THE CHRONICLE
OF HIGHER EDUCATION

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The time for talk is over. Students demand radical change for racial justice.

A Racial Reckoning

FIVE YEARS LATER, it was happening again.

I watched as Minneapolis erupted in unrest this spring with a sinking sense of déjà vu. George Floyd's death had set off an all-too-familiar pattern: A Black man is killed in police custody, his death mourned by thousands who take to the streets in protest, clashing with law enforcement until the tension breaks into violence.

It was the same story that played out in Baltimore, my home of nine years, when Freddie Gray was killed. Or I thought it was.

Half a decade ago, when the whole world was watching Baltimore, everyone's eyes seemed trained on the destruction, their focus fleeting. But this time, they haven't looked away.

CHRONICLE PHOTO BY ERICA LUSK

Undeterred by a raging pandemic, millions have joined the protest movement for racial justice. Ideas that once seemed radical have taken hold, shaping widespread demands for change at institutions of every kind. And nearly two months later, the momentum hasn't slowed.

Students might not be on campus this summer (and, let's face it, they might not be there this fall), but the young people leading this movement have made it clear they're not backing down. They're fed up with the status quo. Colleges are in for a racial reckoning, and they'd best be prepared.

This issue offers a glimpse of what's to come. *The Chronicle* spoke with four student activists — a cross-section of the American racial-justice movement — about the oppression, frustration, and discouragement they've faced, on campus and off. They described how policing, instruction, staffing, and iconography at their colleges have taken a toll on their education and their well-being. And they shared what they plan to do about it.

Like the generations before them who took up the cause of equality, these students are rallying their peers, drafting lists of demands, staging protests, pushing back on posturing meant to placate them.

But perhaps, this time, the story will end differently.

—RACHEL CIERI MULL, SENIOR EDITOR

THE CHRONICLE OF HIGHER EDUCATION

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FEATURES

FIRST READS

INSIGHT

CAREERS

CORRECTION: A chart on "Socially Distanced Jobs" (*The Chronicle,* June 26) mistakenly listed psychology professors twice. The second instance should have been sociology professors.

On the cover: photograph of Maliya Homer by Dean Lavenson for *The Chronicle*

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FIRST READS

Federal lifeline

Cushioning the Fall

IN MARCH the trustees of MacMurray College, in Illinois, made the difficult decision to close the 174-year-old institution at the end of the semester. The college had "no viable financial path forward amid declining enrollments, rising competitive costs, and a small endowment," according to a statement on its website.

In April, as the college prepared to close for good, it applied for and received nearly $745,000 from the federal Paycheck Protection Program, a part of the Cares Act designed to keep businesses and their employees from going under as a result of the pandemic. Businesses and nonprofit organizations that applied could get money to cover up to eight weeks of salaries, as well as "interest on mortgages, rent, and utilities."

A spokesman for MacMurray said the college had followed all the rules in applying for the money, and had used it "only for payroll costs, employee benefits, and employer payroll taxes." The program was meant to keep employees on payrolls, the spokesman said in an email, and it allowed the college to avoid firing or furloughing any workers through May. A smaller group of workers was even paid through June, he wrote.

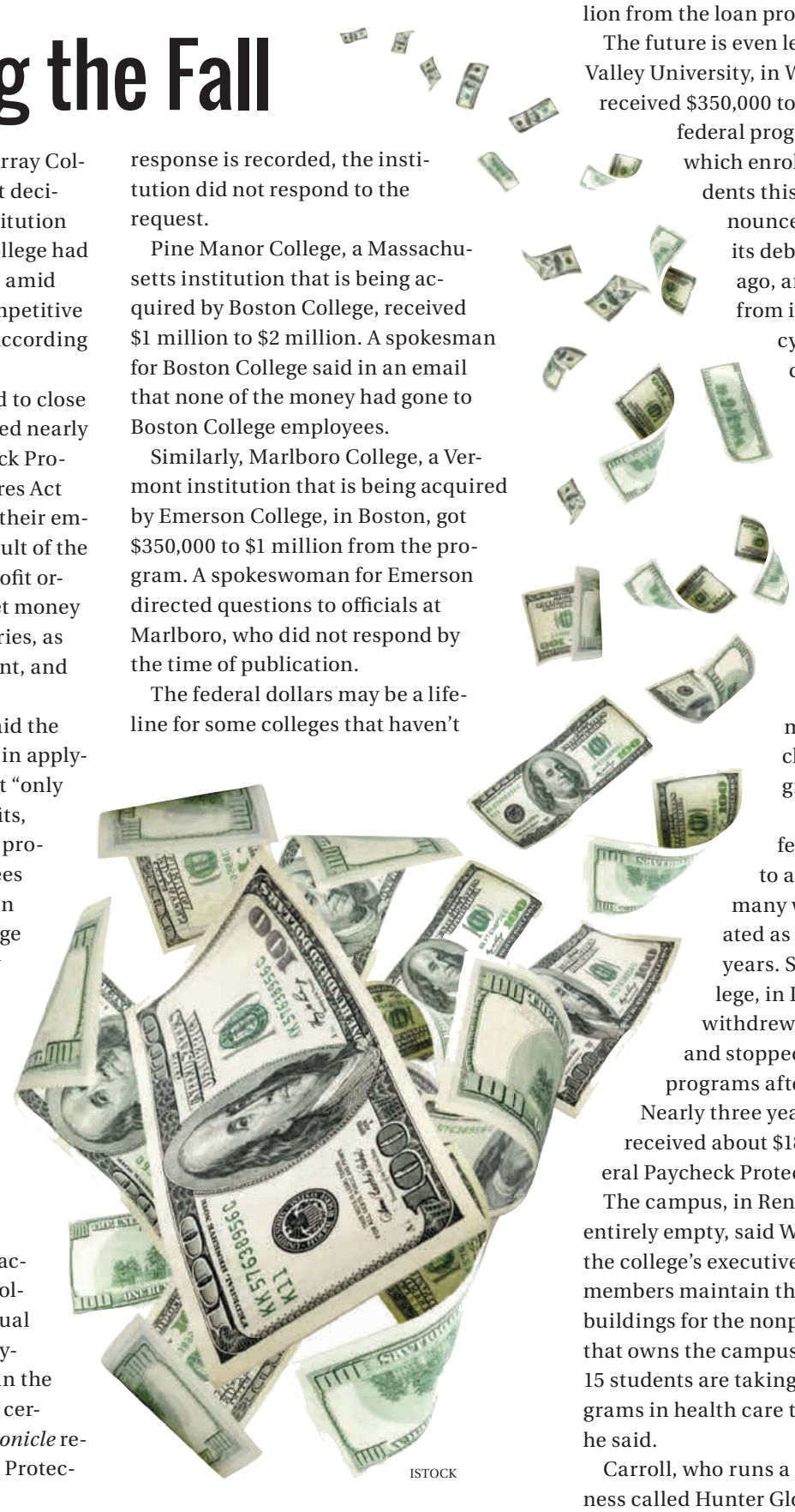
While a central goal of the program was to prevent layoffs, colleges facing certain closure probably aren't the type of institution envisioned by lawmakers as ideal beneficiaries. A *Chronicle* analysis reveals that MacMurray is one of at least several colleges facing closure or ceasing usual operations that have obtained Paycheck Protection money, offered in the form of a loan that is forgivable if certain conditions are met. (*The Chronicle* received a loan under the Paycheck Protection Program.)

Several other colleges that announced plans to close or merge after the spring semester have also received money from the program. *The Chronicle* asked each college for comment. In cases where no response is recorded, the institution did not respond to the request.

Pine Manor College, a Massachusetts institution that is being acquired by Boston College, received $1 million to $2 million. A spokesman for Boston College said in an email that none of the money had gone to Boston College employees.

Similarly, Marlboro College, a Vermont institution that is being acquired by Emerson College, in Boston, got $350,000 to $1 million from the program. A spokeswoman for Emerson directed questions to officials at Marlboro, who did not respond by the time of publication.

The federal dollars may be a lifeline for some colleges that haven't yet closed permanently. Notre Dame de Namur University, in California, is not accepting any new students for the fall and is committed to staying open only through 2021, according to its website. The college is getting as much as $5 million from the loan program.



ISTOCK

The future is even less certain at Ohio Valley University, in West Virginia, which received $350,000 to $1 million from the federal program. The college, which enrolled just 233 students this past spring, announced it could not pay its debts more than a year ago, and is on probation from its accrediting agency over its poor financial health and academic outcomes.

The San Francisco Art Institute, which pared its operations this spring and suspended enrolling new students in degree programs, is getting as much as $2 million from the Paycheck Protection Program.

In one case, the federal money went to a campus that in many ways has not operated as a college for several years. Saint Joseph's College, in Indiana, voluntarily withdrew from accreditation and stopped offering its degree programs after the spring of 2017. Nearly three years later, the college received about $180,000 from the federal Paycheck Protection Program.

The campus, in Rensselaer, Ind., isn't entirely empty, said William J. Carroll, the college's executive director. Staff members maintain the grounds and buildings for the nonprofit organization that owns the campus. In addition, about 15 students are taking certificate programs in health care that started in June, he said.

Carroll, who runs a consulting business called Hunter Global Education, also provided a document outlining a plan to reopen the campus by the fall of 2021 and offer bachelor's degrees two years later.

"We're an up-and-running business," he said. — ERIC KELDERMAN AND DAN BAUMAN

The reopened campus

Social-Distancing Solutions

ENCOURAGING college students to practice social distancing is no easy task. Experts say student buy-in is essential for such policies to work — something the University of Michigan at Ann Arbor recently took to heart.

Its school of engineering invited all Michigan students to propose their own social-distancing solutions through a new Covid-19 Campus Challenge, which drew 89 submissions that proposed measures ranging from bus-system contact tracing to subscription services for masks.

Though the university made no guarantees it would carry out the students' proposals, some are already in the works. These include a redesign of the fall activities fair, a student-led social-media campaign to encourage mask use, virtual study groups, and a peer-led lunch series.

The top 30 teams presented their proposals this month. One was BlueTrace, a QR-code system to track bus occupancy and maintain a contact-tracing database. With the BlueTrace system, students would scan a QR code on their smartphones as they entered and left the bus. When users scanned their code, their ride information would be logged, making it easier to track them down if they rode the bus with someone who later tested positive for Covid-19.

When the team surveyed 88 students, they found 80 percent supported contact tracing, a method to identify people who might have come in contact with an infected person and could themselves be carrying the virus. Their solution would be sustainable, the team said, because QR-code scanners are relatively cheap, and anyone with a smartphone could participate. Additionally, because scanners are universal, the university could sell back the materials when contact tracing was no longer needed.

Inspired by popular subscription services, one team proposed a system in which students can check out a mask as they leave their dorms and then drop off the mask in a bin at the end of the day for cleaning.

The system would solve two problems: encouraging students to wear masks, and limiting crowds in the laundry room when students need to wash them.

Two undergraduate student teams proposed modifying the university's Maize & Blue Cupboard, a food-pantrylike service for students. More than 30 percent of Michigan students are "food insecure," according to the university, and a growing number of college students across the country experience hunger. So one team proposed a scheduling app for using the Maize & Blue Cupboard.

The Challenge team said its focus was on convenience: Scheduling could be integrated into the existing campus app that most students already have. It could also have an option to see how many spots are available if students want to go at a less-busy time.

Michigan lacks enough individualized, identity-based mental-health support for people of color, one team found. A lot of the available resources were designed to be "white people to white people," they said.

To solve this problem, they suggested support groups tailored to people of varying identities to deal with loneliness in a remote world, lessen anxiety about Covid-19, and serve as a platform for people to connect with one another. A peer-led lunch series the team proposed would allow students to share and reflect on their experiences to a network that could provide emotional support.

With a proposal they called "All Wolverines Assemble," another team focused on socially distanced and remote ways for first-year and international students to form connections on campus.

The team suggested incoming students get "Wolverpals" — pen pals, in other words — and proposed an art showcase of students' creative reactions to the pandemic. They also proposed friendly competitions, such as a scavenger hunt students could do independently, to explore the university landscape.

The team said these are low-cost solutions that would be easy to continue beyond this fall semester.

—ELIN JOHNSON

GETTY IMAGES

International enrollment

Visa-Policy Reversal

IN A STARTLING REVERSAL, the Trump administration agreed last week to rescind a visa policy that would have forced international students to enroll in in-person classes or leave the country.

The repeal of the policy, which had been broadly seen as an attempt by the White House to pressure institutions to reopen with face-to-face instruction this fall, is an enormous victory for colleges and more than a million international students. Many students, especially those with health conditions, faced a near-impossible choice: return to their home countries in the middle of a global pandemic or risk their health returning to campus.

But the battle over the guidance, which was unexpectedly announced on July 6, may have further damaged American higher education's global reputation, sending the message that the United States is an unwelcoming place for students from overseas.

And with normal visa processing still suspended at many consulates worldwide, and U.S. entry restrictions on foreign travelers — most notably from China, the largest source of overseas students in the United States — remaining in place, international-student enrollments are expected to fall sharply this fall.

Still, the government's agreement to drop the guidance was celebrated on campuses. "For today, I think we got the best possible outcome we could have hoped for," said Terry Hartle, senior vice president for government and public affairs at the American Council on Education.

Colleges had feared that the policy, which required international students to take at least one class in person, could have been incredibly damaging. With just weeks to go before the start of the fall semester, administrators at institutions that plan to offer a mix of online and in-person courses scrambled to ensure they had enough face-to-face classes to keep students from violating the policy. As Covid-19 cases spike across the country, anxious students worried that if their colleges shifted to remote instruction, they could abruptly have to leave the U.S.

The pushback to the policy from higher education was immediate and fierce. Within 48 hours, Harvard and MIT had sued, and more than 250 other colleges signed onto amicus briefs in support.

The opposition did not come from higher education alone. Twenty-one states sued. Cities and counties spoke out against the policy, saying the loss of international students would be an enormous hit to their local economies. So, too, did the U.S. Chamber of Commerce, organized labor, and some of the country's largest tech companies, including Google and Facebook.

AB FORCES NEWS COLLECTION/ALAMY STOCK PHOTO

For international students, there is the opportunity to breathe easier, at least for the moment. Allison D. Burroughs, the federal judge presiding over the case, announced that the two sides had reached a resolution. But just hours earlier, *The Wall Street Journal* reported that the administration was considering a slimmed-down version of the policy, which would apply only to new international students. It still could enact such a change.

Such restrictions on incoming students could be moot. Normal visa processing has not resumed worldwide, and in some countries, the first available visa appointments aren't until later this fall. With the clock ticking to the semester's start, few new international students are expected to make it to campus. Their loss could be a significant blow to colleges, which have increasingly come to rely on international tuition as a revenue source.

Even as they cheered the rescission of the latest policy, many in higher education worried that it would add to the perception that the United States is an unfriendly, even hostile, place to study. The number of new international students coming to the United States has fallen for the past three years, while countries viewed as more open and hospitable, like Canada and Australia, have experienced enrollment booms.

Still, last week's victory reinvigorated some educators. "Make no mistake, this result is about the transformational power of our collective action and the swift, visible outrage of many," said Miriam Feldblum, executive director of the Presidents' Alliance for Higher Education and Immigration, a nonpartisan group of college leaders. "We need to continue fighting for international students, and their ability to come to the U.S., to learn and study, and have the opportunity to work, innovate, and contribute to our nation."

— KARIN FISCHER

Student depression

The Pandemic's Toll

BEING A COLLEGE STUDENT often comes with a set of struggles, like homesickness, poor time-management skills, and impostor syndrome. Add a global pandemic to the mix, which has disrupted students' education, wiped out their finances, and upended their social-support systems, and the stage is set for them to experience a wide range of psychological repercussions.

New research from the Healthy Minds Network and the American College Health Association shows that depression is one of those repercussions, with the rate of depression among students rising since the start of the pandemic. The survey of more than 18,000 college students on 14 campuses, conducted between late March and May, also provides a look at some of the factors contributing to the coronavirus-related stress college students are dealing with.

One of the lead researchers of the annual national Healthy Minds study said the survey's findings can be of use to colleges as they prepare to welcome students back to campus — in one form or another — this fall.

"There is a strong economic case for investing in programs and services to support student mental health," Sarah Ketchen Lipson, an assistant professor of health law, policy, and management at Boston University, said in a news release about the survey. "Our prior research has shown that mental-health problems such as depression are associated with a twofold increase in the likelihood of dropping out of college."

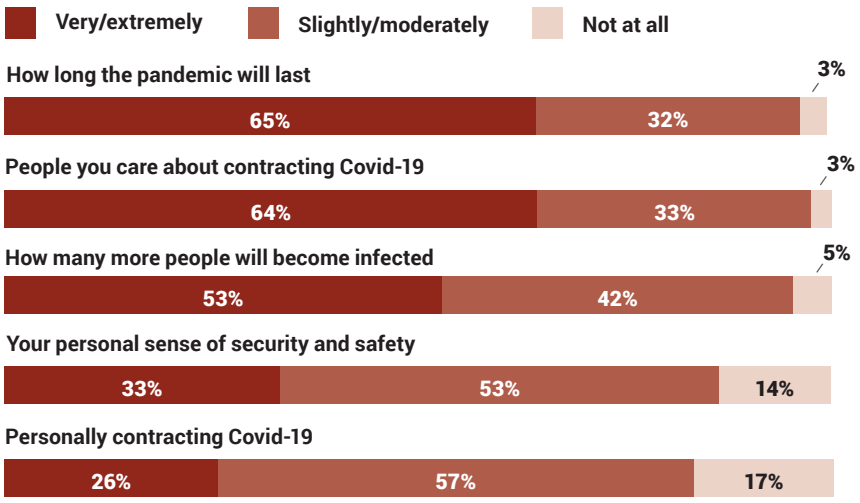
The survey showed that administrators and professors received high marks for the support they provided during the pandemic. College administrators were deemed supportive or very supportive by 69 percent of students, with 78 percent saying the same about their professors.

The effects of Covid-19 are likely to make an impact on the mental health of many students for some time. Here's a look at students' concerns and stressors.

— AUDREY WILLIAMS JUNE

Concerns About the Future

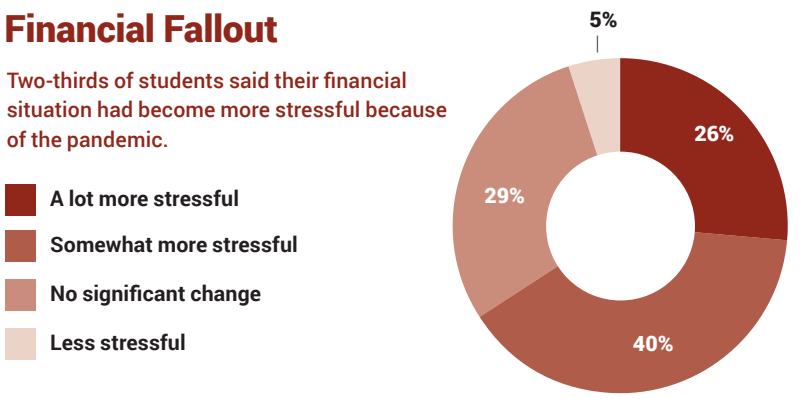
Students identified the following worries in response to this question: "Over the past two weeks, on average, how much have you been concerned with the following?"



