



THE CHRONICLE
OF HIGHER EDUCATION

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A Necessary Conversation

THE KILLING OF GEORGE FLOYD by the Minneapolis police has ignited a national reckoning on race touching every sector of American life, including higher education. College leaders have released statements of anguish and solidarity with protesters. Black scholars have taken to social media to share their experiences of discrimination and alienation. Discussions about “white supremacy” and “systemic racism,” once mostly confined to intellectual and activist circles, have become mainstream. Academic works on race sit atop *The New York Times* best-seller list.

This issue of *The Chronicle* is largely devoted to trying to make sense of this crucible moment. We’re also looking hard at ourselves — the stories we cover, how we’ve covered them, and the lack of diversity in our newsroom. We’re developing a plan to do better.

According to Ibram X. Kendi, who will soon start as director of Boston University’s new

Center for Antiracist Research, colleges’ very rationale for existence is at stake. “Part of the reason for being for any university is that relationship with the community, is that trust from the community,” he told our Lindsay Ellis. “If that bond is broken, it’s almost equivalent to the bond that has long been broken between policing forces and communities.”

To better understand the state of that bond, *The Chronicle* convened a virtual event on race, class, and higher education. That discussion, which took

place in early June and was led by Michael J. Sorrell, president of Paul Quinn College, and our colleague Scott Carlson, was thoughtful and wide-ranging. (An edited transcript appears in this issue.)

But something vile and ugly happened during the event. For a brief time, the chat room was bombarded with racist comments and other reprehensible insults. The participants gracefully carried on, but it was distressing. It was also enlightening. As Sorrell told us later: “If this is what happens even during a *Chronicle* event, where good people are having reasoned, intellectual conversations, then we cannot be surprised by what is happening on the streets of our nation.”

The Chronicle’s series of live discussions on race and higher education will continue on June 25 at noon. (We will review all comments before they appear publicly.) Please check our website and newsletters for details, and join us. The conversation will be stronger for your presence.

—EVAN GOLDSTEIN AND BROCK READ, MANAGING EDITORS



This issue of *The Chronicle* is largely devoted to trying to make sense of this crucible moment in American history.



MADDIE MEYER, GETTY IMAGES

Football players at Clemson University led a “March for Change” on the campus in mid-June.

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On the cover: Dotun Adeyemo, 26, who graduated in May from Rutgers U. at Newark, joined more than 3,000 other people in the city in a protest against police violence. Photograph by Ed Kashi, VII, Redux

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FIRST READS

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Ivanka, interrupted

A Contentious 'Cancellation'

WAS IVANKA TRUMP "canceled" by Wichita State University?

If so, might Koch Industries follow suit, canceling its generous donations to the Kansas institution?

And what of Jay S. Golden, the university's president? Should he be canceled, too?

Such are the furious questions that have been visited of late upon Wichita State, where critics have been angered since Ivanka Trump, a special adviser to President Trump, announced this month that she had been demoted from a prominent role as a virtual commencement speaker at the university's technology campus. She was a victim, she tweeted, of "cancel culture."

The controversy soon escalated to the point that the Kansas Board of Regents held an emergency closed meeting on a personnel matter, which is higher-ed-speak for "a college president has really ticked off somebody and might lose his job." Whatever discussion may have taken place behind closed doors, the regents concluded by posting a statement on the board's website that focused on communication challenges and made no overt critique of Golden.

The controversy began when the university announced that it would not include Ivanka Trump's prerecorded speech in Wichita State Tech's commencement, opting instead to post the video among 30 other congratulatory messages that graduates could view separately. Critics initially charged that giving Trump, the president's eldest daughter, a platform at commencement was inappropriate at a time of civil unrest, spurred by George Floyd's death last month while in police custody.

After fading from the national news cycle, Wichita State's commencement-gate affair resurfaced this month. That was due in part to a politically intriguing article in *The Wichita Eagle*, which reported that the Trump snub might threaten future donations from Koch Industries, the multinational corporation led by Charles G. Koch, a billionaire conservative political donor.

D. Shane Bangerter, the board's chairman, said in an interview that he had been alerted in advance of the university's plan to cut Trump's message from the main ceremony, and he approved of it. But the decision to cut Trump from the commencement program was derided by critics as a clear-cut case of shutting down unpopular or divisive speech.

"To do what he did was reprehensible," Stephen L. Clark, a former Kansas regent, said of Golden. "He chose one side, and you can't choose one side when you're a public, taxpayer-supported institution."

The prospect that Koch Industries might pull donations from the university may be

in part attributable to Clark, who wrote to the regents that donors, including Koch, were "very upset and quite vocal in their decisions to disavow any further support," according to *The Wichita Eagle*. (*The Chronicle* has not independently reviewed the letter, which Clark declined to provide.)

If he mentioned Koch Industries in the letter, Clark said, he did so to reflect the broad anger among donors, not as a result of any direct conversations with the company.

"I have an inbox full of angry complaints from people, and many of them say they will no longer support the university," said Clark, who is former chair of the Wichita State University Foundation.

Jessica Koehn, a Koch Industries spokeswoman, said that the company would honor its commitments to the university, the *Eagle* reported. The company, which has its headquarters in Wichita, does "not make our support conditional on employment decisions, which are the sole purview of university officials," Koehn said. "At the same time, we object to speaker disinvitations. Universities offer students opportunities to encounter new ideas and think for themselves. Limiting access to unpopular speakers, viewpoints, and scholarship doesn't protect students; it cuts off the chance to engage, debate, and criticize."

The fear that a university, by slighting the Trump family or canceling a speech, might jeopardize donations is precisely what critics worry about when it comes to Koch cash.

"To me the biggest issue this raises is that, as states pull funding for public universities and continue to reduce the budgets more and more, we become more and more dependent on our donors," said Aleksander Sternfeld-Dunn, chairman of the Wichita State Faculty Senate. "And that means if you've got a donor — conservative or liberal — who is willing to invest in the university, you always feel a sense of hesitation about the decisions you can make."

—JACK STRIPLING

CANCELED



ANDREA HANKS/OFFICIAL WHITE HOUSE PHOTO

Spotty relief

Who Got Cares Act Money?

FOR ESOSA RUFFIN, the \$800 in federal Covid-19 relief that she received this month from Monmouth University, in New Jersey, was crucial.

Ruffin, a low-income student who graduated this spring, had received a considerable amount of financial aid, through Pell Grants and other assistance. But when the coronavirus broke out, in March, her family's financial situation worsened: Her mother's work hours were slashed, her sister quit her job because she was considered at high risk of contracting the disease, and Ruffin was forced to move back from Washington, D.C., where she had taken an internship, to her family's home, in New Jersey.

But at first, she and a few hundred other students at Monmouth weren't in line to get any of the emergency federal aid provided under the Coronavirus Aid, Relief, and Economic Security (Cares) Act, which was enacted in March. That's because Monmouth's formula to distribute the aid was based on unmet need; 272 students like Ruffin, who had cobbled together lots of aid covering a certain level of need, were left out.

According to Monmouth's president, Patrick F. Leahy, the problem resulted from an oversight in the university's effort to quickly get relief into the hands of students with "high financial need." The remaining funds were given to those students, including Ruffin.

Such hiccups are hardly unexpected, given the vast leeway afforded by the U.S. Education Department to colleges in distributing the funds, coupled with unclear and evolving federal guidance about which students are eligible to receive the money. Three months after the Cares Act was signed into law, distribution of the much-needed money remains inconsistent across higher education.

The Chronicle reached out to the top recipients of federal Covid-19 relief funds through the Cares Act about how they are distributing the money and the number of students that have received it. The numbers and methods are all over the map:

Some colleges have distributed a lot, others have distributed very little; some have used a formula or cut checks to everyone eligible, while others have created their own application process.

A fair process is crucial for students such as Andrea Concepción, a new graduate of Valencia College who will be pursuing a journalism degree at the University of Central Florida in the fall. At the start of the pandemic, Concepción, who lives with her parents but chips in on utilities and other expenses, lost her job as a substitute teacher in the Orlando area. Her parents also saw their job hours cut, and the family has been struggling.

Last week Concepción told *The Chronicle* that she had applied for Cares Act funds through Valencia on June 1, and received \$750 a week later. She recently started a new job at a grocery store, but that \$750 will allow her to help her family make car-loan and mortgage payments, and enable her to become independent.

In some ways, colleges benefited by being flexible in how they distribute the funds rather than having to observe strict federal guidelines, said Megan Coval, vice president for policy and federal relations at the National Association of Student Financial Aid Administrators. However, they haven't gotten much help from the Education Department,

which has still provided little clarity on which students are eligible.

In April the department issued guidance that limited the funds' distribution to only students who were eligible for Title IV financial aid. That guidance made it difficult for colleges to distribute aid to students who had not filed a Fafsa. After subsequently saying it would no longer enforce the Title IV requirement, the department issued an emergency final rule confirming that all recipients of Cares Act funds must be eligible for Title IV aid.

In a written statement, Angela Morabito, the department's press secretary, said the agency had been "clear and consistent" that Congress tied Cares Act funds to Title IV eligibility and that the final rule is needed to make the earlier guidance legally binding.

Inconsistent federal guidance caused Broward College to delay finalizing its criteria for distributing the funds, according to a college spokeswoman, Jodi Brown-Lindo. As of June 3, the Florida college had still not distributed funds to any of the more than 7,000 students who had applied, although it planned to start doing so later that week, she wrote in an email.

—DANIELLE MCLEAN



MÁGOZ FOR THE CHRONICLE

Philanthro-PPE

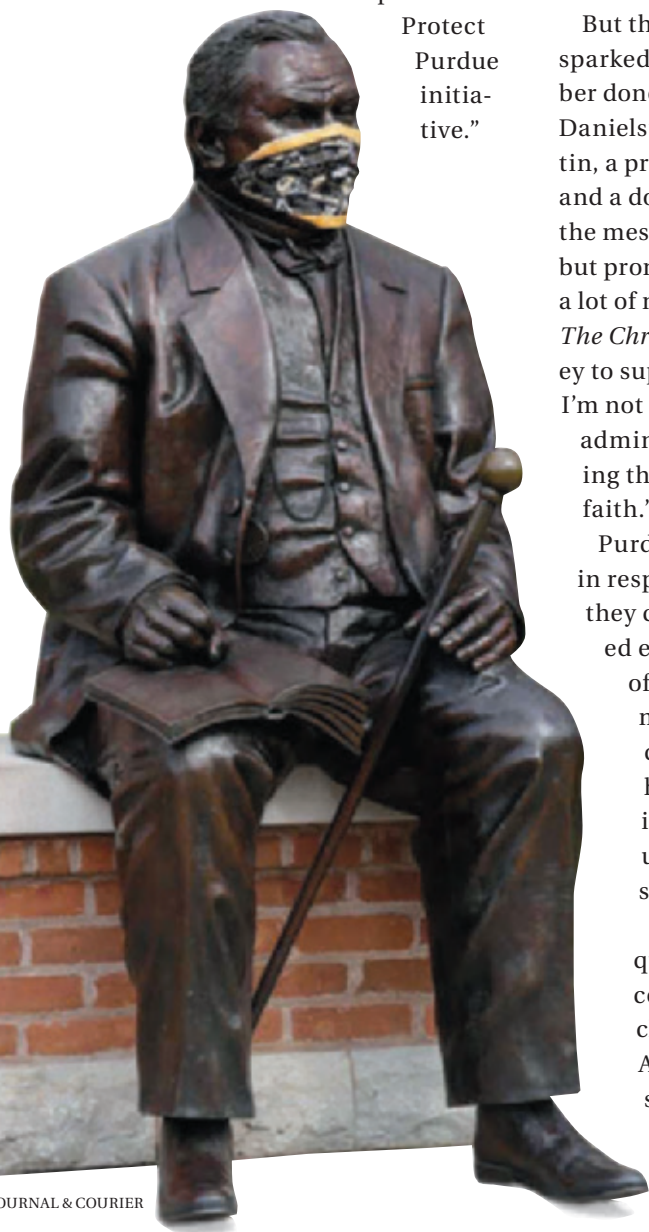
Plexiglass? That'll Be \$135, Please.

