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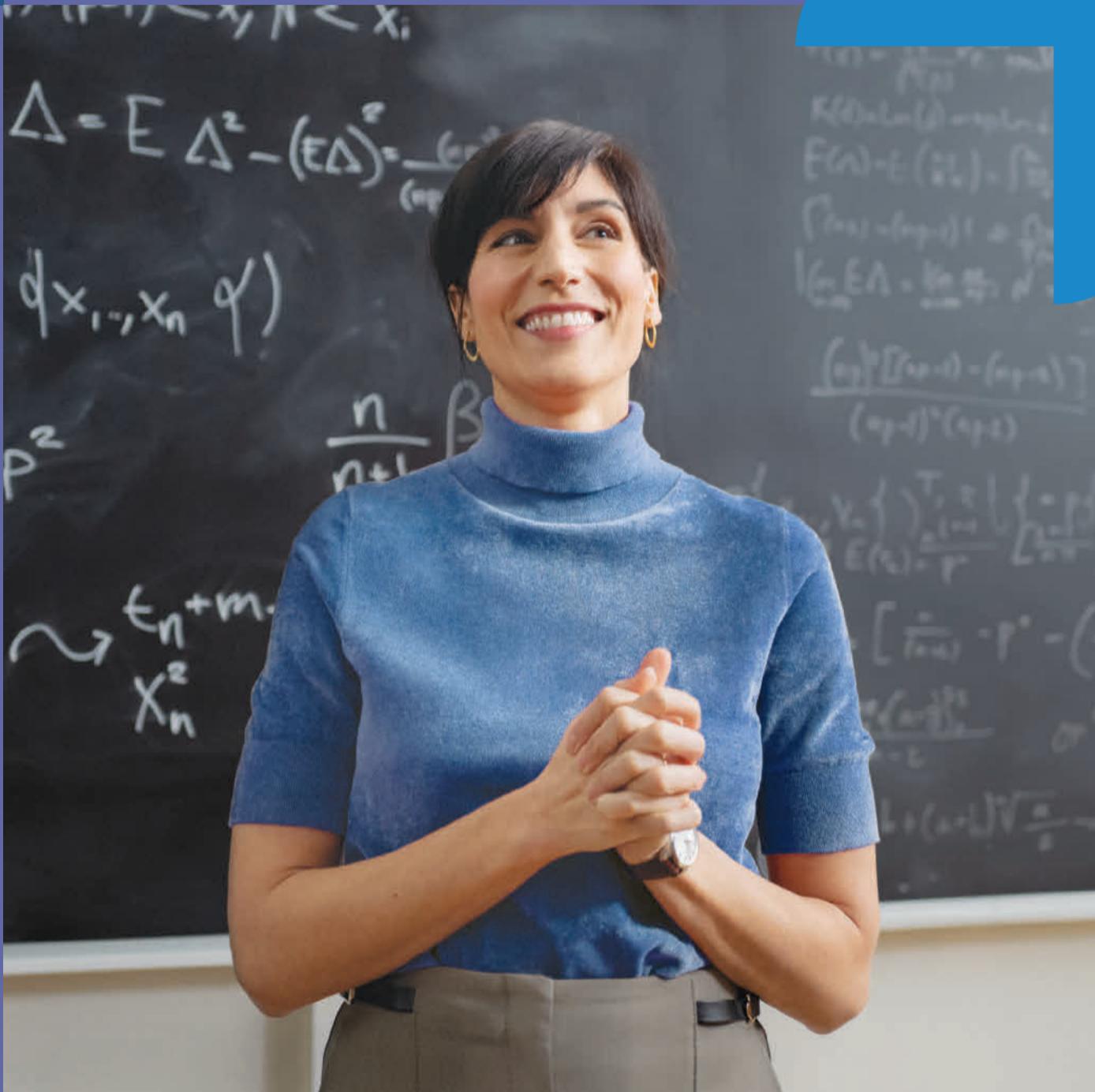
THE CHRONICLE
OF HIGHER EDUCATION

February 18, 2022

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The background of the cover features a dark, textured surface with numerous white paper airplanes scattered across it, some flying towards the viewer and others away, creating a sense of motion and direction.

The Trends Report 2022



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THE CHRONICLE OF HIGHER EDUCATION

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Cover illustration by Mark Harris for *The Chronicle*

THE CHRONICLE OF HIGHER EDUCATION (ISSN 0009-5982) IS PUBLISHED BIWEEKLY (EVERY OTHER WEEK) JANUARY THROUGH NOVEMBER AND MONTHLY IN DECEMBER, 25 TIMES A YEAR, AT 1255 TWENTY-THIRD STREET, N.W., WASHINGTON, D.C. 20037. SUBSCRIPTION RATE: \$119.00 PER YEAR (DIGITAL) AND \$139.00 PER YEAR (PRINT PLUS DIGITAL). PERIODICAL POSTAGE PAID AT WASHINGTON, D.C., AND AT ADDITIONAL MAILING OFFICES. © 2022 THE CHRONICLE OF HIGHER EDUCATION INC. THE CHRONICLE OF HIGHER EDUCATION® IS A REGISTERED TRADEMARK OF THE CHRONICLE OF HIGHER EDUCATION INC. REGISTERED FOR GST AT THE CHRONICLE OF HIGHER EDUCATION INC. GST NO. R-129 572 8 30. POSTMASTER: SEND ADDRESS CHANGES TO THE CHRONICLE OF HIGHER EDUCATION, P.O. BOX 85, CONGERS, N.Y. 10520. THE CHRONICLE RESERVES THE RIGHT NOT TO ACCEPT AN ADVERTISER'S ORDER. ONLY PUBLICATION OF AN ADVERTISEMENT SHALL CONSTITUTE FINAL ACCEPTANCE OF THE ADVERTISER'S ORDER.

What's Next

AS WE SEND this year's Trends Report to press, the Omicron wave of the pandemic is receding. Whether the coronavirus weakens appreciably or we just learn to adjust to it, it will have left an indelible mark on higher education.

Along with causing terrible losses of lives and livelihoods, the pandemic has shaken loose many of the sector's conceptual mainstays — about the future face of the student body, the nature of faculty jobs, what a campus should look like. Other pressures are also bearing down: The myth of the amateur college athlete has been thoroughly debunked. The partisan divide over whether higher ed serves society's, or students', best interests is fiercer and, increasingly, carries a geographical tinge.

The challenges are daunting. Public flagships in conservative states may find it more difficult to recruit administrators and faculty members. Colleges that banked on Hispanic students to offset dwindling enrollment numbers will have to recalibrate, given the toll the coronavirus has taken on that population. Presidents with big-time athletics programs will have to make hard choices, or risk having corporations or Congress make those choices for them.

If there's a silver lining, it's that those challenges force higher ed to reconsider its assumptions and traditions. Though some of these conversations predate the pandemic, it has accelerated them, throwing the limitations of conventional thinking into stark relief. Maybe the tenure system is not nonnegotiable. Maybe campus expansion is not always a smart move. Maybe in-person meetings are not the only, or best, way to build an inclusive, vibrant scholarly community.

Lately, the idea of predicting the future can seem quaint, and planning for it naïve. That may be Covid-19's most lasting impact on higher ed: a bone-deep understanding that change is inevitable and that the best way to stay afloat is to expect it. We hope this issue will spark thinking on your campus about how to prepare for what's next.

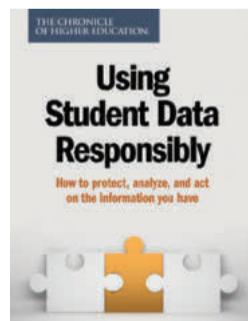
— JENNIFER RUARK, DEPUTY MANAGING EDITOR



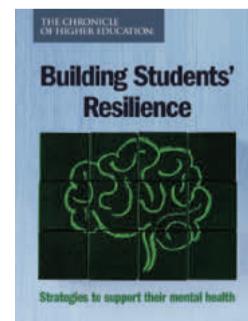

CHRONICLE PHOTO

New from the Chronicle Store

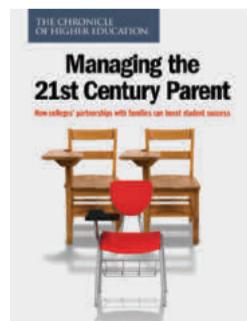
Colleges nationwide are increasingly looking to harness data to make strategic and cost-effective decisions, but they must weigh their ability to know more about their students against potential privacy risks. **Learn how to protect, analyze, and act on the information you have.**



Colleges are under pressure to meet the mental-health needs of students. Leaders also need to understand when to intervene. **Explore strategies to address student mental health**, and get guidance for how your staff and faculty can best support resilience and well-being.



Engaging with students' parents has become a major challenge for many colleges. Parents increasingly see themselves as consumers, and question the value of a college education. **Examine how colleges navigate the crucial parental/family relationship.**



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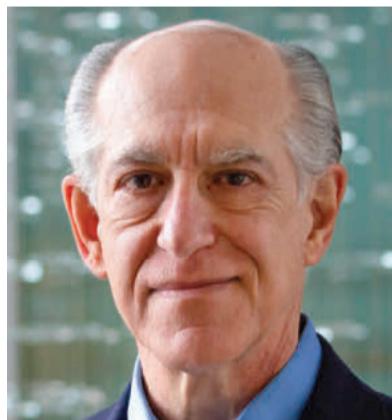
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Patricia Fitzgerald-Bocarsly

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science leadership and contributions to the field of biology, especially innate immune responses to human viral infections



William C. Gause*Director, Center for Immunity and Inflammation; Senior Associate**Dean for Research, New Jersey*

Medical School ♦ Advancing understanding of molecular and translational immunology, especially the initiation and function of type 2 immunity during infectious disease

**Margaret Marsh***University Professor of History,**Rutgers University–Camden and**Institute for Health, Health Care**Policy, and Aging Research ♦*

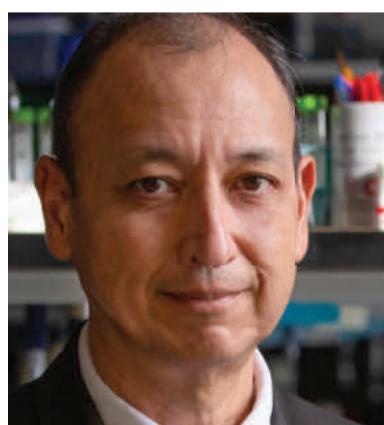
Distinguished contributions to the social sciences, particularly the history of medicine, academic leadership, and communicating and interpreting science to the public

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Distinguished contributions to catalysis by transition-metal complexes, particularly elucidation of reaction mechanisms and development of catalysts for hydrocarbon functionalization

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FIRST READS

Inside the emails | Misconduct alleged | Racism redux | Bigger budgets

Inside the emails

More Questions in Gainesville

UNDER A TURNT of criticism for barring professors from testifying in a voting-rights case, the University of Florida had an explanation: This wasn't about free speech or academic freedom, university officials said in October; it was about professors doing outside paid work that was against the university's interest. But what if a professor were to go on unpaid leave to do that work?

More than two weeks before the controversy spilled into public view, one of the professors seeking permission to testify told his dean he was willing to step away, without pay, from his university duties to mitigate any conflict, emails obtained by *The Chronicle* show. On October 12, Michael McDonald, a political-science professor, proposed the option to David E. Richardson, dean of the College of Liberal Arts and Sciences: "If my outside activity approval is denied," McDonald wrote, "I would like to know my options, such as taking an immediate unpaid leave from the university during the duration of my participation in the litigation."

McDonald, whose research focuses on elections, told his dean he felt duty-bound to participate in the lawsuit challenging a new Florida law that critics say will make voting more difficult for poor people and minorities.

Richardson acknowledged the email and said he would get back to McDonald "asap."

The next day, the university's assistant vice president for conflicts of interest denied McDonald's request. McDonald says he never heard anything back about his proposal to take unpaid leave. (Richardson declined an interview request and did not respond to detailed questions about the emails.)

On November 5, facing enormous public

outrage, the university reversed course and said that McDonald and two other professors were free to testify in the case regardless of compensation.

McDonald's email, which has not been previously reported, is among 207 pages of documents provided to *The Chronicle* in response to a public-records request. The records, which include emails sent and received by Richardson during a critical period this past fall, provide a glimpse of the dean's communications during a slow-building crisis that still reverberates.

By denying professors' requests to testify in the voting-rights case, the university opened itself up to criticism that it had placed political considerations above academic freedom and free speech. What began as a bureaucratic

discussion about a few professors' expert testimony has morphed into something far more consequential.

In his own communications, the dean appeared to recognize as much. On November 5, after the university reversed course and allowed the professors to testify, Richardson agreed with a faculty colleague who had described the preceding week to him as "the worst" she had experienced in her more than three decades at the university.

"Yes," Richardson wrote. "For my 37 years — nothing has come close."

When W. Kent Fuchs, the departing president, announced that Smith and others would be allowed to testify, Richardson appeared to celebrate the change. The dean sent an email to his colleagues saying that the college "continues to support unequivocally the foundational principles of free speech and academic freedom for its faculty."

"While I am pleased by the university's decision, I also realize that this situation has been highly distressing for many faculty, students, and alumni of our college," Richardson wrote.

In subsequent private exchanges with faculty members, Richardson wrote that, while he was glad to see the decisions overturned, he had hoped something would have happened sooner.

"Only wish it was two weeks ago," he wrote in an email.

"I wish I could have come up with something magical two weeks ago," he wrote in another.

Two weeks earlier, on October 22, the three professors in Richardson's college had already been rejected from giving testimony. But the controversy was still days from spilling into public view.

Upon receiving his email to the college's faculty, on November 5, one professor pressed Richardson on why he had gone along with the denial in the first place.

"Thanks for this, Dave," wrote Pamela K. Gilbert, an English professor. "But I can't help wondering why YOU signed off on it?"

In response, Richardson wrote, "I understand. That will be explained eventually."

Ten days later, on November 15, Richardson gave a further explanation. In a meeting of the College of Liberal Arts and Sciences Assembly, a shared-governance group, Richardson said that he had been "effectively informed" by UF's central administrators to reject Smith's proposal, *The Chronicle* previously reported.

Gilbert told *The Chronicle* this month that she sees a larger problem across the institution.

"I would assume the dean is doing his best at the college level," she wrote in an email, "but no one in leadership seems to be able to fully take responsibility for protecting the university's ability to run itself properly."

Lindsay Ellis contributed to this report.

— JACK STRILING AND EMMA PETTIT





Celebrating Human Inquiry

Trinity University reclassified as National Liberal Arts College; reaffirms commitment to student success in the liberal arts and sciences

Trinity University has successfully petitioned the Carnegie Classification of Institutions of Higher Education for reclassification as a Baccalaureate Arts & Sciences institution, which will result in Trinity moving to the National Liberal Arts category in the U.S. *News & World Report* rankings beginning in the Fall 2022 report. The new classification better reflects the core of Trinity's mission and positions the University for greater national recognition.

"Trinity has enjoyed an exceptional reputation for academic excellence, interdisciplinarity, and a commitment to the liberal arts for more than 150 years. We have earned a reputation as the premier liberal arts university in the Southwest," said Danny Anderson, Trinity University president. "Now, we are positioned to become a highly ranked and nationally recognized institution. While this will require significant effort and stewardship over multiple years, ultimately this move helps us attract and retain outstanding students, faculty, and staff. Most important, the investments we will make to achieve such standing positively impact student success and provide greater value for our alumni."

With an emphasis on interdisciplinarity, Trinity's liberal arts framework encourages

students to work across areas of study—from Humanities to STEM and back again. In this way, Trinity helps prepare tomorrow's leaders with a more comprehensive and humanistic lens through which to evaluate their impact on the world.

Trinity is unique as a largely residential university situated near downtown San Antonio, a vibrant, diverse metropolitan area. This dynamic provides a strong sense of community on campus, while offering opportunities for impact through service

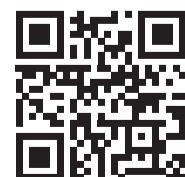
"As we see our way forward into a post-pandemic world, the human challenges are immense. We believe that access to and support of the liberal arts and sciences is more important than ever."

To achieve this, Trinity equips faculty and students with world-class resources to advance academic scholarship and further our liberal arts mission. With a strong \$1.7 billion endowment and recent philanthropic investments, the University continues to deliver premier facilities. In addition to the 2014 completion of the Center for the Sciences and Innovation, Trinity recently transformed the Halsell Center into a state-of-the-art home for the Departments of Classical Studies, Philosophy, and History. In Fall 2022, the University will complete Dickey Hall, a front door for the Humanities and home to the Departments of English and Religion.

and experiential learning off-campus. The stunning, mid-century modern campus was designed by famed architect O'Neil Ford and is one of three modernist campuses listed on the National Register of Historic Places.

"As we see our way forward into a post-pandemic world, the human challenges are immense. We believe that access to and support of the liberal arts and sciences is more important than ever," Anderson said. "We are proud to raise our voices to join those of other institutions that speak to the demands and opportunities facing the liberal arts nationally."


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Alleged misconduct

3 Women Sue Harvard

THREE GRADUATE STUDENTS sued Harvard University this month, alleging that the institution failed to protect them from sexual harassment and threats of retaliation from a prominent anthropology professor, John L. Comaroff.

The doctoral students' complaint, filed in a federal court in Massachusetts, targeted Harvard's process for investigating their claims of misconduct, as well as its decision to hire Comaroff a decade ago. It alleges that Harvard allowed the professor to ruin their careers. The students — Margaret Czerwienski, Amulya Mandava, and Lilia Kilburn — had already accused Comaroff of sexual harassment and threats of retaliation, as first reported in detail by *The Chronicle* in 2020. The university investigated those claims and, last month, a Harvard dean said the professor had violated the college's sexual-harassment and professional-conduct policies. Comaroff was placed on unpaid leave for this spring semester, and his teaching and advising were limited for another year.

The 65-page complaint contains explosive charges against both Comaroff and Harvard. Harvard declined to comment on the lawsuit. Through his lawyers, Comaroff denied ever harassing or retaliating against any student. Here are some of the allegations:

- The complaint alleges that in the spring of 2017, Czerwienski and Mandava learned that Comaroff

was making ongoing sexual advances toward another Harvard graduate student, who is not named. The complaint says, "he forcibly kissed her, groped her buttocks, and, upon information and belief, sent her early-morning texts demanding to know with whom she had slept." Czerwienski and Mandava allegedly reported this to faculty members, and the unnamed student allegedly reported the harassment to Harvard's Title IX Office. But, the complaint says, Harvard "stood by while the abuse continued unchecked."

- Comaroff, the lawsuit says, got a hold of a copy of the unnamed student's complaint and "read portions of her complaint back to her verbatim." According to the lawsuit, that "intimidation tactic" pressured her to withdraw her complaint and dissuaded her from participating in other investigations.
- When the plaintiff Kilburn complained to Harvard's Title IX office in May 2019, Harvard took no "meaningful action" other than "to admit that Harvard had known about Professor Comaroff's behavior for years," the complaint says. The Title IX resource coordinator referred Kilburn to the unnamed graduate student, according to the lawsuit.
- The complaint alleges that Harvard's Office for Dispute Resolution — the office that conducted an investigation into the three students' allegations — obtained notes from Kilburn's psychotherapist, taken during the therapist's sessions with Kilburn. The Harvard office did this without Kilburn's consent, the complaint says, and then shared the notes with Comaroff as part of the office's draft report.

Comaroff's lawyers said in a statement that he denied making advances on the unnamed Harvard student who allegedly filed a complaint. Comaroff said that "no such student has ever sought an investigation of claims

against him. The only students whose complaints Harvard has notified him of are the plaintiffs."

He also denied ever threatening Mandava or Czerwienski, saying he "consistently made every effort to assist these students and to advance their careers."

The complaint says that the Office for Dispute Resolution found that Comaroff had sexually harassed Kilburn when he described how she "would be raped" in certain parts of Africa." Kilburn had alleged that at an advising meeting Comaroff had, unprompted, described several places in Africa where, because she was in a same-sex relationship, Kilburn would be "raped" or "raped and killed" if she went there for her field work.

Comaroff's lawyers called that conversation with Kilburn "a necessary conversation for her safety, and numerous faculty witnesses in the Title IX process attested that his advice was appropriate." According to the lawyers' statement, the Title IX investigation found that Comaroff "was motivated only by concern for Ms. Kilburn's well-being and had no romantic or sexual intention, but that the advice nonetheless constituted sexual harassment."

The new lawsuit is the latest development in a yearslong case against a powerful professor. It has divided Harvard's faculty, who circulated dueling letters about the investigation into Comaroff's misconduct and the decision to sanction him.

One letter, signed by 38 Harvard faculty members, admonished the university for conducting a second investigation after the Title IX process was completed. It also took issue with Harvard's finding against Comaroff for the conversation he had with Kilburn about how she would be raped. The letter lauded Comaroff for his reputation as "an excellent colleague, adviser, and committed university citizen."

Thirty-five of the 38 professors who signed that letter told *The Chronicle* last week they wished to retract it.

Other faculty members were disturbed by their colleagues' response to the sanctions. They worried that such a response would discourage vulnerable people at the university from coming forward with complaints about powerful people, especially without full knowledge of the facts of the case.

— NELL GLUCKMAN

Left to right: Amulya Mandava, Lilia Kilburn, and Margaret Czerwienski

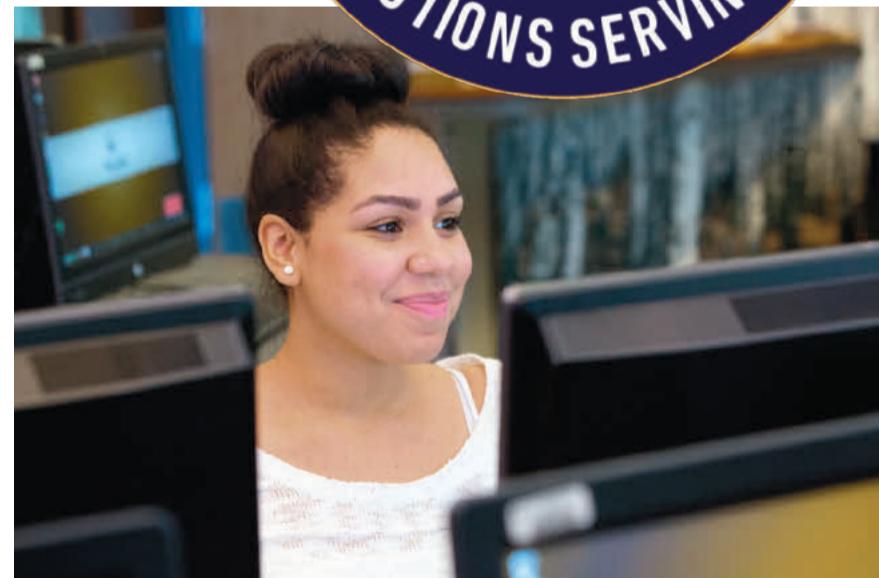
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Racism redux

Threats at HBCUs

FISK UNIVERSITY was preparing to host a civil-rights address in its gymnasium when police and fire officials suddenly ordered everyone to evacuate. Someone had called in a bomb threat, and the crowd of nearly 4,000 was left waiting. It took

about 45 minutes to clear the building, and no bomb was found.

When he finally took the stage, Martin Luther King Jr. told the audience not to lose hope, *The Nashville Banner* reported on April 21, 1960. “No lie can live forever. Let us not despair. The universe is with us,” he said.

King was visiting Fisk to offer encouragement to students from historically Black colleges and universities who had been conducting sit-ins to end racial segregation at restaurants in downtown Nashville, part of a larger series of lunch-counter sit-ins across the South in 1960.

During the civil-rights era, HBCUs served as “seedbeds for activism” and agency among Black people, said Jelani M. Favors, a historian and professor at North Carolina A&T State University. These institutions offered “an unwritten curriculum” that “was fueled by the idea of creating race consciousness as a counter-narrative to the dominant ideas of white supremacy that sought to teach Black children and Black youth,” Favors said.

As Black History Month began, dozens of HBCUs across the country were swarmed with bomb threats for two days in a row. These followed a series of similar threats made in early January. The FBI has identified six persons of interest who are suspected of making the latest round of threats, “which appear to have a racist motivation,” *NBC News* reported earlier this month.

When Favors learned of the threats, he wasn’t surprised. “My first initial thought is that this is not new,” he said. Black institutions have been targets of violent threats ever since they were created, said Favors, the author of *Shelter in a Time of Storm: How Black Colleges Fostered Generations of Leadership and Activism*.

Seeing what’s happening today, Favors said he can’t help but draw parallels to the hostile race relations of the Reconstruction era. “There were a number of people in this country who believed that the ideas of whiteness were under attack, that in some way that whiteness was losing its social and political currency,” he said. “And that is what we see right now.”

While all of the recent threats have so far been found to be meritless, they have unnerved the campuses. And historically,

not all bomb threats made against HBCUs have been empty.

In 1999, law-enforcement authorities charged a white man named Lawrence M. Lombardi with planting two small bombs on Florida A&M’s campus. The bombs, detonated within a few weeks of each other, were categorized as “acts of racial hatred.” The blasts were “accompanied by telephone calls laced with expletives” about Black people, *Diverse: Issues in Higher Education* reported at the time. Lombardi was convicted on several criminal counts and is still in prison.

HBCUs have seen their fortunes improving lately. Many have recently received large philanthropic pledges, several HBCU graduates have risen to political prominence, and some of the colleges have seen a surge in enrollment. People trying to unsettle these institutions are perpetuating a “mental attack,” said Karsonya Wise Whitehead, the founding director of the Karson Institute for Race, Peace, & Social Justice at Loyola University Maryland.

“I’ve always seen our universities, our spaces as potential targets,” said Whitehead, who graduated from Lincoln University, a historically Black institution in Pennsylvania. “If you want to upset Black health and wellness you go after the place where we send our children to be safe.”

Whitehead, who hosts a regular radio show at Morgan State University, said that when she went to the campus, even after officials had issued an “all clear” notice, it felt eerie. It wasn’t the first time the campus had been nearly empty. There was hardly anyone there after the university went virtual because of the pandemic. But this felt different.

“It just felt sad. It felt challenging,” she said. “It made me want to embrace the students and say, ‘Look, we’re going to get through this.’”

Taylor St. Vilus, a sophomore at Southern University and A&M College, in Louisiana, spent hours in her off-campus apartment while officials assessed the bomb threat against her university. “I was very confused at first and then I was a little bit nervous because I remembered other HBCUs receiving a bomb threat,” she said. “It was just very concerning to hear.”

— OYIN ADEDYOYIN



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Bigger budgets

States Increase Support for Higher Ed

STATE SPENDING on higher education in the 2022 fiscal year increased from the previous year — fueled, in part, by some states' reversal of the funding cuts they made during the pandemic-induced recession, according to a report released this month.

The annual Grapevine report, a joint project of the State Higher Education Executive Officers Association and the Center for the Study of Education Policy at Illinois State University, shows that state support for higher education in 2022, excluding federal stimulus money, was up 8.5 percent over the previous year.

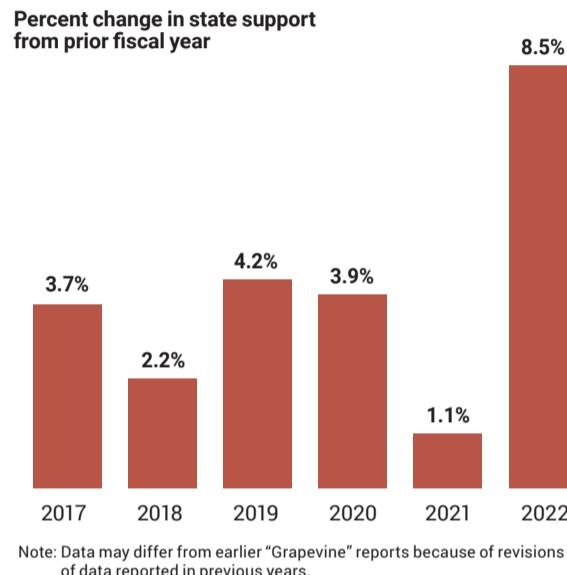
The report provides a first look at state higher-education funding in the current fiscal year, which for most colleges ends June 30. It also sheds light on the evolving fiscal dynamics and public-policy response to Covid-19. The early predictions were that the pandemic would wreak havoc on public-college budgets, but billions of dollars in federal coronavirus-relief funds served as a backstop. Now, as the report makes clear, states are stepping up.

"States had better-than-projected state revenues," and some states increased funding for higher education this year, said Sophia Laderman, senior policy analyst at the association. "States recognized higher education is important, and it was prioritized more than in the past."

Indeed, when factoring federal stimulus funding into the calculation, 18

State Spending Is Up

State support for higher education increased 8.5 percent in the 2022 fiscal year, if federal stimulus money is excluded.



states reported a decline in support for higher education from the year before. The report attributes that decline to the reduction in federal money, not a change in state support. In 2021, higher education received the bulk of the federal stimulus funds that had been allocated to it through the states.

When federal stimulus money is excluded, only five states saw a decline in funding for higher education: Alaska, Hawaii, New Hampshire, Vermont, and Wyoming. Wyoming's 10-percent decrease, the report says, was concentrated among its four-year colleges, which had a 17-percent drop in operating appropriations in the 2022 fiscal year.

The true extent of this year's gains may be offset, though. The figures in the Grapevine report aren't adjusted for inflation, which will probably account for most of the increase in support, said Laderman, the report's project leader.

The report also provides a longer-term look at state support. Excluding federal stimulus money, seven states — Alaska, Georgia, Hawaii, Nevada, New Hampshire, New York, and Wyoming — reported lower state support in 2022 than in 2020. Only four states had lower state support in 2022 than in 2017: Alaska, Mississippi, North Dakota, and Wyoming.