Source: The Healthy Minds Network/American College Health Association: "The Impact of Covid-19 on Student Well-Being"

Financial Fallout

Two-thirds of students said their financial situation had become more stressful because of the pandemic.

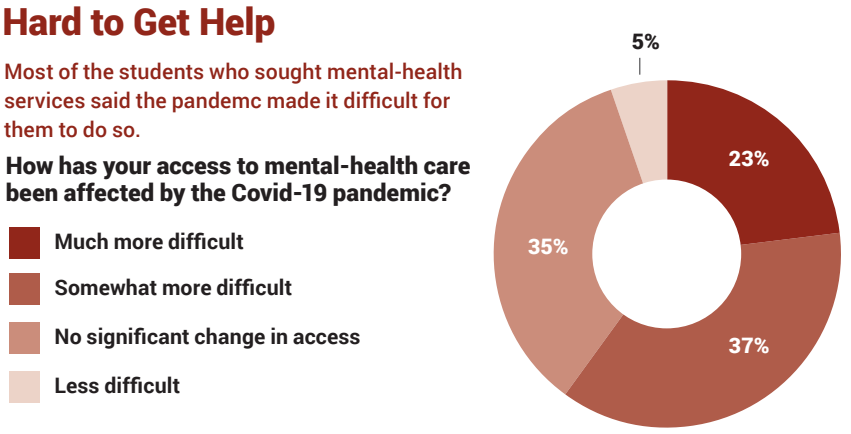


Source: The Healthy Minds Network/American College Health Association: "The Impact of Covid-19 on Student Well-Being"

Hard to Get Help

Most of the students who sought mental-health services said the pandemc made it difficult for them to do so.

How has your access to mental-health care been affected by the Covid-19 pandemic?

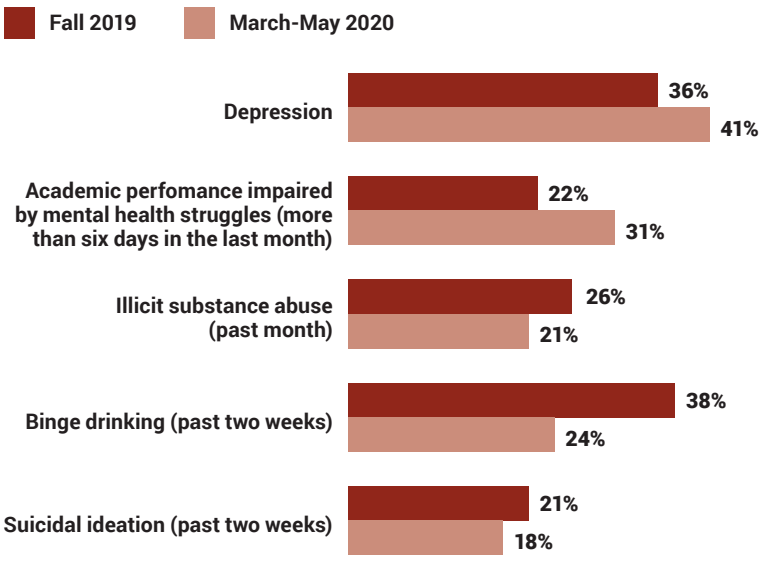


Note: Over all, 58.2 percent of students indicated that they have not tried to access mental-health care. Data represents the 41.8 percent of students who did attempt to seek care.

Source: The Healthy Minds Network/American College Health Association "The Impact of Covid-19 on Student Well-Being"

Mental Health Before and After

The share of students with depression was up this spring, along with the percentage of students whose mental affected their academic performance.



Note: Results are from the Healthy Minds Study conducted during each time period. There were 32 campuses in the study in the fall and 7 campuses in the spring.

Source: The Healthy Minds Network/American College Health Association: "The Impact of Covid-19 on Student Well-Being"

What Student Protesters Want

They demand radical change for racial justice.

And they're not backing down.

THERE WAS A TIME when stripping a racist's name from a building would be celebrated as a breakthrough for racial justice in higher education. Today, it's accepted as a starting point.

As the Covid-19 pandemic and outrage over police violence converge, college students are demanding radical change. They want Confederate symbols toppled, police departments defunded, coursework diversified, departments restaffed with people of color, and a host of other actions.

"We're past the point of conversation and reforms and panels," said Maliya Homer, president of the Black Student Union at the University of Louisville. "We can't panel our way out of this oppressive system that controls us."

Colleges that once might have responded by creating committees or issuing statements are now taking action. Princeton University announced last month that it would drop Woodrow Wilson's name from its School of Public and International Affairs. Dartmouth College removed a weather vane some called offensive for its depiction of an Indigenous man. The University of Minnesota agreed to cut certain ties with the Minneapolis Police Department amid outrage over George Floyd's killing in police custody. Scholars and activists are debating — sometimes with themselves — whether this could be a watershed moment for racial equity in higher education. Will student uprisings this fall lead to deeper changes than those achieved by the antiracism protests that shook campuses five years ago? What would it take to really address the role of colleges in perpetuating racial inequality?

Black-student protests in the 1960s and '70s resulted in significant changes, like the creation of African American studies departments and the intensive recruitment of Black students. But the anti-affirmative-action backlash of the '80s and '90s in some ways checked those gains, said Stefan M. Bradley, a historian at Loyola Marymount University, in Los Angeles, who studies Black-student activism.

Another major antiracism push erupted around 2014 as the Black Lives Matter movement took hold on college campuses. What's different today is that the Covid-19 pandemic is exposing inequities in higher education, said Bradley.

BY KATHERINE MANGAN AND MARC PARRY

Citizens are responding to police killings and systemic racism with a sustained multiracial, intergenerational protest movement that is "confronting the system in a way I think we haven't seen since the late 1960s," said Martha Biondi, a scholar of Black social movements who is a professor of African American studies and history at Northwestern University. And university leaders are reacting by taking an antiracist posture, committing, at least rhetorically, to fighting institutional racism.

"I think this fall will be one of the most turbulent semesters of the past 50 years on college campuses," said Khalil Gibran Muhammad, a professor of history, race, and public policy at Harvard University's John F. Kennedy School of Government. "Because that energy that has been in the streets is also part of the on-campus work of college-educated students who have engaged in this national antiracist reckoning."

For students, these issues are personal. On a daily basis, they face fear, frustration, judgment, and ostracism because of their race and ethnicity, and their demands are shaped by those common experiences.

The Chronicle spoke with four student activists, each shedding light on a single demand.

SEVER TIES WITH THE POLICE.

MALIYA HOMER

Black Student Union president at the University of Louisville

WHEN Breonna Taylor, a 26-year-old emergency medical technician, was shot to death by Louisville police officers who crashed into her apartment in the middle of the night, it was a jarring reminder for Maliya Homer of how vulnerable she felt as a Black woman.

Homer, president of the University of Louisville's Black Student Union, had been disturbed for years about accounts of the local police questioning Black and brown students for behavior that wouldn't have raised suspicion if they were white. A Mexican American friend, wearing a hoodie and walking to the library, was asked where he was heading. A white student driving with two Black passengers said a police officer pulled out her gun when they asked her for directions.

But Taylor's death marked a turning point for Homer. "Breonna's murder was the last time I was going to even entertain ideas of reform," she said. It "made me feel like Black women are dispensable."

On May 31, Homer and the Black Student Union called for the university to sever ties with the Louisville Metro Police Department. "Nothing about being in closer proximity to state-sanctioned violence makes us any safer," Homer wrote in the statement.

Helping impoverished neighborhoods near the campus meet food and affordable-housing needs would be a more equitable and effective way, she said, to improve public safety. Policing, Homer believes, contributes to the school-to-prison pipeline. She might have ended up there herself if the police had been summoned during her years as a strong-willed middle schooler, she said.

Louisville's president, Neeli Bendapudi, sympathized with Homer's concerns but wrote in a response on the university's website that cutting ties "would be an insufficient answer to a very complex problem." The university relies on local police to help investigate crimes, the president wrote. Its criminal-justice department houses a police-training institute.

Bendapudi promised that the campus police would lead most investigations and that de-escalation or cultural-sensitivity training would be required for all officers hired to work on campus.

To Homer, those steps fall short. "It's a slap in the face," she said, "when you have Black and brown students asking you, begging you, telling you we don't feel safe" with the metro police department, "and you talk about reform."

DEAN LAVENSON FOR THE CHRONICLE

REMOVE SYMBOLS OF OPPRESSION.

ANDREA MORALES FOR THE CHRONICLE

TYLER YARBROUGH

Student senator at the University of Mississippi

TYLER YARBROUGH couldn't believe the image in his Twitter feed.

The University of Mississippi student senator was about to drive from his college town of Oxford to his hometown of Clarksdale for a Juneteenth event marking the end of slavery. And his university had just released plans to build what looked to him like a "shrine to white supremacy."

The picture on his phone showed an artist's rendering of the campus cemetery to which the university planned to relocate its statue of a Confederate soldier. The project involved upgrading the cemetery into what the historian Anne Twitty described as a well-lit "parklike setting" with a path and new Confederate headstones. It wasn't what the student government had envisioned when it voted to banish the statue from the campus's front entrance to this run-down and isolated spot.

In late-night video calls, Yarbrough and other activists hashed out a plan to fight back.

As a public-policy student, Yarbrough sees Confederate statues as symbols of deeper systems of racial oppression: an educational system that barred Black students from his university until 1962, a legal system that acquitted the white men who murdered 14-year-old Emmett Till in 1955.

Yarbrough grew up about 20 minutes from where Till was killed, in a Mississippi Delta city so segregated, he said, it felt like "an apartheid state." His mother received food stamps while studying to become a nurse. His father drove a truck. His great-grandmother could point to the field where her family had once worked as sharecroppers. None of the wealth generated by that land was passed down to his family.

Yarbrough became an activist in part because his campus has been regularly plagued by what he calls "racist scandal." Notably, a photo emerged last year of fraternity members posing with guns in front of a bullet-pocked memorial sign to Till.

Yarbrough and a classmate responded to that by creating an image of their own. They placed the shot-up Till sign in front of the university's Confederate statue.

Yarbrough sees a parallel between the murder of Till in 1955 and the killing of George Floyd in May. Both events ignited social movements to tear down the racist systems represented by Confederate statues.

Last month, Yarbrough and others organized a protest at the future home of Mississippi's Confederate monument. The crowd faced police officers and security guards as Yarbrough gave a speech demanding the university work with students to come up with a new relocation plan.

Such demands will get louder. Yarbrough is creating a new group uniting student leaders at colleges across the state. His goal: Next time something happens, all will respond.

HIRE PEOPLE OF COLOR.

ISHIYIHMIE BURRELL

Student at Juniata College

WHEN the Covid-19 pandemic forced Juniata College to send students home, Ishiyihmie Burrell left the rural liberal-arts college in Pennsylvania and returned to the familiar bustle of Queens, N.Y.

From the ethnically diverse, historically Black neighborhood where he grew up, Burrell spent two weeks with fellow students remotely crafting 26 pages of diversity recommendations for his majority-white college. Among their key demands: Students need more minority faculty, staff, and administrators they can feel comfortable confiding in and seeking advice from.

Support for students of color, they said, had been shattered when the college's dean of equity, diversity, and inclusion left after being furloughed.

Burrell, the son of a Caribbean mother and African American father, said he was often the only Black student in his classes at Juniata and felt that he was "either not being seen because of my race or only being seen by my race."

The environment was different, he said, in the classes he's taken with Black professors. "I felt comfortable sharing my perspective as a Black person without feeling like it's being looked at as the experience of all Black people," he said.

Burrell said he can admit to his Black professors when he's tired from juggling academics with social-justice activities. He's more likely to "sugar coat" his emotions when talking to white professors so they won't see him as "just another 'lazy Black person,'" he wrote in a social-media message to *The Chronicle*.

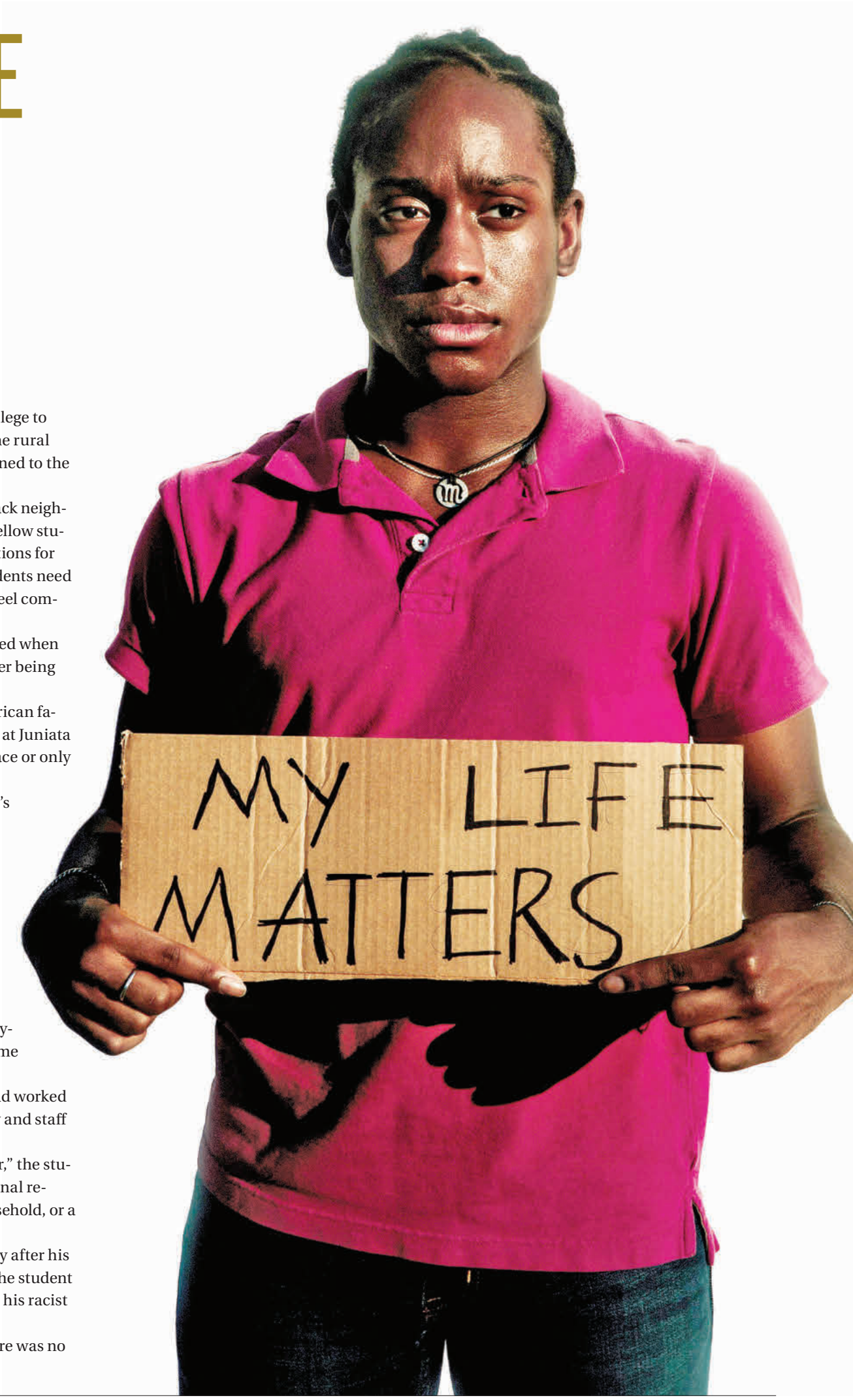
"I don't see myself as an activist," Burrell added. "I see myself as a Black person doing what I have to do" to get the same college experience his white classmates enjoy.

In response to the diversity recommendations Burrell had worked on, an anonymous student emailed college leaders, faculty and staff last month condemning the demands as "loathsome."

"The problems you have aren't because of your skin color," the student wrote. Instead, he said they stem from "a lack of personal responsibility, lack of growing up in a stable two-parent household, or a general disinclination for learning of the college variety."

The student was suspended and issued an online apology after his identity was traced. But Burrell would like to think that if the student had been exposed to more diverse professors and advisers, his racist beliefs might have been challenged.

"Even though he was in Juniata's care," Burrell said, "there was no one who was able to change his views."



MARK ABRAMSON FOR THE CHRONICLE

DIVERSIFY THE CURRICULUM.

DAVID ZENTZ FOR THE CHRONICLE

MARTHA M. ROBLES

Senior at California State University at Northridge

MARTHA M. ROBLES began college as a struggling student whose high-school teachers had dampened her ambitions and alienated her with what she describes as a Euro-centric approach to teaching. She will graduate this fall from California State University at Northridge as a high-achieving student-activist who hopes to be a professor.

She traces her transformation to one Chicana/o-studies course.

Taking that night class at Pierce College, part of the Los Angeles Community College District, "incited a fire within me," she said. It wasn't just how the course upended the Mexicans-as-villains historical narrative she'd studied growing up. It was how it made her feel: seen and heard in class for the first time.

Lately, Robles has directed her fire at one goal: getting state officials to adopt a law forcing students in the California State University system to take an ethnic-studies course. That fight puts her at the vanguard of a growing national push to diversify curricula.

Ethnic-studies classes use interdisciplinary methods to study race and racism and to "interrogate and dismantle systems of power," Tracy Lachica Buenavista, a professor of Asian American studies at Northridge, said in an email. The field takes varied forms, she said, and can include Black studies, American Indian studies, Asian American studies, and Chicana/o studies.

Robles's battle for the state law is the latest in a longer struggle to expand access to classes that changed her life.

Robles came of age in North Hollywood, raised by a single mother from Mexico. She grew up among people who had been involved in what she calls "the street life." Teachers saw little potential in her.

Angelita Rovero was different.

Robles saw herself in the Pierce Chicana/o-studies professor's dress and demeanor. Studying with Rovero, she felt newly grounded in her Chicana identity. She stopped working full time, to focus on college. She became a leader in a Chicana/o-student group.

Robles's activism sprang from frustration with the limited Chicana/o studies courses at Pierce, which forced students to commute long distances to take classes at other colleges. Through petitions, protests, and meetings, Robles and her peers waged a campaign — ultimately successful — to expand Pierce's offerings.

