later on members that are not a part of the community come and share with folks that are looking for information that will help them in their future careers. It's an opportunity for them to share that information, the speakers to share that information, for you to find pieces that resonate with you and then to maybe further those relationships with the individuals that you have an opportunity to talk with and that you have an opportunity to meet and to get further information from them about the things, the experiences, and maybe the skills that they have that maybe help you do the things that you want to do in the future. So, without further adieu, I'm going to read Dr. Bryan's bio. It's -- find it very interesting, it's called A Backward Glance.

Initially I was hired at Chico State University to serve as the Director of Employment Practices, Dispute Resolution in the Division of Business and Finance. Six months into the position I was asked to serve as Interim Chief of Human Resources to provide stability and leadership to a unit that had experienced a great deal of change over the last couple of years. My responsibility as the Social Director of Students' Judicial Affairs includes serving as the Conduct Administrator with a particular focus on academic integrity. In addition, I serve as the Discrimination, Harassment, Retaliation Coordinator for complaints involving students, and Grievance Administrator for general concerns students might have with other members of the University community. In June 2003 I was asked by the President, John Neal to step down from the Ottawa University Board of Trustees in order to serve as Provost of the Residential College of Ottawa University. As Provost of the College I was charged with the oversight of academic programs, athletics, facilities, Office of the Registrar, admissions and financial aid, residential life, and student development.

Now I've known this man for a long time, and I had -- didn't know any of this in relationship to what he is responsible for, so I'm like, nay. Ottawa University is an American Baptist affiliated liberal arts institution consisting of residential campus enrollment of 500 plus students, adult and professional studies programs across four states, and at the time an international studies program for a total enrollment of 8,000 students. As Provost of the College I manage an \$8 million budget. I was committed to rebuilding the curriculum, the faculty, and the quality of the student body. Shortly after my arrival I engaged the faculty in the revision of the core curriculum that included establishing interdisciplinary seminars, the extended expectation of student engagement with complex ideas, and added a service learning component to the Capstone problem solving senior seminar. In collaboration with the Dean of Student

Affairs revised policies and procedures for the residential life, admissions and scholarships. It is just a short snapshot of Dr. Maurice Bryan. Without further adieu, Dr. Maurice Bryan.

Dr. Maurice Bryan: Well, good afternoon. You know, I'm sure like a lot of people after hearing something like that, even though I wrote it, you want to sit down and just sort of let it be. Like other people who spoke before me, I want to express my appreciation for being able to come and share some of my 40-year experience in higher education. I hope some of the information will be useful. I know, if you're like me, sometimes you need to hear things two, three, maybe even 10 times before it actually sticks, so some of the things I want to say you probably have heard before, but hopefully maybe there'll be some things -- oh, I didn't see you come in -- there'll be some things that will be meaningful to you and that you can take back and use.

I want to do this in sort of three movements. I want to sort of share a little bit more, maybe a little bit more personally about my life. I'll sort of do that in sort of a Jack Web, New York minute type of version, so to keep it kind of brief. And then I want to be a little bit more formal and share with you some seven strategies, of course there's more than seven but I picked seven because you've got to market yourself, right? [laughter] So seven strategies that I think might be useful for being an impactful leader. And then I'm going to leave, certainly, as much time as possible for questions and answers because that's where you really will get the best benefit from me because that's where I'm most comfortable. I'll touch a little bit on communication later. One of the things that CC said about not knowing about my background is one of the things that I will talk to you about, about things, about how you should communicate a little bit more about what you've done, and I'll get into that a little bit more in a second.