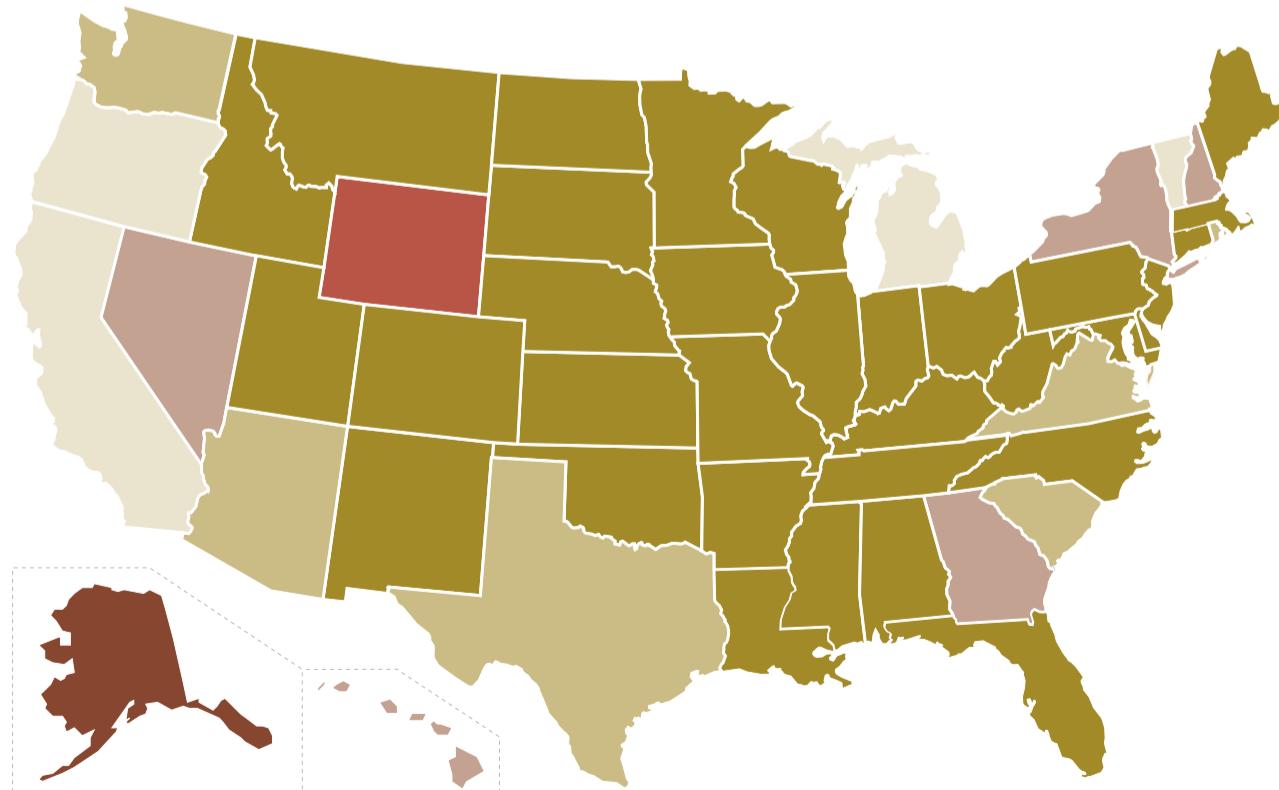
Overall state spending on higher education has increased 9.7 percent since 2020, excluding federal stimulus funding. Since 2017, state support has increased by 21.4 percent.

— AUDREY WILLIAMS JUNE

The Long View on State Support

Seven states saw declines in state spending on higher education (not including federal stimulus money) during the three fiscal years that have overlapped with the pandemic.

- +20.0% or more
- +10.0% to 19.9%
- +0.0% to 9.9%
- 0.1% to -4.9%
- 5.0% to -9.9%
- 10.0% or less



Source: State Higher Education Executive Officers Association/Center for the Study of Education Policy at Illinois State U.

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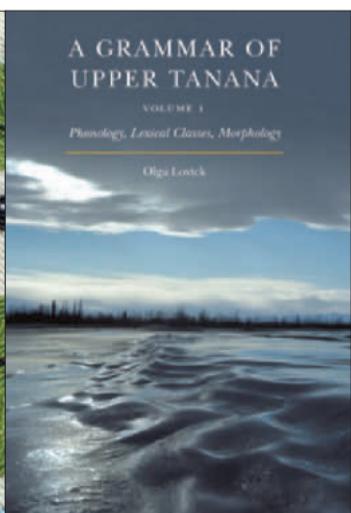
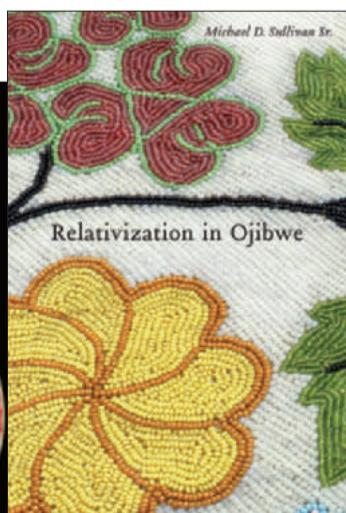
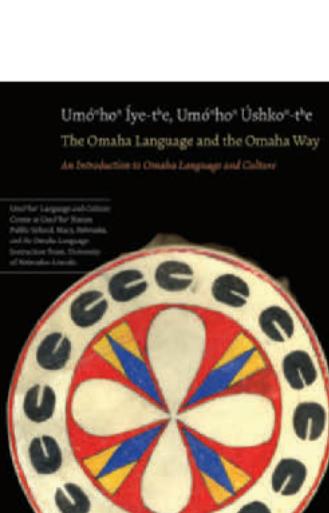
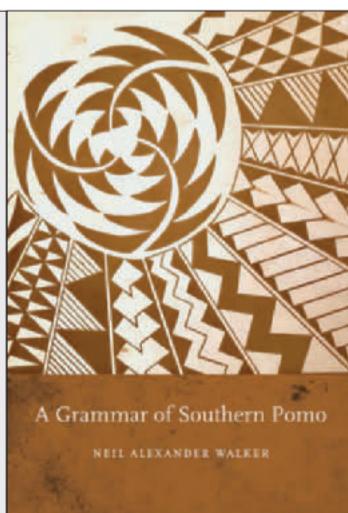
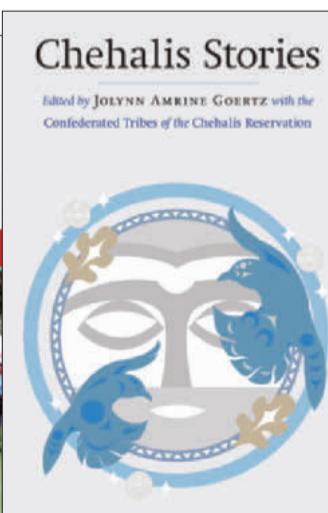
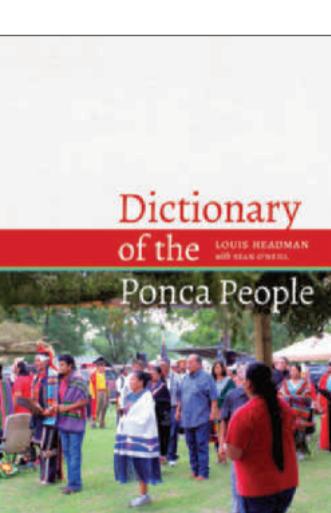
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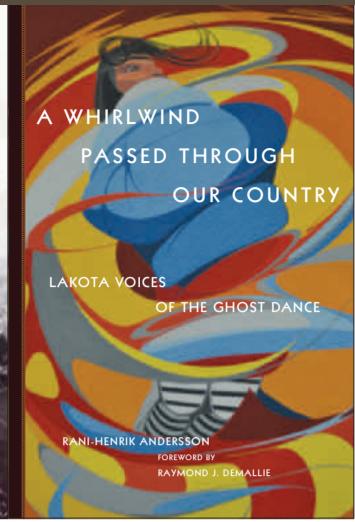
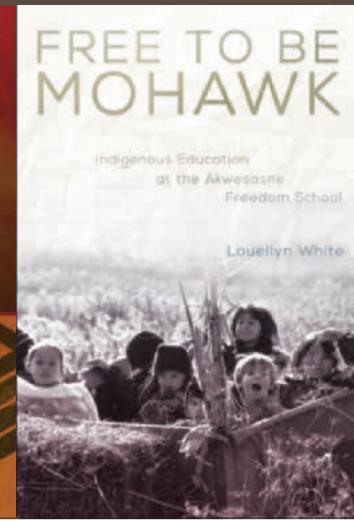
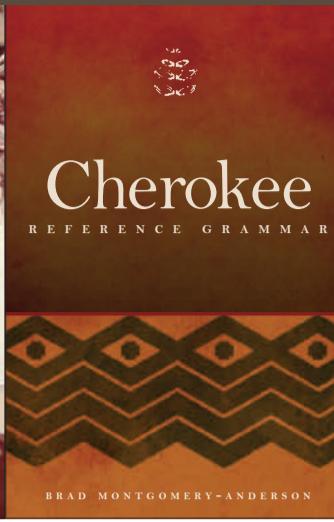
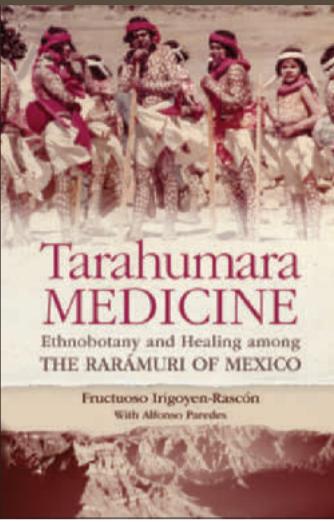
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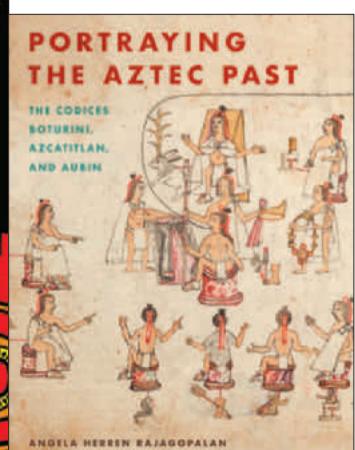
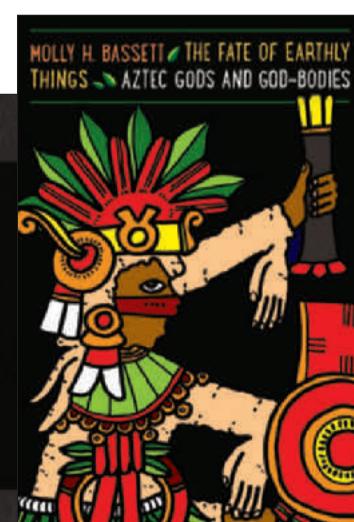
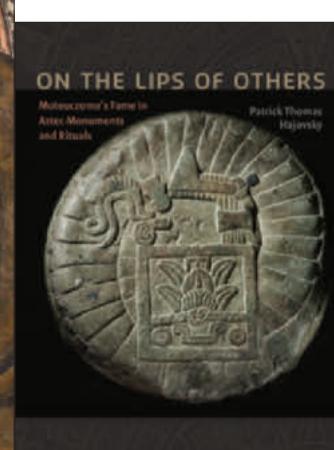
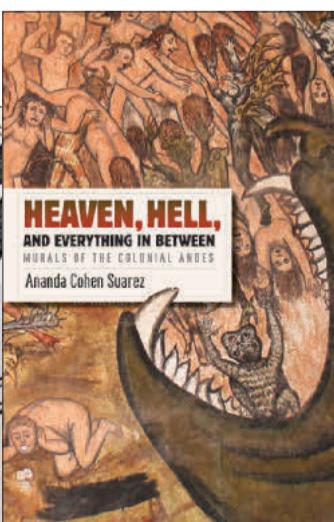
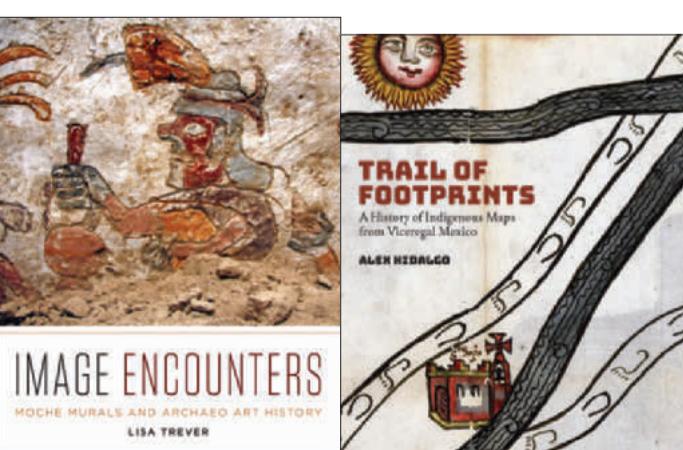
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The Red-State Disadvantage

Public flagships in conservative states face reputational and recruiting challenges.

BY KARIN FISCHER

AGEORGIA PROFESSOR quit when the state university system refused to require her students to wear masks.

A Ph.D. candidate crossed Florida colleges off his job-search list after the University of Florida blocked professors from testifying against a state voting law.

In North Carolina, prominent professors and administrators of color on the Chapel Hill campus left to take jobs elsewhere, citing the university's racial and political climate. The departures came amid a brouhaha over whether a largely state-appointed Board of Trustees would award tenure to Nikole Hannah-Jones, the *New York Times* reporter and creator of the controversial "1619 Project."

Colleges have been pulled into the red-hot center of America's raging culture wars. And as higher education is attacked as an institution, employees up and down the ladder find their professional lives more difficult. Faculty members at state institutions are feeling under siege, worried about the intrusion of elected officials and politically appointed governing boards into what they can teach, research, and write. Student-life and diversity offices can suddenly find their programming the subject of op-eds and legislative debate. Presidents, especially at public colleges, are in the hot seat. Opposition by many Republican governors and lawmakers to mask and vaccination mandates have exacerbated the sense that colleges are beleaguered.

"Covid has been the nasty olive in this cocktail," says Cecilia M. Orphan, an associate professor of higher education at the University of Denver.

The caustic political climate risks reshaping and disrupting the career paths of young and seasoned academics alike. Some will think twice about applying for jobs at certain institutions, while others will decamp for greener, less-partisan pastures. Some could leave higher education altogether.

THE TRENDS REPORT 2022

MARK HARRIS FOR THE CHRONICLE, PHOTOS FROM GETTY IMAGES

It's no Great Resignation, yet. And the unforgiving academic-job market in many disciplines, along with personal and family obligations, could limit mobility for many. But the political pressure has been building for years, leading to potential recruitment and retention challenges.

Jesse Stommel quit a tenure-track position at the University of Wisconsin at Madison after Gov. Scott Walker succeeded, in 2015, in weakening tenure protections, in what many see as a harbinger of today's widespread battles over tenure and academic freedom. "Leaving was incredibly hard," he says, "but at the end of the day, it was the smartest choice for me professionally, intellectually, and personally."

Activist governors or meddling boards could also lead candidates for college presidencies to steer clear. In South Carolina, for example, a recent presidential search was bumpy, with a lead candidate dropping out, and observers wonder if the state's reputation as a place where elected leaders play politics with higher education could be partly to blame.

There is a partisan geography to higher ed's current clashes. While blue-state colleges aren't immune to outside interference, recent high-profile controversies over such issues as mask mandates, critical race theory, and tenure have occurred in states where Republicans control the governor's office, the state legislature, or both. That Republican officials would cast higher education as a foil is no surprise — GOP voters increasingly view colleges, and college professors, with suspicion and even hostility. Democrats and independents, by contrast, have more-positive views of academe. It's hard to imagine a

as an investment in economic advancement and national security.

Partisan views of college, however, have diverged sharply in the past decade. A college degree itself has become a political litmus test: Graduates are more likely to vote Democratic, while those without a degree identify with the GOP.

As students have become more demographically diverse, and colleges have begun to confront and rectify a history of racism in their enrollment, curriculum, and programming, such changes are viewed uncomfortably by some white voters who see, and often begrudge, higher education as a gatekeeper to the middle class. "White voters feel threatened by the changes higher education has made," says Barrett Taylor, an associate professor of higher education at the University of North Texas who will publish a book, *Wrecked: Deinstitutionalization and Partial Defenses in State Higher Education Policy*, on the subject this year. "It put them on a collision course."

Voters and public officials can be skeptical or resentful of the authority given to academic expertise and credentials, especially when it contradicts or challenges their worldview. The very work of a publicly engaged researcher — testifying as an expert witness, weighing in on policy debates — can be viewed with hostility. That's played out most prominently in the case of the Florida voting-rights researchers, who were barred from testifying against a law backed by the state's Republican leadership. (University administrators backed down, but the professors are suing.)

Republicans are well positioned to influence public colleges — they control more than 60 percent of all legislative chambers across the country, according to the National Conference of State Legislatures. In 23 states they have "trifectas," controlling both houses of the state legislature as well as the governor's office; by contrast, Democrats have monopolies of power in 14 states.

Electoral victories handed Republicans an outsize say in the composition of public-college governing boards, many of which are appointed through a political process. A 2020 *Chronicle* investigation found that sitting public-college trustees had donated almost \$20 million to state political campaigns and partisan causes.

That may influence where their allegiances lie, says Felecia Commodore, an associate professor of educational foundations and leadership at Old Dominion University. Board members may view their jobs as advancing the agenda of a party or a politician, seeing themselves as watchdogs or cultural warriors, rather than first and foremost as fiduciaries of the college. "They can get into the weeds where they're not supposed to be," she says. "Their loyalty is not to the institution."

For many faculty members, tenure protections, academic freedom, and control of the curriculum are bright lines, and intrusions can feel unsettling, alarming, even existential. "These things go to the heart of what higher education is and who it is for," Taylor says.

Add in Covid-19, which has itself become politicized. In states where college leaders say they can't mandate masks or vaccination, the very act of being on campus can feel risky to employees.

It has some rethinking their academic 9 to 5.

FOR ANDREW, the Ph.D. candidate who spurned Florida colleges, state politics wasn't even on his radar when he began his job hunt last fall. His top consideration, especially during the pandemic, was a desire to stay close to his family, whose members live on the East Coast and in the Midwest.

But the controversy in Florida changed things for Andrew, who asked to be identified only by his middle name because he is on the job market.

He had already submitted an application to a public college in Florida, and he considered withdrawing it. He chose not to, but he decided not to apply to other positions that came open there. He studies migration policy, which can be controversial in its own right, and ideas like critical race theory inform his work. "Are there particular states or universities where my perspective wouldn't be welcome?" he wonders.

Politics could color the reputation of public colleges – and in red states, some fear it's the hue of a stop light, signaling stay away.

Democratic candidate for Senate delivering a keynote address titled "The Professors Are the Enemy" to a gathering of progressives, as J.D. Vance, a Republican running in Ohio, did at the National Conservatism Conference in November.

Politics could color the reputation of public colleges — and in red states, some fear it's the hue of a stop light, signaling stay away.

The implications are troubling. Public flagships in red states could find themselves at a disadvantage compared with their peers in blue states or at private research universities. They could struggle to maintain their intellectual prestige. "It feels like we could have two separate systems," says Michael S. Harris, a professor of higher education and chair of educational policy and leadership at Southern Methodist University, "red and blue."

THE ANTAGONISM between colleges and politicians stretches back decades — Ronald Reagan notoriously used the specter of student unrest at the University of California at Berkeley to drum up votes in his run for California governor. Richard M. Nixon was the first president to declare "professors the enemy," as he told Henry Kissinger in a taped Oval Office discussion in 1972. "Write that on a blackboard 100 times and never forget it."

But Republicans historically supported higher education, especially at the federal level, where they saw spending on education and science

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The people running search committees are also watching. While department chairs at the University of Florida contacted by *The Chronicle* in the wake of the voting-rights case said job candidates had not withdrawn from consideration, some worried about the long term.

A chair in the College of Liberal Arts and Sciences says his biggest concern is the junior faculty members in his department who will come up for tenure in the next few years. Many are talented young scholars with strong reputations who could “write their ticket to go anywhere,” says the chair, asking not to be named because of the political environment at the university. “I want to keep them because I want our department to be great.”

Yet he also cares about them as colleagues, and he wonders if remaining in Florida will be best for their careers. He wrestles with whether it would be fair of him to try to persuade them to stay. “We understand the problems here are structural,” the chair says. “We’ve only averted this crisis, but there’s going to be another crisis.”

While he says his department has not experienced any political interference, faculty members who specialize in areas like political science, public policy, racial and ethnic studies, and even public health could find their work more scrutinized by elected officials.

Orphan, the University of Denver professor, notes it is not just professors who may feel under the microscope. Staff members in fields such as multicultural or student affairs can also face public critique, and they don’t have the protections of tenure.

Enrollment in graduate programs in the study of higher education, often a route for staffers in those areas to climb the administrative ranks, are down, and Orphan speculates that the pressure cooker of politics could be partly to blame. “I know of people who are thinking about leaving higher education,” she says. “They’re burnt out.”

As the Nikole Hannah-Jones controversy raged last spring, several prominent professors and administrators of color decided that the University of North Carolina at Chapel Hill was not for them. Lisa Jones, a chemistry professor at the University of Maryland at Baltimore, withdrew from consideration for a faculty position at Chapel Hill in protest. Several current faculty members headed for the doors. One of them, Kia L. Caldwell, a professor of African, African American, and diaspora studies, suggested even more could leave. “This is indeed a crisis,” she tweeted.

But is it a crisis in the eyes of red-state lawmakers? Maybe not, says David A. Hopkins, an associate professor of political science at Boston College, who has studied the conservative movement’s impact on colleges. Some elected officials and voters may not worry if their state university declines in status. “If you don’t care so much about building a world-class university,” Hopkins says, “it’s not such a big deal that the big-shot professors go elsewhere.”

T'S TOO SOON to know if the partisan maelstrom now engulfing public colleges could drive college employees from red states. The political winds could shift. And such consequential decisions aren’t made overnight.

“The decision that I’m going to pick up my ball and go play in another game is neither easy nor simple,” says Sally Mason, a consultant with the Association of Governing Boards of Universities and Colleges’ search group and former president of the University of Iowa.

For one, academe is still a tough job market. Even for faculty members seeking to leave, there’s no guarantee of an opening in their discipline or specialty. “There are more faculty and Ph.D.s in the labor market than there are jobs,” says Demetri L. Morgan, an assistant professor and chair of the higher-education program at Loyola University Chicago.

And where’s a safe haven? Given Republicans’ partisan edge at the state level, it can seem as if fires are flaring everywhere, all the time, says Brendan Cantwell, an associate professor of higher, adult, and lifelong education at Michigan State University. “At a certain point, when it’s happening in a lot of states all at once, you can’t really avoid it.”

Even in states run by Democrats, public colleges aren’t necessarily free from political interference, or the threat of it. Cantwell points to his own state, which has a Democratic governor but a Republican-controlled Legislature. If Gov. Gretchen Whitmer were to lose her bid for re-election this year, public colleges could lose a bulwark against Republican encroachment.

Deep-blue Hawaii has examined limits on tenure, notes Robert Kelchen, a professor of higher education at the University of Tennessee at Knoxville, while conservative Iowa has staved off several attempts to get rid of it. Blue-state governors can play politics, too. Andrew M. Cuomo, the former New York governor, was famous for handing out seats on university governing boards, and even the chancellorship of the state-university system, to loyalists.

Some more-liberal states might be less attractive for other reasons. Largely Democratic New England, for instance, has historically underfunded its public colleges, which often play second fiddle to the many elite private institutions across the region.

Indeed, some red states have opened their pocketbooks to higher education in recent years. A potential dilemma for professors: balancing fears of political meddling with benefits of being at a better-re-sourced institution. Morgan, a University of Florida alumnus, says the institution secured state support to help it meet its goal of becoming a top-five public university. “They were funding us at the same time they were muzzling us,” he says.

In fact, that increased funding may give lawmakers, and taxpayers, the sense that they are entitled to have more of a say in how colleges operate.

TO GET A SENSE of where things might be heading, consider Wisconsin, the canary in the coal mine for the Republican offensive against higher education.

Beginning more than a decade ago, Scott Walker, a governor with presidential ambitions, targeted the state’s vaunted public-university system. With the cooperation of a conservative Legislature, he stripped faculty members and other public employees of their collective-bargaining rights, slashed budgets, and sought to overhaul university governance. He even considered abandoning the “Wisconsin Idea,” higher ed’s public-service mission, which is ensconced in state law—although he retreated after public blowback.

Sara Goldrick-Rab says she felt “constantly policed” as a professor on the Madison campus. Now a professor of higher-education policy and sociology at Pennsylvania’s Temple University, Goldrick-Rab says she frequently worried that students were taping her, trying to catch “their liberal professor” in a gotcha. Lawmakers criticized her research, on college affordability and equity, in the newspaper and on the state-house floor.

For Goldrick-Rab, the breaking point was the effort to remove protections for tenure and shared governance from state law.

The choice to leave Wisconsin wasn’t easy. Not only was she uprooting her family (Goldrick-Rab has two children); she was also disrupting the lives of the two dozen staff members of the Wisconsin HOPE Lab, a center she started to focus on low-income students.

But when she decided to go, she had options. Goldrick-Rab is a prolific fund raiser, and at Temple, as at Wisconsin, her work has attracted generous donor support. “Temple wouldn’t be that nice to me if I didn’t raise money,” she says.

Jesse Stommel’s position was very different from Goldrick-Rab’s. He had been at Wisconsin for less than three years, and he didn’t have big grants. But being at the start of his career gave him a measure of freedom. “I had the ability to privilege job over family,” he says.

Just four months after the tenure bill’s passage, Stommel landed a non-tenured job as executive director of teaching and learning technologies at the University of Mary Washington, in Virginia. (He is now a faculty member in the writing program at the University of Denver.)

Notably, neither Stommel nor Goldrick-Rab jumped from public to



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"I don't know what this means for the next generation of scholars where the university has become more ideological terrain."

private. (Running a center devoted to equity in higher education at a private college would seem incompatible, she says.) And both Pennsylvania and Virginia are purplish political battlegrounds.

To Goldrick-Rab, the issue isn't simply red or blue but how public-college leaders respond to partisan pressure: Do they shield faculty members from political interference and fight to protect critical rights such as tenure and academic freedom?

In Wisconsin, Goldrick-Rab felt that wasn't the case. At Temple, she says, administrators have faculty members' backs. She cites a 2018 controversy over statements by Marc Lamont Hill, a professor of media studies, about Israel. Temple's president and Board of Trustees condemned Hill's comments but defended his free-speech rights and resisted calls to fire him.

There hasn't been "a single moment, not one second" since she came to Temple, when she worried about government interference in her work, Goldrick-Rab says. "I thought about it all the time in Wisconsin."

While some left Wisconsin, others stayed, such as Dhavan V. Shah, a professor of communications. To keep him, the Madison flagship increased his salary by more than \$30,000 and gave him \$200,000 in research support, according to public documents obtained by the *Milwaukee Journal Sentinel*.

Anticipating that other universities would take advantage of the turmoil to lure away star professors like Shah, Madison spent nearly \$16 million to counter outside offers in the 2015-16 academic year. Three-quarters of the 144 professors who were being recruited decided to stay in Wisconsin.

Of course, it's hard to know how many professors would have been on the job market even without the tenure changes. For his part, Shah remains concerned about efforts to weaken academic freedom, but he says that politicians' attacks on higher ed can backfire. In the years since the tenure debate, he and a group of Madison colleagues have shifted their work on civic culture and engagement to make Wisconsin their laboratory. "The very thing they're doing isn't silencing us but amplifying us," Shah says. "Our focus hasn't weakened but sharpened."

But Shah is in a privileged position as a professor with a large outside research portfolio, and says he might feel different were it earlier in his career. Without the protections of tenure, younger faculty members

could hesitate to speak out or to conduct research in areas that could spark scrutiny or criticism. "I don't know what this means for the next generation of scholars where the university has become more ideological terrain," Shah says.

Other faculty members on the Madison campus say the anxieties of the Walker era have subsided. For one, the political landscape has shifted: Although the Legislature remains in Republican hands, the governor is now a Democrat. Professors also credit university leaders for increasing salaries, providing funds for research, and establishing a post-tenure review process acceptable to many faculty members. One professor involved in academic searches says there is no shortage of strong candidates applying to work at the university.

The Wisconsin example suggests that public universities under sustained political fire won't necessarily suffer an exodus of academic talent, but that they could pay steeply to hold on to top researchers.

Rebecca M. Blank, the Madison chancellor, agrees that there are costs. The flagship campus made faculty retention a top priority, and since 2015 has kept 70 percent of those with outside offers, she said in a written statement. Over the same period, the university has increased its total faculty positions by 100, including hiring 243 new professors.

In terms of reputation, Madison, which ranks eighth among all public and private universities in overall research spending, according to the National Science Foundation, is more than holding its own.

When political controversy strikes, her university is less a cautionary tale, Blank argued, than a "road map others can follow when they encounter similar challenges."

FACULTY MEMBERS may not be the only ones who are a flight risk. Blank's predecessor, Carolyn A. (Biddy) Martin, left Madison for Amherst College in 2011, during an early round of skirmishes with Walker and lawmakers. Martin, who was in Wisconsin for just a year before becoming president of the private liberal-arts college, didn't blame her departure on the political fighting but acknowledged the "turmoil" she had faced. (Martin declined an interview request from *The Chronicle*.)

Her old job will open up again this year, when Blank leaves for Northwestern University. The University of Florida's president, W. Kent Fuchs, has also announced his resignation. Experts will be watching

leadership vacancies like those as a barometer for people's willingness to take the helm of public universities in tough times.

Another search that has been in the spotlight is at the University of South Carolina. The university's accreditor, the Southern Association of Colleges and Schools Commission on Colleges, found that Gov. Henry D. McMaster had exerted "undue influence" over the hiring of a former president, Lt. Gen. Robert L. Caslen Jr., who stepped down in May after plagiarism allegations. The search for Caslen's replacement was turbulent, with a donor resigning from the search committee in protest and the university's apparent first choice withdrawing from consideration. The university announced last month that it had selected Michael Amiridis, chancellor of the University of Illinois at Chicago and a former South Carolina provost.

But Mason, the former Iowa president, says she sees little evidence that political tensions are limiting the applicant pool for open college presidencies, even at red-state flagships. Presidential aspirants know that navigating political currents comes with the job, she says.

Likewise, Roderick J. McDavis, managing principal of AGB Search, says applicants have been equally strong at public and private colleges and in red and blue states. Half of the candidates he has recently placed are women or people of color.