Robles is now pursuing a bachelor's in Chicana/o studies at Northridge. Last semester, she traveled to Sacramento to lobby lawmakers for the state ethnic-studies mandate. She sees such classes as crucial not just for people of color but also for educating white students about their own privilege and converting them into allies.

An ethnic-studies mandate, she added, would also solidify departments that are vulnerable to budget cuts.

"We may not be able to see the fruits of our own labor," Robles said. "But the reason why we do it is so that the following generations are able to reap those fruits." ■

Katherine Mangan writes about community colleges, completion efforts, student success, and job training, as well as free speech and other topics in daily news. Marc Parry writes about scholars and the work they do.

The Worst of Both

Hybrid courses, taught in person and online, are being touted as the best option for the fall. Why do they have so many critics?

BY BETH MCMURTRIE

Worlds

HARRY HAYSOM FOR THE CHRONICLE

JOHN NOLAN likes running an active classroom. A lecturer in the college of business at the University of Nevada at Reno, he favors the Socratic method as he walks among his 150 or so business-law students.

So when the university announced that it will offer courses under a hybrid model known as HyFlex, in which professors teach simultaneously students in the classroom and others beaming in remotely, Nolan wondered how that could possibly work. If he walks away from the podium, he moves out of sight of the camera. If a student in the back of class asks a question, those tuning in on their laptops might not hear. And how can he foster lively discussions, let alone group work, when half his students are masked, sitting six feet apart because of Covid-19 restrictions, and the others are virtual?

"HyFlex doesn't really do anybody any good," he says. "It's basically, you take the worst parts of in person and online teaching and mix it together."

Nolan's skepticism is shared by a growing number of faculty members, as more colleges choose the HyFlex model for the fall. It also reflects a rift between administrators and professors, who are raising alarms over the health risks of teaching in person, and about the logistical, technical, and pedagogical complications of the model itself. Search HyFlex on Facebook and Twitter and you'll come across comments like this one: "Whoever the hell thought of this is a bean counter, not an educator, and an idiot."

But as colleges scramble to figure out how to reopen campuses, it's easy to see why HyFlex holds appeal. It offers something to everyone: Students who can't come to campus can still receive "live" teaching. Those who want a residential experience can have one. And classes are able to hew to social-distancing guidelines by following schedules in which on-campus students divide and rotate between in-person or online attendance.

HyFlex itself is a precise term, describing a teaching model started at San Francisco State University in 2006 to accommodate working adult students in a graduate program. The "flex" in HyFlex is supposed to mean that students — not administrators — choose how to attend class on any given day. That kind of flexibility isn't an option under Covid-19, because colleges will need to control how many students are in the classroom. But the broader idea, of offering a course that is taught simultaneously in person and online, has been adopted and branded by universities looking to reassure students that they have all bases covered. Northeastern University is touting NUFlex. Northern Arizona University offers NAUFlex, and Shenandoah University has created ShenFlex.

Teaching experts and others familiar with hybrid teaching say that HyFlex can work, but it requires effective technology, careful planning, instructional support, and creative course design. That's not always possible when colleges are still operating in crisis mode, with instructors worn out from the spring pivot to remote teaching and wary of returning to the classroom in the fall. Tight budgets and speedy decision making can add to those stresses.

"If HyFlex is part of the plan, it has to be done with faculty participation," says Brian Beatty, an associate professor of instructional technologies at San Francisco State, who created the model. "Otherwise, if it's top down and the administration is saying, We're doing this, then the faculty are saying, But why are we doing this?"

Tensions over HyFlex are playing out at Reno, where administrators have been wrestling with how to bring students back to campus while observing social-distancing guidelines. Jill Heaton, vice provost for faculty affairs, said that Faculty Senate representatives, deans, and department chairs were part of the decision-making process to adopt the approach.

But after faculty and staff members received a letter from the provost in early June, explaining that under the new model, half of students in a course would attend in person, and half through Zoom, alternating throughout the course, faculty members pushed back.

The Reno chapter of the Nevada Faculty Alliance, of which Nolan is president, circulated a petition arguing that HyFlex has "a limited pedagogical evidence base" and that instructors should maintain control over how they teach their classes. "We want to teach our courses well," the alliance wrote, "and believe that faculty are in the best position to determine the best method of instruction for their courses consistent with the health and safety of students and themselves." More than 200 of the university's 1,100 instructional faculty members have signed the petition so far.

Heaton acknowledged that some instructors won't be happy with this decision but said that "allowing faculty to decide individually how to deliver their courses in the fall would create confusion in an already confusing time." She noted that a survey showed that students expressed "a very strong desire to have some in-person residential experience on campus."

Faculty members and the administration have since been negotiating the details of how some courses are taught, said Nolan. But it remains unclear what, exactly, an in-person classroom experience will mean this fall at Reno. Depending on which phase of reopening the state of Nevada is in, courses with enrollments above either 30 or 200 would be fully online.

To help instructors adopt HyFlex, the university's teaching and technology experts are putting cameras in classrooms, assisting instructors in developing online videos for students who need to attend asynchronously, and providing modest stipends for faculty members to take a course-design workshop.

"We're asking faculty to envision this more as an online course with a live lecture component rather than thinking of this as a face-to-face course with online stuff," says Ed Huffman, director of teaching and learning technologies for the university. He hopes that his department's efforts, including a training program, calm faculty members worried that they're effectively expected to create two courses in one.

The idea of designing a whole new method of course delivery, one

"I cannot teach a course with half of the students in a socially distanced classroom and half in a Zoom room simultaneously. People think I'm being a crank."

that works both online and in person, is one reason that HyFlex has so many critics. "It's asking faculty to rethink their course again after they barely got a chance to do it online," says Andrea Aebersold, director of faculty instructional development at the University of California at Irvine. Her university chose to go mostly online in the fall, she says, in part because a committee she was on, focused on teaching and learning, strongly opposed HyFlex.

Aebersold cited other challenges. It would take millions of dollars for her university to outfit classrooms with the necessary technology. HyFlex would also require Irvine to significantly ramp up instructional-design support for professors. And there didn't seem to be a strong enough reason to return to the classroom under current restrictions. "It wasn't clear to me what were the gains of doing this," she says."They're still six feet apart and all wearing masks."

MUCH OF WHAT BOTHERS PROFESSORS about the push for HyFlex is that so many details about its mechanics remain ill defined. And assumptions about its value seem rooted in a particular idea of teaching, one where the professor stands at the front of a classroom and lectures.

"So many people seem to think you just turn on a webcam and what's the difference?" says Rob Elliott, a senior lecturer of computer-information technology at Indiana University-Purdue University at Indianapolis. "They don't see that I walk 12,000 steps a day on the days I teach."

Elliott prides himself on his lively approach, moving around his classroom as students work at tables or whiteboards. "I cannot teach a course with half of the students in a socially distanced classroom and half in a Zoom room simultaneously," he wrote one day on Twitter, after trying to think through how HyFlex would work for him. "People think I'm being a crank."

His comment received more than 46,000 likes. Others pushed back on his post, which suggested to him that many people think teaching is simply lecturing.

IUPUI has not adopted HyFlex, but, he says, "the general idea of it has been suggested as an option for some of our courses." Elliott says his colleagues, including his department chair and dean, have supported instructors as they've wrestled with the best way to teach in the fall. But when he tries to get answers from the university at large about how a hybrid-teaching model would actually work, he doesn't get a satisfactory response.

"My irritation was that this completely different beast was so casually tossed out: 'Oh sure, just do it this way.' I don't want to teach my courses by the seat of my pants."

Online-teaching experts say they've seen this tension play out nationally: A university might promote a version of HyFlex on its website, begin installing microphones and cameras in the classrooms, and offer some training in online teaching, but largely leave it to professors to sort out the details.

"We are the ones holding the bag if this does not work or if it's chaos," says Michelle Miller, a psychology professor at Northern Arizona University and author of *Minds Online: Teaching Effectively With Technology*.

Miller has cautioned universities against designing HyFlex-inspired programs without faculty input, because doing so, she says, can lead to the assumption that professors need only "come in and push a button and record."

Miller is a fan of the original HyFlex model from San Francisco State, but says that colleges need to be mindful that the conditions under which it's now being adapted — quickly, at scale, and without giving students much choice — will limit its effectiveness. She was not involved in developing Northern Arizona's version of HyFlex, called NAUFlex, but expects that it could face some of the same challenges that other institutions have when rolling out any tech-enhanced hybrid-teaching model.

To work effectively, she says, hybrid teaching requires a lot of support, such as having teaching assistants help manage the complexities of working simultaneously with two different audiences. Otherwise it risks becoming a "lecture-centric, passive consumption view of learning." That goes against years of hard work faculty members have been doing to make their classrooms more inclusive, active, and engaged.

"If we're not going to at least acknowledge that," she says, "it's going to fall apart and fall apart fast."

Some small colleges have been eager adopters of HyFlex. Beatty, who created HyFlex and has been busy through the spring and summer running workshops and consulting with a range of colleges, noted that about two-thirds of the institutions he has worked with are small and private.

One of them is Shenandoah University, where Amy Sarch, the associate provost, has been overseeing the development of its version, called ShenFlex. Shenandoah is promising students will have both "significant" face-to-face time in the classroom along with an integrated online experience.

Shenandoah has benefited from choosing this model relatively early, Sarch says, giving it a head start on other campuses. The university hosted a webinar with Beatty in May, then a two-week HyFlex workshop for faculty leaders.
Those professors organized retreats and workshops for their colleagues to discuss how to adapt HyFlex to different departments and disciplines. This summer, faculty members are enrolling in training programs through the campus teaching-and-learning center focused on both online and hybrid teaching.

For now, professors have many logistical questions, Sarch says, like how to take attendance, whether to require online students to turn on their cameras, and how much of the teaching has to be face to face. It helps, she says, that Shenandoah is small, with about 460 full- and part-time faculty members, and that its teaching and technology experts can spend time one on one with professors as needed.

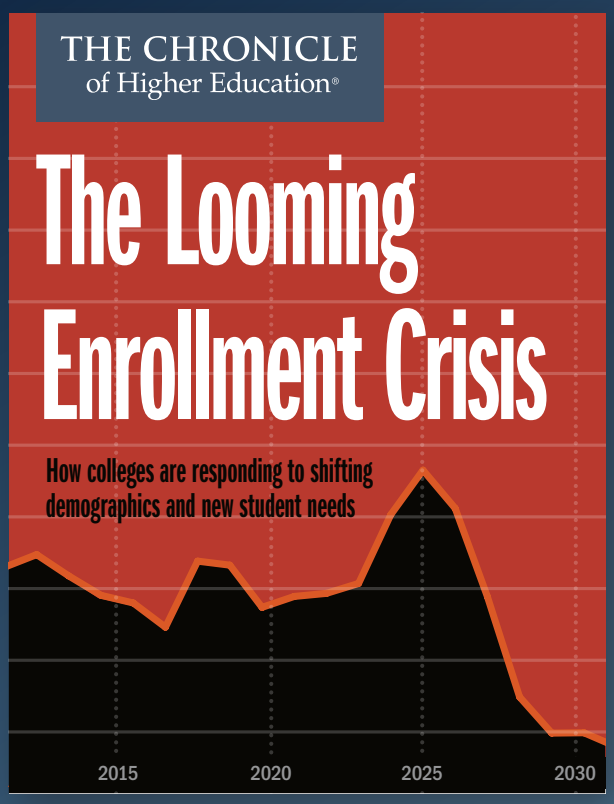
To help think through pedagogical challenges, faculty groups are testing out teaching strategies, some departments meet weekly to discuss course design, and a student-leadership team is providing feedback and creating online tools to help their peers learn effectively online. Even so, the process has been challenging and frustrating at times for faculty members. "We get a lot of, Do you realize we're working over this summer and not getting paid?" Sarch says.

Professors are both looking for templates and wanting to maintain control over their courses, which inevitably creates tension with the administration. "We keep saying to them, This is all theoretical," Sarch says. "Think of it like a pilot and you're helping us figure this out." That's not the most reassuring message, she knows. But she can't promise anything neat and tidy. "It makes me nervous to even say, Wow, ShenFlex is awesome. I hope it is. But we don't know yet."

Beatty has tried to avoid wading into the debate over the merits of adopting HyFlex, but he has noticed that instructors often panic when they first read about it. Yes, HyFlex is time intensive. But there are ways to adapt it to the current situation, he says. In a larger classroom, professors can ask students to assist with monitoring a chat function in Zoom, for example, if the college is unable to provide a teaching assistant. And breakout activities can be done online — even for students in the classroom — so that everyone has access to the same materials and can more easily collaborate. But, he acknowledg-

The Looming Enrollment Crisis

How Colleges Are Responding to Shifting Demographics and New Student Needs



Higher education has experienced continued growth since the mid-20th century, but the pool of students likely to attend college is projected to rapidly decrease. Threatened by years of financial strain, a steep downturn in the nation's birthrate, and growing skepticism about the price and value of a college degree, higher education must address declining enrollment numbers quickly and effectively, before this complex challenge becomes an existential crisis.

The Chronicle's report, "**The Looming Enrollment Crisis**," traces the turbulent future of enrollment numbers and tuition revenue. This report examines how colleges can best prepare for continued declines and offers strategies for how to make the difficult decisions that will ensure the long-term survival and prosperity of academic institutions.

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es, faculty members need time and support to think through these approaches. And, most important, the technology has to work.

At Northeastern University, which is offering NUFlex, technology is the lynchpin of the enterprise. "This isn't a pedagogical style," says David Madigan, the provost and senior vice president for academic affairs. "All it is is technology. It remains as always up to the instructor in the room how to conduct the class."

Northeastern's strategy highlights the dramatic difference in investments campuses are making as they move into a hybrid mode. At the University of Nevada at Reno, for example, the campus is spending somewhere around $100,000 — or about $450 per classroom — to upgrade about 200 rooms to install cameras that provide a wide-angle shot around the instructor's lectern, and audio devices that cover an 8- to 10-foot radius. It's too expensive to purchase the kinds of cameras that can zoom in on a whiteboard, says Huffman, so the university is asking faculty members to use document cameras instead. (Huffman notes that most of the classrooms already have a baseline of "smart" technology, including such things as a flat-panel monitor, wireless microphone, and sound system.)

Northeastern, by contrast, is outfitting about 200 classrooms with state-of-the-art technology, a multimillion-dollar investment, says Cole W. Camplese, vice president for information technology and chief information officer. That includes installing cameras at both the front and back of the room that are capable of pivoting and zooming in on people or whiteboards. The university is also placing microphones that hang from the ceiling around the room, installing computers and a sound system, and using web-conferencing technologies to allow students to share screens with one another. (About 100 classrooms already have such technology.)

The university considers these investments part of its long-term strategy around the future of instruction, he says: "This moment is the tipping point where faculty and administrators will understand the power of the hybrid model."

Through a "dynamic scheduling tool," NuFlex will also give students the ability to choose week by week whether to attend in person or online, says Camplese. While they won't have full flexibility, everyone is guaranteed to be able to attend in person at least once each week for each course.

ANOTHER COMPLAINT about the HyFlex model, nationally, is one that has dogged virtually all colleges that plan to hold face-to-face classes — namely, that asking faculty members to return to campus could place their health at risk.

Madigan calls it a "complicated issue" but says that Northeastern is working on ways to allow faculty members to restrict the amount of time they spend on campus. That may mean they show up for one class and teach another one remotely, with the help of a teaching assistant managing the conferencing technology in the classroom. "We're trying to work out on a department level what works for people so they can be in class at least some of the time."

But even that poses too much of a risk, some faculty members say. Somy Kim, an associate teaching professor in the department of English writing program, is helping circulate a petition in which faculty members have asked that they not be compelled to teach in person. It is modeled on a similar faculty-led petition at nearby Boston University, which has announced its own version of HyFlex for the fall, called Learn from Anywhere.

Kim also raises privacy concerns around having cameras in the classroom, an issue that other HyFlex critics have noted as well. "It's hard enough talking about controversial issues in a classroom," she says. "Students aren't going to want to engage in that kind of critical discussion if they know it's going to be recorded."

While Northeastern has said that instructors can choose whether or not to record their classes, Kim says that faculty members feel pressured to do so to give students as much choice as possible, should they want to attend asynchronously.

In the end, the debate about HyFlex as a solution to Covid-19 challenges could end up being overtaken by events. As the number of cases continues to grow nationally, more states may ban large gatherings, forcing colleges to move fully online. HyFlex advocates say that the model would easily adapt to those circumstances, since flexibility is at the core of its design. But skeptics will wonder why more colleges didn't simply choose to go entirely online in the first place.

Beth McMurtrie writes about technology's influence on teaching and the future of learning. Follow her on Twitter @bethmcmurtrie. ■

"It isn't a pedagogical style. All it is is technology. It remains as always up to the instructor in the room how to conduct the class."

What Presidents Make

Some public-college leaders take home millions, with perks.

EXECUTIVE COMPENSATION

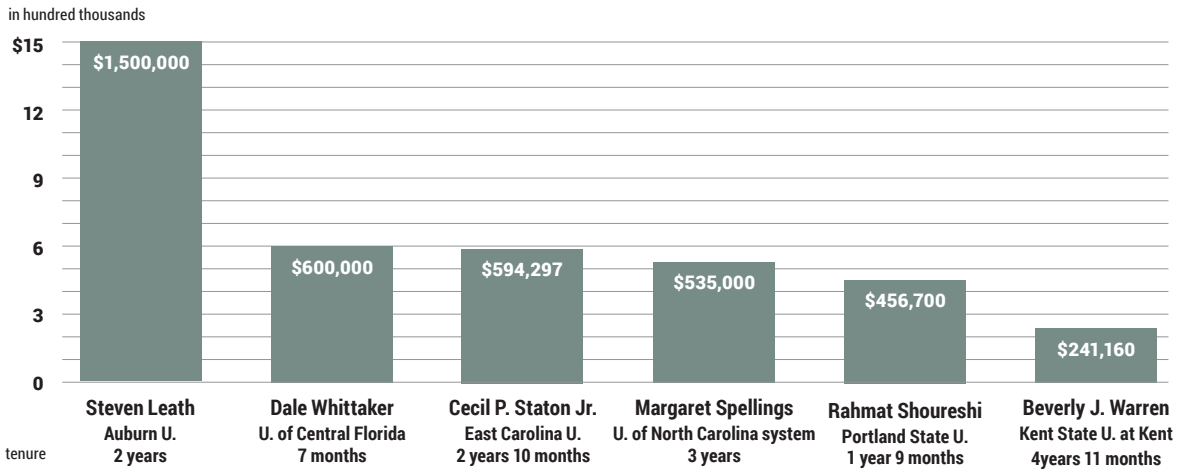
Public colleges produced 18 millionaire leaders in 2019, far outpacing the average total compensation, $544,136, for all chief executives within the sector last year.