One of the things I was thinking about in terms of this whole program and asking some of us seasoned professionals to share our experience with you is the whole idea of wisdom, and sometimes people think that wisdom comes with old age or elderly, whatever, let's leave that alone, maturity, yes. I don't know if that's necessarily so. I was thinking about wisdom and I was thinking it's sort of like trying to catch an elusive fish, it can come at any time but the reason why maybe some of us who are older may be wise in some things is only because we've been at it a little bit longer and we got lucky, you know? So hopefully I have some things that I can share with you that will be important. Also I want to make sure that when we talk about leadership, even though I'll be focusing mostly on formal, I don't know if formal is the right word, but positions of leadership and what you can maybe do to prepare yourself for higher levels of leadership positions. Leadership can come at any level, at any level, you know, whether you're a custodian, whether you're just a person off the block, anybody can be a leader in this society. And so some of these things I'm going to talk about I think will still be important to a person no matter what level they are and position.

My text will be drawn mostly from my life, but with a dash of inspiration from a television series called The Magnificent Seven, which lasted for about two years in the late '90s, which as some of you probably know is an adaptation of a movie, The Magnificent Seven in 1960 with Steve McQueen and Yul Brynner, and that movie is an adaptation of the Seven Samurai by Kurosawa. So, and that was in 1954 when that film was done.

All right, let me talk a little bit about my life, which is not always easy for me to do, but I was born in New York, Manhattan, Harlem, also spent some time in Queens. For those of you who are Giants fans, I lived right across from the Polo Grounds where the New York Giants played before they skipped to California in '58 or something like that. I'm the oldest of three. I have a brother and sister, six and five years younger than me. My mother and father, fortunately, are still alive. My father was a postal worker. My mother was a nurse. Neither one of them had gone to college. On my father's side I've got a family from Barbados, and on my mother's side I have a family from Georgia. My maternal grandfather was a Baptist Minister, and I say that, in part, to just give you a warning [laughter] -- even though I'm kind of quiet and shy about a lot of things every now and then that preacher just sort of rises, and now you'll know where it comes from, so just in case you see that. I went to -- New York had its own version of desegregation, I was able to go to a high school, Forest Hills High School, that was out of my district. We didn't bus, we took the train and the bus, mostly on our own. But I went to a junior high and a high school through that desegregation process. One of the pluses of going to that high school is that it was a school that really promoted going to college. I forget the exact percentage, but a high percentage of Forest Hills students went on to college, and that plus my parents really making it clear that I was going to go to college, it wasn't even really a debate. Now I don't know about you folks, but for me I wasn't going to debate that anyway because I was looking to get out, you know, I wanted to go on my own and college was fine with me, plus at that time Vietnam was going on so that wasn't something that I wanted to do anyway.

So I went to a small school in Kansas, Ottawa University, and, yes, there's a culture shock, that first year was very tough and many times I was definitely ready to leave. But one of the things that strikes me is that by my -- the summer of my sophomore year I was very comfortable just staying in town, staying in Ottawa and not even going back to New York to try to find work, I just did some things in Ottawa. And really got comfortable with it, I mean this is a town of at the time 10,000 or so, you know, there probably was more than 10,000 people in just my block almost, you know? It was very, very different, but I was able to adapt, and also that's when I had an opportunity to get involved in a lot of leadership positions. I was the President of my Social Club. We didn't have fraternities and sororities there. I also got to be the President of the Student Senate. I was the Coordinator of the First Afro-American History Month. I also wrote for the newspaper, so several different things were available to me to get involved in. In high school, I was not very involved, at all, I mean it was just too big. We were in triple sessions at Forest Hills. Those of you who don't know that, I mean know what that is, I mean freshmen, sophomores went like late afternoon, juniors went a different time, and then the seniors went I think eight to 12, or something like that. It was that crowded.