What has changed, McDavis says, is the average tenure of college presidents. He spent 13 years as president of Ohio University; now the typical college leader is on the job for half that time. "I do think politics is part of that, absolutely," McDavis says, although he also credits the demands of fund raising and pressures of crisis management, especially during the pandemic, with declining longevity. "If you're burning the

candle at both ends 365 days a year, you cannot sustain that," he says.

One possibility is that political divides could affect not those throwing their hat in the ring today but the next generation of presidential aspirants. People like Demetri Morgan, the Loyola Chicago professor.

Morgan, 33, won't find out for a couple of months if he has earned tenure. Still, he's been contemplating a leadership role in higher ed since graduate school.

Today, though, Morgan is less certain about his path forward. His ambivalence is informed by the very things he studies: college governance, campus climate, equity and inclusion. It's a front-row seat to the higher-ed culture wars.

As a Black man, Morgan knows he doesn't fit the traditional model of a college leader. And he worries that some areas of his research focus, such as critical race theory, could scare away potential employers. "I think of how — and I can pretty confidently say this — my work will be misread," he says.

Some scholars might be tempted to abandon those areas of study. Morgan has not. Nor has he shut the door on his aspirations. If self-selection brought on by the political climate narrows the leadership pool, it could be bad for higher education, he says.

Morgan believes in the role of higher education in democracy and community, yet knows that the very types of institutions he's drawn to can be the thorniest to navigate. "I'm still one of those suckers," he says, "who believes in the public good of higher ed." ■

Karin Fischer writes about international education, colleges and the economy, and other issues.



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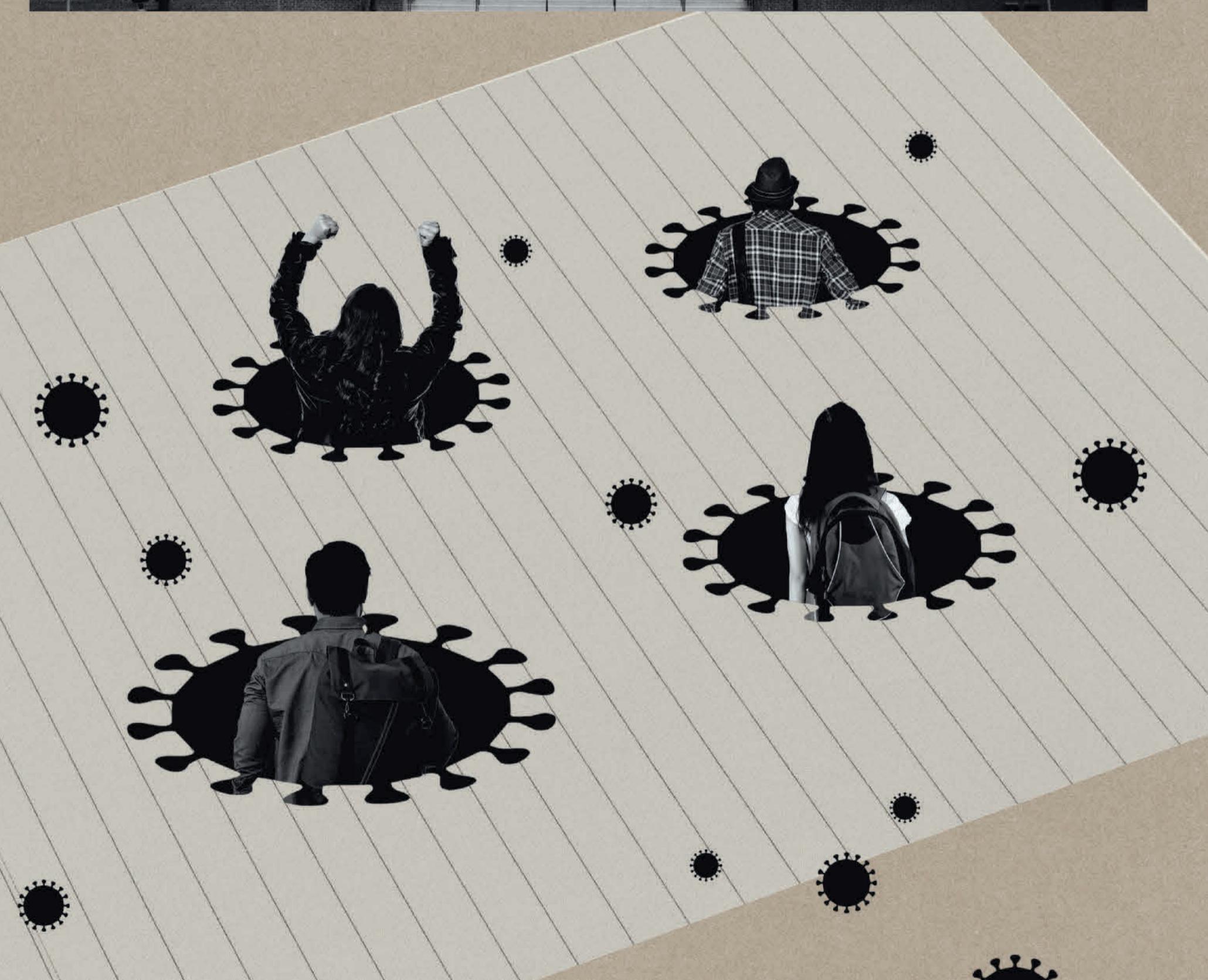
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The Missing Hispanic Students

Higher ed's future, and the economy, depends on their coming back to college.

BY SARAH BROWN

THE NUMBERS already didn't look good: Doña Ana Community College had lost nearly one fifth of its enrollment from the spring of 2020 to the spring of 2021. About three-fourths of the roughly 5,300 students at the two-year institution in southern New Mexico are Hispanic.

Then Monica Torres, the college's president, had an institutional-research official look at the data more closely. Doña Ana was down 40 percent among first-generation students, low-income students, and student parents — the college's most vulnerable populations.

"That's like hair-on-fire time," says Torres, who became president in 2018. This spring, the college's total enrollment is down another 5 percent.

Torres grew up in Las Cruces, N.M., a city of 100,000 people, about 40 miles from the Mexican border; Doña Ana's six campuses are spread throughout the city and county.

"You're not just talking about individual students and the opportunities they're losing," Torres says, "but you're talking about the impact on the community." If local residents don't go to college, research suggests that they'll be worse off financially. They won't be qualified for many of the region's future jobs — in emerging fields like solar energy and defense manufacturing, and high-demand fields like home health care and education. The economy will struggle.

Colleges' undergraduate enrollment is down across the board, at every type of institution, among nearly all demographic groups. But the number of Hispanic students leaving college after a year or two, or deciding not to start, is especially concerning.

THE TRENDS REPORT 2022

After two decades during which Hispanic students have been the fastest-growing demographic group enrolling in college, the Covid-19 pandemic has threatened that progress — among a population with the lowest degree attainment of any racial or ethnic group in the United States. Hispanic undergraduate enrollment fell 7 percent from 2019 to 2021, according to the National Student Clearinghouse Research Center.

In terms of percentages, Black and Native American students saw larger enrollment decreases than their Hispanic peers during that time, wrote Nathan D. Grawe, a Carleton College economist and enrollment expert, in a recent *Chronicle* essay. But the change in the trend among Hispanic students was most striking — because their attendance had been increasing pre-pandemic. Black students' college-going rates dipped following the 2008 recession and never recovered, Grawe noted: "Temporary disturbances can produce lasting effects."

For colleges — especially community colleges, which enroll most Hispanic students — any enrollment drop is an alarming, immediate problem. Much of the country is staring down a "demographic cliff," as

in Education, a nonprofit group that supports Hispanic educational attainment.

Even as jobs have come back, many Hispanic young adults who planned to go to college have continued to stay home. They've guided siblings through virtual school. They've cared for older relatives. They've worked to help pay bills.

In general, Santiago says, Hispanic students are more likely to hold pragmatic views about college, believing that its purpose is to help them get a job. For many of those students, the opportunity cost of higher education — given what they'd be forgoing in immediate income, in an economy with rising wages — doesn't seem worth it, she says.

Michele Siqueiros, founder and president of the Campaign for College Opportunity, a California-based nonprofit group, doesn't blame students for sitting out right now. Her own daughter, Alexandra Cuevas, took a break from college last fall. "I'm a college advocate, obviously, and I fully supported her — take the time off," Siqueiros says. "Because she can see that this is just so different of an experience."

After graduating from high school as Covid hit, Cuevas says she decided to start at the two-year Pasadena City College instead of a four-year university. It made sense financially and otherwise, she says, since classes would be online.

But Cuevas struggled. She found it tough to register for classes and use a learning-management system for the first time. Most of her courses were asynchronous, and she wasn't building relationships with her professors. "I felt really disconnected from actually going to school," she says. By the end of the fall-2020 semester, Cuevas says, she was "at rock bottom." She tried to make it through the rest of the academic year, but after failing several classes, she knew she needed to step away from college.

For others, the trauma of losing family members to Covid-19 put college on the back burner. According to the Centers for Disease Control and Prevention, Hispanic or Latino people have been twice as likely as white people to die from the virus. Students living in multigenerational households have feared exposing family members.

In a crisis, it's understandable that people have made decisions to try to survive, Santiago says. But the hundreds of thousands of students forgoing college could harm the Hispanic population's economic prospects for years to come. Research has repeatedly shown the long-term benefits of going to college. On average, college graduates are healthier, happier, live longer, and earn \$1 million more over their lifetimes than people who have only a high-school diploma.

The question is, once the pandemic subsides, how many Hispanic students will actually come back?

OF THE 50 STATES, New Mexico and California have among the largest proportions of Hispanic residents. From 2019 to 2021, New Mexico lost 14.6 percent of its college students, and California lost 10.1 percent.

More than 40 percent of the California State University system's students are Hispanic, and most of Cal State's 23 campuses have lost enrollment during the pandemic. The trend could hurt the Cal State system's ambitious 2025 initiative to increase graduation rates and eliminate equity gaps. "We're really concerned about it," says Jeff Gold, assistant vice chancellor for student-success initiatives at the system office.

Community colleges, though, have seen the most precipitous drops. In the fall of 2021, California's community-college system sank below two million students for the first time in decades. Between the fall of 2020 and the fall of 2021, nearly half of the 318,000 students who dropped out were Hispanic.

While enrollment has been falling in New Mexico for years, partially a result of the outward migration of prospective college students, Doña Ana's student population had stabilized, and even grown a little right before Covid hit. Then, suddenly, things changed.

For many Hispanic students, educational plans over the past two years have taken a backseat to family responsibilities.

the number of high-school graduates is projected to decline after 2025, leading to fewer prospective college students. In most states, Hispanic students are a rapidly growing share of that pool.

While colleges have stemmed the bleeding by using federal Covid relief funding for student support, that money will soon run out.

As the pandemic approaches its third year, colleges and community leaders nationwide are on a quest to make sure Hispanic students come back and stay on track. They're clear about the stakes: The future of higher ed, and the nation's economic success, depends on it.

ALTHOUGH college-going among Hispanic students has grown drastically in the past 20 years, they are still less likely to go to college than white students. An achievement gap persists, too. About 51 percent of Hispanic students graduate from four-year public universities within six years, compared with 70 percent of white students. Student-loan default rates are 2.5 times higher for Hispanic students than for white students.

"If we were going to close gaps, there was really no room to lose enrollment of Latino students," says Wil Del Pilar, vice president for higher-education policy and practice at the Education Trust, a nonprofit advocacy group. (Hispanic and Latino/a are not the same, but some people use the terms interchangeably; the federal government uses "Hispanic" to track college enrollment.)

But for many Hispanic students — who are more likely than their peers to be low-income and first in their families to go to college — educational plans over the past two years have taken a backseat to family responsibilities.

Early in the pandemic, as blue-collar jobs in manufacturing, service industries, and retail vanished amid economic shutdowns, many Hispanic families suddenly found college financially out of reach, and students put their college plans on hold. Hispanic students are less likely than others to take out loans, preferring to pay for college as they go, says Deborah Santiago, who leads Excelencia



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Doña Ana offers a lot of programs that require hands-on learning, like welding, nursing, and automotive repair. Those courses didn't translate well online, and the college's limited number of in-person classes had to shrink to accommodate social distancing. Many students are also parents, and they've struggled with school shutdowns and lack of child care.

Doña Ana has tried to accommodate students, Torres says. The college set up Wi-Fi hotspots in its parking lots, opened up campus computer labs by appointment, gave out iPads to students, and trained faculty in teaching online.

"I feel like this is a social-justice issue," she says. As the college's president, she also has to be realistic: Every percent drop in enrollment represents a loss of roughly \$100,000 for the college in revenue from tuition and fees. "We can't continue to lose enrollment at this pace," she says.

While Texas, which is tied with California for second-largest share of Hispanic residents in the 50 states, hasn't seen as large a decline in college enrollment, the majority-Hispanic city of El Paso has struggled. El Paso Community College has lost 15 percent of its enrollment since the spring of 2020.

"For a town like El Paso, there's a significant economic impact," says Carlos C. Amaya, interim vice president for student and enrollment services. El Paso's economy is rebounding from the pandemic, but for that to continue, the city will need a work force that's prepared for those jobs.

The University of Texas at El Paso has also seen enrollment decline each of the past two years — by 5 percent and 3 percent, respectively, after two decades of increases. About 80 percent of the campus's students are Hispanic. Covid-19 "hit our community very, very hard," said Gary Edens, vice president for student affairs.

Edens is hopeful that most of the students who've dropped out during the pandemic will come back. "It was never a, 'I don't want to continue my higher education,'" he says. "It was, 'I have to put a pause on this because life issues are happening right now.'"

N STATES with smaller but rapidly growing Hispanic populations — including Washington, Wisconsin, and Massachusetts — college leaders are worried, too. Their near-term strategic plans depend on enrolling and graduating more Hispanic students.

At four-year public universities in Washington State, the share of undergraduates who are Hispanic grew from 6.5 percent in the fall of 2010 to 12.2 percent in the fall of 2019; at community colleges, that share went from 8.1 percent to 10.4 percent. Meanwhile, the share of white students has fallen every year, and by 2019 they represented fewer than half of students enrolled in the state's public colleges.

But from the fall of 2019 to the fall of 2020, after Covid hit, those colleges lost nearly 5,100 Hispanic students — a 14-percent drop.

Eastern Washington University, a regional public institution, has struggled with enrollment for years. In 2019 the university announced plans to try to reach 25-percent Hispanic students by 2023, which would meet the federal definition of a Hispanic-serving institution. HSIs, as they are known, are eligible for millions of dollars in competitive grants.

After years of mostly steady growth in Hispanic undergraduates, Eastern Washington saw a double-digit decrease from the fall of 2020 to the fall of 2021. Over all, the university's undergraduate head count dropped 21 percent from 2019 to 2021.

Eastern Washington's HSI task force wrote in its latest report that the burden would be on the university "to keep pace with the needs and expectations" of Hispanic students. If not, the task force wrote, it's not just enrollment that would suffer; so would the university's graduation rate. A university spokesperson didn't respond to a request for comment.

Marquette University is also striving to become an HSI. The private university has made progress since starting its HSI Initiative in 2016; 15 percent of its students were Hispanic in the fall of 2021. But while that share has increased, the growth in the number of Hispanic students has stalled in the past two years, and enrollment overall has declined.

Jacqueline Black, director of Hispanic initiatives and diversity and inclusion educational programming at Marquette, told *The Chronicle* in November that in a difficult financial climate, the university often couldn't provide enough aid for families that are more likely to be low income. "Our admitted pool is much more diverse than the students that matriculate," Black said. "We're simply not able to keep up with the need."

Northern Essex Community College, in Massachusetts, is faring better than some two-year institutions in the Northeast. After a 7.5-percent drop in Hispanic students in the fall of 2020, enrollment ticked up a year later.

Northern Essex became the first Hispanic-serving institution in the Northeast two decades ago, says Lane Glenn, the college's president. Forty-three percent of students are now Hispanic — a share that's been rapidly growing as the white-student population plummets. Glenn says the college has hired more bilingual faculty and staff members, expanded its academic support programs with legislative funding, and created a network of student ambassadors to help guide students in online courses.

Glenn isn't breathing a sigh of relief yet, though. The decline in Hispanic men's enrollment is a huge concern. And even if those students do get to campus, the achievement gap is vast: There's a roughly 30-point difference in retention and graduation rates for white women, who have the highest success rate, and Hispanic men.

When Covid first hit, many college leaders downplayed enrollment concerns, saying students would simply take a gap year and come back. Glenn knew that wasn't going to happen at Northern Essex, where most students are low-income and vulnerable. "I was going, 'Oh, my God, this is going to be a disaster,'" he says. "Our students, they don't come back. Or if they do come back, they come back later. And if they do, they typically have more obligations, which makes it harder for them to complete."

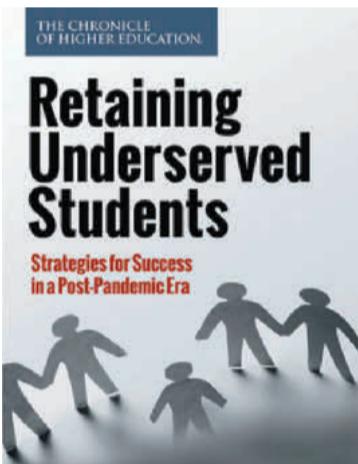
"Some of the students we lost last year, we'll never get back. And I cry about that."

UNDoubtedly, the nation's Hispanic population is continuing to grow, and within that group are many young people who haven't tried college before. So there is reason for higher ed to be optimistic that Hispanic enrollment can recover, experts said.

But after the disruption of the pandemic, colleges can't just assume that Hispanic students will show up. They will have to be more intentional, says Santiago, of Excelencia in Education.

In interviews, college administrators emphasized how the loss of Hispanic students would affect the local community and economy. But it also affects colleges' bottom line.

"Institutions have to be pragmatic," Santiago says. Colleges that serve lots of low-income Hispanic students often don't have large endowments or foundations to supplement their budgets if there's not



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"I know I have 70 students who are sleeping in their cars every night. I have that number. It's real."

enough tuition revenue. "You cannot get to your enrollment numbers and your national goals without a tactical plan for Latinos," she says. "You can't work your way around it."

To appeal specifically to Hispanic students, experts say colleges should make sure they involve students' families, with Spanish-language programs for parents who don't speak English; improve the on-campus environment and experience, both inside and outside the classroom; and adjust course schedules to accommodate part-time jobs or other obligations.

Across the country, many colleges are using variations of a four-pronged approach to recruit, retain, and re-engage Hispanic students: outreach, financial aid, support services, and clearly connecting college to career.

Doña Ana, for instance, is changing its approach to recruitment. Traditionally, staff members have gone to local high schools and community events. "We need something that I think of more like a community organizer, rather than a traditional college recruiter," says Torres, the president. Her vision for the college's new "outreach coordinators" is based on the *promotoras*, a network of community health workers, mostly Mexican American women, who educate their communities and connect them to resources.

Doña Ana's Avanza program aims to support students with young children and students who don't speak English at home. The college has also identified roughly 500 students who left between the fall of 2020 and the fall of 2021. Doña Ana first tried to reach them by email, Torres says, but those efforts largely failed — so staff members are trying text messages instead.

Long Beach City College, where 60 percent of students are Hispanic, has scaled up its data collection. Before the pandemic, the two-year college didn't systematically track which students needed particular kinds of support — for instance, how many students were housing insecure, says Mike Muñoz, the college's president-superintendent. Today, Muñoz says, "I know I have 70 students who are sleeping in their cars." During her time away, Cuevas, the Pasadena City College student, got the mental-health treatment she needed, developed better habits, and found a part-time job. When she decided to come back this spring, she

says, her academic counselor in the Puente program, which prepares students to transfer to four-year institutions, helped her chart a path forward.

While a handful of professors were helpful when she was struggling, she doesn't feel like the institution did much to support her. And when she re-enrolled, she says, she was required to take a "probation workshop" before registering for classes, since she'd failed several courses. The workshop was tone-deaf, she says, and sent the message that if she just worked harder and stopped procrastinating and built some "grit," she'd be successful.

"It just felt like it was shaming and blaming students for not passing their classes and their circumstances," Cuevas says.

A spokesman for Pasadena City College said the institution had recently renamed and restructured the mandatory probation workshop; it's now called the "student-success workshop." This year, the college also began providing every student with a "student-success coach" to guide them through their college experience.

Some colleges hope to eliminate administrative barriers permanently — like the practice of dropping students from classes if they owe a fine. The Cal State system is examining that as part of an effort to re-enroll students who have stopped out. "We need to be able to pay our bills," Gold says. "But at the same time, we need to look at these policies and figure out, can we be more accommodating to our students?"

AT SOME INSTITUTIONS, Hispanic enrollment appears to be rebounding.

The College of Lake County, in the Chicago suburbs, saw a double-digit enrollment decline in the 2020-21 academic year. More than 40 percent of students are Hispanic. But things looked better for the two-year institution in the fall of 2021: Hispanic enrollment was up.

The two-year college has hired a new team of college and career navigators to embed in local high schools, focusing mostly on schools with large Hispanic populations, to help guide students smoothly into their community-college courses, says Erin Fowles, dean of enroll-

ment services. The college has also hired two bilingual therapists and a coordinator to oversee activities and programs that are relevant to the Hispanic community.

Wichita State University fared even better, with a 25-percent jump from 2020 to 2021 among Hispanic first-year students. The Kansas institution saw enrollment grow by 3.5 percent overall in the fall of 2021, and is closing in on 15-percent Hispanic representation. That bucks the trend in Kansas, where four-year-college enrollment declined 8.6 percent in the past five years.

Wichita State is now the most racially and ethnically diverse university in the state, says Bobby Gandu, assistant vice president for strategic enrollment management and admissions. It's also more affordable than many other public universities in the region — even for students coming from outside of Kansas, he says, thanks to tuition-discounting efforts.

There's a new donor-funded scholarship program for students from underrepresented groups, and the university is doing more Spanish-language advertising and programming. The number of Hispanic students at Wichita State has doubled in the past 11 years. "We've really just tried to demonstrate to the Hispanic community, both in Kansas and outside of it, that we can be a good destination for these students," Gandu says.

Administrators across the country say that federal Covid relief funding has been essential to enticing students to stay in college or re-enroll after a break.

Institutions have used the money for everything from clearing small debts like library fines and parking tickets to offsetting the cost of

child care. Some students who've been struggling because of Covid are getting what amounts to free tuition.

Long Beach City College is using the money to offer "student success completion grants." Say there's a student who took a full load of courses one semester, but planned to drop out or go part-time to pick up extra hours at work. LBCC will offer financial aid — up to \$2,000 a semester for students who take 15 units — to encourage them to persist and graduate on time. LBCC is also providing child-care grants to its large population of student parents.

The college has streamlined its process for requesting emergency aid, providing students with an easy link to the application in Canvas, the college's course-management system. Students can specify what they need help with, whether it's mental-health services, tech support, or transportation. While enrollment was down last fall, it was a much smaller decrease than other two-year institutions in the region, Muñoz says.

But after September 2023, relief money will no longer be available. What will colleges do then?

"Here we are, sitting in early 2022, and those funds are just about exhausted," says Renay Scott, acting provost and vice president for student success at New Mexico State University, where half of the students are Hispanic.

"I sometimes feel like we're paddling just to stay afloat," Scott says, "versus paddling to get somewhere."

Sarah Brown covers campus culture, including Title IX, race and diversity, and student mental health.

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The Overbuilt Campus

After a yearslong surge in construction, colleges retrench and retool.

BY LEE GARDNER

GARY WARD has worked in facilities management at public colleges for 35 years and seen it all. During stints at the University of Oklahoma, Pennsylvania State University, and now as vice chancellor for operations and chief operating officer at the University of Missouri, he's watched enrollments surge and construction cranes proliferate as part of a decades-long building boom.

He's also seen what those decades of expansion have wrought: campuses with a few sparkling new buildings sitting alongside many aging ones that are expensive to maintain. In the past decade, increased competition and demographic shifts have suppressed enrollments at many colleges, leaving some with more space than they need or can afford to keep running.

The cumulative physical capacity of American colleges grew by 26 percent between fiscal years 2009 and 2019, according to federal data compiled for a report released last year by EY-Parthenon, a consulting company, while enrollment increased by only 3 percent. The annual cost to colleges of carrying the resulting three million to five million excess seats, the report's authors write, could be as high as \$50 billion.

That excess might have remained a simmering problem for colleges, but the advent of Covid-19 accelerated conversations about campus space, forcing leaders to ponder new enrollment levels, new classroom configurations, and new office routines. Some colleges were already in the process of reigning in their physical footprints, inspired by budget or sustainability concerns to slow down or halt new construction, or even decommission buildings that no longer served their purpose. Now, higher education's physical campuses sit at the edge of a sea change that promises generational transformation.

THE TRENDS REPORT 2022

MARK HARRIS FOR THE CHRONICLE

It may not appear that campuses are on the verge of a revolution in space usage. Instances of colleges substantially shrinking their physical footprints remain rare — out of several hundred institutions working with the construction and consulting firm Gordian, only five have reduced their square footage by 5 percent or more, says Nathaniel Pramuk, regional director for operations. But scaling back or rethinking space is “a common topic across the board,” he says. Many college leaders are probably “trying not to over-respond to what we experienced in the last year, but also trying to take advantage of the opportunity that’s in front of a lot of institutions now to make some changes that are historically really challenging decisions to make.”

As with many effects of the pandemic, the pressure to consider changes to physical space is not evenly distributed. Large public institutions, which may encompass millions of square feet of facilities and often run on lean budgets, may be taking the closest looks at their space needs. Wealthy institutions, on the other hand, “want to

we had to start doing something significant to get the blood flow stopped,” he says.

Ward found a solution in a process that had been in use during his time at Penn State: building audits. By looking at a building’s value, maintenance and renovation needs, and likely future uses, Ward and his staff came up with a number known as a Facilities Condition Needs Index, or FCNI. So, if a building has a score of 0.4, that “means 40 percent of that building is deficient in relation to the replacement value of that building,” Ward says. At that level, “it’s probably going to be cheaper to gut the building or tear it down.” By the time the entire Missouri campus had been audited, in 2008, more than a quarter of its structures had an FCNI score of 0.4 or higher.

The data from the audits helped Ward and university leaders make decisions about which buildings to fix, which ones to replace, and which ones wouldn’t be needed anymore.

Last spring, after several years of looking at audit data, the university announced that it would be tearing down nine buildings, most of them dating from the 19th or early 20th century, and not replacing them with new buildings or additional square footage. Read Hall, for example, was built as a women’s dormitory in 1903 and currently houses the history department. Its audit revealed it needed interior structural work, increased accessibility, new fire-alarm and -suppression systems, and upgrades to electrical, plumbing, and other systems. It earned an FCNI score of 0.59. Renovating Read Hall would cost an estimated \$3.8 million, while replacing it would cost \$6.4 million.

But there’s no need even to replace the buildings being torn down, because space is sitting empty elsewhere on campus. And reducing the number of buildings that the university has to maintain increases the resources it can apply to its other facilities. The university estimates that reducing its nearly 20 million square feet of facilities by about a million square feet will eliminate \$94 million in deferred-maintenance costs, and \$2.5 million in annual operating expenses.

There are ways to shed space besides the wrecking ball. Colleges may look to sell buildings that are not strategically close to campus, or end agreements on leased space. They may seek out partnerships with local companies and deals with private capital to finance construction projects that diffuse cost and risk. Pramuk, of Gordian, says many colleges are asking themselves, “How can we a little bit better insulate ourselves from any space that we’re carrying that is not really core to the mission and purpose of the university?”

Many colleges are likely to take a more-measured approach to downsizing: Rather than permanently reducing their square footage as a matter of principle, they may be judicious about adding or replacing any. While enrollment in the Minnesota State Colleges and Universities system has been declining for a decade — between fiscal years 2011 and 2021 total enrollment decreased from 279,294 to 223,013, according to the system, a drop of 20 percent — the total square footage on its campuses has remained more or less the same. In 2014 the system Board of Trustees mandated that new buildings be constructed only when necessary.

The Minnesota system’s policy has increased square footage in some cases, and reduced it in others. At the Minnesota State Community and Technical College campus at Moorhead, for example, the automotive- and diesel-technology programs needed a larger building because today’s agricultural and construction equipment “is incredibly complex and big, and they couldn’t get that stuff into the facilities anymore,” says Brian Yolitz, the system’s associate vice chancellor for facilities. Other campuses are in the process of replacing academic buildings with structures that are smaller, make more efficient use of space, and have more-flexible classroom configurations.

At Minnesota State at Mankato, for example, the system plans

Even well-resourced institutions are realizing that space issues could be on the horizon for them, too. Revenues can be unpredictable, and building costs continue to rise.

just return to business as usual,” says Tyler Patrick, chair of planning and a principal at Sasaki, a design and planning company. In fact, many selective institutions, including large public flagships, have experienced record applications and enrollments during the pandemic, and are more likely worried about overflow housing and dining than cutting back on space.

But even well-resourced institutions are realizing that space issues could be on the horizon for them, too. At Florida State University, in Tallahassee, for example, the building of new facilities had become a default assumption in the master plan, says Dave Irvin, the senior associate vice president for facilities. But revenues can be unpredictable, and the cost of building new facilities and maintaining the aging ones continues to rise.

When Covid hit, it was a time to consider the bigger picture, says Irvin, and to “take a step back and say, Let’s look at those long-term trends because they’re not sustainable.”

SPACE ISN’T FREE. It costs millions of dollars to construct facilities and millions more to run and maintain them. As a structure nears the end of its useful life, which typically comes after about 25 or 30 years, it may cost millions more to renovate it or tear it down and replace it. If a building is going to need a new roof or new plumbing to keep operating, that looming cost contributes to the rolling total known as deferred maintenance, a figure that facilities managers keep in mind like a senior citizen might know his or her bad-cholesterol number.

When the costs of an aging campus start to mount, especially when money for facilities or construction is tight, colleges may consider whether they need some of the physical space they have.