The compensation data are part of *The Chronicle*'s annual survey of public-college leaders. Data were collected for 275 chief executives at 231 public colleges and systems.

The Chronicle identified six trends from this year's collection effort. Further information on pay history, as well as a full breakdown of compensation, can be found online at chronicle.com/compensation.

High-Priced Presidential Divorces

In recent years, the public boards and system offices that oversee college presidents have been willing to hit the restart button — and to pay big for it.

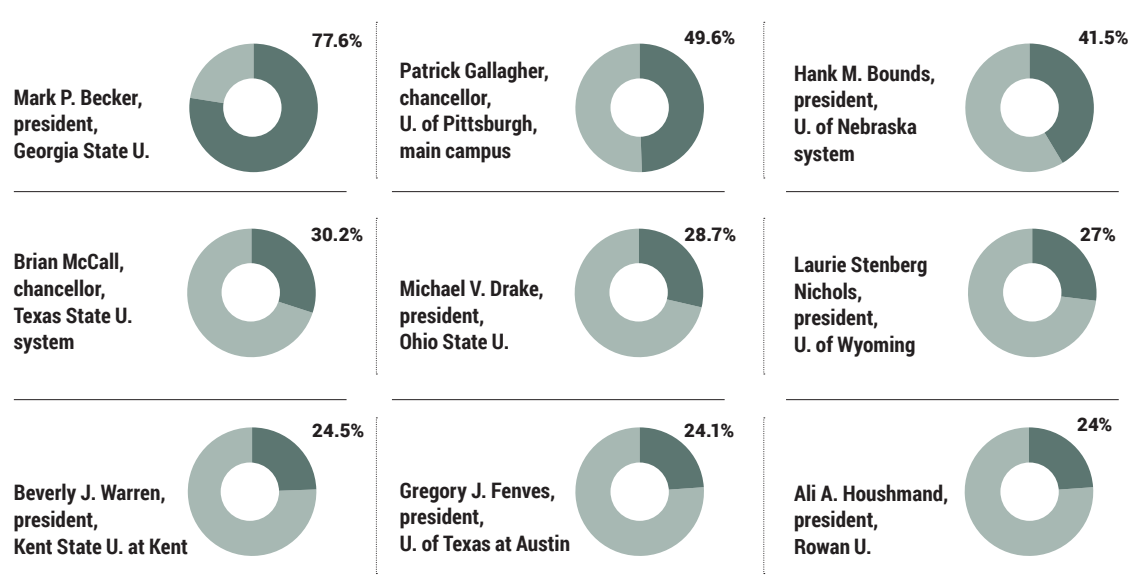


NOTE: This includes severance paid only to individuals in the position of chief executive at the time. Two other severances were paid to emeritus chief executives.

Pay to Stay

Deferred-compensation deals have become common tools for encouraging longevity among the chief executives of public and private nonprofit universities and colleges.

Highest percentage of deferred compensation among chief executives



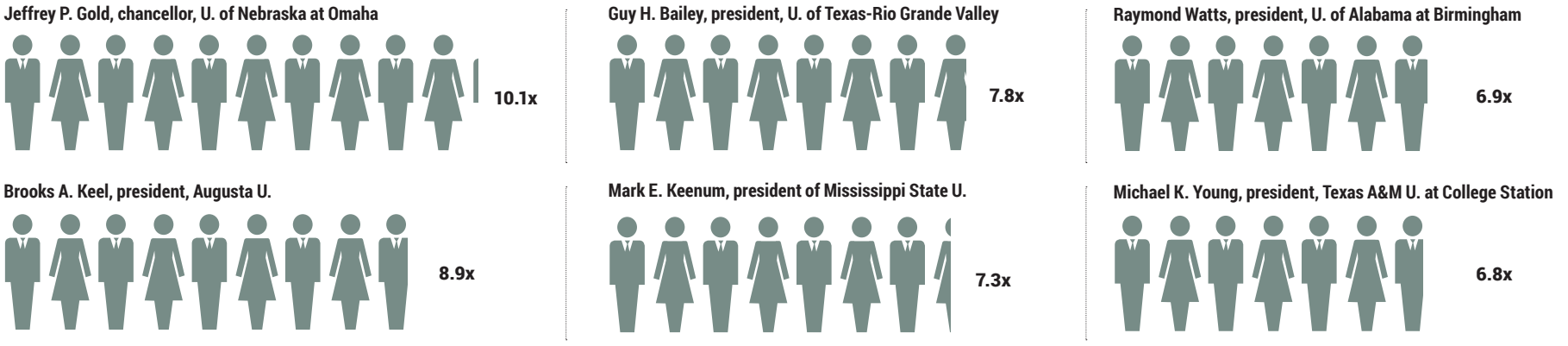
The Top 40 Highest-Paid Chief Executives at Public Colleges and Universities in 2019

Rank	Institution	President	Total compensation
1.	Georgia State U.	Mark P. Becker	$2,806,517
2.	Auburn U.	Steven Leath	$1,836,226
3.	Texas A&M U. at College Station	Michael K. Young	$1,610,977
4.	Ohio State U.	Michael V. Drake	$1,415,707
5.	Texas A&M U. system office	John Sharp	$1,341,598
6.	U. of Pittsburgh main campus	Patrick Gallagher	$1,211,343
7.	U. of Virginia	James Edward Ryan	$1,188,910
8.	U. of Nebraska at Omaha	Jeffrey P. Gold	$1,174,521
9.	U. of Houston	Renu Khator	$1,164,064
10.	Arizona State U.	Michael M. Crow	$1,150,361

Rank	Institution	President	Total compensation
11.	U. of Florida	W. Kent Fuchs	$1,147,064
12.	Pennsylvania State U. at University Park	Eric J. Barron	$1,118,247
13.	Kent State U. at Kent	Beverly J. Warren	$1,110,503
14.	U. of Connecticut	Susan Herbst	$1,095,482
15.	U. of Texas at Austin	Gregory L. Fenves	$1,090,223
16.	Portland State U.	Rahmat Shoureshi	$1,085,393
17.	Texas Tech U. system	Tedd L. Mitchell	$1,068,275
18.	Texas State U. system	Brian McCall	$1,033,831
19.	Rowan U.	Ali A. Houshmand	$1,019,751
20.	U. of Arizona	Robert C. Robbins	$966,646

The Income Gap on Campus

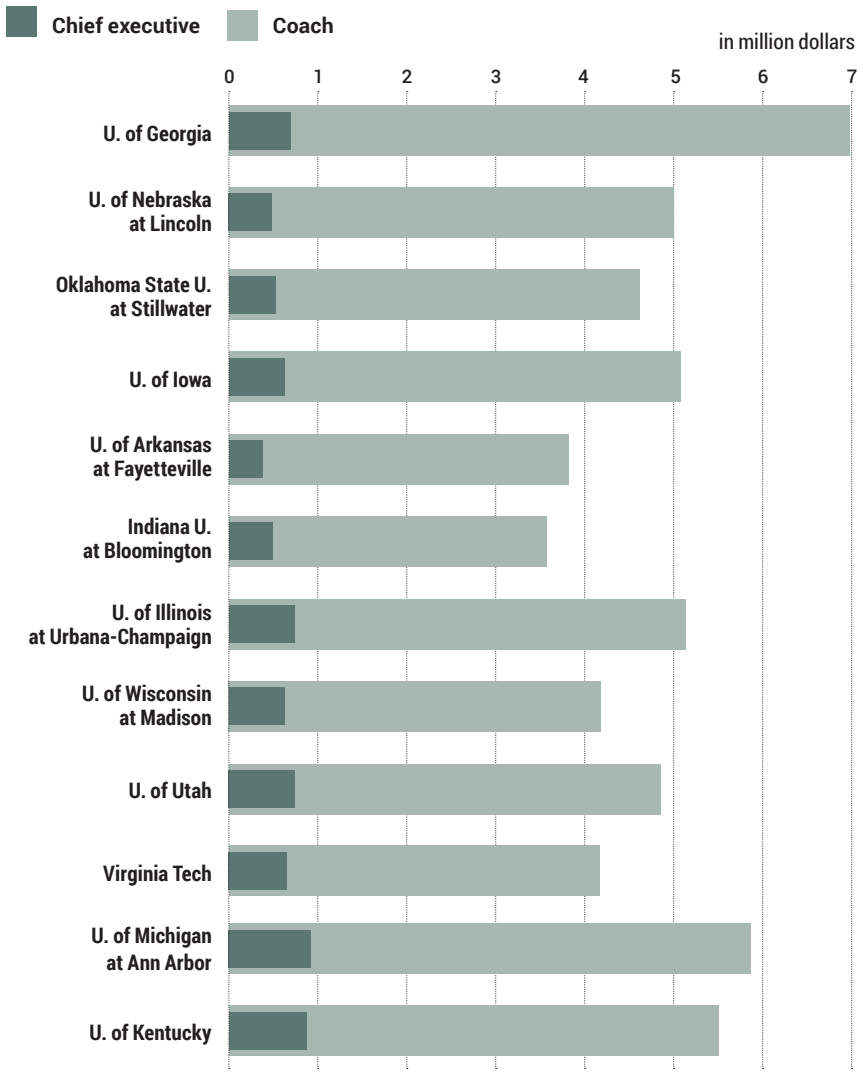
A typical leader of a public institution of higher education made 4.4 times as much as the average full professor on that campus in 2019. Here are the outliers at the top.



NOTE: This analysis looks only at chief executives who served throughout the entire 2019 calendar year. It also does not include public systems.

Expensive Extracurriculars

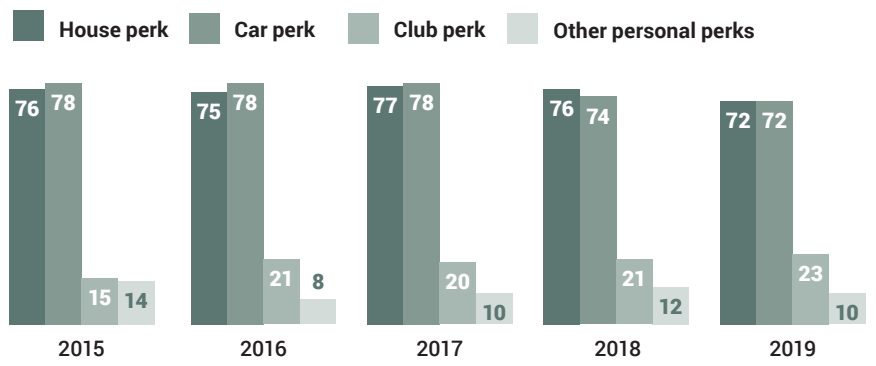
In many states, the top-paid public employee can be found in the athletic department of the flagship university. At 67 institutions, the paycheck for an athletic director or coach far outpaced that of the university's chief executive.



NOTE: This analysis examines only chief executives who served throughout the entire 2019 calendar year. It also does not include public systems.

The Perks of Being President

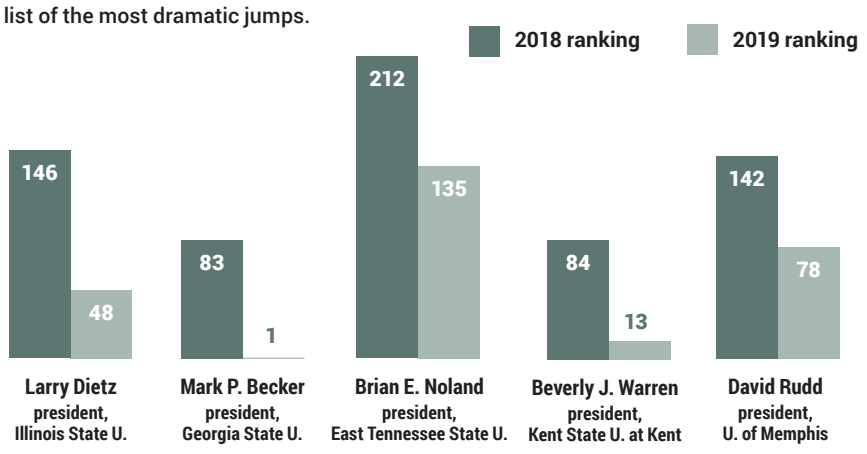
Housing and automobile benefits for leaders of public colleges are ubiquitous within higher education. Visit chronicle.com/compensation to see how your chief executive compares with the rest.



NOTE: For 2018 and 2019, the data were collected by calendar year, and the years prior were collected by fiscal year.

Movers and Shakers

You'll find some chief executives at the top of the highest-compensated list every year. Others rise to the top with the help of a severance or long-term arrangement. Here's a list of the most dramatic jumps.



NOTE: This list includes only chief executives who started the calendar year in office.

Rank	Institution	President	Total compensation
21.	Purdue U. at West Lafayette	Mitchell E. Daniels Jr.	$962,412
22.	Indiana U. system	Michael A. McRobbie	$952,239
23.	U. of South Carolina at Columbia	Harris Pastides	$951,037
24.	U. of Alabama at Birmingham	Raymond Watts	$949,840
25.	U. of Washington	Ana Mari Cauce	$949,321
26.	Temple U.	Richard Englert	$940,455
27.	Colorado State U. system office	Anthony A. Frank	$930,212
28.	U. of Texas system	James B. Milliken	$925,354
29.	U. of Michigan at Ann Arbor	Mark S. Schlissel	$920,295
30.	Augusta U.	Brooks A. Keel	$906,732

Rank	Institution	President	Total compensation
31.	West Virginia U.	E. Gordon Gee	$903,257
32.	U. at Buffalo	Satish K. Tripathi	$900,192
33.	Ferris State U.	David L. Eisler	$891,180
34.	East Carolina U.	Cecil P. Staton	$884,277
35.	U. of Louisville	Neeli Bendapudi	$878,404
36.	U. of South Florida	Judy L. Genshaft	$876,446
37.	North Carolina State U.	W. Randolph Woodson	$874,712
38.	U. of Kentucky	Eli Capilouto	$869,996
39.	U. of Massachusetts system	Martin T. Meehan	$853,229
40.	U. of Alabama system	Finis St. John IV	$847,361

End Affirmative Act

HARRY HAYSOM
FOR THE CHRONICLE

ion for White People

How higher ed can stop exacerbating inequality.

BY ANTHONY P. CARNEVALE, PETER SCHMIDT, AND JEFF STROHL

THE COVID-19 PANDEMIC, and the resulting economic crash, has laid bare the race and class injustice in American society. Higher education perpetuated society's inequalities and divisions by sorting the children of white and wealthy families into well-financed, prestigious institutions, while steering the children of the rest — should they go to college at all — into nonselective institutions too poor to ensure that most of their students graduate. Under pressure from political and market forces, and severe financial strain, the nonselective sector adopted a host of bad habits, such as heavy dependence on tuition, that have compromised some colleges' ability to survive this crisis. In other words, we set ourselves up for this.

Of course we can claim, and usually do in academic wool-gathering on the issue, that class and racial inequality start long before the admissions officers get involved. That's a dodge. We are all connected as interlocking gearwheels in the machinery of injustice. The facts are damning. In the long pathway from kindergarten to good jobs, the most talented disadvantaged students don't end up doing nearly as well as the least talented advantaged ones. Children from families in the top quartile of family income and parental education who have low test scores have a 71-percent chance of graduating from college and getting a good job anyway by their late 20s. However, a child from a low-income family but with top test scores has only a 31-percent chance of achieving similar success. The numbers are even worse for talented low-income minority students.

Higher education is the capstone of an educational system that sorts winners from losers and always invests in the winners. It magnifies the inequality dutifully delivered to it by the public-school system and projects it further into labor markets, where it creates new waves of advantages that guarantee the intergenerational reproduction of class and racial privilege.

THE CHRONICLE REVIEW

Blaming elementary and secondary schools for this doesn't cut it. Almost half of all students who graduate in the upper half of their high-school class never get any postsecondary credential, even though they would have almost an 80-percent chance of graduating from one of the top 500 colleges. In fact, if we moved enough advantaged students to the less advantaged colleges to make room for these qualified youth who never get a B.A., the overall graduation rate in the whole postsecondary system would

increase with only minor declines in graduation rates in the selective schools.

The future promises nothing but more of the same if no one intervenes. Our racial future is particularly bleak. White workers have staked out a huge advantage in bachelor's degrees and access to good jobs over the next 30 years. Between 1991 and 2016, the share of white workers who hold bachelor's degrees rose from 30 percent to 44 percent. Meanwhile, among Black workers, the share of jobs held by workers with bachelor's and graduate degrees in 2016 was roughly equivalent to the share of jobs held by similarly educated white workers in 1991. The share of Latino workers who got a B.A. or higher, while doubling over this span, is still a third less than the share held by white workers in 1991.

AMONG COLLEGES THEMSELVES, vast and growing gaps between the haves and the have-nots will partially determine which institutions survive this crisis. Yale University, which went into the pandemic with an endowment of about $29 billion and had been spending more than $160,000 annually per student on instruction, academic support, and other services, finds itself much more able to draw upon reserves and trim fat than its neighbor Southern Connecticut State University, which had an endowment of about $28 million and annual per-student spending of about $13,000.

Wealthier, selective institutions will not escape unscathed. If classes are offered only online in the fall, these colleges won't be able to provide much of the educational experience they sell at a premium — the campus amenities, the residential living experience, the chance to interact with leading scholars and similarly prepared peers. But the attraction to the brand-name institutions will endure, and these colleges will recover far more quickly than others.

Coming changes in the makeup of college students may work for these colleges: In his book, *Demographics and the Demand for Higher Education*, Nathan D. Grawe forecasts that the share of students from families in which both parents have a B.A. will rise by 7 percentage points by 2029. As a result, about 30 percent of all college enrollees will be from these families with high expectations, large joint bank accounts, and a thirst for elite colleges.

The future promises nothing but more of the same if no one intervenes.

At less selective yet expensive colleges, some students will look up from their laptops and realize that they are being taught by the same adjunct instructors who teach their siblings or peers at institutions where the tuition is much lower, triggering buyer's remorse. These colleges' efforts to sell high-priced education largely as signifiers of status will be less successful so long as dour economic predictions and stock-market uncertainty have even prosperous families hunting for bargains.

Budgets that made sense in January now seem useless given the projected evaporation of revenue. Money derived by athletics programs that pack arenas and stadiums? Gone. Revenue from full dormitories and busy campus bookstores? Forget it. Those full-tuition-paying foreign students who had become an increasingly large segment of enrollments and important income source? Don't expect to see them anytime soon.

There's good reason why Moody's Investors Service has downgraded its outlook for higher education to negative. More than nine in 10 college presidents responding to a recent survey expressed concern over their institutions' ability to weather the pandemic's economic impact. Public colleges teeter on the edge of a precipice. Their appropriations are certain to be slashed by lawmakers who see higher-education spending as discretionary, and inevitably raid funds previously earmarked for colleges to keep other public services funded in times of declining tax revenues.