So after Ottawa, I spent about 15 years not really pursuing a formal career or anything like that, I just was interested in doing some writing. I lived in Michigan, Iowa, Kansas City, Missouri, and then in 1979 moved to Bellingham, Washington, which I still to this day love, and if you haven't been there you have to go, it's a beautiful place. Love the Pacific Northwest, and I stayed there for about 14 years, and worked at Western Washington University. That's another place where I had opportunity to get involved in some leadership positions even though I shouldn't say positions, but opportunities. For several years

at Western I worked in the library as a Technician, then I was a Secretary in Education, and I also worked in Academic Advising, but I got -- because of a budget cut, major budget cut at Washington State I got involved in the Union, the State Employees Union there, and eventually became the Local, President of the Local, also I was the Bargaining Representative, as well. So, and then I was President of Staff Council, and one thing I got to do there was to address the Board of Trustees at one point, so that was a great opportunity.

Then in 1986 I went into Affirmative Action, first as the Coordinator, and then a few later I became the Director of Affirmative Action, Equal Opportunity at Western. We didn't use the term Chief Diversity Officer in those days, but essentially, particularly when I became the Director of Affirmative Action, Equal Opportunity I was the Chief Diversity Officer. Did that for three years and then moved on to the University of Kansas, where I was the Assistant to the Provost and Director of Equal Opportunity and Affirmative Action, and again even though that title wasn't utilized I was the Chief Diversity Officer for the University of Kansas. Then in the mid '90s I decided to go for my Doctorate, it's in American Studies, so I did that in 1996, so that I won't get into my age right now, but [laughter] so I did that. And I stayed in that position until, for about eight years, then I worked on my Doctorate for a couple of years fulltime, had a great opportunity to do that, and then in 2003 is when I went to Ottawa University to be the Provost, and that was a great opportunity. It's a way for me to give back to my Institution and to grow professionally. Did that for about three years, then I spent a year finishing my Doctorate, and then went back to the University of Kansas to be the -- now we were starting to use the term, Chief Diversity Officer, but the other title was Associate Provost of Diversity and Equity. So all together I was Chief Diversity Officer for about 13 years, and I'll just leave that there.

Let me talk about some of the things that I think might be helpful to be an impactful leader. First, be adept at adapting. One of the things about higher education is that it has an uneasy alliance between holding on to the past and moving toward the future, and we need to find a way to navigate that. It's not necessarily a negative thing, it's sort of a ying-yang of higher education, but we do need to find a way to navigate that tension. And as we all know change is going to happen and we need to be able to adapt to change. The other thing I would say is learn the history and culture of an institution. One of the things that has frustrated me the most is when I see a person coming into an institution, whether they're a senior administrator or any other level, and they don't seem to care about the history. It's like history begins with them, history is current events, you know, it starts with my coming to this institution. One of the worst mistakes you can make. It's very important to learn the history and to seek out the historians of that institution, and when I say historians I don't necessarily mean people who have been there a long time, that's helpful, but seek out people who have a sense of history as a context, in other words, they can talk to you about the events that have occurred at that institution and give it some sense of how it affected the institution. That's different than just somebody who has been there a long time, and you need to find those people who can do that for you. I feel that I have found that here at Chico and it's been very helpful to me to understand this Institution. The other thing I would just say, though, along with that concern about history, is you don't want to be trapped by history, be alert to the potential pitfalls of we don't do it that way here, we tried that before. There may be some good reasons for that, but often that's not necessarily so.

Two, be prepared for opportunities, and I'm partly bringing this person in, I was nudged by Robert to do so, and I think it was a good nudge -- Gordon Parks, some of you may know, he's the Director of the original Shaft, he's a photographer, composer, author, as I say, filmmaker, and he's also the first African-American photographer for Life Magazine. And one of the things that he has shared in talking about some of his success in his life is that he always tried to be prepared for whatever he was asking for, he tried to be prepared for the opportunities that were presented to him. So that's very important. And so I would go from that to say that it's -- and this is not something I necessarily did -- but I would encourage you to sort of look at your time either here or wherever as part of a career, as building a career, not so much as going from job to job. So, for instance, track everything you do, track the presentations you do, track the committees that you're on. So, for example, when I first started or when I was a younger professional this type of session, this type of talk would not have gone down in my resume, I wouldn't have put it down. You should track it, whether you end up using it for a resume or a CV later on, you should have some type of file where everything you've done you keep, okay? And so you can draw on it as needed, and that's something that, like I said, I did not do. You should focus on your accomplishments, create an accomplishment or activity file, as I say.

