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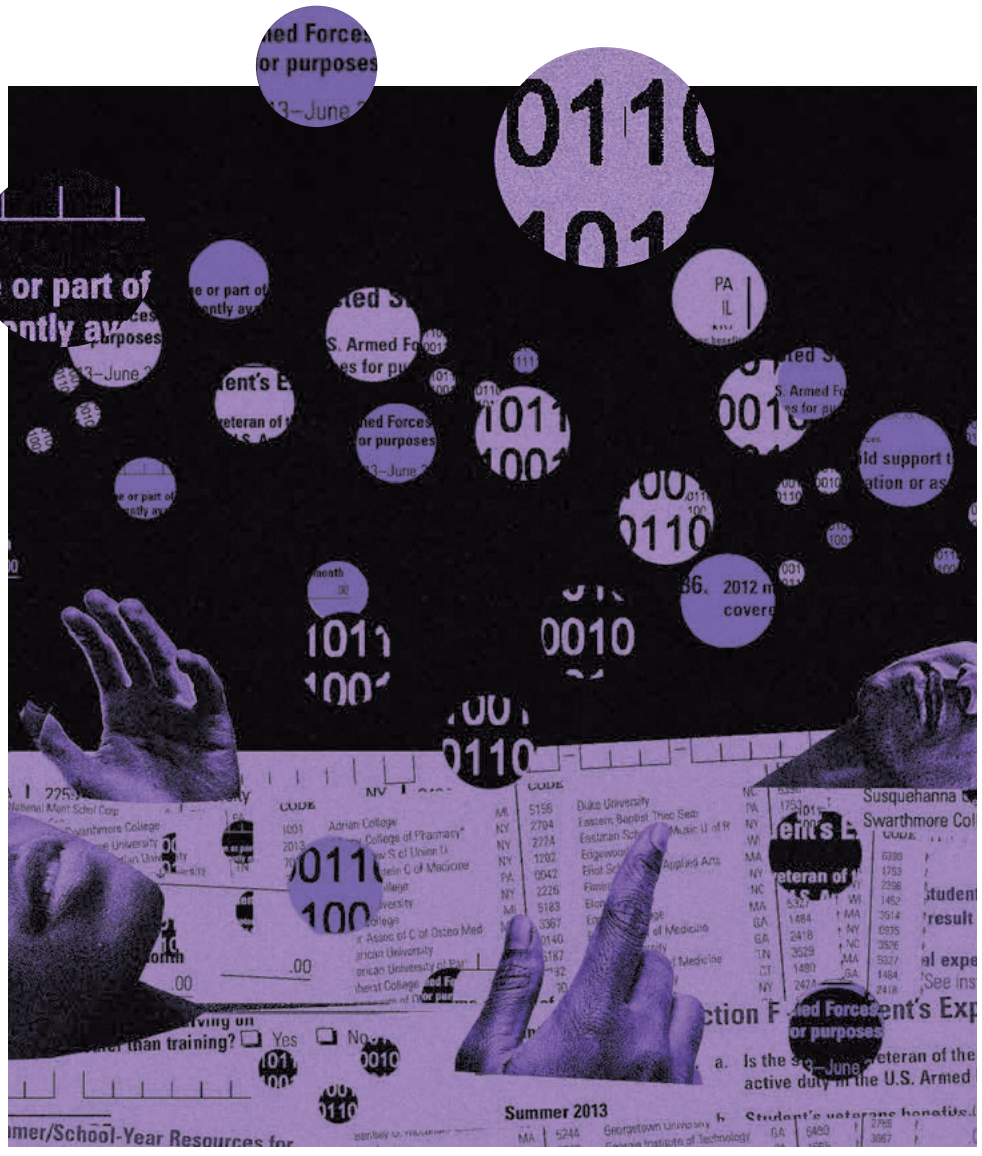

THE CHRONICLE OF HIGHER EDUCATION

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FEATURES

FIRST READS

INSIGHT

CAREERS

Cover illustration by Lincoln Agnew for *The Chronicle*

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A Hurdle With a Human Cost

ANY ENTERPRISE that's been around for as long as higher education has is bound to pick up some odd ways of doing things. Take financial aid, for example.

If you were to ask most people about the bureaucratic hoops students and their families jump through to pay for college, you'd most likely hear all about the Free Application for Federal Student Aid, or Fafsa, which families use to get government grants and loans. That form has long been identified by advocates and lawmakers as needing simplification — and it will be, after legislation passed at the end of 2020.

CHRONICLE PHOTO

But another form has received much less scrutiny, and it's the subject of this issue's cover story. The form is called the CSS Profile. Each year, it's used by more than 400,000 students, and it helps colleges, most of them private and wealthy, distribute more than $9 billion a year in need-based aid to students.

It serves an understandable purpose: helping financial-aid officials get a clearer and more-complete picture of a family's finances than the Fafsa allows, which, in theory, helps institutions allocate money where it's most needed.

But this is where theory collides with reality, and it's what Eric Hoover explores in the story. For starters, unlike the Fafsa, the CSS Profile isn't free for everyone, so students who need aid end up paying money to find out if they're eligible to receive support — if they even get into these colleges in the first place. And, because the form asks for extensive details and documentation, and because the task of completing it often falls on students, it can create barriers for those who tend to need it most: students who are low-income and don't live with both parents. It's not uncommon for teenagers to find themselves tracking down information about Social Security benefits, retirement income, or mortgage data. And if one of their parents isn't in the picture, the problems multiply. Some students simply give up.

It's a story of how a perfectly reasonable policy goal in the abstract intersects with the messiness of everyday life. Or, as Eric writes, it's about "how the higher-education complex often serves affluent students from two-parent homes better than it serves everyone else."

We hope this piece offers some food for thought, and maybe even helps spark some fresh looks at old habits.

— DAN BERRETT, SENIOR EDITOR

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FIRST READS

Fall forecast

A Glimmer of Hope

NO ZOOM CLASS can replicate the experience of studying forestry management or salmon habitats on 1,000 acres of woodland along the Puget Sound.

That's at least partly why Evergreen State College, a campus in Olympia, Wash., known for environmental studies, has joined the growing number of institutions declaring their intent to resume in-person classes this fall.

"A large portion of our students are first-generation, low-income students, and in person is the way we connect best with them," said the president, George S. Bridges.

Announcements like Evergreen's are trickling out despite admitted uncertainty and with plenty of caveats. While Covid-19 rates are generally declining across the country, cases of the disease are still spiking in some regions. The rollout of vaccines has been slower than expected, and the emergence of Covid-19 variants continues to worry some experts.

Still, for tuition-dependent colleges that were already suffering from declining enrollment, the pressure has been intense to give students and their parents a glimmer of hope for a more normal semester.

Evergreen has seen its enrollment drop 42 percent since 2017, from 3,907 to 2,281 in 2020. State appropriations haven't kept up with mounting expenses. The enrollment decline is due, in part, to the racial crisis the progressive college faced in 2017, when conservative state lawmakers and pundits criticized its leaders for failing to stand up to aggressive protesters and protesters complained they weren't being heard.

Evergreen is banking on encouraging words about the progress of the vaccines and the hope that most students and employees could be vaccinated by fall, with herd immunity not far behind. The early announcement of its intent to open in person, Bridges said, will allow the college to "plan, plan, plan, so we'll be prepared to open in the fall" with as many classes as possible taught face to face.

Colleges announcing their fall plans are being careful to hedge their bets and not overpromise.

The University of Wyoming announced last month that it expected more in-person experiences and fewer pandemic-related restrictions this fall, assuming Covid-19 cases continue to drop and a substantial number of people are vaccinated. The university's plans hinge on everyone's observing public-health guidelines and getting the vaccine as soon as possible. At this point, the university isn't requiring faculty, staff, and students to be vaccinated, Seidel said, but that could change if a significant number of people don't volunteer for the shots. To offer in-person classes at pre-pandemic levels, at least 70 percent of the campus community would need to be vaccinated, he said.

"Almost universally, institutions that have made announcements have said they'll be in person," said Christopher R. Marsicano, an assistant professor at Davidson College who co-leads the College Crisis Initiative, a project that analyzes higher-ed institutions' Covid-19 plans. (The College Crisis Initiative provides *The Chronicle* with data for its spring-plans tracker.) Marsicano said his project isn't tracking fall plans yet because so much could change in the coming months. Most colleges, he believes, will hold off on making promises for the fall until May 1 — the traditional deadline for students to commit to colleges they plan to attend.

In December the sprawling California State University system became one of the first institutions to declare its intent to return to in-person classes in the fall. The application deadline was extended to December 15, and university officials said they wanted students to have some assurance that all-remote learning would be coming to an end.

In an interview this week, the system's president, Joseph I. Castro, said that making an early announcement for the next semester meant that faculty members had many more months to plan. "I believe just about everyone wants to be back, if it can be done safely," Castro said.

Some private colleges, including Bradley University, in Peoria, Ill., and DePaul University, in Chicago, have also announced plans for in-person classes this fall. Whittier College, in Southern California, said it planned mostly face-to-face classes, with the flexibility of hybrid instruction.

Colleges hoping to reopen in person this fall are counting on having students and employees vaccinated early in the semester, Marsicano said. Otherwise, they'll face another semester of expensive coronavirus testing. The most reliable tests cost about $100 per person per week, he said. For a campus with 10,000 students, that adds up to $13 million for a 13-week semester. Cheaper tests are available, but with higher rates of false negatives.

"Colleges are banking," Marsicano said, "on this vaccine being available to their students as quickly as possible so they'll no longer have to spend money on inadequate tests with false negatives or expensive tests they can't afford."

— KATHERINE MANGAN

ISTOCK

Iowa ideologues

Tenure Under Siege

NOT LONG AFTER the U.S. Supreme Court struck down school segregation with the *Brown v. Board of Education* decision, Mary Sue Coleman's family moved from Georgia to Iowa.

Lawmakers in Georgia were considering eliminating public schools to avoid racial integration. That prompted Coleman's father, who taught chemistry at what is now Georgia Southern University, to take a job at what is now the University of Northern Iowa.

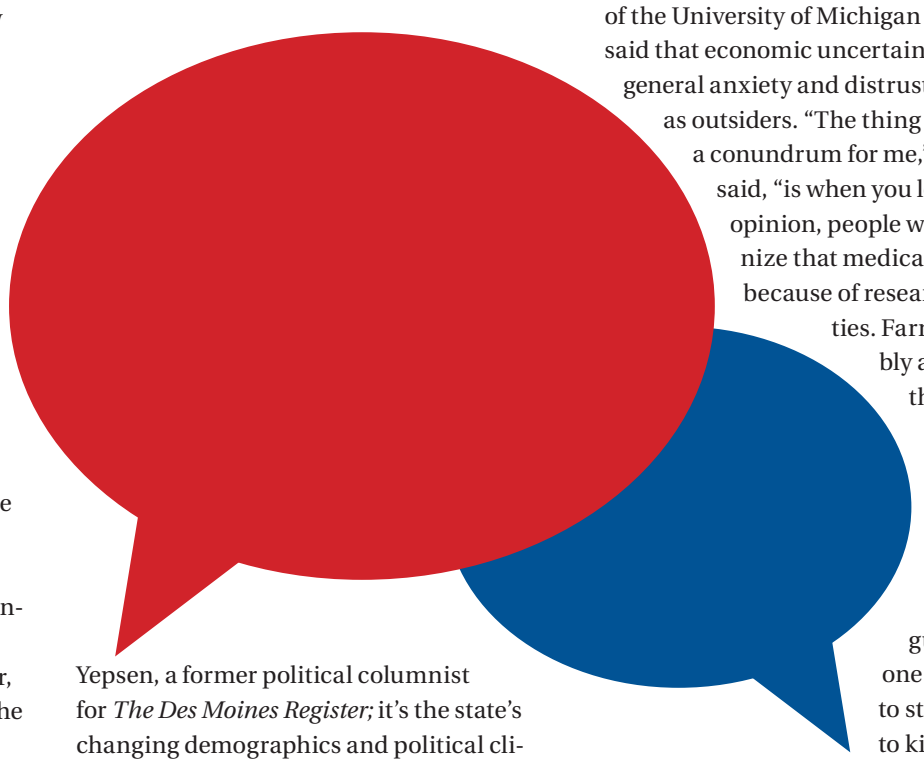
At the time, Iowa's public schools and colleges had a great reputation, said Coleman, who served as president of the University of Iowa from 1995 to 2002. Nearly 70 years later, Coleman and others are concerned that the three public universities in Iowa are under threat of losing the very good name that has attracted students and scholars for decades.

Iowa's Republican-controlled legislature is considering a bill to eliminate tenure at those three public universities. The bill is nothing new; similar versions have been introduced for several years running, never to advance further than that. But this year, the bill passed a full-committee vote for the first time.

The bill's odds of passage are still long. But it has put Iowa at the forefront of the decades-long battle against higher education by conservative legislators — an assault that may be supercharged by the cultural grievances of the Trump era. As in other states, Republican lawmakers argue that colleges are squelching views that don't hew to progressive ideals of gender, racial, and economic equity. The bill to kill tenure is necessary, legislators have said, so institutions can fire faculty members who discriminate against students expressing conservative political views.

The elected officials leading the effort misunderstand the purpose and protections of tenure, said Lynn Pasquerella, president of the Association of American Colleges and Universities. In eliminating it, she said, lawmakers are undermining the very freedom of speech that they seek to protect. "If you can lose your job for taking a political stance that's different from the majority of the legislature," she said, "that would have a chilling effect."

How could this happen in a state that for so long has proclaimed its pride in public higher education? The real problem in Iowa isn't just the views of faculty, said David Yepsen, a former political columnist for *The Des Moines Register;* it's the state's changing demographics and political climate, and voters who feel left behind and embattled by change.



"We export kids and pigs," said Yepsen. "A kid grows up, gets an education, and leaves," he said. That has led to a rural population that is older and whiter and less supportive of higher education. The people who are left behind develop "a real hunkered-down view that our way of life and views are under attack from the outside," Yepsen said. "That becomes a rallying cry for many things."

In recent decades, the state has gotten slightly more diverse but politically far less welcoming. Nearly all of the state's population growth has come from international immigrants, according to a study by the state legislature, but more than 90 percent of the state still identifies as white, according to figures from the U.S. Census Bureau.

At the same time, the Republican Party's focus has changed from fiscal issues to culture battles, said Dennis Goldford, a professor of political science at Drake University. "The focus is on religious liberty by evangelicals who have adopted the perspective of a minority who they think are under siege," he said.

Coleman, who also served as president of the University of Michigan at Ann Arbor, said that economic uncertainty had led to a general anxiety and distrust of those seen as outsiders. "The thing that is such a conundrum for me," Coleman said, "is when you look at public opinion, people widely recognize that medical advances are because of research universities. Farmers probably appreciate" all the agricultural research that Iowa State University is doing, she said.

That argument is the one that is likely to stall the effort to kill tenure this session, said state Sen. Herman Quirmbach, a Democrat from Ames, where Iowa State University is located. Quirmbach credited Iowa State's president, Wendy Wintersteen, for rallying the state's major agricultural groups to oppose the bill. "The agricultural industry in this state understands and appreciates how ag-related research benefits their industries," he said.

Even if the effort to end tenure dies this year, it is likely to re-emerge in coming years. There are also several other bills aimed at scrutinizing political activity and academic content at the public universities. One would require the Board of Regents to survey employees' political beliefs.

"It's worse in Iowa than any other place," said Coleman. "Forcing employees to declare their political party? This is crazy. What in the world happened?"

— ERIC KELDERMAN

Thought control

When Politicians Probe Teaching

WHEN a state lawmaker asked the University System of Georgia about how it teaches "oppression" and "privilege," it set off searches through course catalogs and syllabi, conversations with deans, department chairs, and faculty members — and a 102-page response.

In January, State Rep. Emory Dunahoo, Republican of Gillsville, Ga., asked campuses if any classes fell into three categories: Do they teach students that "possessing certain characteristics inherently designates them as either being 'privileged' or 'oppressed'?" Do any classes instruct on "what constitutes 'privilege' and 'oppression'?" Are there classes that characterize white, male, heterosexual, or Christian students as "intrinsically privileged and oppressive, which is defined as 'malicious or unjust' and 'wrong'?"

In their responses, few campus leaders gave much context or explained how such instruction might meet colleges' missions. Instead, they cited accreditation requirements, denied teaching about "privilege," or, in one case, promised that discussions of these topics were conducted "in an objective, non-biased manner." But it was clear that the searches — which resulted in more than 900 listed classes across 26 institutions — required immense effort.

The Georgia system's wide-reaching response to one lawmaker's request shows the heavy lift that results when politicians probe how social issues are taught in classrooms, and raises questions about the possible chilling of free inquiry.

Conflicts between state lawmakers and colleges on these issues have popped up like pimples over decades, said Anita Levy, senior program officer in the American Association of University Professors's academic-freedom, tenure, and governance division. Now, she said, "we're in for a bad case of acne."

Dunahoo told the *Gainesville Times* that any plans for legislative action would come after he fully digested the response. "I'm not in the interest of picking a fight with anyone, and this request is done in the interest of my constituents," he told the news outlet.

The Chronicle independently obtained and reviewed the 900-plus classes listed as part of the Georgia system's response. Over all, colleges took a wide variety of approaches — some responded curtly, denying any such classes; others took a deep dive.

For some colleges, responding to this request required more than just paging through the course catalog. Before listing 18 relevant classes, David C. Bridges, president of Abraham Baldwin Agricultural College, wrote a four-page letter to Dunahoo. Colleges can't shut down "indoctrination," he wrote, for several reasons. First, it happens at unpredictable times, like a mathematics professor talking to a student, casually, about religion, gender, or race. And second, doing so could compromise the educational process.

"The line between genuine debate in support of education and indoctrination is often not so bright or easily observed," he wrote. "From time to time, unsavory things happen in higher education, but they are typically not intended nor are they part of institutional strategy. … We take the bad with the good. At times, your and our constituency (which really are the same) may think that we take too much bad."

Columbus State University listed several hundred classes in response to Dunahoo's second question, about whether classes teach what constitutes "privilege" and "oppression." Brian Schwartz, a biology professor and the president of the campus's AAUP chapter, said the request was the first time in his teaching career that he had to answer questions from the legislature about the content he teaches.

Unlike at some campuses, where officials looked through centralized databases, Schwartz said he was called into a meeting to determine which of his courses qualified. Attendees were asked if any of their courses teach these issues.

Schwartz said no. Several days later, however, he said he was called back for another meeting. This time, professors were asked if they planned to teach these materials in the future. Schwartz, who said he plans to teach students about the underrepresentation of women and people of color in his discipline, said yes. He planned to connect this historical underrepresentation to current efforts by academic groups to improve diversity.

The source of the questions, their content, and their tone — it all contributed to a sense, to Schwartz, that Dunahoo was seeking professors' wrongdoing. It felt "threatening," he said.

And it took a lot of time. "Certain positions were pretty consumed by this for the whole week. … I kind of marveled at the extent of work that [Dunahoo] created." (Columbus State did not respond to *The Chronicle*'s question on why administrators used this method to gather information.)

Kevin McClure, an associate professor of higher education at the University of North Carolina at Wilmington, said that diverting resources to responding to such a request — an attempt to score political points — doesn't serve students well. "It means that there are a lot of folks working at colleges and universities whose time is going to be wasted in the process."

— LINDSAY ELLIS

ILLUSTRATION BY THE CHRONICLE, PHOTOS FROM ALAMY

Cash crash

Spending More and Earning Less

COLLEGES SPENT more from their endowments in the 2020 fiscal year as they grappled with revenue losses and increased expenses linked to the pandemic.

According to the annual Nacubo-TIAA Study of Endowments, released in February, institutional spending from endowments increased in the last fiscal year, by 4 percent to $23.3 billion in total — despite lower average returns.

"Even in this challenging year, higher-education institutions reinforced their commitment to students and used their endowments exactly as designed: to provide ongoing, predictable — and even increased — support for their missions," said Susan Whealler Johnston, president and chief executive officer of the National Association of College and University Business Officers, in a conference call for reporters.

70%

of institutions increased spending from their endowments in the 2020 fiscal year, with an average increase of about $3 million.

The study, which reflects responses from 705 institutions with endowment assets of $637.7 billion, found that endowments had an average one-year return of 1.8 percent for the 2020 fiscal year. That was down from 5.3 percent the year before.

The 2020 fiscal year, which ended on June 30 for most institutions, overlapped with only the first few months of the pandemic, which means the survey doesn't capture how endowments might have fared during the rebound in the markets that occurred later in 2020.

— AUDREY WILLIAMS JUNE

The 20 Largest College Endowments

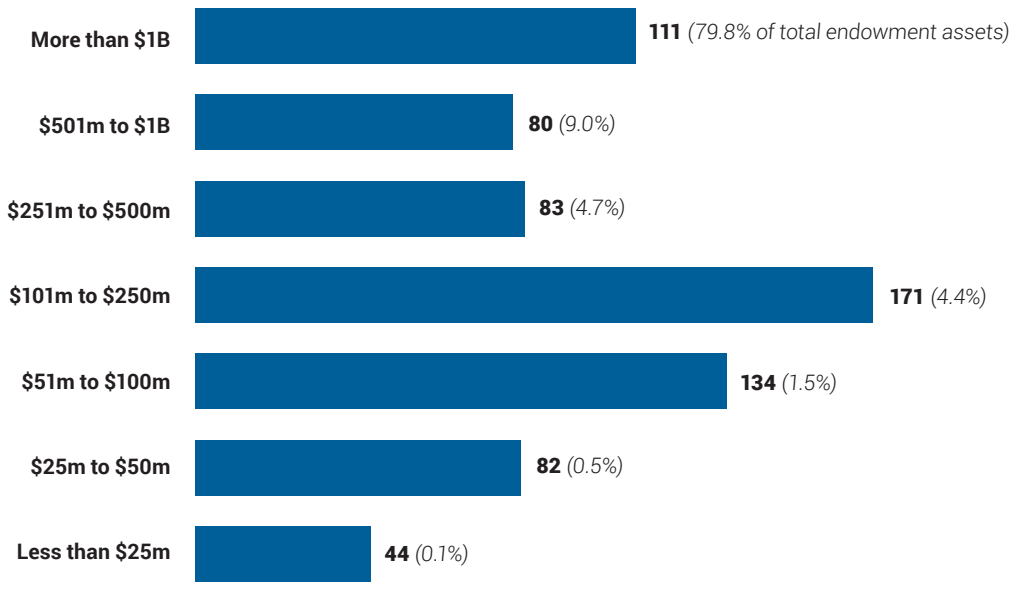
Although the largest endowments had assets valued in the billions of dollars at the end of the 2020 fiscal year, nearly 40 percent of colleges held endowments of $100 million or less.