Even before the pandemic hit, Robert Zemsky, of the University of Pennsylvania, had predicted as a co-author of *The College Stress Test* that about 100 of the nation's 1,000 private liberal-arts colleges would close within five years. Upon surveying the economic devastation caused by the pandemic, he told *The Wall Street Journal* that number could be twice as high. Grawe pointed out in his book that, starting in 2026, the number of college-age residents in the United States will plunge almost 15 percent over a period of just five years. The only areas where the college-age population will grow, the South and West, have historically had lower college-going rates than the rest of the country. In addition, a larger percentage of the college-going population will come from working-class homes and minority families, which also have had comparatively lower college-enrollment rates.

Many colleges will try to get by the Covid-19 shock using the same time-worn tactics they resorted to in surviving past downturns. They will, for example, slash spending on instruction, and scale back the support services that many disadvantaged students need. They will offer less need-based student aid, pricing themselves out of the reach of a larger share of young people whose inability to contribute much to institutions' bottom lines will have some administrators quietly thinking good riddance. They will jettison a large share of noninstructional staff, compounding the economic suffering and division of their own communities as maintenance and clerical workers go from scraping by on low wages to joining the ranks of the unemployed.

Selective colleges seem likely to double down on their efforts to woo the children of wealthy families. They may show even more favoritism toward applicants from privileged backgrounds and entice them to enroll by offering them tuition discounts with money that could have gone to students who actually needed it.

The dire economic situation leaves colleges no choice but to take at least some of these steps. But if colleges focus solely on self-interest and short-term survival, our system — and our society — will end up worse off, more socioeconomically divided, and even more vulnerable to future crises than before.

Consider where following this same path has gotten us so far:

- Class and race play outsize roles in determining who earns at least a bachelor's degree or lands a good job. Having at least a bachelor's degree provides access to such work, but just 14 percent of students from the nation's lowest socioeconomic quartile had earned bachelor's degrees by their eighth year out of high school. Among students from the top socioeconomic quartile, by contrast, 61 percent had earned one.
- The large gap between whites and Blacks and Latinos in degree attainment is stark and unchanging. Nearly a third of whites with high standardized-test scores, but only a fifth of Blacks and Latinos with comparable scores, enroll at selective institutions. Whites are substantially overrepresented in academe's most selective tiers and underrepresented at open-access institutions. Blacks are the most underrepresented population at selective public colleges, where they account for only about 7 percent of enrollment, even though they make up 16 percent of those ages 18-24.
- The class-based segregation between the various tiers of college

selectivity is even starker. At the 146 most selective colleges, students from the least advantaged quarter of American society, in terms of parental income and education, account for just 3 percent of enrollment. Students from the most advantaged quarter of American society account for about three-fourths of enrollment.

■ We fund the education of selective-college students who come mainly from advantaged backgrounds far more generously than we fund the education of students at the open-access public colleges that tend to serve those with the highest need. Open-access public colleges, which educate 55 percent of students who attend public institutions, receive less than half as much in state appropriations as the more prestigious public colleges that educate only 21 percent of public college-goers.

■ Many of the institutions we most count on to offer people a shot at upward social mobility are failing at the task. A 2017 analysis by the New America think tank found that since the 1990s, nearly two-thirds of selective public universities had reduced their share of students from families with incomes in the bottom 40 percent. Two-thirds had increased the share of students they enroll from families in the top 20 percent in terms of income, and at more than half of them, the increase in enrollments of affluent students came at the direct expense of those from low-income families.

College leaders — supporting in principle but resisting in practice calls to reform higher education and rectify these disparities — argue that they have no choice but to keep doing things the same way if they are to compete in an unforgiving market. That argument no longer carries water, if it ever did.

THIS CRISIS and the demographic trends already underway represent an opportunity: a chance for colleges to become more resilient, more focused on the greater good, and perceived more widely as being worthy of public support. Colleges' sudden need for a huge infusion of public dollars should be met with demands that they provide something to the public in return.

The perception of educational merit that colleges have built and reinforced has become a fig leaf for deep-seated racism and class-based elitism.

We need to set out on a new course that connects higher education to high schools and labor markets and provides transparency and accountability.

In using public money to bail out colleges and help keep them afloat, we should reroute a much larger share of higher-education expenditures toward ensuring that all Americans, regardless of family wealth, stand a good chance of getting the education they need to be financially independent and engaged citizens.

We must stop heavily subsidizing the wealthy's consumption of elite higher education as a luxury good, and redirect tax dollars toward the nonselective two-year and four-year colleges that do the heavy lifting when it comes to preparing a work force and lifting people out of poverty.

We need to ensure that financial aid goes to the low-income students who need it the most. Selective colleges use far too much merit-based aid to offer tuition discounts to the well-heeled. Merit aid is affirmative action for the mostly white upper-middle class. Federal and state governments can curb such behavior through stipulations in bail-out bills and other tax-dollar appropriations requiring them to enroll more low-income students and be more transparent about where aid dollars go. Having access to such information will enable foundations and individuals to direct donations toward those colleges that help the needy the most.

We should require all colleges to have enrollments consisting of at least 20 percent Pell Grant recipients, which would bring about the admission of 72,000 additional qualified Pell students to high-spending selective colleges, where they'd make enrollments more diverse and have a much better chance of graduating than at nonselective institutions.

Finally, we should stop giving so much weight to standardized-test scores in admissions. They are part of an educational shell game that hides class and race inequality under a scientific veneer. They measure privilege far more reliably than they measure ability to graduate. As this spring's annual administration of the tests was thrown into the air by social-distancing, we learned the lesson that colleges actually can judge applicants without assigning heavy weight to such test scores. In place of the SAT and ACT, we need to switch to diagnostic testing that ties tests to teaching and learning, rather than sorting students by race and class.

These changes would help to ensure that the chase for prestige is no longer the only animating force in higher education. We could move away from competition based on inputs and shift to evaluating colleges based on outcomes, such as completion, learning, and earning. We could reward student "strivers" — those who have greater academic achievements than would be expected given their family income and the quality of their K-12 instruction. We can shift the structure of higher-education governance and funding to the program level to encourage true transparency and accountability, thereby enhancing competition and cost reduction.

The perception of educational merit that colleges have built and reinforced has become a fig leaf for deep-seated racism and class-based elitism.

More will depend on the spirit than the content of these reforms. We need to be mindful that meaningful reform will come only when we get beyond the merit myth that justifies the pious elitism at the core of our higher-education system. Higher education pretends to connect merit with opportunity, but it in fact serves to preserve or compound the advantages or disadvantages that people had as children. It causes as much as it cures what ails this nation, including widening income gaps and social divisions. The perception of educational merit that colleges have built and reinforced has become a fig leaf for deep-seated racism and class-based elitism. It is the armor for a permanent new class of the well-educated, well-paid, and powerful.

Covid-19 and the economic and demographic changes that will follow, left to themselves, will only deepen inequality. But new realities can be an occasion for new choices. The options are clear: We can double down on the merit myth or make our colleges true instruments of upward mobility. ■

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July Is the Cruelest Month

Layoffs, declarations of financial exigency, and closures are imminent.

KATHERINE STREETER FOR THE CHRONICLE

SUMMER IS USUALLY A PERIOD of relative calm for most of American higher education, but this one is different. Faculty members are increasingly indignant about the prospect of being forced back on campus in the fall; administrators are quietly scrambling behind the scenes to do contingency

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planning. These disruptions are just the beginning. Whether colleges are willing to admit it or not, chaos will be greeting many of them in the coming weeks, and wishful thinking will not be enough to avoid it.

Most colleges have been optimistically pitching a return to campus for students, even if they acknowledge the experience will be much different than normal. *The Chronicle*'s tracker of colleges' fall plans shows that about 60 percent of colleges are planning for an in-person fall, while less than 10 percent are planning for a mainly online fall.

I wrote an essay in May about how I expected colleges to have most of their classes online in the fall. Since then, two developments have made widespread returns to campus even less likely. The first is that both the number of confirmed coronavirus cases and the percentage of people testing positive for the virus have increased in recent weeks, indicating further spread of Covid-19 in much of the country. Large off-campus parties may have fueled the contagion even more in college towns. The second is that federal support for reopening campuses does not appear to be on the horizon. While Senate Republicans are open to providing some funds for testing, their next relief bill is not due to be unveiled until late July. That is far too late to help colleges in August.

Following the lead of a number of community colleges and the California State University system, a few elite private institutions, such as Bowdoin College and Harvard, have announced plans for a primarily online fall semester. In a likely sign of things to come, the University of Southern California, which had previously announced it would use a hybrid model, recently reversed course. It now says almost all of its classes will be online. Once a few more colleges start to make these announcements — and especially when it becomes obvious that college football will not happen — expect the dam holding back further announcements to break.

We may see five years' worth of college closures within five weeks.

By the end of July, most colleges will have announced plans for a primarily online fall term, with only critical classes being held in person and limited residence-hall capacity for students who do not have other safe options. The need to prepare for the fall is beginning to outweigh any potential benefits of outwaiting competitors, especially as students expect a better online experience this fall than what they received under emergency conditions in the spring. Wealthy liberal-arts colleges in rural areas that can afford frequent virus testing, and cash-strapped colleges desperate for survival, are likely to be the main holdouts.

Colleges rely primarily on four revenue sources to balance their budgets: tuition, state funding, auxiliary sources like housing and dining, and endowment and donations. Each of these sources will be affected by a primarily online fall. Colleges that get a large share of their revenue from room and board are at highest risk of facing a budget calamity that could lead to closure. This auxiliary revenue is especially important for small, residential private nonprofit colleges. For instance, the now-closed Green Mountain College, in Vermont, earned $15.41 million in total revenue in the 2018 fiscal year, with $8.78 million (57 percent) coming from tuition and $4.69 million (30.5 percent) coming from auxiliary sources like housing and dining.

To get a sense of which private nonprofit colleges rely heavily on auxiliary revenue sources (and thus which might be in for a particularly painful couple of months), I pulled data on gross revenue from the Integrated Postsecondary Education Data System from the 2018 fiscal year. Of the 320 colleges whose auxiliary revenue made up 20 percent or more of

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their total revenue, only 40 colleges received more than 30 percent of their revenue from auxiliary sources, and these tended to be small liberal-arts colleges or religious seminaries. (Please note that there is some ambiguity in the definition of auxiliary revenue, so some of the differences across colleges could be driven by differences in how colleges classify revenue.)

As for tuition revenue, it will decline for most colleges, even though it may not be as bad as many think. But colleges will face complaints and lawsuits about charging the same price for online instruction as for in-person classes. And as some donors and politicians will not be happy with closed campuses, state funding and major gifts could be at risk in some cases.

WITH MAJOR DECLINES in revenue for another semester, major budget cuts are coming at most colleges. Back in March, colleges froze hiring, professional-development expenses, and any spending deemed to be not absolutely necessary, and those policies generally remain in place. Furloughs, especially of staff members, and nonrenewal of term contracts came next. Now the layoffs and pay cuts are starting. Some colleges have already announced their cuts, and more will undoubtedly be announced in the next few weeks as the financial picture becomes clearer.

Some colleges will be forced to take more-drastic measures. Declaring financial exigency — essentially a state of fiscal emergency — will become more common over the coming weeks in an effort to give college leaders a way to eliminate academic departments and lay off tenured faculty members. Central Washington University, Lincoln University (Mo.), and Missouri Western State University have all declared exigency already. This is the most extreme option available to public-college leaders when legislators will not let them close.

I fear that the next month will see the closure of dozens of small private nonprofit colleges that simply do not have the money to pull through this crisis. About five to 10 colleges close each year. We may see five years' worth of closures within five weeks. This will be one of the worst months in the recent history of higher education. A silver lining, for students, is that other colleges will rush in to accommodate them in an effort to support their own bottom lines and to do the right thing.

But closures right before the start of the academic year will be brutal for staff and faculty members, as well as the broader rural communities in which many of these colleges are located. These closures threaten to heighten already large divides in support for higher education based on urban vs. rural location and partisan affiliation.

My plea to college presidents and boards is to announce the inevitable decision to hold most of the fall semester online *immediately* rather than trying to wait out competitors. This is the right thing to do for everyone in higher education. Students can get a higher-quality education if faculty members have more time to prepare classes. Colleges can devote resources to improving online education and making sure that all remaining in-person classes are as safe as possible. Local communities may see fewer out-of-town students who could spread the virus and tax local health-care systems. Finally, governments and public-health agencies can focus their efforts on safely reopening child-care centers and elementary schools that are essential to an economic recovery and cannot be easily replicated online.

College leaders have difficult decisions to make over the coming weeks as they try to navigate uncharted waters. To best protect their institutions and broader communities, it is time to batten down the hatches and prepare for the storm instead of hoping that it miraculously blows over. ■

How Colleges Generate Revenue

Below is a list of the colleges whose auxiliary revenue made up 33 percent or more of their total revenue.

	Total revenue (in millions)	Tuition revenue (in millions)	Auxiliary revenue (in millions)	Percentage revenue from tuition	Percentage revenue from auxiliary enterprises
Beth Medrash Meor Yitzchok (N.Y.)	$2.56	$0.74	$1.20	28.8%	46.8%
Sioux Falls Seminary (S.D.)	$3.60	$0.92	$1.61	25.6%	44.7%
Colby-Sawyer College (N.H.)	$30.48	$10.29	$12.45	33.8%	40.8%
Birmingham Southern College (Ala.)	$43.11	$15.44	$17.27	35.8%	40.1%
Cazenovia College (N.Y.)	$20.88	$8.23	$8.30	39.4%	39.7%
Wells College (N.Y.)	$25.21	$6.20	$9.77	24.6%	38.7%
Church Divinity School of the Pacific (Calif.)	$5.93	$0.63	$2.28	10.7%	38.5%
Chowan University (N.C.)	$31.70	$15.63	$11.35	49.3%	35.8%
Spring Hill College (Ala.)	$38.59	$18.13	$13.77	47%	35.7%
North Greenville University (S.C.)	$48.44	$24.54	$17.16	50.7%	35.4%
Sh'or Yoshuv Rabbinical College (N.Y.)	$4.67	$0.98	$1.65	21.1%	35.3%
Siena College (N.Y.)	$108.10	$46.45	$37.77	43%	34.9%
Endicott College (Mass.)	$129.30	$71.54	$45.17	55.3%	34.9%
Adrian College (Mich.)	$48.79	$22.91	$16.99	47%	34.8%
Dean College (Mass.)	$45.48	$21.66	$15.77	47.6%	34.7%
Newberry College (S.C.)	$28.63	$13.21	$9.91	46.1%	34.6%
American Baptist Seminary of the West (Calif.)	$3.12	$0.32	$1.07	10.2%	34.5%
Ferrum College (Va.)	$33.33	$15.04	$11.43	45.1%	34.3%
Spertus College (Ill.)	$10.72	$0.53	$3.67	4.9%	34.2%
Bard College at Simon's Rock (Mass.)	$20.03	$10.71	$6.79	53.5%	33.9%
Bridgewater College (Va.)	$57.43	$21.07	$19.24	36.7%	33.5%

Note: Data are for the 2018 fiscal year.

SOURCE: *Chronicle* analysis, National Center for Education Statistics

To Cut or Not to Cut Tuition?

Colleges face a no-win proposition

PHOTO ILLUSTRATION BY THE CHRONICLE

AMID ALL THE UNCERTAINTY OF the Covid-19 pandemic, two things are becoming clear. Most students yearn to come back to campus in the fall, in spite of the risks. And if, instead, students wind up receiving online instruction come September, they don't want to pay full tuition.

These two factors are driving the decision-making of millions of students and their families. In response, many institutions are frantically making elaborate and expensive plans to open up classrooms and dorms, in part because they feel like they have to. Surveys show that some incoming freshmen who have been admitted to colleges that choose to extend online learning into the fall might defect to colleges that decide to open their campuses. Substantially fewer students equals plunging tuition revenue, which equals financial disaster at a time when many colleges are already at the fiscal brink.

Colleges that are going with online instruction are playing it safe with the virus, but running the risk of losing enrollment to institutions that promise a semester with dorms and classmates and maybe even a little fun.

All of which presents a dilemma to colleges planning to offer mostly or wholly online instruction. They can discount tuition in hopes of keeping students happy, despite the hit to their bottom line. Or they can stick with full tuition for the fall, and brace for the possible hit to their bottom line.

A number of colleges have offered reduced, deferred, or even free tuition since the spring, but midsummer has raised a new crop of announcements. Williams College said this month that it would discount tuition payments for the fall by 15 percent, and Princeton University plans to offer a 10-percent break. Both elite universities plan to offer some classes on campus. Hampton University and Paul Quinn College, both historically Black private institutions that will offer classes online this fall, announced tuition deals. Hampton, in Virginia, will take off 15 percent of tuition, and Paul Quinn, in Dallas, will suspend several of its fees, shaving more than $2,000 from the official $8,321 price for tuition and fees.

Price breaks could make a huge difference on enrollment in a volatile fall, according to research by the Art & Science Group, a company that consults with colleges. Surveying current and admitted students for one of its clients, a private college, Art & Science researchers found that if that particular college chose to go online only, it could lose 30 percent of its enrollment yield for admitted freshmen and 25 percent of its current students.

Researchers also surveyed the effects of a one-time 20 percent institutional grant to students enrolling online-only for fall. At this college, the grant would cut the expected hit to enrollment yield for freshmen to about 15 percent, and cut the projected retention drop to about 15 percent.

But the majority of colleges seem to be staying with their sticker prices, even those going all or mostly online. Some institutions don't have much choice. Public colleges' tuition is often determined by the state or system office, and many institutions are bracing for cuts in state support. The California State University system, for example, which enrolls nearly a half million students across 23 institutions and will be mostly online this fall, is not reducing tuition. The system lost $337 million in forgone revenue and unexpected costs this spring, and faces a $300-million cut in state support for the 2020-21 fiscal year.

Private colleges often have more autonomy in setting their prices, but many of them are already struggling to bring in enough tuition revenue as a result of the increased competition for students. The cost of instruction, even online, hasn't decreased — and may have increased because of the costs of adapting to Covid-19.

The question of how to set the price of a college education has posed a complex problem for colleges for the past decade. The current crisis promises to make that question more existential than ever.

COLLEGES that have offered tuition breaks were driven by two key factors. First, many students and their families are suffering hardships, financial and otherwise, because of the pandemic. Second, the student experience will not be the same this fall, even if some classes are held face-to-face.

Williams will be bringing students back to campus gradually, mandating masks, limiting the size OF GATHerings, and teaching in remote and hybrid modes in addition to in-person classes. The 15-percent discount "reflected a tradeoff between a policy that was both financially sustainable for us and also felt like it really reflected the academic and co-curricular year ahead for our students," says David (Dukes) Love, the provost.