If you want to remain in higher education you need to consider, and I say just consider, getting a Doctorate. Now I want to be careful with that because there are some consequences, both financial and time, to going for a Doctorate. You should only go for it, I think, if you really want it, don't just go for it because you think it's going to help your career. A lot of people have done that and there's just no guarantees. You have to really want it to pursue it and take the risk and the consequences for that pursuit. And I would also have to say because I've seen this, too, you want to be careful about seeing yourself as less than anybody -- if you don't have a Doctorate, I should say -- you want to see yourself as -- you want to be careful about seeing yourself as less than the folks with a Doctorate. A degree does not make you or make an individual smarter, more capable, or more valuable, and no matter what our system tends to say, you need to own your own self-esteem. Don't let the culture of academia diminish you in your own eyes. Be aware of the hierarchy, the Ph.D., the EDD, et cetera, but also recognize it for what it is, a system rooted in some of the same structures of oppression that feed racism, sexism, ageism, et cetera, it's always that system of somebody has got to be on top. Same route, and you need to -- we just need to find a way to disengage from that and not let it affect who you are or who you think you are. And that's not always easy, and I've seen a lot of professionals, particularly in Student Affairs, I have to say, but not just Student Affairs, who still feel defensive with faculty or others who have a Doctorate, and it's not necessarily their fault because our system really nurtures that, nurtures that hierarchy, and we have to be careful about that.

Number three, acquire a body of skills. For those of you who have seen the movie Taken, with Liam Neeson, you might remember an early scene in which he's talking to someone on the phone who has kidnapped his daughter. And what he says is this, I don't know who you are, I don't know what you want, if you're looking for ransom I can tell you I don't have money, but what I do have are a very particular set of skills, skills I have acquired over a very long career. You need to acquire a body or a set of skills. One of those skills, I think, that's important is to learn how to run a meeting, learn how to run a

meeting, whether you are the head of that committee or the head of that meeting or whether you're just a member of that committee or group. Even in some cases you might find yourself find in a position where you need to learn Robert's Rules of Order. I've seen this a number of times, I've even seen it here, where people let one person, maybe two, sort of be the experts on Robert's Rules. That's a mistake, if you're involved in a committee that utilizes Robert's Rules make sure you know it as well as the parliamentarian. It gives you power, and if you're running that meeting it helps the meeting run far more efficiently and smoothly. Know how to write succinct and clear reports, memos, e-mail. And the other thing that I think is very important is develop your skills as a note taker. I've, again, seen a lot of people who have a lot of power who are good with taking notes because a lot of people don't remember exactly what was said, et cetera, and they can come back to that meeting or whatever, to that group, and that they have good clean notes, they were able to sort of influence the way -- not so much the way people are thinking, but influence the memory of that organization or that group, and that's very important.

The other thing that I think all of you know is that higher education is data centric. You should be as fluent as possible in various forms of data, including budgetary data. Now one thing I'm not going to talk much about because Bev and others know that I'm really old school, and you'll see that there is no PowerPoint or whatever, but for all of you who are going to be in this field for a long time you need to develop some fluency in the whole digital world, that's critical. And you need to figure that out for yourself. Like I said, I can't give you much on that, but for me to have left it out would have been just criminal. The other thing I would say is conflict management skills. It's very important that you try to be as versed in handling conflict as possible. I will tell you that some of the most ineffective leaders I have been exposed to are people who are uncomfortable with handling conflict, so you need to find -- and I'm not saying you need to enjoy it and just sort of get up for the fight, but you need to find some way to be able to not run away from it and if it's there do what you need to do.