PURDUE UNIVERSITY is outlining how much money it needs for plexiglass barriers, Covid-19 protection kits for students, and lab masks when it returns to instruction in person this fall — and it's using those estimates as a basis for a fund-raising campaign that's already collected more than \$100,000.

"All funds raised will benefit the areas of greatest need across campus, equipping Purdue's leaders to move nimbly to address a range of anticipated and unanticipated needs resulting from the Covid-19 pandemic," the Protect Purdue Initiative's fund-raising page reads.

In an accompanying video, President Mitch Daniels says, "We're working to bring the campus back to life for today's Boilermakers. You can help us protect our students, student-athletes, faculty, staff, residences, and facilities by making

a gift to support the Protect Purdue initiative."



NIKOS FRAZIER/JOURNAL & COURIER

(The overall Protect Purdue campaign is a different project that provides guidance for faculty, staff, students, researchers, and campus visitors on safety measures and expectations.)

A \$65 donation, the fund-raising page says, will pay for one "student protection kit," including a thermometer, face masks, and sanitizing supplies. A plexiglass shield will cost \$135, while a semester's worth of lab masks and personal protective equipment for one student runs \$532. The highest amount the site suggests, \$3,000, would buy 20 tests for Covid-19.

Daniels has been vocal about reopening campuses, writing in a *Washington Post* op-ed that "with 45,000 students waiting and the financial wherewithal to do what's necessary, failure to take on the job of reopening would be not only antiscientific but also an unacceptable breach of duty" on Purdue's part.

But the fund-raising campaign has sparked questions among faculty-member donors who received an email in Daniels's name this month. Stephen Martin, a professor of economics at Purdue and a donor to the university, received the message at a personal email address, but promptly deleted it. He already gives a lot of money to the institution, he told *The Chronicle*, but "I wouldn't give money to support this in any event, because I'm not convinced it will work." Purdue administrators, Martin said, are "asking the faculty to take this program on faith."

Purdue started the fund-raising effort in response to donors who asked how they could help with pandemic-related expenses, said Tim Doty, director of public information and issues management, in an email. The campaign doesn't have a set goal, he wrote, but the administration is budgeting "about \$50 million in university funds" to be spent on safety measures.

Faculty members, however, questioned what the effort was communicating. Alice Pawley, chair of the Purdue chapter of the American Association of University Professors, who has also donated to Purdue, wrote in an email to *The Chronicle* that the fund-raising strategy —

suggesting donation amounts by listing the safety materials they could provide — seemed analogous to Unicef saying how many mumps-measles-rubella shots a donation will pay for.

"But it is a choice for Purdue to push for on-campus instruction, necessitating such PPE," wrote Pawley, an associate professor in the School of Engineering Education. "So it seems odd to me to

"It seems odd to me to suggest that students are at risk on campus, and someone's donation will keep them from harm."

suggest that students are at risk on campus, and someone's donation will keep them from harm. I am not sure that's the message we want to get across."

Deborah Nichols, chair of Purdue's Faculty Senate, said the fund-raising email compounded some faculty members' grievances. "They're feeling frustrated and anxious and unsure of what the fall will look like, while they're simultaneously being asked to do considerably more work with no additional compensation," said Nichols, an associate professor in the College of Health and Human Sciences, referring to additional duties faculty members may be taking on to prepare their courses to be taught online, or in a socially distanced manner. "So when that kind of request for donations comes around, I can understand concern and frustration associated with that."

The effort also deepens faculty frustration with transparency. The Faculty Senate, Nichols said, has "mostly been kept separate from" decision-making processes about the fall, "and in the absence of information, anxiety grows and concern grows."

—MEGAN ZAHNEIS



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NJIT's Ying Wu College of Computing at Jersey City is bringing education to industry with new Data Science programs. Billions of dollars and millions of transactions daily, powered by data science, fuel the global economy with the epicenter sitting just outside our classroom windows.

As the state's public polytechnic university, NJIT is investing in state-of-the-art facilities and expanding into new spaces to provide exceptional teaching, learning and living environments.



The value of irrational beliefs

Could they be good for you?



The idea that human beings like us are rational cost-calculators, coolly surveying the evidence around us and making informed choices about our actions and behaviours, was a guiding principle behind much of Western science, philosophy and economics for centuries. It is a belief that has been steadily eroded in more recent years, especially in the fields of social and behavioural psychology.

Pioneering work by Daniel Kahneman and Amos Tversky, among many others, has shown, through deftly designed experiments, how many of beliefs and opinions are informed by irrational forces, from memories clouded by biases, to the short-cuts we use to make decisions in our daily life.

What is less discussed, according to Professor Lisa Bortolotti, a philosopher at the University of Birmingham, is whether certain irrational beliefs might be providing a valuable service to the person holding them, without necessarily harming anyone else. "There might be ways that irrational beliefs are good for us, and we don't realise the role they play in our mental economy," says Professor Bortolotti.

Irrational beliefs can be defined as those which are either ill-grounded in evidence when they are adopted, or that prove impervious to counter-evidence later. Bortolotti is interested in the relationship between these epistemically irrational beliefs - including reports of distorted memories, fabricated explanations for actions, delusional beliefs and optimistically biased beliefs - and epistemic functionality, meaning a person's ability to engage actively with their surrounding environment.

As an example of a helpfully irrational belief, Bortolotti gives the case of a person suffering dementia who conveys to someone a distorted memory. "It might be clearly false, but actually, it

contains some important accurate autobiographical information about them. If you challenge what they say, they might stop sharing their thoughts and, because recall helps them remember, they might lose that information about themselves over time". Allowing people to continue holding false beliefs that are useful to them, is something that caregivers, family members and physicians have long grappled with in mental illness and dementia.

"There is a big debate among psychiatrists and clinical psychologists about what to do if someone tells you something very unusual, very strange, something you think is a delusion. Do you engage? Do you ask them questions? Do you challenge them? Do you confront them? There are lots of different ways of dealing with this, and each potential response has implications". Confronting a false belief could be emotionally hard on an individual if that belief is helping them make sense of something difficult.

Positive illusions are an obvious example of helpful falsehoods. Not expecting that one will fall victim to cancer, or that one's marriage will end in divorce, might be necessary beliefs to live in hope and positivity even though,

statistically, both have a far from trivial likelihood. Positive illusions could improve a person's grit. A view that one failed a driving test because the examiner was biased against them, for instance, makes it more likely they would try the test again, compared to someone who concluded they were simply hopeless at driving.

Professor Bortolotti argues that false beliefs sometimes prove their utility precisely because they are dropped when their usefulness expires. She cites the example of a musician who became quadriplegic after an accident. While in hospital, his girlfriend left him. He convinced himself that she had not left him - that in fact, they recently got married. His care team did not challenge the belief; they could see that it was helping him avoid a major depression, which could limit his engagement in rehabilitation, or worse, even push him to consider suicide. Over time, the man completed his rehabilitation and eventually moved into his own apartment, at which time he had accepted the realities of his situation. "The belief helped him manage his overwhelmingly negative emotions. Such irrational beliefs can help us overcome a crisis."

Approaching false beliefs with an open mind as to their potential utility could reveal continuities between those with mental illness and those, clinically-speaking, without them. "We tend to think about people with mental health issues being irrational in a particular way. It's true that they may make mistakes of reasoning, and may not consider the ev-



Lisa Bortolotti,
Professor of Philosophy,
University of Birmingham

idence, but that's exactly what we do every day," says Professor Bortolotti. "It's just that, because the content of our beliefs is more mundane, others don't notice it as much. It is a mistake to think of people with mental health issues as irrational in some special way." Ultimately, irrational beliefs involve the same

violations of epistemic norms - namely, lack of evidence to support them in the first place, or failure to adjust course when counter-evidence presents itself. "Symptoms of schizophrenia or mental disorders are beliefs that share a lot of characteristics with beliefs which are not symptomatic of mental disorders but are equally irrational, like beliefs in conspiracy theories, prejudiced beliefs, or superstitions."

Bortolotti recognizes that some false beliefs are dangerous and unproductive - both to the individual and to wider society - but hopes her work, which will be published in a forthcoming book by Oxford University Press, could provide a mechanism to sift through those beliefs we should attempt to replace with less irrational ones versus those whose replacement could obstruct some useful epistemic outcomes from happening.

"At the time people are expressing the belief, it may be important to them. In the future, it is likely to become less important, and will be OK for you to challenge it, but at the time, the challenge may not be the most helpful response."

This content was paid for and created by the University of Birmingham. The editorial staff of *The Chronicle* had no role in its preparation.

Paychecks in peril

5 Facts About the Higher-Ed Work Force

In any other year, the arrival of summer would usher in a slower pace on college campuses. But as the global pandemic continues, the end of the academic year has institutions frantically preparing for an uncertain future, and responding to and anticipating further financial upheaval.

Many plans have surfaced, with details still to come. But what's already clear is that faculty and staff members are experiencing the brunt of the impact. Furloughs and layoffs are underway at various institutions, with more

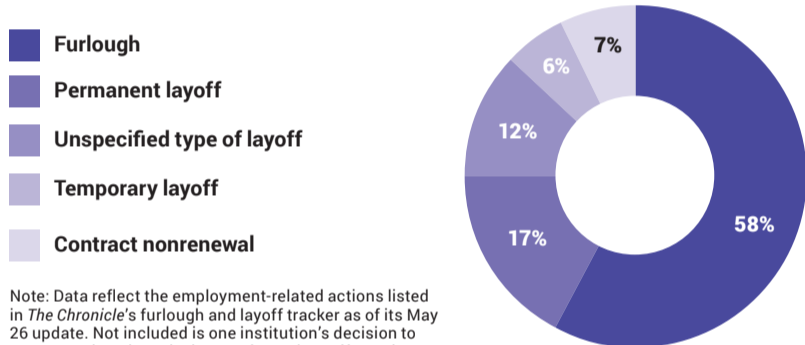
expected. The size of higher education's work force will shrink as hiring is frozen while institutions take on new duties.

The employees who are left will face the challenge of trying to navigate classrooms, offices, and other parts of campus in line with public-health standards. Many have already expressed reluctance to return to their institutions in the fall.

Here are five ways that the pandemic has already strained – and will continue to challenge – higher education's work force. — AUDREY WILLIAMS JUNE

College Jobs at Risk

Colleges have announced more than 250 employment-related actions – estimated to affect at least 48,000 employees – since the pandemic unfolded. The tally is dominated by furloughs, though some colleges have carried out more than one kind of action involving employees.

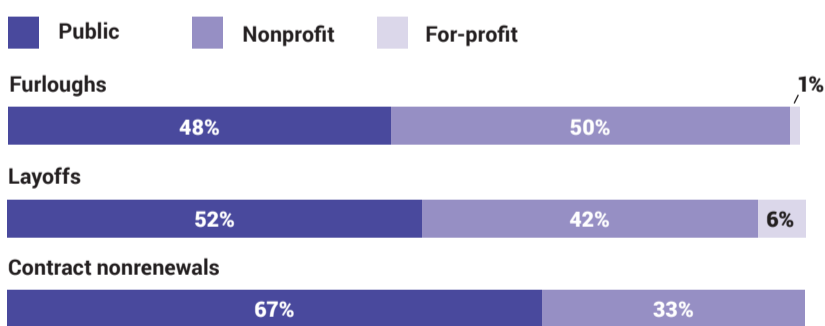


Note: Data reflect the employment-related actions listed in *The Chronicle's* furlough and layoff tracker as of its May 26 update. Not included is one institution's decision to permanently reduce the hours of certain staff members.

Source: *Chronicle* reporting

Public Colleges Are Hardest Hit

The largest share of layoffs and contract nonrenewals is happening at public colleges, whose state appropriations are in jeopardy because of the coronavirus's impact on the economy.

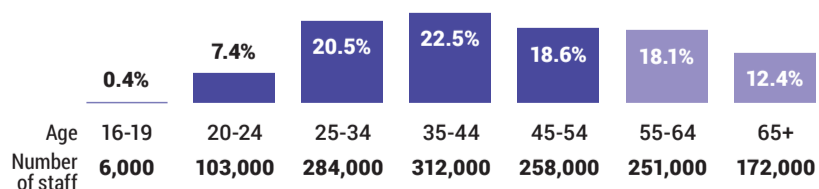


Note: Data reflect the employment-related actions listed in *The Chronicle's* furlough and layoff tracker as of its May 26 update. Not included is one college that decided to permanently reduce some workers' hours. Percentages may not add up to 100 due to rounding.