That's not a tradeoff most institutions feel comfortable making. Williams's $2.9-billion endowment is "the only reason we were able to have this conversation at all," says Love.

Many institutions that follow a high-tuition/high-aid model operate on slim margins of revenue that have grown even slimmer in recent years. The costs of Covid-19 adaptations and refunds for room and board have pitched some colleges into even more precarious financial states. Williams's leaders felt the discount was the right thing to do for students and their families, but acknowledge that it "creates pressure" on colleges that might be expected to offer similar discounts, says Love. "We worry, frankly, about the impact of that decision on other institutions."

It is unusual, in some respects, that more institutions *haven't* cut tuition in the wake of announcements by elite

colleges like Princeton and Williams, says Elizabeth Popp Berman, an associate professor of organizational studies at the University of Michigan. "Institutional isomorphism" is the term for the phenomenon of colleges' tending to adopt similar policies and practices. "But there's no jumping on the bandwagon" so far with tuition cuts, she says. "Maybe the reason we're not is mostly just because it's all happening very quickly."

Wealth is not a deciding factor for Paul Quinn. The college's finances have been so rocky in years past that it lost its accreditation temporarily in 2009. Its endowment is less than $10 million. But Michael J. Sorrell, the president, says he felt strongly that the college needed to respond to the extraordinary stress its students and their families were under.

The crisis also touched on one of Sorrell's pet peeves: the mysterious nature of college tuition and fees. The college's Covid-19 response turned into "an opportunity for us to simplify how we are articulating cost and what we're charging people for."

Since the college planned to teach all classes online, Sorrell held tuition flat and kept a technology fee and a fee for a 24-hour telehealth service for students. "After that, it's pretty hard to defend some of the old charges," he says.

Sorrell says that Paul Quinn is able to give up the remaining revenue because it's a lean operation to begin with — a legacy of the rebuilding that took place after it regained accreditation in 2011. He says the college is heading into "uncharted territory" with its new fee structure, but he thinks the institution's finances can withstand the strain. In the end, he says, "we believe in choosing the harder right over the easier wrong."

For most colleges, the choice remains tougher. Scripps College and Pomona College, two private institutions in Southern California that are part of the Claremont Colleges group, recently announced that they would be conducting classes online this fall. While they rescinded planned tuition increases to remain at 2019-20 levels, neither college plans to offer further discounts. "We still are employing all the same faculty," says Lara Tiedens, president of Scripps. "None of our costs go down in terms of producing that educational experience." Students will still enjoy small classes and lots of individual attention from professors, she adds, albeit remotely.

Tiedens disputes the notion that a college holding classes online exclusively is offering something much different, educationally, from colleges that bring students back to campus. Most of the institutions that are opening up will rely heavily on remote education as well. "These decisions that are getting announced are much more about what the nature of residential life is going to be on that particular campus," she says.

THE FISCAL MATH behind a tuition cut in the time of Covid-19 seems like it should be simple, but college finances rarely are.

The Art & Science Group has been recommending that many of its clients reduce the cost burden on students and their families, either through tuition discounts or increased aid to students.

While the short-term financial pain from a discount might be intense, it COULD BENEFIT THE longer-term financial health of the institution. "If you enroll a student, or you retain the student, you will have her postpandemic, when your pricing and your aid reverts to normal," says Nanci Tessier, a senior vice president for the group. "But if she doesn't come back and goes to her local state institution, you're never going to get another dollar of revenue from her."

They can discount tuition for online classes and take a hit to the bottom line, or they can stick with full tuition and still probably take a hit to the bottom line.

Some colleges hope to hold on to those students and their future tuition dollars by allowing them to defer should they decide not to attend an online fall. Scripps College informed its incoming students that it "would have a more generous and flexible deferral approach than we normally do" for the fall, says Tiedens, and its students can also request a leave of absence.

But there are limits to the good that deferrals can do. Highly selective institutions with long waitlists are likely to fill their classes, but less selective institutions run the risk of being overwhelmed by deferrals. Tessier says that some colleges are capping deferrals because they're "not willing to hold 300 spaces for students a year from now." More affluent students are considered more likely to defer, and since they're also more likely to pay higher tuition, that could be a double hit to a college's bottom line.

It's possible that Covid-19 could create a sea change in how institutions and students and their families look at the price of a college education.

Most colleges increase tuition slightly every year to keep up with rising expenses, but that option may not be as viable in the years to come. Some institutions went ahead with planned tuition increases for this fall — the University of Kentucky increased tuition by 1 percent for in-state students, for example — but many have reverted to 2019-20 tuition, even as their expenses continue to rise. If the economic effects of the pandemic continue to drag on for years, as many expect them to, colleges may find it difficult to float any substantial increases.

Part of the current challenge arises from how colleges have typically let the term "tuition" stand in for the cost of all the experiences a student has on campus. "We're having a hard time, now that we're changing that experience, to have it reflect what it is that people are buying," Parrot says. Tuition pays for knowledge and experiences, but it also pays for the credits and credentials students carry away at the end of the semester. Framing the discussion around the tangible benefits students get from college, other than sitting in an actual classroom, she adds, is "a much different conversation than just having the focus be on what the delivery method is for the coursework."

COVID-19 has upset almost everything about everyday life, so it shouldn't be a surprise that it's making many people rethink their priorities — including college. Tiedens, of Scripps, understands the uncertainty students and families are experiencing. "Is it still what they want to do? Is this the right price tag for it?" she says. "I think we all feel that way about so many of the things we're involved in."

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That uncertainty could have profound implications for higher education. If colleges' costs remain the same, but the market for a college education won't support those costs, "we will have a much bigger problem on our hands," she says.

But the pandemic could force academe to rethink a business model that many consider unsustainable, and colleges are long overdue for examining their costs, says Richard Staisloff, principal of the Rpk Group, a company that consults with colleges.

Staisloff believes that many institutions need to re-examine their operations to "move towards a more cost-effective solution for making quality learning happen, and therefore reset its price, and therefore increase the value, real and perceived, in what it's offering."

That might sound like a tall order for institutions racked by uncertainty and facing prolonged financial hardship, but the disruption colleges are experiencing might be the best opportunity to actually reimagine how they do what they do.

Dropping tuition for a semester or two is a worthy gesture, Staisloff says, but it still operates as if "the traditional model is fine. 'We've just got to get through this and then we'll all be OK and we can we can just go on our merry way.' And I just don't buy that." ■

Rise of the Absurdly Demanding Job Ad

Enough with peculiar obscurantism and unreasonable expectations.

LAST YEAR, *McSweeney's* published an article titled "Honest Academic Job Postings." Written by Ryan Weber, it takes the form of 13 darkly witty fictional job ads, such as "Biology department solicits applications for the last tenure-track position this university will ever offer"; "The College of Business seeks a new faculty member who can crush high-powered deals and make fat stacks, bro"; and, my favorite, "The Department of History invites applications for an assistant professor who will make enough leftist remarks to annoy conservative talk-radio hosts but whose politics will ultimately support the neoliberal mission of the university."

Arguably the most absurd, and certainly the longest, of the lot comes from an English department:

"English department seeks a tenure-track assistant professor specializing in Shakespeare, Romanticism, Victorianism, modernism, postmodernism, postcolonialism, Southern literature, Appalachian literature, African American literature, Caribbean literature, Irish literature before 1200, Croatian literature after 1853, Joyce, Chaucer, Hemingway, Morrison, Milton's lesser works, those damn Ayn Rand novels our male sophomores want to read, the nonsexy D.H. Lawrence books, and Soviet-era science fiction after Khrushchev. Candidates are expected to teach a 4/4 load of freshman composition."

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For anyone who studies literature, that will elicit panicked recognition. Those of us who have been on the job market in recent years have confronted ads that don't look all that different from Weber's satire. As English departments continue to downsize and outsource, hiring committees are looking for candidates who can cover as much material as possible. With so few tenure lines to go around, search committees are in the position of trying to hire someone who can satisfy the disparate wants and needs of not just their departments, but also the dean's and provost's offices. I've taken to calling these postings "Frankenstein job ads."

Weber's mock job ad evokes the cacophony of administrative voices silently shrieking in the background of all job descriptions in the humanities these days. It also sheds light on the difference, often stark, between one's training as a researcher and the needs of the market. Scholars often find themselves applying for positions in which, as researchers, they would sit somewhat askew.

Are the sorts of jobs Weber parodies more ubiquitous now than they used to be? The gap between one's identity as a researcher and one's work as a teacher has arguably always characterized higher learning, especially at liberal-arts colleges, where departments are typically much smaller than at research institutions. But has this gap widened in the humanities' current labor crisis? Is the discrepancy between one's research specialization and the hiring categories on the market — between one's training as a modernist, for example, and the advertisements for positions such as "20th-century British literature with secondary specializations in performance studies and the critical study of race" — more dramatic now than it used to be?

The answer turns out to be complicated. What I expected to find when I began doing research on the past 30 years or so of the MLA's job-information list was a gradual tapering off, post-2008, of specialized jobs, accompanied by the rise of positions demanding a vaster body of expertise. As a scholar of modernism, I was especially curious about the history of the modernism job. It seemed intuitive to me that despite the robust health of modernist studies, modernism jobs would decline drastically as a hiring category after the financial crisis.

THE CHRONICLE REVIEW

My perusal of the history of the job list yielded less dramatic, but no less concerning, discoveries. Those Frankenstein job ads, or at least the less absurd versions of them, have been around much longer than I'd thought. I found, for instance, that the modernism job was never especially ubiquitous, at least not over the past 30 years. More often than not, modernism has been listed as a potential subspecialization within the comprehensive rubric of 20th- and/or 20th- and 21st-century British and/or American literature. It's really not until one reaches back into the 1990s that one finds job descriptions asking for more sharply delimited areas of specialization—"19th-century American literature: After 1850," "British literature 1660-1800," and so on. Even these more specialized ads, however, existed alongside those geared toward broader expertise, such as "African American literature" and "postcolonial literature."

In other words, the discrepancy between hiring categories and research specialization has remained pretty constant; field-specific job ads have largely been the exception rather than the rule. As early as 1997, William Galperin and Susan Wolfson were worrying about the decline of the Romanticism job and its subordination to the "dilated" categories of "the long 18th century" and the "long 19th century." The decline, then, is more numerical than genetic. What we've witnessed is not the rise of expansive hiring categories at the expense of field-specific ones.

Rather, expansive job ads have actually been the norm — but since there are, now, far fewer jobs in general, field-specific job ads have all but disappeared.

WHAT IS DIFFERENT NOW from 20 years ago, apart from the raw numbers, is that job ads expecting period coverage are also asking for subspecializations — listed as "required" or "preferred" or "desired" or "welcome" — in entirely different fields, including film and media studies; digital humanities; race, gender, sexuality, ethnic, and area studies; and such ever-elusive designations as "global" and "transnational."

This tendency has been especially acute in the past few years. In 2015, for instance, the English department at Arizona State University advertised a tenure-track assistant professorship in "American Jewish literature" but added that "interest in other cultural forms, such as theatre, film, television or digital media is desired," and "comparative and transnational perspectives are welcome." In 2016, Boston University advertised a tenure-track assistant professorship in "modern and/or contemporary drama and performance with an emphasis on race and/or gender, with a strong capacity to teach in a related literary field." And in 2012, Georgia State University's ad for a tenure-track position in "romantic literature and digital humanities" and Yale's ad for one in "20/21C English literature" — for which "areas of interest include but are not limited to: poetry, modernism, digital studies, and the English language in the era of globalization" — were representative of the pervasion of the MLA's job list by ads coupling traditional categories of scholarly expertise with experience in digital humanities.

In other words, whereas in the 1990s a "desired" subspecialization in Victorian literature may have been something like critical theory or cultural studies, today's ads run farther afield, often demanding expertise in disciplines that can be signaled only through certification in or affiliation with an adjacent institute or program. To be "successful" on the market today, then, demands a kind of octopoid expansiveness in one's intellectual reach. This is not necessarily a bad thing, of course. English departments' desire to hire a candidate who can cover vastly different areas of expertise in, say, film and media studies, queer feminism, and the history of Latin(x) literature, reflects the extent to which literary studies has become more committed to the diversification of our methodologies and objects of study. This is something to be celebrated.

To be "successful" on the market today demands a kind of octopoid expansiveness in one's intellectual reach.

But under conditions of extreme job scarcity, and the disciplinary reach expected of "ideal" candidates, the clarity of those expectations needs to be more explicitly and systematically articulated. Nasia Anam has unpacked the slipperiness of the market's new favorite term, the "global Anglophone." She explains that while it gained currency "foremost as a problematic substitute for established disciplinary terms like postcolonial and World Literature," in practice it has come to mean an ability to teach and do research in "the vast majority of the *nonwhite* world." She calls this a "disciplinary neologism that appears entirely to have been born top down out of market forces, rather than bottom up from the work of scholars in the field themselves."

Moreover, what does it mean that a certain category of knowledge is "welcome"? What about "desired"? "Required" is straightforward. When I see "required," I either apply or I don't. But "preferred"? For that matter, what makes the difference between an "interest" and an area of expertise?

People like Karen Kelsky, Manya Whitaker, and Rebecca Schuman have provided shrewd advice on how to navigate job ads' peculiar obscurantism. But we ought to persuade deans, human resources, and search committees that, under current conditions, participating in this vagueness is ethically dubious. That vagueness is, as we know, largely the result of universities' wanting to attract a large number of candidates in order to choose the "best" one. It's also due to disagreement on what the department needs. Kelsky has urged those writing job ads to be more "transparent" for the sake of diminishing the committees' workload.

But let's also remember what it looks like for those on the other side of those job ads. It looks something like this: It says here that secondary specialization in science fiction is "welcome." Should I apply for this job? I think I will. I work on Woolf, and there are science-fiction elements to her novels. At least, posthuman. I'll revise my cover letter to emphasize that. Let's see, that's application No. 72. Something *has* to come through. OK, nothing came through this year. Maybe it will next year. In the meantime, I'll take on this 4/4 load so I can stay in the running. Bills are tight, my 4/4 from last year didn't give me the time to put together my book proposal, and we want to finally start trying to have a baby (I knew I should have frozen my eggs; it's so expensive, though), but I guess another year should be fine. ...

Well-intentioned people within institutions may not want to perpetuate the regime of contingent labor effectively running universities today. But that is one of the byproducts of the strategic vagueness often built into job ads. Staying vague keeps applicant numbers high; it also manufactures hope. Applying to jobs — anywhere from 25 to 80 or more a year — takes time, money, and energy, and puts a strain on one's mental health.

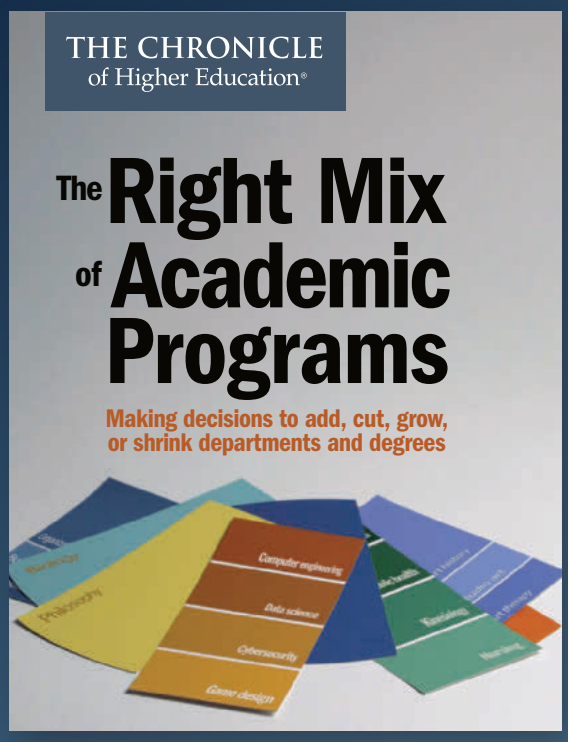
We are not going to be writing any job ads for a long time. Covid-19 is destroying whatever was left of the academic labor market in the humanities. What we might consider, in the meantime, is how the job ad is an institutional utterance with profound consequences for the lives of others. The language we use to articulate hiring categories, subspecializations, and "interests" that we "welcome" or "desire" or "prefer" has the power to determine the hours, days, and years of hundreds of lives.

We might therefore ask ourselves how complicit we've been, when hedging our bets, in perpetuating a culture of indifference to the suffering of others. Language is important. Specificity and transparency are important. The very least we can do, it seems to me, is to figure out what we want and take care to say what we mean. For those hearing us, it could mean the difference between one sort of a life and another. ■

RON CODDINGTON FOR THE CHRONICLE

The Right Mix of Academic Programs

Making decisions to add, cut, grow, or shrink departments and degrees



Mounting financial pressures and increased competition are pushing more colleges to re-evaluate their academic programs. The sometimes sprawling number of programs may not serve the mission, match demand, or make financial sense. Before proposing (or even considering) changes in the academic lineup, campus leaders must take stock.

The Chronicle's issue brief, "**The Right Mix of Academic Programs**," explains how to approach a program audit or prioritization process and where to go from there. Learn how to cut, adapt, and expand programs, as well as optimize course scheduling. Campus leaders who adjust their mix of offerings can shore up finances while better promoting students' educational and career opportunities.

"The new, emerging programs that are hot tend to be very multidisciplinary and often need those faculty from the areas that were declining."

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The Art of Saying 'No'

These days, administrators will have to kill more ideas than they approve.