Institution	FY 2020 endowment value (in billions)	One-year change in market value
Harvard U.	$40.6	2.9%
U. of Texas system	$32.0	3.2%
Yale U.	$31.2	2.9%
Stanford U.	$28.9	4.5%
Princeton U.	$26.6	1.7%
Massachusetts Institute of Technology	$18.5	5.3%
U. of Pennsylvania	$14.9	1.6%
Texas A&M U. system and related foundations	$13.6	0.6%
U. of Michigan	$12.5	0.2%
U. of California	$12.1	2.9%

Institution	FY 2020 endowment value (in billions)	One-year change in market value
U. of Notre Dame	$12.0	6.2%
Columbia U.	$11.3	2.8%
Northwestern U.	$10.9	-1.5%
Duke U.	$8.5	-1.6%
Washington U. in St. Louis	$8.4	5.9%
U. of Chicago	$8.2	-0.7%
Emory U.	$7.9	0.8%
U. of Virginia	$7.3	2.8%
Cornell U.	$7.2	-1.5%
Vanderbilt U.	$6.9	10.3%

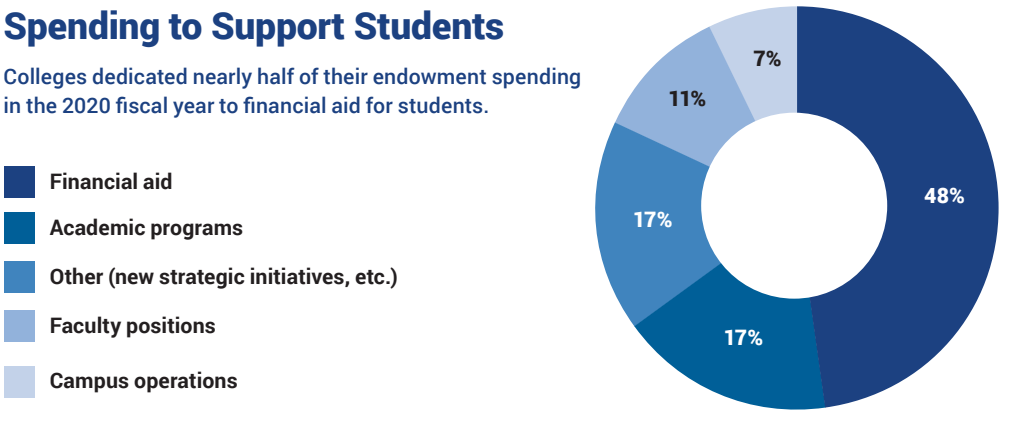
Big Endowments Dominate

Sixteen percent of endowments, each at more than $1 billion, accounted for 80 percent of the total market value of the endowments in the study.



Spending to Support Students

Colleges dedicated nearly half of their endowment spending in the 2020 fiscal year to financial aid for students.



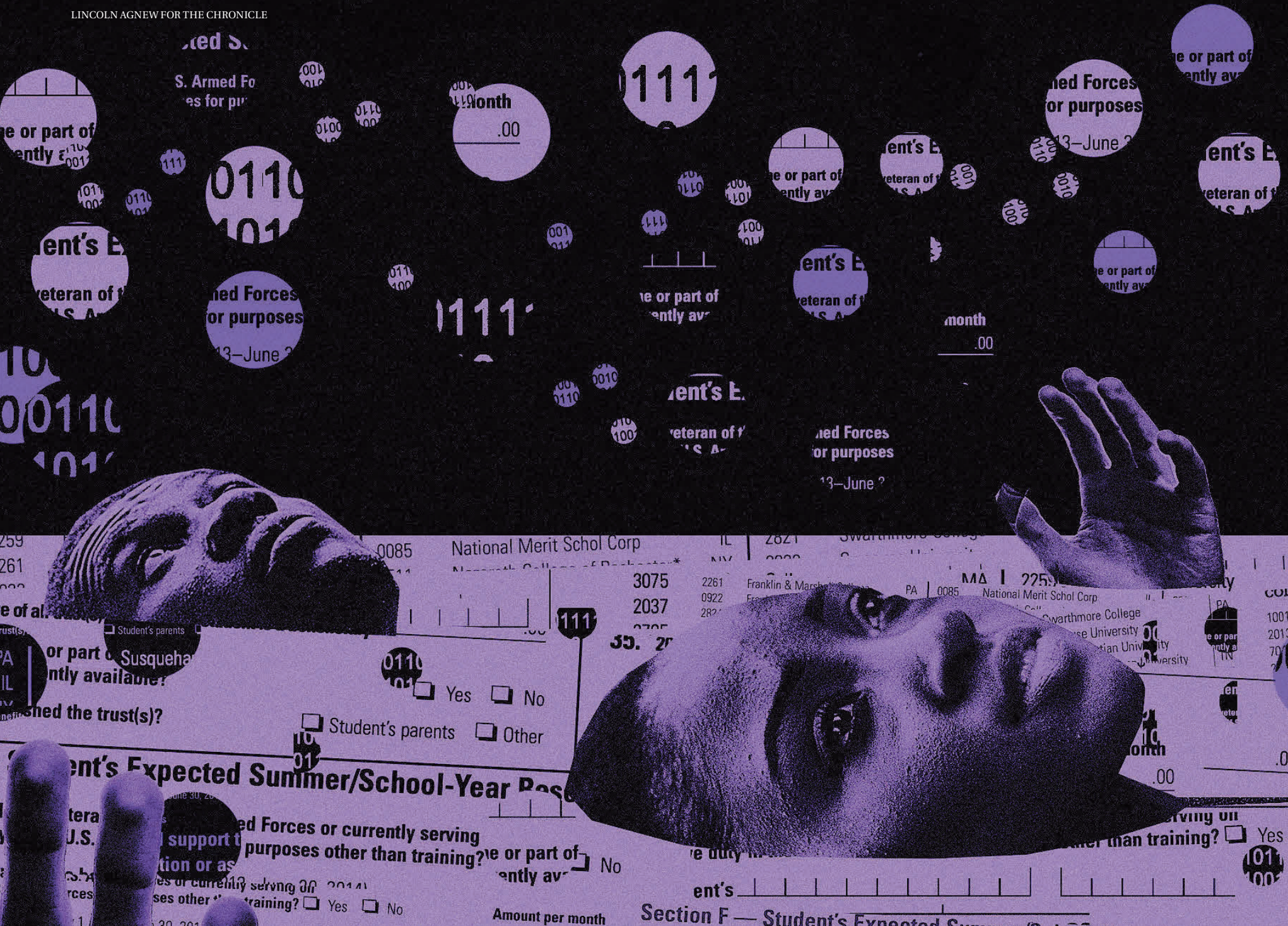
Source: 2020 Nacubo-TIAA Study of Endowments

The Most Onero in College Adm

The Fafsa is tough, but the CSS Profile is grueling. There's

BY ERIC HOOVER

LINCOLN AGNEW FOR THE CHRONICLE



us Form issions

a human cost.

CLAYTON, MO.

ONE APPLICATION. Scores of questions. Untold hours of angst.

The most onerous form in admissions bores into the bones of your existence. Each year it sows confusion and multiplies misery among those seeking financial aid from many of the nation's wealthiest colleges. It's called the College Scholarship Service Profile, or CSS Profile for short. Some students call it burdensome, invasive, evil.

One fall morning, the CSS Profile frustrated a single mother of two in St. Louis. The woman — who asked not to be identified by name — spent four hours plodding through the application on the clunky computer in her basement but couldn't get through the whole thing. This question stumped her: "Current value of tax-deferred and after-tax retirement, pension, annuity, and savings plans such as an IRA, Roth IRA, Keogh, SEP, 401(a), 401(k), 403(b), 408, 457, 501(c)." She knew she had a retirement account through her employer, but she wasn't sure which kind, how much was in it, or how to get access to it.

Days later, she came to Carolyn Blair's office with a face full of worry. "Carolyn," she said, "help me."

Blair, a college counselor at Clayton High School, just outside St. Louis, is a full-time problem-solver who blankets crises with calm. She had been doing what she could to help the woman, a South American immigrant with a sharp wit, a warm laugh, and little money. The woman mopped floors and scrubbed toilets for a living, hoping that a four-year college would give her youngest daughter, a senior at Clayton High, enough financial aid to enroll.

But there was little chance unless she completed the tedious form. "It's confusing, because my English is not, OK, say, good enough to understand the terms," the mother told Blair. "A person born and raised in this country probably doesn't have the same difficulties with it as I do."

"Actually," Blair said, "they do."

The complicated form flummoxes the poor, the prosperous, and the in-between — but particularly the poor. For those with little or no money for college, the stakes are especially high. The CSS Profile is a gatekeeper for funds that many of the wealthiest colleges give out each year.

About 300 colleges, schools, and scholarship organizations require students seeking institutional aid to complete the online application. The form, run by the College Board, is meant to provide a full picture of an applicant's financial situation and family background, which helps colleges determine the aid package.

The CSS Profile is more detailed than the Free Application for Federal Student Aid, or Fafsa. The latter form, which families use to get government grants and loans, has long been seen as a barrier to college access. But if the Fafsa is 100 yards of difficulty, the CSS Profile is a mile.

And unlike the federal form, it's not free for everyone. The College Board provides fee waivers for some low-income students; otherwise, families pay $25 to submit the form to one college, then $16 a pop for each additional one.

Though a few institutions have stopped requiring the CSS Profile, financial-aid officials predict that more will adopt it before the simplified Fafsa arrives, in 2022. The CSS Profile might well become something more applicants have to contend with.

This isn't just a story about a bureaucratic bother, though. This is a story about wrung-out teenagers, broken families, and the relentless grip of poverty — a story about how the higher-education complex often serves affluent students from two-parent homes better than it serves everyone else.

The CSS Profile: It's what the system requires. But there's a human cost.

Just so we're clear, the application — used by more than 400,000 students annually — isn't evil or ill intentioned. It helps colleges and

scholarship organizations allot more than $9 billion a year to students, often unlocking doors to a new life.

But the same process that expands opportunity for some applicants contracts it for others. Low-income and first-generation applicants who could benefit greatly by submitting the form often struggle to complete it. And sometimes they give up.

SOME STUDENTS don't give up at all. They simply can't submit the CSS Profile because of circumstances beyond their control.

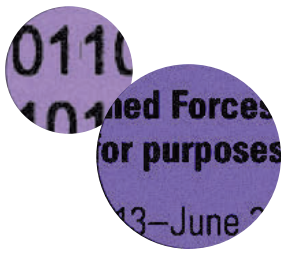
Like the twin sisters Carolyn Blair advised a few years ago. They were high-achieving Black students, younger versions of herself. They took Advanced Placement courses, earned stellar grades, and qualified for a federal Pell Grant, which helps families with financial need. They applied to numerous colleges, including wealthy private institutions.

Blair, Clayton High's longtime director of counseling services, knew the students had a great chance of getting substantial need-based grants from those institutions. They just had to fill out the CSS Profile. As their story would reveal, a mere chore for some is a dead end for others.

Helping students apply for aid is a crucial part of Blair's job. But she struggled to complete the CSS Profile for one of her sons a while back. After realizing she had made a mistake on the form, she was indignant. *I do this for a living,* she thought. *What was this like for everyone else?*

Each year Blair warns parents of juniors about the application in advance: "When you get to the CSS Profile, colleges are going to ask you to chop off your finger and mail it to them."

Even so, the application takes many seniors by surprise. Most families hear about the Fafsa long before filling it out. Many schools offer Fafsa workshops and talk it up at financial-aid nights. But the CSS Profile, required by a fraction of colleges, gets relatively little fanfare. "It's like a secret process," Blair says.



I do this for a living, she thought. What was this like for everyone else?

Clayton High, a public school, serves many affluent students, some of whom roll up in gleaming Hummers and Teslas. Yet nearly a quarter of the school's students are eligible for free and reduced-price lunches; some are homeless.

Those disparities play out in the financial-aid process. Some parents, like the law professor who called Blair because the CSS Profile was flustering him, have the time and inclination to reach out when they hit snags.

But parents who drive buses or collect garbage or ring up groceries for a living tend to keep questions to themselves. In her experience, they're reluctant to put anyone out, if they're even tuned in at all.

This is perhaps the most important thing to know about the CSS Profile: Teenagers, especially in lower-income families, are often the ones who fill out the form. They're the ones digging up tax forms and asking reluctant parents for their Social Security numbers. They're the ones being asked to list "Social Security benefits received for all family members, except any who will be enrolled in college in 2021-22, that were not reported on a tax return," and "Alimony received (including, but not limited to, amounts reported on a tax return)," and to answer this: "Is any person in your family the beneficiary of a trust?"

The College Board says that 97.5 percent of students who start the application complete it. But some students don't know that it exists, many college counselors say; for other students, even just hearing about it is a deal-breaker, persuading them not to apply to a college that requires it.

Those who don't finish the form sometimes lack an understanding of how much money is on the line, or they succumb to competing priorities. "They usually don't come in and say that they've stopped — they just stop," Blair says. "And it takes all those colleges off the table."

That's what happened with the twin sisters.

Blair had helped them fill out the Fafsa, question by question. She had explained why the CSS Profile was so important. The young women received numerous acceptances, some from wealthy colleges. They seemed to be on top of everything.

But when Blair saw their aid letters from those colleges, she was alarmed. Their packages included only federal aid — no institutional grants. Soon she learned that the family hadn't completed the CSS Profile.

Why? The answer had to do with the fact that the parents were divorced.

The Fafsa asks for information from the custodial parent only, but a majority of institutions using the CSS Profile collect information from noncustodial parents, too. They must create a College Board account, fill out a supplementary form called the Noncustodial Parent Profile, and provide tax documents.

It's what the system requires.

The young women, who lived with their mother, told Blair that their father never filled out the noncustodial-parent form. Just didn't do it.

Though the reason wasn't really clear, Blair had seen how a schism between divorced or separated parents can leave their children stuck in the middle, especially when one parent fears that financial information could be shared with a former spouse. (Divorced parents, who complete the form separately, don't get access to each other's information.)

In this case, Blair concluded, the father's failure to complete the form had probably shortened his daughters' list of affordable options for college. "They were teenagers," she says, "who didn't have agency to make an adult do something he didn't want to do."

With their senior year slipping away, the sisters applied to other colleges, hoping to find a campus with aid to spare. They both ended up choosing the University of Missouri at Columbia, which gave them aid packages heavy on loans. When Blair saw the amounts, she winced.

Recently, Blair dug up an old copy of the twins' Student Aid Report, which applicants get after completing the Fafsa. It showed that their expected family contribution, or EFC, for college was $1,900 a year.

She still believes that she failed them by not checking in with them constantly. Had she known their father wasn't filling out the form, she would've called him and urged him to do so before it was too late. Had he done so, she believes, they would've ended up with substantial need-based grants — and a lot less debt to repay.

That experience imprinted a lesson: She couldn't expect all teenagers to handle the requirements of the CSS Profile on their own.

"They're kids," she says. "You can't just be like, 'Here's a million-dollar balloon — don't pop it.'"

SELF-SUFFICIENCY is a good thing. But how self-sufficient should a teenager have to be just to apply for aid?

Elisa Wyke, a high-school senior in Richmond, Tex., asked herself that question while tackling the CSS Profile. It was a lonely experience.

Wyke lives with her mother, an immigrant from Dominica whom she describes as loving and supportive. But her mother has long expected her to figure things out on her own, whether it was paying bills or applying for financial aid.

Though some parents dutifully untangle every knot their children encounter, it's important to remember that many, many students end up completing the CSS Profile on their own. "I had to be the adult

LOOK DEEPER

The art of reinventing art. At UC San Diego, students mix way more than just paint. Here, teams of artists, philosophers, scientists, and even programmers unite in a free exchange of ideas and cutting-edge technology, resulting in incredible—and incredibly thought-provoking—creations. Shaking up traditional aesthetics and redefining the very meaning of art has elevated UC San Diego to ***one of the best universities for arts and humanities in the world.*** Ready, set, mix.

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U.S. News & World Report, 2020

in this situation," Wyke says. "I didn't get to be the kid and be like, 'Mom, can you fill out this form for me?'"

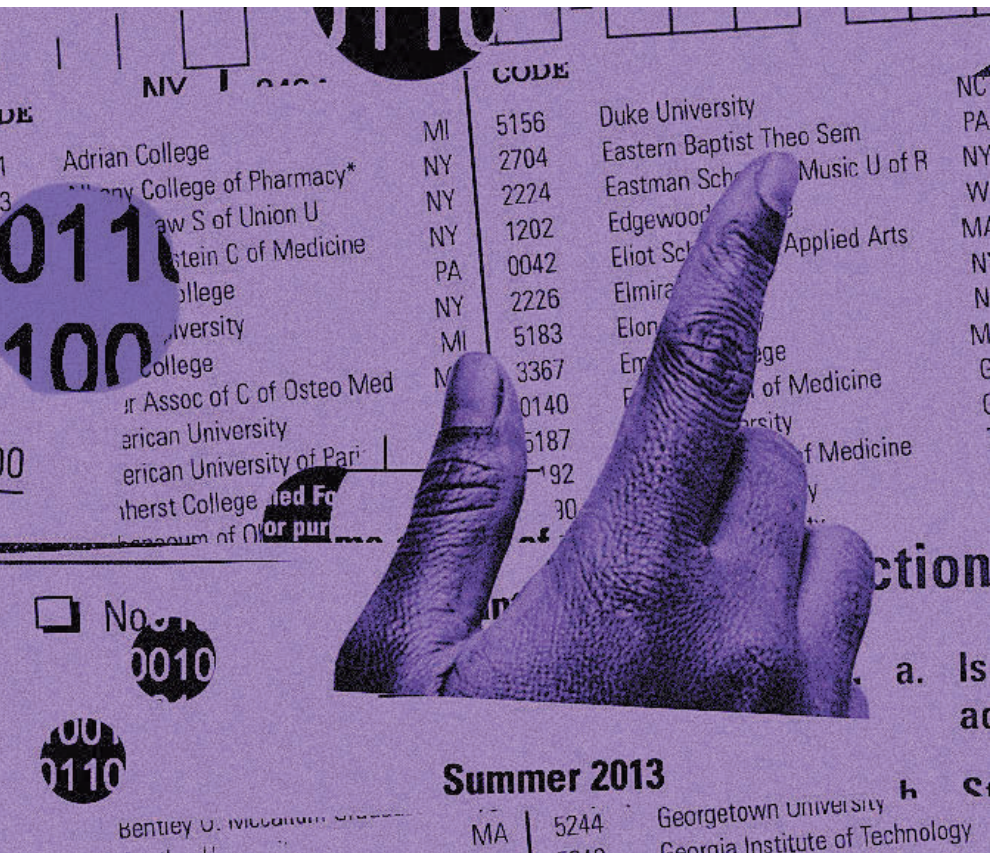
The CSS Profile opens each year on October 1. "You should submit no later than two weeks before the EARLIEST priority filing date specified by your colleges," the College Board's website explains. That's one complication for students: Many colleges have multiple aid deadlines, and those deadlines vary from campus to campus.

Wyke, whose mother earns a modest income as a nurse, knew the importance of completing the application, required by some colleges on her list that could give her a lot of aid. When she first logged into the CSS Profile, she saw that it was longer and more detailed than the Fafsa.

But the worst part, she says, was the lack of consistency. "Every college has its own way of interacting with the CSS Profile, and you don't figure it out until you do it for that college."

The Fafsa is a one-shot deal: Fill it out, and you're done. Each college on your list will then get an identical copy.

The CSS Profile works differently. Colleges can add customized questions (How much are your monthly car payments?) and set their



own requirements for transmitting information — and ask for more of it.

After students complete the CSS Profile, they must upload required tax and financial documents to the Institutional Documentation Services (IDOC) to submit them to various colleges. Students select the colleges to which they wish to send their completed form by entering each institution's four-digit CSS Profile code.

But wait. Some colleges require students to submit supporting documents through their institutional portals instead. And some require students to complete additional financial-aid forms, too.

To complete the CSS Profile, Wyke rounded up her mother's 2019 federal tax return, tax transcript, and W-2 form. She found the required records of her mother's untaxed income and bank statements.

The question about the current market value of her home puzzled her. She found her mother's mortgage documents but wasn't sure how to read them. Here was the appraisal. Here was the original price.

Her mother had two mortgages, she discovered. So Wyke added the two amounts.

Was this right?

She totaled up her mother's liquid assets.

She totaled up two years of medical and dental expenses that were not covered by insurance.

She gathered non-filing letters proving that neither she nor her father — who is disabled — had paid taxes in 2019.

This form is not made for students like me, Wyke kept thinking.

In some cases, students completing the CSS Profile need access to a scanner to upload images of documents. Some might need a printer, too. Reliable internet service, something Wyke lacks at home, is a must. While working on the form, she had to keep pausing to restart her router.

"It was extremely tiring," she says of completing the form.

Wyke was accepted by the University of Chicago, which gave her a substantial amount of aid. She is thrilled.

But the process took something out of her, causing her to reflect on its meaning. "A lot of parents want to help their kids, but the system does not teach the parent — it teaches the student," Wyke says. "And it makes the process a lot more stressful for students themselves. To succeed in the application process, you either have to be fully self-sufficient or fully rich. And you shouldn't have to be either extreme."

Wyke was lucky. She had help from a knowledgeable college adviser from the Academic Success Program, a nonprofit group that guides students through the application process. But many of her friends did not. One decided against completing the CSS Profile due to exhaustion after finishing the Fafsa and being selected for verification, a grueling process that disproportionately affects applicants with little money.

"That's the thing," Wyke says. "If you're a low-income student, this process heaps more and more on top of you."

THE HEAVIEST WEIGHT falls on students who don't live in a nuclear family. Students in single-parent homes. Students whose parents had ugly separations. Students with a parent who's abusive or imprisoned or nowhere to be found. Whose parents are dead. Who live with siblings or grandparents or legal guardians or foster parents — or with no one.

There are many reasons you might need to request a waiver from the CSS Profile's noncustodial-parent requirement. One college counselor calls the process "the worst and most demeaning thing I've ever seen."

Sergio Acosta, a high-school senior in Thornton, Colo., seconds that. Having to describe his complex relationship with his father, he says, "pushed me into emotional trauma."

Acosta was born in the United States but spent years living in Mexico with his family. He moved back to the States with his mother and older brother in 2014, the year his parents separated. For a while his family lived with three other relatives in an aunt's basement. His mother worked as a seamstress before getting a job cleaning a medical clinic. At the grocery store, the teenager would eye colorful boxes of Pop-Tarts but forced himself not to ask his mother to spend money on them.

Now, Acosta's family lives in a three-bedroom apartment, and he works part time as a host at an Outback Steakhouse, earning $8.08 an hour, plus $35 to $40 a night in shared tips. That covers his car insurance, personal expenses, and part of the rent. He gets home by 10 p.m., with the sharp smell of the restaurant clinging to his clothes, and often stays up late doing homework.

After completing the Fafsa, Acosta saw that his expected family contribution for college is $5,374 annually. He applied to a dozen selective colleges, half of which require the CSS Profile. *I have no idea at all,* he thought when he saw the questions, *what this is asking me.*

The Fafsa is available in Spanish, but the CSS Profile is not. Acosta's mother speaks little English, and he struggled to explain to her why colleges were asking for some pieces of information, because he didn't understand why himself.

He got guidance from Natalee Deaette, program director at Access Opportunity, an organization that helps high-achieving, low-income students. A recent college graduate, she completed the CSS Profile for herself not too long ago. The hardest part was all the required follow-up after submitting the form, not knowing when she would be finished.

Her mother was receiving food stamps and had no income. Still, one college required the family to complete a supplemental form

ADVANCING KNOWLEDGE

The University of Toledo is dedicated to discovery. Faculty researchers across our campuses are solving problems and exploring possibilities. In just the last year, UToledo scholars have advanced the efficiency of solar energy technology, opened our eyes to the ways artists fight oppression, expanded hands-on science opportunities for students across the country and better connected how our gut health affects our heart.