Source: *The Chronicle*

Vulnerable Employees

The age of many postsecondary instructional staff members puts them at higher risk of contracting the coronavirus. Roughly one in three are 55 and older.

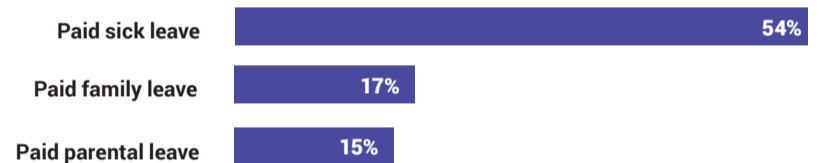


Source: U.S. Bureau of Labor Statistics

Paid Sick Leave: Not a Given

Some faculty members are more likely than others to have to choose between their job or their health in the pandemic. For nearly half of non-tenure-track instructors, paid time off for illness isn't an option.

Does your employer provide or offer any of the following benefits as part of employment?

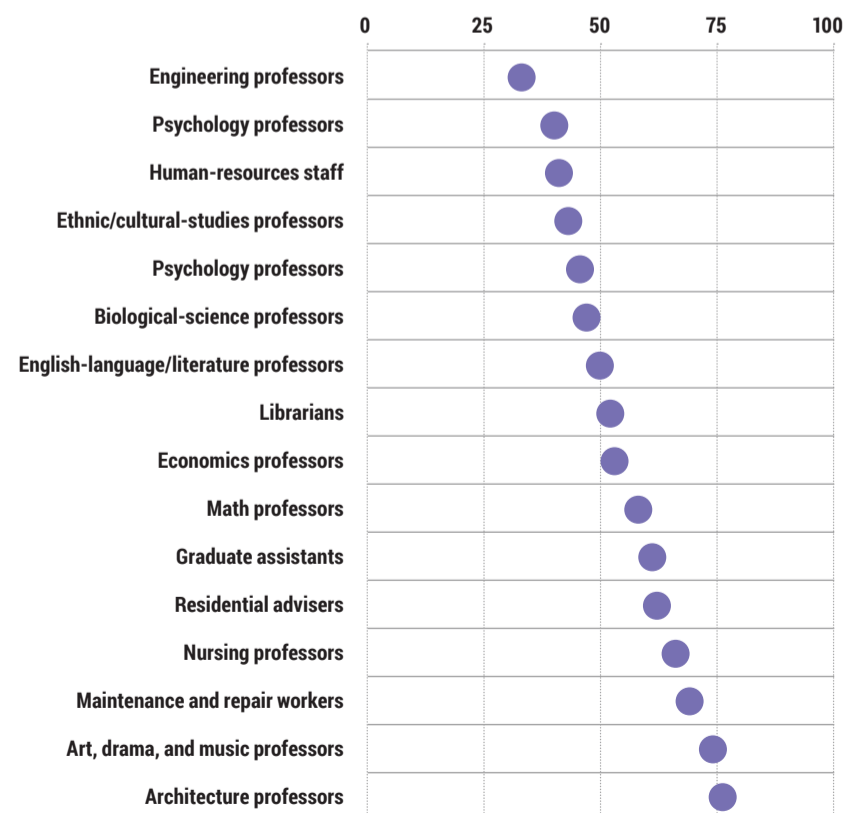


Source: American Federation of Teachers, "An Army of Temps: AFT 2020 Adjunct Faculty Quality of Work/Life Report"

Socially Distanced Jobs

Many college employees can remain distant from other people according to a "proximity score," a calculation of how physically close to others certain jobs require people to be. One caveat: Interactions with students don't appear to be factored into the equation.

- Proximity scores:
- 0 Don't work near other people (beyond 100 ft.)
 - 25 Work with others, but not closely (i.e. private office)
 - 50 Slightly close to others (i.e. shared office)
 - 75 Moderately close (at arm's length)
 - 100 Very close (near touching)



Note: Data reflects select occupations.

Source: Occupational Information Network database

A Reck



People took part in a protest against the killing of George Floyd, a Black man, by the Minneapolis Police Department, at San Francisco City Hall in May.

LIU GUANGUAN, CHINA NEWS SERVICE VIA GETTY IMAGES

onning With Race



‘What Is at Stake Is Their Reason for Being’

For colleges, protests over racism put everything on the line.

BY LINDSAY ELLIS

FOR WILLIAM A. SMITH, 1991 brought a watershed moment. The first edition of *The Racial Crisis in American Higher Education* — which chronicled the consequences of campuses’ failures of inclusion — was published. To Smith, then a doctoral student at the University of Illinois at Urbana-Champaign, the text broke barriers.

There had been relatively little scholarship with this kind of comprehensive analysis, he said, decades after many historically white institutions integrated their student bodies. Years later, when Smith was an assistant professor at the University of Utah, he was brought on to edit the book’s second edition, published in 2002.

Smith, now chair of the education, culture, and society department at Utah, is now revising the text again, for a third edition. There are new chapters, but the core issues remain the same. The number of Black professors hired by universities is paltry. Completion and debt rates show systemic inequities. The quad of the American college campus has racism at its root. It is a culture. It is a tradition.

This is about people’s lives. This is about their health and their lives. Now, in a moment of crisis for the sector, college leaders at historically white universities are being called to dig into their pristine grounds. Scholars and students are sharing stories of discrimination, pulling these institutions into the national conversation about the ingrained white supremacy of American systems, all amid a pandemic that could threaten lives — disproportionately those of people of color — on campus. Three weeks ago, those campuses were focused on the coronavirus. Now they are being pushed to reckon with racism.

College leaders talk widely about how their institutions are a force for good. They impart this sense of purpose to the next generation of leaders. As many residential, historically white universities gear up to welcome students back, their leaders will face a historic test on multiple fronts.

“What is at stake is their reason for being,” said Ibram X. Kendi, poised to start Boston University’s new Center for Antiracist Research. “Part of the reason for being for any university is that relationship with the community, is that trust from the community. If that bond is broken, it’s almost equivalent to the bond that has long been broken between policing forces and communities.”

In the last weekend of May, college presidents sent letters, issu-

ing words supportive of protesters and critical of police brutality. On his front porch, Smith, too, started to type out an email to graduate students and faculty in his department.

He felt tired and angry. He couldn’t get rid of his headaches. His research had a term for this feeling: racial battle fatigue.

Racial battle fatigue, Smith has found, redirects students’ and faculty members’ energy toward coping with the stress of racism, instead of funneling it toward their work or success. These colleges still struggle to support Black people — students, faculty, or staff — and they are calling back much of their campuses for the fall.

Who are these campuses for? Colleges, Smith said, have been part of the problem — home to the same beliefs and practices that America sees at large. “We can’t divorce,” he said in an interview, “just because it’s higher ed and it’s supposed to be about a social good.”

That Saturday, when Smith was writing his letter on the porch, a truck passed, with Aryan paraphernalia and an American flag poking out of its bed. He’d read local news reports, warning of white supremacists coming to the area. They may have seen him — a Black man — on his porch. Quickly, he gathered his things and moved inside.

SCORES OF UNIVERSITIES spoke out in the aftermath of George Floyd’s killing in police custody in Minneapolis. Presidents showed sympathy. They expressed pain. Some named Floyd. Some said Black Lives Matter.

Amaan Charaniya read a statement from his alma mater’s president, Jere W. Morehead at the University of Georgia, and was disappointed. It was three sentences long. It didn’t mention Floyd, Breonna Taylor, Ahmaud Arbery, or the police. Charaniya, who has worked as a technology consultant since graduating from Georgia in 2018, and a friend began compiling and comparing as many statements as they could find. The result was a 190-institution spreadsheet, coding mentions of everything from the word “murder” to any described future actions. By their metrics, Georgia earned a 0.

Initially Charaniya hoped Georgia’s statement was one of the few that were so poor. Maybe campuses up North, or the more selective ones, would be better, he thought. That wasn’t the case. “It was clear to me it didn’t really matter where you went to school.



Protesters in New York marched past New York U. on their way to Washington Square Park.

IRA L. BLACK, CORBIS, GETTY IMAGES

This was a higher-ed problem,” he said. Morehead later issued a more forceful statement, naming Floyd, Taylor, and Arbery. Charniya didn’t code it. “It didn’t really matter to me at that point,” he said. “I know what their first instinct was.” (A spokeswoman for Georgia said Morehead’s first post was meant to be a “brief comment” while he was composing the full statement, published the next day. She said the president is dedicated to listening to students and community members.)

The instinct to collect data, analyze, and publish, demanding better results, in many ways echoes this last decade in campus activism, an era where students’ research on and demands for their own campus leaders could be quickly compiled and globally circulated. And, as was the case after protests in previous years, weak responses to students carried consequences.

Dominique J. Baker has researched student activism, interviewing participants and studying administrative responses. She’s seen some patterns. Sometimes, administrators would dilute messages into something palatable to the board or state lawmakers, challenging transformative change. Other times, campus leaders called on black students, faculty, and staff to talk about their pain — and then made no structural changes.

Students relayed to Baker, an assistant professor of education policy at Southern Methodist University, that when campus presidents expressed solidarity without action, trust eroded “not just on this topic but on all topics, which is very dangerous at a time when you have a pandemic,” she said.

“I was going to say I don’t know how the stakes would be higher, but 2020 would take that as a challenge,” she continued. “This is about people’s lives. This is about their health and their lives. And that matters, a lot. And that ties in the fact that if you don’t think your institution values you as a person, if you don’t think your in-

stitution sees your humanity, why would you believe that they’re looking out for your best interests when it comes to a pandemic?”

Institutions that get this wrong, she said, may see faculty members leave and students choose not to enroll. “If we want to say we are a force for good, then that means we have to hold true to being a force for good.”

Even campus leaders can see that their collective statures, nationally, have changed. M. Lee Pelton, who is the first Black president of Emerson College, recalled a time when the nation’s university presidents spoke out at times of national and global crisis. Derek C. Bok, president of Harvard University from 1971 to 1991, criticized the Vietnam War, opening his office to student protesters. The Rev. Theodore M. Hesburgh, president of the University of Notre Dame from 1952 to 1987, was an outspoken supporter of the civil-rights movement.

Pelton, starting his 23rd year as a college president, came to the position in part because he felt it would give him an opportunity to speak out on big issues. It excited him then, and still does. He advocated for stronger gun laws after the Sandy Hook Elementary School shooting, drawing the ire of Second Amendment supporters, and he called a Straight Pride Parade in Boston a “perversion” in 2019. But over the years, the trust that many people have in colleges has eroded. The Boks and Hesburghs, he felt, have become harder to find, as their circumstances and the vision of governing boards shifted. Students felt hopeless — including at Emerson, where protests two years apart on issues of diversity highlighted deep frustration with the status quo. Emerson’s student body is 4 percent black.

In late May, Pelton couldn’t stop watching the video of Floyd’s murder. In a letter to campus, he called the video a legalized lynching. He wrote about the countless times he has been pulled

over, including twice in a single night. The fact that white people had called him the N-word in every state and city he'd ever lived.

He closed the letter pledging to gather the community to talk plainly about what they could do to confront racism, "beginning first of all with an honest appraisal of who we are and what we stand for."

Part of that effort, he said, will be listening to students. He said he can understand why students feel hopeless after administrative inaction, and he pledged in an interview with *The Chronicle* to move faster and listen.

"Students," he said, "should continue to agitate and push college leaders to do the right thing."

That advocacy is challenging when it seems like change is slow to come. The University of California at Riverside speaks widely about its diverse student body and its high rankings for social mobility. But some students there say they feel they are used for pamphlets without their concerns being taken seriously.

"The trust in the institution has been gone for a while," said Kalin (KP) Pont-Tate, the co-chair of the Black Student Union. Late at night on the Saturday after Floyd's killing, he and a few fellow student leaders began drafting a list of demands. One day and a flurry of group-text messages later, they published a petition urging, among other things, divestment from the campus police de-

"You can say we are against systemic racism. But you as an academic institution are systemic racism."

partment. It has reached nearly 18,000 signatories. Students and faculty have fought for support for black communities for years, students told *The Chronicle*. The attention makes this feel like a high-profile moment. But there are still structural problems.