When Ward arrived at Missouri in 2005, the annual budget for facilities maintenance was about \$15 million, but the university had deferred-maintenance needs of about \$28 million a year. “We knew

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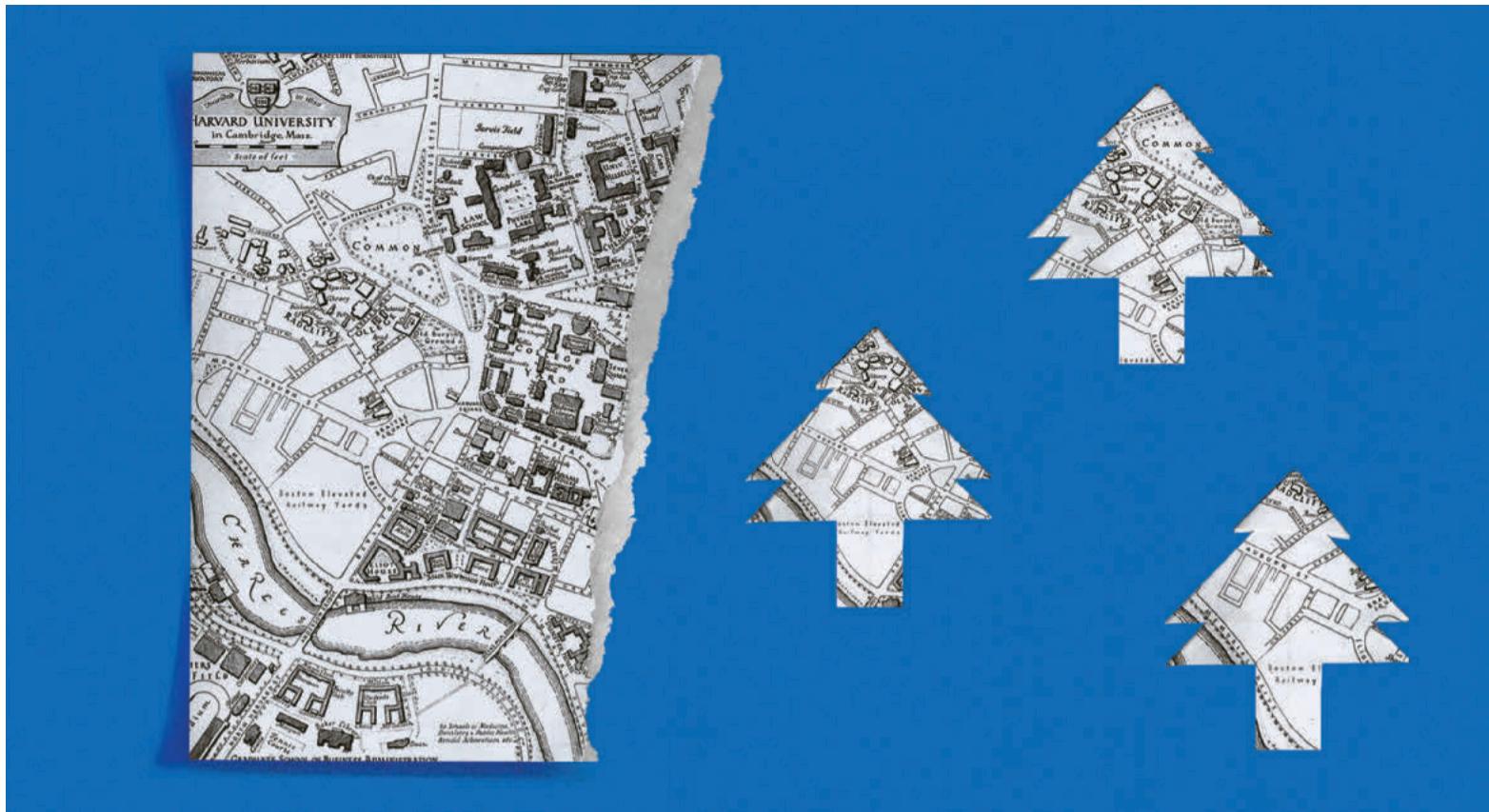
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Changes in facilities usage that were made necessary by Covid-19 have also spurred a broader rethinking of space.

to replace Armstrong Hall, one of its primary academic buildings. Dating from 1964, it contains almost half of the general-purpose classrooms on the campus, but they're clustered in the center of the building with no access to natural light, "and because of the structural grid, there's not much they could do in terms of remodeling to make those classrooms more flexible," says Michelle Gerner, director of capital planning and analysis for the system. Plans call for a replacement facility that's about 44,000 square feet smaller, she says, "with the idea that the new building will have flexible spaces that can be arranged for different types of classes, and much more of a focus on active learning."

In some cases, reducing space can catalyze campus modernization. Salem State University, a public institution, sits spread across three sites in the town of Salem, just outside Boston. The university is in the midst of a deal to sell its 22-acre South Campus and use the proceeds to fund the construction of a new science and health-care complex on the North Campus. Such a complex has long been a goal for Salem State, says Karen House, vice president for finance and facilities.

House says she can't comment on the anticipated price for the land, but developers are expected to bid in order to alleviate local housing shortages. "We're providing more suitable space for those academic programs, and also relieving ourselves of the burden of the deferred maintenance that exists on South Campus, and also providing a real asset and opportunity to our local community," she says. "Win, win, win."

FCOLLEGES hope to reduce their space, or limit how much they add, they'll need to find ways to renovate what they already have. Florida State reconsidered its approach during its once-in-a-decade master-planning process, which was underway when Covid-19 hit. Past master plans had typically included extensive new construction. The previous plan, updated in 2008, had called for more than 15 million square feet of new academic space alone and about 1.5 million square feet of renovation or reuse. In drafting the new master plan, Irvin says, the university "flipped that on its head." Under its

new master plan, Florida State plans to add only about a million or so new square feet and renovate 12 million.

Regularly replacing facilities gave some unit heads false expectations, Irvin says, who summed up their thinking this way: "Why should I look at ways to try to reinvest or ways to be entrepreneurial in terms of investing in existing space if you're going to give me a new one?" Under a recently adopted policy, new capital projects at Florida State must raise money for an endowment for long-term maintenance and renewal alongside the cash for design and construction. The policy requires a bigger ask of donors, but it also helps everyone understand the full cost of operating a building over time. Irvin recalls a recent meeting with the dean of a college that was supposed to get three new buildings in the previous master plan. The amount of money that would need to be raised under the new policy was clearly prohibitive, Irvin says, so now they're discussing how to repurpose some facilities and raise money to do so. It's "not a conversation we had with him before, because he was assuming at some point in the future, he was going to get new buildings."

Renovating older buildings and keeping them in use can bring disadvantages. Longstanding problems can be difficult to resolve: A renovated building at Florida State has had persistent mold, among other issues. Sparkling new facilities often make an impression when prospective students tour a campus, a special concern in a system like Minnesota State, where many institutions struggle to meet enrollment goals. Presidents in the system tell Yolitz that students tour campuses in neighboring states "and they see bright, shiny stuff, and then they come on my campus, it's dull and dingy, it's 1963," Yolitz says. That's one of the reasons the system continues to greenlight smaller replacement facilities.

Changes in facilities usage that were made necessary by Covid-19 have also spurred a broader rethinking of space. At Florida State, the pandemic is reshaping plans for the student counseling center. Before Covid, college leaders believed they would need to make more room for counseling appointments, but Irvin says many students liked the flexibility of meeting over Zoom. "We went from a student counseling area that we thought they needed three times the square

footage to now they don't need any more square footage, they just need it reconfigured in a different way."

Florida State is also altering plans for its new College of Business building, which had initially called for a number of large lecture halls and traditional classroom spaces. "We found that for those survey classes, Zoom works pretty well, as opposed to the 450-seat auditorium where you're in the back row and you're watching it on a monitor anyway," Irvin says. "And maybe some of the other classrooms need to be more interactive to take advantage of that place-based learning."

Covid-19 promises to change a lot of considerations about campus space, especially in the classroom, says Patrick of Sasaki. If more classes incorporate online lectures or other remote instruction, classrooms are freed up for more courses. However, instructors and students may want to make more of the time spent in person "to do more active and engaged learning" he adds, "and so the types of spaces that you need are often more of those flat-floor classroom spaces that have a higher space per seat." Larger, more flexible classroom spaces and so-called flipped classrooms have become more common in new college buildings and refurbishments, but they have been slow to supplant older, more rigid spaces.

"We were having these exact conversations before Covid was even a thing," Patrick says, "but it has been an accelerant."

PERHAPS NO ASPECT of college facilities is under closer scrutiny in the wake of Covid-19 than office space. Offices make up the largest block of space on some campuses — as much as 40 percent. It's the area of facilities where, arguably, leaders can make the biggest impact without affecting mission. It's also the area of facilities facing the biggest uncertainty.

Like many other workplaces, colleges were forced to work remotely and found not only that it could be done, but that some employees preferred the arrangement. As colleges began bringing administrators and other office workers back to campus, business-as-usual seemed inadequate. If quiet, heads-down work can be easily done at home, does everyone need to come to campus every day? And if an employee is coming to campus only part-time, or primarily for more collaborative work, does he or she need a private office with a door? It's possible that some college workplaces will evolve into "the WeWork model of space," Patrick says, where employees need "a place to touchdown, they need a place to plug in their laptop, and more than anything, they need a place that has access to meeting rooms."

But what the college office of the future looks like will depend a lot on what kind of office it is. At Florida State, the information-technology staff probably won't come back to campus at all, because they can do their work remotely. For other units, such as the purchasing office, much of the work can be accomplished off campus but some in-person collaborations will be necessary, so the university is considering "hoteling" spaces, with unassigned offices for temporary use and access to meeting rooms. Leaders at Salem State plan on making many of the university's administrative positions remote or hybrid full-time, and reducing the amount of office space it leases. House says one analysis estimates the institution could reduce its administrative office-space needs for some units from about 33,000 square feet to about 12,000 square feet.

The prospect of reimaging, and ultimately reducing, office space holds clear benefits for colleges. The University of Maryland Global Campus, known as UMGC, the system's adult-student-focused online arm, owns two large headquarters buildings in the Maryland suburbs of Washington, D.C., that before the pandemic served as the workplace for about 1,400 administrators, success coaches, advisers, and other service providers for its 90,000 students worldwide. In the wake of Covid-19, surveys have revealed that employees prefer working from home at least part of the time, says Joseph A. Sergi, se-

nior vice president and chief operating officer. Offering remote work makes the university a more competitive employer and will save it money by allowing it to ultimately reduce its physical space.

But becoming largely virtual presents formidable hurdles for a workplace's culture. During a recent virtual meeting with about 40 UMGC managers, the conversation didn't seem right, Sergi says. "It just wasn't as free-flowing" as a discussion among coworkers who'd been in the office together all week. "The biggest challenge is the long tail of culture," Sergi adds. "How do you ensure that if you're going to stay primarily remote/hybrid, that employees are connected to mission?"

And while administrative offices may be up for reconsideration, faculty offices are another matter. "Most clients are not willing to go there yet," says Patrick, of Sasaki. "That's still the sacred cow." At some institutions, such as Florida State, many junior faculty members are "more than willing to explore alternative office layouts," says Irvin. But many senior faculty members consider private offices hard-won privileges.

SHINKING A COLLEGE isn't an easy sell. Yolitz has had private conversations with Minnesota state legislators who've expressed a fear. "They'll say, You know, if we tear that down, we'll never get it back," he says. "Or if we replace it with smaller square footage, that sends a message that we're contracting, and that's not a message you want to send to our local community."

Internal constituencies may be as wary of reducing or repurposing space as external ones. "It can be very easy to view a contracting campus as weak," says Pramuk, of Gordian, "or maybe we're giving up, for lack of a better phrase." On a more granular level, taking a building offline or not replacing an aging building with a new one could signal to the people housed there that they aren't as valued. Leaders can head off misunderstanding by communicating how the space plan relates to the institution's mission: "If you can really change your focus to investing in your core, that can be much more beneficial in the long run to the future of your university." Filling in faculty and staff members on the long-term plans can also help them make sense of any short-term sacrifices, he adds, "so that people know when their turn might be coming up."

The best tool in parsing the need for reducing or repurposing space is data. Having hard data about whether a structure can and should be replaced or refurbished doesn't make the money easier to come by, but it grounds the decision in difficult-to-denry facts.

While data wouldn't override whether a building is historic or important to the campus, Ward says, not every old building is historic. The University of Missouri's announcement that Read Hall, its first women's residence hall, would be one of the buildings demolished has been met with some opposition from students, including a petition with nearly 3,000 signatures. Ward says he has also received concerned calls from alumni, and he's met with a few. He's gone over a PowerPoint presentation regarding building data and costs, he says, "and when I'm done it's like, OK, I see the size of the problem."

Ward adds that he once gave a presentation about downsizing the campus at a national gathering of his facilities peers, and some attendees told him they would never tear down buildings and reduce space at their institutions. But just like the United States, he says, many of the nation's colleges have not done a good job of keeping up with their infrastructure, and the price tag for fixing it all climbs higher and higher. If they don't reduce their space or use it more efficiently, he says, "I don't know how you're going to fix your problem." ■

Lee Gardner writes about the management of colleges and universities, higher-education marketing, and other topics. Follow him on Twitter @lee_g.



NO

YES

MAYRE

Tenure Without Teeth

**The institution will survive.
But it might be unrecognizable.**

BY EMMA PETTIT

ON TOP OF A LANDFILL, watching birds gobble up garbage, Shawn R. Smolen-Morton got to talking about tenure.

Smolen-Morton is president of the South Carolina Conference of the American Association of University Professors. He's also a birder. That January day, he went to the Horry County Solid Waste Authority in pursuit of the rarely seen slaty-backed gull. A friend had recently spotted one at the same location.

At the dump, Smolen-Morton met another enthusiast, a recently retired mathematics professor from New York. They chit-chatted. Smolen-Morton mentioned that it was a good time to retire, considering, well, everything.

Like what? the math professor wondered. So the president expounded: about a bill pending in the South Carolina legislature that seeks to eventually do away with tenure; about recent changes in post-tenure review at Georgia public colleges; about legislative attempts to stymie instruction on critical race theory, among other topics. He could've gone on: about Covid-induced layoffs and budget cuts, or about the ever-shrinking proportion of tenured and tenure-track faculty members. Generally speaking, the professoriate has seen better days.

The math professor was alarmed, says Smolen-Morton. The scholar had been in something of a bubble during his four decades in the profession. During the conversation, the professor expressed what Smolen-Morton says is a common oversimplification of tenure, even among tenured faculty members: that its sole purpose is job protection, a way to reward a scholar with a position for life.

THE TRENDS REPORT 2022



"Today, discussions about tenure bring to mind that 1970s Miller Lite beer commercial: 'Tastes Great. Less Filling.'"

Smolen-Morton's understanding of tenure—which aligns with the AAUP's oft-cited "1940 Statement of Principles on Academic Freedom and Tenure"—is more expansive. (Though he didn't say as much to the retired professor. If he had, the scholar would, "through the reek of the garbage, smell my lecture," Smolen-Morton jokes.) According to that statement, yes, tenure is meant to provide for "a sufficient degree of economic security to make the profession attractive." But tenure is also a means to achieve "freedom of teaching and research and of extramural activities." Combine those ingredients—freedom and economic security—and tenure becomes "indispensable to the success of an institution in fulfilling its obligations to its students and to society." It's the pillar on which everything rests, so the thinking goes.

That pillar is at risk of crumbling. Tenure is facing intensifying pressure from the outside and from within.

The institution has become a punching bag for some conservative lawmakers. They see it as a tradition that has allowed liberalism to proliferate unchecked.

At the same time, tenure is being reconsidered even by faculty members. Reasons abound, some scholars argue, for razing or reconfiguring it. It exacerbates inequalities between the few who make it to the promised land and the many more who don't. It's a secretive process that has historically impeded women and scholars of color. And it can shield those who mistreat their students or colleagues from meaningful consequences.

Even before Covid-19, tenure's reach was already limited. But financial troubles have further chipped away at it. "Today, discussions about tenure bring to mind that 1970s Miller Lite beer commercial," the higher-ed scholar John R. Thelin wrote last year in *The Review*: "Tastes Great. Less Filling."

Little by little, tenure is being redefined. Will it continue to wither away or morph into a new shape?

BILL TAYLOR wants to scrap it altogether.

The South Carolina state representative, a Republican, filed for the 2022 legislative session the "Cancelling Professor Tenure Act." If enacted, it would bar the award of tenure to professors, or any employees, hired by the state's public

colleges after December 31, 2022. No new employment contract after that date could be longer than five years. Eventually, existing tenure systems would cease "when there are no faculty members covered by the system who remain employed by the institution," the bill says.

Similar bills have circulated in a few statehouses in recent years. The animating political philosophy behind them is that tenure can turn professorships into sinecures. Taylor, who did not respond to two voice-mail messages, told *The Chronicle* this past fall that he wants to replace the "lifelong guarantee" of permanent employment with something that resembles other sectors of the American economy.

Lawmakers also argue that tenure makes it more difficult to ensure faculty productivity. "Deadwood" professors can hang around for years, they say, with little incentive to produce research or improve their teaching. And tenure has led to a professoriate dominated by liberals who run amok in various ways.

Taylor's bill seems to tackle both concerns. It would require all full-time or tenured faculty members to teach at least two undergraduate or graduate courses per semester, except for those in departments or schools that offer only graduate degrees. The supposed political bent of faculty members is also a major factor for Taylor. National surveys show that the vast majority of university professors are liberal, he wrote in a Facebook post promoting his bill.

"They give new meaning to students' 'liberal' education," the lawmaker wrote. "How about TERM LIMITS for professors? Tenure leads to lifelong bulletproof jobs."

Defenders of tenure see Taylor's bill as a direct threat to their work. Without it, a biology professor "may fear being fired for teaching about evolution ... a sociology teacher for leading an honest classroom conversation about any topic—such as race, religion, or gender—that might offend someone," the AAUP said in a statement.

The bill would "severely limit" the state of South Carolina's ability to hire top researchers and administrators, says Carol E. Harrison, president of the University of South Carolina at Columbia's AAUP chapter. Without tenure at Winthrop University, in Rock Hill, S.C., "I don't think people would be interested in coming to the university, to be quite honest with you," says Jennifer Jordan, faculty conference chair. "I don't see what the incentive would be for them."

Taylor's bill has 24 co-sponsors — nearly a third of Republican lawmakers in the South Carolina House — but Smolen-Morton and others are skeptical the bill will go anywhere. Typically, a piece of legislation needs north of 40 co-sponsors to start "making noise," he says.

Still, the bill is noteworthy. For many years, tenure was "accepted as something that was always going to be," says Jay Schalin, director of policy analysis at the James G. Martin Center for Academic Renewal, a conservative nonprofit organization formerly known as the John W. Pope Center for Higher Education Policy. Schalin argued in a recent essay that ending tenure for new faculty members "gives the state and the universities' governing boards greater control over institutions that often seem to work against their mission to serve the public." Now, Schalin says, "people are questioning whether it needs to either exist or be as strong as it once was."

Schalin says he's working to draft a version of the South Carolina bill that would include mandates for strong protections of academic freedom — currently absent from Taylor's version — to send to a North Carolina lawmaker who might be interested in taking it up. (Schalin says he doesn't know which lawmaker might be interested. Jenna A. Robinson, the center's president, said in an email that the center is "considering developing model legislation on this topic" but hasn't "taken any steps at this point.")

Anti-tenure bills have cropped up in other states over the past several years, including in Iowa. A 2021 bill that would have eliminated tenure at Iowa's public universities made it out of the state House of Representatives' committee on education but didn't get any further. Business and agricultural organizations, like the Iowa Soybean Association, lobbied against it. Eliminating tenure, an association spokesman said in an email to *The Chronicle*, would ultimately "nosedive institutional knowledge, limit research collaboration and coordination with external stakeholders," and "stifle innovation." He gave examples of tenured professors whom the bill might cause to leave, including researchers who help farmers improve crop yields and the health of livestock.

Jim Carlin, a Republican state senator who supported the measure, says he understands the argument that tenure is indispensable to recruiting. He knows there's "a bidding war" for the best professors, he says. However, he thinks tenure can foster an "air of invincibility" — that no matter what tenured professors do, they won't get fired. (Tenure ensures that professors can be fired only under certain circumstances, but it does happen. For example, a professor can be fired for committing sexual harassment or other serious misconduct.)

Why haven't anti-tenure bills had more success in statehouses? Perhaps because the concept of tenure, though politicized, is still abstract to many voters. Ken Cresswell, an IT contractor who lives in Aiken, S.C., commented approvingly about Taylor's anti-tenure bill on one of the South Carolina representative's Facebook posts. If a private institution wants to have tenure, that's fine, Cresswell says. But when it comes to a public institution, he asks, why should a professor be more protected on the job than any other public employee?

Still, on the list of issues that Cresswell cares about, tenure is near the bottom. Far more pressing, for example, is a nearby mega-farm that flies its crop duster too loudly and too frequently for Cresswell's liking.

N SEPTEMBER 2020, Steve Wrigley, who was chancellor of the University System of Georgia, which oversees 25 tenure-granting colleges, appointed a working group to examine post-tenure review. The group's charge: to consider policy changes "to ensure all faculty remain productive throughout their careers." Just over a year later, in October 2021, the system's regents adopted a set of changes in the board's post-tenure-review policy, over the strong objections of many Georgia faculty members.

The changes are complex (and were detailed at the time by *The Chronicle*). Earlier, the task force had examined the post-tenure-review policies and procedures of 20 colleges in the Georgia system; each incorporated a committee of faculty peers as part of the evaluation. The new systemwide framework, according to an AAUP-staff analysis of the

language shortly before it was approved, makes it possible to dismiss a tenured faculty member "without affordance of academic due process — for failing to fulfill the terms of an imposed performance-improvement plan, as determined by an administrator, not a body of peers." While that change "cannot be said to do away with tenure entirely," the AAUP staff wrote, "it certainly moves in that direction."

Teresa MacCartney, acting chancellor of the Georgia system, has strongly disputed that characterization. "Due process," she told AAUP staff members in November, "is and will remain a core tenet of the policy updates." Professors undergoing post-tenure review will get "ongoing notice" of unsatisfactory performance and will have "multiple opportunities to be heard ... by a faculty post-tenure-review committee," she wrote, according to the AAUP report. She has also noted that professors whose performance is consistently not up to snuff have always been at risk of having tenure revoked. (A spokesman for the system did not make MacCartney available for an interview for this article.)

There's reason to be skeptical that the board's new policy will lead to a widespread diminishment of tenure. According to data the system's working group collected from 22 tenure-granting institutions, of the 3,122 faculty members who've undergone post-tenure review in the past five years, the vast majority — 96 percent — were successful.

Still, the Georgia system's move is unprecedented, said the AAUP. "As far as we are aware, no other public-university system has stripped the due-process protections of tenure from its post-tenure-review policy," the AAUP staff wrote to MacCartney in October.

Economic factors have also hampered tenure. Contract workers and staffers, as opposed to tenure-track and tenured professors, have felt the unprecedented cuts in the higher-ed work force most intensely. Nevertheless, some college leaders have laid off faculty members "as expeditiously as if colleges and universities were businesses whose CEOs suddenly decided to stop making widgets or shut down the steelworks," according to an AAUP report on the "crisis in academic governance" spurred by Covid-19 that focused on eight colleges. Some of those faculty members were tenured. Though there was "scant evidence" that the governing boards and administrations had terminated those positions "based on considerations that violated their academic freedom," there is "overwhelming evidence that tenure — and, thus, academic freedom — faced a frontal assault at these institutions and many others in the wake of the pandemic."

Take colleges in Kansas, for example. In January 2021, the Board of Regents voted to approve a process by which the six state universities could more expeditiously fire workers, including tenured faculty members. The temporary policy, set to expire in December 2022, cited the "extreme financial pressures" wrought by the pandemic, decreased enrollment, and state fiscal issues. (Only the University of Kansas said publicly that it might carry out the policy; the chancellor later backtracked after an injection of federal pandemic relief dollars, the *Kansas Reflector* reported.)

Whether tenured or not, many faculty members have seen shared governance take a hit during the pandemic. As institutions steered themselves through it, some integrated faculty recommendations about policies, but others did not. Faculty groups mounted protests against their institutions' lack of mandated vaccinations or masks. Some professors who would have felt safer teaching online but did not meet their colleges' criteria for remote instruction have had their requests to do



FROM THE CHRONICLE STORE

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so denied. Tenured faculty members are much better positioned than other instructors to challenge what they see as inadequate safety precautions. But faculty governance is not as strong as it once was, says Sydney Freeman Jr., a professor in the leadership and counseling department at the University of Idaho. Over the past two years, morale has sunk.

BY THE TIME he had finished graduate school, David J. Helfand had made up his mind, easily. He didn't want to participate in the tenure system.

Helfand is a professor of astronomy at Columbia University who refused tenure when he was offered it, in the 1980s. During the yearlong debate that followed, Helfand recalled, his provost told him something like, "Tenure is not incumbent upon you ... You can't renounce your rights under the Bill of Rights." No, Helfand retorted, but I can renounce my citizenship. Eventually Columbia gave in. Helfand taught on a series of five-year contracts until July 2021, when, according to him, his current provost said, essentially, "C'mon. Enough already." Helfand was reappointed without a term limit but says he doesn't plan to stay beyond the five-year mark.

Helfand's eyes, he says, were opened in graduate school. He watched junior tenure-track colleagues walk on eggshells for six years while some senior tenured professors behaved as they pleased. The whole thing "struck me as fundamentally inimical to the essence of what a university should be." Even in his department now, though there's a mentorship program and junior faculty members are encouraged to express themselves in faculty meetings, it's obvious they tread "very carefully" about the things they say and volunteer for, Helfand says.

And non-tenure-track faculty members, who now constitute a majority of college instructors, have little to no input regarding their teaching, even when it comes to the curriculum, Helfand says.

Helfand has argued that tenure "does more to deprive the academic freedom of those who lack it ... than it does to protect the freedom of those who have it." He's not alone in his thinking. (He and other academics draw a bright line between their critiques and the opprobrium of right-wing politicians.) Gregory Afinogenov, an assistant professor of history at Georgetown University, has argued that though "the collapse in secure, well-paid" teaching positions needs to be reckoned with, more tenure is not

the answer. It preserves speech protections for "a shrinking minority," he writes, but why should those protections not be afforded to the many? "As long as some of us have something to defend that others never had in the first place, it will be difficult to build the kind of solidarity that leads to lasting and substantive change."

Scholars also point out that the tenure system, as it exists, has led to a

faculty of any type, including underrepresented groups."

Essentially, tenure enables a "Yertle the Turtle" mentality, says William Egginton, a professor in the humanities at the Johns Hopkins University. (In the Dr. Seuss story, Yertle, king of the pond, commands his underlings to stack themselves beneath him so he can survey his domain. By the end of the tale, Yertle is dis-

notion of tenure — something they're unlikely to ever get. Those groups of people are saying: "Hey, we're doing a lot of teaching, we're doing a lot of service. Yet we're not getting a living wage, we don't have health insurance. How is this fair that we have this hierarchy?" says LaWanda Ward, an assistant professor of higher education at Pennsylvania State University at University Park. "They're like: Abolish the

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professoriate that skews male, white, and wealthy. Based on data from the National Center for Education Statistics, "it appears tenure may be a potential barrier to accelerating the pace of greater diversity," Bob Atkins, chief executive and founder of Gray Associates, a higher-education consulting company, previously told *The Chronicle*. It "makes it more challenging to create open positions for new

lodged and lands in the water.) Many who get tenure continue to produce great work and adhere to an ethic of service, Egginton says, but some are emboldened to entrench their own position, reproduce faculty members who look and think like them, and at times abuse their power.

Graduate students and adjunct faculty members, the workhorses of higher ed, may be less likely to support the

system. It hasn't done anything for me anyway."

But Ward notes that, as a Black woman, she would never have been included in the tenured faculty ranks at one point in time. Because of the nature of her work — "I critique the law and its shortcomings" — there's "precarity for me," Ward says. "So, I do value this notion of tenure."

For the professoriate, thorough

protection of academic freedom is nonnegotiable, especially in an era when critical race theory has become a conservative bête noire. Tenure has been the key tool for protecting academic freedom; therefore tenure is nonnegotiable, too. But can you have one without the other?

Helfand thinks the conflation of tenure and academic freedom is unnecessary. "It's perfectly possible to

time, elections for that committee became "a political act, in part by people seeking to protect their own position." That, says Helfand, worked "less well."

Other ideas include relaxing or reshaping tenure and promotion guidelines to encompass a more holistic view of scholarly success. Egginton says he doesn't think universities should continue using their de facto "up or out"

to gradually reduce the tenured work force in departments that are underenrolled without going through financial exigency or program discontinuation. Another "really attractive" idea, he says, would be to offer faculty members financial incentives to take tenure off the table. "If you're willing to forgo tenure — pick a number — why not provide a 25-percent premium?"

That notion remains far outside the

vast, why in heaven's name would you be at the forefront of a tenure-reform proposal?" It'd probably be seen as antagonistic. He just doesn't see the combination of the zeal for reform and the power to effect change. So what will happen?

At the top 100 or so research universities and the top 100 or so undergraduate colleges, tenure won't alter drastically, Chait says. Many of them are private, so they face no public pressure to change, and the current system suits them well. Why change a successful formula? But elsewhere, the number of tenure-track faculty members will continue to dwindle, he predicts.

All told, "it's a story of erosion," Chait says, "not a story of revolution."

And as important as tenure may be, it can't make jobs in the professoriate appealing all by itself.

Some faculty members, including tenured ones, have recently left academe altogether. Turnover is not new, but the challenges and dissatisfaction of the Covid era have led people to reflect. Jessica Welburn Paige, now a social scientist at the RAND Corporation, would've gone up for tenure at the University of Iowa this academic year. She'd started to look for an off ramp right before the pandemic, in part prompted by the sense that working in academe had left her in a "fairly narrow space."

"Basically the only thing I talked about for five years was my academic book," Paige says.

In general, Paige says, budget cuts, pay freezes, and institutional opposition to mask or vaccination mandates in some places have put "a lot of pressure" on people who are already in stressful positions. And because there are fewer tenure-track jobs, "you're almost made to feel as if you're so lucky to have your job that ... whatever you have to do to stay in it and keep it and get tenure, even if you're not completely happy with it, is what you should do," Paige says.

Ultimately she did choose to leave academe for a job that suits her better. She doesn't think tenure should be abolished, but she does think there's room for greater equity in the tenure process.