As one of the top solar energy programs in the nation, UToledo received $12.5 million from the U.S. Air Force to develop space-based solar energy sheets to transmit power back to Earth or satellites in orbit. **Randall Ellingson, Ph.D.**, professor of physics, is advancing his photovoltaic technology to creatively harness renewable energy above the atmosphere where sunlight is 37% stronger.

A scholar of African American literature and American popular music explored how blues artists resisted oppression through their work. In her latest book, "Fictional Blues: Narrative Self-Invention from Bessie Smith to Jack White," **Kimberly Mack, Ph.D.**, assistant professor of English, writes how they reclaimed their power in the face of racism, patriarchy and poverty.

The best learning is done by doing. UToledo is working to transform K-12 science curriculum using more direct observations to solve environmental problems. With $11 million in additional support from NASA, **Kevin Czajkowski, Ph.D.**, professor of geography and planning, is expanding his program that engages thousands of students in hands-on experiments using NASA resources.

UToledo is a leader in innovative research connecting high blood pressure, genetics and gut bacteria to unravel causes of hypertension beyond one's diet and exercise routine. **Bina Joe, Ph.D.**, Distinguished University Professor and chair of the Department of Physiology and Pharmacology, is examining new testing of the bacteria in the digestive track to screen for cardiovascular disease.

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documenting its monthly expenditures — rent, groceries, clothes — and resources, including small sums of money a grandmother gave them.

"I had to open this one door," Deaette says of the form, "but then it brought me to all these other doors that had to be opened."

Last fall she helped Acosta understand the door he would have to open: the noncustodial-parent waiver.

Though a majority of institutions that use the CSS Profile require noncustodial parents to complete their own form, students who have no contact with that parent can ask colleges to waive the requirement. They do so by completing the College Board's official waiver-request form, which says that institutions typically consider the requests in cases of "documented abuse," legal orders limiting the parent's contact with the child, or "no contact or support ever received from the noncustodial parent." Colleges might ask for documentation, such as court records or legal orders.

"They're kids. You can't just be like, 'Here's a million-dollar balloon — don't pop it.'"

It's what the system requires.

As Acosta learned, some colleges accept the College Board's form, but others require their own institutional version of it. So he contacted the colleges on his list.

Some told him to upload their preferred form in IDOC.

Others told him to upload it to their online portal.

Some told him to email it to the financial-aid office.

Acosta sought a waiver because his father hadn't been living with, or financially supporting, his family for years. And he sought a waiver because last year his father was arrested and imprisoned in Mexico.

When Acosta submitted his waiver request to Boston College, which uses its own form, he forgot to attach the required "personal account" of his situation describing why he thought a waiver was necessary ("Be sure to provide as much detail as possible," the prompt says).

In a January 15 email to Acosta, the college's financial-aid office said that it couldn't determine if a waiver was necessary without a signed letter from him or his custodial parent. "We only grant these types of waivers," the email said, "in cases when it is impossible or harmful for a student to be in contact with his or her noncustodial parents (i.e., there is a history of abuse)."

The instructions for the statement Boston College requests are essentially the same as those at other colleges, yet Acosta perceived that he was being asked to write something more thorough, and perhaps more convincing, than the statements he had submitted elsewhere. But what?

His father, he told *The Chronicle* in late January, never abused him physically. But there were times when he wouldn't hear from his father for months, times when his father said hurtful things.

He put off writing the statement for a couple of weeks, steeling himself for the emotions the task would surely unbottle.

HOW MUCH DIFFICULTY would you endure if you knew that, in the end, you were guaranteed a rainbow ride to a big pot of gold?

A lot, for sure.

But what if there was no guarantee at all — just a chance, perhaps a small one, that things would work out?

Many low-income students who plow through the CSS Profile each year grapple with the thought that they might not even get into any of the colleges that require it. "It makes you question the purpose," Acosta says. "Why put a lot of time into something that might not even end up happening?"

But he kept going.

Late one night in February, Acosta wrote a personal statement describing his relationship with his father, how they sometimes argued, how his father once cursed at him and "told me … that he didn't need me."

Upset, Acosta had to take a break before finishing the statement, in which he explained that his father was in prison and that their interactions were limited to brief phone calls. "I framed it so that an empathetic reader," he says, "could put themselves in my shoes."

Later, Acosta shared a polished, two-page draft with Deaette, who told him it was too long. She knew that financial-aid officials wouldn't want to read a personal essay about what he had learned from his experiences. She helped him trim the statement to a half page.

Submitting a waiver request does not guarantee its approval. And colleges often request more information from students.

In the January email to Acosta, Boston College told him that he must provide "additional details" about his situation in the form of a letter from an impartial third party. Acosta had already submitted a brief statement from his school counselor, as required by the form. So he asked the school psychologist, who told him she had to get approval to do it.

He waited to hear back. Kept waiting.

Finally, Acosta asked Deaette to write the letter. In it she explained that Acosta's father had "sporadic, inconsistent, and unpredictable" contact with him, and that, because he is incarcerated, "he does not have an income and cannot submit financial-aid applications."

Each waiver-request form required signatures from Acosta and his mother. But he didn't have a printer, and couldn't go to a library because Covid-19 had shut down all the ones in his area. So he printed the documents at work and brought them home for his mother to sign. Then he scanned them with his phone, using an app that costs $9.99 a month, emailed them to himself, and then submitted them to each college.

Acosta didn't qualify for a fee waiver for the CSS Profile because his mother's earnings, combined with his own, put him over the threshold for eligibility. So he picked up extra shifts at work to pay the fees.

This winter Acosta questioned whether he should go to college at all. He met a recruiter for the U.S. Marine Corps who explained all the benefits he would get if he joined. *This is great*, he thought.

But he didn't want to trash all the late nights he had spent filling out applications for college. He applied for two state-run scholarships.

By mid-February, three colleges had indicated that they needed more information from him to complete the CSS Profile. Worn out, he imagined pressing a button that would give him a break for a day or two.

"I feel overwhelmed right now," he said one afternoon before his shift at Outback. "It's just roadblock after roadblock."

LET'S LOOK at this roadblock from the college side. It's important to understand why many admissions and financial-aid officials describe the CSS Profile as a flawed but necessary tool.

Here's a telling moment: During a session at a national conference in Louisville, Ky., in 2019, an admissions officer from the California Institute of Technology called the form "laborious and tedious" for families, saying "it is ridiculous, and we understand that it is."

Caltech, he added, had no plans to stop using the form.

That's because the application serves an imperative: determining how to allocate finite resources efficiently and fairly among applicants in very different circumstances. Two students might have parents who make a total of $250,000 a year, but one might have a more complex financial situation — and greater financial need — than the other.

RowanUniversity

On the transformation fast-track

The transformation of an institution usually takes decades. But in just the last few years, Rowan University—dramatically and deliberately—reshaped itself into a model for strategic change, making it the nation's fourth fastest-growing public research university for the second year in a row.

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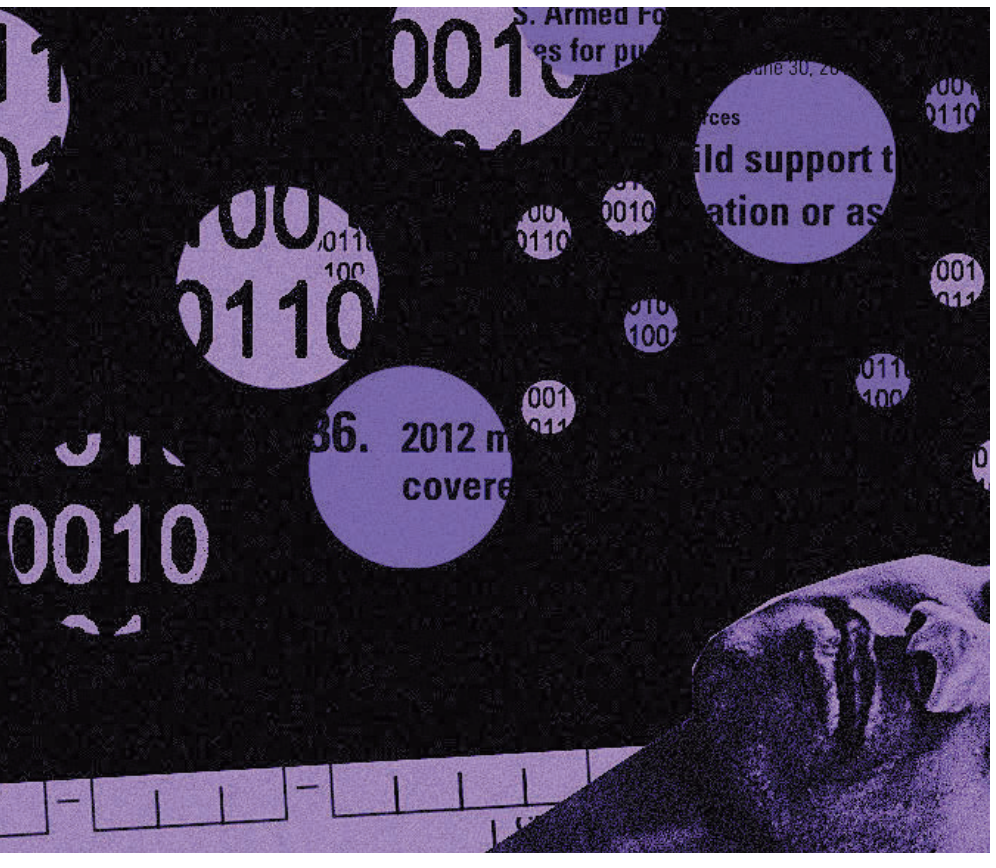
Though many colleges use the federal-aid form to allot institutional aid, others deem it insufficient. "The Fafsa doesn't give us the same level of detail in assessing a family's financial position or ability to pay," says John L. Mahoney, vice provost for enrollment management at Boston College. "The Profile gives us additional information, a larger lens we can use to award funding based on the family's financial position."

When Mahoney entered the admissions field, in the mid-1980s, colleges had long been using a standard system developed by the College Board's College Scholarship Service, or CSS, to measure a student's financial need. In the 1950s, the CSS created a form that collected information on income and assets, which helped colleges determine a family's ability to pay for college. Students used the form to apply for both federal and institutional aid. The CSS charged applicants a fee for each college the information was sent to.

Then came the 1992 Higher Education Act reauthorization, which mandated the use of a free aid application — the Fafsa — and a federal methodology for needs analysis. The CSS form went out the window. But because some colleges found the new methodology lacking, the CSS created the CSS Profile, which became a widely used means of distributing institutional aid.

It's more precise than the Fafsa, which was designed to determine whether a student is eligible for a Pell Grant and qualifies for a federal-loan subsidy. The Fafsa doesn't ask about home equity, for



instance; the CSS Profile does. ("That is, in our minds, a resource that parents have to draw upon," Mahoney says.) The Fafsa tells colleges what a family's adjusted gross income is; the CSS Profile digs into nuances, getting at details such as business income and rental losses.

In the current admissions cycle, the CSS Profile gives colleges detailed information about a family's 2019 income; it also provides an estimate of its 2020 income and a projection of its 2021 income. The form prompts families to explain how its financial circumstances might have changed. That context might include retirements, promotions, medical expenses, or tuition at a sibling's college.

Boston College, which doesn't consider applicants' financial circumstances in admissions, gave $157 million in need-based grants to students in the 2020 fiscal year. "We want to make our limited resources go as far as they can," Mahoney says. "We're committed to funding low-income students, but we also want to make sure we're being good stewards of the college's money."

The CSS Profile, some admissions and aid officials say, provides a level of verification in a world where some families lie and hide assets in hopes of persuading colleges to give them more aid than they might really need. The same world in which some noncustodial parents with the means to help pay for college balk at the notion that they will do so.

"Boston College believes that the primary responsibility for educational expenses lies with the student and family," its noncustodial-parent form says. "Therefore, both biological parents must submit financial information to establish a student's eligibility for financial aid."

The college often waives that requirement for students who haven't been in contact with the noncustodial parent for years, or in cases when contacting the noncustodial parent might put an applicant at risk of harm, Mahoney says. But they've got to complete a waiver-request form first.

"I know that falls very hard — it falls disproportionately hard — on first-generation kids, on low-income kids," he says.

Mahoney, a former prep-school English teacher, got into admissions because he likes helping young people, not making them miserable. Each March, he and his colleagues contact a list of accepted applicants who haven't completed the college's financial-aid process. The goal is to help students who, based on Pell eligibility or other factors, would probably end up getting a lot of institutional aid.

Often the problem is that a noncustodial parent hasn't completed his or her part of the CSS Profile. Whatever the case, Mahoney tries to be comforting and respectful in those chats, which inevitably involve personal questions: "We're entering a deeply personal parental situation, so we've got to be thoughtful and sensitive."

Boston College trains its admissions and aid officers to have those delicate conversations. But, yes, those conversations are one step in a process designed, in part, to protect the college's resources.

"We are very exacting," Mahoney says.

Financial aid is a balancing act.

THE TENSION IS CLEAR: More information can help colleges, but asking for too much can hinder families. How much detail does a financial-aid office really need to make a sound decision? Where's the line between due diligence and overkill?

Such questions led James G. Nondorf about seven years ago to question the University of Chicago's longstanding use of the CSS Profile.

Nondorf, Chicago's dean of admissions and financial aid, had heard many complaints about the application, especially the noncustodial-parent requirement, from college counselors who work with vulnerable students. He came to believe that the form wasn't worth the trouble: "We were punishing the very people that we had all this financial aid for. We were asking poor people to do something that's hard for someone with a Ph.D."

Amanda Fijal, assistant vice president for financial aid and enrollment technology, shared Nondorf's concern that the CSS Profile was working against the university's efforts to enroll more low-income and first-generation students. Internal data showed that many of those students, as well as those from single-parent homes, were taking much longer than others to submit all the form's required materials. And many applicants who would have been eligible for federal and institutional aid weren't finishing the process.

"The CSS Profile seemed to be a big hang-up," Fijal says. "The requirement had become counterintuitive to our goals of access and affordability."

Furthermore, Chicago was using a fraction of information collected on the form. So why make everyone muddle through the whole thing?

In 2014, Chicago announced that it would no longer require the CSS Profile. The move was predicated on a decision to stop doing two things: collecting information from noncustodial parents and considering home equity in aid evaluations. The former was hampering students, the university concluded, and the latter was punishing families in places where housing prices had soared.

Technology and Creativity Meet to Enhance Cybersecurity

It's not every day your career includes playing pretend, especially in a field as technical as cybersecurity. But as hackers and their methods become more creative and sophisticated, so too must the efforts of those who protect and secure data.

As every facet of our lives becomes increasingly reliant on digital technology and as that reliance permeates virtually every facet of our lives, the risk of cyberattacks continues to intensify, just as the consequences of such attacks worsen. It's become even more crucial to have nimble, experienced, and prepared cybersecurity experts at the top of their game to defend against these online threats, regardless of what form they may take.

A new, digitally reliant world facing unprecedented problems requires experts driven to pursue novel solutions outside of the expected.

This is where Rochester Institute of Technology comes into the picture.

Allison Ritter, a talented 2014 RIT graduate with a major in media arts and technology and a minor in theatre arts, has pioneered a way to ensure the readiness of those experts, one that engages, challenges, and educates. As the creative director of IBM's X-Force Command in Cambridge, Mass., Ritter runs realistic simulations to help clients learn about the dangers of cybersecurity threats, putting them in situations where their company is being targeted for a security breach, forcing them to confront and defeat it. By the end of the simulation, the experience helps clients learn how to cooperate with other departments in their respective organizations to stop a major security breach.

What's particularly striking is that this position didn't exist before Ritter signed on with IBM. "The cyber range wasn't developed when I was interviewing for the other jobs at IBM, but I was so interested in the idea and I kept asking about it," said Ritter. "In the end, they hired me, though the department didn't exist yet, and I was given the opportunity to grow the division."

Ritter was hired in 2016 as a threat gamification engineer before moving up to her role as creative director. Since being hired, she has been instrumental in the development of the cyber range. The technical knowledge she gained from her media arts and technology program helps her teach clients to understand the threats that cyberattacks bring. Meanwhile, she gets to use the performance and narrative skills from her theatre arts minor to enhance the simulations she runs, introducing elements of drama and storytelling to help create a more theatric and realistic scenario for her clients.

"I'm stepping away from showing a slide deck and into giving an experience, and a lot of that comes from my creative and technical background."

Allison Ritter, creative director of IBM's X-Force Command

Multiple organizations have worked with Ritter to improve their chances against cyberattacks, including companies, governmental bodies, and militaries from across the globe. She has run simulations for over 2,000 corporate executives since she joined IBM.

Ritter credits much of what she has been able to do to her unique combination of technical and creative skills. As part of her theatre arts minor, Ritter participated in a number of RIT's many theater productions sponsored by the College of Liberal Arts and National Technical Institute for the Deaf, giving her lots of practice in acting and critical thinking alongside her classes in her media arts and technology program.

INNOVATING THE FUTURE OF WORK

The future is interdisciplinary and RIT is uniquely positioned to prepare our students to excel in that environment. We've long recognized that amazing things happen when you combine technology, the arts, and design. Ritter's experience is just one of many that multiple students at RIT encounter. All students are required to complete an immersion, a collection of three courses centered around the subject of their choice. They also have the option to expand their chosen immersions into minors. RIT offers more than 130 minors and immersions for students to take alongside their program classes, ranging across a multitude of subjects like creative writing, software engineering, and of course, theatre arts.

Many of RIT's programs also incorporate classes across multiple colleges, an example being the digital humanities and social sciences major, which combines classes from the College of Liberal Arts, the College of Art and Design, and Golisano College of Computing and Information Sciences.

In addition, the School of Individualized Study allows students to customize their own major and create a program that follows their interests. This has led to a number of unique programs being designed by students, such as one that focuses on comic studies.

These programs are proud examples of one of RIT's core beliefs: that exposure to an interdisciplinary education will help students develop a diverse set of skills and lead to new and innovative solutions for the problems of the modern age. By anticipating the needs of the future, RIT is ensuring that its graduates will have the tools, the know-how, and the flexibility to innovate the future of work and establish themselves as leaders in emerging careers.

Chicago introduced an alternative aid-application process. Now, all students can complete a free online worksheet that asks a small handful of questions (including "Please indicate the amount that your parent[s] estimate they will contribute toward educational expenses for the 2021-22 academic year"). The financial-aid staff compares the answers with the information on each applicant's Fafsa, parents' tax returns, and W-2 forms.

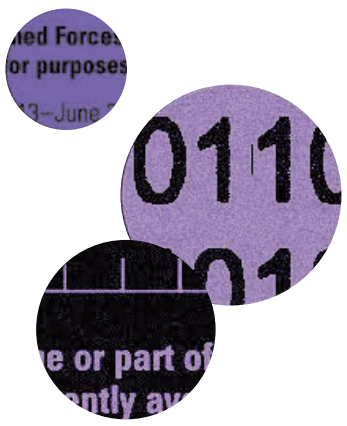
The change has enabled Chicago to get aid awards to applicants faster, Fijal says. A greater percentage of low-income students and those from single-parent homes are completing the process than did so before.

About 70 percent of aid applicants used the free worksheet during the most recent aid cycle. In some cases, Fijal says, the university seeks additional information from families if there is conflicting information on the various documents.

Though the potential for fraud is a concern, Fijal says, "we're comfortable with one student receiving a couple thousand dollars more than they were entitled to if it's making the process easier for 30 percent of our applicant pool."

Princeton University replaced the CSS Profile with its own free application two decades ago. "Applying for institutional aid should be free and as simple as possible," says Robin Moscato, director of undergraduate financial aid and student employment. The new form reduced the number of questions families had to answer by at least 50 percent.

Chicago and Princeton, with endowments of $8.6 billion and $26.6 billion, respectively, gave a total of approximately $350 million in institutional aid in the 2020 fiscal year. Those whopping numbers make them outliers even among wealthy private colleges, which might help explain why other institutions haven't followed their lead in scrapping the CSS Profile requirement.



For many students, the CSS Profile is a hurdle coming after other hurdles, and the cumulative effects can be exhausting.

Washington University in St. Louis recently stopped giving applicants the option of completing its free, scaled-down aid application. For one thing, most applicants were using the CSS Profile anyway. And some families found the existence of two forms confusing, says Michael J. Runiewicz, assistant vice provost and director of student financial services. "We thought that if we started using the CSS Profile exclusively, then by helping students complete that form, we would be helping them get through the financial-aid process altogether."

There were competitive concerns, too. In the past, Runiewicz says, other colleges that require the CSS Profile were able to give "more realistic and generous" aid to applicants than Washington could: "Sometimes we were basically left out. We would still be tracking down information from applicants after other colleges had finalized their aid awards."

Nationally, the push to simplify the aid process in some ways could complicate it in others.

Late last year, Congress approved long-awaited revisions in the Fafsa and federal-aid methodology. Starting with the 2023-24 aid cycle, the federal form will be much shorter — perhaps with a total of a few dozen questions (the number will vary by applicant). The pared-down application will make applying for federal aid less tedious and time-consuming.

But the simplified Fafsa will create more demand for the CSS Profile at private colleges, many financial-aid experts say. And more public institutions could join prominent peers, such as the University of Michigan at Ann Arbor and the University of Virginia, in requiring the CSS Profile to qualify for institutional need-based aid. "Many colleges will be looking for information that will no longer be on the Fafsa," Runiewicz says.

That could make longstanding concerns about the CSS Profile more urgent. "If we want this process to improve for students, we can't leave the CSS Profile as it is," Runiewicz says. "We have to figure out a way to make it simpler."

THE FORM is too long, too complicated, and too expensive. Those are the main criticisms of the CSS Profile.

Dean Bentley, executive director of financial-aid engagement and services for the College Board, has heard those concerns. "Families can get very emotional about it," he says. As a former financial-aid director who once worked with families, he can understand those emotions.

Still, Bentley describes an application that has become more user-friendly over time, based in part on feedback from users. The form now incorporates skip logic, which contracts or expands the application based on each applicant's answers (some students might see as few as about 100 questions; others might see 200). Recently, the College Board changed the language of some questions to bring "more sensitivity" to the form, added visual prompts to guide users through it, and led a push that reduced the number of supplemental questions colleges ask students.

The CSS Profile's detailed questions, Bentley says, benefit applicants of various means: "The application is more comprehensive. But the payoff is worth it. Families can be receiving substantial dollars." The average need-based award among all colleges using the CSS Profile is $45,000.

But the pay-to-play aspect of the application — $25 to send it to the first college, $16 for each additional one — has long concerned some admissions officials and college counselors, who believe that institutions should bear the financial burden of the CSS Profile. As it is, a student applying to eight participating colleges must pay $137.

Why is that? "There is technology overhead to doing the application," Bentley says, "which drives some of the cost."

Each year, 22 percent of first-time domestic students using the CSS Profile get fee waivers, according to the College Board. Orphans and wards of the court under 24 get them, as do students receiving fee waivers for the SAT. Others qualify based on their parental income and family size (a family of four would qualify with an income of $45,000 or less). An applicant's eligibility is determined automatically by his or her responses on the CSS Profile — meaning that students don't know if they will get a waiver until they complete the form.