"As a university and as an academic institution, you can say we are against systemic racism. But you as an academic institution are systemic racism," Pont-Tate said.

A group of student leaders at Riverside told *The Chronicle* that they are committed to seeing change through, and that surface-level agreement from administrators won't suffice. "We want lasting change. We don't want fluffy comments. We want administration to take accountability for their actions," said Evelyn Kennedy, another Black Student Union co-chair.

A group of campus leaders, including Chancellor Kim A. Wilcox, later responded to the students' demands, according to a letter provided to *The Chronicle*. The leaders expressed sympathy, writing that disruptions to campus due to Covid-19 and the trauma of recent killings put "an extreme burden on Black students." Recommendations on two items raised by the students — campus safety and support for Black students — are forthcoming, the letter said. A spokesman said discussions with students about further action are ongoing.

It's not just students who feel unheard on issues of health and race. More than 800 people told *The Chronicle* they were not comfortable coming back to campus in the fall given the risks of Covid-19. "I feel like older faculty are being sacrificed," one said. Students will "wipe out our towns and campuses," wrote another. "My gut response is fear and dread." Performatively reaching out to faculty felt coercive when leaders would reopen campuses anyway for the bottom line, professors said. About two-thirds of around 950 campus plans reviewed by *The Chronicle* indicate college leaders are planning for in-person instruction.

FOR DAYS AFTER FLOYD'S KILLING, professors shared stories about what it was like to be Black in academe. Having to show your ID to prove that yes, really, you could park in the faculty lot. Knowing the long odds of landing a job, but still avoiding positions in small college towns with scarce racial diversity. Being the first person who looks like you to hold your position. Knowing how many diversity committees you've served on that rehashed the same issues.

For Richard S. L. Blissett, that number was four in just a few years at Seton Hall University. Blissett, an assistant professor of education policy, has been part of countless similar conversations. As his university responded to Floyd's killing, he looked back on his emails from after Michael Brown was shot by a police officer in Ferguson, Mo. There is something very tiring, he came to realize, about being in another brainstorming session. People propose fact-finding missions. But many education researchers — and similar past committees — have already found these facts. "We're not," he said, "walking in blind."

He recently spoke with Baker, with whom he went to graduate school, about the issue: In higher education, he said, there is not a crisis of ideas but "a crisis of cowardice."

Institutions, he realizes, are weighing risks before they act. Taking antiracist actions or publishing statements may alienate powerful donors at a moment when money is tight. But it could also attract new support elsewhere. And inaction may also be damaging.

"The distance created between students and universities in the wake of this crisis will change the way people see higher education," he said. "Right now is an opportunity for universities to show whether they are or are not a public good."

This is all playing out as higher education is battling external challenges. Budgets are tight, and state finances look grim. Public opinion in polls by the Pew Research Center and Gallup shows skepticism for the concept that colleges are a source for good in American society. That means college leaders must operate with the awareness that their campuses are "not always viewed as an automatically trustworthy voice in relation to big public issues," said Gretchen Ritter, executive dean and vice provost at Ohio State University and an expert on democracy and citizenship. Campus leaders must not always assume that their words will be taken as true and valuable, she said, and they must listen to those who are more skeptical.

The conversation inherently loops universities into the structures society must reexamine for inequities. Institutions including colleges "perpetuate the oppression of minoritized peoples," said Kofi Lomotey, a professor of educational leadership at Western Carolina University, a former chancellor of Southern University and A&M College, and another editor of *The Racial Crisis in American Higher Education*.

Smith, the Utah professor and Lomotey's co-editor, has a full house during the pandemic. He and his wife, both professors, are working from home, too. Much has changed in their daily lives. They celebrated a grandson's eighth-grade graduation on Zoom. They've eaten their meals at home. Over dinner, they come together in conversation. Every so often, the value of a college degree comes up.

Smith isn't sure it benefits all populations equally. He wonders what environments might be most supportive, or productive. They've started talking to their grandson about attending a historically-black college. His mom had him research the colleges' history and the programs that hold his interest. There are clear benefits. At an HBCU, Smith said, it is almost guaranteed that he would be treated with the whole of his humanity. ■

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Francie Diep contributed reporting.

Race, Class, and College

A conversation about oppression and opportunity.

IN THE WEEKS SINCE GEORGE FLOYD WAS KILLED by the Minneapolis Police Department, the nation has witnessed the rise of a national movement to protest systemic racism in American life. In early June, *The Chronicle* convened a virtual event to discuss how colleges can address the persistent maladies of race and class in the United States. The event was hosted by Michael J. Sorrell, president of Paul Quinn College, and Scott Carlson, a senior writer at *The Chronicle*, and included Devin Fergus, a professor of history and Black studies at the University of Missouri at Columbia; Mildred García, president of the American Association of State Colleges and Universities; and G. Gabrielle Starr, president of Pomona College. The discussion was underwritten by the Bill & Melinda Gates Foundation.

Scott Carlson: How do we even begin to grapple with this?

Michael J. Sorrell: We have to start by just acknowledging a very basic point, which is that we are where we are as a country because this is what higher education has produced. All of our leaders are products of our institutions. They sat in our classrooms, they walked our campuses, they absorbed what we taught them.

If we go back and look at the history of higher education, it was founded to preserve the rights of the landed gentry and their ministry. It was founded to maintain and promote elitism. And that's what it's done.

And now we have gotten to a point where we look and realize that we actually should not be promoting elitism. We should be promoting collaboration. We should be promoting respect. We should learn to speak the language of the communities that are around us.

I want to ask Dr. Starr, Gabrielle Starr, a question. There's such a thing as survivor's bias. I would argue that many of us are the survivors of the '60s civil-rights movement. I mean, maybe not in the sense that we were there, walking and marching, but we are, indeed, the survivors of that. And that does create a certain type of bias.



As we look at this generation's civil-rights movement, what can survivor's bias teach us about what's going on right now and how we go forward?

G. Gabrielle Starr: I think it teaches us to be humble, because survivor's bias leaves you thinking that you did something right, and that anyone else could have taken the path you took. But a lot of what helped us succeed was institutional: things like affirmative action, mentorship, programs that were at the colleges that we went to. And a lot of it was dumb luck.

When we look at this generation coming through now, the conditions have both radically changed — and they haven't. K-12 education is at some of its highest levels of segregation since 1954.

Sorrell: Devin, let's talk about the history of how we got to this place.

Devin Fergus: I'm going to pick up on a thread that Gabi mentioned about "dumb luck," because I love the phrase. A few years ago, I read a book by economist Robert Frank, *Success and Luck*. Frank argues that luck is actually the residue of design. He talks about all these almost near-death experiences that he has. One of the ways in which his life gets saved is because of a robust public-health system that is there to save him.

So yes, dumb luck exists. Absolutely right. But unless you have a robust, let's say, "public infrastructure," or "public education system," luck often falls by the wayside.

Sorrell: We have created a society where people have been legislated to be unlucky.



Protesters at the U. of Utah lay down for almost nine minutes, the length of time that a police officer in Minneapolis fatally pressed his knee against the neck of George Floyd.

RICK BOWMER, AP IMAGES

Fergus: Precisely. But Michael, to get into your question about the history: Since World War II, higher education has been a pathway to upward mobility to America. But since the late '70s, 1980s, barriers have been erected to make college campuses less a site of upward mobility than a site of indebtedness. And it particularly has an impact on historically marginalized populations—women, people of color.

In the late '70s, early 1980s, a Pell Grant, for instance, could pay for two-thirds of the cost of college. And when I say “cost of college,” I’m talking about not simply tuition and fees but also room and board. Fast forward to 2019, 2020, a Pell Grant pays for less than half of that cost of college.

So how have busy students tried to make up that difference? They take out student loans. These things have a disparate im-

pact on folks of color, who are far more likely to take on student loans than the broader population.

Carlson: And that’s by design.

Fergus: Absolutely. In the early 1980s, they actually talked about what impact the rising cost of college and the decline of the purchasing price of a Pell Grant would have on folks of color. They knew it would have a disparate impact. They took the opportunity costs and built it on the backs of historically marginalized folk.

Mildred García: I would add something else: Public disinvestment in state colleges and universities, especially the regional comprehensive institutions that I represent, happened when students of color and underserved students were coming into our institutions. When we look at who is the new majority in this country — we are putting barriers up to the very individuals that we have to educate, not only for themselves, but for lifting up the states.

Sorrell: I find it fascinating that the people in the legislatures are, by and large, graduates of the state’s publicly funded institutions. The idea that they would vote against the interests of their alma maters seems fascinating to me. I wonder how much of it is what you said — maybe because they don’t look at them as being the same as they were when they were there.

Starr: Millie has talked a bit about this concept of structural luck and how it plays into the damage that is being done to this generation. I wanted to add the moral-luck question, which in some ways ties us back to the tragic death of George Floyd and so many others. Structural considerations leave us in a world in which the same action can lead to disaster or success.

When we use dreaded terms like “white supremacy,” people think that we’re saying, “Oh, you are a racist” or “This is racist.” No. What we’re saying is that there is structural luck and moral luck that enables you to do so much.

You’re born on third base — you did not hit a triple. Coming up with language to talk about this is so hard, especially when, as Millie points out, resources have been diverted in ways that continue to undermine everything that we want to do.

García: The public doesn’t want to pay for state colleges and universities at a time when our regional state colleges and universities are majority people of color. They just feel, well, that’s not my issue anymore.

Fergus: There’s little political cost to defunding education. Now we’re in the middle of a conversation about ostensibly defunding police departments. No elected official wants to be out there on the front lines defending that. But they will easily defund higher education without any kind of electoral cost.

This first happened at the federal level. In the 1980s, when presidential administrations began to defund higher education, they paid no political costs for doing so. Then it begins to trickle down to the state level.

García: My biggest surprise in going to Washington is going to the Hill and having elected officials say to me, “Well, not everybody needs a bachelor’s degree.”

Sorrell: It’s always the people who have gone to college and whose kids have gone to college who say, “Not everyone needs to go to college,” which is just disingenuous.

But let me ask a question which touches upon something you said, Devin. In this moment of police reform — which needs to occur — we are having selective amnesia about what took place in many communities, which cried out for the need for more police when we had the crack epidemic in the ‘80s and ‘90s.

And this is particularly sensitive to many historically Black colleges because historically Black colleges are not in predominantly white neighborhoods. So all of us tend to be in predominantly Black neighborhoods, and many of those neighborhoods

don't have the economic investment that you see in counterpart institutions.

It's fascinating. If you come to Dallas, and you drive, literally, the same highway up to Southern Methodist University, you can't help but notice how much different the neighborhoods surrounding SMU look than those surrounding Paul Quinn. In fact, the highway changes names. You go from 75 to 45. So you get a 30-point decline just in the name of the highway coming south to where we are.

What I worry about is when we talk about defunding the police, the affluent neighborhoods are still going to receive the resources necessary to ensure their safety and quality of life. The neighborhoods surrounding our institution — those neighborhoods are already struggling with public-safety issues.

Fergus: You're right that public safety is critical for communities of color. The question is really the way in which law enforcement interacts with those populations. The militarization of the police is so fundamentally problematic. And we're seeing promising examples in Camden, N.J.. Better practices, not necessarily best practices.

García: How are we educating our police officers and professionals? What are we doing in our institutions in order to be able to connect them to the communities they are going to be

“We have created a society where people have been legislated to be unlucky.”

serving? We have to take responsibility, because many of these police officers are coming right out of our institutions.

Fergus: What we see in earlier generations — baby boomers, Generation Xers — they took nary a class on diversity. Today, someone who's a millennial or Generation Z — they might take one required course on diversity.

Sorrell: Devin, you're at a school, the University of Missouri, that has had some real difficulty in this area. What have they gotten right? What have they gotten wrong?

Fergus: In 2015, 2016, there were student protests over the creation of an inhospitable racial environment for Black students. This goes back to what Gabi said about structural luck. So it prompted protest on campus. They removed some of the higher-level officials and administrators. Then there was a backlash. There was a backlash among two populations — the state legislature and Missouri residents. There was a drop in enrollment, frankly.