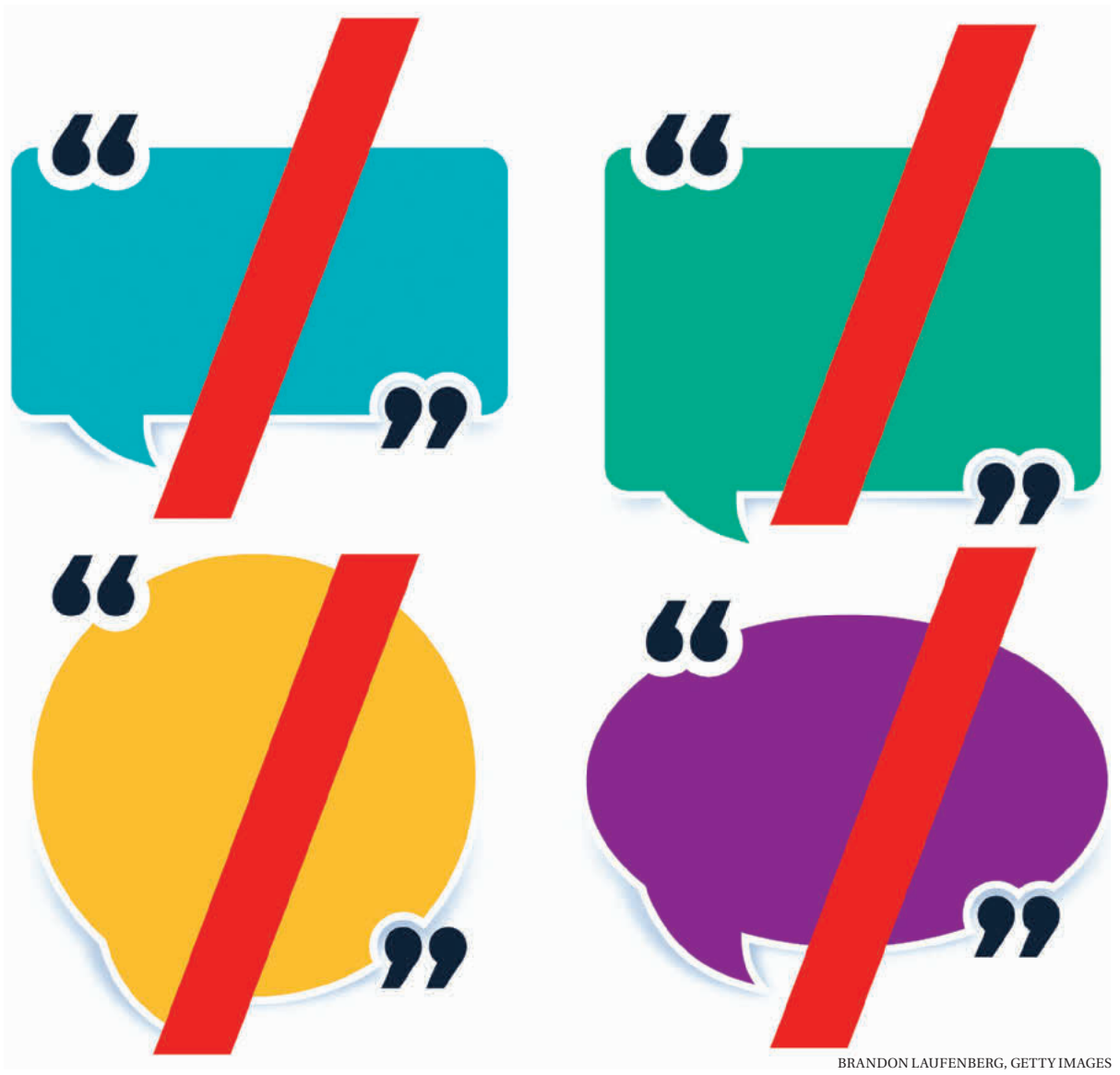
ADVICE

A FRIEND OF MINE has a teenage daughter who, whenever he starts the usual lecture about cleaning her room, makes an X mark in the air, exclaims "Unsubscribe!," and walks away. As a dean, I wouldn't advise my fellow administrators to use her technique in declining faculty requests.

There are days when it's tempting. But the reality is: How you say no as a campus leader can be as important as the decision itself.

Rejecting a plan or a project is one of the most common administrative actions, and a minefield of personal and political risk. Behind every entreaty is a person (or a group of people) who — depending on the way you handle the transaction — may take offense. The challenge is how to say no while maintaining a long-term positive relationship, a bond of trust, an atmosphere of professionalism, a feeling of mutual respect, and a sense of fairness.

How to achieve such goals is the focus of this month's column in the Admin 101 series on the good, bad, and ugly practices of higher-education leadership. The stakes seem particularly high now, amid Covid-19, with greater budget pressures, personal stress, and cultural tensions. All of which occasions an examination of the art of no for 2020 and beyond.



BRANDON LAUFENBERG, GETTY IMAGES

Let the data say it for you. One of the dilemmas you face as an administrator is dealing with requests that haven't been thought through. Your job is to lay out the consequences, trade-offs, and potential ripple effects so that the petitioners can make a more-informed choice. As an administrator, you have more access to information and other resources, not to mention more experience in making decisions, than do most professors, which means you can offer perspectives that they might not have considered.

David D. Perlmutter

is a professor in and dean of the College of Media and Communication at Texas Tech University. He writes the Admin 101 series for *The Chronicle*.

In some cases you won't have to say no — it will become self-evident from the data and analysis you share why you can't OK an idea.

Keep in mind: Every request is also an interpersonal exchange of information, so be open to learning new facts and insights from the requesters. They might change your mind about what is possible.

Look for an alternate pathway to yes. The opposite dilemma can emerge when someone with a request has concluded there is only one method of achieving it. In essence, such petitioners are making two demands: first, that you give them what they want, and second, that you give it to them in the exact way they want it. Handle such cases by disaggregating method from outcome.

This scenario commonly occurs in budgeting. For

example, a professor might say, "We need X amount to upgrade lab equipment; we can draw from the Y fund." As an administrator you know the need is real, but you also know that the Y fund is tapped out. Maybe you can say no to the method and find another pathway to say yes to the request.

Even in tough times, leaders should try to find ways to get good things done via creative but possibly circuitous routes. The catch: If you find a solution, don't be pompous about that; portray it as a case of teamwork in which both parties contributed to a positive outcome.

Don't say no if somebody above you will say yes. The American ideal has always been that nobody is above the law. Likewise in academe, where the checks and balances of our system mean that most administrative decisions by a chair, a dean, a provost, or even a president can be appealed to the next level up. In practice, of course, we don't have the chaos of constantly overturned decisions because of operating procedures, budget realities, codified rules, state and federal laws, and many other written and unwritten traditions.

Part of your due diligence in handling a petitioner's request is to hesitate — "Let me look into it and get back to you" — in order to consider whether the administrators above your rank would give the same answer. (You don't want to go running to your boss about everything, just the controversial stuff.)

That approach is prudent for more and better reasons than just covering your back and not looking foolish. Consulting those above you may result in good news: Someone higher up may find one of those creative, alternative pathways to get to yes that you hadn't thought of. Moreover, the act of checking can be an effective lubricant for trust between you and those to whom you report. It's also crucial to another skill that every faculty member and administrator should learn, "Managing Up." Here, too, don't forget to give credit where it's due for the solution.

Don't be mysterious about your reasons. Despite what you might infer from reading social media, blogs, forums, and subreddit sites, most academics are reasonable and accommodating. Tensions often emerge because professors, by nature, resist anything that seems opaque or vague, and are justifiably frustrated when given scant information on a vital question.

Budgets are a timely (and perennial) example. At some of my previous university employers, the budget seemed like a black box wrapped within another black box, so that you really could not tell how money was spent or why funding allocations were made. I'm fortunate now to be at an institution where almost anyone can gain access to information about university finances and budgets, and that helps a lot in explaining why I can't green-light someone's pet project or proposal.

Most of the people you deal with, as an administrator, are smart. They may not know the nuances of budget codes or legal requirements, but they can detect cant and sense defensiveness. They can tell when your no has little foundation.

Being clear and truthful is not just a tactic. It's the only option if you don't want your decisions to be seen as arbitrary or unwarranted. If you explain the logic of why and how you declined a request, it is more acceptable (if not readily accepted) to that majority of reasonable people.

Set aside your academic passions and be dispassionate. In higher education, we hire faculty members who are passionate about their area of research and study. We want chairs to be passionate advocates for their departments. And we want the IT-support staff to be passionate about IT.

But all of those groups want administrators to make decisions out of fairness — not out of passion, favoritism, or prejudice. The impression you make in saying no is almost as important as the decision

itself. Besides being clear and open about your reasons, you must demonstrate that the process did not have a fixed outcome.

In hiring decisions, for example, offering the job to someone means turning down many other candidates, and potentially alienating their supporters. It's a mistake to appear partial to a particular candidate or even to a particular kind of candidate outside of the agreed-upon qualifications. Don't pick an early favorite, don't cheer on a colleague's choice, don't be seen as putting your thumb on the scale of any one CV or person. Play it straight, and let the process move forward fairly.

Show you care in tone and manner. An old insight suggests that some people make friends by the way they say no and others make enemies by the way they say yes. Without question these are trying times for higher education. We're all a little impatient or testy. However, no one likes to feel brushed off — that something they cared enough to make a plea for was not given due consideration.

Campus leaders, as a rule, don't get much slack. Lose your cool as an assistant professor, and most people will forget about it after a week or two. Blow your top as a dean, and that anecdote may follow you for a decade (or a career, if it's particularly colorful). As an administrator you are expected to treat people decently, no matter the circumstances. That's just part of the job.

"Behind every entreaty is a person (or a group of people) who — depending on the way you handle the transaction — may take offense."

So when you are brusque, or when your body language and mannerisms exude a lack of sympathy for the person as well as the proposal, you lose trust and confidence. No question is inane, and no request is ridiculous, to those who put it forward, so act accordingly. Give people your full attention, and make them feel valued. Even when you oppose the idea, show you care about the person.

If you find it hard to say no, don't become an administrator. However, you can learn to say no without undercutting what other people are trying to achieve. Communicating that people and ideas matter, even in tight fiscal times, is essential to the success of your leadership and to the equilibrium of the constituencies you serve. Long-term trust is always more important than any short-term gain. ■

JOBS
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By Category

By Region

University of Portland

Tenure Track Faculty Position in Finance

The Robert Pamplin Jr. School of Business (PSOB) at the University of Portland invites applications for a full-time tenure track faculty position at the assistant or associate professor level to join our finance discipline group. The finance curriculum currently offers an undergraduate major, Master of Science program in finance, and a finance MBA concentration within the business school. The finance group seeks a dynamic colleague to join our team. This position is pending a budgetary approval.

Interested applicants should submit the following materials electronically (PDF format preferred) to **http://up.hiretouch.com** Review of applications will begin immediately and will continue until qualified candidates are identified. Strong preference will be shown to candidates with an ability to teach in multiple areas and those who have prior experience or academic preparation in real estate. Preference will be given to interested applicants who submit the following materials and complete applications by August 15th, 2020 Pamplin School of Business representatives will plan on attending the FMA conference in October 2020, and possibly the AFA conference in January. In the light of COVID 19 outbreak, if we cannot personally attend any conference, we will conduct online interviews.

- Letter of interest discussing teaching and research philosophies
- Curriculum vitae
- One or two research papers
- Evidence of teaching effectiveness
- Contact information for at least three references.

For further inquiries, contact the search committee chairs, Dr. Brian Adams, at **adamsbr@up.edu**, or Dr. Arjun Chatrath at **chatrath@up.edu**.

Successful completion of a background investigation check is required before final hiring procedures can be completed.

Please visit our website at **www.up.edu** for more information about these positions and the University.

The University of Portland is an EEO/Affirmative Action Employer

Director (Academic Administrator)

DIRECTOR OF ACADEMIC AFFAIRS

Penn State Lehigh Valley invites applications and nominations for the position of Director of Academic Affairs (DAA) to begin December 2020 or as negotiated. The DAA is the senior campus academic officer and reports directly to the Chancellor. The DAA is responsible for providing leadership for all academic and faculty matters and acts on behalf of the Chancellor in his/her absence or as delegated.

As a key member of the campus administrative team, the DAA works with the faculty and other staff on the campus of Penn State Lehigh Valley in an environment of shared governance and cross-functional relationships. The DAA works with colleagues from the nineteen campuses located across the Commonwealth of Pennsylvania reporting to the Vice President for Commonwealth Campuses, and colleges and departments at the University Park campus to ensure that Penn State operates as one university, geographically dispersed.

Specific campus responsibilities of the DAA include:
- Faculty recruitment, evaluation, and development
- Academic planning, program development, administration, and evaluation
- Promoting faculty and student scholarship and research
- Supporting innovation and excellence in teaching
- Enhancing programs for student recruitment, development, and retention
- Supporting academic enhancement activities for students, such as study-abroad, internships, and service- learning opportunities
- Leading efforts in grant writing and funding solicitations to support research and academic programs
- Leading faculty in outreach service to the community

The DAA is responsible for:
- Administering all budgets for academic programs, faculty development, and academic support services
- Supporting continuing education opportunities and marketing strategies for University degree programs
- Supervising academic units
- Supporting and fostering diversity

QUALIFICATIONS: A successful candidate will have an earned doctorate, academic administrative experience, and a minimum of five years of experience working in higher education in activities related to teaching, research and scholarship, and service. Candidates should possess strong writing and interpersonal skills, including the ability to foster teamwork and promote collaborative activities in a multidisciplinary environment. Essential qualifications include experience with academic planning, faculty recruitment and development, faculty governance, and budgeting, and knowledge of various approaches to active and collaborative learning. This 48-week academic administrative appointment includes an excellent benefits package.

Apply online at **https://apptrkr.com/1954369**

CAMPUS SECURITY CRIME STATISTICS: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to http://www.police.psu.edu/clery/, which will also provide you with detail on how to request a hard copy of the Annual Security Report.

Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.

UNIVERSITY OF MICHIGAN

Postdoctoral Fellowship

The Michigan Society of Fellows invites applications to its postdoctoral fellowship program for PhDs in the humanities, arts, sciences, and professions. These positions at the University of Michigan are open to recent PhDs who wish to pursue research opportunities while teaching at a major research university. Fellows are appointed as Assistant Professors in appropriate departments and as Postdoctoral Scholars in the Michigan Society of Fellows for three-year terms to begin September 1, 2021. The annual stipend will be $60,000. We seek a diverse and international pool of applicants and especially welcome candidates from underrepresented backgrounds.

Applications must be submitted electronically by **September 15, 2020, 1 PM EDT**. The online application is available at **http://www.societyoffellows.umich.edu**. Questions may be submitted to **society.of.fellows@umich.edu**.

ANESTHESIOLOGY

Clinical or Tenure track Assistant - Associate - Full Professor - Anesthesiology
Iowa State University
The College of Veterinary Medicine at Iowa State University (ISU), located in Ames, Iowa, is seeking qualified applicants for a full-time, clinical track or tenure track faculty appointment in the area of Anesthesiology and Pain Management in the Department of Veterinary Clinical Sciences (VCS) and the Lloyd Veterinary Medical Center (LVMC). The LVMC is a state of the art teaching hospital providing specialized care for companion and large animals throughout Iowa and surrounding states. The candidate will join a department with over 50 diverse faculty and staff members, allied in teaching, research, and clinical efforts relevant to companion animals, equines, and other large animals. The department is seeking a candidate who is committed to excellent patient care, shares an enthusiastic dedication for educating professional level students, technicians, and residents, and who will contribute to enhancing the national prominence of the Anesthesiology section in the veterinary teaching hospital.

BIOCHEMISTRY

Faculty positions in Biochemistry at SUSTech Medical School
Southern University of Science and Technology
The School of Medicine, Southern University of Science and Technology (SUSTech), seeks outstanding applicants for full-time tenure-track/tenured faculty positions in all ranks. In our newly established Department of Biochemistry, we welcome exceptional candidates in any areas of biochemistry including protein design, structural biology, protein misfolding diseases, nucleic acids,translational biology, proteomics, chromatin biology, protein trafficking and metabolism. The successful candidate should have a record of outstanding research creativity and productivity, and is expected to establish an innovative, cutting-edge research program. Since its inception in 2012, SUSTech has quickly risen to a top 10 university in mainland China. Located in Shenzhen, arguably the most dynamic and vibrant city in China, we have unique advantages, including but certainly not limited to: 1) a new university with innovative spirits and little traditional barriers; 2) bilingual education with lectures conducted in English and/or Mandarin, attracting top global talents; 3) an internationally competitive startup package that allows many PIs quickly build a team with dedicated researchers; 4) a highly collaborated environment with strong administrative and scientific support. SUSTech Medical School offers equal opportunity and welcomes applicants of all ethnic backgrounds who can contribute to the excellence and diversity of our academic community. Applicants must possess a Ph.D. and/or M.D. degree, demonstrated research excellence, and strong teaching ability. Candidates with clinical background and a translational focus are encouraged to apply. A globally competitive start-up package will be provided to successful candidates. Salary and rank will commensurate with qualifications and experience. All applicants should submit the following documents to hraoh@hotmail.com or hr-med@sustech.edu.cn : (1) Curriculum Vitae, (2) a Statement of Research and Teaching Interests.

BIOSTATISTICS

Assistant Professor of Biostatistics
Indiana University-Purdue University Indianapolis
The Department of Biostatistics at the Indiana University School of Medicine in Indianapolis, Indiana seeks to fill an assistant professor position. Duties include teaching statistical research courses, research, scholarly activities and service to the Department and the University. Position requires a PhD in Biostatistics, Statistics, or a related field. Interested candidates should send a letter of interest and curriculum vitae to: annlyon@iu.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

CARDIOLOGY

Assistant Professor, Cardiology
Louisiana State University Health Sci Ctr-Shreve
Assistant Professor, Cardiology. Teach medical students and residents, treat patients, maintain an active research agenda, and perform faculty service. MD or equivalent; BE/BC Cardiovascular Disease by start date; LA license or eligible by start date. Multiple openings. Interested persons should mail a cover letter and CV to: Dr. Paari Dominic, Department of Medicine, Louisiana State University Health Sciences Center, 1501 Kings Hwy, Shreveport, LA 71103. LSUHSC is an EEO/AAE employer.

ECONOMICS

Assistant Professor of Economics - Big Data/Environment
University of Oregon
Teach graduate and undergraduate courses in economics; conduct research in the area of Big Data and environmental economics; advise students; and serve on departmental committees. Send application materials to: University of Oregon Department of Economics 1285 University of Oregon Attn: Search Committee Eugene, OR 97403-1285 USA.

ENDOCRINOLOGY

Assistant Professor
Indiana University School of Medicine
The Indiana University School of Medicine is seeking candidates for an Assistant Professor position in Endocrinology. Duties include providing care to both hospitalized and ambulatory patients, including formulating treatment plans and directing an interdisciplinary team in achieving the goals set by the patient care plan; teaching medical students, internal medicine residents, and endocrinology fellows; and attending national and regional association meetings and participating in section and departmental conferences. Position requires an M.D. with 36 months of residency training and 24 months of endocrinology fellowship training. Position also requires an Indiana medical license and must be Board Eligible or Board Certified in Internal Medicine or Endocrinology prior to start date. Interested candidates should send a letter of interest and curriculum vitae to: joyred@iu.edu. Questions regarding the position or application process can also be directed to joyred@iu.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

FORESTRY

Assistant Professor
Mississippi State University
Assistant Professor. Teach forestry and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Forestry, Environmental Systems, or related field. Interested persons should mail a cover letter and CV to: Dr. Donald L. Grebner, Department of Forestry, Mississippi State University, Mississippi State, MS 39762. MSU is an EEO/AAE employer.

HEALTH SCIENCE

Assistant Professor of Integrative Physiology and Health Science
Alma College
Alma College seeks an Assistant Professor of Integrative Physiology and Health Science to teach undergraduate students community health and other health-related classes in Alma, Michigan. Ph.D. in Community Health required. Fax C.V. to Director of Human Resources at 989-463-7787.