Four, promote yourself and your team, develop your own comfortable balance between the I narrative and the we narrative. If you're all we you will lose out to those less qualified than you who market themselves better. People want to know what you have done and can do, but if you're all I you might get the job but your accomplishment will be modest. The greatest houses of learning involve teams, and really one of the examples that came to my mind is the early days of Harvard, under President Eliot, and he'd made a lot of changes and made Harvard as great as an Institution as it is today, but he didn't do it alone, he had William James, he had I think it was George Santiana, a philosopher, and a number of other people working with him to make that Institution a great Institution. And here's what I was saying earlier about communication of what you've done and your accomplishments. Don't be afraid to over-communicate, whatever that -- I don't think you can over-communicate. I have -- one of my failings is that I under-communicate, I don't -- I'm just one of those people that prefers to just do my thing and not necessarily talk about it. A lot of that's okay for me in terms of my own temperament. I'll be honest with you, that has hurt me professionally at times, so you've got to find a way to push through your own -- if you are uncomfortable with that, find a way to push through your discomfort and let people know what you and, or your team are doing. It's very important. Then develop a reputation as someone who gets things done. I almost want to just leave it there. I think, you know, there are a number of people in this

room right now who I could say, you know, to me they have that type of reputation. And those, you want to be one of those people, you want to be someone that a President or a VP, or whoever, says, okay, who can I go to make sure this project or this particular thing happens? You want to be someone that's on the short list of that type of question.

Number five, be a resource to your staff, your supervisors, the university, gather intelligence outside of your home institution, learn from the institution's aspirational peers. Now you may find that you are in an institution that doesn't necessarily value bringing in other institutions or what other institutions are doing. I still think it's very important for you to have that knowledge, and you'll just have to be a little bit more strategic about how you communicate that, but you should have it, it will definitely give you some advantages. And you can do that, you know, some of you, I'm sure most of you probably are on list serves, some of you may even have the privilege to go to a few conferences here and there, those, you know, and certainly in the digital age you can't help but be networked in some way. And then the other thing about networking is informal networks are critical. Even if the institution is a little bit more formalized, which I don't think Chico is, Chico is more of an informal one, but there are other institutions which are very formal, but you still want to develop those informal networks because that's where you're going to get information, that's where you're going to learn about the culture of the institution and still be able to get some things done, so that's still important no matter what.

Number six, you want to seek out and observe role models, and this is where I'll bring in The Magnificent Seven. J.D. Dunn, a young, naive young man from the East, sought out his role models in the West, individuals who could teach him about life, who had values and a sense of themselves, individuals, like Chris Larabee, the leader of the group, who was focused, decisive, or Vin Tanner, a superb tracker and skilled buffalo hunter, Nathan Jackson, a self-taught healer, Josiah Sanchez, a man of intellect and a seeker of spiritual enlightenment, Ezra Standish, a risk taker engaged in an internal struggle between being and doing good and living a life as a con man, and Buck Wilmington, a man, a fun loving man, who did not take himself very seriously or too seriously and he was also a man of passion. So those were some of the role models that J.D. sought out.

And, finally, number seven, lead with heart. We are senior partners in an educational journey of students, custodians of the live experience of students as they pursue their intellectual and ethical development. We are a band of learners with a sacred trust to provide a challenging, caring, and supportive community for all of us to live, learn, and work. What is magnificent about this work is our opportunity to impact lives, and in that process we enrich our own lives. So, in summary, seven, be adept at adopting to change, prepare for opportunity, acquire a body of skills, promote yourself and your team, be a resource, seek out role models, and lead with heart. There is no magic bullet. Success involves a bit of luck, pluck, and ability to duck. [laughter]

[Applause]

Dr. Maurice Bryan: So we have plenty of time for questions, I think. Hi.

Audience member: I'm greedy because I've got three, two were just [inaudible], one what does the phrase aspirational peers mean?