When those who come from historically disadvantaged populations try to have a voice, there's often a backlash from the majority population. How does one, as a college administrator or a faculty member, stand up on principle and be willing to accept the backlash from state legislators and from residents as well?

Starr: One of the reasons I came to Pomona was that it was one of the first institutions in the nation to include the idea of working in a diverse classroom as a criterion in promotion and tenure standards — that, as a professor, you would need

Protesters gathered at the Lincoln Memorial, in Washington, among many other cities.





OVER IT.

to think about who was in your classroom, what their different levels of preparation might be, how you could bring every student into your class.

Our faculty did an extraordinary study. They set up cohort classes, sorted by high-school preparation in biology. They taught smaller cohorts for students who had had less preparation. They gave both sets of students the exact same exams. And the difference in scoring was statistically insignificant. That experiment motivated other faculty members to say, “We

“We need to rethink, if we’re really interested in educating the underserved, where should our resources be placed?”

need to think about our pedagogy in the way that we teach.”

Sorrell: A question I wanted to ask you and Millie: As women of color who have led institutions that are diverse but typically have not been led by women of color, how do you navigate this environment while using your authentic voice?

Starr: Millie’s been doing it for longer than anybody, and she’s younger than everybody.

García: I went into this business as a first-generation college student. My parents always told me, never forget where you came from. And my family keeps me humble. I’m just Millie at home. And as I took leadership positions, who you hire as your administrative team is critical, not only for the passion and mission of the institution but also for the diversity. You cannot ask faculty members to hire diverse faculty when your entire administration is white. You are not role-modeling it, you’re not using a bully pulpit, you’re not using your mission.

And be unapologetic. Yes, there will be backlash. And people will say, I was turning the institution into a Hispanic institution. People were telling me to go back home, and I always told them I’d go back to Brooklyn.

Starr: My father came to college late in his life. He graduated from college in his late 30s, and then he got a Ph.D. by the time he was 43. I was leafing through his dissertation about four months ago. He had written about the difference between knowledge that is gained that has no emotional penalty, and knowledge that is gained that has an emotional penalty. Knowledge that you get that costs you is harder to obtain. And I think that when we talk about as people of color, women, LGBTQA+ individuals, all of us, people who have come from working-class families, or migrant families, the working poor — a lot of it has come with an emotional cost, whether it’s dressing like you came out of a field, whether it’s being spat on

going to school, or whether the content of what you were learning itself was emotionally wrenching. For me, learning about slavery — that’s emotionally wrenching.

We have to recognize that our knowledge is hard-fought. And since it’s hard-fought, we have to be committed to carrying on that fight, because otherwise it’s too painful, it’s too unpleasant, and it’ll be forgotten. If we’re going to preserve the knowledge of human dignity, then we’re going to have to live it.

Carlson: Kathleen Fitzpatrick has a book called *Generous Thinking*. Part of the point of her book is that higher ed is so fiercely competitive that it ends up undercutting the kind of progress it wants to make on various issues. I wonder if higher ed’s intense focus on competition is also one of the factors that really hampers it, in terms of grappling with race and class issues.

Starr: One of the things that makes the United States an incredibly lucky place is that we have such a diversity of institutions, from community colleges to the regional publics to flagship publics, religious colleges, small liberal-arts colleges, big research universities. This sense of competition is, in many ways, real. There’s competition for funding from the sources. But the ways that we can incentivize collaboration, I think, are much more important.

So I’ve been involved in a couple of collaborations. I worked at New York University for 17 years of my career. I wouldn’t have been able to help launch a prison-education program if we didn’t have agreements with community colleges in the area. We got money from the city and from incarceration-to-education funds from the Mellon and the Ford Foundations. So we needed to have public partnership to put that into play. And then we need a collaboration from the correctional authorities and the State of New York. That’s one of the things that makes me very worried about the Covid-19 crisis — it might shut us off from each other when we should be pursuing collaborations to help to reach students who couldn’t otherwise be reached.

García: That’s great, Gabi. And I’d like to add, we have bought into the elitism of higher education. And we can’t do this alone.

Sorrell: When you say, “we,” who’s the “we”?

García: If we are really interested in educating the underserved, why aren’t we talking about helping those institutions that are the less resourced, and that are really educating the new majority? We need to rethink, if we’re really interested in educating the underserved, where should our resources be placed?

Sorrell: But you’re assuming that we actually care about educating the underserved. I would argue that what institutions seem to really care about, seem to be rewarded for, is becoming one of the 40 schools that can claim that they’re one of the top 20 schools in the country.

García: That may be in certain sectors. But when you look at Aascu institutions, *U.S. News & World Report* does not come into it. The presidents I am working with are dealing with student success. Are they perfect? Absolutely not. But they’re trying to learn: What is the role of administration in changing the trajectory of the students coming in?

Now, I’m not saying it’s for moral reasons. They’re being held accountable by their public boards. So I hear you, Michael,

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but we can't paint all institutions with the same paintbrush. Just like we say, "Oh, there's so much debt, \$100,000 — come on. Aascu institutions don't even charge between \$12,000 and \$14,000 a year — maybe too much money for some, but it's not the high tuition.

Sorrell: I am not painting all of higher ed with the same paintbrush. I am merely acknowledging that a significant segment functions that way.

García: No question.

Sorrell: And they are rewarded for functioning that way. I am actually making the case that you're making. We need to hold up those institutions that are doing this the right way. But their stories aren't told enough.

García: They don't get the press, and they don't get the resources. They're doing it on their own dime and on the backs of dedicated faculty, staff, and administration. And the research is showing who are the engines of upward mobility. Raj Chetty did that research, and it was pretty clear. Jorge Klor de Alva did that research. It is these Aascu institutions that are really lifting up the populace with less resources.

Sorrell: And I think they're going to be particularly important in this era as we claw our way back, because the communities that are being torn apart by these issues, they need their institutions to put their arms around them in the way that they've always been doing.

García: I'm worried because the research I read this morning from Strada shows that over 50 percent of Latinos have changed their plans for going into higher ed in the fall, and over 40 percent African Americans and Asian Americans. What are we doing to reach out to help them change their minds? Because after Covid, most of the people underserved are unemployed.

Fergus: Just prior to the pandemic, a group I work with frequently — DC Prosperity Now — did a study working with debt counselors in the Black community, asking them what are their primary concerns in terms of debt. I assumed it would be retail stores or payday lenders. No. Just behind credit-card debt was student-loan debt.

The ways in which student-loan debt impacts middle-class and working-class Black folk is the major impediment for having access to quality, affordable education. Student-loan debt becomes a barrier to asset building because it correlates much more closely with lower credit scores. We all know that lower credit scores often reflect having higher mortgage interest for mortgage loans.

Carlson: I have a question from the audience. What kind of leadership change do we need? And is there a willingness among a younger generation to accept leadership positions in higher education?

García: Aascu has a program called the Millennium Leadership Institute, which was started in 1999 by African American presidents who wanted to diversify the presidency. I was in the first class and was the first graduate to get a presidency out of that 1999 class.

We have served over 600 individuals. About 140 are presidents. Some of them have gone into their second and third presidencies. We have honest conversations about what kind of grit and spackle you need to become a president, and where you feel you're going to place your emphasis. Those programs are extremely important.

Starr: I've been thinking about public/private partnership and the collaboration. It would really be interesting to bring in some of the search firms and get them to begin to sponsor some leadership academies, because they're being asked to provide leaders of color. And often the answer is, Well, there aren't any.

Every one of us who's in one of these positions is in it because there is a search for them that called us. And I think it would be really interesting to call Isaacson Miller and Spencer Stuart and so on and say, "Maybe we could collaborate on something so that you can find your next group of leaders by helping to train them."

García: I think the other group that we have to work with is governing boards. We have committees with faculty members, we have search firms, et cetera. But at the end of the day, it's the governing board that appoints a president. And we need to start thinking about how to work with them.

Carlson: I want to ask another question from one of our viewers. How does a college president determine the line or gray space of engagement between making statements and taking action? This seems like one of those issues where, if the president is too engaged or too disengaged, either way it can go awry.

García: Statements should not be made in a vacuum. What have you done since you became a president? You have to get the trust of your constituencies, the students, the faculty, the staff, the alumni, from the moment you walk on that campus, so that when a statement comes out, it is based on your vision and the mission of your institution as you're moving it forward. To bring out a statement when you've done nothing before — people don't believe you.

I served 17 years of presidencies. I was engaged in the community. I learned so much about Samoans, and Tongans, and

“We have to take responsibility, because many of these police officers are coming right out of our institutions.”

Vietnamese, about Mexican Americans. If I couldn't speak that language, I'd bring alumni with me who would help me to understand what those communities needed and what they wanted.

Starr: It's all about outreach. And it's not just about outreach into the pipeline, which we keep talking about as if we are in some form of assembly plant. God knows, we need those, but we have to realize that there are multiple places in which outreach must occur.

We've got a great program called PAYS — the Pomona College Academy for Youth Success — starting off with kids in high school. We work with them for three years. It's a bridge program to college, almost 100 percent successful. The kids do a really amazing job. We work with families, and we feel like it's a partnership.

And I think that that's what we really have to do when we're working in prison. I'm very worried about what our outreach is going to look like in the Covid-19 crisis. I'm not sure how we're going to do prison ed. It's hard to get the laptop. It's not impossible.

Sorrell: One of the things that I often hear people say is, "Well, where are we supposed to get the money to do these

things?” To me, the power is in collaboration. All of us don’t need to do the same things, but all of us need to do something.

García: Yeah. We’ve talked about, How do you collaborate within your region? And how do you reach out, not only to the foundations in your region and to your alumni base?

Starr: There are so many of our institutions that are poised not to survive in this crisis. I’m on the equivalent of Millie’s state-college board, but just for California independent colleges. And one of the things our membership is saying is that liquidity, being able to make payroll, is under threat. It should not be a pandemic that closes institutions that are serving people well. If we let 20 percent of them fall away, we are going to be in a world of hurt. Not in 20 years — in five years.

The last three big infusions we’ve had into higher education were the Land-Grant Acts, the GI Bill, and Pell Grants. And we are in desperate need of something like the Marshall Plan for our own country. We’re in desperate need around the world.

Fergus: Gabi’s absolutely right about the Marshall Plan in the post-World War II period to stave off social unraveling in Western Europe. And my sense is that there is not a commensurate sort of fear in American society that such an unraveling is going to happen.

My broader point is about the intergenerational assault on expertise in the academy. And it doesn’t come primarily from communities of color. I think communities of color have an abiding faith and deep trust, comparatively speaking, in higher education and in government more broadly.

There was a report released a few weeks ago saying that Latinx and African Americans are willing to allow governments to download apps to do contact tracing in ways in which white America is not. So people of color have a much more abiding faith and trust in institutions of government.

It stops with things like law enforcement and the criminal-justice system. But outside of that, look at the ways in which the government itself has been the conveyance of upward mobility in Black America. In terms of things like public employment at the local, state, and federal level, it’s the primary conveyance of Black upward mobility. But in the broader society, there’s been an erosion of trust and faith in government, and, more important, faith in expertise.

If you look at this as a glass half-full, there’s a market out there of people of color who are willing to embrace outreach by institutions of higher learning. Where there is alienation, I suspect, is with the broader society, especially with the rhetoric of the ways in which the academy is embracing, quote unquote, “diversity.” Whenever I use that phrase, I can just see it puts some folks on the edge of their chair.

García: I’m an eternal optimist. African Americans and Latinx populations understand the importance of higher education. They are not turning their backs.

Starr: I, too, am an optimist. Or at least I try to be one every day. I’ll say that it’s become very common to say that our students are snowflakes, that they can’t take it. But these students have taken, many of them, more than most grown folks have ever had to in their lives. And what they’re saying systematically is that older people, to quote *Gulliver’s Travels*, are saying “the thing which is not.” They’ll say, “No, that’s not racist. No, that’s not sexist. No, that’s not homophobic. No, that’s not the result of class disparity.” It’s our job to call things the names that they are, and to speak the truth.

When I’m 70 and ready to take my hand off this wheel, I feel pretty comfortable that those kids who are coming up will be ready to drive this car. That’s what allows me to sleep at night.