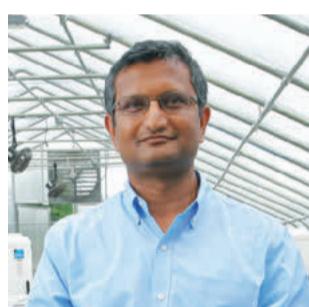
Now she hears from other scholars who are considering leaving academe. When they talk, she reminds them that there's a lot to like about being a professor.

It's a good job, Paige says. It's just a good job for somebody else. ■

Emma Pettit is a senior reporter at The Chronicle who covers all things faculty.



New research by ecologist **Bill Hintz, Ph.D.**, details how the overuse of road salts to melt away snow and ice is contaminating drinking water sources.



Technology being developed by chemical engineer **Sridhar Viamajala, Ph.D.**, recovers ammonia from agricultural waste to reduce pollution and improve water quality.



Research by herpetologist **Jeanine Refsnider, Ph.D.**, confirmed higher stress levels and weakened immune systems in birds and reptiles in areas with toxic algal blooms.



Physicists **Zhaoning Song, Ph.D.**, and **Yanfa Yan, Ph.D.**, are creating new solar panels that simultaneously harvest light directly from the sun and light reflected off the ground.



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have both an academic-freedom policy ... and also to have an appointment and promotion and renewal policy, on a contractual basis, that's strictly peer led," he says. Helfand helped design and then for a time led a university that did just that: Quest University Canada. (An elected faculty committee would review each case for renewal, which worked "extremely well" in the beginning, says Helfand. But over

model, which, for those ushered out, can be "absolutely brutal."

RICHARD CHAIT has no new ideas about tenure. The professor emeritus in the Graduate School of Education at Harvard University who edited *The Questions of Tenure* says he has been suggesting the same reforms for years. He thinks it ought to be possible

mainstream. When he brought up the latter proposal at a conference, Chait remembers being verbally tarred and feathered by one of tenure's staunchest defenders, who suggested that Chait, if he'd been alive at the time, would've sold people into slavery.

Chait is not banking on big changes anytime soon. There's no "internal market" for tenure reform, he says. "If you were a college president or a pro-



The Athletics Money Monster

**Presidents created the mess in college sports.
Can they fix it?**

BY ERIC KELDERMAN

THE WAY American colleges manage their most lucrative sports is crumbling under the weight of its own commercial success.

The signs are legion. The Supreme Court ruled 9-0 last summer that the National Collegiate Athletic Association, with its decades-old ban on player compensation, could not limit educational payments to athletes. State lawmakers nationwide defied the NCAA by passing laws that allowed athletes to make money from their names, images, and likenesses. And the National Labor Relations Board's top lawyer recently declared what much of society has come to internalize: College athletes who bring in the most revenue for their institutions are employees and should be treated as such.

The NCAA's supremacy is coming undone, and the resulting impact on higher education could be profound, says Eric J. Barron, president of Pennsylvania State University. He and others warn that as the association's authority recedes, a corporate structure may emerge to control college football or that Congress could enact sweeping legislation to oversee all college athletics.

While those developments may not be welcome, many are ready to see the NCAA take a back seat. The association has been "remarkably ineffective" at dealing with the current challenges, Barron says, and has lost some of its credibility among college presidents.

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Therein lies the irony. College presidents, shaking their heads at the association's missteps, are also nominally in charge of it; they occupy a large majority of seats on the NCAA's Board of Governors. The question now is whether presidents, particularly those at the 65 institutions at the pinnacle of college sports, will step up as individuals or as a group to make changes that benefit athletes, bring accountability to their programs, and fill the power vacuum left by the receding role of the NCAA.

Reining in the forces of commercialization for the association's members is not something that presidents have exactly championed, given their responsibility for the prosperity of their own institutions. A losing football team can mean a drop in alumni donations, sales of university-branded swag, and possibly undergraduate applications.

"One of the problems is that those in decision-making positions have punted on the hard choices," says Amy Privette Perko, CEO of the Knight Commission on Intercollegiate Athletics, an independent group that focuses on reforming college sports.

And punting may no longer be an option.

CAMPUS presidents have had a hand in trying to reform college sports in the past. In the late 1980s, for example, a special Presidents Commission of the association led an effort to limit an arms race in athletics spending, recommending ways to cut costs by limiting scholarships, for example, or coaches' salaries. Few of the recommendations were supported by

the rest of the membership. A cap on the salaries of some assistant coaches was undone by a federal court ruling that the limits violated federal antitrust laws.

More often, a small group of university leaders have led the effort to cash in on the commercial success of college sports. In 1981, the University of Oklahoma and the University of Georgia sued the NCAA for the ability to negotiate the television rights for college football games.

Three years later, the Supreme Court ruled the association could no longer prevent individual colleges from negotiating with television companies to broadcast college-football games. The ruling opened the door to media-rights contracts — initially for universities and now for entire conferences — that have grown astronomically.

A little more than a year ago, the 14 universities that make up the Southeastern Conference signed a 10-year, \$3-billion contract with the cable sports channel ESPN. The contract, which takes effect in 2024, is worth more than five times the annual value of the conference's previous contract with CBS, according to news accounts.

Coaching salaries have followed suit. In 2021, three football coaches signed record-setting contracts, including Brian Kelly's agreement with Louisiana State University — a member of the SEC — that are likely to top \$100 million each over 10 years. The salary for a head coach in the NFL, by comparison, is about \$8 million to \$10 million annually, according to ESPN. Even assistant coaches at the premier college-football programs now routinely earn seven figures annually.



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Presidents who oversee the most-successful athletics programs have also changed the association's governance in a way that limits restraints on their commercial efforts.

In 1996 the association voted to change its governance structure to give each of its three divisions more control over the rules and policies specific to them, and place presidents at the top of each division's separate board of directors. The change was made to accommodate Division I members (which include the largest and most-successful programs), that felt their interests were not best-served by including the lower Divisions II and III in making decisions, according to the authors Daniel Covell and Sharianne Walker in their book *Managing Intercollegiate Athletics*.

The New York Times editorial board cheered the implementation of presidential control as a win for reformers. But others observed that money, not academic responsibility, had won the day. One unhappy athletics administrator said at the time that the "basic premise" of the restructuring was "that those who have invested the most money in our organization now make all the decisions."

A quarter century later, the power and money in college sports have continued to coalesce around the colleges in a part of Division I now called the Football Bowl Subdivision, and especially 65 colleges in just five athletic conferences, dubbed the Power 5.

Instead of creating a national championship run by the NCAA, for example, the FBS colleges now participate in the the College Foot-

"Nowhere else in America can businesses get away with agreeing not to pay their workers a fair market rate on the theory that their product is defined by not paying their workers a fair market rate."

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"One of the problems is that those in decision-making positions have punted on the hard choices."

ball Playoff, the subdivision's semifinal and championship games, which are owned and operated by a separate corporate entity. That event generates some \$500 million for the FBS. But that money is not shared among all NCAA divisions, as happens with the association's March Madness basketball championship. Instead, nearly 80 percent of that amount goes to members of the Power 5, according to an analysis by the Knight Commission on Intercollegiate Athletics.

One common thread emerges from 25 years of presidential control: runaway revenue for the most prosperous institutions. That shouldn't be a surprise, says Walker, dean of the College of Business at Western New England University and an expert in athletics governance.

"Presidents are paid to look out for their own institutions," she says.

BUT THAT EXPLOSION OF REVENUE would not have been possible without another factor: presidents' ironclad adherence to "amateurism," the NCAA's idealized view that players participate solely for the love of the game — not for pay — in an industry that generated nearly \$19 billion in total revenues in 2020. Amateurism is the ideological underpinning for the NCAA's prohibition on pay beyond the cost of attendance.

The public is losing its patience with the concept. In a concurring opinion attached to the educational-payments case, Justice Brett Kavanaugh gave voice to the idea, growing in prominence, that colleges' argument in favor of amateurism as the defining feature of college sports is circular and self-serving. "Nowhere else in America can businesses get away with agreeing not to pay their workers a fair market rate on the theory that their product is defined by not paying their workers a fair market rate," Kavanaugh wrote.

In response to the Supreme Court's ruling and the wider backlash against amateurism, the NCAA voted in January for a new and much more streamlined constitution, giving the separate divisions and conferences an even bigger role in setting and enforcing their own rules and procedures. Presidents said that autonomy gave them the ability to set rules and policies more quickly, though they and the association have been vague about what that really means.

The NCAA's new constitution does allow colleges to reward ath-

letes with extra academic benefits, while also insisting that students shouldn't be paid for playing a sport. That's a start, say critics of the association, but still just a small step.

Julie Sommer, a lawyer and member of the Drake Group, which advocates for reform in athletics, says the changes are largely meant to shield the association from legal liability, in theory, by giving authority to the divisions and conferences, not the national association. But the changes don't address more-fundamental problems in college sports by, for example, requiring colleges to provide adequate health insurance to athletes or ensuring they get a good education.

The new constitution also requires colleges and conferences to establish policies on athletes' receiving compensation for use of their name, image, or likeness. That is a result of new laws in several states that allowed college athletes to have professional agents and get paid for work such as endorsing products on social media, signing autographs, or starting a new company or even a nonprofit organization.

While the NCAA must now allow such arrangements, the association's delay in formulating rules has resulted in a confusing patchwork of state laws with little oversight or understanding of how to prevent misdeeds.

Welch Suggs, associate professor of journalism at the University of Georgia, says the new governance could lead to reduced accountability for bad actors, such as colleges that use endorsement deals as a form of inducement or companies that take advantage of athletes. "If nobody is paying attention to ethics and integrity in the Wild West" of name, image, and likeness deals, he says, "then who is going to hold anyone accountable?"

DESPITE the growing acceptance that football and basketball players should get a piece of the staggering amounts of money involved in Power 5 sports, many presidents still promote an idealized view of college sports: a world where students thrive academically and excel physically while others benefit financially.

At its best, college athletics is "a wonderful cultural enterprise," says Vincent Price, the president of Duke University. "The problem is if we devolve into just a business proposition."

Susan Wente, president of Wake Forest University, emphasizes that the vast majority of college athletes will not have an opportunity to play professionally, and that many receive the benefit of attending a top-ranked university on a generous scholarship.

"We want what's best for our students," Wente says, "to pursue their passions while getting a great education."

But the goal of treating big-time college athletes just like other students on campus frequently conflicts with the outsized pressures to compete on the field and financially. Leading athletics programs across the country have created a steady stream of controversy in recent years for failing to deal with sexual misconduct, improper financial arrangements between coaches and outside companies, and widespread academic fraud.

At the same time, governing boards and alumni boosters expect winning teams; presidents who dare cross them, even for the sake of the institution's values and integrity, may find themselves out of a job.

That dynamic has forced any number of university presidents into a moral dilemma: look the other way in the face of wrongdoing or be forced out after seeking accountability. A recent example is the case of F. King Alexander, who resigned under pressure as president at Oregon State University after an investigative report found he had failed to fire the football coach for sexual misconduct at Louisiana State University. In Baton Rouge, Alexander said, there was "a great deal of board intervention into athletics."

With the possibility of name, image, and likeness deals and extra academic benefits, football and men's basketball coaches may be tempted to use money as an inducement to recruit players.

Wealthy alumni, too, may get involved in trying to attract students with the promise of a payoff. Some of the arrangements used by colleges to help athletes with name, image, and likeness deals have already raised questions. At the University of Oregon, alumni, including Phil Knight, the co-founder of Nike, have formed a company to help athletes market themselves. The NCAA is looking into that situation, according to a news account from *Sportico*.

Price says his concerns about money are not the dollars coming into the institution from athletics, but the growing number of companies outside the university that may seek profit at the expense of the athlete.

"We are nonprofit institutions that must expend that money to meet our values," Price says. "The problem is people who simply want to extract dollars and don't have an institutional interest."

But presidents may have long ago abdicated their role as responsible stewards of institutional integrity. Holden Thorp, who stepped down as chancellor of the University of North Carolina at Chapel Hill in the wake of a scandal involving fake courses for more than a thousand athletes, said cheating and misbehavior are rampant at big-time programs. If presidents don't see it, they aren't really looking.

New governance and rules that give presidents more authority to shape college sports won't protect them from boards determined to micromanage, Thorp says. Instead, "they will give even more power to the jock-sniffing trustees and alumni."

FPRESIDENTS aren't able to reconcile the highly commercial nature of college sports with the academic missions of their institutions, others are ready to do that for them.

In a federal class-action lawsuit in Pennsylvania, college athletes are mounting their latest challenge to the NCAA's ban on paying players. In this case, a group of players argue that they should be considered employees under federal and state laws, and eligible for minimum wage and overtime pay. In July, the judge in the case asked the parties to submit memos responding to the Supreme Court's June decision that found the NCAA could not prohibit payment for extra academic benefits.

The movement to unionize college athletes also got a boost last year. In September, the general counsel of the National Labor Relations Board, Jennifer Abruzzo, issued a memo outlining her opinion

that some college players would qualify as employees under federal law. The effect of that guidance is that athletes at some private colleges could eventually form a union and bargain for employee rights, including for pay and working conditions.

Abruzzo said the Supreme Court's decision set the stage for her guidance: that athletes meet the federal labor law's definition of an employee by performing "services for institutions in return for compensation and subject to their control."

Some athletics administrators now see this as an inevitability. Bubba Cunningham, athletics director at the University of North Carolina at Chapel Hill, said in an interview with *AthleticDirectorU* that the NLRB opinion and recent court rulings will probably force a change in the relationship between the university and its athletes. "There might be an employee-employer relationship between the student and the university, and I think within the next two or three years we'll have to sort through that," Cunningham said.

"If we just think we're going to continue on five years from now like it looked five years ago," Cunningham said, "that's just not the case."

Members of Congress, too, have taken an interest in college athletics, filing more than a half-dozen bills, so far, to deal with athlete compensation, health, educational outcomes, and more, though even advocates for federal legislation acknowledge it's unlikely college-sports legislation survives the current gridlock on Capitol Hill.

The scope of reform is just too big for institutions to handle on their own, says Jennifer Hoffman, an associate professor at the University of Washington who teaches in the Center for Leadership in Athletics. "If we want real reform, we are going to have to do something different, the only example I can think of is at the federal level," Hoffman says.

A more far-reaching proposal, by some reform advocates, would separate college football in the Power 5 from the rest of the athletics department. College football is already "worlds apart" from other sports in terms of the money it generates and the way it is operated, says Victoria Jackson, a sports historian at Arizona State University and former NCAA athlete.

A major hurdle to all of these approaches is the business model of college sports, where the revenues from football and men's basketball cover the expenses of all the other sports. Paying athletes as employees could lead the government to tax football revenues as unrelated business income, stripping the money that is used to pay for other sports.

Rocky Harris, CEO of USA Triathlon, says that the loss of support for Olympic sports is a concern if college football follows a professional model. But the amount of money programs are spending on top-tier coaches and facilities under the current model is also a real problem for Olympic sports.

"If you surveyed athletes, they'd rather have the money and less-glamorous facilities," says Harris, who was previously chief operations officer at Arizona State University. "The system is out of whack," he says, and leaders are "making the same mistakes now that they were making 10 years ago."

While presidents have been seen as dragging their feet on athletic reforms, they may also fear any national approach that could curtail their competitiveness and, more importantly, their profits.

"Institutions want autonomy in dealing with their finances," says the Knight Commission's Perko, "so there is going to be resistance to any rules or framework that would address how they use their revenues."

Jackson is not hopeful that presidents will, after decades of debate, now step up to find that balance.

"They're purposefully choosing not to figure it out," she says. "It's a great disappointment that college presidents haven't taken over this issue; that should have started a long time ago." ■

Eric Kelderman covers issues of power, politics, and purse strings in higher education.



The Academic Conference Will Never Be the Same

The in-person meeting is staging a comeback. But can it compete with the convenience of our computer screens?

BY KATE HIDALGO BELLWS

IN JANUARY, Marisa Mills, a Ph.D. candidate in medieval literature at the University of Southern Mississippi, traveled from Pensacola, Fla., to present at the annual meeting of the Modern Language Association. Her advisers and professors had impressed upon her the importance of delivering a paper and networking at a conference, and the MLA was a golden opportunity — one of the few she'd had over the last two years.

But when she arrived at the Marriott Marquis Washington, D.C., a behemoth hotel in the nation's capital, she found 100,000 square feet of mostly vacant meeting space.

"You think, 'MLA,' and you expect so many people, and it's huge, and that's where the big-name scholars are," Mills said, sitting in the hotel lobby after the first day of the conference. "And it's just odd to see it's mostly empty."

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MARK HARRIS FOR THE CHRONICLE, PHOTOS FROM GETTY IMAGES AND ISTOCK

In the exhibit hall, exhibitors outnumbered the perusers. Some of the university press booths were stocked with books, but unstaffed, because their editors were attending virtually.

Two years after the pandemic forced academic groups out of hotels and conference centers, many are eager to return to in-person meetings. Conference fees provide associations with critical revenue. They offer university presses space to court potential authors and show off recent publications. And while online conferences may be easier to attend, many scholars long for the tradition of collaboration and conversation that can be difficult to replicate on a laptop screen.

The MLA had planned for the January conference to be mostly in person, with some online panels and attendance. But in late December, the association saw projected in-person attendance numbers plummet as the Omicron variant gripped the U.S. — a sign that the conference of the Before Times remained out of reach. In the end, with 68 sessions postponed till 2023 and a dozen canceled, nearly 83 percent of the 768 planned sessions were held virtually, an MLA official said.

Even prior to the pandemic, in-person conferences did not always deliver on their promise. They were expensive to attend, often inaccessible to people with physical disabilities, and they were criticized as clubby get-togethers for older, celebrity intellectuals.

When the pandemic arrived, Zoom appeared poised to be the great equalizer, allowing people to tune in from anywhere. And despite the shortcomings of virtual get-togethers, advocates say their afford-

Faculty members, too, complain that connections — social ones and scholarly ones — are weak at virtual conferences. Beyond the technical glitches and annoyances (“You’re on mute, Rachel!”), the virtual conference, many say, cannot replicate an in-person meeting.

Lauren Rule Maxwell, an English professor at the Citadel, decided to attend the MLA in person this year. She says it was important for her to be physically present to meet rising stars in her field. Years ago, she attended as a junior faculty member to present a paper on Margaret Atwood, and a member of the Atwood Society approached her afterward and invited her to attend its next business meeting. Now she’s president of the society.

“I became part of that intellectual community because I was there in person, and I decided to go,” she said during a chat between sessions. “It’s so important to be able to form that type of connection.”

That’s much harder over Zoom, she said.

Barbara Fuchs agrees. “If you hear someone who is newer to the profession give an amazing paper, or someone just asks you a really interesting question and you want to follow up, it’s much simpler to do that in person,” says Fuchs, a professor of Spanish and English at the University of California at Los Angeles whose term as president of the MLA just ended. “It’s complicated to do that on email and have the same quality of exchange.”

Spontaneous exchanges are also less likely to happen. Michael L. Boucher Jr., an associate professor of curriculum and instruction at Texas A&M University at San Antonio, misses stumbling upon conversations that give him ideas he might use in his work. He also misses talking with old friends and colleagues from graduate school. It’s rare to run into someone in a Zoom room.

In-person conferences can also be critical to the financial health of associations. The American Anthropological Association lost roughly \$1.3 million when the 2020 conference went online, said Ed Liebow, executive director. In normal times, the conference pulls in roughly 25 percent of the group’s annual operating revenue through registration fees, sponsorships, and exhibition fees. The percentage varies among associations, though. Paula M. Krebs, executive director of the MLA, said that conference fees make up less than 5 percent of the MLA’s annual gross operating revenue.

Despite the disadvantages of virtual meetings, their rise during the pandemic provides benefits that many scholars are not ready to give up.

The Association of Schools and Programs of Public Health planned to offer two options for its 2022 convention this coming March — in person and online — but after an “intense” planning meeting in early January, the group decided to hold that conference completely online as well.

Not only will that be safer, says Laura Magaña, the association’s president and chief executive, but it will accommodate busy schedules in the event of another hard wave of the pandemic. “People have other issues, as well, in terms of family, schooling,” Magaña says. “Everything that we’re seeing for the work environment, it’s something for the conferences.”

“So we said, for safety, for equity and for visibility, let’s do it online.” Roughly a thousand people would typically come to the D.C. area for the annual meeting, she said. When it went remote in 2020, it reached about 3,500 people.

FROM HER DESK in Ithaca, N.Y., Allegra Martschenko — an acquisitions editor at the University Press of Colorado — attends all her academic conferences remotely. By keeping multiple tabs open on her computer, she can simultaneously staff a virtual booth and attend a virtual panel.

“I’ve had a great chance to attend a lot of panels I probably otherwise wouldn’t have been able to attend and to actually hear these scholars speak in real time,” Martschenko said.

A better virtual conference experience may be near – if associations are willing to put in the effort to improve it.

ability, convenience, small carbon footprint, and democratic nature make them worth keeping.

Like many mainstays of pre-pandemic life, the scholarly conference is in flux. After a two-year test of alternatives that are not only safer but address concerns about equity in higher education, this much is clear: There’s little chance of going back to the way things were.

AT THE Organization of American Historians’ annual meeting last spring, David Congdon, senior editor at the University Press of Kansas, tended a virtual booth, hawking books from his computer screen.

The organizers gave him and other press editors readouts of all the visitors they received.

“It was very telling,” he says. “I think 95 percent who came to the booth were other exhibitors who were just trying to check out the other groups. We had almost no traffic from the actual people from the conference. It was somewhat dispiriting. Not unexpected.”

For Congdon, this was but one example of virtual conferences’ failure to deliver. The lack of a meeting lounge and travel schedule, he says, makes it feel as though there isn’t actually a conference occurring for the attendees, who can squeeze attending or giving a presentation into their normal day.

That makes it harder for press editors, like Congdon, to make connections with prospective authors — one of the main reasons they go to conferences.

As Zoom and other platforms continue to make improvements to ease collaboration and socializing, a better virtual conference experience may be near — if associations are willing to put in the effort to improve it.

Martschenko said the groups should think more creatively about the virtual conference — “not as the consolation prize, because they can’t go in-person, but as its own system with its own benefits.”

For starters, virtual conferences could help mitigate the effects of climate change. A study published in *Nature Communications* in December found that transitioning from in-person to virtual conferencing could reduce carbon footprint by 94 percent and energy use by 90 percent. The study also found that using hubs across the country to host hybrid conferences with more than half of participation in-person could slash carbon footprint and energy use by two-thirds.

Virtual meetings also eliminate a lot of the physical barriers that

can make it hard for disabled academics to attend in-person conferences — lack of wheelchair-accessible venues and transportation, poor accommodations for deaf or hard-of-hearing people, over-stimulating environments.

That’s not to say virtual conferences don’t introduce access issues of their own. Associations often use virtual platforms that aren’t accessible to people who use screen readers or those with cognitive difficulties, says Krystal Vasquez, a Ph.D. candidate in atmospheric chemistry at the California Institute of Technology, who published an essay in *Scientific American* titled “Virtual Conferences Aren’t as Accessible as You Might Think.” And while more associations are recording conference sessions for attendees to use later, she says, they often don’t fix the error-riddled automated captions that accompany the videos, making attendance difficult for deaf and hard-of-hearing participants.

“The one thing that all conferences should do is make sure that they’re actually asking disabled researchers, disabled academics

The advertisement for Florida Atlantic University features a collage of images. At the top left is the university's owl logo. To the right of the logo is a black and white photograph of a young man in a graduation cap and gown, looking off to the side. Below the owl logo is a large, bold title: "FLORIDA ATLANTIC UNIVERSITY". To the left of the title is a close-up image of a person's face, partially obscured by blue lighting. To the right of the title is a photograph of a person wearing blue gloves working on a complex piece of machinery or equipment, possibly in a laboratory or industrial setting. At the bottom left, there is a dark overlay with the text "Success for All" in white. Below this text, there is a paragraph of text and a website address. The overall theme of the advertisement is success and diversity.

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"If you don't have funds to make a conference accessible, then you don't have funds to run a conference."

what they need, because disability can vary really widely," Vasquez says.

A lot of conferences blame their inaccessibility on limited funding, she says. But "I stand by the idea that if you don't have funds to make a conference accessible, then you don't have funds to run a conference. That should be built into the budget from the beginning."

The MLA did so: Next to the registration booth was an accessibility booth where attendees could receive assistance from staff members. Organizers set aside a sober room, a quiet room, and a lactation room. Sign-language interpretation and real-time captioning were available upon request, and online convention sessions were automatically captioned or transcribed. Registered MLA members could also request reimbursement of up to \$400 for child care, and all participants who required accessible transportation could be reimbursed up to \$150.

Accessibility can also be a matter of finances. Some associations offer virtual-conference tickets at a lower rate than in-person ones, and even if they don't, attending remotely eliminates travel and lodging expenses.

"Many graduate students and adjunct faculty are simply not able to go to a conference," says the University Press of Kansas' Congdon. "They don't have the resources or their institutional support to make that happen."

During the pandemic, several associations have introduced or expanded programs to defray the costs of in-person or virtual participation. The American Anthropological Association started a "Hardship Registration Waiver Program" last fall through which annual meeting registrants could contribute to a fund to help their fellow AAA members pay registration expenses; it also created the opportunity for sponsors to pay for others' meeting registrations. And the American Political Science Association expanded its assistance program last year to provide both in-person travel grants and virtual accessibility grants, intended to reduce the costs of participation. The MLA has long offered grants to non-tenure-track faculty members, unemployed MLA members, and graduate students for travel.

These programs — combined with widespread availability of

virtual conferencing — can help democratize academe by removing the barriers to entry that have long shut low-paid and disabled academics out of the meetings. But in order for these efforts to make long-term improvements to equity, they must extend beyond the pandemic.

And academics say that if conferences are to be truly equitable, that material support must be accompanied by efforts to change the cultural elitism on display.

Lauren Garcia, a sociology Ph.D. student at the University of Virginia, takes issue with the "performance" of the academic meeting — an obsession with institutions, titles, and connections — that she has seen play out when scholars gather in person.

Garcia, who earned her masters under the tutelage of Tressie McMillan Cottom, a MacArthur fellow who now teaches at the University of North Carolina at Chapel Hill, says she noticed people responded to her differently when she mentioned McMillan Cottom was her adviser at conference sign-in tables.

"If you are not in an elite institution or didn't make contact with the right connections, you don't know how to even act," she says. "There's all these articles about what you're supposed to do as a participant in an academic conference, which is crazy to me, because the point is, the organizers are supposed to facilitate a space that's open for everyone to participate."

So Garcia and McMillan Cottom, for whom she now serves as senior project manager, have started holding alternatives called "unconferences" — events they described in a *Chronicle* essay as "(1) participant-oriented, (2) informal, and (3) democratic."

The first event, which was live, was free to attend, thanks to a significant subsidy from the university. The second was virtual. Garcia says she hopes associations continue to provide virtual attendance as an option as they return to in-person meetings.

"Nothing has been better for me, personally, than remote options to everything — as a disabled person, as a person who really prioritizes inclusion," Garcia says. "Having an online component is necessary at this point because we've shown how it really opens up participation."

THE SOLUTION that may satisfy both fans of in-person meetings and those of Zoom meetings is the hybrid conference, like MLA's, where the attendance and/or the sessions are split between virtual and in-person participation.

Hybrid conferences have been praised for many of the same environmental and accessibility-related reasons as virtual conferences. Additionally, most hybrid conferences allow guests to attend some sessions online and some in-person, allowing for further flexibility; the MLA convention set aside a "viewing room" for attendees participating in person to attend virtual sessions. Several academic groups are slated to host their spring meetings through a hybrid format this year, including the American Chemical Society and the Human Biology Association.

But hybrid conferences present their own problems. Several associations' executive directors told *The Chronicle* they were more expensive than either of the other options and required more labor.

"If you're doing a hybrid meeting, you have to have the expense of a virtual platform," says Steven R. Smith, executive director of the American Political Science Association. "You then have to have enhanced Wi-Fi. There's a lot of expenses that go with putting on a virtual meeting, and then you have much lower revenues because you don't have the [same] in-person attendance." Some hotels and conference centers are not sufficiently equipped to support streaming and Zoom.

Scholars will have to think creatively to get the most out of hybrid conferences. Matthew Cheney, assistant professor and director of interdisciplinary studies at Plymouth State University, in New Hampshire, participated in the MLA remotely, including on a virtual panel

on Virginia Woolf and, afterward, continued the conversation at a virtual Woolf Society reception.

"We're adjusting because that's the responsible thing to do," Cheney said in an interview before the conference.

Scholarly groups, too, are thinking about how online technologies could augment the conference experience instead of being seen as just lackluster replacements.

"All of the associations have learned how much we can do virtually for our members and that we don't have to confine it to the four days of the in-person convention," says Krebs, the MLA executive. "We can do professional development, webinars, gatherings all year round when we do them virtually. And so we're looking at how to expand the value that people get from the convention — beyond the four days of the convention."

Garcia, the Ph.D. student at UVa, says she doesn't think in-person conferences will soon fade into oblivion. But she has noticed a generational divide: Younger people generally prefer making online communities, and older people generally prefer finding community in person.

In the long run, the degree to which attendees can customize their experience will be a bellwether of academe's commitment to equity and inclusion.

If the possibility of online options fades with time, associations may find themselves characterized the way they hate most: as elite, homogenous clubs that are out of touch. ■

Kate Hidalgo Bellows is a reporting fellow at The Chronicle.



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4 Emerging Trends You Should Know About

Keep an eye out for these developments percolating across higher ed.

SOME DEVELOPMENTS emerging in various areas of higher education — admissions, business, finances, research — are not yet widespread.

But the pandemic, and with it a growing awareness of America's class divide, has pushed those trends closer to the surface. Here are four to keep an eye on:

THE TRENDS REPORT 2022

Legacy Preferences Face the Admissions Spotlight

WHEN Harvard College's admissions policy was dissected in court, in 2018, the whole world was able to scrutinize the methods and criteria its officers use to admit students. Although the trial concerned race-conscious admissions, it returned one admissions practice, common among selective colleges but highly unpopular among Americans, to the spotlight: legacy preferences.