Let's do some quick math. If 22 percent of CSS Profile users get fee waivers, that means 78 percent don't. That's approximately 312,000 students who pay the College Board about $7.8 million a year just by completing the $25 form and sending it to one college.

Applicants send reports to approximately four colleges, on average, the College Board says; for those receiving fee waivers, the average is slightly higher. The organization says it reinvests funds generated by the CSS Profile into programs and services that help students.

But many disadvantaged applicants get left out, says Sara Urquidez, executive director of the Academic Success Program, which provides college advising to public and charter high schools in Dallas and Houston. "The fee-waiver process is subject to human errors and flaws," she says. "Students are at the mercy of all the adults who serve as gatekeepers for the system."

Some students who would qualify for an SAT fee waiver don't end up getting one because their parents haven't completed an appli-

cation for the National School Lunch Program, or because a school counselor couldn't verify their eligibility. Some students who get an SAT fee waiver don't get a CSS Profile fee waiver just because a testing coordinator failed to mark them as eligible in the system.

Applicants who don't qualify for a waiver can ask each college to provide one, good for that college only. But not every institution gives them out, and the office in charge of them varies from campus to campus. Students often email colleges to request a waiver and never hear back, many college counselors say.

And in some states, students wouldn't qualify even if both their parents held minimum-wage jobs.

"It's simply not the case that every kid who needs a waiver for the CSS Profile gets a waiver — and there are plenty of kids who don't get waivers who don't have $100 to apply for aid," says Urquidez , whose organization spends $12,000 to cover the cost of the CSS Profile for students it serves. "Meanwhile, many colleges are convinced that families must be hiding a trust fund, so they're turning over every rock to make sure."

Let's take a step back and look at a simple fact: Hundreds of colleges require a form that increases the cost of applying to college for students who … need financial aid.

Does that make any sense?

Alaine Say, a high-school senior in Katy, Tex., doesn't think so. After her mother, a nurse, and her father, an Uber driver, had to stop working last year because of Covid-19, she called the College Board to request a fee waiver, she says, but was told that she couldn't qualify because she hadn't received a fee waiver for the SAT. She needed her school counselor's help to resolve the problem.

"It's a little bit of a rip-off," Say says. "You have to pay for something that you might not even get."

But if you do get it, you might have to keep paying a fee. Some colleges require returning students to complete the CSS Profile annually. And pay $25.

Will Walker grew up in a home where two-figure sums of money were a big deal. Though his parents' salaries made them a middle-income family on paper, they needed every dollar to raise their eight children in Winnfield, La., a small town in an economically disadvantaged region. Bills sometimes went unpaid. Walker didn't get a driver's license until he was 17 because his parents couldn't afford the fee until then — and, besides, there was no money for an extra car.

The University of Richmond gave Walker a ton of institutional aid (about $60,000 for his first year). For that, he remains grateful. Now a senior majoring in leadership studies, he speaks proudly of his institution.

Walker believes the CSS Profile gave Richmond crucial information about his family's financial challenges, but completing the form over and over has been a drag. For some people, $25 is nothing. For Walker, paying his own rent for the first time this academic year, $25 is a tank of gas, or the monthly subscription to Adobe Creative Cloud, which he has needed for his part-time jobs.

What bothered Walker the most, though, was the repetition of the ritual. Each year he's had to badger his parents to share their tax information, and each year they've asked him why it was necessary. "I've been constantly having to serve as this middleman between the institution and my parents," he says. "It's not like I could go to the file cabinet and get the information I needed. It was literally me sitting around waiting for them to give me the documents."

After all that back and forth, Walker would fill in the blanks with the same dollar amounts as the previous year, proof that the family's financial situation had not changed. "Straight zeroes," he says. "A whole page of zeroes all the way down."

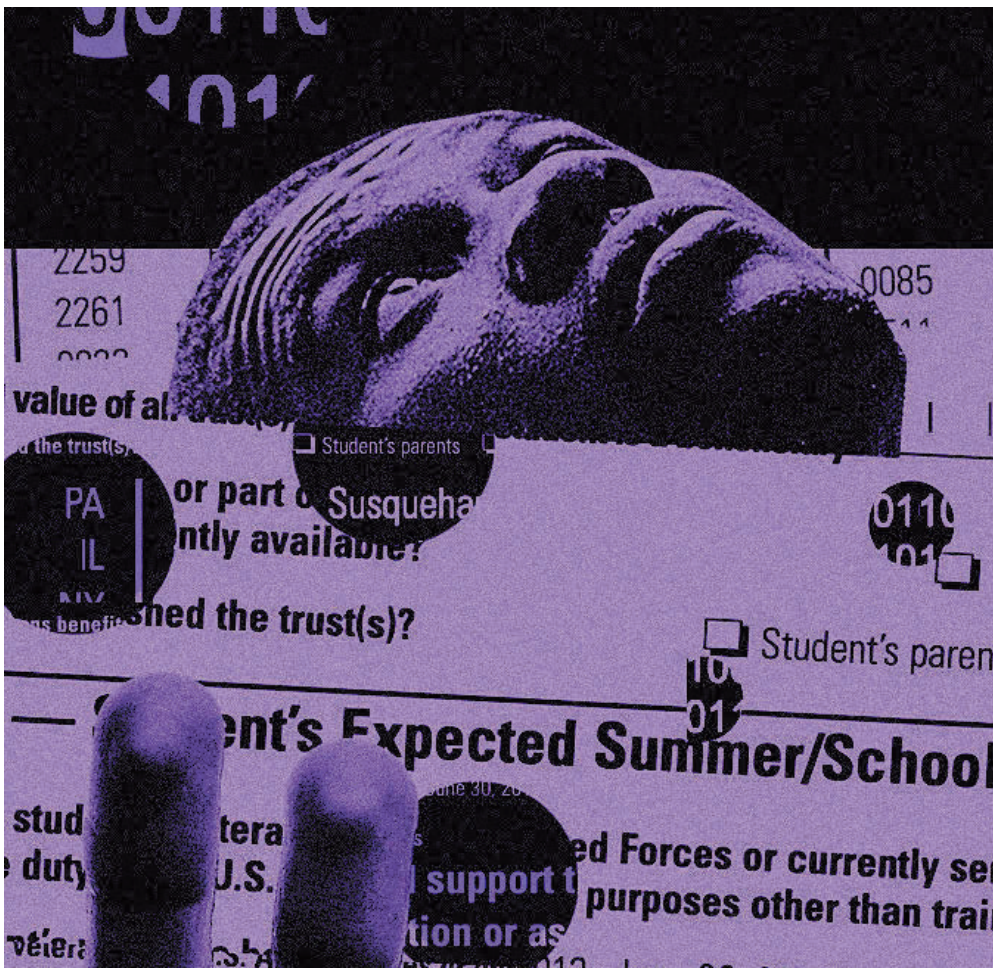
SOME BURDENS aren't quantifiable. And not all costs have to do with money.

The CSS Profile stirs up emotions that can linger. Just ask Sarah G. Hill, a junior at Webster University who grew up in rural Missouri and had to complete the form on her own. She cried when she first logged into the application: "All these questions lined up in front of me with words I didn't understand." She sent the form to American University — her dream school — but her financial-aid package left her with an impossible five-figure gap to cover. Later she realized that she had mistakenly overreported the value of her parents' pensions.

Had that one extra zero made any difference? She still wonders.

If you talk to a dozen adults who work at colleges requiring the CSS Profile, you'll probably hear the following at least once: "Students who struggle with an aid application aren't ready for college-level work."

That's a privileged response, betraying ignorance of the challenges many applicants experience. Sure, it's fair to ask if the CSS Profile is



really that difficult to complete. But don't forget to also ask: Difficult for whom? And under what circumstances?

Looking at a given hurdle in isolation reveals only so much. For many students, the CSS Profile is a hurdle coming after other hurdles, and the cumulative effects can be exhausting.

At Clayton High, outside St. Louis, Carolyn Blair never goes too long without thinking about the CSS Profile. In late January a senior applying to Washington University emailed her to say he had just learned that he must complete the form: "I've never heard of it before."

He had hit a snag. After entering his personal information, the student explained, the application "blocked" him, leaving him unable to finish it. "I am unsure if there is something I have to link myself, if I should contact Wash U, or simply have to wait for something like Fafsa to be processed," he wrote. "Any help would be greatly appreciated."

So Blair, the full-time problem-solver, scheduled a Zoom meeting with him. Soon she found herself in another conversation with another baffled soul confounded by the form.

Those conversations take up a lot of time. But what choice does she have?

It's what the system requires. ■

Eric Hoover writes about the challenges of getting to, and through, college.

CHRONICLE ILLUSTRATION,
PHOTO BY CHUONG DOAN

The College Where 1 in 4 Students Got Coronavirus

At one small university, well-intentioned but insufficient preparations meant a fall semester of vast infection.

BY FRANCIE DIEP

ABOUT HALFWAY THROUGH the fall semester, Jessica Floyd, a curly-haired undergraduate studying nursing at Central Methodist University, started feeling exhausted. She had been studying for four exams that week, so she didn't think too much about it. Then she took one of the regular coronavirus tests that Central Methodist required. It came back positive. That night, she started feeling weak and short of breath. "It came on fast," she said.

By the end of the fall semester, three of Floyd's study partners and two more of her closest friends would test positive. Central Methodist, in rural Fayette, Mo., would see 28 percent of its 1,148 residential students test positive for Covid-19 as of December 11, the last day dorms were open for the fall semester. One student, a 19-year-old with no other health conditions, had to be hospitalized, according to Roger Drake, the president. She recovered.

Of the more than 1,900 colleges whose case counts were tracked by *The New York Times*, Central Methodist had one of the very highest shares of positive diagnoses. But it's likely to be in crowded company. Some other small, rural liberal-arts colleges have posted student-infection rates of around 20 percent — one in five. Other institutions could have comparable numbers without knowing it, if they didn't test their students regularly, as Central Methodist did. In young adults, especially, Covid-19 is silent spreader: Without surveillance testing, a college's numbers are almost certainly underestimates of the true extent of infections among its students.

CHUONG DOAN FOR THE CHRONICLE

Five nursing students (from top left, clockwise), Amy Leftridge, Emily Soto, Liz Wilson, Jessica Floyd, and Rebeka Tratchel, gather for their study group.

As colleges examine the fall in the rear-view mirror, much attention has been affixed to big-name universities and whether they followed best practices, some of which they pioneered: mandatory, frequent testing. Pervasive mask wearing. Safely distanced social activity.

For colleges like Central Methodist, best practices were never in the cards. At those institutions, in-person reopening was a necessity, prevention policies were well intentioned but insufficient, and students were resigned to the likelihood that they would fall ill. For the colleges that couldn't marshal untold resources to fight the pandemic, the experience of Central Methodist might be a more representative picture of a fall semester like no other.

"Sometimes there just isn't always a perfect correlation between planning and effort and care and love and the results that you have," Drake said, "and that's what happened in our case."

FOUNDED in 1854, Central Methodist serves primarily students who come from the 100-mile radius around it. The region immediately surrounding the university is largely rural and politically conservative, with every mid-Missouri county going for Donald J. Trump in the 2020 presidential election except Boone, home to the University of Missouri's flagship.

About 40 percent of Central Methodist students are eligible for federal Pell Grants, and almost a third of them are the first in their family to attend college. Drake said the needs of those students had motivated the university to operate in person this fall. The residential experience was critical to retaining students, he said, especially ones from rural areas who might not have strong internet connections at home, or a family history of going to college.

"I was a poor kid in Appalachia, a place that does not have high

At some colleges, in-person reopening was a necessity, and students were resigned to the likelihood that they would fall ill.

college-going rates," he said. "We have a lot of kids that, if they stop out one year, they are going to drop out of the pipeline, and their path to success will never come back to them."

Floyd grew up on a farm about a 20-minute drive from the Central Methodist campus. Inspired by her father, who had a second career as an EMT, she has wanted to work in health care since she was 9. "I saw how much he loved his job," she said.

When she was a kid, she and her mother, Denise Floyd, would visit her father at work, where they got to know the other EMTs and their families. When she was 10, her father died. At one point, his co-workers came to the family's farm, in Boonville, to help with chores that Denise couldn't do alone. "All the guys chipped in and were there for us," Denise said. She took her husband's stethoscope and the book of medicines that he kept in the side pocket of his work pants, and put them away.

Floyd began working as a certified nursing assistant in high school. When it came time to pick a college, she chose Central Methodist for its small, intimate nursing program. "The teachers knew you, one on one, and if you had an issue, you could go directly to the teacher and it's not like, 'Oh, who are you? What class are you from?'" she said. "They really get to know you on a personal level." As she prepared to leave, her mother presented her with her father's EMT supplies.

Nursing at Central Methodist is rigorous and stressful. A passing grade is 80 percent, and students can fail only one course, which they must retake. Floyd and all the other seniors are thinking about the National Council Licensure Examination. It feels as if everything they learn in class might be on the exam, and "if you don't pass, you don't get to become a nurse," said Rebeka Tratchel, another senior in the program and one of Floyd's friends, "which is *crazy* to me."

To prepare, Floyd and Tratchel are part of a close-knit group of six friends who meet nearly every weekday to study over lunch. They pile into a snug debriefing room on the first floor of the allied-health building. They spread out their laptops, bags, water bottles, and snacks on the big table. There's a TV on the wall, where they project questions from their iPads — Central Methodist gives one to every student. "We'll sit there and talk and just kind of study and hang out," Tratchel said.

Like her father, Floyd has found camaraderie in working in health care. Having friends to study with, people who understand the stresses of the nursing program, has been a lifesaver. "They know exactly what I'm going through," she said.

In the fall, even as the virus raged around them, the friends continued holding their lunchtime study group. They seemed to get and give mixed messages. They were frustrated by photos they saw on social media of their classmates partying and poor compliance with mask-wearing rules on campus. "I've seen a lot of people wear the mask below their nose. Even teachers do it," Floyd said. "You're just spreading it more." Yet they knew their study sessions weren't quite kosher, either.

"We would fit six in a room that probably should only have three in it," Floyd said.

"Probably not the smartest idea, but we do usually take our masks off. We don't really distance from each other," Tratchel said. (Students are supposed to wear masks at all times on university property.)

CHUONG DOAN FOR THE CHRONICLE

When Jessica Floyd and others in her study group tested positive for Covid-19, "none of us were really surprised."

"When we got it, none of us were really surprised," Floyd said, "because we knew we were breaking the rules."

It's impossible to know for certain how Floyd got Covid-19, but she thinks it was another friend in the study group.

CENTRAL METHODIST applied care and spent money in preparing for the fall, but its plans didn't seem to account for interactions like Floyd's study group.

The university spent more than $900,000 in direct costs to prepare for the pandemic, including buying temperature monitors, improving airflow in buildings, and preparing for virtual lectures. It spent about $340,000 on antigen tests, which every student had to take every other week and sometimes more often, when the university saw more infections, Drake said. Students who felt sick could get a test at any time, and those who tested positive could go home or isolate on campus in dedicated recovery centers.

At the same time, when put into practice, major holes seem to have remained in Central Methodist's fall plan.

About 70 to 80 percent of people on campus wore masks properly or at all, students told *The Chronicle*. (Scott Queen, a university spokesman, wrote in an email that he thought mask compliance was at 96 to 98 percent.)

And the university's social-distancing rules left room for the sort of small gatherings — like Floyd's study group — that can contribute to coronavirus's spread.

Although eating together indoors is one of the better-recognized sources of Covid-19 spread, the dining hall was open for sit-down

Central Methodist ended up trapped in limbo, testing enough to know the extent of its Covid problem, yet failing to keep its rates low.

meals, with part of the student center converted to additional dining space so students could sit farther apart.

Residence halls were filled to nearly normal capacity, Queen said, which meant roommates shared rooms. Floyd said students could visit one another's dorm rooms and be unmasked inside them, though they had to wear masks in the dorm's common areas. Drake said that dorm-room visits from off-campus friends were supposed to be restricted, and "masks and social distancing were encouraged."

Floyd said her impression was that dorm-room hangouts were OK because of the testing protocol. "Because we do the every-other-week testing," she said, "that definitely made them more comfortable to allow us to do that."

That testing regimen left plenty of space for casual interactions like those to spread the virus. Covid-19's roughly 10-day period of infection means a student who tests negative on a Monday, contracts the virus on Tuesday, and then spends the next 10 days clearing the virus from his or her system and infecting others can test negative again at the next required swab.

"That is much more security theater than it is actual public-health security," said Christopher R. Marsicano, an assistant professor who co-leads Davidson College's College Crisis Initiative, a project that analyzes higher-ed institutions' Covid-19 plans and outcomes. The College Crisis Initiative provides *The Chronicle* with data for its spring-plan tracker.

"It is really good at making people feel safe," Marsicano said, "but not necessarily good at stopping the spread, once the spread has started."

CHUONG DOAN FOR THE CHRONICLE

Central Methodist U. spent more than $900,000 in direct costs to prepare for the pandemic, but when put into practice, major holes seem to have remained in the fall plan.

Central Methodist's use of antigen tests, rather than PCR tests, may have made matters worse. Antigen tests are cheaper and faster than PCR ones, but they're known to be less accurate. In data published in January, the Centers for Disease Control and Prevention found that at two universities in Wisconsin that used the same brand of antigen test that Central Methodist did, the tests frequently told people they didn't have the coronavirus when they actually did. Among people with symptoms and a diagnosis of Covid-19 confirmed through PCR testing, 20 percent nevertheless got negative antigen-test results. Among people without symptoms and confirmed coronavirus infections, 59 percent had gotten negative antigen results.

The university chose to use antigen tests, rather than PCR ones, because early on in the semester, the turnaround time for PCR tests in the area was several days, Drake said. That's not ideal for quickly identifying students with infections and isolating them before they can spread the virus further. PCR tests also could have cost the university twice as much as it ultimately paid for its antigen tests, but Drake said the price tag wasn't an issue. The university could have spent more than $1 million from its reserves on tests, he said. It chose not to, believing antigen tests were the best option.

Research has shown that more frequent testing can keep infections down. In an analysis posted in December, which hasn't yet been peer-reviewed, a team of scientists from Harvard University found that colleges that tested their students more often had fewer student infections. The American College Health Association has recommended that students be tested twice a week for in-person operations in the spring.

But Drake said Central Methodist's community wouldn't accept more testing. "I've never had a single parent or student say, 'Why in the world aren't you testing more?'" he said. "But we had many, many cases where students would say, 'I'm going to transfer to another school. I don't want to be tested this much.'"

"I don't know what we possibly could have done more of," Drake said. There was only one change he thought would have made a real difference in Central Methodist's fall rates: if it hadn't held fall sports. Many infections, he said, were among athletes, who make up 60 percent of the student body.

"But that also would have had a horrible outcome for students," he said. The college belongs to the National Association of Intercollegiate Athletics, which is far from a feeder to professional sports leagues. "This is kids' last hurrah to play their sports. It's what they really wanted to do, and we tried our best."

As it was, Central Methodist ended up trapped in an unfortunate limbo, testing enough to know the extent of its Covid problem, yet failing to keep its rates low.

IN HOSTING exceptionally high rates of Covid-19 infection, Central Methodist had company.

In the *Times*'s database, which is not comprehensive, four of the 10 institutions that saw the highest share of infection are small, residential, Midwestern liberal-arts colleges. Bethel College, in Kansas, Iowa Wesleyan University, and Quincy University, in Illinois, all had about 20 percent of their students test positive in the fall.

Leaders at higher-rate colleges seemed at peace with the idea that one in five of their students had gotten the coronavirus while in college. "The campus stayed safe throughout the semester. We never had a time where it was out of control," said Meg Richtman, a spokeswoman for Iowa Wesleyan University. By "not out of control," Richtman meant that throughout the fall, Iowa Wesleyan never ran out of isolation space and didn't see sudden spikes in student cases. They just remained elevated all term.

"It's not what anybody wants," Richtman said. "That's the reality that we live in today."

Brian McGee, Quincy University's president, defended his institution's numbers in Quincy's context: in the Midwest, serving a large number of Pell-eligible students. "A single student testing positive is one student too many," he said in an interview with *The Chronicle* in January. At the same time, he said, many Quincy students were coming from homes and towns where people regularly flouted mask-wearing and social-distancing rules. Had they stayed home for a remote fall semester, many wouldn't have had a quiet room to study in — or to isolate in, should they have contracted the virus there. Central Methodist is similarly situated.

The colleges that kept their numbers down this fall? "Most of them were either in parts of the country where there was a lot more community compliance with public-health recommendations or at very affluent institutions," McGee said in a previous

interview with *The Chronicle*. "There is a rich-poor gap here, and there are important geographic differences that we need to be respectful of."

Affluent institutions like Duke and Cornell Universities, and mammoth public research universities like the University of Illinois at Urbana-Champaign, were among the fall's success stories. Each had fall infection rates in the single-digit percentages.

The University of Illinois system operates on a budget in the billions and has fairly diverse sources of income, including state appropriations, tuition, and its medical system, from which it could also draw expertise for its cutting-edge Covid-prevention program. Illinois scientists developed their own spit-based, rapid coronavirus test, which meant the university didn't have to buy tests from another provider. Cornell and Duke have budgets of the same order of magnitude and medical schools. Duke had its own in-house PCR test.

In contrast, Bethel, Central Methodist, Iowa Wesleyan, and Quincy all operate with budgets in the tens of millions. They don't have medical schools. Just two years ago, Iowa Wesleyan faced the prospect of closing due to money problems. Among the four, Central Methodist has the largest endowment, with a market value of $51 million in 2019 — less than 1 percent the size of Duke's.

The wealth differences mean that Central Methodist may have spent as large a proportion of its budget on Covid prevention, or larger, compared with more successful schools, Drake, the president, argued. "It was a huge financial commitment on the part of our Board of Trustees," he said.

Central Methodist and its peers are also more dependent on tuition. At Bethel, tuition and student fees make up close to half of the overall revenue, while at Central Methodist, Iowa Wesleyan, and Quincy, tuition and fees are more than 60 percent. In contrast, at Cornell, Duke, and the Illinois system, the most that tuition contributed to revenue was 25 percent.

Central Methodist and its peers both had smaller budgets to put toward anti-pandemic measures, and faced greater financial pressure not to hold an all-online fall.

When asked about the bind that colleges like his faced, Drake said, "I don't deny the correlation in general." But, he said, "We have strong reserves. That wouldn't be the reason why we would not have brought students back in the fall."

For Marsicano, of Davidson College, the competing pressures that small colleges worked under this fall are a sign that they need outside help. "We need federal or state or some kind of funding to these institutions if we're going to try to keep cases down," he said. For example, he added, states could have batch-purchased tests at discounted prices and distributed them to colleges. "There are legitimate policy solutions that can be done here, that can really slow the spread of this."

WHEN STUDENTS CAME BACK to Central Methodist's compact campus last fall, the shortcomings of the Covid plan meant they were in for a semester of frustration and foreboding.

"At one point, everyone in the music community was getting it," Mikayla Kinkead, an undergraduate majoring in music ministry, wrote in a Facebook chat message. She and her friends "were just waiting for one of us to get it." Luckily, they remained unscathed. "We were like the only music people to not get it," she wrote.