Sorrell: Let the church say, “Amen.” ■

This discussion has been edited for length and clarity.



A “Justice for Black Lives” march was held at the U. of Massachusetts at Boston in early June.



RIP GEORGE FLOYD

BLM

FLOYD FOR

JUSTICE

"I Can't Breathe!!"

"Somebody help me they're going to kill me!!"

@MBAMART

Toothless Leadership

Colleges' statements on race reflect an unholy alchemy of risk management, legal liability, and trustee anxiety.

BY JASON ENGLAND AND RICHARD PURCELL

WHAT DOES IT MEAN when an ice-cream company, Ben & Jerry's, can come up with a clearer message of solidarity with protesters and against injustice than a university can? It means that higher education's interest in fighting racism is, at best, superficial and, at worst, cynical.

We are black men on the faculty at the Dietrich College of Humanities and Social Sciences at Carnegie Mellon University. On the afternoon of June 2, Rich was among a group of faculty and staff members asked by our dean to brainstorm a written response to the killing of George Floyd and to plan campus programming. Rich was the only black man involved. Jason — a faculty member with a background in civil rights who grew up in a traditionally overpoliced community and was recently racially profiled by the police — wasn't consulted at all. When the statement was released, Rich discovered that the language and editing he had contributed had been eschewed, disregarded.

Both of us had flashbacks to almost a year ago, when Carnegie Mellon sent out an official statement after the acquittal of Michael Rosfeld, a white police officer in East Pittsburgh who had shot and killed Antwon Rose Jr., a black teenager, as he fled a traffic stop. The statement, released hours after Rosfeld was acquitted, appeared to be more interested in equivocation and risk management than in forcefully denouncing law-enforcement officers' killing a growing list of unarmed black women and men. Any reference to Rose's blackness was omitted, as was the whiteness of the police officer. Words like "criminal justice" (let alone "justice"), "law enforcement," "race," and "racism" never appear.

The most recent statement by our university at least acknowledges the existence of systematic racism, but it, too, never uses the words "police" or "police violence." The statement written to represent Dietrich mentions "police brutality" and acknowledges George Floyd's killing but not his executioners. It gestures toward the existence of a social world but fails to identify the policies or moral and ethical failings that have led to the legitimization of state-sanctioned violence against black people. Nor does it acknowledge that women and men of all races and creeds are occupying streets around the world, risking their lives at the hands of the police and the pandemic to protest injustice and dismantle racist law-enforcement practices. Black people appear in Carnegie Mellon's statements passively, an embodiment of pathos and pain, not as a self-determined community with clear demands for justice.

If a university can't muster the temerity to use accurate and meaningful words, what credibility is there for its actions?

We now find ourselves in a predicament at once peculiar and familiar: to advocate for our self-interest — our community, our rights, our safety, and our dignity — puts us in a position of jeopardizing our self-interest (our standing with university administration, and, given that he isn't tenured, Jason's livelihood). We're also left to contemplate our personal and professional value to the university. We seem to exist as props, to be displayed as proof of the university's nobility and virtue — but not as intellectuals to be engaged. How can we maintain integrity and dignity in such a warped bargain? How can we reinforce the psychic and physical well-being of our black students when our collective plight and history are treated as an incon-

venience, a reality to get past rather than a tragedy with which to reckon? If a university can't muster the temerity to use accurate and meaningful words, what hope is there for its actions?

WE DO NOT WISH to tear down our university. We believe in its strength and its ideals. We believe we exist within a community to be challenged and nurtured rather than as a brand to be managed. And this community has responsibilities to its black students and faculty and staff members. University statements and actions should rise to those responsibilities, not undermine them.

Official statements about anti-black racism and police brutality are especially important at this moment, because those of us on the side of a humane, just, and democratic society are losing the messaging war. We're being overwhelmed by the strategic manipulation of social media (a Candace Owens monologue about racially motivated police brutality being a myth is currently among the most popular videos on Facebook), and the acquiescence of credible mainstream media (see: the publishing and subsequent rationalizing of Senator Tom Cotton's fascist op-ed in *The New York Times*). More than ever, we need forceful, clear, and uncompromising insights from the best and brightest to combat ahistorical, anti-intellectual, and anti-democratic rhetoric.

Instead, many of the statements released by college leaders about the killing of George Floyd reflect an unholy alchemy of risk management, legal liability, brand management, and trustee anxiety.

For instance, Lawrence S. Bacow, president of Harvard University, called George Floyd's death "senseless" and condemned racism. But his statement, like many others, failed to acknowledge the demands of protesters and quickly pivoted to platitudes about his own beliefs. The statement from the chancellor of the University of California at San Diego, addressed specifically to black students and staff and faculty members, offers a true master class in the passive voice: "We condemn the racist and unjust rhetoric and actions that have resulted in more attacks on Black Americans." It is as if the same laws that shield the police from prosecution for killing black women and men has been projected into the rules of grammar.

The reign of the passive voice continues in the statement from the leaders of the University of North Carolina. One would never know how George Floyd had died "in the custody of police officers" if there wasn't video evidence of his execution. The chancellor denounces "the actions of the police officers," calls "for transparency and accountability," and quickly turns toward an acknowledgement of student pain and grief with obligatory links to campus services, diversity and inclusion centers, and other forms of self-help.

In the end, these statements seek to reassure concerns and reaffirm values in the abstract. But rarely do they substantively address the dearth of black students, faculty members, and administrators on campuses, or the relative absence of black authors and subjects from our curricula, or the fact that nonblack students can graduate from our institutions no less anti-black than when they arrived. While so many people feigned surprise and offense on behalf of the black birder, Christian Cooper, who is a Harvard grad and hence a Good Black, few seemed particularly struck or bothered that the woman who called the police on him, Amy Cooper, is a Good White, with a graduate degree from the University of Chicago.

Toothless statements from higher-ed leaders speak to a culture that cultivates the Amy Coopers of the world, who become

versed in how to talk like a cosmopolitan citizen so they can not only get a job at an investment firm but also better hide the weapon of racial animus and anti-blackness, to wield only when they think no one is looking.

What we've seen laid bare is the impotence and evasiveness of neoliberal rhetoric, which swings between performances of power and guilt — supplication to the former and self-flagellation in service to the latter. Neoliberal rhetoric appears most saliently in the way colleges talk about structural racism: the list of student, staff, and faculty services — most of them wholly inadequate and underfunded — that are trotted out in hyperlinks. We are asked to tackle collective problems of the public sphere through self-improvement and self-service.

What tends to follow hollow official statements is a cliché slate of programming: focus groups, town halls, anti-racism reading lists, testimonials of hurt, confessions of guilt that accommodate "both sides." These things touch deep nerves and emotional wells in each of us, summoning up sadness, self-righteousness, love, and hate. This is not to minimize the importance of mental health or the push to increase the number of underrepresented minorities in universities. But the number of underrepresented minorities has not grown much at all, especially at our university. There is no measurable prog-

If a university can't muster the temerity to use accurate and meaningful words, what credibility is there for its actions?

ress to be found as a result of these undertakings. It's busy-work. It drives home that people will do anything and everything except the right thing. Who is truly being cared for here?

The right thing is not releasing statements that denounce a single killing while neglecting to connect that killing to the larger circumstances that made it inevitable. The right thing does not encourage us to mourn tragedies rather than attack systemic failings; to perform grief without admitting culpability. All of that is antithetical to the holistic analysis on which the best transformative scholarship hinges. The crises we face today are not isolated tragedies or a passing pandemic. They are manifestations of deep-seated, continuing injustices that are endemic to American society. The right thing is to acknowledge that truth, and meet it head-on.

Instead, we've seen statements that serve no higher purpose. They are not messages but, to re-appropriate a term from Daniel Boorstin, pseudo-messages. They simply reaffirm the proclivity of college administrators to ape moral and ethical commitment to social concerns while, in fact, keeping the unruly social world at bay. They are written for an audience that bears little relation to the actual student body, staff, and faculty.

It is both right and possible to construct a statement that confronts the glaring issues of social inequity, the legitimization of extrajudicial violence, and the foundation of anti-blackness that props up our country. It is both right and possible to construct a statement that clearly supports the bodily sacrifice of the protesters and the desire for freedom and true democracy by black women and men. Instead, we get exercises in equiv-

ocation and dissembling that have little interest in speaking truth to power or in telling us who is responsible for injustice and why. These statements feign care for the community but ask us to deal with structural inequities not through collective action but by directing us to the university's buffet of self-care services.

A **KEY FOOTNOTE** in the Supreme Court's ruling in *Brown v. Board of Education* cited the work of the black psychologist Kenneth Clark, who posited that segregation is as harmful to a majority group as it is to a minority group. In other words, white Americans tend to view integration as an ameliorative measure for blacks, although it was meant to ensure the psychic health of the entire country. What Clark understood was that a collective white superiority complex is also damaging to whites.

Few remember Clark's footnote, and fewer have heeded it. When some whites do wrong, they view themselves and their children as — to quote the headmaster at Jason's private high school— "good kids making bad decisions." But when black people do wrong, they are reaffirming what whites already knew: they were never good in the first place. This mind-set can be taken a step further, to a level so warped that it's difficult to process: When a black person has something awful and unthinkable happen to her, she gets less basic sympathy than a white person who does something awful and unthink-

able. Thus we get calls from the likes of Senator Cotton to turn our military against those who are victimized by injustice.

Too many white people in this country are doggedly and blindly determined to preserve a false sense of innocence — of racism, of classism, of police brutality, of indecency. It's a warped ethical alchemy that leads to mass cognitive dissonance and delusion. Black people pay a heavy price for reminding white people of how savage this society has been toward us. The empty statements by university leaders echo this moral relativism and delusion dressed up as civility and judiciousness.

We're tired of people hiding behind Martin Luther King Jr. quotes, so we do not invoke his words lightly: It is up to university leadership to choose where we go from here: chaos or community? We have a chance — indeed, a duty — to elevate the discourse on race, class, police violence, and human dignity. We absolutely must force conversations about the spirit and philosophy that demean so many blacks and relegate us to the scrap heap in this society. We are devastated to wake up in a world where the university, the institution in which we invest our energy, love, and purpose, cannot rise to meet the very grave moment in which we live. ■

Jason England is an assistant professor of creative writing at Carnegie Mellon University. Richard Purcell is an associate professor of English at Carnegie Mellon University.

THE CHRONICLE REVIEW

The Coming Campus Protests

College leaders will be judged by their actions — not their words.

BY JOHNATHAN CHARLES FLOWERS

O **N MAY 25**, George Floyd was killed by Derek Chauvin, a white police officer who knelt on Floyd's neck for eight minutes and 46 seconds while Floyd lay handcuffed, facedown in the street. Floyd's death, coming in the wake of the deaths of Ahmaud Arbery and Breonna Taylor, has resulted in a wave of demonstrations against police brutality, white supremacy, and the ongoing injustices the Black community faces. In response to these demonstrations,

university administrators have sought to reassure their students and faculty and staff members that Black lives *do* matter by demonstrating their commitments to diversity, inclusivity, and equity through a variety of institutional statements, tweets, and blog posts, as they have done in response to similar demonstrations in Charlottesville and Ferguson.

Yale President Peter Salovey called on his community to "remember that we are connected in more ways than we are di-

Marchers protest police violence in Minneapolis, where George Floyd was killed while in police custody.



vided. And that where we are divided, we must work, now, in the interest of unity and justice.” Harvard’s Lawrence Bacow urged students to “find the strength and determination to act on your beliefs — to repair and perfect this imperfect world.” Bacow drew upon scripture to remind his community of their “special responsibilities” — “As Luke teaches us, from those to whom much is given, much is expected.” And Ohio University’s executive vice president and provost, Elizabeth Sayrs, assured everyone that “we stand in solidarity with our students, colleagues, and community members of color, especially African American community members, with our fellow citizens, and with our international students and colleagues.”

These statements are examples of what Sara Ahmed describes as the reduction of diversity to “image work” — they make an institution appear welcoming and diverse. The repetition of the word “diversity” becomes a kind of ritual, as Ahmed explains in her book *On Being Included* (Duke University Press, 2012): “Statements like ‘we are diverse’ or ‘we embrace diversity’ might simply be what organizations say because that is what organizations are saying.”