Harvard admissions officials testified that qualified children of alumni get a "tip," or boost, during the application process. While the overall acceptance rate to the college has been in the single digits for years, documents filed by the plaintiffs appeared to show that about 33 percent of legacy applicants were accepted for admission to the Classes of 2014 through 2019. Op-eds urging the end of legacy preferences followed, along with predictions that the practice might not last.

That pressure has continued to grow. Last year more than 1,000 people signed a pledge promising not to give money to their colleges until legacy status was dropped from admissions decisions. The state of Colorado banned legacy preferences at its public colleges. Amherst College announced that legacies, who had made up 11 percent of incoming students, would no longer be given a preference.

Those changes followed the disclosure, in early 2020, by the Johns Hopkins University that since 2014 it had been quietly doing away with legacy preferences. In 2019 the new freshman class included just 3.5 percent legacies, down from 12.5 percent in 2009. Johns Hopkins administrators said that there had been "some" pushback from alumni and members of the Board of Trustees, but just as many alumni had said they supported the change. It seemed as if legacy admissions might become a thing of the past.

Though change has been slow, it may be gathering steam. So far, Harvard does not seem to have abandoned the practice. But this month, Rep. Jamaal Bowman and Sen. Jeff Merkley introduced federal legislation that would prohibit colleges from giving admissions preferences to applicants with legacy or donor status.

Institutions like Johns Hopkins and Amherst want to erase the perception that they are giving already-privileged students yet another advantage in the admissions process. They join others, including the University of California system, the University of Georgia, the Massachusetts Institute of Technology, and the California Institute of Technology, that have not considered their applicants' legacy status for many years.

Some observers reject the idea that getting rid of legacy preferences will do much to diversify colleges' student bodies.

"That alone, given the racial inequality in America, is not going to eliminate racial inequality on campuses," says Natasha Warikoo, a sociology professor at Tufts University. If Amherst's freshman class is roughly 500 students (the college enrolls 1,970 students in total, according to its website), eliminating legacy freshmen — which the college probably won't do entirely, since some may still get in — would free up only about 55 spots. In Colorado, public colleges reportedly were already ignoring legacy status when admitting students. Even if the number of new spots available were larger, eliminating legacy



preferences wouldn't change the fact that the children of the graduates of selective colleges are likely to continue to have resources, such as access to tutors, counselors, and wealthy school districts, that give them an advantage in the admissions process.

But even if dropping the practice is mostly about perception, Warikoo says, that doesn't mean it's a bad idea. "Legacy admissions doesn't play a huge role, but it plays a symbolic role."

Johns Hopkins officials acknowledged as much. Back in 2020, they said that ending legacy preferences was one of several changes that had helped the institution diversify its enrollment. It was important to end the practice to send the message to underrepresented students that the university wanted them, even if they lacked relatives who had attended.

The pressure on colleges that still consider legacy status will probably continue at a low hum. But as more do away with the practice, keeping it may feel increasingly antiquated and unfair.

—NELL GLUCKMAN

Wealthy Colleges Grow by Mergers and Acquisitions

EXAMINE Northeastern University's footprint, and you'll find that it extends far beyond the Northeast. The private research university in Boston has campuses not just in nearby Portland, Me., but also in North Carolina, Seattle, Toronto, and even London.

But its latest move, the acquisition of Mills College, in Oakland, Calif., may be a telling sign of how financially stable campuses approach expansion as the pandemic enters its third year. Mills is now Mills College at Northeastern University and the Mills Institute, focused on women's leadership, students of color, and first-generation college students. In turn, Northeastern's West Coast flag is planted even more firmly.



While recent decades have seen international and domestic expansion, colleges' divergent financial prospects during the pandemic have created new opportunities for acquisitions, mergers, and takeovers, some of them far beyond campuses' traditional turf. The deals will bring complexity — integrating campus cultures takes coordination and care — and raise the possibility of layoffs or other restructuring.

Robert Kelchen, a professor of higher education at the University of Tennessee at Knoxville, says colleges with money see opportunities to expand as smaller, financially weaker institutions face uncertainty. Covid-19 has widened financial divisions between colleges, and that could spark new interest in acquisitions and mergers.

Expect public and private colleges to pursue those efforts differently, he says. Private campuses will seek to acquire colleges in desirable locations — either because they are in high-growth areas or because they offer nearby property. Public colleges will seek underserved markets, including online students or more remote areas of the state. In some cases, state-university systems may try to grow.

"At the start of the pandemic, our leadership team doubled down on their desire to expand, knowing that the higher-ed model of learners coming to us needed to change," says Mary Ludden, Northeastern's senior vice chancellor overseeing the university's global campus network. "We needed to be more where the learners are, where industry is, where partners are, where government is."

Why now? For high-endowment colleges, finances are surprisingly strong, with robust investment returns and stable state funding, Kelchen says. Financially weaker colleges are feeling sharp stress.

"They are very resilient," he says. "They don't want to close. But at the same time, they may be more interested in looking for opportunities to at least preserve some of their legacy."

Even less-wealthy institutions are seeing opportunities with smaller colleges. Emerson College in 2020 completed the acquisition of Vermont's Marlboro College, creating the Marlboro Institute for Liberal Arts and Interdisciplinary Studies at Emerson College. Though plans for the move took shape before the pandemic, such a step will make intuitive sense for more institutions, says Paul Dworkis, Emerson's vice president for administration and finance.

Dworkis says he expects similar deals to occur as smaller, tuition-dependent colleges' prospects for growth dim. "I don't think the long-term trajectory has changed for institutions," he says. "The smaller schools are always the ones that are the most vulnerable."

—LINDSAY ELLIS

Booming Endowments Draw Broad Demands

COLLEGE AND UNIVERSITY ENDOWMENTS enjoyed a historically prosperous year in 2020-21, generating billions of dollars for their institutions. At Harvard University, long home to the largest academic endowment in the world, the fund's total value rose to \$53.2 billion, riding a 33.6-percent return. Yale University's endowment fared even better, posting a return of 40.2 percent. But neither could compete with Washington University in St. Louis, which saw a return on its endowment of 65 percent. At the end of the 2021 fiscal year, its endowment sat at \$15.3 billion.

Sectorwide results are due out this month, but those eye-popping individual gains are raising expectations that the overall results will look markedly different from the recent past. In the 2019 fiscal year, academe eked out only a 5.3-percent average endowment return, according to an annual analysis by TIAA and the National Association of College and University Business Officers.

This new surge of wealth, recorded before the recent market gyrations, follows a period when some of higher ed's deepest-pocketed institutions have been under heightened scrutiny. Even before the pandemic, the richest colleges faced a tax on their endowment earnings. And when campuses cut back because of the pandemic, in 2020, disgruntled students and employees questioned why those vast pools of endowment-generated income couldn't be used to cushion the blow.

Administrators' customary response has been to distinguish "restricted" from "unrestricted" designations in endowed funds: Many gifts to endowments are contractually reserved for specified uses and no other. While those explanations are often true, their implicit assumption — that leaders should stick with business-as-usual, long-term growth strategies — has seemed out of touch during an unprecedented moment.



But that may be starting to change. A number of colleges are tapping their endowment funds to better support students and employees. At the Massachusetts Institute of Technology, for example, administrators announced a plan to use its nearly 56-percent gain in endowment returns during the 2021 fiscal year to provide an estimated \$286 million for graduate students, campus infrastructure, and research. With the help of its 51.5-percent endowment return and a fund-raising campaign, Brown University plans to add \$25 million annually to the undergraduate financial-aid budget to fully cover tuition for students whose families earn \$125,000 a year or less with typical assets. And at Smith College, President Kathleen McCartney wants to guarantee that her students never need to take out loans to attend. To do so, the college will make available an additional \$7 million — derived from a combination of endowment returns, gifts to the college, and grants — to entering low-income students.

McCartney says Smith's leaders knew well which students would most benefit from the change.

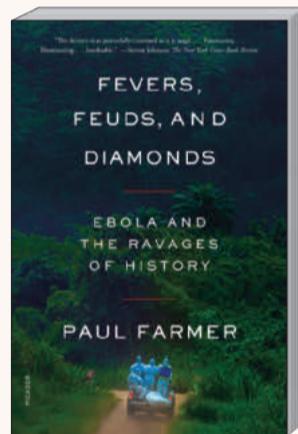
"A greater percentage of students of color take out loans, and they take out more loans," she says. "And so this aligned beautifully with our commitment to racial justice and equity."

But colleges and universities should think carefully before adopting new policies focused on affordability, and committing endowment returns to support them, says Sandy Baum, a nonresident senior fellow at the Urban Institute. A seemingly revolutionary policy can still fail if not properly calibrated for the specific needs and lives of current and future students, Baum says. A policy of no student loans might make sense for Smith's finances and enrollment, but a different endowment-financed initiative might be a better fit for a tuition-dependent college. Institutions should learn more about the low- and moderate-income students they admit, as well as those who



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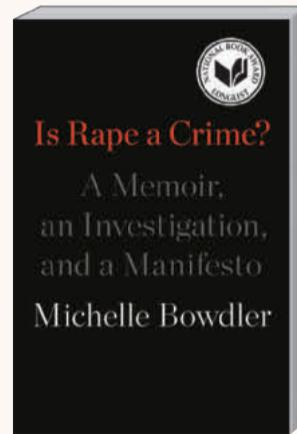
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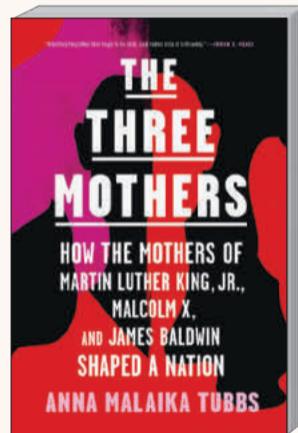
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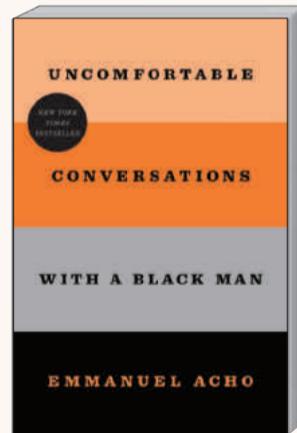
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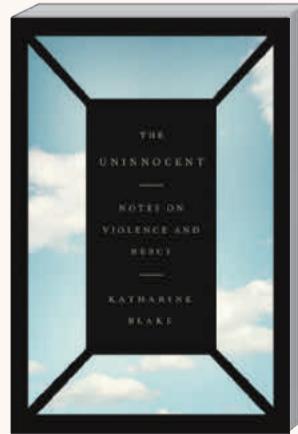


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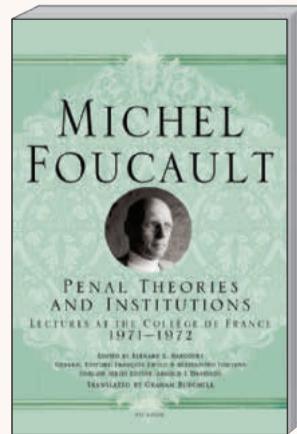
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go elsewhere because of an inability to pay, before taking any particular action.

"For a long time, need-based financial aid has been high on the priority list for many, many institutions," Baum says, "and they just have really difficult trade-offs and choices to make." —DAN BAUMAN

Research Preprints Boost Both Science and Lies

THE COVID-19 PANDEMIC has nurtured a boom in fast, public science.

In the first 10 months of the crisis, scientists posted more than 30,000 preprints about the coronavirus online. Preprints are papers written in the standard journal format, but not yet peer-reviewed. Through October 2020, they accounted for about a quarter of Covid-related publications worldwide, according to a study in *PLOS Biology*. (The study itself first appeared as a preprint.) No other epidemic—including recent outbreaks of the Ebola and Zika viruses—has led to that kind of pileup. This outpouring of open science helped researchers learn and disseminate information about the coronavirus in record time. By the end of January 2020, before Covid had even been declared a pandemic, a research team had posted a preprint on how the coronavirus enters human cells. Some of the first papers to model the efficacy of frequent testing to prevent Covid outbreaks at residential colleges were preprints posted in the summer of 2020.

Researchers who study the scientific process don't expect this high pitch to continue as the pandemic wears on, but they do anticipate that the overall number of biomedical papers first published as preprints will continue to climb. While that will be a boon for transparency and nimbleness in biology, the Covid era illustrates a serious drawback of preprints, too: the potential for misuse and misinformation.

It's already standard practice in some fields of physics for scientists to publish their findings as preprints. Proponents hope to see the practice widely adopted in biology, epidemiology, medicine, and public health.

Structural changes that support preprinting are also afoot. MedRxiv, a preprint server dedicated to medical studies, was founded in June 2019, just in time for the coronavirus pandemic. It stands ready to host other medical preprints as the intensity of scientific interest in the coronavirus wanes. Over the last several years, some funding bodies have begun encouraging or requiring their grantees to post preprints of their funded work. In December 2020, the biology journal *eLife* announced it would accept only manuscripts that had first appeared as preprints.

Danger looms, however. Alongside the pandemic, the world has witnessed a crisis of misinformation about the coronavirus. By design, preprint servers allow people to post anything that has the basic components of a scientific paper, such as an abstract, methods section, and data and tables. Could biomedical preprints worsen the effects of health misinformation?

In April 2020, a preprint argued that the coronavirus's fatality rate was extraordinarily low. Not surprisingly, it went viral. The paper



suffered from many flaws and probably would have been heavily edited after peer review, Yonatan Grad, an associate professor of infectious disease at Harvard, told two journalists. But the provocative paper spread quickly among conservative influencers, who used it to argue against Covid restrictions that states had put in place at the time.

Peer review doesn't necessarily inoculate papers against such misuse, however. Studies of hydroxychloroquine began as peer-reviewed papers that showed its ability to keep the coronavirus from multiplying in a petri dish. Unfortunately, later studies, done in people, found that hydroxychloroquine doesn't work against Covid-19. Nevertheless, when President Donald J. Trump tweeted a link to a small, lackluster human study to tout the drug as a Covid cure, it was retweeted 300,000 times, reported Australia's ABC News.

It's impossible to know how many inaccurate beliefs about Covid had their roots in preprints. However, it's clear that they're only part of a larger misinformation ecosystem that encompasses everything from preprints to journal articles to impressive-looking homemade charts posted by people with no expertise. So solutions may have to reach deeper than preprint servers. Ivan Oransky, a physician and health journalist who founded Retraction Watch, a news site about corrections in scientific literature, suggests better early media literacy is needed.

"We used to sort of chuckle about social-media influencers' selling expensive jewelry or whatever they were selling," he says. "Now you have people who have taken that model and turned and used it for promoting misinformation because it sells well." And most audiences don't draw any distinctions.

—FRANCIE DIEP

INSIGHT

Revising rankings | Financial future | Student support

Against Social-Mobility Rankings

They tell a simple story: Harvard's bad, CUNY and Cal State are good. It's not that simple.

"SHUT UP ABOUT HARVARD." That's the headline of a 2016 *Five Thirty-Eight* article decrying the media's focus on "elite" colleges. Attacks on Harvard and other superselective colleges have proliferated and driven home a message: To focus on the very few students who attend the nation's most selective institutions is to ignore the vast majority of higher ed. That salutary message has been received and a less prestige-crazed discourse is the result. Today, college talk increasingly focuses on access, affordability, graduation rates, and graduates' job prospects.

The evolving media focus has helped nudge our sector in good directions. Standardized tests once reigned supreme in college admissions; now a growing list of institu-

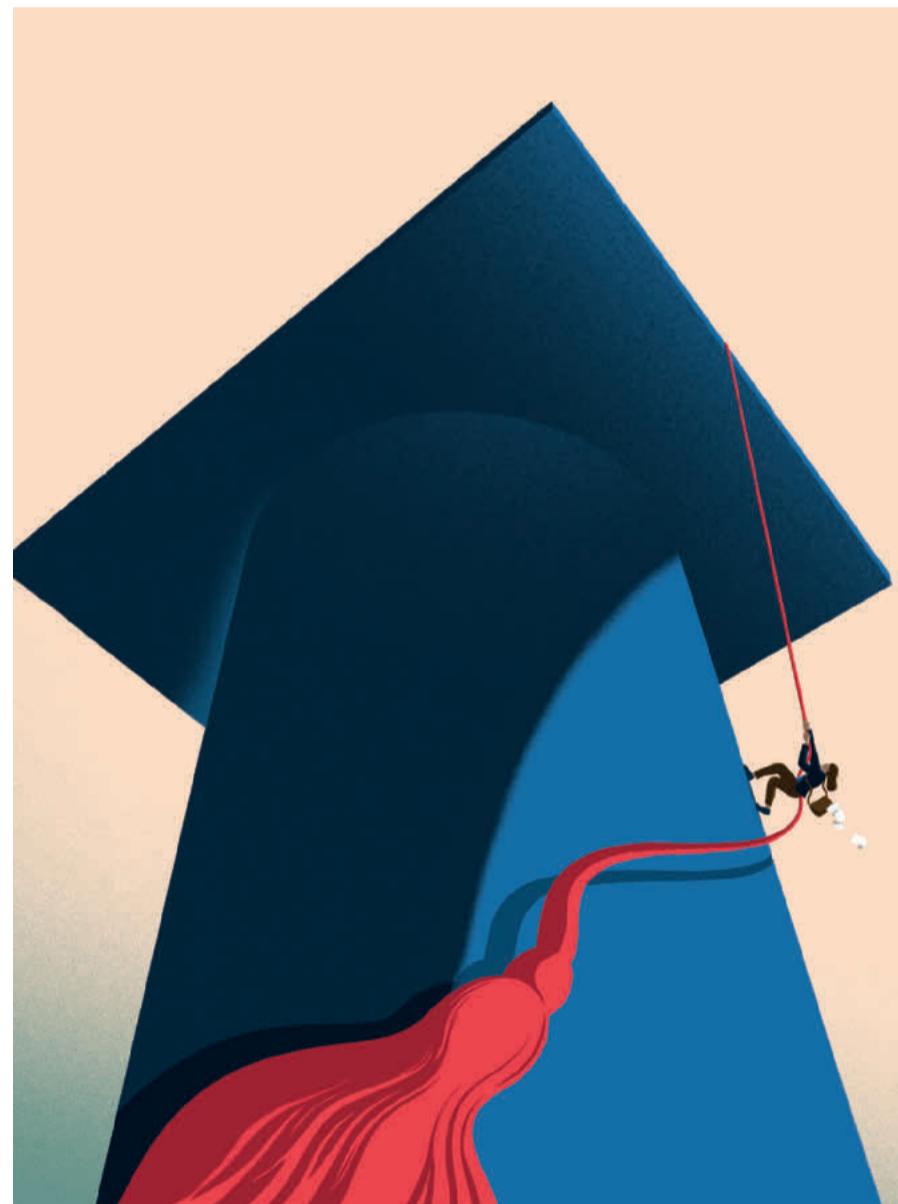
in Higher Ed Doesn't Run Through Harvard."

The Third Way rankings are part of a recent cluster of data-driven exposés on how little the nation's most selective colleges do to promote social equity — and how much broad-access institutions achieve. The new rankings follow the economist Raj Chetty's Mobility Report Cards, the Education Trust's report on racial segregation at selective colleges, and numerous think-tank and advocacy reports in demonstrating that the most prestigious colleges don't do much for social equity. Even the Carnegie classification plans to rethink institutional categorization by devising a new category that reflects social and economic mobility. By folding diversity and social mobility into the mix, the Carnegie classification hopes to reorient higher ed's North Star from the R1s to campuses that are serving students and communities that society marginalizes.

At this point, you might be asking, what's the problem with ranking colleges on social mobility? Before answering that question, I'll tell you what I think is good about these projects. We absolutely should celebrate and reward campuses that educate and graduate learners from low-income families, immigrants, first-generation college-goers, and those whose racial and ethnic identities our society marginalizes. Public policy should ensure the viability and success of these campuses and the learners who enroll at them. I am in lockstep up to this point.

But does it make sense to rank colleges along social mobility? Ranking along such a metric implies that some colleges cause social mobility because they are good, while others reproduce inequality because they are bad. That story is too pat.

How does a college score highly on social mobility? Enroll many learners from low- and moderate-income backgrounds, charge modest tuition,



GOLDEN COSMOS FOR THE CHRONICLE

and be located in an area with lots of economic activity. The top-ranked campuses are mostly broad-access public institutions that enroll many underserved students. The top 25 include 10 California State University campuses and seven CUNY campuses. The Third Way rankings also better recognize the work of minority-serving institutions than do traditional rankings. Seven of the top 100 are historically Black colleges and universities.

The students, faculty, and staff at these engines of opportunity deserve recognition and, important-

ly, more support. So it's great that the rankings highlight their excellent work. But the truth is, social mobility might depend more on what's happening off campus than what's happening on campus. Political economy and economic geography confound the rankings, and factors outside the control of individual institutions shape the extent to which their excellent work results in upward social mobility. For example, one study shows that social mobility correlates with economic inequality. In areas where the gap between rich and poor is vast, and the prospects

THE REVIEW ESSAY

tions have gone test-optional. The prestige-focused *U.S. News & World Report* rankings have started paying attention to graduate indebtedness. Philanthropists has taken notice of previously "overlooked" community colleges and minority-serving intuitions.

The more-holistic higher-ed media discourse has helped nurture these welcome changes. And yet reflexive Harvard-bashing does not always move higher ed forward. A new report by Michael Itzkowitz of Third Way, a center-left think tank, is a case in point. Itzkowitz uses data from the College Scorecard, a federal database he helped to create, as well as from other sources, to rank U.S. colleges along a calculated economic-mobility index. The results? The City University of New York and Cal State systems rank highly. Harvard does not. A *New York Times* opinion piece trumpeted that now-familiar mantra: "The Path to Social Equity

of folks who don't have a degree are pretty dim, graduating from college can make a big difference.

Moreover, a glance at the top 50 colleges shows high-mobility institutions concentrated around the country's largest and metropolitan regions. Economic activity in big, diverse cities like New York, Los Angeles, and Dallas means the efforts of learners and faculty and staff in places like CUNY and Cal State can see a return in the form of social mobility. By acknowledging that politi-

of racist policies, seem to be more plausible explanations than variation in organizational performance. The problem with rankings is they suggest context neutrality when the reality is anything but.

THIS ISN'T TO SAY that individual decisions and institutional policies don't matter. The Third Way rankings offer a new view of what we already know — that the wealthiest and most prestigious campuses don't do much to promote social equity

like it can't afford to admit as many low-income students.

Commitments espoused by leaders may also have little to do with performance on the social-mobility ranking. Paul J. LeBlanc, Southern New Hampshire University's president, is an innovator with an outspoken commitment to access and putting students first. I trust LeBlanc's convictions, yet his university ranks 1,185th on the economic-mobility index. Arizona State University's Michael Crow is also known for innovation and a commitment to access. In contrast to SNHU, ASU does quite well, clocking in at 95th on the mobility rating. Both have substantial online enrollments, but ASU is a public university located in a vast and economically vibrant city (Phoenix), while SNHU is a private university with a limited endowment situated in a small New England state. These sorts of complications are why I don't find the Third Way rankings very helpful.

Let's spend less time ranking colleges for things outside their control, and more time asking some fundamental questions: Why does higher education produce the sorts of outcomes it does? What kinds of outcomes do we want, and how can we get them?

The Third Way report, quite reasonably, suggests that the "primary purpose of postsecondary education is supposed to be to catalyze an increase in economic mobility." The thing is, we already have some ideas on how to achieve this. One is to invest more in broad access to public colleges. A recent State Higher Education Executive Officers Association report clarifies the benefit of investing in public higher education. Spending \$1,000 more per student at public colleges would result in about 75,000 new bachelor's degrees within two years, going a long way to boosting economic mobility. That investment might be even more important in places like the Great Lakes region, where higher ed can help stimulate economic development in areas with fewer mobility opportunities. The challenge is getting the money flowing to the places where we know it

Let's spend less time ranking colleges for things outside their control, and more time asking some fundamental questions.

cal economy and economic geography matter, I am not minimizing the contributions and hard work made at the campuses that rank highly on Itzkowitz's economic-mobility index. I am, however, recognizing that broad-access institutions lower on the list might see less mobility because of where they are located rather than poor institutional performance.

Colleges that enroll many low- and moderate-income learners tend to do well on social mobility. Nationally, about a third of students are eligible for a Pell Grant, but the top 10 colleges on the Third Way ranking average over 60-percent Pell eligibility. Serving low-income students, however, does not guarantee social mobility. Of the 15 institutions Third Way tracks that enroll more than 75-percent Pell-eligible students, 13 are below average for economic mobility. Twelve of these 13 are minority-serving institutions, almost all of which are in small towns or rural communities in the South. The Third Way rankings seem to imply these institutions are not serving their students well. I find that implication uncomfortable. Chronic conditions of neglect from state governments and philanthropy, along with concentrations of poverty and economic stagnation created by hundreds of years

through their undergraduate programs. Harvard University ranks 847. Williams ranks 353. Better than Harvard, but still not great. With their tremendous wealth and a large pool of qualified applicants, these places could do better, they just chose not to. That's part of the story.

It is not just the most selective institutions that show unimpressive social mobility. Fordham University, my undergraduate alma mater, ranks 838. It accepts about half of all applicants, is located in New York City, and has a Roman Catholic Jesuit mission that supposedly prioritizes social justice. Why doesn't Fordham do better? First, Fordham is heavily tuition-dependent. Second, it is chasing other Jesuit institutions on the East Coast like Boston College and Georgetown for prestige. It sounds like a moral predicament (social mobility, or prestige?), and in many respects, it is. But it's also more complicated than that.

In 2020, Fordham's endowment was about \$713 million, but rivals Boston College (\$2.6 billion) and Georgetown (\$1.9 billion) are much wealthier. (They also score higher on the Third Way rankings.) Fordham is surely anxious about the gap in wealth and renown between itself and those peers it aspires toward, which makes it feel



**Brendan
Cantwell**

is an associate professor of higher, adult, and lifelong education at Michigan State University.

will make a difference — not making fine distinctions in institutional mobility scores.

The problem is trickier when it comes to private nonprofit colleges. I don't think a public flogging will change Harvard's behavior one whit; no one does. Instead of giving Harvard a lousy rank, we should consider some policy tools that may have leverage, such as linking the ability to compete for some federal research grants to enrolling more low-income students. Things get even more complicated from there. The learners at small HBCUs in the rural South deserve better outcomes. When Black people organized institutions of higher learning following the Civil War, they were providing for themselves what the country refused to provide. The situation facing these colleges and their students is a failure of the U.S. government and society. Holding such HBCUs accountable through rankings for a reality they experience but did not create seems counterproductive.

The social-mobility rankings encourage us to sidestep these hard questions and the uncomfortable, complex realities of our academic system by distilling everything down to a single rating. Rather than carrying on a conversation about which colleges are up and which are down, we need a more nuanced discourse that reflects sociological and political realities — not expedient narratives. ■

Higher Ed's Uncertain Financial Future

The overall outlook has improved. But there will be winners and losers.



JOAN WONG FOR THE CHRONICLE

AS THE PANDEMIC drags toward a third year, the financial outlook for American higher education has continued to shift. The industry was in all-out panic mode in March 2020, when physical campuses were quickly shuttered and colleges had to switch to emergency remote learning. At that point, liquidity was key as colleges faced giving refunds to students and an unknown financial landscape.

I wrote a *Chronicle* essay back in July 2020 titled “This Will Be One of the Worst Months in the History of Higher Education.” In that essay, I shared my fears that colleges would slash budgets, declare financial exigency, and even close as a result of having fewer students on campus and more expenses. The budget-slashing prognosis turned out to hold true, as colleges employed 13 percent fewer workers between February and December 2020. Yet closures were largely averted due to timely federal support and a dogged persistence to operate in-person classes that was often driven by political preferences.

In the last year and a half, the yawning divides between the haves and have-nots in both American society and American higher education have

continued to grow. Flagship public universities and wealthy private colleges experienced record numbers of student applications and strong endowment returns, while the rest of higher education has suffered enrollment declines and has at most modest endowments.

Looking ahead to the next year or two is a risky endeavor given the current state of the pandemic, an unpredictable political climate, and growing concerns about inflation. But unless there are major unexpected events, three factors are likely to affect colleges’ finances in the future.

A strong economy. At the beginning of the pandemic, pretty much everyone (myself included) expected college enrollment to increase as soon as in-person classes resumed. This was because conventional wisdom expected a deep recession, and enrollment among older students in particular increases during recessions. However, the recession was extremely short-lived and the labor market

roared back quickly. After decades of stagnant wages for those in lower-paid jobs, these workers have enjoyed large pay raises because of declining labor-force participation.

The strong economy is great news for hard-working Americans, but it presents a challenge to community colleges and other broad-access institutions as people choose work over college. Throw in a lack of available

child care, frequent disruptions in school schedules, and the fact that the pandemic is far from over, and

it is not a surprise that college enrollment as a whole continues to decline.

Although I am optimistic that the pandemic will become less severe in coming months (and am beyond excited that little ones may be able to get vaccinated soon), two of the factors limiting enrollment will remain. Child care will very likely still be an issue because of a lack of employees to staff centers, and this will limit the ability of some parents to attend college. Child-care employment fell by 20 percent during 2020, and a tight labor

market makes it challenging to rehire staff at a price that families can afford. Additionally, rising wages across the economy will continue to lead potential students to work instead of going to college.

Enrollment challenges will continue to affect colleges that disproportionately serve Black, Hispanic, low-income, and older students. Meanwhile, the two groups of institutions that fared the best during the first two years of the pandemic will continue to thrive. Driven by enormous investment returns, private colleges like Bowdoin and Northwestern are in their best financial state in history. Flagship public universities such as Oregon and Tennessee set enrollment records and also saw large investment returns. This growing divide in resources gives a group of about 150 to 200 institutions the opportunity to aggressively hire top faculty and staff, while much of the rest of higher education works to avoid layoffs.

How states decide to allocate funding. State budgets were in chaos during the beginning of the pandemic but quickly stabilized thanks to federal support and stronger-than-ex-

THE REVIEW ESSAY



WELCOMES THE
2022 PETER P. AND MARGARET A. D'ANGELO
CHAIR IN THE HUMANITIES



LISA GAIL COLLINS, PH.D.