MARKETING

Assistant Professor
Michigan State University
The Michigan State University Eli Broad College of Business, Department of Marketing seeks qualified candidates for the following full time position: Assistant Professor (East Lansing, MI) Responsible for: research, teaching, and engaging in service activities for the Department of Marketing at Michigan State University in the Eli Broad College of Business. Research and teach in the applied Consumer Behavior domain (consumer-oriented marketing topics with clear managerial implications). Qualified candidates will possess a Ph.D. in Marketing. To apply for this posting, please go to www.careers.msu.edu and search for posting number 585632. MSU is committed to achieving excellence through cultural diversity. The university actively encourages applications and/or nominations from women, persons of color, veterans and persons with disabilities. MSU is an affirmative action, equal opportunity employer.

MATERIALS SCIENCE AND ENGINEERING

Tenure-track Faculty Positions in Materials Science and Engineering
Southern University of Science and Technology
The Department of Materials Science and Engineering (MSE) at Southern University of Science and Technology (SUSTech) in Shenzhen, China invites applications for multiple tenure-track faculty positions at the rank of Assistant or Associate Professor. We seek ambitious and creative candidates who have the vision and capability of carrying out interdisciplinary research, and contribute to the collegial and collaborative environment of the department. We are particularly interested in candidates with a strong record in our strategic areas of information materials and devices, as well as materials for health and medicines. Exceptional candidates in other areas will also be considered. We offer globally competitive salaries and startup packages. Successful candidates should have a track record of research excellence, and are expected to build a strong research program, advise graduate and undergraduate students, publish in leading archival journals, teach both undergraduate and graduate courses, and serve the academic community in SUSTech and beyond. The MSE Department was established in July, 2013. We currently have 28 tenured/tenure-track faculty members, outstanding facilities, and vibrant researches in materials for information, health, and energy. In autumn of 2020, we will move into the brand new College of Engineering Building, opening an exciting new era for the department. More information about MSE can be found at http://mse.sustech.edu.cn/en/. Established in 2012, SUSTech is an emerging public institution in Shenzhen, one of the most prosperous cities in East Asia with vibrant high tech industries. Shenzhen has been tasked as one of the four national science hubs in China, and SUSTech aspires to be a world-class institution with a strong emphasis on student learning, cutting-edge research, and entrepreneurship. More information about SUSTech can be found at https://www.sustech.edu.cn/en/. Applicants should submit the following documents to hr-mse@sustech.edu.cn: (1) A complete curriculum vita; (2) Statement of research interests and plan; (3) Copies of five representative research publications; (4) Name and contact information of 5 references.

MEDICINE

Instructor of Clinical Family Medicine
University of Rochester Medical Center
University of Rochester Medical Center, Rochester, NY seeks full-time Instructor of Clinical Family Medicine. Responsibilities: perform patient care as a Family Medicine physician, didactic and clinical teaching of medical students and residents, community health service activities as necessary or required by the department. Requirements: MD or DO degree, completion of a Family Medicine residency program, NYS medical license. Please send CV and letter of intent to: Katie Sykes, HR Representative, Department of Family Medicine, 135 Corporate Woods, 2nd Floor, Rochester, NY 14623. University of Rochester is an Equal Opportunity Employer. EOE Minorities/Females/Protected Veterans/Disabled.

PERFORMING ARTS

Production Manager/Instructor in the Performing Arts
University of California at Berkeley
Production Manager/Instructor in the Performing Arts. Duties: Teach and oversee student efforts in one or more theater courses, manage and help produce student-led performances and events in Theater Department. MFA, Production Management and Technology or related field. Interested persons should send a CV and cover letter to: Lisa Wymore, lisawymore@berkeley.edu, within 30 days to be considered. The University of California Berkeley is an EEO/AAE Employer.

SOLID MECHANICS AND AEROSPACE ENGINEERING

Faculty Positions in Solid Mechanics and Aerospace Engineering
Southern University of Science and Technology
The Department of Mechanics and Aerospace Engineering (MAE) at Southern University of Science and Technology (SUSTech) in Shenzhen, China invites applications for multiple tenured or tenure-track faculty positions at all ranks. We seek ambitious and creative candidates who are well versed with the fundamentals of solid mechanics or some focused areas of aerospace engineering, have the vision and capability of carrying out interdisciplinary research, and contribute to the collegial and collaborative environment of the department. Research expertise interfusing solid mechanics with other disciplines are welcome, such as multi-physics and multi-scale computational mechanics, mechanics of advanced materials, experimental solid mechanics, biomechanics, machine learning and data-driven simulations; as well as expertise in aerospace engineering, such as aerodynamics, aerostructures, propulsion, control, or orbital mechanics. Candidates with the above-mentioned expertise and working in the application aeras of aeroengines, wind turbines, or unmanned aerial vehicles (UAVs) are encouraged to apply. The successful candidates are expected to build strong and independent research, advise graduate and undergraduate students, publish in archival journals, and teach both undergraduate and graduate courses in solid mechanics and/or aerospace engineering. Senior candidates are expected to play leadership roles in research and education efforts in the department. Globally competitive salaries and attractive start-up packages will be provided to all new faculty hires. The MAE Department was established in the end of 2015, and has graduated its first two classes of students in 2018 and 2019. The department has two undergraduate programs: Theoretical and Applied Mechanics, and Aerospace Engineering, and possesses state-certified BS, MS and PhD degree programs. The department currently has 20 tenured/tenure-track faculty members, conducting active research in the general areas of fluid mechanics, solid mechanics, computational mechanics, micro and soft materials/devices, aeroengines, aeroacoustics, and UAVs. Established in 2012, SUSTech is a public institution in Shenzhen, a special economic zone in China. Located in the Pearl River Delta region and neighboring Hong Kong, Shenzhen is one of the top four most prosperous cities in China and has been consistently referred to as the leader in technological developments. The mission of SUSTech has been to be a model in the reform of higher education in China and become a world-class institution with a strong emphasis on student learning experience, world-class research, innovation and entrepreneurship. The teaching language is English for most of the courses taught at the SUSTech. More information about SUSTech can be found at http://sustech.edu.cn/. Applicants should submit the following materials: (1) A complete curriculum vita; (2) Names, affiliations, and contact information of at least three references; (3) Statement of research interests and plan; (4) Statement of teaching philosophy; and (5) Copies of three representative research publications. These application materials should be sent by e-mail to: hiring@sustech.edu.cn. Female candidates are especially welcome to apply for these open positions.

STATISTICS

Assistant Professor of Statistics
Oregon State University
Oregon State University seeks two Assistant Professors of Statistics to: Teach graduate and undergraduate courses in Statistics; advise graduate students; and develop and pursue a program of research and scholarship. To be eligible, applicants must have: PhD in Statistics, Biostatistics or related field. To apply, submit a letter of interest, c.v., teaching & research portfolio to Valarie.Thrower@oregonstate.edu.

SURGERY

Assistant/Associate Professor in the Department of Oral and Maxillofacial Surgery
Vanderbilt University
Vanderbilt University Medical Center seeks an Assistant/Associate Professor in the Dept. of Oral and Maxillofacial Surgery in Nashville, TN, responsible for patient care covering the full scope of oral and maxillofacial surgery, with an emphasis on maxillofacial trauma, orthognathic surgery, oral and maxillofacial pathology, and reconstruction. Additional faculty responsibilities will include instruction and mentoring of oral and maxillofacial surgery residents. DDS/DMD or combined Dental/MD degree. Completion of an accredited oral and maxillofacial surgery residency program required; board certification OR active participation in the certification process by the American Board of Oral and Maxillofacial Surgery required. Mail resume to Jessica Lucas-Stroud, VUMC, 2525 W. End Ave, Ste 500, Nashville, TN 37203; No phone calls please.

GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives

Michael V. Drake, a former president of Ohio State University, has been named president of the University of California system. Its first Black president, he will succeed Janet Napolitano, who will step down on August 1.

Kathleen E. Harring, interim president of Muhlenberg College since June 2019, has been named to the post permanently. She is the first woman to lead the college.

Stephen Kolison Jr., executive vice president and provost at the University of Indianapolis, will become president of the State University of New York at Fredonia on August 17.

Chief executives (continued)

APPOINTMENTS

Kenneth Adams, dean of work-force and economic development at the City University of New York's Bronx Community College, has been named president of CUNY's LaGuardia Community College. He will succeed Paul Arcario.

Kirk Calhoun, president of the University of Texas Health Science Center at Tyler, has been named president of the combined University of Texas Health Science Center at Tyler and University of Texas at Tyler.

Wade Dyke, a former vice president of higher and professional education at Kaplan Higher Education, will become president of he American Public University system on August 12.

Berenecea Johnson Eanes, interim president of he City University of New York's York College since August 2019, has been named to the post permanently.

Christine Mangino, provost at the City University of New York's Hostos Community College, has been named president of CUNY's Queensborough Community College. She will succeed Timothy G. Lynch.

Anthony E. Munroe, president of Essex County College, in New Jersey, has been named president of the City University of New York's Borough of Manhattan Community College. He succeeds Karrin E. Wilks, who has served as interim president since September 2018.

Nicole Pride, vice provost for academic strategy and operations at North Carolina A&T State University, has been named president of West Virginia State University. She will replace R. Charles Byers, who has served as interim president since May.

Alisa White, president of Austin Peay State University, has been named sole finalist for the presidency of Sam Houston State University. She would succeed Dana Hoyt, who plans to retire.

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Sophie Zdatny, interim chancellor of the Vermont State Colleges, has been named the post permanently. She became interim chancellor in April, after the resignation of Jeb Spaulding.

RESIGNATIONS

Jane K. Fernandes, president of Guilford College since 2014, plans to step down in July 2021.

Ronald K. Machtley, president of Bryant University since 1996, plans to step down on June 30.

RETIREMENTS

Richard M. Englert, president of Temple University since 2012, plans to retire in December.

Scott Knapp, president of Central Maine Community College, will retire on August 31.

Chief academic officers

APPOINTMENTS

Marshall T. Fulbright III, dean of instruction in the School of Arts and Humanities and the School of Social and Behavioral Sciences at Norco College, has been named vice president for academic affairs at Grossmont College.

Mary Pedersen, interim provost at California Polytechnic State University at San Luis Obispo, will become provost and executive vice president at Colorado State University on August 1.

Other top administrators

APPOINTMENTS

Yolanda Bevill, chief public-affairs officer at Prairie View A&M University, has been named vice president for university communications at Colorado State University.

Robert Clark, chief compliance officer and chief audit executive at Clark Atlanta University, has been named chief compliance officer at Howard University.

Tabbetha A. Dobbins, an associate professor in the department of physics and astronomy at Rowan University, has been named vice president for research and dean of the Graduate School.

Cheryl Gittens, an assistant vice provost in the Division of Diversity, Equity, and Educational Achievement at the University of Wisconsin at Madison, has been named interim deputy vice chancellor and chief diversity officer.

Robyn S. Hoffman, philanthropy lead at the Green Sports Alliance, has been named vice president for philanthropy at St. Thomas University.

Charles L. Howard, university chaplain at the University of Pennsylvania, will become vice president for social equity and community on August 1.

Kedra Ishop, vice provost for enrollment management at the University of Michigan at Ann Arbor, has been named vice president for enrollment management at the University of Southern California.

John Sisko, dean of the College of Arts and Sciences and the Wayland H. Cato Jr. School of Education at Queens University of Charlotte, will become vice president and dean of faculty at Ripon College on August 10.

Chris Spilling, vice provost for graduate studies and research at the University of Missouri at St. Louis, has been named vice chancellor for research and economic and community development.

Tanisha Stevens, director of the Office of Academic Integrity and interim di-

rector of the Office of Diversity, Equity, and Inclusion at the University of Missouri at St. Louis, has been named its first vice chancellor for diversity, equity, and inclusion.

Zauyah Waite, vice president for student affairs and dean of students at Chatham University, has been named vice president for student affairs and dean of students at Hampshire College.

RETIREMENTS

Diane Campbell, vice president for student affairs at Mercer County Community College, retired on June 30.

Deans

APPOINTMENTS

Oscar Barton Jr., a professor and founding chair of the department of mechanical engineering in the Volgenau School of Engineering at George Mason University, will become dean of the Clarence M. Mitchell Jr. School of Engineering at Morgan State University on August 17.

Cynthia Carter Ching, a professor and associate dean in the School of Education at the University of California at Davis, has been named interim vice provost and dean of undergraduate education.

Genevieve Durham DeCesaro, vice provost for academic affairs at Texas Tech University, will become interim dean of the J.T. & Margaret Talkington College of Visual & Performing Arts on September 1.

Mary E. Earick, director of the Holmes Center for School Partnerships and Educator Preparation at Plymouth State University, has been named dean of the School of Education at New Mexico Highlands University.

Thomas K. Frazer, chief science officer in the state of Florida's Department of Environmental Protection, has been named a professor and dean in the College of Marine Science at the University of South Florida.

Barbara Hong, special assistant to the vice president for access, inclusion, diversity, and equity at Brigham Young University-Hawaii, has been named dean of the University College and a professor of special education at Texas A&M International University.

William Hubbard, a lawyer and partner in the Columbia, S.C., office of Nelson Mullins and a former president of the American Bar Association, will become dean of the School of Law at the University of South Carolina on August 1.

Faiza Khoja, senior associate vice president for academic affairs, has been named dean of the College of Business Administration at Texas A&M University-Central Texas.

Veena Parboteeah, assistant dean in the College of Business and professor in information systems at Eastern New Mexico University, has been named dean of the School of Business, Media, and Technology at New Mexico Highlands University.

Daniel Pollack, a professor of mathematics in the College of Arts and Sciences at the University of Washington, has been named dean of the college's division of natural sciences.

Jason S. Schupbach, director of the Design School at Arizona State University, has been named dean of the Antoinette Westphal College of Media Arts & Design at Drexel University.

Carissa Schively Slotterback, associate dean of the Humphrey School of Public Affairs at the University of Minnesota-Twin Cities, will become dean of the Graduate School of Public and International Affairs at the University of Pittsburgh on October 1.

John A. Williams, dean of the College of Business Administration at the University of New Orleans, has been named dean of the Charlton College of Business at the University of Massachusetts at Dartmouth.

RESIGNATIONS

David Bridel, dean of the School of Dramatic Arts at the University of Southern California, has resigned after the revelation that he dated a student while he was a faculty member there in 2009.

Kathryn Chval, dean of the College of Education at the University of Missouri at Columbia, has stepped down and returned to the faculty.

Department chairs

APPOINTMENTS

Shlomo Engelson Argamon, a professor of computer science at Illinois Institute of Technology, has been named chair of the department of computer science.

Lisa Bulawsky, a professor of art at Washington University in St. Louis, has been named chair of the M.F.A. program in visual art in the Sam Fox School of Design & Visual Arts.

Terry-Ann Jones, an associate professor of sociology and anthropology and director of the international-studies program at Fairfield University, will become director of the Africana-studies program in the College of Arts and Sciences at Lehigh University on August 15.

Other administrators

APPOINTMENTS

Mike Drish, deputy director of undergraduate admissions at the University of California at Los Angeles, has been named director of first-year admissions at the University of Massachusetts at Amherst.


MARIANA FIGUEIRO

Mariana Figueiro, a professor of architecture and biological sciences at Rensselaer Polytechnic Institute, will become director of the new Center for Healthy Aging at the Institute for Health, and chief of the new division of sleep and circadian medicine in the Robert Wood Johnson Medical School's Department of Medicine, at Rutgers University at New Brunswick on September 1.


CINNAMON HILLYARD

Cinnamon Hillyard, associate vice chancellor for undergraduate learning at the University of Washington at Bothell, has been named associate vice chancellor for student success.

Wayne James, deputy superintendent for regional law enforcement and chief diversity officer in the Indiana University Police Department, has been named assistant vice president and deputy superintendent for law-enforcement operations, diversity, and community engagement.

Lia Logio, a professor and chair of the department of medicine in the College of Medicine at Drexel University, has been named vice dean for medical education in the School of Medicine at Case Western Reserve University.

Noah Pittman, assistant dean of enrollment in the Honors College at the University of Arkansas, has been named associate dean of enrollment.

Kathryn Stieber, assistant university secretary at DePaul University, has been named secretary of the university.

RESIGNATIONS

Mark Auslander, director of the Michigan State University Museum, has resigned after a committee found that he had committed research misconduct.

Deaths

Perry Adkisson, a former chancellor of the Texas A&M University system, died in June. He was 91. Adkisson served as chancellor from 1986 until 1990. He retired in 1994 as a professor of entomology.

Stephen Glickman, a professor emeritus of psychology and integrative biology at the University of California at Berkeley, died of pancreatic cancer on May 22. He was 87. Glickman, who joined the faculty in 1968, was known for his work with a hyena colony in the university's Field Station for the Study of Behavior, Ecology and Reproduction.

- COMPILED BY JULIA PIPER

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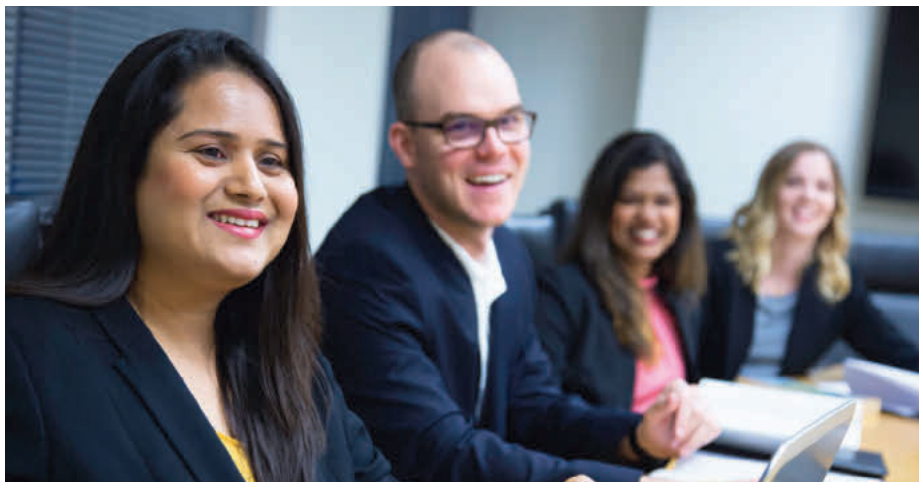
U.S. News & World Report Best Grad Schools 2021



#74

Argyros School of Business

Full-Time MBA

Jumped 11 points this year

#133

Attallah College of Educational Studies

Jumped 10 points this year

#99

School of Pharmacy

First year being ranked

#92

Crean College of Health Sciences

M.S. in Communication Sciences and Disorders

Jumped 28 points this year

#111

Fowler School of Law

Jumped 21 points this year

#97

Crean College of Health Sciences

Doctorate in Physical Therapy

Jumped 21 points since last ranked in 2017

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