Dr. Maurice Bryan: Okay, that would be an institution that is still similar to you, maybe in enrollment, it might be a comprehensive school that offers Masters Degrees but not Doctorates, but in terms of ranking might be a little bit higher or they might be, and they might still be equal to you, but you are sort of measuring yourself against them. One example, and I don't know if I would say it's an aspirational peer, for sure, but one example is Western Washington University. Very similar institution to Chico, about 10,000 to 15,000 students, usually I think Western ranks pretty -- like either right above or the same as us on the U.S. World & News Report, which I'm not going to go into whether that's a good evaluation or not, but it's there. And like all administrators we use it if we look good, so does that answer? Okay.

Audience member: Yes. The second actual question, who were a couple of the couple historians at Chico State?

Dr. Maurice Bryan: One, two, and there are some others, but I'll just pick on those two right now.

Audience member: Okay, good.

Dr. Maurice Bryan: They've been mine.

Audience member: And then so it appears like you -- that a question is what successes that you're very happy about?

Dr. Maurice Bryan: Tell me more how you -- I mean what?

Audience member: What I mean is the successes ...

Dr. Maurice Bryan: Over my whole life?

Audience member: Successes of your whole life?

Dr. Maurice Bryan: Being the Provost at Ottawa University.

Audience member: Why?

Dr. Maurice Bryan: Because I really think I had an opportunity to impact a number of folks, faculty and students. I enjoyed working with the faculty. I didn't have the Doctorate finished at the time, but I still was able to work very effectively with them. We made some changes in the curriculum, which was important to me. And then I think just the way I connected with people and really tried to move the Institution along, and I felt it gave me the -- of all my positions it gave me the greatest opportunity to

impact an institution, you know? I've appreciated being in affirmative action and all that, that's been good to me, but that's still a more limited scope. When I was Provost as Chico read, I had a lot of responsibilities, and I enjoyed that. It was hard, it was hard, as -- okay I'll do one word, it was hard as hell, you know? But it was very meaningful, and I still have students today I think that were impacted by my presence there.

Audience member: Hi.

Dr. Maurice Bryan: Hi.

Audience member: So my question is because you've been involved in that for so long the university. One is how and in what way have you seen universities tackle that challenge? And, two, [inaudible] challenges?

Dr. Maurice Bryan: Yes, I mean I knew someone was going to ask me that question, and I don't know if I've really worked out the best answer. I would have to say that's one of the areas in which I think we are struggling with that tension between same old, same old and some changes. I would be lying to you or to myself to say there's been no change, there's clearly been some change. At the same time I'm hearing some of the same conversations, some of the same arguments, some of the same resistance that I heard 40 years ago, well, not 40 years -- well, yes, actually 40 years ago when I was a student, so some of the same, same stuff. So, yes, I think we've made some progress and demographics have certainly helped. California demographics have certainly helped, but you know you go to other institutions around the country and they may not be much different than they were 20 some years ago. I think there's a lot of sincere rhetoric and storytelling around diversity, but not enough action in the sense that it's as important to the institution as teaching, as service, as research. When it becomes, not necessarily the fourth, but embedded in those three things, which is the principles of this Institution to some extent, then I think we'll be doing a better job. Hi.

Audience member: Number five is become a resource, what exactly does that mean and how do you become a resource?

Dr. Maurice Bryan: I'll answer the second part first, how do you become a resource is to try to be as knowledgeable as you can about whatever your field is or whatever your area is, learn about what other institutions are doing in your area, learn about the institution that you're working at, try to be as knowledgeable as possible. And then put yourself in positions where you can have access to information quickly. Basically, being a resource is being someone who if you're in a meeting -- let me give you an example, I'm not going to use the person's name, but I know somebody right now who I'm on a committee with, who works in a library. He happens to know Robert's Rules of Order, but he also knows a lot of other things about the institution. People are always deferring to him, and that's not a bad thing, he's a resource, and that's where you want to put yourself in a position where people value your knowledge and value what you have so much that they actually sometimes defer to you. Is that ...