Central Methodist leaders decided to finish the fall semester remotely after Thanksgiving break, to reduce how much their students would travel during the country's winter surge. Still, Da'Jai Thomas, a neuroscience major living in a residence hall, decided to leave campus even earlier, in October, because of the cases around her. "It made it harder to be around my friends because they ended up testing positive," she wrote in an instant message. She made efforts to ensure she wouldn't bring the virus home to her family: "I made sure to get tested twice before leaving. I sanitized my whole room, washed my clothes twice and all my cloth masks, and I tried to stay in my room the day before I left."

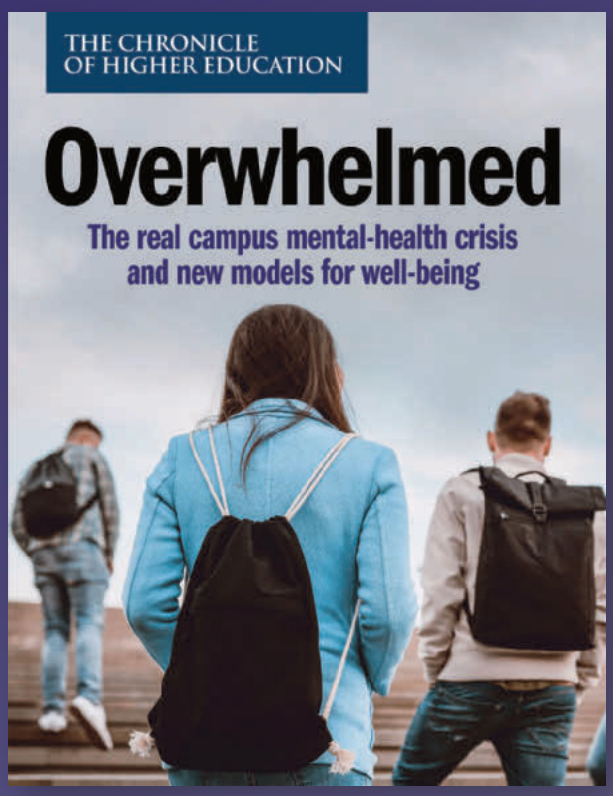
She finished the semester over Zoom. Her instructors even mailed her materials for her labs, although she found them difficult to reproduce at home.

Then there was Tratchel, one of the nursing study-group members, who had transferred to Central Methodist from the University of Alabama because she wanted a smaller college, closer to her family. She had to quarantine multiple times over the semester, during which she felt adrift. "I would find myself having to Zoom into class, and I wouldn't turn on my camera, and I would be up doing so many different things," she said. "It was really hard to stay focused, knowing that I could just come sit on my couch and watch TV."

She wouldn't know why she'd been told to quarantine. To protect other students' privacy, the university wouldn't disclose the exact exposure.

Overwhelmed

The Real Campus Mental-Health Crisis and New Models for Well-Being



The prevalence of anxiety and depression is rising across the country, particularly among young people. College students of all ages are more distressed than ever before, and more of them are enrolling with mental-health histories, in terms of diagnoses, treatment, and medication. But that is not the real campus mental-health crisis. The crisis is that the traditional model of providing services is broken. More and more overwhelmed students are seeking help, overwhelming their colleges. Even with growing staffs, counseling centers cannot keep up. Meanwhile, troubled students are left with unmet needs.

The Chronicle's in-depth report, *Overwhelmed*, explores how to handle the surging demand for mental-health services, fulfill legal obligations, and make well-being a campuswide priority. And providing that support creates the kind of environment where a diverse population of students can succeed, academically and otherwise.

"Overwhelmed students are seeking help, overwhelming their colleges."

Purchase the report and learn how to:

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CHUONG DOAN FOR THE CHRONICLE

The reduced hands-on practice for nursing students in the fall left Rebeka Tratchel a little nervous: "I feel now I'm not going to be ready to be a nurse."

She'd just get an email in the morning that instructed her to stay in her apartment.

She finally got Covid-19 during finals week, after Thanksgiving break. The illness took its toll. She couldn't stay awake for more than an hour at once. Her heart raced, and her blood oxygen level dropped. "I couldn't get up from the couch and walk to the bathroom without feeling like I couldn't catch my breath," she said. She lost her sense of taste and smell, but got them back on the 10th day of her illness, and is now recovered.

In the nursing program, Floyd and Tratchel dealt with rolling waves of quarantines in their cohort. At one point, about half of their 19-member class was out, due to a combination of isolation, quarantine, and non-Covid-related reasons. The program had to push back a major hands-on skills test, which the students took at the beginning of the spring semester.

Because of the quarantines, and the cuts in their hours that the program's hospital partners made as a precaution against the pandemic, members of the spring-2021 graduating class have had much less hands-on practice than most of their predecessors.

That has been true across the nation. Central Methodist made up for it with what are called virtual unfolding case studies, in which students make decisions about a real-time patient scenario on a computer. The trimmed hours have left Tratchel a little nervous. "I feel now I'm not going to be ready to be a nurse," she said. "I would definitely love to have more hours in the hospital."

She's looking forward to this spring semester, when their hours are supposed to be restored.

Floyd, too, recovered completely from Covid-19, after about a week during which she described herself as not having "all of the super-bad symptoms," only "a couple" of them, including feeling as if she'd run a marathon, just from walking across her one-bedroom apartment. In general, traditional college-age adults have avoided Covid's worst immediate consequences, with colleges often reporting only one or no hospitalizations, even when thousands of their students have tested positive.

Students told *The Chronicle* they believed administrators had done as much as they could to prevent infections on campus. They were surprised to learn their college had one of the highest infection rates in the nation. To them, their fall seemed no more extraordinary than anything else during this extraordinary time.

For Floyd, the fall would have been worse had she and her friends not been able to gather in their conference room. "Just having that group of people that I could talk to and study with and just vent to if I need to — if we weren't allowed to sit in that room and do that, I think it would have been a lot more stressful," she said.

Altogether more than half of the people in the friend group have had Covid-19. They're still doing their study sessions. ■

Francie Diep is a senior reporter covering money in higher education.

Students, who said Central Methodist had done its best, were surprised to learn it had one of the highest infection rates in the nation.

A Disturbing Pattern

What public records revealed about my president.

LAST FALL, H. Neil Matkin, president of Collin College, sent out an all-hands email — all faculty, all staff, all campuses — announcing that the institution would be posting a public statement on its website condemning me for my "hateful, vile, and ill-considered" speech as a private citizen. He didn't identify the speech in question — it was a tweet making fun of Mike Pence — but he did say that my comments were so incendiary that he had received "contacts and calls from legislators" regarding my employment.

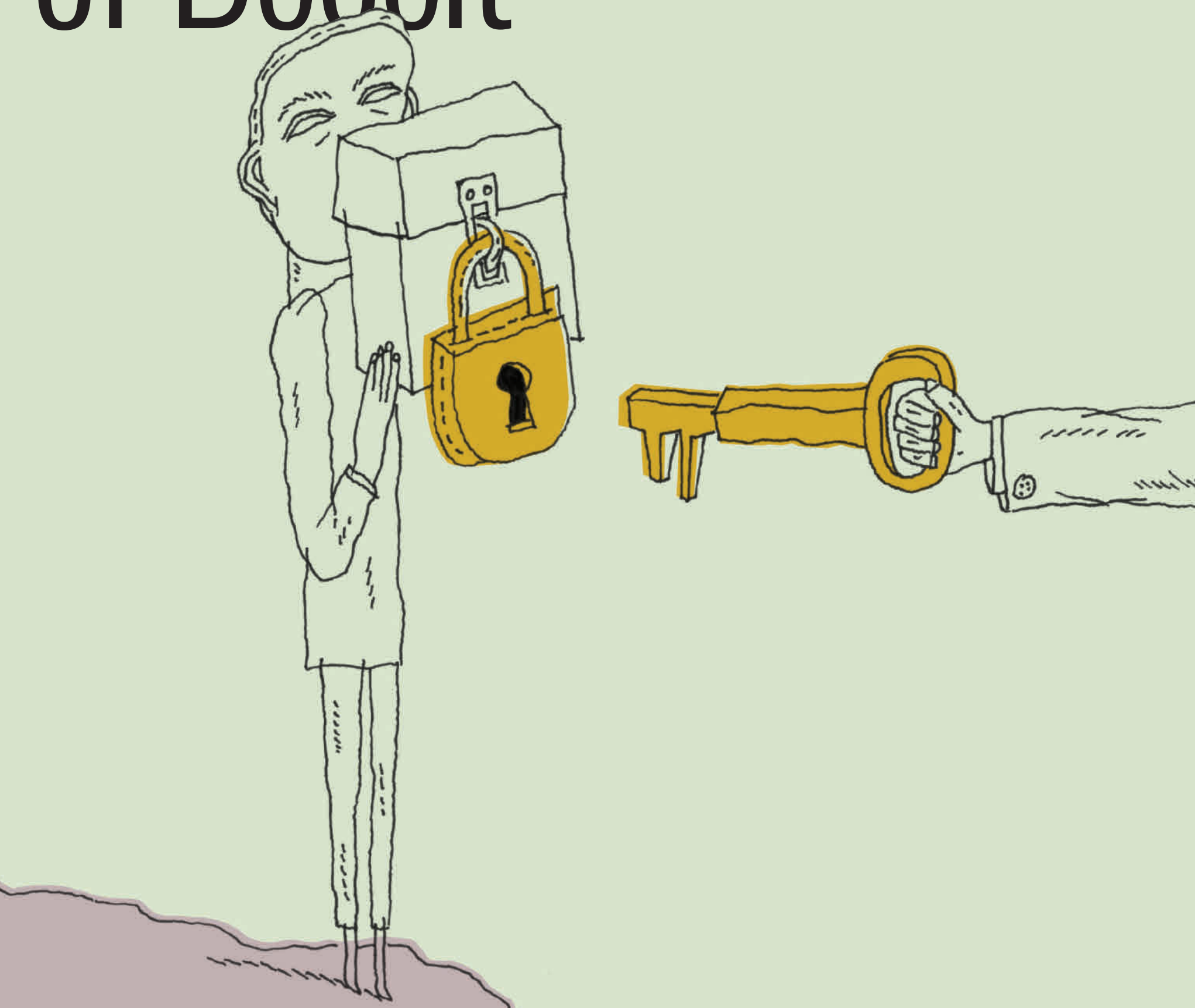
That claim caught the attention of lawyers for the Foundation for Individual Rights in Education, who sent the college a public-records request for all communications from legislators connected with this incident.

THE REVIEW

BY L.D. BURNETT

Rather than handing over these records, the college retained an outside law firm to appeal the request to the Texas attorney general's office on the grounds that, because I had mentioned having employment insurance and a lawyer, the college reasonably believed I was on the verge of filing a lawsuit. When that argument didn't fly — because my saying that I had an attorney did not mean a lawsuit was imminent, or even that a lawsuit was under discussion (it was not) — the college then claimed that the records could be withheld because they were covered by attorney-client privilege, since at least one of these communications happened to come from a lawyer. That argument also did not fly.

# of Deceit



JORDIN ISIP FOR THE CHRONICLE

For four months, from October to January, the college fought FIRE's request under Texas's Public Information Act, sending four letters to the attorney general's office. Finally, on January 22, the Office of the Attorney General of Texas ruled that the college must turn over records of the communications about me between "legislators" and Matkin.

On February 11, Adam Steinbaugh, director of the individual-rights defense program at FIRE, let me know that the requested information would be on his desk by the end of the day.

AT LAST we would know the truth: Who was the college protecting? Which government officials asked to see me fired or otherwise reprimanded for my freedom of speech as a private citizen? Just how powerful or highly placed were these politicians reaching out to the college president? To what lengths were members of the government willing to go to punish a community-college professor over a tweet? Why had the college worked so hard to hide this information?

I was nervous about what I might find out. I am a history professor, a writer, a scholar, a journal editor, an engaged and very vocal citizen — and also a wife, a mother, a daughter, a sister, a church member, a mentor, a friend. And last fall was sheer hell for me. Sheer hell. While I continued to pour my efforts into providing an outstanding education to my students — writing letters of recommendation, offering careful feedback on writing assignments (I spent much more time assessing than they had spent writing), recording a couple of hours of original lecture material and discussions per week, extending deadlines, offering support — I was worn down in a way that I have never been before.

Off the clock, I was caring for an ailing parent undergoing chemotherapy. On the clock, I was demoralized and disheartened by the cruel and callous actions of the college president toward not just me but toward all our faculty. I was sickened by the news of our colleague Iris Meda's death from Covid-19. And through all of it I was emotionally burdened — certainly without complaint, but not without cost — as so many of my colleagues told me they were counting on me to keep speaking up, to not shrink into silence, to use my sudden public platform as a Collin College professor to call attention to the horrific work environment we have all been enduring for far too long.

That was the fall.

My spring semester started with a written reprimand from human resources over the accuracy of a tweet about a former Collin instructor who had died of Covid-19. The retaliatory warning, coming on the first day of classes, seemed timed to demoralize me. And it worked. I felt mistreated, targeted, harassed, and bullied by my employer — because I was.

So I was very anxious to know: Who were Matkin's friends in high places? Who were the legislators calling for the suppression of professors' free speech? What would this tranche of documents reveal?

Well, that "tranche" of records turned out to be nothing more than a single text message from a single state lawmaker, local Rep. Jeff Leach, Republican of Allen, Tex..

One legislator, one contact, one text exchange. That's it.

Here is the record Collin College fought so hard to conceal from the public:

> JEFF LEACH: LD Burnet (sic) is paid with taxpayer dollars, correct?
> MATKIN: I'm aware of the situation Jeff and will deal with it. Already on my radar before the current issue. She is definitely paid with taxpayer dollars.
> LEACH: Ok cool. I'm getting calls from folks. Not a ton ... but a few ... as it is starting to percolate on social media.
> MATKIN: My inbox and the board is getting the same. Appreciate you. Good luck in November friend.

And with that disclosure I learned the truth that the college and its outside law firm had worked so hard to keep from all of us professors and from the public at large: The college president has very likely been bluffing all along. About everything.

Matkin had no records of a phalanx of friends in high places willing to back him as he retaliated against some professors and tried to bully the rest into a terrified silence. If there were other legislators who weighed in, he apparently has no proof of it and the college has no record of it.

Instead, it looks like the college was mainly trying to protect Matkin himself. In his all-hands email, he had exaggerated the private backlash to my tweet in order to justify his heavy-handed public response. And in the text exchange itself, he revealed that he monitors his faculty for their speech — something to which many of my colleagues can attest.

WHAT did the president mean when he said that I was "already on [his] radar before the current issue"? I have been a full-time Collin College employee since the fall of 2019; I have had stellar performance evaluations; and, until Twittergate, I've enjoyed an unmarred personnel file. Why would I have been on the college president's radar at all? Was it because at that point he had been a Twitter follower of mine for about five years? He knew all about my style of online speech well before he signed my contract, and he signed the contract anyhow, so I doubt that was the issue.

Instead, I'm guessing that what put me on the college president's "radar" was the same thing that got two of my co-workers fired a couple of weeks ago: objecting to the college's Covid policies. Along with over 130 other full-time faculty members, I added my signature and statement to the white paper that our colleague Audra Heaslip composed and circulated, while our colleague Suzanne Jones and others worked to organize a Texas Faculty Association chapter to help faculty members continue to speak up about Covid and other issues affecting our safety. For their activism, both Heaslip and Jones were told their contracts would not be renewed in May.

I had also spoken up about the college's Covid plans last fall. When Matkin wrote an email in August saying that the pandemic "had been blown utterly out of proportion across our nation" by the media and that the numbers were not as high as reported, I emailed him privately to tell him that his statement seemed dismissive of the concerns of all the faculty who had requested an online semester for the safety of the community. "I am sure you did not mean to be unkind," I wrote, "but the repeated assertions that this disease poses a minuscule risk came across as an implicit condemnation of those who have altered their routines out of concern for it."

That's how I landed on Matkin's radar, along with Heaslip and Jones. He has targeted the three of us for daring to speak out about Covid. Maybe it is just a coincidence that we are all women. Maybe he is working down a list of everyone who signed the petition or who has said a word publicly or privately to contradict the college president, and we just happened to be at the top. Maybe he is making an exam-

ple of us to continue to terrify the rest of our colleagues into silence and compliance.

Whatever he is doing, I don't think his approach is going to work for too much longer. The more we faculty members find out about the distance between Matkin's claims ("contacts and calls from legislators") and what has actually happened (a text message from a single local representative), the less seriously we are going to take his threats against us for violating the college's "Core Values."

"SHE IS DEFINITELY PAID with taxpayer dollars." So the college president affirmed to the legislator. And this is precisely why I cannot be fired by my employer for a tweet: The government, which happens to be my employer, cannot prevent or punish the free speech of private citizens. Any public-college president should know this, and any state representative — especially one who is a self-styled champion of free speech, as Rep. Jeff Leach is — should know it as well. Leach let down his constituents by failing to educate them about the First Amendment. Instead, he contacted my employer to see if there was a governmental lever of power he could pull to engage in some unconstitutional cancel culture.

Still, the discussion about "taxpayer dollars" is worth unpacking.

Since Matkin was hired in 2015 to preside over our community-college system, his base salary has risen from $315,000 to $400,000. That's not counting the cash bonuses budgeted for him every year; during the 2019 fiscal year, Matkin's cash bonus, paid with taxpayer dollars, was $65,000.

Faculty members only recently learned of these cash bonuses, and we have yet to learn the criteria upon which they are based. But I can tell you that $65,000 is more than my base salary now, and I teach at least five courses and around 150 students every semester. This year — my second year of full-time employment at Collin College — I am teaching six courses a semester.

Last fall, while my well-compensated college president was privately threatening to "deal with" me and publicly shaming me via an all-hands email and a statement on the college website, I went on with my work like the professional that I am, never giving my students the least hint that there was anything amiss between me and the college administration, nor offering my students the least bit of criticism about my employer, never mind about any public political figure. That's because, unlike some people, I'm quite capable of setting aside my personal views in order to do my job, as my student course evaluations well attest. The taxpayers have been well served by my work, and what I do in my free time is my own business.

But what does our community-college president do on the clock to merit his taxpayer-provided annual cash bonus? Are the bonus incentives tied at all to enrollment numbers? If that is in fact the case — and we faculty members are trying to find this out — then Matkin's persistent minimization of Covid risks and his frankly irrational insistence that we must have face to face classes in the middle of a pandemic would be more explicable, though all the more deplorable.

Either way, those bonuses are "definitely paid with taxpayer dollars" — as are all the retainer fees for all the outside law firms that Collin has employed so far this academic year to fight public-records requests to protect the president from being exposed as having far less power, influence, and political backing than he would like to pretend.

Clearly, though, Matkin has the backing of the Collin College Board of Trustees, to the point where they are apparently willing to sign off on the expense of using multiple private law firms to protect him from scrutiny. Why?

In the process of trying to answer this question for myself, I learned that the longtime chairman of the Collin College Board of Trustees, J. Robert Collins, happens to own (in a living trust) over 100 acres of undeveloped land just a three-minute drive north of Collin College's newest campus in Farmersville, Tex. Matkin was a huge booster of building the campus in Farmersville (where he also happens to live).

The bond measure for the purchase of land and the construction of that campus passed in 2017. I don't recall any public discussion at the time regarding whether or not the board chair stood to benefit financially from the construction of a brand-new college campus within spitting distance of his family ranch. I'm not sure anyone was broadly aware of the potential conflict of interest. It didn't make the papers. But the value of the Collins family ranch has apparently increased significantly over the past four years.

The government, which happens to be my employer, cannot prevent or punish the free speech of private citizens.

Would those kinds of indirect financial or personal benefits explain why at least some members of the board seem glad to stand behind Matkin's leadership, continued legal hassles be damned? Again, this is probably the kind of question that a good investigative reporter should pose — someone who isn't from around here, someone who is good with numbers, and someone who might be able to snag an interview with the college's chief financial officer at the time these financial decisions were made. Of course, Collin College has gone through three CFOs in the past five years, so it might be difficult to figure out which among them would be the right person to ask. But these questions deserve asking. And the taxpayers deserve answers.

Meanwhile, in the middle of this horrific pandemic, taxpayers absolutely deserve to know if there were any financial incentives for the Collin College president to compel staff to work and faculty members to teach in dangerous conditions this past fall. I am a taxpayer, and I deserve to know that. My colleagues who have been intimidated, disciplined, or fired for speaking out about Covid deserve to know that.

Certainly, Iris Meda's family deserves to know that.

Collin College, you are on our radar now. ■

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Regional Public Colleges Don't Need Rescuing

They've been treated shamefully, but they're more resilient than people give them credit for.

THE HEADLINE of a recent essay in *The Hill* asked if there was an economic case for saving regional public universities. It reminded us of a similar headline in *The Chronicle* a few years ago ("Public Regional Colleges Never Die. Can They Be Saved?") and one in *The Washington Post* a few years before that ("Regional Public Colleges — the 'Middle Children' of Higher Ed — Struggle to Survive"). Other recent articles and books on public regional colleges have questioned the likelihood of their survival and described them as "fragile" and "endangered." These days, it's hard to find a discussion of these institutions that doesn't portray them as on the brink of a mass-extinction event.

But do they need saving in the first place? The answer, it turns out, is no — at least in terms of institutional leadership and financial management. As scholars of higher education, we've been studying and advocating for regional universities for the better part of a decade. And in contrast to the popular gloom-and-doom evaluation, we see a resilient, agile, and organizationally diverse sector — one that's well positioned to help fight the pandemic, confront racial injustice, and drive economic mobility. If regionals need saving from anything, it's bad public policy.

Our optimism begins with a rejection of the critics' and observers' most damning claim, which is that the entire sector is in financial peril. In research we conducted before the pandemic, we found little evidence of an existential threat. Looking at metrics including enrollment, revenues, costs, assets, debt, and credit ratings, we discovered only a few institutions facing severe financial problems; most were stable. To be clear, this stability is hard-earned, and the pandemic has undoubtedly made things harder. For instance, regionals are forced to be extremely lean in their operations, sometimes relying on one person to tackle critical tasks that other colleges assign to entire teams. As such sacrifices reveal, being stable and thriving are two different things.

RANDY LYHUS FOR THE CHRONICLE

We also reject the widespread view that regional public universities don't have the brands or reputations needed to elicit strong demand. Regularly described as undistinguished, amorphous, and, as a prominent scholar once put it, having "a muddled institutional character," regional public colleges are frequently accused of failing to build strong brands. But these institutions are only identity-less to those dedicated to overlooking them. They have rich histories, cultures, and traditions. Their reputations, as regional institutions, are just that — regional. Students, faculty, staff, alumni, and community members have no trouble recognizing these institutions, and they depend on them for access to affordable, high-quality degrees and good-paying jobs — the kind of opportunity that increases community and individual well-being.

THE REVIEW

Sure, some regionals lack national reputations — but that is generally because they have adhered to their place-based missions instead of chasing rankings. This nonlucrative mission-centeredness also means they are accustomed to innovating in the face of adversity. Freed from the constrictions of prestige-seeking, regionals focus on good teaching, local partnerships, and, as research indicates, making it easier for low-income and minority students to make it to and through college. In other words, the colleges' laser focus on the local is a strength, not a liability.