Dr. Collins, Professor of Art History, Africana Studies, and American Studies on the Sarah Gibson Blanding Chair at Vassar College, is one of the foremost experts on interdisciplinary American art, social, and cultural history with an emphasis on Black lives. Reflecting her interdisciplinary approach, her research interests encompass art and art-making as social practice and community building; movements

for social justice; communities of creativity and care; art, activism, and everyday life; quilt studies; and studies of loss, grief, and mourning.

This semester, Dr. Collins is teaching an undergraduate and graduate interdisciplinary seminar, **New Futures: Art and Activism**, focusing on exploring the creative activism of artists of color based in the US and examining ways visual artists and other cultural workers engage urgent issues of our time. She will also deliver two public lectures, both entitled "**Love Lies Here: Grief, a Quilt, and the Community of Gee's Bend, Alabama**," on the Queens and Staten Island, NY, campuses.

Queens Campus

Monday, April 4, at 1:50 p.m. in the D'Angelo Center, Room 206

Staten Island Campus

Tuesday, April 5, at 12:15 p.m. in the Kelleher Center, Kiernan Suite

For additional information, please contact Patricia A. Marchia, Executive Secretary, St. John's College of Liberal Arts and Sciences, at 718-990-6272 or marchiap@stjohns.edu.

Established in 2007, the Peter P. and Margaret A. D'Angelo Chair in the Humanities promotes excellence in teaching and scholarly exchange.

M1-1348VC



Robert Kelchen

is a professor and head of the department of educational leadership and policy studies at the University of Tennessee at Knoxville.

flation in many states. The small number of colleges with large endowments can use a portion of those funds to cover increased salaries.

The other main revenue source for colleges is tuition. Tuition increases have slowed across the board in recent years as a result of concerns about rising student debt, questions about the value of higher education, and limits imposed by state legislatures or higher-education agencies. In a period of weak demand for higher education, it is hard to expect that most colleges will be able to raise tuition by a sizable amount unless it is fully offset by increases in financial aid. This means that most colleges' budgets will be squeezed as increases in expenses outpace increases in revenues.

A final consideration regarding inflation is that interest rates are likely to rise considerably in the near future. Higher interest rates translate into higher borrowing costs for colleges looking to issue bonds to finance construction projects. This further reduces colleges' financial flexibility and may force some to scale back or postpone plans.

The financial picture of much of higher education looks better today than could have been expected at the beginning of the pandemic. But many colleges still face significant financial headwinds that will lead them to make difficult decisions in coming years.

pected tax revenues. As a result, most states avoided large cuts in the 2021 fiscal year, and were able to provide an 8.5-percent increase in state support for higher education in fiscal-year 2022. The early signs for the 2023 fiscal year, which begins in July in most states, are promising. This has the potential to help reduce the effects of decreased enrollment at many community colleges and regional public universities.

But with memories of 2020 fresh in the minds of many policy makers, states are hesitant to make large commitments to permanently increase higher-education funding. Instead, they are proposing large pools of one-time funding to support capital projects, tackle deferred maintenance, or provide bonuses for employees instead of base salary increases. For example, Tennessee's Republican governor proposed \$1.2 billion in capital funding, including \$250 million in facilities support for Tennessee State University. This would partially make up for a long history of underfunding the historically Black university, but it comes with no guarantee of recurring support.

While the funding picture for public colleges is generally good for now, that could change in the next few years. Another year of strong state tax revenues may lead states to rethink their spending priorities. Conservative states are likely to consider tax cuts, which will permanently reduce state general-fund revenues and constrain future higher-education spending. Liberal states might not cut taxes, but they may choose to increase spending on elementary and secondary education, health care, or other priorities that could squeeze higher education in the future.

Inflation. For people under 40, inflation had been a concept better suited for the history books than everyday reality. Then 2021 happened, and the Consumer Price Index rose at a clip of 7 percent. This level of inflation scrambles everyone's thinking, with significant implications for higher education. Virginia Tech imposed a rare \$200 midyear increase in student meal plans to help cover rising wages and food costs, and it left students scrambling to come up with the additional funds.

Faculty, staff, and student employees generally expect raises in line

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44TH PRESIDENT OF THE UNITED STATES
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Wednesday, Thursday, Friday
April 19, 20, 21, 2023
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Call for Papers

For a scholarly assessment of the Presidency of Barack Obama, we invite submission of paper proposals on the topics listed below or topics closely related. Other topics also will be considered as programming permits.

Papers will be selected for presentation at the conference as well as for potential publication based on the depth and originality of perspective on the subject. Previously published material will not be considered and should not be submitted.

A one-page abstract (500 words) and curriculum vitae should be submitted via e-mail to hofculctr@hofstra.edu by February 28, 2022.

The Hofstra program committee will review paper proposals and announce accepted selections in Spring 2022. Papers will be due in January 2023 to ensure discussants have sufficient time to review before the conference. Papers should not exceed 20 double-spaced pages (approximately 6,000 words), excluding notes. For a list of paper topics, visit hofstra.edu/obama

For information on prior presidential conferences, please see hofstra.edu/presidential-conferences.

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Give Students the Grace We All Need

Six ways faculty members can support students without exhausting themselves.

"OVERWHELMED" CAME UP most often. "Worried" and "stressed" were tied for second. "Trying" was the outlier.

Those responses emerged last fall when one of us (Nicole) asked students to describe — in a word — how they felt to be back in class following the suicides of two undergraduates. The class that day was scheduled to discuss a heavy reading on slavery and science, and Nicole wasn't sure if her students were up to it. Taking a moment to ask them made two things clear: They were struggling, but they wanted to move forward together.

The same could be said of many students on many campuses in the nearly two years since Covid entered our lives. We are in the midst of a mental-health crisis. If you taught in the fall semester, you no doubt saw evidence of it in your interactions with students and in their emails about late assignments or missed class periods. Indeed, during the pandemic, young adults have experienced disproportionately elevated rates of stress, depression, and anxiety. Many students are struggling with sleeplessness, loneliness, hopelessness, and disruptions in their development, as well as trauma, grief, and financial distress, all of which undermine their well-being and their efforts to focus, learn, and perform in class. Some faculty members are experiencing these challenges, too.

None of us has lived through a global coronavirus pandemic before. Our first- and second-year undergraduates have yet to experience a "normal" semester of college. Getting "back to normal" may not be a realistic or well-reasoned goal. But as faculty members, we have an opportunity to help: We can give grace and support to our students and ourselves through this uniquely taxing time.

Giving grace has been a go-to catchphrase since 2020. What it usually means is kindness and compassion. Indeed, many faculty members have already been giving grace

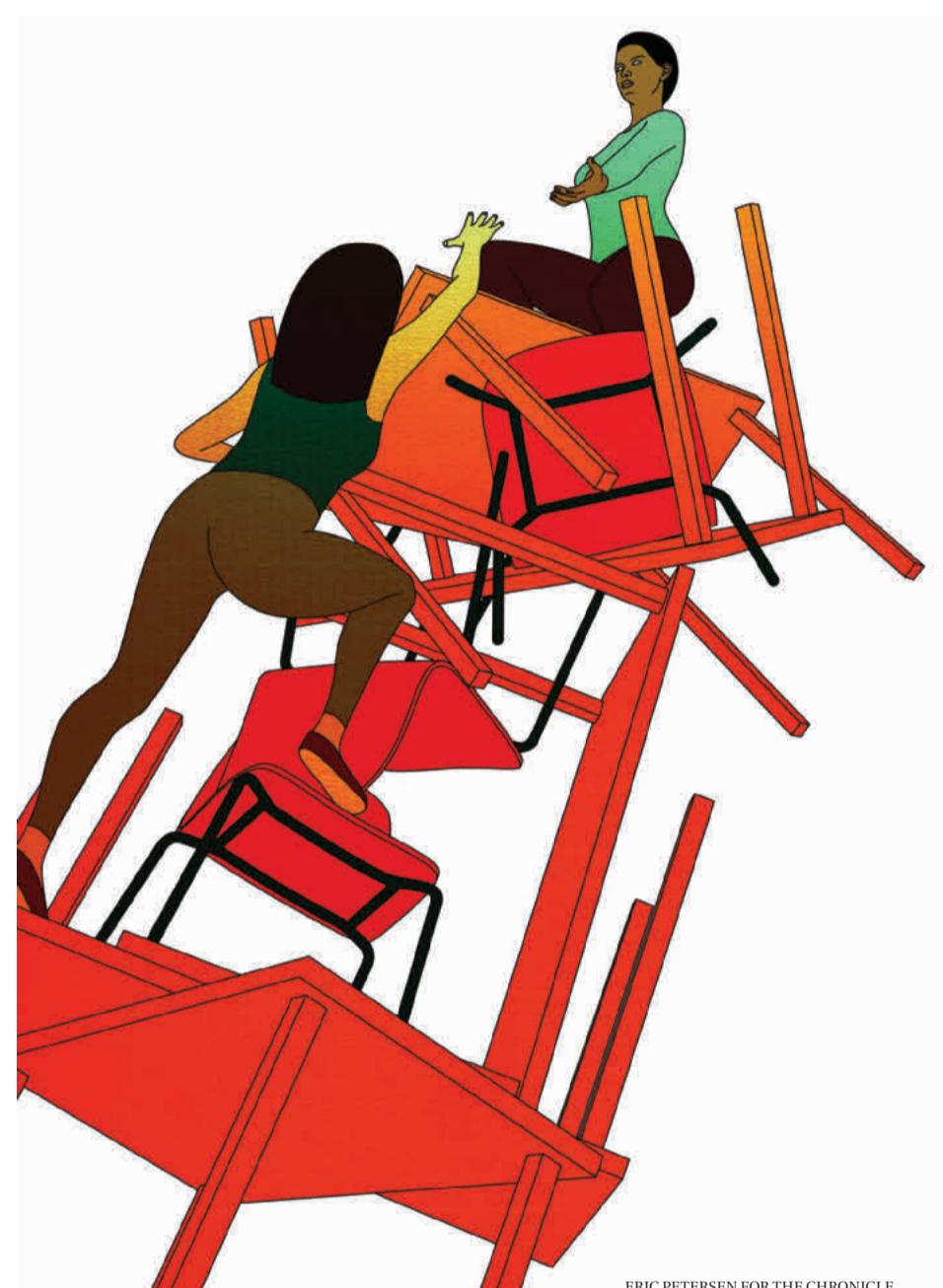
by adapting our courses to be more flexible, incorporating wellness activities into class, and discussing mental health with students. Yet such efforts can be depleting and have not been equitably distributed among faculty members. As is often the case with advising and mentoring, women and faculty of color have shouldered disproportionately greater burdens in the pandemic, providing support and care to students. Likewise, untenured and contingent faculty members often teach large courses, for which the logistics of accommodating students' needs can be significant and overwhelming.

So as a new semester gets underway, how can already stressed faculty members give grace without exhausting ourselves in the effort?

Drawing on motivation research in educational psychology, as well as principles from positive education and trauma-informed pedagogy, we share the following ideas for how to adapt your teaching to promote flexibility, develop a welcoming classroom climate, and foster a more supportive and inclusive culture. Consistent with a pedagogy of kindness, our position is that compassion and kindness are foundational to effective teaching. Some of these ideas are light lifts that could be used at any point, while others involve more effort and could be incorporated as you plan your semester.

Have a ready list of where they can find help. Some students don't know where to start looking. Lean on the resources and expertise that are available to get students through a crisis, learn new coping strategies, and develop resilience. Connect students with the office of the dean of students when there's an emergency or hardship. Share links to mental-health and crisis resources, both on campus and locally, on your syllabus, on the course website, or in lab manuals. Include national resources, too, such as the following:

ADVICE



ERIC PETERSEN FOR THE CHRONICLE

- The CDC's suggestions for managing stress.
 - The Crisis Text Line, which they can access at any time by texting HOME to 741-741.
 - The National Suicide Prevention Lifeline (1-800-273-TALK), which is confidential and available 24/7.
 - For long-term psychotherapy, encourage them to find a therapist.
 - A few words can speak volumes. Tell students — in an email or a note in your learning-management system (LMS) — that you're concerned about their well-being, and that you understand it goes hand-in-hand with their academic success. Consider how you might state this in your initial communications, such as on your syllabus.
 - Touch base with them regularly. Check-ins via a Google form or a polling system (like Poll Everywhere) are an opportunity for students to ask for support and to tell you what they're thinking about the course and what adjustments might support their
- Let students know you care.** Don't assume they know — be explicit and genuine. By helping them feel connected and welcome in your class, you signal that you see yourself as a partner in their learning and development. For example:

learning. Make the check-ins anonymous but give students the option of sharing their identity when they want you to follow up with them.

■ At the same time, care for yourself. Set boundaries to support your own well-being and prevent burnout. For example, set regular work hours, place limits on your daily email time, or find other ways to promote a sense of balance. And ask for help when

ing students to crowdsource their notes is beneficial, even for those who were in class but missed or misunderstood a discussion point.

■ Participation. Some students haven't had a traditional classroom experience in nearly two years and may need to be coached to participate in discussions. If students miss class or struggle to speak up, consider offering other ways for them to demonstrate

foster a more inclusive classroom culture:

- Try flipping a few class periods to encourage student-led discussion or debates.
- Embed collaboration, small-group discussions, and peer-review or other team-based activities to increase engagement and help foster a sense of community in your class.
- Provide prompts that allow students to get to know one another before diving into a task. For example, for small-group work, ask the students to appoint one member as reporter based on some personal characteristic: like the person who woke up the latest, or who has or had the largest pet.

Leverage their values and goals. Help students identify how course content is connected to their own lives and opinions. That not only promotes interest and sustains motivation, but also fosters an inclusive climate in which students know they belong. For instance:

- Create essay, short-answer, or other assignments in which students apply course material to their own lives or to solving an issue they care about.
- Build in time to ask students about your course, and invite them to suggest ideas about why the subject matters. Sometimes we assume that the relevance and importance of what we teach is obvious when it's not at all clear to students.
- Share why the course matters to you, too. This is an opportunity to connect with your students and help them see what you find so exciting and meaningful about your research and discipline.

In giving grace to our students and ourselves, we model for them how to adapt to a challenging circumstance and lead with compassion and kindness.

Certainly the pandemic has exposed and exacerbated many physical- and mental-health challenges and disparities. Perhaps the best way that we as faculty members can counter those challenges and disparities is by revising our own teaching policies and practices to better support our students and ourselves. ■

Let us model how to adapt to a challenging circumstance and lead with compassion and kindness.

you need it. Taking care of yourself offers students a model of how to manage multiple responsibilities and protect our well-being.

Maximize the flexibility of your course policies. Re-examine your policies on things like attendance and late work. Being more flexible might well help students learn the content or skills better.

- Late submissions. Instead of penalizing or rejecting late submissions, why not give students a grace period and allow them to complete the work, develop the skill, or acquire the knowledge? Some faculty members offer "oops tokens" or staggered due dates or due-date "windows" in order to be flexible without imposing the logistical challenge of working out the details for students individually or requiring them to disclose their reasons.
- Attendance. Yes, it's important, but is your attendance policy really helping students meet the learning objectives of your course? When students miss class and reach out, resist the temptation to assume bad intentions and be punitive. What can you do to help them learn what they've missed? If you don't feel comfortable sharing notes, slides, or recordings of class, could you arrange their access to those materials via a classmate? Encourag-

their participation, such as submitting a few written discussion questions or engaging in small-group discussions.

Build a flexible course plan, too. Life doesn't stop for school. Baking flexibility into your course plan will benefit your students and you, leaving you better prepared for the inevitable interruptions or bumps in the road.

- Prioritize your learning objectives. Rather than overwhelm students (and yourself) by trying to cover everything, stay focused on the most important aspects of the course and allow sufficient time to work through them. Maybe you can't do all the things on your list, but you can do many of them really well.
- Include one or two flex days in the semester. Use them to accommodate unforeseen events or to allow everyone to catch up, review content, practice skills, or just pause. Before a major test or assignment is due, schedule a TBD (to be decided) day. You'll never regret giving yourself and your students this buffer.

Reimagine classroom culture. Particularly after a prolonged period of Covid-related isolation, students need—and want—connection. Plenty of class activities help students build relationships with one another, and also improve learning outcomes. Done thoughtfully, these strategies can also



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CAREERS

A Better Way to Improve Faculty Diversity

Colleges must go beyond vying for the same small group of minority scholars.



STEPHANIE DALTON COWAN FOR THE CHRONICLE

COLLEGES HAVE PROMISED for years to do more to expand the number of Black faculty members in their ranks. The numbers are stark. While 14 percent of undergraduate students are Black, only 6 percent of full-time faculty members are. The National Science Foundation reports that the percentage of total doctorates awarded to Black students increased by only one percentage point from 2006 to 2016, to 7 percent.

The data suggest that it will be a long time before faculties look like the rest of America.

At institutions across the country, faculty members have increasingly indicated that they aren't willing to wait. At the University of Kentucky, the program in African American and Africana studies sent a letter to the president calling for an increase in Black instructors from their current 3.7 percent of the faculty to 15 percent, reflecting the Black population of Lexington, Ky. Similarly, at Georgia State University, which has about 54,000 students, more than 200 Black faculty members signed a letter advocating for better representation.

The good news is that colleges have shown a willingness to take meaningful steps. At our university, for example, the president announced the formation of a Task Force on Anti-Racism and Inclusive Excellence. George Mason, for whom the university is named, enslaved more than 100 people, so dealing with this issue is long overdue. One charge to the task force is to establish equity advisers in every academic department. Among their responsibilities is to "participate in faculty recruiting by approving search-committee shortlists and strategies, and raising awareness of best practices."

Individual efforts like that are important, but our goal in higher education should be to increase the number of Black faculty members over all, not just at our own institutions. Given the minimal increases in the number of new doctoral degrees awarded to Black men and women, as well as the lack of any meaningful growth in the number of Black as-

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sistant professors, this goal will never be realized. If we are recruiting Black faculty members for one campus merely by pursuing them on other campuses, overall numbers will not change. We're only robbing Peter to pay Paul.

So how can a college increase its number of Black faculty members without depleting the pool of minority educators at other institutions? We offer the following approaches.

First, institutions should reform their recruitment and retention methods. That means no longer relying on familiar networks or limiting hires to candidates with elite pedigrees. The College of Arts and Sciences at Emory University has found success with cluster hiring — the practice of hiring multiple faculty members across disciplines around common research topics. The university has increased its number of faculty members from historically excluded backgrounds threefold since the hiring program began, in 2016.

Following Emory's lead, the University of Michigan at Ann Arbor announced a plan in 2020 to hire 20 tenured and tenure-track faculty members through 2024 as part of an antiracism initiative



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Mark J. Rozell

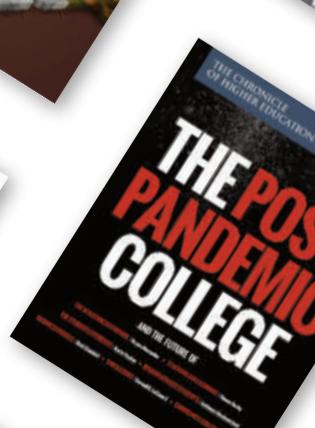
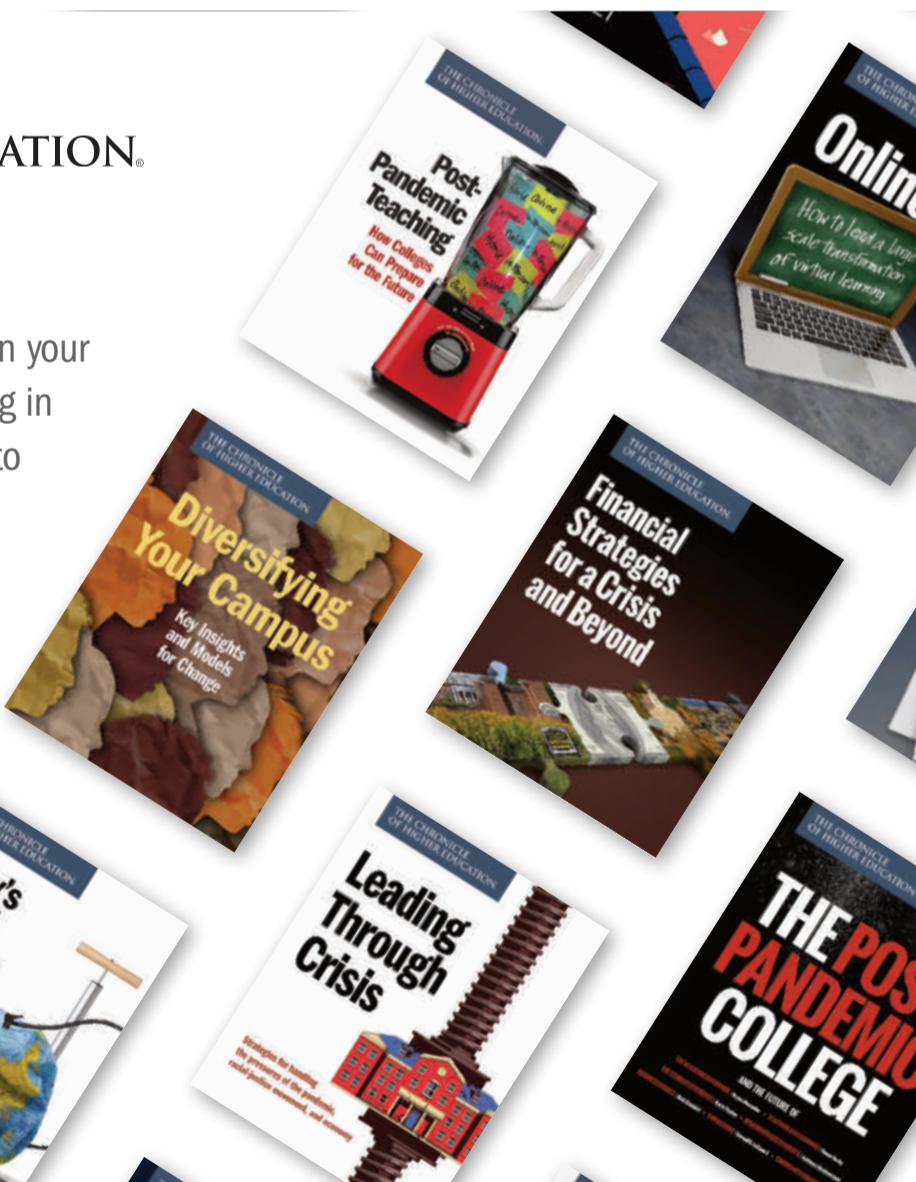
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based on cluster hiring. The university will hire scholars of color in different fields to collaborate in applying interdisciplinary approaches to dismantling racism. Similarly, in 2020, the University of California at San Diego said it would hire 12 new faculty members as part of an interdisciplinary cluster to increase diversity.

More colleges should pursue strategies like that, while thinking of creative ways to work with government agencies to achieve recruitment goals. Two years ago, the National Institutes of Health announced a \$241-million program to help a dozen universities and medical schools attract diverse faculty members over the next nine years. The program aims to build institutional capacity to select and retain world-class, interdisciplinary talent as a cohort rather than relying on ad hoc faculty replacements, as in traditional faculty recruitment. Such large, targeted investments have the potential to make a noticeable impact.

Second, colleges should expand the pipeline of minority faculty members by increasing financial

A dearth of Black faculty members may signal to students that their representation does not matter, harming retention and finances.

and professional-development support for graduate students and postdoctoral scholars from minority communities. Providing incentives to pursue doctoral studies as well as dedicated professional mentoring can help build the next generation of diverse faculty members.

Third, colleges should reinvest in themselves by creating antiracist interdisciplinary-research centers and programs. They should hire dedicated faculty members to develop and direct them, and recruit diverse Ph.D. students and postdocs to conduct research and promote outreach. Through such professional-development, leadership, and

networking opportunities, institutions can create an inclusive culture while supporting the academic and professional success of their Black faculty members, postdocs, and graduate students.

Finally, universities should award funding to their colleges and departments based on those programs' success in recruiting, retaining, and promoting Black faculty members. This is important because a dearth of Black faculty members may signal to students that their representation does not matter, which may harm student retention and the institution's financial security.

Any efforts to expand the number of Black faculty members must go hand in hand with similar efforts for Black students, as well as efforts to improve the atmosphere in which they work. As difficult as it is to face those issues, now is the time. We do not want to find out, years later, that our attempts today to improve higher education's diversity for future generations were too modest to make a real difference. ■

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Characterized by its close-knit and intellectually curious community, Carleton enrolls just under 2,000 undergraduate students who forge their own definitions of success, would prefer to collaborate than compete, and are encouraged to explore bold paths. Across 45 academic departments and programs, Carleton's approximately 250-member faculty consists of accomplished teacher-scholars actively engaged with a bright, highly motivated, and increasingly diverse body of students. Faculty and students alike have garnered national attention for scholarship; Carleton has produced two Rhodes Scholars, seven Marshall Scholars, and six Churchill Scholars, and students regularly win Fulbright, Watson, National Science Foundation, and other fellowships. In recent years, the College has made significant strides toward becoming a more diverse and inclusive community, with nearly 30 percent of students identifying as students of color.

Reporting to President Alison Byerly, the Provost serves as a pivotal member of the College's senior team and is the point person overseeing the College's academic mission and programs. The Provost's areas of oversight include Academic Advising; Academic Departments and Programs; Athletics and Recreation; the Animal Colony; Arboretum; the Centers for Community and Civic Engagement, Language, Learning and Teaching, and the Quantitative Resource and Science Education Resource Center; the College Writing Program; the Arts; Educational Research; IT; the Library and Archives; Off-campus Studies; the Registrar; Student Fellowships; and the Teaching Museum and Collections. The Provost chairs the Budget Committee, manages a \$73 million budget, and the Office of the Provost partners with and supports Carleton's faculty, staff, and students both within and outside the classroom.

The ideal candidate will demonstrate a collaborative leadership style and deep commitment to shared governance, along with significant experience in the classroom working directly with and teaching undergraduate students. Furthermore, the next Provost will be a skilled administrator passionately committed to liberal arts education and possessing experience in advancing diversity, equity, inclusion, and anti-racism on campus. They will hold a Ph.D. in a department or program housed at Carleton College, and preferably will qualify for appointment as full professor.

For best consideration, please send all nominations and applications to:



**Shelly Weiss Storbeck,
Global Education Practice Lead
and Managing Director
Anne Koellhoffer, Senior Associate
CarletonProvost@StorbeckSearch.com**

For more information, please visit Carleton College's home page at carleton.edu.

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This person will embrace our identified priorities (www.muskegoncc.edu/presidential-search/) and demonstrate the ability to manage them for the benefit of the College and the community.

As an Achieving the Dream Leader College, MCC's nationally recognized commitment to student success unites its faculty and staff in their mission to prepare students, build communities and improve lives.

- Ranked #19 of the Best Community Colleges in the U.S. in 2021
- Newly constructed and recently renovated multimillion-dollar facilities include the Health and Wellness Center, Science Center, Art and Music Building, Carr-Fles Planetarium, Sturrs Technology Center, Rooks|Sarnicola Entrepreneur Center, and Lakeshore Fab Lab
- Accredited academic programs leading to 54 associate degrees and 32 certificates
- Full-time equated student enrollment of approximately 2,800 and unduplicated head count of approximately 5,500
- Annual operating budget (general fund) of \$39.9 million
- Employs approximately 220 full- and part-time staff as well as a significant number of adjunct faculty

For more information on how to apply visit: www.muskegoncc.edu/presidential-search/

MCC is an equal opportunity employer and welcomes all as we are.



Drake UNIVERSITY

Drake University Faculty Position for Fall 2022:

Review of applications will begin Feb. 14 and will continue until position is filled. To learn more about Drake University and the opportunity, please visit <https://www.drake.edu/hr/>.

Drake is an equal-opportunity employer (EEO).

College of Arts & Sciences: Assistant Professor of Mathematics, PhD required in mathematics or related field. FT. TT.

PEPPERDINE UNIVERSITY

Dean of the Pepperdine Graziadio Business School

Pepperdine University invites nominations and applications for the next Dean of the Pepperdine Graziadio Business School.

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership. Pepperdine is ranked in the top 50 of national universities by *U.S. News & World Report*. Pepperdine enrolls approximately 10,000 students in its five colleges and schools with approximately 450 full-time faculty and 1,100 full-time staff. In the coastal community of Malibu, California, Pepperdine hosts undergraduate and graduate programs on an 830-acre campus that has been ranked the most beautiful campus in the nation by *The Princeton Review*. Pepperdine has four additional graduate campuses in the U.S., six international campuses, and additional academic programming on six continents.

For more than 50 years, the Pepperdine Graziadio Business School has been developing values-centered leaders and advancing responsible business practice within the context of Christian higher education. As a top-ranked, private university, Graziadio offers a wide range of business programs for every stage of students' professional development. The mission of the Pepperdine Graziadio Business School is to promote transformational learning, create applied knowledge, and equip students to become Best for the World leaders and entrepreneurs.

Pepperdine now seeks an individual with a record of distinguished achievement who demonstrates the ability to manage a complex enterprise and provide outstanding leadership to the Pepperdine Graziadio Business School. The next Dean will lead the school's fundraising efforts in pursuit of achieving the school's Aspire 2025 Strategic Vision.

Reporting to the Provost, the Dean serves as the chief executive officer of Graziadio. In that role, the Dean is primarily responsible for overseeing the school's fiscal resources. In concert with the faculty leadership, the Dean ensures academic excellence by fostering curriculum development and supporting student learning and achievement.

Please visit <https://carterbaldwin.com/opportunities/pep-dgraz/> to learn more.



Pepperdine is an Equal Employment Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal, state, or local law. Pepperdine is committed to providing a work environment free from all forms of harassment and discrimination. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the University. For more information about Pepperdine University visit <https://www.pepperdine.edu/>.

Assistant Professor in English

Buffalo State, State University of New York, seeks candidates for the position of **Assistant Professor in English**.

The English Department and College Writing Program at SUNY Buffalo State invites applications for a tenure-track Assistant Professor position in English with appointment to begin in Fall 2022. As a teaching institution, Buffalo State expects faculty to be productive in the areas of teaching, scholarship, and service. Teaching load includes predominately first-year composition courses in the College Writing Program with some undergraduate courses in the Writing major and technical writing certificate. The appointee will also engage in scholarly research and/or creative activity, advise students, participate in department, program, college, and community service, as well as assist with the development and support of the College Writing Program, its faculty, curricula, and first-year student retention initiatives. We are a program committed to antiracist pedagogies and curricular innovations, and we seek a colleague who will contribute to facilitating constructive dialogues in the classroom and community to inspire responsible, socially engaged citizenship.