Audience member: How did you discover your passion for this? [Inaudible] and did that change the way you did your career?

Dr. Maurice Bryan: I don't know if it necessarily changed how I did my career because I'm sort of into serendipity career planning, you know? I'm one of those people that -- what's the phrase, if you -- I knew I was going to forget this phrase -- anyway, I'll skip that, but I guess my passion though, even though it didn't necessarily affect my career, my passion probably goes back to being a student at Ottawa and getting involved. Before that I, yes, I really didn't have an opportunity to see what I had to bring to the table, and I remember one time -- and the plus at being at a small school is I remember even my freshman year the President of the University called me by my first name. I mean this is a sad thing to say, but it's an honest thing to say, my senior year the Principal of Forest Hills High School died. I was so removed from that that I didn't feel connected to that. I mean, you know, I'm sorry somebody died, but that's just how removed I was from the Principal. And then here the very next year the President is calling me Maurice, you know? So it was in school, I would say.

Audience member: Maurice, so you've had some experiences in the church theater and when you look at the profession of education and you look at the opportunities and challenges of young professionals getting ready to come through the pipeline, what do you see are some of the obstacles and opportunities for them?

Dr. Maurice Bryan: Good question. Well, I'll start with opportunities because I think you want, to some extent you want to disconnect your own development, both as a person and as a professional from what it's going to get you, okay? Whether you're pursuing knowledge or a formal education or whether you're pursuing a position you should do it because you want it, because you care for it, because it's going to help you as a person and then maybe help others if that's part of your goals, but not -- don't do it because, oh, if I do this I might get that. I think that's, you know -- so I think in terms of opportunities, the opportunities are out there, you know? And I don't mean like you're going to get a job, the opportunities to learn, the opportunities to be involved, to be engaged, those things will not go away. The obstacles I think is part of that disconnect, is like you can do all that, you can get prepared, and then the jobs don't come or we get an economic downturn or all those type of things that we have to try to adapt to. But I still think -- I was reading something yesterday, there are a number of people who pursue their Doctorate, deep in debt now, can't get a job, and that happens. I mean clearly that happens. I was fortunate, I didn't go too deep in debt with my pursuit. It took a lot of time, but I would also say two things. It hasn't necessarily helped me professionally in the end, but I'd do it again in a split second because it was something I wanted and it was a meaningful period in my time. So you have to do it because you want to, and then if the opportunity -- this goes back to Gordon Parks, I mean there's a lot of things that he wasn't even prepared -- I shouldn't say he wasn't prepared -- but he didn't have a history of sort of demonstrating success, but he had the chutzpah, you know, hey, I can do that, and then he did it, you know? Yes?

Audience member: [Inaudible] time?

Dr. Maurice Bryan: You have to find your own level for that, and so there's no one way of doing it. I didn't find it 50/50. I think I'm -- I feel, you'd have to talk to my teams in the past, but I think I took too much in terms of promoting the team. So I don't know that I have a direct answer, I just know that you need to find a way to do it, whether it's through certain language on your CV or resume, or when you're talking to, let's say you apply for a job and you talking about things that you've done try to use both narratives -- we did this, I did that, you know, leave both in but you've got -- and it's going to -- you're going to have to adjust it to different environments because some places you're going to pick-up real early they don't want to hear a lot of I, and then other places they don't want to hear a lot of we, they want to know what you did, so you're going to have to read the tealeaves and figure out which way to go. The important thing there I think is to recognize that both are important, that the team is important, but you need to also be prepared to communicate what you contributed to the team, and so that's what you've got to work out internally.

Audience member: Number seven you talk about leading the [inaudible] so how do you balance [inaudible] role managing [inaudible]?