WHAT the data mostly show the four of us is that regional publics are fighting to overcome exterior factors like failed public policy and crushing inequality. Most states have persistently underfunded regionals compared with public research universities, especially the state flagships. Regional publics received, on average, $5,169 per student in state funding in 2018, compared with $6,747 per student at public research universities. Many of the struggling institutions in our research were in states that have made higher-education spending a low priority, such as Pennsylvania and West Virginia, or where state funding has been volatile, as in Illinois. Underfunding has been particularly severe for regional historically Black colleges.

In general, budget cuts across public higher education have disproportionately hurt regionals, which tend to rely more heavily on state funding and aren't able to generate as much revenue from other sources. For example, research shows that regionals struggle to compete for private donations and are at a disadvantage in philanthropic networks compared with research universities. The average doctoral or flagship public research university raised $74 million in private donations in 2018, compared with $7.1 million, on average, at regionals. Over time, this leads to extreme endowment disparities. In North Carolina the endowment of the University of North Carolina at Chapel Hill is bigger than the endowments of the other 15 public universities in the state combined.

On that already-uneven playing field, many regionals are forced to compete with one another for students because of bad public policy. In some cases, states have authorized new institutions or out-of-state providers to operate in the same area as regional public universities, while others have created performance-funding models that penalize the institutions serving students

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who face the greatest barriers to graduation. Public research universities are able to perpetuate their advantages by funneling their substantial resources into financial aid and into marketing, recruitment, and lobbying. They also often benefit from having alumni — keenly focused on their alma maters' needs and desires — elected to serve in statehouses. It is too easy to say that regionals are failing to compete. The reality is that they are doing all they can within systems that continually siphon resources elsewhere.

So, here's a radical proposition: Stop asking if regional public universities can survive; stop treating them like the higher-education equivalent of a wayward puppy in an ASPCA commercial. This narrative makes it all too easy to justify closing, merging, or narrowing the purpose of regional public universities because they "can't be all things to all people." Instead, lift up the strengths of these institutions and reiterate the many reasons policy makers and donors should follow MacKenzie Scott's example and flood regional public universities with unrestricted resources.

Most immediately, regional public universities can play a bigger role in improving public health and helping to fight the pandemic, which has ravaged rural communities. Health professions are the second-most-common field of study at public regionals, and they train a significant number of nurses. Many have developed programs specifically designed to improve health care and tackle health disparities in rural areas through degree programs, research centers, and free or low-cost clinics. As we battle a deadly virus, regional public universities can be activated to help save lives.

We should also emphasize the role regional public universities play in serving underrepresented students. Unlike many nationally known colleges, where society's elite cement their privilege, these are anchor institutions where many first-generation, low-income, and transfer students pursue higher education. By one estimate, nearly a third of HBCUs are regionals, and and another study showed 85 percent of Black students enrolled in public four-year institutions attend regional public universities. The same is true of 74 percent of Latina/o students and 70 percent of Native American students. When states fail to support regional colleges, they also fail to serve these populations. Alternatively, investing in these institutions can make a significant difference in tackling long-standing racial and income-based inequities in access and degree attainment. Dismantling systemic racism in higher education should include equitably funding the institutions that serve students of color.

Stop treating regional publics like the higher-education equivalent of a wayward puppy in an ASPCA commercial.

With commitments to accessibility, affordability, and supporting students who are less academically prepared, regionals play a critical role in promoting economic mobility. There are now several studies showing that regional institutions transform the lives of low-income students, helping them graduate with college degrees and enter higher income brackets. Better support for regionals is an investment in building America's middle class after the Great Recession and the economic devastation of Covid-19.

In many ways, regional public universities are irreplaceable infrastructure. Rather than ask if they can be saved, it would be more appropriate to reflect on the many ways in which they save the broader higher-education system from its own worst scourges. We have no doubt public regionals will endure our present crisis. But we'd much rather see them appropriately valued, both in terms of public discourse and — more important — in terms of resources. ■

Are Social Justice and Tenure Compatible?

As Harvard's treatment of Cornel West shows, colleges embrace activist talk, but not activists.

AP IMAGES, ALEX WILLIAMSON FOR THE CHRONICLE

WITH Cornel West's recent request to be considered for tenure denied, the question academics should be asking themselves is not if they are tenurable, but if they even want to be. Last week West shared that he may leave Harvard because of the denial of his tenure-consideration request, and the academic (and nonacademic) world reacted with outrage, critique, and

confusion (many assumed West already had tenure). Regardless of what you think of West's politics and unsteady relationship with the academy, it's clear that his body of work and legacy are worth tenure at any institution. The widespread assumption that West already had tenure was revealing: We intuitively believe obviously tenurable individuals would have tenure, a conviction that's increasingly being challenged.

West's case brings up recurring conversations on race, social justice, and tenure, and this discourse ranges from considerations of how to make tenure equitable to cases for the abolition of tenure. A 2016 report from the TIAA Institute, a nonprofit center on higher education and financial-security research, shows that from 1993 to 2013 underrepresented minorities in tenure-track, full-time positions grew by 30 percent, while underrepresented minorities in non-tenure-track, part-time positions increased by 230 percent. Similarly, an analysis by the American Association of University Professors on contingent faculty members found that, as of 2016, around 73 percent of all faculty positions were non-tenure-track. If tenure is about protecting academic freedom, its scarcity shows that the university is not a space designed to promote collective freedom. Instead, it is a self-interested system that provides individual benefits to those who help sustain it.

Within this discourse, West's case is unique. He was once tenured at Yale, Harvard, Princeton, and Union Theological Seminary. He does not face the same level of precariousness as

do many other academic workers of color: the non-tenure-track scholars, graduate students, scholars pushed out of the academy, food-service workers, housekeepers, groundskeepers, and other parts of the academic-industrial complex. Harvard offered West an endowed chair, but, as he explained to *The Boston Globe,* the tenure-consideration denial stung: "I wasn't raised to put up with being disrespected or tolerate disrespect. I don't try to negotiate respect."

The material stakes are different in West's case. What is being withheld from him is regard and respect — and the protection that goes along with it. Rather than offering "academic freedom," tenure provides a buffer from various forms of abuse one might be subjected to in one's academic career. West, then, is contending that his intellectual and social-justice legacy warrants the level of structural care that tenure provides.

IT MUST BE SAID that even tenured and tenure-track positions are not completely safe, due to the downward trend in enrollment and the financial impact of Covid-19. Colleges across the country have committed to eliminating tenured, tenure-track, and non-track positions alike, with Wright State University being one of the most recent instances of this trend. While higher ed grapples with how to remain economically stable, it has simultaneously embraced the rhetoric of social justice. One can hardly miss the increase in job ads requiring diversity statements, diversity, equity, and inclusion initiatives, and sustained efforts to hire racially diverse faculty members. One of the starkest examples is the University of Chicago's English department, which decided to admit only those students to its Ph.D. program who are interested in working in Black studies.

It is all the more surprising, then, that a rich university like Harvard would balk at granting tenure to West, a leading figure in a multitude of activist spaces, as well as the author of field-changing academic texts on race. Universities have rhetorically committed to social justice as an ideology and intellectual framework, but West's case suggests they are not as committed to social justice in practice.

While social justice as an academic philosophy has been compatible with the tenure track, social justice as a method to challenge hierarchies of inequality has not. Garrett Felber, an assistant professor of history at the University of Mississippi whose academic and activist work on the carceral state pushes the bounds of academe, is being terminated for failing to sufficiently communicate with his department chair. Noel Wilkin, Mississippi's provost, defended Felber's chair's decision to fire him, contending that the dismissal had nothing to do with his work on the carceral state and race, but rather stemmed from a lack of communication. Right. If Wilkin's admission is correct, the message is that it is fine for Felber to write about the violence of surveillance and policing, but resistance to surveillance and policing by one's department warrants termination. This is the university's stance toward social justice more broadly: Studying it is lauded, but taking actions based on the clear lessons of such study? That's a firable offense. In this context, the tenure track conveys to junior scholars that career security is earned only through a set of narrow values and beliefs.

West's case should force us to question our appraisal of the tenure system. The public discourse around getting tenure-track jobs has already shifted from a focus on merit to one on luck. But what happens when we consider the untenured not just as unlucky but as oppressed? What does West's desire for tenure, given his otherwise excellent situation and vast intellectual legacy, tell us about the subjugation of academics without it? West has earned and deserves tenure at any institution. If an academic icon does not feel adequate without tenure, then that label may hold too much material, psychological, and cultural weight to be offered to so few. ■

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Studying it is lauded, but taking actions based on the clear lessons of such study? That's a firable offense.

Are Graduate Programs Pulling the Plug?

Plans to temporarily suspend graduate admissions may backfire.

TIM COOK FOR THE CHRONICLE

THE REVIEW

ONE OF THE BEST undergraduates I have taught (I've been teaching for 50-plus years) is applying to graduate programs in English. As I began to advise her about where she might apply, I became aware of how opportunity has shrunk this year. So many universities — over 50, according to the latest *Chronicle* report — have "paused" graduate admissions in many or all departments in the humanities and social sciences. Others, including Yale, where I teach, have reduced admissions drastically. The Yale Graduate School, I was informed, will allow the English department only three graduate-student admittees for the fall of 2021.

University administrations claim that they must pause or reduce graduate admissions so that they have the resources to support their current graduate students better and longer in a profession ravaged by Covid-19. Institutions have lost tuition payments and incurred new expenses in the pandemic. And graduate students in the humanities and social sciences are a drain on the budget: They don't pay tuition at most institutions, and they subsist on university fellowships (some universities will continue to accept students who have outside fellowship support).

Job markets are rotten across the humanities, and we should not be oversupplying them. So the pause has a rationale. Still, I wonder whether it's a good idea to cut off the chance for a new generation to enter graduate studies in English, comparative literature, foreign languages and literatures, anthropology, sociology — to name some of the fields put into the frozen nitrogen vat. It smacks of a kind of Malthusianism that hangs around university corridors of power: the fear that graduate students will reproduce faster than the food chain can accommodate them. This gives me pause, since that same Malthusianism is in good part responsible for downgrading the humanities within the university in favor of more "productive" fields.

The claim of financial hardship may seem less compelling when we consider that the stock market soared in 2020 despite the pandemic, continuing the longest bull market in history, and that private universities, at least, added comfortable increases to their huge endowments. Did Brown, Columbia, NYU, Penn, and Rice — to cite a selection — really have to pause all or most of their humanities intake?

Peter Brooks

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University administrations will tell you even vast increases in their endowments make little immediate difference, since they are constrained by spending rules that allow only a very limited expenditure from investments each year. The endowments are being protected for a "rainy day," and however critical the Covid-19 crisis is, it doesn't seem to qualify on the rain scale. I'd argue that universities have turned their endowments into fetish objects, to be admired, publicized, and petted rather than spent in the most useful ways. Trustees and presidents remind me at times of Ben Jonson's Volpone, who awakes daily to worship his hoard of gold:

> *Good morning to the day;*
> *and next, my gold;*
> *Open the shrine, that I may*
> *see my Saint.*
> *Hail the world's soul, and*
> *mine! More glad than is*
> *The teeming earth to see the*
> *long'd for sun*
> *Peep through the horns of the*
> *celestial Ram,*
> *Am I, to view thy spendour*
> *darkening his …*

The administrative form of idolatry, perhaps? But that's a subject for another essay.

It's true that there are fewer humanities majors. Students, and especially their parents, are concerned about postcollege jobs and financial security. But plenty of students still want to take courses in the humanities, to talk about art and philosophy and literature, even if they don't want to make that their specialty. Undergraduates continue to enroll in humanities courses, including relatively recent additions like ethnic studies and communication, even if they don't choose to major in its departments. There's too much administrative attention to distributing resources according to major enrollments: We should worry less about majors than about where students go to find real intellectual sustenance beyond mere information. We don't want an exclusively STEM college experience.

I'd urge that we look at the pausing of graduate admissions not only from the point of view of university policy makers, but also from that of my extremely able and eager student wanting to continue her exploration of literature. Why should she be kept waiting at the gates of academe? What message do we send her when we say we will admit only students who have outside funding? Don't we risk alienating those whom we want and need for the future of the university? Is it really right to say: We know you are qualified, but we don't want to deal with you right now? It's perhaps too easy to label a situation Kafkaesque, but this situation is spoken to directly by Kafka's "Before the Law," if you switch the name of the field applied for:

Trustees and presidents remind me of Ben Jonson's Volpone, who awakes daily to worship his hoard of gold.

> Before the law sits a gatekeeper. To this gatekeeper comes a man from the country who asks to gain entry into the law. But the gatekeeper says that he cannot grant him entry at the moment. The man thinks about it and then asks if he will be allowed to come in later on. "It is possible," says the gatekeeper, "but not now."

You know the rest of Kafka's tale: The applicant never gets through the door. ■

Why Your 'Objective' Rubric Got Biased Results

5 things search committees can do to hire more women and people of color as executives.

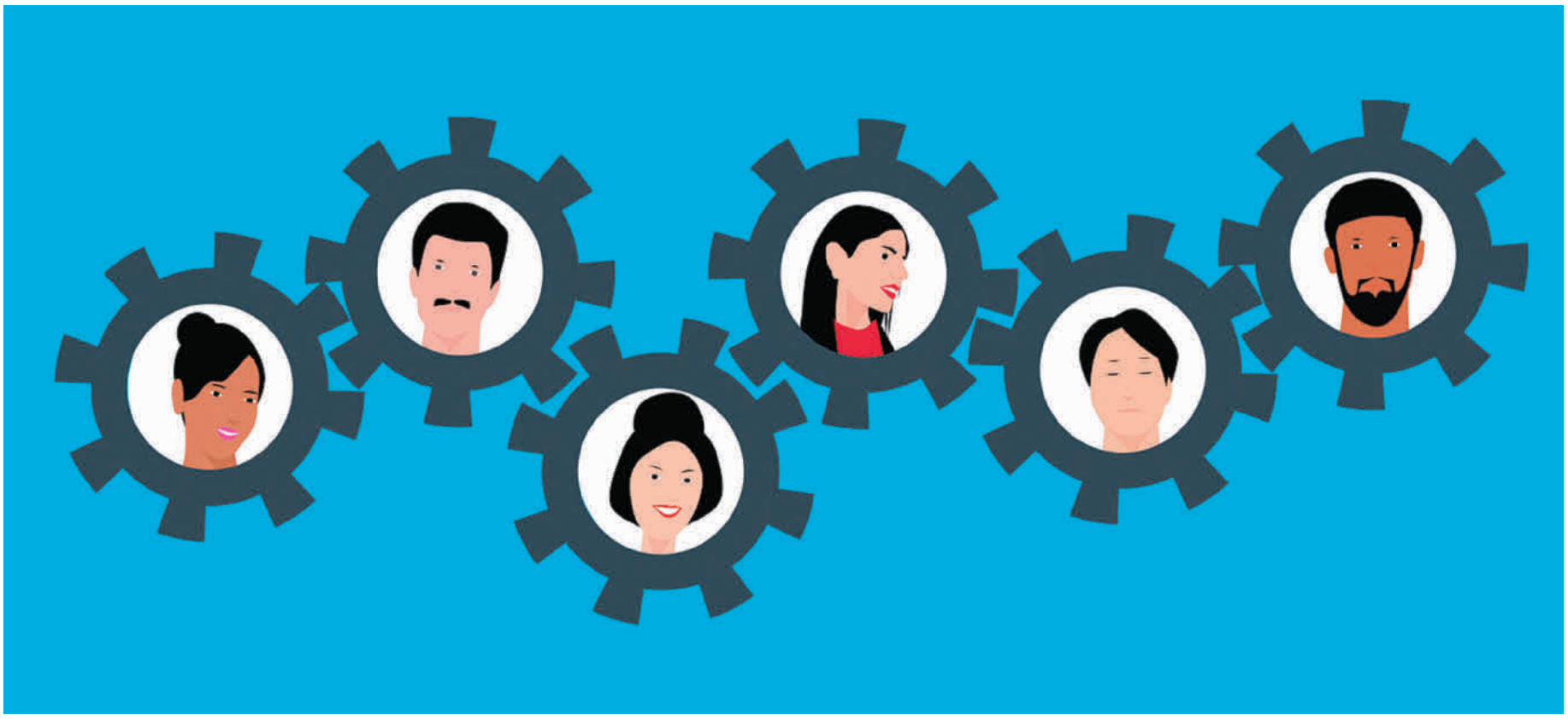

IMAGE BY MOHAMED HASSAN FROM PIXABAY

ADVICE

WHEN YOU WERE INVITED to serve on the search committee for a high-profile leadership post, you thought it would be a chance to diversify an executive team that had no diversity at all. Here, finally, was a tangible way to respond to equity demands and disrupt previous hiring practices that seemed to yield the same leadership phenotype over and over again at your institution.

At the first search-committee meeting, you were both pleased and surprised when the chair announced that the group had two primary goals: (1) Recommend at least three finalists who would work well with the president's cabinet, and (2) ensure that diverse candidates were both identified and fully considered.

To guide this work, the search chair said he wanted to apply some new theories about unconscious bias in hiring that he had gleaned by reading Jennifer L. Eberhardt's *Biased* and Abigail J. Stewart and Virginia Valian's *An Inclusive Academy*. Both books, he said, had helped him realize how much "gut feelings" had guided candidate selections in the past.

This time, he was committed to using a highly structured assessment process that would be both equitable and methodical. Everyone on the committee applauded his good intentions. "Finally," you said to yourself, "a search committee that knows what it is doing and is committed to a fair process."

The committee created a rubric to evaluate candidate dossiers, and the assessment tool produced a diverse slate of candidates for first-round, one-hour video interviews. Soon after those interviews, however, things took a wrong turn. The committee's score sheets revealed that white male candidates had outperformed women and people of color on almost every criterion of the carefully crafted rubric, including "grasp of emerging trends in higher education," "strong public-speaking skills," and "comfort with conflict."

The committee was puzzled. How was that possible? How did diverse candidates whose impressive dossiers indicated such promise fail so miserably during a short on-camera interview? Was there a problem with the evaluation rubric? No; it worked just as it was intended. And that was the problem.

Let me pause here to acknowledge that the scenario I have described is fictional. While it would be amazing to have a search-committee chair kick things off by citing the work of Eberhardt, Stewart, and Valian, I've never actually seen that happen. That said, in my 30 years in higher-education administration and now as an organizational consultant, I have served on and observed several hiring committees that relied on detailed assessment rubrics to evaluate candidates. Such rubrics tend to yield a diverse pool of candidates when the dossiers

are reviewed, but things start to fall apart once the interviewing begins. Why? Because of tightly held perceptions of how leadership behavior should be demonstrated in higher education.

Ijeoma Oluo — in her 2020 book, *Mediocre: The Dangerous Legacy of White Male America* — wrote that she and her racial-justice colleagues often utter the words "works according to design" in response to actions or decisions that so obviously benefit white men at the expense of people of color. "Although the phrase may seem alarmingly cold-hearted," she wrote, "it is our way of reminding ourselves that the greatest evil we face is not ignorant individuals but our ignorant systems."

What that means in leadership searches is that committee members often rely on narrow visions and demonstrations of leadership to assess candidates. Candidates who do not look or sound like the leaders we have come to expect end up being evaluated less favorably. White male candidates score well against the evaluation criteria because they act in accordance with the visual and auditory expectations that come to mind when we think about the majority of higher-education leaders we have seen for as long as we can remember.

So, what is the solution? Are we doomed to homogenous leadership teams until the end of time? Of course not, but achieving different results will take more than good intentions. It will require some different goals, including a commitment to reimagining what a campus leader looks and sounds like.

Here are five things that search committees can do to move more women and people of color forward in the executive-hiring process:

■ **Don't be swayed by the math.** Using rubric scores works only if the assessment instrument and the evaluators are completely unbiased and the measures are easy to quantify. Leadership attributes are, of course, highly subjective. If certain types of people seem more likely to be screened out by your assessment tool, consider the possibility that there is something wrong with it or the way it is being used. While initial assessment scores can be useful in getting a sense of how candidates compare against one another, be sure to take time to discuss why each candidate scored well or poorly. Slowing

Allison M. Vaillancourt

is a former vice president for business affairs at the University of Arizona

down to consider the various factors that explain a candidate's rubric score can reveal a reliance on faulty models of what a campus leader must look and sound like to be successful.

■ **Avoid the "likeability" trap.** Most of us gravitate to people who are like us. If you hear comments like "It would be fun to work with her" or "I felt an immediate connection," be open to the possibility that affinity bias is at play. It is normal to prefer people who are like you and to be wary of those who are not. Make it a practice to both name and analyze how candidates make you feel.

■ **Challenge the charisma requirement.** In his 2019 book, *Why Do So Many Incompetent Men Become Leaders?*, Tomas Chamorro-Premuzic notes that we are drawn to people who have a strong sense of self, make bold declarations, and discuss visionary plans. He adds, however: "There is a world of difference between the personality traits and behaviors it takes to be chosen as a leader and the traits and skills you need to be able to lead effectively." Too often, charisma gets people their leadership roles, but it does not help them to succeed on the job. Charisma can blind search committees to a candidate's lack of other critical leadership attributes.

Was there a problem with the evaluation rubric? No; it worked just as it was intended. And that was the problem.

■ **Consider that perceptions of "professionalism" and "gravitas" are often based on white male characteristics.** Have you ever been on a search committee when a candidate's passion was cited as evidence of a lack of emotional control? How about when a quiet and reserved candidate was labeled "uninspiring" or "obviously not interested" in the position? I have observed introverted thinkers — who paused a beat before responding — get tagged as "too tentative" or "less prepared" than other candidates. Be open to the possibility that you and your search-committee colleagues are evaluating a candidate's style based on what makes you comfortable rather than what is essential for the job you are seeking to fill.

■ **Think about which candidates might offer new ways of thinking about old problems.** Give greater consideration to candidates who are most likely to challenge assumptions, interrupt default ways of thinking, force difficult debates over complex issues, and ask "Why?" over and over again. While it may not be easy or even pleasant, constructive conflict typically yields better analysis and results than comfortable conversations do.

Spending time in search committees exploring the criteria to be used in evaluating candidates is a valuable strategy for interrupting decision-making patterns that give some groups advantages over others. These are not easy conversations, but they can reveal that we tend to favor candidates for leadership roles based on our default vision of what a leader looks like rather than being open to the possibility that we might benefit from something entirely different. ■

JOBS

INDEX

By Category

By Region

Michigan Technological University

VICE PRESIDENT FOR STUDENT AFFAIRS AND DEAN OF STUDENTS

Michigan Technological University is conducting a national search for the next Vice President for Student Affairs and Dean of Students. The Search Committee invites nominations, applications (a letter of interest, resume/CV, and the names and contact information of five or more references) or expressions of interest to be submitted to the search firm assisting Michigan Technological University. Confidential review of materials will begin immediately and continue until the position is filled. It is preferred, however, that all nominations and applications be submitted to the search firm by March 15, 2021. For a complete position description, please visit the Current Opportunities page at **https://www.parkersearch.com/mtuvpforstudentaffairs**.

Laurie Wilder, President
Porsha Williams, Vice President
Parker Executive Search
Five Concourse Parkway, Suite 2875
Atlanta, GA 30328
Phone: 770-804-1996 x109 or x117
pwilliams@parkersearch.com || eraines@parkersearch.com

Michigan Technological University is an Equal Opportunity Educational Institution/Equal Opportunity Employer that provides equal opportunity for all, including protected veterans and individuals with disabilities.