We can see diversity as “image work” in Salovey’s invocation of the words of the civil rights and women’s rights activist Pauli

“While PR-minded administrators preach that Black lives matter in campus communiqués, their colleagues may be busily strategizing how best to cut Black studies.”

Murray, who, Salovey notes, is a Yale Law School graduate, and thus part of its long tradition of incorporating and supporting “diverse” individuals. But Salovey’s invocation of Murray was poorly timed. It was only after 13 senior faculty members withdrew from Yale’s Ethnicity, Race, and Migration program last year, citing Yale’s “inconsistent support,” that Yale made permanent five faculty positions which had previously been offered to the program on an ad hoc basis. In that context, Salovey’s statement that Floyd’s death “shocks our shared conscience and indicts our shared failure” reflects the institutional whiteness that only shock — like that of direct action by 13 senior faculty members, or the murder of a Black man — can disrupt.

While PR-minded administrators preach that Black lives matter in campus communiqués, their colleagues may be busily strategizing how best to cut Black studies.

These statements also shield their home institutions from the need to make structural changes that would, in effect, change the image of the institution. Despite Bacow’s professed faith “in the 14th Amendment’s guarantee of equal protection of the laws — for everyone, not just for those who look like me,” the Harvard president fails to say how he will ensure that his own police department will share that faith. Indeed, Harvard’s campus police, as uncovered by *The Harvard Crimson* earlier

this year, is plagued with similar issues as police departments across the country. Given reports of excessive force used by HUPD’s officers and HUPD’s collaboration with Boston police, including at a recent demonstration in protest of the murder of George Floyd, it is hard to know what Bacow’s faith in the 14th Amendment means in practice.

THE HYPOCRISY OF THESE STATEMENTS is reinforced by an unequal distribution of academic resources — something made all the more pressing by the financial headwinds imposed by the Covid-19 crisis. As institutions struggle with diminished enrollment, cuts in state higher-education funding, and the loss of internal revenue from student attendance, it is too often the humanities, the social sciences, and fields like African American studies, Women’s and Gender studies, and Latinx studies — the fields that are best positioned to help us engage social problems — that are targeted for elimination. While PR-minded administrators preach that Black lives matter in campus communiqués, their colleagues may be busily strategizing how best to cut Black studies.

Bacow believes “in the power of knowledge and ideas to change the world, of science and medicine to defeat disease, of the arts and humanities to illuminate the human condition,” and yet Harvard indefinitely suspended its search for senior ethnic-studies faculty in response to the Covid-19 crisis. “I can’t even begin to describe how disheartening it is to have seen this effort begin to bear its first fruits, only to have meaningful progress put on an indefinite timeline,” Claudine Gay, dean of the faculty of arts and sciences, told *The Crimson*. (Gay had been set to hire three to four senior faculty in Asian American, Latinx, and Muslim studies, and campus visits were already underway.)

As many of these programs are staffed and supported by contingent or non-tenure-track faculty, the looming threat of contract non-renewals during the ongoing Covid-19 crisis has a chilling effect on the ability for these programs to engage in direct action. This chilling effect, and the risk of the loss of the faculty that make these programs possible, is also an existential threat to any university’s professed commitment to diversity and inclusion.

Indeed, these toothless statements by university administrators show just how unprepared our institutions are for the return of Black students and staff and faculty members in the fall. Everything happening in our streets is going to be in our classrooms, in our committee rooms, our departments. We won’t accept “listening sessions,” “open forums,” meetings with the president, or the other mechanisms that are deployed to disempower us. We will see through empty promises of diversity and see the funding cuts for what they are.

We will expect and demand meaningful change. And activist students and faculty and staff members will be bolstered by their recent experiences. They will take action to ensure that our institutions live up to their statements. This may mean faculty issuing statements of support for their Black, Indigenous, and Latinx communities. It may involve ending campus collaboration with police departments.

The coming campus protests will not simply be confined to campus police “reform,” or “bad apples” in our academic communities. Instead, it will be systemic and comprehensive. After they are done with institutional racism as represented by the police, including campus police, who do you think they’ll come for next? ■

Johnathan Charles Flowers is a visiting assistant professor of philosophy at Worcester State University.

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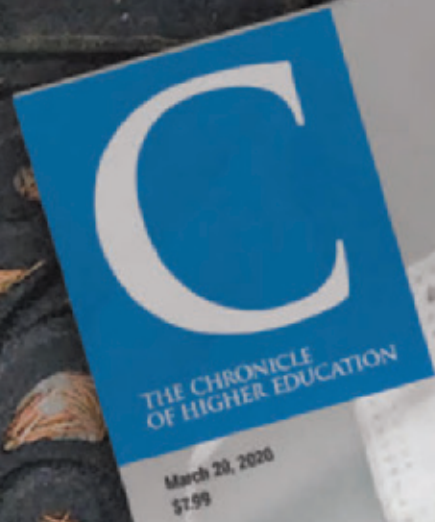
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University Leaders Are Failing

The pandemic reveals ineptitude at the top. Change is needed.

MY UNIVERSITY, Johns Hopkins, recently announced a series of exceptional measures in the face of a fiscal crisis. Suddenly anticipating losses of over \$300 million in the next 15 months, the university imposed a hiring freeze, canceled all raises, and warned about impending furloughs and layoffs. Most extraordinarily of all, it suspended contributions to its employees' retirement accounts.

THE CHRONICLE REVIEW

"Many of our peers are grappling with similar challenges," wrote our president, Ronald Daniels.

That is true. Universities across the country have announced major budget shortfalls in the year ahead. But while many face challenges, no major research university moved with as much haste or revealed as acute vulnerabilities as Johns Hopkins did.

How does a university with a \$6-billion endowment and \$10 billion in assets suddenly find itself in a solvency crisis? How is one of the country's top research universities reduced, just a month after moving classes online, to freezing its employees' retirement accounts?

With its gigantic corporate medical complex and its lucrative government contracts, Johns Hopkins has emerged as the canary in the coal mine of elite research universities. The vulnerabilities it has revealed result from disturbing trends that have left the broader world of higher education dangerously ill-equipped to confront the looming challenges.

For years, the AAUP and other faculty critics have wrung their hands as norms of shared and deliberative governance disappeared, replaced by the consolidation of administrative power in the hands of corporate executives. With little appreciation for transparency or inclusiveness, and little understanding of the academy's



GARY O'NEILL FOR THE CHRONICLE

mission, these managers increasingly make decisions behind closed doors and execute them from above.

For those who have bemoaned these trends, the coronavirus crisis is a moment of truth — confronting us with the consequences of these transformations.

Consider the process that led to Johns Hopkins's decision to freeze employee retirement contributions. The president explained that the decision had been taken after consultation "with our trustees, deans and cabinet officers, and a subcommittee of the Faculty Budget Advisory Committee." There was no mention of consulting employee unions, staff as-

sociations, or other institutions of faculty governance. Certainly, there were no meaningful faculty votes. (The faculty budget committee is composed of a small number of members hand-picked by administrators, and lacks formal authority.)

This decision-making process followed a series of measures taken over the last decade in the pursuit of what the university's leadership has called a One University policy. During that time, financial and administrative authority has been centralized under the president and his advisers. Major decisions are now made in the president's "cabinet."

This administrative centralization

has come at a serious cost to the university's sense of community. In the last few years, decisions taken by the upper administration have generated a series of controversies over policing, the power to grant tenure, and government contracts, to name a few. Last spring, students frustrated with the university's governance occupied the university's central administration building.

The result is an erosion of trust among the university's most essential constituencies on the eve of the coronavirus pandemic.

THE PRESIDENT'S CABINET is a curious body — one that has proliferated throughout higher education, as the values of corporate America infiltrate university administrations. One would hardly think, based on the cabinet's makeup, that it comprises the senior leadership team for an eminent research university. It looks more like the C-suite at a public corporation, with two senior vice presidents, 12 vice presidents, an acting vice president, a vice provost, a secretary, and three senior advisers. Of the vice presidents, it seems that only the provost has significant classroom and research experience. Good as he is, he can hardly provide a counterweight to the rest of the cabinet members, who mostly have government, business, finance, or law backgrounds. Collectively, the number of J.D.s and M.B.A.s far exceeds the number of Ph.D.s.

As with most universities, the president reports to a Board of Trustees. But this body, like many across the country, has become a fun-house mirror of corporate America. At Johns Hopkins, 36 members sit on the board, almost all hailing from outside academia.

Johns Hopkins executives are paid much like their counterparts in the corporate world. According to the latest available public information, from 2018, the university's president earned \$1.6 million in salary plus \$1.1 million in deferred and other

compensation for a total of \$2.7 million. That tidy sum doesn't include the money he receives for serving on other boards, including the \$310,000 he received that year from T. Rowe Price — whose chief executive happens to serve on the Johns Hopkins Board of Trustees.

But the president is hardly alone. That same year, the university's senior vice president for finance earned \$1.2 million, its vice president for development made over \$1 million, the vice president for investments made over \$950,000. Even the president's chief of staff earned over \$670,000. Although he earns a salary high in the six figures, the provost, ostensibly in charge of the university's academic mission, did not rank even in the top 10 earners at the university. All told, the compensation of the 28 key employees reported to the IRS in 2018 amounted to over \$29 million.

Then there is the issue of deferred compensation for top executives. According to the university's latest audit, total liabilities related to deferred compensation amounted to over \$130 million. Altogether, these practices do not paint a portrait of an institution with robust mechanisms of oversight and accountability.

Large research universities are dedicated to the mission of teaching and research. But they also function like multinational corporations with tens of thousands of workers, multi-billion-dollar budgets, and sprawling real-estate empires. So they have brought in experts in finance, management, and law to help run operations. The problems arise when these outsiders take primary control of the institution.

Alas, we now learn that Johns Hopkins's managers failed to position the institution to weather unanticipated disruptions in its revenue streams.

That charge might seem unfair. The coronavirus, after all, caught the entire economy flat-footed, from airlines to meat-packing plants to toilet-paper suppliers. Clearly this particular threat could not have been anticipated.

But a university is not a corporation that must maximize its profitability for the next quarterly earnings call. It is, or should be, an institution with far

longer time horizons. Johns Hopkins has weathered two world wars, a Great Depression, a global flu pandemic, and multiple economic crashes, the last barely a decade old. Some American universities are older than the nation itself. These institutions exist for the long term.

If a president and his leadership team have one principal responsibility, it is to ensure that the university is on sound enough financial footing to weather unanticipated crises. Ours have not.

By the way, not everyone was unprepared. Dozens of scholars right here at Johns Hopkins have spent years studying and preparing for events like the ones we are now experiencing. So good are these people at their jobs, millions of people today turn to them for data and guidance about how to navigate the pandemic. The Johns Hopkins Hospital has had an Office of Critical Event Preparedness and Response for nearly 20 years.

Meanwhile, what plans did the university's senior leadership have for a financial crisis? We now learn that the university was operating on the thinnest of margins, its finances exquisitely vulnerable to disruptions at the hospital. With the cancellation of lucrative elective procedures, huge losses appear inevitable. No one, it seems, thought to prepare for such a financial disruption — even though all that pandemic planning took place within the halls of Johns Hopkins itself. Meanwhile, the leadership began recklessly expensive building projects, including the purchase of a \$372.5-million building in Washington, D.C., — a white elephant that had already brought a large foundation to the brink of collapse.

University leaders, are rewarded for their splashy acquisitions and grandiose construction projects, not for cautious stewardship. In this short-term thinking, university executives resemble the airline executives who spent years buying back their own company's stock only to find they had no cash on hand when a crisis arrived. Our leaders have lost sight of an essential truth: A university exists for values different from those that dominate the for-profit world.

What about that \$6-billion endowment? "Unfortunately, we cannot rely on our endowment or philanthropic support to fill the breach," Daniels wrote. Much of it is held in illiquid investments anyway. Do those in a position of power even bother asking what the purpose of an endowment is?

Today, university endowments too often function like giant casinos, with more than 75 percent of their capital in risky and illiquid assets. Some wealthy universities pay far more in fees to investment managers than they do in scholarships to students. We've entered a world where, instead of having an endowment to support a university, the university serves as a tax shelter for the endowment.