Dr. Maurice Bryan: It's sort of like flying an airplane, you know, you're never going to go just steady without some shift, right? You're always sort of off course and you come back on course. And so it's a constant movement. I mean clearly we do have some rules. Clearly we are part of a big bureaucracy, a lot of different things that, to me, sometimes influences not leading with heart. So in a way it has to be an internal commitment. You have to just keep that as your rudder, as your guide, your true north, to recognize that -- to keep reminding yourself why we're really here. We're not here just to -- who did that? Oh [laughter] time to go. Yes, all right -- yes, you -- it has to almost be really sort of an internal drive, I guess, an art, but that's hard, particularly in certain environments, but you've just to keep working it and keep coming back to it.

Audience member: What are you seeing for the future in higher education [inaudible] I'm assuming you're keeping up with current trends, is there anything you're seeing especially in your line, what we should expect in a teacher?

Dr. Maurice Bryan: Well, I'm not going to lie to you, I'm not an expert on the future trends. I do occasionally look at the Chronicle and I subscribe to the Chronicle and I love the Chronicle, but I'm not an expert on the future, on that. I'll say this, you know, I mean it's been a ways, anybody can say this, it's not going to go away. I mean there's going to be changes. At one time a lot of institutions, like us, felt seriously threatened and afraid of the for-profit institutions, like we would go away. Well, that's not happening, and some of them are having lots of trouble. So I think there will always -- there's something about, well, in terms of us, I mean obviously college and academia has a number of different types of students, but in terms of this type of institution there's always going to be something special about those critical years of 18 plus and somebody has got to sort of engage with them, both in terms of intellectual development, moral development, ethical development, other types of behavior, somebody has got to do that. And so there'll be a place for us no matter how it may adapt or change or shift.

Audience member: I had a different question, looking around we've got a lot of young professionals in here and compared to, I know you're a little older than I am so ...

Dr. Maurice Bryan: I may be the oldest in this room.

Audience member: But when you look at young professionals right now what's -- is there a difference between what you see in young professionals now versus the time when you were coming up as a young professional? And if there are differences, not that they're good or bad, what do you see as the differences in terms of younger generation versus us more mature people?

Dr. Maurice Bryan: Let me just start off with this qualifier because it may be that I'm not looking at it carefully or closely or maybe I'm right on, I don't know. For me, in terms of the humanist of things there's not a lot of difference. I mean sometimes young professionals are impatient, so were we. I mean those type of qualities haven't changed. What's changed, of course, is some of the technology, the tools, the social media, all of that's different. I suppose that is affecting in some way how we do it, the technical part of how we do it, but I haven't seen it really change us in terms of being human, you know? And so when I look back I mean, yes, so today we use a computer but then it was a typewriter or whatever, but in terms of getting things done, in terms of the qualities that we all talk about, those are still eternal verities. So, to me, the only real difference is that I'm not young anymore, so I wish I was but. [laughter] So I'm not trying to escape that question, but that's -- I guess, you know, and I think that's one of my frustrations, sometimes we spend so much time talking about technology and those type of changes, and I think we forget that first and foremost we're human beings and that's what we've got to focus on, not those tools that are outside of ourselves, so.

Audience member: [Inaudible]

Dr. Maurice Bryan: No, I don't. I mean, well, when you say that, I mean what I see, what the younger generation is focusing on is different than what we focused on, but I think I mean the activism, you know, we were trying to -- I'm just thinking of it's not the only thing we were doing, but one of the things that comes to my mind is we were trying to get Black studies and ethnic studies and all those type of things into the institution, right, really pushed by the students. Well, today they're doing other things, sustainability, you know, being against violence, whatever. So there's different subjects, but there's still activism, there's still a sense of we've got to make an impact on this world. So, yes, I think some of the details are different, but we're still the same way.

Audience member: Any other questions?

Dr. Maurice Bryan: Well, thank you very much. I've enjoyed this. Thank you.

[Applause]