PARKER Executive Search

Five Concourse Parkway | Suite 2900 | Atlanta, GA 30328
770.804.1996 | parkersearch.com

University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

VICE PRESIDENT FOR COMMUNICATION

The University of Colorado is conducting a national search for its next Vice President for Communication. The Search Committee invites nominations, applications (letter of interest, resume/CV, and the names and contact information of five or more references), or expressions of interest to be submitted to the search firm assisting the University. Salary range for this position is $200,000.00-$275,000.00. Review of materials will begin immediately and continue until the position is filled. It is preferred, however, that all nominations and applications be submitted to the search firm prior to March 22, 2021. For a complete position description, please visit the Current Opportunities page at **https://www.parkersearch.com/ucvpforcommunication**.

Laurie Wilder, President
Porsha Williams, Vice President
770-804-1996 ext. 102 or 109
pwilliams@parkersearch.com || eraines@parkersearch.com

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, pregnancy, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. All qualified individuals are encouraged to apply.

PARKER Executive Search

Five Concourse Parkway | Suite 2900 | Atlanta, GA 30328
770.804.1996 | parkersearch.com

UNI University of Northern Iowa

Cedar Falls, Iowa

PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Northern Iowa (UNI) community invites applications and nominations for the position of Provost and Executive Vice President for Academic Affairs (EVPAA). The University celebrates its 150th anniversary in 2026. In the five years leading to this milestone, UNI is thinking critically about its long-term future and laying a solid foundation to thrive into the next century. The University is seeking a forward-looking leader who can provide collaborative leadership in developing, supporting, and implementing the academic vision for UNI in pursuit of its mission and values.

UNI, located in Cedar Falls, is one of three state universities in Iowa and the only comprehensive institution. A member of the American Association of State Colleges and Universities (AASCU), the institution has been honored with two AASCU Excellence and Innovation Awards in the past five years. The first award, in the area of Student Success and College Completion, recognized UNI's peer mentoring program and its focus on first-year students, making them feel at home and putting them on a path to success. The second award for Regional and Economic Development acknowledged the UNI Regional Entrepreneurship Project, reaching into 17 Iowa counties to develop a customized strategic plan in each area, thus assisting local leadership in success for their local economies. The University and its faculty, staff, and students are ranked consistently and recognized regionally and nationally for success.

Founded in 1876, the University's enrollment is approximately 10,000 students in five colleges: the College of Education; College of Business; College of Humanities, Arts and Sciences; College of Social and Behavioral Sciences; and the Graduate College. UNI is accredited by the Higher Learning Commission; there are many programs within the institution that have discipline-specific accreditation based on their high quality.

The Provost provides leadership for curriculum, assessment, institutional research, instructional technology, research and sponsored programs, and international programs. The Provost and EVPAA also has responsibility for the Academic Affairs division, which includes the colleges, library, continuing education and special programs, undergraduate studies, enrollment management, admissions, financial aid, registrar, and the Center for Urban Education.

UNI seeks an authentic, energetic individual with strong communication and team-building skills. With oversight for all aspects of teaching and learning, applicants must be able to speak to UNI's mission as a public regional comprehensive university – engaging students in high-quality, high-impact learning experiences, emphasizing excellence in teaching and scholarship, and working on behalf of students to realize their fullest potential. Further, the Provost will champion UNI's core values: academic freedom, access, accountability, collaboration, community, diversity, engagement, excellence, and sustainability. The Provost will promote and sustain a respectful, rigorous, compassionate, and learning-centered environment for UNI and work collaboratively with the entire UNI community to achieve a shared vision.

EXPECTATIONS

- Capability to advance a bold vision for UNI and a demonstrated ability to make that vision a reality;
- Experience and a strong capacity to provide an immediate focus on increasing enrollment;
- Commitment to access, achievement, retention, and success for all students;
- Proven ability to build an inclusive environment and facilitate bold implementation of equity, diversity, and inclusion initiatives among students, faculty, and staff;
- Deep respect for transparency, the tenets of shared governance, and a strong understanding of labor management issues;
- Fiscal management and budgetary experience with organizations of similar complexity;
- Knowledge of revenue diversification, creative allocation, and resource generation, including fundraising;
- Organizational and management experience in leading, developing, and building consensus in an academic environment;
- Strategic planning experience and clear, fact-based and data-informed decision making abilities based upon regional and national trends in higher education;
- Broad knowledge of academic program and curriculum development to remain competitive and viable in regional, national, and global contexts;
- Demonstrated commitment to ongoing professional development and mentorship for faculty and staff;
- Ability to ensure that policies governing academic and student issues enhance the learning environment and support student success;
- Experience in community engagement and bridge-building with diverse constituencies, including state and city government leaders, the Board of Regents, K-12, businesses, and foundations;
- Practice of the servant leadership style along with demonstrated emotional intelligence and a clarion voice on behalf of UNI;
- Strong spoken, written, and listening skills with an approachable style;
- Determination to build upon UNI's strengths, supporting the University's role as a premier educator preparation institution in balance with current and emerging educational needs of the state, the liberal arts, scholarship, and research;
- Higher education teaching experience is required and experience in a regional comprehensive public university is preferred;
- Earned doctorate or terminal degree from an accredited institution of higher education and accomplishments worthy of appointment as a full professor;
- At least seven years of significant administrative experience in higher education; and
- Experience overseeing faculty whose responsibilities include teaching, scholarship, and service.

APPLICATIONS AND NOMINATIONS

The Provost and Executive Vice President for Academic Affairs will demonstrate an admirable work ethic, authenticity, and integrity. To assure best consideration, applications and nominations should be received by March 26, 2021. The application should include a letter of interest addressing the qualities described (not more than 3 pages); a current résumé (or curriculum vitae); and the names of at least five professional references with each person's position, office or home address, e-mail address, and telephone numbers. References will not be contacted without prior authorization from the applicant. The new Provost will assume office by or before August 2021.

The search is being assisted by **James McCormick, jim.mccormick@agbsearch.com, 651-238-5188,** and **Janice Fitzgerald, janice.fitzgerald@agbsearch.com, 717-580-0663, AGB Search**. Nominations and applications should be sent electronically (MS Word or PDF Format) to **uniprovost@agbsearch.com**. Additional important UNI information may be found at **https://provost-search.uni.edu/**.

AGB SEARCH

UNI actively seeks to enhance diversity and is an Equal Opportunity/Affirmative Action employer. The University encourages applications from persons of color, women, individuals living with disabilities, and protected veterans. All qualified applicants will receive consideration for employment without regard to age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, protected veteran status, or any other basis protected by federal and/or state law.

Five endowed professorships dedicated to community engaged scholarship that creates a more just society.

We seek highly accomplished academic leaders who thrive as engaged scholars and public intellectuals, visionaries who identify and advance solutions to our most pressing challenges.

Watts professor of public policy

The Professor will demonstrate that through rigorous analysis and value-based discourse, we can collectively govern the polity in a way that builds prosperity for current and future generations.

Watts professor of community safety

The Professor will address the ongoing challenge of building, maintaining and operating institutions that treat all individuals fairly and humanely while pursuing the justice and security for which all communities yearn.

Watts professor of child well-being

The Professor will investigate, evaluate and disseminate innovative strategies to protect, cultivate and enhance the lives of all young people such that their human potential is affirmed and realized.

Watts professor of urban solutions

The Professor will lead the co-creation of transformative solutions that enhance the social, cultural, environmental, and economic well-being of communities and their members.

Watts professor of collaborative solutions for tribal prosperity

The Professor will advance the discovery, organization, transmission, and application of knowledge in the cultivation of solutions to tribal challenges and the advancement of tribal prosperity.

The Watts College of Public Service and Community Solutions is the nation's largest comprehensive public affairs college. With more than 8,000 students enrolled in bachelor's degree, master's degree and doctoral programs across schools of public affairs, criminology and criminal justice, social work and community resources and development, Watts College is a formidable community of students and scholars dedicated to bettering the world through community engaged research and learning. This is a unique opportunity to help define the future of a new type of public service college – one dedicated to building more vibrant, equitable communities.

ASU Watts College of Public Service and Community Solutions
Arizona State University

Express interest in these positions at:
publicservice.asu.edu/endowed-professor-initiative

DEPAUL UNIVERSITY

Term Faculty (Non-Tenure Track) - Nursing (21-22)

The School of Nursing within the College of Science and Health is searching for a non-tenure track full-time faculty member for the 2021-2022 Academic Year who is able to teach students at the graduate level.

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

DePaul's School of Nursing offers the RN-MS (online), Master's Entry into Nursing Practice, DNP, and Nurse Practitioner tracks and certificates. The successful candidate will begin teaching in Summer Quarter 2021.

Apply: **https://apply.interfolio.com/83993**

DePaul University is an Equal Opportunity / Affirmative Action employer.

Assistant Professor of Strategic Management, tenure-track

The Department of Management and Entrepreneurship in the Martha and Spencer Love School of Business invites applications for a tenure-track position (Assistant Professor) to teach strategic management starting fall 2021.

To Apply: Please send a letter of interest, curriculum vitae, information on teaching evaluations, and a list of three references to: buschair@elon.edu (subject line: Strategic Management Opening), or to Strategic Management Faculty Search Committee, Department of Management and Entrepreneurship, Martha and Spencer Love School of Business, Elon University, 2075 Campus Box, Elon, NC 27244.

ELON UNIVERSITY

DEPAUL UNIVERSITY

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DePaul University is an Equal Opportunity / Affirmative Action employer.

TEMPLE UNIVERSITY
School of Sport, Tourism and Hospitality Management

Department of Sport and Recreation Management
Faculty Diversity Fellow

The School of Sport, Tourism and Hospitality Management (STHM) is soliciting applicants for one (1) Faculty Diversity Fellow position. The position is non-tenure track with a focus on teaching and research and will be housed in the school's Department of Sport and Recreation Management. The Department possesses a strong combination of research and teaching faculty, the Sport Industry Research Center (SIRC) and students across four academic programs (undergraduate, Master of Science, online Executive Master of Science, Ph.D. in Business Administration with a concentration in Sport and Tourism).

A critical initiative with STHM's 2025 Lead, Impact and Transform Strategic Plan was the creation of an Office of Diversity, Equity and Inclusion (ODEI) with a focus on strengthening our recruitment and retention of diverse faculty and staff. In collaboration with the ODEI, this position is designed to support the development of early-career scholars who show promise of distinguished teaching-research careers in sport and recreation management and who are from sectors of the population historically underrepresented on the professorial faculties of U.S. colleges and universities. As such we are especially interested in receiving applications from individuals who are members of groups that historically have been underrepresented in the profession.

Qualified applicants must hold a PhD (or foreign equivalent) by September 1, 2021 in sport management or a related field.

Preferred applicants will have:

- Ph.D. in a Sport Management or related field (e.g., Business, Leisure Sciences, Recreation Management Studies).
- Working knowledge of relevant theories and practices in sport and recreation management.
- Training in quantitative, qualitative, and/or mixed-methods research.
- Demonstrated ability to carry out independent line(s) of research.
- Experience communicating research results via peer-reviewed publications and presentations.
- Experience communicating research to industry stakeholders.
- Experience delivering instruction of sport management or related courses at the undergraduate and/or graduate level. Including but not limited to: sport economics, sport finance, sport law, Esports, sport analytics, sport strategic management, sport and society.
- Specific experience and/or a willingness to develop and deliver online and/or hybrid courses.

Faculty Diversity Fellow opportunities include:

- Three-year faculty appointment with annual reviews from the department chairperson. There is an opportunity for the position to be converted to a tenure track faculty position based on performance and Temple University approval.
- Access to invaluable academic and professional development experiences (e.g., mentoring, collaborative research opportunities)
- Resources to advance research and teaching productivity (e.g., SIRC, Center for Advancement of Teaching (CAT), Fox School of Business online teaching certificate)
- Support to attend both internal and external professional development trainings
- This appointment will begin effective July 2021. Review of applications will begin on March 5, 2021. Position will remain open until filled. Salary will be commensurate with qualifications and experience.

Temple University is a large urban university located in Philadelphia, Pennsylvania. STHM is a self-standing school, affiliated with Temple University's Fox School of Business, which offers a Ph.D. in Business Administration with a Tourism and Sport concentration.

Questions about the position can be directed to Dr. Elizabeth Taylor (**elizabeth.taylor@temple.edu**) or Dr. Debra Blair (**debra.blair@temple.edu**).

Applicants should submit a letter of application, curriculum vitae, diversity statement, the names and contact information of at least three references, and other relevant supporting materials (e.g., a brief statement of research interests, sample publications, prior teaching evaluations) to Dr. Elizabeth Taylor, Chair, SRM Faculty Search Committee (**srmjobs@temple.edu**).

For sustainability purposes, electronic applications are strongly encouraged.

Temple University is an equal employment opportunity and affirmative action employer committed to student, faculty and staff diversity, equity, and inclusion. Women and minorities are strongly encouraged to apply. Additional information is available from the university, college and department websites at http://www.fox.temple.edu.

Temple University's Annual Security and Fire Safety Report contains statistics, policies, and procedures related to campus safety and can be found at: https://safety.temple.edu/reports-logs/annual-security-report . You may request a copy of the report by calling Temple University's Campus Safety Services at 215-204-7900.

PIKES PEAK COMMUNITY COLLEGE

EXECUTIVE DIRECTOR OF STRATEGIC INITIATIVES

Pikes Peak Community College is accepting applications for an Executive Director of Strategic Initiatives.

Salary is $88,000 to $92,000

Apply online at http://careers.ppcc.edu.

AA/EEO

Georgia State University | COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Middle and Secondary Education
Clinical Assistant Professor –
CREATE Teacher Residency Program
(Log #22-053)

Learn more about the position and how to apply:
education.gsu.edu/facultypositions

About the College of Education & Human Development

Georgia State University's College of Education & Human Development is committed to high quality instruction and high impact research to a student population that reflects the diverse composition of our state and nation. The college offers undergraduate, graduate and non-degree programs for professionals in education, human development and health-related fields.

About Georgia State University

Georgia State University is an enterprising urban public research institution in Atlanta, the leading cultural and economic center of the Southeast. A national leader in graduating students from diverse backgrounds, Georgia State provides a rich experience with award-winning housing, hundreds of student clubs and organizations, and one of the most diverse student bodies in the country.

Georgia State University is an Equal Opportunity Employer and does not discriminate against applicants due to race, ethnicity, gender, veteran status, or on the basis of disability or any other federal, state or local protected class.

TOWSON UNIVERSITY.

Towson University (www.towson.edu) was founded in 1866, is recognized by *U. S. News & World Report* as one of the top public universities in the Northeast and Mid-Atlantic regions, is Baltimore's largest university, and is the largest public, comprehensive institution in the University of Maryland System. TU enrolls over 19,000 undergraduates and over 3,000 graduate students across six academic colleges (business, education, fine arts, health professions, liberal arts, science & mathematics), has almost 900 full-time faculty, and offers more than 65 Bachelor's, 45 Master's, and 5 Doctoral programs. Our centrally located campus sits on 330 rolling green acres and is 10 miles north of Baltimore, 45 miles north of Washington, D.C., and 95 miles south of Philadelphia.

COLLEGE OF EDUCATION
Department of Elementary Educationt
Assistant Professor in Literacy Education
Tenure-track, 10-month Assistant Professor position in Literacy Education in the Department of Elementary Education beginning August 2021. An earned Doctorate in Literacy, Curriculum and Instruction, or closely related field. Three years PreK-12 teaching experience. Experience as a Reading Specialist or related work. Ability to teach courses related to: Reading Assessment, Reading Abilities & Disabilities, Reading Instruction, Culturally Responsive and Sustaining Pedagogies, and Professional Development for Literacy Educators. Emerging record of undergraduate and/or graduate teaching experience. Demonstrated potential for scholarly productivity. Commitment to collaborations with colleagues and schools. Knowledge of and experience with integrating technology in teacher education. Experience in multicultural, diversity, and power and privilege practice. Commitment to issues of equity, inclusion and global perspectives. Candidates with specialization in literacy assessment, and working with a variety of developing readers are strongly encouraged to apply. Faculty will be assigned an instructional workload of six (6) course units per academic year for the first year. Beginning the second year, the workload reverts back to the standard instructional load of seven to eight (7-8) course units per academic year. Scholarly research productivity, program assessment activity, and service to the department, college, and university are expected. Faculty may teach on campus, online, or at external locations. The Department offers coursework in graduate and undergraduate literacy education. The candidate should be prepared to teach in the Graduate Reading Education Program (pre-K through adult emphasis) and in the undergraduate Elementary Education Program (K-6), as well as offer expertise in diverse populations and cultural contexts. Review of applications begins immediately and continues until the position is filled. **COE-3417**

COLLEGE OF HEALTH PROFESSIONS
Department of Kinesiology
Assistant Professor or Associate Professor in Physical Education/Teacher Education
Tenure-track, 10-month Assistant Professor or Associate Professor position in the Physical Education/Teacher Education Program in the Department of Kinesiology beginning August 2021. Doctoral degree in Physical Education/Teacher Education, Heath Education/Teacher Education, or Health and Physical Education. ABD applicants considered, but appointment will be at the Instructor rank and all degree requirements must be completed by February 1, 2022. Evidence of scholarship agenda focused in an area related to Health and/or Physical Education/Teacher Education is required. Training and expertise to teach courses in physical education and/or health education and kinesiology related courses in health, wellness and fitness are required. Experience teaching K-12 physical education, health education and/or health and physical education is required. Candidates wishing to be considered for the rank of associate professor should have 6 years experience teaching in higher education or comparable qualifications, and demonstrate a clear line of scholarship with outcomes. Primary responsibilities include: 1) TEACHING – provide high quality instruction in a variety of health and/or physical education/teacher education courses and advise and mentor students as they matriculate through the program and prepare to enter the profession; 2) SCHOLARSHIP – development/continuation of a focused area of scholarship that includes refereed publications, professional presentations, external funding, and involvement in scholarly projects with faculty and students; 3) SERVICE – active service participation at the Department, College, University, Profession and community levels. Review of applications begins immediately and continues until the position is filled. **CHP-3414**

Department of Nursing
Assistant Professor or Associate Professor
Three full time, tenure-track, 10-month positions beginning August 2021. A research Doctorate and Master's degree in nursing with expertise in a respective specialty area are required. Evidence of sustainable nursing scholarship agenda is also required. ABD applicants considered, but appointment will be at the instructor rank and all degree requirements must be completed by February 1, 2022. All candidates are expected to possess a strong commitment to excellence in teaching and advising. Licensure or eligibility for licensure in Maryland is required. Demonstrated success in working with diverse populations is necessary. Salary is competitive and commensurate with experience. Academic rank as an Assistant Professor or Associate Professor will be commensurate with qualifications and university promotion and tenure criteria. 1) Teaching - provide high quality instruction in a variety of undergraduate and/or graduate nursing courses, advise and mentor students as they matriculate through the program and prepare to enter the profession; 2) Scholarship - development/continuation of a focused area of scholarship that includes refereed publications, professional presentations, external funding, and involvement in scholarly projects with faculty and students; 3) Service – active service participation at the Department, College, University, Profession and community levels. Review of applications begins immediately and continues until the positions are filled. **CHP-3415**

Department of Speech-Language Pathology and Audiology
Assistant Professor, Audiology
Two tenure-track, 10-month Assistant Professor positions in the Department of Speech-Language Pathology and Audiology beginning August, 2021. Research Doctoral degree (PhD) degree in audiology or related area. ABD applications will be considered with initial appointment at the Instructor rank; all degree requirements must be completed by February 2022. The Department encourages applicants to apply who have ASHA CCC-A certification and current (or eligible for) Maryland licensure. Candidates should have research, clinical, and/or teaching experience in one or more of the following areas: advanced diagnostics, vestibular diagnosis, auditory processing disorders, hearing aids, aural rehabilitation, and/or electrophysiology. Teach audiology-related courses in the Audiology Clinical Doctoral (AuD) and Bachelor's degree programs in the Department of Speech-Language Pathology and Audiology at Towson University. Undergraduate and graduate class instruction, research, and university, community, and professional service. Supervision of clinical services may also be included. Review of applications begins immediately and continues until the positions are filled. **CHP-3413**

Department of Speech-Language Pathology & Audiology
Assistant Professor in Speech-Language Pathology
Tenure-track, 10-month Assistant Professor position in the Department of Speech-Language Pathology & Audiology beginning August 2021. Applicants should have a research doctoral degree (Ph.D.) in speech-language pathology. ABD applications will be considered with initial appointment at the Instructor rank; all degree requirements must be completed by February, 2022. ASHA CCC-SLP certification and current (or eligibility for) Maryland licensure are required. Candidates should have research, clinical, and/or teaching experience in one or more of the following areas: voice disorders, motor speech disorders, and/or neurogenic communication disorders. Responsibilities include undergraduate and graduate class instruction, research, and university, community, and professional service. Clinical supervision may also be included. Teach speech-language pathology-related courses in the Bachelor's and Master's degree programs in the Department of Speech-Language Pathology & Audiology. Review of applications begins immediately and continues until the position is filled. **CHP-3416**

THE JESS AND MILDRED FISHER COLLEGE OF SCIENCE AND MATHEMATICS
Department of Chemistry
Assistant Professor, Organic Chemistry
Tenure-track, 10-month Assistant Professor in Organic Chemistry in the Department of Chemistry beginning August 2021. Ph.D. in Organic Chemistry required and postdoctoral experience highly desired. The department is particularly interested in candidates whose research interests complement existing strengths in synthetic organic chemistry and organometallic chemistry, and highly qualified candidates in all areas of organic chemistry will receive full consideration. Candidates who bring diverse viewpoints to their teaching and research efforts, and those with experience working with diverse student populations are particularly encouraged to apply. Salary shall be commensurate with experience. Primary teaching responsibilities will be in organic chemistry with the opportunity to teach upper-level courses in the candidate's area of expertise. The candidate is expected to establish and sustain a competitive research program involving undergraduate students; pursue extramural funding; and publish in peer-reviewed journals. Faculty members are assigned an instructional workload of six (6) course units per academic year for the first year. Beginning in the second year, the workload reverts back to the standard instructional workload of seven to eight (7-8) course units per academic year and research active faculty may request to replace one course unit with their research activity. Review of applications begins immediately and continues until the position is filled. **FCSM-3410**

For detailed information on these positions, please visit:
http://www.towson.edu/provost/prospective/openpositions.html

Towson University is an equal opportunity/affirmative action employer and has a strong commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply. These positions are contingent on availability of the funds at the time of hire.