Required Qualifications:

- Earned Ph.D. in Rhetoric and Composition by the date of appointment;
- A record of scholarly activity in Rhetoric and Composition, and/or professional and technical writing;
- Evidence of successful, high-quality teaching; and justice;
- Demonstrated commitment to social justice, diversity, equity, inclusion, and accessibility in teaching, research, and/or service.

Preferred Qualifications:

- Training and/or experience in composition pedagogy best practices, faculty professional development, and/or writing program or WAC/WID administration;
- Experience teaching undergraduate and/or graduate courses in technical communication, particularly courses with a focus on grant writing or social/new media;
- Experience implementing antiracist and inclusive practices in the service of social justice and equity (e.g. assessment models, retention initiatives, policies for linguistic);
- Experience teaching in digital environments (incl. synchronous and asynchronous).

Qualified applicants may apply online at <https://jobs.buffalostate.edu/postings/5927>



Buffalo State is an affirmative action/equal opportunity employer and committed to respect for diversity and individual differences.

R. WILLIAM FUNK & ASSOCIATES



UNIVERSITY OF
SOUTH ALABAMA

PROVOST AND SENIOR VICE PRESIDENT

The University of South Alabama (USA) announces a nationwide search to select an innovative and accomplished leader to serve as the Provost and Senior Vice President for Academic Affairs. USA is an academic community that supports and challenges its members to become engaged citizens of the Gulf Coast region and the world. Founded in 1963 in the beautiful and diverse Gulf Coast city of Mobile, the University is seeking a Provost who will collaborate with the University's new President to further its positive trajectory and commitment to excellence in teaching, research, service, and healthcare.

Reporting to the President, the Provost is the chief academic officer of the University and is responsible for oversight of eight schools and colleges and a comprehensive range of campus-wide support services including Student Access and Success, the Registrar, the University Libraries, the Office of Institutional Research, the Innovation in Learning Center, Health Simulation, and Enrollment Management. The Provost is responsible for programs, policies, budgets, and planning in the areas mentioned above and is charged with managing faculty recruitment and development as well as promotion and tenure. The Provost also works closely with the Vice President for Medical Affairs/Dean of the College of Medicine to coordinate efforts related to the preparation of health care professionals.

USA is seeking candidates who possess: an earned doctoral degree as well as a record of distinguished teaching, research and scholarship with credentials commensurate with appointment as full professor with tenure; progressively responsible administrative experience, including experience as a dean or a position of comparable responsibility at an institution of similar size and complexity; a talent for innovation; a philosophy that fully embraces diversity and global communication among students and faculty; effective communication skills, a collaborative leadership style, and a reputation as a team-builder with the vision to move an institution forward within its defined mission; the confidence to make strategic decisions in a fast-paced, dynamic academic setting; versatile problem-solving talents, and the ability to be creative and proactive in budget planning.

While applications and nominations will be accepted until a new Provost is selected, interested applicants are encouraged to submit their materials to our consulting firm at the address below by March 15, 2022, to ensure optimal consideration. Candidate materials should include a letter of interest and current resume. Please address materials to:

USA Provost Search
R. William Funk & Associates
2911 Turtle Creek Boulevard - Suite 300
Dallas, Texas 75219
Email: krisha.creal@rwilliamfunk.com

The University of South Alabama is an EO/AA employer and does not discriminate on the basis of race, color, national origin, sex, pregnancy, sexual orientation, gender identity and gender expression, religion, age, genetic information, disability, or protected veteran status.

THE UNIVERSITY OF
ALABAMA[®] | College of
Education

ANNOUNCEMENT OF POSITIONS

TENURE-TRACK POSITIONS

Department of Kinesiology

Assistant Professor of Exercise Science

Department of Special Education and Multiple Abilities

Assistant Professor of Special Education-Early Intervention/Early Childhood
(Positions begins August 16, 2022)

Further information about The University of Alabama is accessible at <http://www.ua.edu>. Information about the College is accessible at <http://education.ua.edu>. Questions regarding these positions can be directed to Amanda Dobbins at ahdobbins@ua.edu.

Application Process: Please apply online at <https://facultyjobs.ua.edu>. Tenure Track Position: A letter of application and vita are required to complete the online application process. You have the option to include a cover letter and/or list of names, addresses, and telephone numbers of three references.

*The University of Alabama is an Equal Opportunity/Affirmative Action employer and the College of Education actively seeks diversity among its faculty and staff.
Women and minority candidates are strongly encouraged to apply.*

COLUMBUS STATE
COMMUNITY COLLEGE

INTRODUCING OUR Faculty Search

**seeking tenure-track &
annually contracted faculty
to join our team for AU22.**

learn more at

csc.edu/facultysearch

Chair, Department of Medical Social Sciences

Northwestern University Feinberg School of Medicine invites applications and nominations for the position of Chair of the Department of Medical Social Sciences. The new Chair will report directly to the Dean of the medical school. In this role, the Chair is responsible for oversight of the academic, research, and administrative affairs of the Department. This includes responsibility for building and maintaining world-class programs in translational, clinical, and outcomes research. Recruiting, developing, and retaining outstanding academic investigators is also an important responsibility of the Chair.

The Department of Medical Social Sciences leverages the social sciences, such as psychology, sociology, anthropology and economics, to forge innovations and effective applications of those innovations to improve the health of the community and society.

The Department is one of the premier departments in the country and is home to over 60 faculty with research interests that include patient-reported outcomes, outcomes science, health outcomes measurement, developmental mechanisms of health and disease clinical trial design and interpretation, and qualitative and quantitative analytic methods. Natural partnerships across the University, including with the Institute for Public Health and Medicine and Department of Preventive Medicine, create a rich research environment that encourages collaboration.

Principal Investigators appointed through the Feinberg School of Medicine are supported by \$610.4 million of annual research funding.

The successful candidate will have training in a field relevant to the medical social sciences with

a PhD and/or MD or equivalent, a national and international reputation as an expert and leader in their discipline, significant sponsored research funding, and qualifications for appointment as a professor.

Interested faculty should email their CV and a brief personal statement describing their interest in and qualifications for the position to:

Dr. Ila Allen
Recruitment Coordinator
msssearch@northwestern.edu

Applications will be taken until the position is filled.

Northwestern requires all staff and faculty to be vaccinated against COVID-19, subject to limited exceptions. For more information, please visit our COVID-19 and Campus Updates website.

The Northwestern campus sits on the traditional homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Miami and Ho-Chunk nations. We acknowledge and honor the original people of the land upon which Northwestern University stands, and the Native people who remain on this land today.

Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes, including veterans and individuals with disabilities. Women, racial and ethnic minorities, individuals with disabilities, and veterans are encouraged to apply. Click for information on EEO is the Law.

Northwestern Medicine®
Feinberg School of Medicine



Term Faculty (Non-Tenure Track) JOUR & MCS (21-22)

The College of Communication is seeking candidates for a non-tenure track, full-time faculty position teaching courses across disciplines, including in Journalism and Media and Cinema Studies.

DePaul University is committed to recruiting diverse faculty to complement the diversity of its student body and Chicago area communities.

The candidate must have demonstrated experience in teaching and mentoring students on project work based on constructive feedback. Post-secondary classroom teaching experience highly desired.

Apply: <https://apply.interfolio.com/101524>

DePaul University is an Equal Opportunity / Affirmative Action employer.



Assistant Professor of Biology (One-Year, Temporary)

The Biology Department of Saginaw Valley State University invites a diverse pool of applicants for a one-year temporary assistant professor position in the College of Science, Engineering, and Technology. The department is seeking candidates with expertise in Genetics, especially those with a background in human genetics or population genetics. A Ph.D. (or ABD) in Biology, or related field, is required and the successful candidate will be expected to develop a meaningful research program with undergraduates. A commitment to excellence in teaching is essential, and prior teaching experience at the undergraduate level is highly desirable. The College of SE&T is committed to fostering an inclusive and equitable environment in which all students can thrive. Candidates with experience working with diverse populations, including first-generation students, are especially encouraged to apply. For complete list of requirements, further information, and to apply for this position, please visit www.jobs.svsu.edu. **Applicants must apply on-line.**

Saginaw Valley State University is an EO/AA employer.

ARCHITECTURE**USC Architecture Citizen Architect Fellow**

University of Southern California
Applications open for two-year postgraduate fellowship (2023-2024). For more info: <https://arch.usc.edu/jobs>.

CIVIL ENGINEERING**Assistant Professor of Civil Engineering**

Embry-Riddle Aeronautical University

Teach classes and conduct research focused on environmental engineering with an emphasis on sustainability and the resilience of systems; advise students; provide service to academic department, university and community. Requires: Doctorate in related field. Send resume to: Wendalyn Prather, Senior Recruiter - HR, Embry-Riddle Aeronautical University, 1 Aerospace Blvd., Daytona Beach, FL 32114

COMMUNICATIONS**Assistant Professor of Communications (Journalism)**

California State University, Dominguez Hills

Assistant Professor of Communications (Journalism) starting Fall 2022. Master's in mass communication or closely related field, demonstrated success/ potential to teach journalism courses with emphasis on broadcast journalism, and experience in teaching undergraduates and in professional broadcast journalism. For full consideration apply by Mar. 3, 2022: <https://www.csudh.edu/hr-career-opportunities/>

ECONOMICS**Visiting Assistant Professor of Economics**

Bryant University
Visiting Assistant Professor of Economics Bryant University Bryant University seeks to fill a two-year Visiting Assistant Professor of Economics position, beginning August 1, 2022. The successful candidate will have a strong commitment to excellence in teaching, scholarly research, and departmental and university service. We are looking for a candidate with an Applied Microeconomics background specializing in Health Economics/Econometrics. We are looking for an early-career candidate, who received a Ph.D. in Economics within the last three years. ABD with completion expected by June 2022 will also be considered. Bryant University will begin reviewing applications immediately and will be conducting interviews both on campus and via teleconference early in 2022. At the discretion of the Search Committee and Department, this position posting may close once a sufficient number of qualified applications have been received. To receive full consideration, interested persons must apply electronically. For detailed information and to apply for this position, please visit <https://employment.bryant.edu/postings/2829>

EDUCATIONAL PSYCHOLOGY**Instructor**

Mississippi State University
Instructor. Teach Educational Psychology and related courses, advise students, and perform faculty service. PhD or ABD, Educational Psychology or related field by start date. Interested persons should send a cover letter and CV to: dgadke@colled.msstate.edu or Daniel Gadke, Department of Counseling, Educational Psychology, and Foundations, Mississippi State University, Mississippi State, MS 39762.

ENTOMOLOGY**Endowed Chair of Tree Fruit Entomology and Integrated Pest Management, Open Rank**

Washington State University
The Department of Entomology at Washington State University (WSU) is seeking a faculty member to develop an innovative research and extension program in tree fruit IPM. This is a 12-month, tenured/tenure-track position to begin July 1, 2022, or as negotiated, at the Tree Fruit Research and Extension Center in Wenatchee, WA. Responsibilities include development of an externally funded, nationally, and internationally recognized research and extension program focusing on the pest problems facing the Washington tree fruit industry. This program should emphasize the development of behaviorally based tactics for IPM, with a balance of basic and applied science that will be published in high-impact peer reviewed journals. Outreach and engagement with the tree fruit industry is essential to success. The successful applicant will be expected to support and mentor a diverse group of Entomology graduate students and post-doctoral scholars and contribute to the graduate teaching program. Also integral to the candidate's success is building collaborations with colleagues at WSU, USDA-ARS, and peer institutions in disciplinary and interdisciplinary teams. Required: earned Ph.D. in Entomology or closely related discipline, expertise in IPM, demonstrated record in research, extension, program leadership, extramural funding, teaching and commitment to diversity, equity and inclusion. Screening of applications will begin February 21, 2022 and the position will remain open until filled. To apply, visit hrs.wsu.edu/jobs. Applications must include the following: 1) cover letter; 2) curriculum vitae; 3) diversity statement (for guidelines, see : <https://hrs.wsu.edu/wp-content/uploads/2020/02/Guidelines-for-Contributions-to-Equity-Diversity-and-Inclusion-Statements-1.pdf>); 4) names and contact information of three people willing to serve as references. The cover letter should address all the required and preferred qualifications and include your experience, expertise, and vision for this position. For additional information, visit the following websites: WSU CAHNRS <https://cahnrs.wsu.edu/> and <https://entomology.wsu.edu/>. EEO/A ADA.

FAMILY MEDICINE**Assistant Professor**

University of Michigan

The University of Michigan (Ann Arbor, MI) Medical School's Department of Family Medicine seeks a tenure-track Assistant Professor to build a high-level research program regarding health equity and disparities that studies the impact of racism in medicine and develop programs to address and eliminate this bias; work as a core member of the Department's Michigan Mixed Methods Program, including providing mixed methods expertise as a team member on other investigators' projects; identify and apply for external funding; contribute to the Department's teaching programs, including teaching and mentoring students and residents in health equity and disparities and mixed methods; and work collaboratively across the Department of Family Medicine, Michigan Medicine and the University of Michigan as well as with colleagues at other institutions. Telecommuting permitted. Requires Ph.D. in Community Health Services, Public Health, or closely related field. Send CV to bieber@umich.edu. The University of Michigan is An Affirmative Action - Equal Opportunity Employer.

FINANCE**Assistant Professor of Finance (North Andover, MA) Merrimack College**

Assistant Professor of Finance (North Andover, MA): Tenure-track; Teach courses regarding finance; Counsel and assist students in the department; Substantial involvement in scholarly activities and college service. REQS: Doctorate in Business Administration, Finance, or any foreign equivalencies; Experience (which may be concurrent and gained during educational studies) must include: 5 Semesters experience teaching (as Primary Instructor) courses regarding finance; 10 semesters teaching (as TA or RA) courses regarding finance; Authorship of publication in relevant journals or books related to finance; Research papers presentations in finance. Apply to: Human Resources, Merrimack College, 315 Turnpike Street, North Andover, MA 01845

FOOD SCIENCE**Assistant Professor of Food Science (Dairy Foods)**

University of Wisconsin-Madison
Tenure track position at the Assistant or Associate Professor level in the Department of Food Science and the College of Agricultural and Life Sciences at the University of Wisconsin-Madison. Job Summary: Improving human health and wellness is a critically important global challenge. Milk contains many uniquely designed components that can improve human health. This position will explore isolating, characterizing, modifying or testing the efficacy of dairy components that can improve human health and wellness. The vision for this position is to act in concert with complementary programs and researchers within the department of Food Science, Nutritional Sciences, the Dairy Innovation Hub, the College of Agricultural and Life Sciences and campus communities to foster and establish novel links between milk components and human health leading ultimately to impactful dairy product discoveries. Areas of focus could include, but are not limited to, the use of fractionation techniques to isolate components from milk or dairy products (including from co-products), the identification and characterization of structure-function relationships of dairy components, development of targeted delivery systems and creation of products containing dairy ingredients that are targeted towards personalized nutrition. UW-Madison invites applicants for a full time, 9-month, tenure track faculty position at the rank of Assistant or Associate (with tenure) Professor in the Department of Food Science. This new position is supported by the Dairy Innovation Hub (DIH, <https://dairyinnovationhub.wisc.edu/>), an exciting new initiative within the UW System. The position will support the "Enriching Human Health and Nutrition" priority area of the DIH with a tenure home in the Department of Food Science at UW-Madison. This position will work to explore and establish novel links between milk components (including isolated or modified components) and human health and nutrition, leading to impactful dairy product discoveries. The position carries a commitment to campus faculty functions of research, instruction, outreach, and service, as well as professional and university service as appropriate to the position and rank. The candidate will have the opportunity to collaborate with other DIH researchers, pursue DIH funding opportunities, and participate in DIH programs. Requirements Earned doctorate in Food Science, Food Engineering, Nutritional Sciences or related fields. Apply online at "Jobs at UW" (<http://jobs.wisc.edu>) under job number 249802. Applications for this position must be received through UW-Madison's online application system. To begin the application process, please click on "Apply Now." To view full position de-

scription and application instructions, please visit <https://jobs.hr.wisc.edu/en-us/job/512030/assistant-or-associate-professor> UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply. Direct questions pertaining to the position to John Lucey in the Department of Food Science (jalucey@wisc.edu, 608-265-1195).

GRAPHIC DESIGN**Assistant Professor of Graphic and Interactive Design**

University of Montevallo

The Graphic Design program at the University of Montevallo invites candidates to apply for a tenure track Assistant Professor position with teaching responsibilities in interaction design including web design, coding, After Effect, UI/UX, motion graphics, and animation, at all levels. The successful candidate should be eager to work in a collaborative teaching environment targeting undergraduate students to prepare them for careers in both print and new digital technologies in design. Other responsibilities of the position include university and departmental service, advising, and maintaining a sustained scholarly or creative practice. Candidates must have an MFA in Graphic Design from an accredited institution, or terminal degree in a related field with a concentration in Graphic Design, Visual Communication, Communication Design and/or equivalent work experience. Teaching experience is desired, recent MFA graduates are also encouraged to apply. Review of applications begins immediately and continues until the position is filled. The complete application will require a letter of interest, curriculum vitae, unofficial graduate transcript, list of three references with complete contact information and affiliations, statement of teaching philosophy, and statement of design philosophy. Candidates should provide a website link with 10-20 samples of professional creative work including examples relating to the teaching areas and 10-20 samples of student work from Graphic Design courses including assignment information. The Department of Art values diversity and faculty who bring diverse experiences to their teaching. Employment will require a criminal background check. The Department of Art has approximately 220 undergraduate art majors in BA, BS, and BFA degree programs and eleven full-time faculty members in studio and art history. The department is in the College of Fine Arts and is NASAD accredited. The University of Montevallo maintains a beautiful, historic campus located thirty miles south of Birmingham and a small college atmosphere as a member of the Council of Public Liberal Arts Colleges. Approximately 2500 students are enrolled in undergraduate and select master's programs. Inquiries can be directed to Prof. Min Sun Lee, chair of the search committee, at mlee5@montevallo.edu. UM is an AA/EO/Veterans/Disability Institution

INTERDISCIPLINARY**Einstein Fellowship**

Einstein Forum

The Einstein Forum and the Wittenstein Foundation offer the Einstein Fellowship to reward creative, interdisciplinary thinking by supporting outstanding young thinkers who wish to work on a project in a different field from that of their previous research. The purpose of the fellowship is to support those who, in addition to producing outstanding work in their area of specialization, are also interested in other, interdisciplinary approaches following the example set by Albert Einstein. The fellow will receive a stipend of EUR 10 000 and reimbursement of travel expenses and will live and work in Einsteins own summerhouse in Caputh, near Berlin, for five to six months

in 2023. For more information, please visit <https://www.einsteinforum.de/fellowship> Completed applications for the 2023 fellowship should be received by May 15, 2022 and emailed to: fellowship@einsteinforum.de

JAPANESE LANGUAGE**Assistant Professor**

University of Hawaii at Manoa

Assistant Professor. Teach courses and conduct research in Japanese Language and Literature program; advise students; and perform service. Requirements: PhD in Japanese literature, or related field. Interested persons should mail CV to: University of Hawaii at Manoa, College of Arts, Languages and Letters, Dept of East-Asian Languages & Literature, 1890 East-West Road, Moore Hall 383, Honolulu, HI 96822. UH is an EEO/AA employer.

MANAGEMENT**Assistant Professor**

McNeese State University

Assistant Professor. Teach management and related courses, advise students, maintain an active research agenda, and perform faculty service. ABD or PhD in Management, Business Administration, or related field. Interested persons should send a cover letter and CV to: cabbott@mncneese.edu or Charlene Abbott, McNeese State University, 4205 Ryan Street, Lake Charles, LA 70605.

MARKETING**Assistant Professor of Marketing (North Andover, MA)**

Merrimack College

Assistant Professor of Marketing (North Andover, MA): Tenure-track; Teach undergraduate and graduate courses in marketing; Counsel and assist students in the relevant Department; Substantial involvement in scholarly activity and college or university service. REQS: Doctorate in Management or Marketing; Experience (which may be concurrent and gained during educational studies) must include: 4 semesters teaching (undergraduate, graduate, and/or online teaching) courses in Marketing; Authorship of at least one article related to marketing or management; 2 years of experience with quantitative tools incl. Excel, R, Python, SAS, and visualization tools incl Tableau; 4 semesters advising undergraduates & engaging in school level and college level committee work. Apply to: Caitlyn Bosworth, Merrimack College, 315 Turnpike Street, North Andover, MA 01845

JOB SEARCH**TIPS**

Your cover letter should persuade hiring committees on four different aspects of your record.

Use the cover letter to persuade readers about the substance and contributions of your research, to offer a view inside your classroom, and to show how you "fit" your prospective department and institution. Frame your candidacy as an asset. A CV cannot show that you did homework on the department, but a cover letter can.

Get more career tips on Jobs.Chronicle.com



Karen Kelsky is founder and president of The Professor Is In, which offers advice and consulting services on the academic job search. She is a former tenured professor at two universities.

GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives



Robin Holmes-Sullivan, vice president for student life and dean of students at Lewis & Clark College, has been named president of the college. She will be the first woman and the first person of color to serve as president.



Chris Roberts, dean of the Samuel Ginn College of Engineering at Auburn University, has been named president of the university. He will succeed Jay Gogue, who plans to retire after serving as president from 2007 until 2017 and returning in 2019.



Richard Yao, interim president of California State University-Channel Islands since January 2021, has been named to the post permanently.

Chief executives (continued)

APPOINTMENTS

Daniel J. Allen, senior vice president for university advancement at DePaul University, has been named president of La Salle University.

Darrell Cain, president of Pierce College Puyallup, has been named interim president of Everett Community College.

Abel A. Chávez, vice president for enrollment and student success at Western Colorado University, has been named president of Our Lady of the Lake University. He will succeed Diane Melby after her retirement.



LISA R.
FREUDENHEIM

Lisa R. Freudenheim, co-acting dean of New England Law at Boston, has been named dean.

Yoshiko Harden, vice president for student services at Seattle Central College, has been named interim president. She replaces Sheila Edwards Lange, who left to become chancellor of the University of Washington at Tacoma.

Mautra Jones, vice president for institutional advancement and external affairs at Langston University, in Oklahoma, has been named president of Oklahoma City Community College. She is the first woman and first woman of color to lead the college.

Radinka Maric, vice president for research, innovation, and entrepre-

neurship at the University of Connecticut, has been named interim president.

Mark Middendorf, executive vice president for mission expansion at the Augustine Institute, in Colorado, has been named president of Ave Maria University.

John B. Moseley, interim president of Lincoln University since May 2021, has been named to the post permanently.

Wendell Pritchett, former provost at the University of Pennsylvania, has been named interim president until M. Elizabeth Magill begins her tenure in July.

Submit items to
people@chronicle.com

RETIREMENTS

Ric N. Baser, president of Northwest Vista College, will retire on June 1.

E. Joseph Lee, president of Spring Hill College since 2020, plans to retire in December.

Chief academic officers

APPOINTMENTS

Ken Anderson, dean of the School of Business Administration at Gonzaga University, has been named interim provost.

Elizabeth Béjar, vice president for academic and student affairs at Florida International University, has been named interim provost.

Kimberly Battle-Walters Denu, interim director at the District Church in Washington, D.C., has been named provost at Westmont College.

David Kotz, interim provost at Dartmouth College, has been named to the post permanently.

RUPENDRA PALIWAL
Rupendra Paliwal, a former provost and vice president for academic affairs at Sacred Heart University, in Connecticut, has been named provost and chief academic officer at Bryant University, in Rhode Island.

Sarah B. Steinberg, interim provost and senior vice president at the University of Arizona Global Campus, has been named to the post permanently.

Traki L. Taylor, chief diversity, equity, and inclusion officer for the State University System of Florida, has been named provost and vice president for academic affairs at Frostburg State University.

Lena Walton, dean of the College of Education, Humanities and Behavioral Sciences at Alabama A&M University, has been named interim provost and vice president for academic affairs.

Gary Wyatt, dean of the Honors Col-

lege at Emporia State University, has been named acting provost.

RESIGNATIONS

Carol Parker, provost at New Mexico State University, who has been on administrative leave since November, has been officially removed from her position.

Other top administrators

APPOINTMENTS

Gregory F. Ball, dean of the College of Behavioral and Social Sciences at the University of Maryland at College Park, has been named vice president for research in a joint appointment at the College Park campus at the University of Maryland at Baltimore.

John W. Boyer, dean of the undergraduate college at the University of Chicago, will transition into a new role as senior adviser to the president at the end of the 2022-23 academic year.

Jeffer Choudhry, senior managing director and head of investments for Carnegie Mellon University, has been named chief investment officer at the University of Pittsburgh.

Keristiena Dodge, director of academic strategic planning at the University of Nebraska at Omaha, has been named chief of staff.

Anne Gentry, associate university counsel at George Mason University, has been named interim general counsel.



JENNIFER JARVIS

Jennifer Jarvis, assistant vice president for student affairs at City University of New York Queens College, has been named vice president for student affairs and enrollment management.

Victoria Kohout, director of state and community relations at the University of Nebraska at Omaha, has been named chief of government and community relations.

Laurie Leshin, president of Worcester Polytechnic Institute, has been named director of the Jet Propulsion Laboratory at the California Institute of Technology.

Aime Martinez, associate vice president for business and finance at Florida International University, has been named interim chief financial officer and vice president for finance and administration.

Diane Fabiano Sanders, interim vice president for advancement and alumni engagement at Coastal Carolina University since June 2021, has been named to the post permanently.

Deborah Smith-Howell, interim chief of staff for the chancellor at the University of Nebraska at Omaha, has been named senior adviser to the chancellor.

RETIREMENTS

John Brumsted, president and chief executive officer of the University of Vermont Health Network, will retire in September.

Donald E. Heller, vice president for operations and a professor of education at the University of San Francisco, will retire at the end of the month.

Tracey DeBlase Huston, vice president for outreach at Pennsylvania State University at University Park, will retire in June.

Deans

APPOINTMENTS

Naomi E. Boyd, associate dean of innovation, outreach, and engagement in the John Chambers College of Business and Economics Department of Finance at West Virginia University, has been named dean of the Virginia Commonwealth University School of Business.

Rick Brazier, senior associate dean of faculty and research in the Office of the Vice President for Commonwealth Campuses at Pennsylvania State University, has been named interim dean of the university's 14-campus University College.

Michael A. Lindsey, a professor of Poverty Studies and executive director of the McSilver Institute for Poverty Policy and Research at New York University, has been named dean of the Silver School of Social Work.

Dan P. McAdams, a professor of human

development and social policy and psychology in the College of Arts and Sciences at Northwestern University, has been named interim dean of the School of Education and Social Policy.

Brian Primack, dean of the College of Education and Health Professions at the University of Arkansas, has been named dean of the College of Public Health and Human Sciences at Oregon State University.

Jocelyn Santana, social-justice education director at Northern Illinois University, has been named dean of equity and inclusion at Minnesota State Community and Technical College.

Stacey Swearingen White, a professor in the University of Kansas School of Public Affairs and Administration, has been named dean of the College of Urban Planning and Public Affairs at the University of Illinois at Chicago.

RESIGNATIONS

Gregory M. Anderson, dean of the College of Education and Human Development at Temple University, will step down in May.

Marvin Chun, dean of the college at Yale University, will step down and return to the faculty in June.

Piyushimita (Vonu) Thakuria, dean of the Edward J. Bloustein School of Planning and Public Policy at Rutgers University at New Brunswick, has stepped down and returned to the faculty.

Other administrators

APPOINTMENTS

Larry L. Fillian Jr., associate dean of student and academic services in the School of Nursing at the University of

Maryland at College Park, has been named associate dean of enrollment management and student success in the School of Professional Studies at New York University.

Brandon Gamble, the Charles Bell Faculty Scholar at San Diego State University, has been appointed director of the Black Resource Center at the university.

Danette Gerald Howard, senior vice president and chief policy officer at Lumina Foundation and former secretary of higher education for the State of Maryland, has been named a senior adviser and consultant at Temple University's Hope Center for College, Community, and Justice.

Kimberly Miloch, associate dean of academic affairs in the College of Health Sciences at Texas Woman's University, has been named the university's first vice provost for faculty success.

Emily Seems, chief of staff for Colorado State University's provost and executive vice president, has been named associate vice president for community affairs and engagement in the Division of University Marketing and Communications.

John H. Shaw, a professor of environmental science and engineering and of structural and economic geology at Harvard University, has been named vice provost for research.

Robert Smith III, associate chair for administration in the department of neurology in the School of Medicine at the University of North Carolina at Chapel Hill, has been named vice dean of the university's Gillings School of Global Public Health.

Jessica White, Title IX and equal opportunity coordinator at the University of the Sciences in Philadelphia, has

been named director of the Title IX Office at Howard University.

Deaths

Jonathan Brown, a professor in the Institute of Fine Arts at New York University, died on January 17. He was 82.

Edgar S. Cahn, co-founder of the Antioch School of Law, in Washington, D.C., a branch of Antioch University, died on January 23. He was 86.

Michael E. Economos, who was a Maryland Institute College of Art instructor for five decades, died of cancer in November. He was 85.

Arnie Kantrowitz, a literature professor and author who was an early champion of gay rights, died from complications of Covid-19 on January 21. He was 81.

James Maraniss, a professor of Spanish and European studies at Amherst College, died on January 9. He was 76.

Beatrice Mintz, a cancer researcher at Fox Chase Cancer Center, in Philadelphia, died on January 3. She was 100.

Herb. F. Reinhard, president of Frostburg State University from 1986 to 1991, died on January 13. He was 91.

Jeremiah Stamler, who founded the department of preventive medicine at the Northwestern University School of Medicine, died on January 26. He was 102.

Alan A. Stone, who held dual tenured appointments in the law and medical schools at Harvard University, died on January 23. He was 92.

Clifford Trump, chancellor of the State College System of West Virginia from 1994 through 2000, died on January 6. He was 84.

— COMPILED BY JULIA PIPER

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