COMPUTER SCIENCE

Faculty Associate in Computer Science
University of Wisconsin-Madison Department of Computer Sciences
The Department of Computer Sciences at the University of Wisconsin-Madison currently seeks candidates for an appointment as Faculty Associate to begin in August 2021. Duties of faculty associates include teaching (primarily) introductory and (occasionally) advanced computer science courses, and participating in department service. Applicants must have a PhD Degree in Theoretical Computer Science and post-doctoral experience that includes significant teaching missions. Duties will include teaching, overseeing, and developing materials for a variety of undergraduate computer science courses. Associated duties include but are not limited to: maintaining course web pages; developing exams and assignments; managing student grades; developing and maintaining course management tools to support grading and testing; holding weekly office hours; training and supervising teaching assistants. Duties also include service on departmental committees associated with undergraduate education and advising, teaching a 1-credit course, developing new curricula, or other similar duties. Required experience includes five years of college-level teaching experience in computer science or a related technical or scientific field; excellent classroom communication skills; proficiency with two or more programming languages such as Java, Python, C/C++, C#, Matlab, or JavaScript. Relevant (developer, IT consultant) industry experience. Experience teaching / managing large classes (250 + students), including the management of instructional staff such as teaching assistants. Preferred additional experience includes an exceptional record of classroom instruction and curricular innovation in computer science that can further enhance our undergraduate offerings; experience teaching large-enrollment lectures; the ability to teach advanced undergraduate courses; professional expertise in software and application development and/or designing user experiences. All applications must be submitted through the University of Wisconsin-Madison Jobs at UW site: https://jobs.hr.wisc.edu/en-us/job/508293/faculty-associate Application materials, including a curriculum vitae, statements of teaching objectives, summary of teaching evaluations, a sample of previous syllabus, and names and contact information for at least three references, must be electronically submitted. Applicants are encouraged to submit their applications as soon as possible and no later than May 15, 2021 to ensure full consideration. The Department of Computer Sciences is among the oldest and top-ranked computer science departments in the world, renowned for its groundbreaking research in computer architecture, database systems, distributed and grid computing, nonlinear optimization, and many other areas of computer science. The department has a strong track record of support of transformative research and building large-scale computing infrastructures, such as HTCondor and CloudLab, and of new interdisciplinary collaborations, programs, and centers, including the Wisconsin Institutes of Discovery (WID) and the Wisconsin Institute on Software-defined Datacenters of Madison (WISDoM). UW-Madison is an equal opportunity/affirmative action employer and is committed to creating a diverse and inclusive community. We promote excellence through diversity and encourage all qualified individuals to apply. A background check is required prior to employment.

DECISION SCIENCES

Tenure-track Assistant Professor of Decision Sciences
The George Washington University
Two Tenure Track Positions for the Department of Decision Science, School of Business, The George Washington University The Department of Decision Sciences of The George Washington University's School of Business invites applications for two tenure track faculty positions, at the Assistant Professor level in the areas of Business Analytics and Operations Management, to begin as early as Fall 2021. The successful candidate will be expected to teach courses in operations management, optimization, machine learning, statistical modeling, conduct scholarly research leading to publications in top peer-reviewed journals and be actively involved in service to the university and the scholarly community. Qualifications: Applicants must hold a PhD in management science / operations research, operations management, statistics, industrial engineering, computer science, or related interdisciplinary field by date of appointment. ABD applicants will be considered, but must complete all degree requirements for the PhD by date of appointment. Applicants must also demonstrate the potential for outstanding scholarly research and excellence in teaching at both the undergraduate and graduate levels. The City: GWU is located in the heart of Washington, DC. The city is home to the Federal Government as well as a large variety of national and international institutions, such as federal agencies, the National Science Foundation, National Institutes of Health, the World Bank, the International Monetary Fund, the Smithsonian, etc. Application Procedure: Only complete applications will be considered. Review of applications will begin on March 29, 2021 and will continue until the position is filled. To apply, please complete an online faculty application at {https://www.gwu.jobs/postings/81210} and submit a cover letter, an up-to-date curriculum vitae, a statement of research interest that includes objectives and aspirations in research and education, a statement of teaching interest that includes teaching experience and performance, and copies of representative publications. Employment offers are contingent upon the satisfactory outcome of a background screening. Women and diverse candidates are strongly encouraged to apply. For questions, please contact: Jade Abrams Administrative Manager, Department of Decision Sciences E-Mail: jadej@gwu.edu The university is an Equal Employment Opportunity/Affirmative Action employer that does not unlawfully discriminate in any of its programs or activities on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or expression, or on any other basis prohibited by applicable law.

DIGITAL EAST ASIAN HUMANITIES

Lecturer in Digital East Asian Humanities/ Postdoctoral Fellow in Digital China Studies
Harvard University
The Faculty of Arts and Sciences seeks applications for a joint appointment as a Lecturer in Digital East Asian Humanities in the Department of East Asian Languages and Civilizations (EALC) and a Postdoctoral Fellow in Digital China Studies in the Fairbank Center for Chinese Studies (FCCS). The appointment is expected to begin on July 1, 2021 and end on June 30, 2022. Interested candidates are encouraged to apply online by 5pm on February 28, 2021, though applications arriving later will be considered until the position is filled. The position is for one year, renewable for a term of up to three years, contingent on performance, enrollments, curricular need, funding, and divisional dean approval. Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions, or any other characteristic protected by law. CONTACT EMAIL: chaireal@fas.harvard.edu

ENGINEERING

Assistant Professor of Electrical and Computer Engineering
Western Washington University
Assistant Professor of Electrical and Computer Engineering Western Washington University 516 High Street Bellingham, WA 98225 Teach uni crs, grad and undergrad in EE. Advise students. Up to date in field. Engage in dept and uni service. Contr in gen eng crs. Participate in scholar activities and intern supervise. Req PhD in EE, CE, or rel and 3 yrs ex as A Proff in EE and CE, E Eng or rel. Exp in res activities and lit review and surv for ee or rel, incl power covert and power sys. Strong pub record in EE and Energy Concen. Exp in design electrical systems for power distribution systems and draft electrical technical specification. Send resume to: Western Washington University, Attn: John Lund, Engineering and Design Dept, 516 High Street, Bellingham, WA 98225-9086.

FELLOWSHIP

Einstein Fellowship
Einstein Forum
The Einstein Forum and the Daimler and Benz Foundation are pleased to announce 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 extraordinary work in their area of specialization, are also open to 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 2022. For more information, please visit https://www.einstein-forum.de/fellowship Completed applications for the 2022 fellowship should be received by May 15, 2021 and emailed to: fellowship@einsteinforum.de

HISTORY

Assistant Professor of History
Barnard College
Barnard College (New York, NY) seeks Assistant Professor of History. Teach history and related disciplines at an undergraduate, liberal arts level. Teaching responsibilities include courses such as Introduction to History of Science since 1800, Emerging Cities: 19th Century Urban History of the Americas and Europe, and Women, Gender and Sexuality in the 20th Century U.S., among others. Engage in standard nonteaching duties, such as attending department and faculty meetings, serving on department and college committees and mentoring undergraduate students. Req: Ph.D. in History or a related field. Requires a record of original and exceptional research in history and/or related fields, as evidenced by peer-reviewed publications, presentations at national/international conferences, and similar academic activity.

MARKETING

Instructor
University of Oregon
The Department of Marketing, Lundquist College of Business, University of Oregon is seeking an Instructor to teach undergraduate and graduate courses related to Sports Business, Marketing, Management, Brand Management, and Product Development; advise undergraduate and graduate students; and pursue professional development related to teaching and service. To be eligible, applicants must have a Master's degree (or higher). The Department of Marketing, Lundquist College of Business, University of Oregon is seeking an innovative instructor to teach in a growing sports business curriculum; advise undergraduate and graduate students; and pursue professional development related to teaching and service. To be eligible, applicants must have a Master's degree in a closely related field plus two years prior teaching experience; and three (3 years) of documented applicable experience (teaching or professional) in the sports business industry at the time of appointment. To apply, submit a letter of interest, c.v., statement of teaching interests, evidence of teaching performance, and current contact information for 3 professional references to clf@uoregon.edu.

MEDICINE

Assistant Professor
Emory University
Emory University seeks Asst. Professor in Atlanta GA & other Emory hospital locations throughout metro Atlanta to provide medical genetics services to patients of the Emory Clinic Dept. of Human Genetics in the inpatient & outpatient clinic & hospital settings. MD in Medicine or Clinical Genetics req'd. Travel req'd. Send cover ltr & resume, referencing position #387: bshr@emory.edu

PEDIATRIC ENDOCRINOLOGY

Assistant/Associate Professor-Pediatric Endocrinology
University of Illinois College of Medicine at Peoria
Assistant/Associate Professor-Pediatric Endocrinology The Department of Pediatrics at the University of Illinois, College of Medicine at Peoria (UICOMP) is seeking for multiple positions to assist the department in providing clinical patient care in the hospital and outpatient clinics, participate in clinical research, teach and train medical students and residents in Pediatrics and Pediatric Endocrinology and perform administrative duties and University service as assigned. Requirements for the position are MD/DO degree or equivalent, an Illinois medical license, and Board certification or eligibility in Pediatrics and Pediatric Endocrinology. Some travel may be required between healthcare facilities. The primary teaching hospital of the UICOMP is the OSF Healthcare Children's Hospital of Illinois {CHOI), a tertiary care facility serving a 37 county region with a population base of over two million. CHOI provides comprehensive services to children, including Level IV NICU and a state-designated Pediatric Critical Care Center. CHOI is a major medical facility with 124 beds and a 32-bed critical care unit and the only Level 1 trauma center in Illinois outside of Chicago. The Jump Trading Simulation Education Center, a state of the art simulation facility with over 40,000 square feet of space for faculty and other resources, is a joint venture between UICOMP and CHOI and is located on the OSF campus. Malpractice insurance is provided by the University of Illinois system and an excellent benefits package available including vacations, sick time, CME, health and life insurance and retirement plan. ***For fullest consideration please apply by March 26, 2021 at https://jobs.uic.edu/job-board/job-details?jobID=142034 The University of Illinois may conduct background checks on all job candidates upon acceptance of a contingent offer. Background checks will be performed in compliance with the Fair Credit Reporting Act. UIC is an EOE/AA/M/F/Disabled/Veteran. The University of Illinois System requires candidates selected for hire to disclose any documented finding of sexual misconduct or sexual harassment and to authorize inquiries to current and former employers regarding findings of sexual misconduct or sexual harassment. For more information, visit https://www.hr.uillinois.edu/ems/One.aspx?-portalId=4292&pageId=

PEDIATRICS

Assistant Professor of Clinical Pediatrics
Tulane University
Assistant Professor of Clinical Pediatrics. Teach & advise medical students in Medical Genetics, master's students in Human Genetics & Genomics, & maintain a clinical practice. Req's: MD or equivalent; ABMG BC/BE in Clinical Genetics; LA license or eligible; and fellowship training in Medical Biochemical Genetics. To apply mail cv to Genean Mathieu, Office of the General Counsel, Tulane University, 300 Gibson Hall, 6823 St. Charles Ave., New Orleans, LA 70118.

PERIODONTOLOGY

Assistant, Associate, or Full Professor in Periodontology & Oral Diagnosis/Oral Medicine
University of Kentucky
This non-tenure track position is with the University of Kentucky's College of Dentistry in Lexington, KY. This is a full-time Clinical Title Series position in the Divisions of Periodontology and Oral Diagnosis/Oral Medicine in the Department of Oral Health Practice. Responsibilities include didactic and clinical teaching primarily in the pre-doctoral educational programs, participation in research, and other scholarly activity, treatment of patients in intramural faculty practice, and service to the College and University. Qualifications: DMD or DDS degree from a CODA accredited US dental school or equivalent; a certificate or advanced education/training in Periodontology, Oral Medicine, or Orofacial Pain is highly desirable; must be eligible for an unrestricted or faculty-limited Kentucky dental license. Rank and salary: The position will be filled at the assistant, associate, or professor level. Salary and rank will be commensurate with qualifications and experience. Inquiries can be sent via email to Division Chief of Periodontology, Dr. Mohanad Al-Sabbagh at malsa2@email.uky.edu.

PHYSICS/ASTRONOMY

Tenure Track Faculty Position in Physics/ Astronomy Fall 2021
Truman State University
Physics: Truman State University seeks applications for a tenure track position in Physics/Astronomy. Requires Ph.D. in physics, astronomy or closely related field. Full-time position teaching and conducting research with undergraduate Physics students. For further information see http://employment.truman.edu . AA/EOE/ADA

PROSTHODONTICS

Assistant or Associate Professor in Prosthodontics
University of Kentucky
This non-tenure track position is with the University of Kentucky's College of Dentistry in Lexington, KY. Primary focus will be on instructional activities. Service and limited creative responsibilities are also included. A minimum of 80-90% effort is devoted to teaching the principles and techniques of restorative and/or prosthodontic dentistry to dental students in preclinical and clinical courses. Responsibilities shall include directing one or more required and/or elective courses with attendant course preparation, development, and student tutorial responsibilities. The remaining time will be spent in professional development, service, and scholarly activities. Qualifications: DMD or DDS degree from a CODA accredited US dental school or equivalent; must have extensive experience in removable prosthodontics. Rank and salary: The position will be filled at the assistant or associate professor level. Salary and rank will be commensurate with qualifications and experience. Inquiries can be sent via email to Dr. Robert Frazer, Oral Health Practice Department Chair and Restorative Division Chief at rfrazer@uky.edu.

UNITED STATES MODERN HISTORY

Assistant Professor in US Modern History
Truman State University
The School of Social and Cultural Studies seeks a diverse pool of applicants for (1) full-time tenure track Assistant Professor in Modern US History position and (1) full-time non-tenure track Instructor of Assistant Professor of Communication/Assistant Director of Forensics position to begin August 2021. For further information see http://employment.truman.edu AA/EOE/ADA

JOB SEARCH TIPS

Are you sure you want that interim job?

If you are approached about accepting an interim assignment, you might find it helpful to consider the following questions: Why am I being asked to serve in this capacity? What is the process for making this interim appointment? Can I be considered for the real role if I decide I am interested? What will I gain from this role? How will it feel to go back to my previous role?

Get more career tips on jobs.chronicle.com

Allison M. Vaillancourt is vice president for business affairs and human resources at the University of Arizona.

GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives

Darrell Allison, vice president for governmental affairs and state teams at the American Federation for Children, has been named chancellor of Fayetteville State University. He will succeed Peggy Valentine, who has served as interim chancellor since July 2019.

Brian O. Hemphill, president of Radford University, has been named president of Old Dominion University. He will succeed John R. Broderick, who will retire.

The Rev. Joseph G. Marina, provost and vice president for academic affairs at Le Moyne College, has been named president of the University of Scranton. He will succeed the Rev. Scott R. Pilarz, who will step down this summer.

Chief executives (continued)

APPOINTMENTS

José Luis Cruz, executive vice chancellor and university provost at the City University of New York, has been named the finalist for president of Northern Arizona University.

C. Andrew (Andy) McGadney, vice president and dean of student advancement at Colby College, has been named president of Knox College. He will succeed Teresa Amott, who plans to step down in June.

Vann Newkirk Sr., interim president of Fisk University, has been named to the post permanently. He became interim president in August 2020, after Kevin Rome's departure.

Amy C. Novak, president of Dakota Wesleyan University, will become president of St. Ambrose University in August.

Vincent D. Rougeau, dean of the law school at Boston College, has been named president of the College of the Holy Cross. He will succeed the Rev. Philip L. Boroughs, who plans to step down in June.

RESIGNATIONS

Dennis Bailey-Fougnier, president of Blue Mountain Community College, in Oregon, has stepped down. He was diagnosed with cancer last year, and decided to resign to focus on his health.

L. Randolph Lowry, president of Lipscomb University since 2005, plans to step down this summer.

RETIREMENTS

Eric J. Barron, president of Pennsylvania State University since 2014, plans to retire in June 2022.

Daniel A. DiBiasio, president of Ohio Northern University since 2011, plans to retire on June 30, 2022.

Angeline Godwin, president of Patrick Henry Community College, plans to retire on July 1.

The Rev. Brian Linnane, president of Loyola University Maryland since 2005, plans to retire at the end of the 2021-22 academic year.

Geraldine M. Perri, the first woman to serve as superintendent/president of Citrus College, plans to retire on July 1.

Steven J. Scheinman, president and dean of Geisinger Commonwealth School of Medicine since 2012, plans to retire at the end of 2021.

Tony Waldrop, president of the University of South Alabama since 2014, plans to retire.

Chief academic officers

APPOINTMENTS

Ravi Bellamkonda, dean of the Pratt School of Engineering at Duke University, will become provost and executive vice president at Emory University in July.

Matt Cecil, interim provost and senior vice president for academic affairs at Minnesota State University at Mankato, has been named provost and executive vice president for academic affairs at Northern Kentucky University.

Kerop Janoyan, dean of the Graduate School at Clarkson University, has been named provost and vice president for academic affairs at the University of La Verne.

Michael Lewis, interim provost at Saint Louis University since July 2020, has been named to the post permanently.

Eric Link, provost and senior vice president for academic and student affairs at the University of Houston-Downtown, will become provost and vice president for academic affairs at the University of North Dakota on July 1.

Julia Chinyere Oparah, provost and dean of the faculty at Mills College, has been named provost and vice president for academic affairs at the University of San Francisco.

Submit items to
people@chronicle.com

Other top administrators

APPOINTMENTS

Raymond Barclay, president of Enrollment x Design LLC, an enrollment and academic-planning consulting firm, has been named chief planning officer at Albion College.

Gary Black, former chief financial officer at Finlandia University, has been named chief financial officer at Albion College.

Kimberly P. Blair, assistant vice president for advancement for Roanoke at Virginia Tech, has been named vice president for resource development at Roanoke College.

Shantay Bolton, vice president and deputy chief operating officer at Tulane University, has been named executive vice chancellor for administration and chief administrative officer at Washington University in St. Louis.

Mary Alice Boyd, interim chief financial officer at Queens University of Charlotte since July 2020, has been named to the post permanently.

Sheleta Camarda-Webb, associate director of on-campus living and director of the Office of Diversity, Equity, and Inclusion at California University of Pennsylvania, has been named interim chief diversity, equity, and inclusion officer.

LAURA RENÉE CHANDLER

Laura Renée Chandler, director of the Center for Diversity and Community at the University of South Dakota, has been named the first vice president for diversity, equity, and inclusion at Oglethorpe University.

Amy Falls, chief investment officer at Rockefeller University, has been named vice president and chief investment officer at Northwestern University. She is the first woman to hold the position.

Samuel Garrison, chief of staff to the chair of the Board of Trustees and special adviser to the president at the University of Southern California, has been named senior vice president for university relations.

Martin Hanifin, former vice president for finance and operations and chief financial officer at Bethany College, in Kansas, has been named vice president for finance and chief financial officer at Norwich University.

Kyle Henley, vice president for university communications at the University of Oregon, has been named senior vice president of communications at the University of Southern California.

Steven Lambert, assistant director of university admissions at New Jersey City University, has been named vice president for inclusive enrollment at Blackburn College.

Christopher Manning, assistant provost for academic diversity at Loyola University Chicago, became the first chief inclusion and diversity officer at the University of Southern California on March 1.

Juan A. McGruder, senior vice president and chief development officer at Junior Achievement of Georgia, has been named vice president for advancement at Oglethorpe University.

Richard Rams, dean of student support services, kinesiology, and athletics at Cypress College, has been named vice president for student services at Citrus College.

Karl Reid, executive director of the National Society of Black Engineers, has been named the first chief inclusion officer at Northeastern University.

Robert Robinson, director of multicultural student affairs at the University of North Georgia, has been named the first vice president for diversity, equity, and inclusion at Northampton Community College, in Pennsylvania.

Rebecca L. Sandidge, chief of staff in the Goizueta Business School at Emory University, has been named chief of staff at Oglethorpe University.

Eunice Tarver, assistant vice president and Northeast Campus provost at Tulsa Community College, has been named vice president for student success and equity.


TIMOTHY J. WALSH

Timothy J. Walsh, a former associate vice president for marketing and communications at the State University of New York College at Buffalo, has been named executive director of enrollment marketing and digital strategy for the Daytona Beach, Fla.; Prescott, Ariz.; and Worldwide campuses of Embry-Riddle Aeronautical University.

RETIREMENTS

Judith Cone, vice chancellor for innovation, entrepreneurship, and economic development at the University of North Carolina at Chapel Hill, plans to retire in April.

Deans

APPOINTMENTS

Afra Ahmed Hersi, chair of the teacher-education department in the School of Education at Loyola University Maryland, has been named interim dean of the school.

Johanna Kalb, associate dean of administration and special initiatives in the College of Law at Loyola University New Orleans, has been named dean of the College of Law at the University of Idaho.

Mitchell S. McKinney, a professor of communication and director and founder of the Political Communication Institute at the University of Missouri, has been named dean of the Buchtel College of Arts and Sciences at the University of Akron.

Janna Scarborough, interim dean of the Clemmer College at East Tennessee State University, has been named to the post permanently.

Whitney Soule, senior vice president and dean of admissions and student aid at Bowdoin College, will become vice provost and dean of admissions at the University of Pennsylvania on July 1.

Other administrators

APPOINTMENTS

Toni Bennett, chair of graduate programs for the business school and an associate professor of marketing at Lincoln Memorial University, has been named the first associate provost for online strategy at Spartanburg Methodist College.

Garrett Gilmer, director of the counseling center at Bowling Green State University, has been named director of counseling and psychological services at Northwestern University.

Allison Hubel, a professor in the department of mechanical engineering and director of the Biopreservation Core Resource at the University of Minnesota-Twin Cities, has been named director of the university's Technological Leadership Institute.

Jeffrey James, director of security at Seneca Valley School District and a former U.S. Secret Service special agent, has been named chief of police at Robert Morris University, in Pennsylvania.

Wendy C. Kooken, an associate professor of nursing at Illinois Wesleyan University, will become director of the School of Nursing at Millikin University on August 1.

Erin McGlothlin, a professor of German and chair of the department of Germanic languages and literatures and a professor of Jewish studies in the department of Jewish, Islamic, and Middle Eastern studies at Washington University in St. Louis, has been named vice dean of undergraduate affairs in the College of Arts and Sciences.

Andrea Orzoff, an associate professor of history at New Mexico State University, has been named director of the Office of National Scholarship and International Education.

Ian Owens, deputy director of the Smithsonian National Museum of Natural History, has been named executive director of the Lab of Ornithology at Cornell University.

Andrew Rosner, director of the Mark Cuban Center for Sports Media and Technology at Indiana University,


ANDREW ROSNER

has been named the first director of digital fluency at Franklin College, in Indiana.

Mollie Yoder, director of marketing and membership at the Pocket Testament League, a Christian nonprofit, and a former director of marketing at Liberty University, has been named associate vice president for marketing and communications at Trevecca Nazarene University.

RETIREMENTS

Harry Sheehy, athletics director at Dartmouth College, plans to retire.

Deaths

Mary Catherine Bateson, the author of *Composing at Life* (1989) and a professor emerita of anthropology and English at George Mason University and a visiting scholar in the Center on Aging and Work at Boston College, died on January 2. She was 81. Bateson was the only child of Margaret Mead, and wrote about her parents in her memoir *With a Daughter's Eye: A Memoir of Margaret Mead and Gregory Bateson* (1984).

Donald McCarty, a professor emeritus and former dean of the School of Education at the University of Wisconsin at Madison, died on February 1. He was 99. McCarty led the school from 1966 to 1975.

Bryan Monroe, a professor in the Klein College of Media and Communication at Temple University, died on January 13. He was 55.

Mike Yopp, a professor in the Hussman School of Journalism and Media at the University of North Carolina at Chapel Hill, died on January 28. He was 79.

- COMPILED BY JULIA PIPER

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