Johns Hopkins does not publicly reveal its investments. Available IRS filings do, however, show that over nine years it paid more than \$88 million in fees to an investment firm whose founder formerly served as chair of the university's board. Quite possibly, our endowment pays out more to its investment managers than our university contributes, annually, to employee retirement accounts. Was there ever much doubt which would be cut in a crisis?

The crisis should serve as a moment of clarity. Even as they enrich themselves, university executives have proven ineffective in one of the most basic corporate responsibilities: managing financial risk. In a few short weeks, astonishingly wealthy institutions across the country were reduced to slash-and-burn strategies to maintain solvency.

A research university's central mission is teaching and research and the production of knowledge. As faculty, students, and other essential constituencies have become sidelined, so have academic values.

University hospitals now operate as money-generating conglomerates, rather than for research, teaching, and public health. Degree programs are converted to branded and outsourced revenue machines staffed by subcontracted labor. Faculty research is valued for its potential to be monetized and commercialized. Our leaders have lost sight of an essential truth: A university exists for values different from those that domi-

nate the for-profit world. A university governed by long timelines and long-term thinking grows conservatively and cautiously and prepares itself prudently for potential crises. If you turn a university into a giant corporation, on the other hand, it will rise and fall with the business cycle.

No doubt the lawyers and M.B.A.s who run Johns Hopkins and so many other universities are acting sincerely in the best interest of the institutions as they see it. The problem is that, by freezing out alternative perspectives and voices from their decision-making bodies, they have for-



François Furstenberg

is a professor of history at the Johns Hopkins University.

gotten what a university is and ought to be about.

As the financial tsunami washes over the landscape of higher education, we urgently need to ask whether we have the right leaders in place. Are university presidents, their cabinets, and their hand-picked boards of trustees in a position to confront the hard choices that lie ahead with wisdom and prudence? Can they act with their eye to the long term? Can they resist using the current crisis to enact further assaults on the university's central mission and its norms of governance?

If not, are we prepared to advocate for a change?

Reform should begin at the top. The decisions we make in the next few years will have long-term repercussions on what kind of academic system we are left with when the tide recedes. Those who drove us into this ditch cannot be expected to pull us out. ■

Bashing Administrators While the College Burns

Denunciation, recrimination, and grandstanding are pit stops on the road to oblivion.

IN A RECENT PIECE in *The Chronicle Review*, François Furstenberg, a historian at the Johns Hopkins University, and a former colleague whom I greatly respect, blasts his university's administration, which recently cut its contribution to its employees' retirement plans (see Page 30). He diagnoses and denounces this policy as an inevitable outcome of the corporatization of the university and the centralization of authority within it. Norms of shared governance have given way to dirigisme.

Furstenberg joins a venerable tradition of scholars, stretching from Thorstein Veblen to his colleague Benjamin Ginsberg, who decry the misplaced priorities of universities and those who lead them. Infected by the mentality of the marketplace, these custodians of tradition contend, universities have abandoned their lofty (and laudable) mission as creators and repositories of knowledge. They have been reduced to mere finishing schools for the offspring of the One Percent. Their endowments serve as tax shelters for latter-day captains of industry whose philanthropic priorities conflict with, and eventually supersede, long-cherished academic values.

The elegiac tone of Furstenberg's essay is justified. The following are incontrovertible: the adjunctification of the professoriate; the proliferation of deans; the defunding of public universities; the depreciation of the humanities; the sharp rise in managerial salaries; the comparative stagnation of faculty and staff compensation; the conflation of a university's reputation with the fortunes of its athletic teams; and the asset-stripping that sometimes accompanies university partnerships with private enterprise.

It is not my purpose to rebut Furstenberg's critique or to rationalize the injurious slashing of benefits. Yet his essay suffers from a defect that undermines its forcefulness — a false nostalgia for a purportedly lost Golden Age of faculty-led university governance, insulated from and impervious to market forces. This notion is widely shared in contem-



MICHAEL MORGENSTERN FOR THE CHRONICLE

porary academic culture. It is also harmful, stifling reform when universities can ill afford complacency.

If universities are to survive the present crisis (and, sadly, many will not), a collective drive for self-preservation must replace the internecine jostling between the faculty and administration. Averting a mass-extinction event will necessitate a radical restructuring of the university, which can only succeed with an unprecedented degree of collaboration.

Myths provide comfort but offer little practical guid-

ance. It is easy enough to conjure a vision of a lost academic paradise where philosopher-kings served as presidents, and departments were semiautonomous cantons. This paradise, the myth continues, was decimated by the irruption of centralized authority, the eclipse of academic by corporate values, and the corruption brought by

private philanthropy and athletics. The only chance for redemption, according to this view, is a restoration of the prelapsarian idyll.

IF SUCH AN IDYLL EVER EXISTED, its heyday coincided with an age when universities were bastions of race-, gender-, and class-based privilege, with a minute fraction of the population enrolled in higher education. This scholastic arcadia could not withstand the pressures brought by the expansion of access to (and democratization of) higher education, the conversion of universities into vehicles of social mobility, the administration of enormous government contracts and grants, and universities' newfound status as economic bulwarks of entire communities. The resulting transformation gradually made traditional modes of academic organization obsolete. What replaced this beloved anachronism was not necessarily superior to it. But it was a form of man-

agement better suited to the complex, large-scale multiversity.

Among the drivers of the much-lamented "administrative bloat" are government regulation and student services. The former has added layers of compliance most university denizens applaud, including the creation of offices to uphold civil-rights laws and Title IX, unmistakable signs of social and political progress. Similarly, the advent of a vast support apparatus is not an affront to the university's academic mission. The monochromatic student body of yesteryear has been replaced, felicitously and partially as a result of faculty advocacy, with a heterogeneous one more reflective of society's diversity at large. Students from less privileged backgrounds often depend on support services to flourish, with staffs large enough to meet high demand.

This faculty critique of the contemporary university is predicat-

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ed, then, on a surprising ahistoricity. Such critiques obscure from view the rationale for current structures of governance. If only academics were more involved in decision-making, Furstenberg asserts, the present calamity would have been averted! Leaving aside the fact that most university leaders are decorated scholars and not M.B.A.-bearing, philistine apparatchiks, his argument is both fatuous and difficult to sustain.

Take Johns Hopkins, for example, the largest private employer in the state of Maryland, with tens of thousands of employees. Management of a complex, sprawling organization requires expertise, something generally prized in the academy. Do many professors — notwithstanding their brilliance and prowess in the lab or classroom — possess such expertise? As many, I would argue, as the number of the managers maligned by Furstenberg who would be qualified to teach graduate seminars.

It would be disingenuous to deny

that the status of the professoriate has been degraded in recent decades. Yet, at prestigious, well-endowed, private colleges, the faculty still enjoys advantages — from comparatively high salaries and generous benefits to slender teaching loads and regular sabbaticals — that are the envy of working people everywhere, including those in menial jobs who toil without benefits at universities. Tenure, though eroded and widely under siege, offers protection, security, and a sinecure, as well as the freedom to criticize one's employer, found almost nowhere else.

These fruits are enjoyed in exchange for research and teaching of the highest caliber. Yet it should not be forgotten that these fruits are harvested from two heretofore fecund trees: philanthropy and tuition revenue. Much of the latter derives from loans assumed by students, with deleterious consequences for their futures. At public colleges, state funding has been replaced by tuition revenue.

This is a source of great consternation. There is no insulation from the market. At my university as at many others, public and private, we are, out of necessity, in a market for students. And that market is shrinking because of demographic trends and accelerated by Covid-19. To sustain our institutions, we must adapt. Otherwise, we are doomed.

Denunciation, recrimination, and grandstanding are pit stops on the road to oblivion. This is not to say that faculty criticisms of university leadership are unfounded or invalid. But they are a dead end unless accompanied by the constructive aim of collective betterment. The allure of mounting the barricades is almost irresistible, but what's the point if we all end up guillotined? What use is rehearsing old grievances if students balk at further indebtedness, and our revenue models collapse?

I anticipate one of two scenarios in the coming years. In the first, the familiar feuds persist, and the universi-



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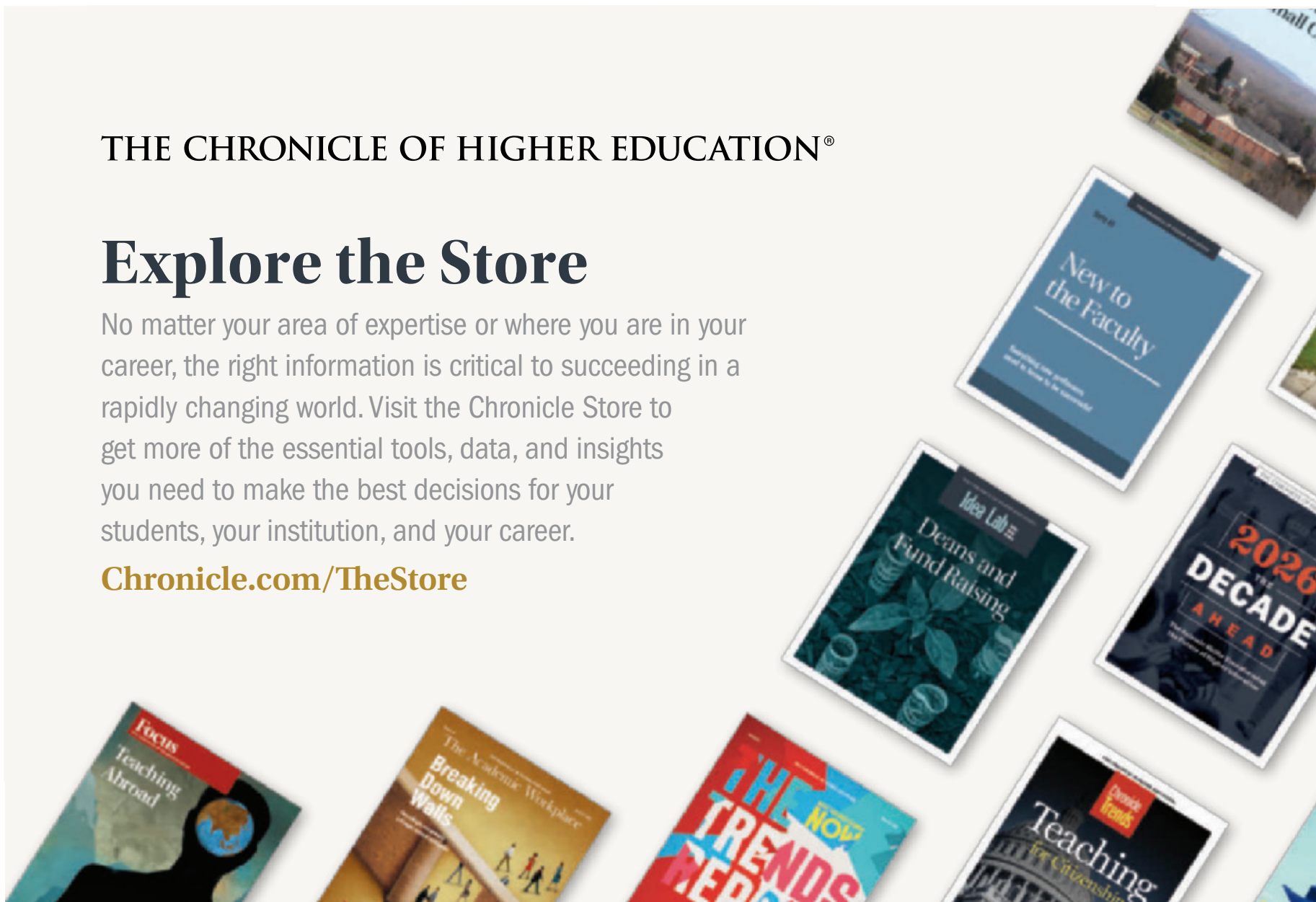
ty edifice crumbles, with old enmities slight consolation for those who remain amid the ruins. In the second, instinctive self-preservation and mutual interest incite faculty-administrative cooperation, institutional moribundity is reversed, and a new university is erected on the foundations of the old. *Viva la revolución*, indeed. ■

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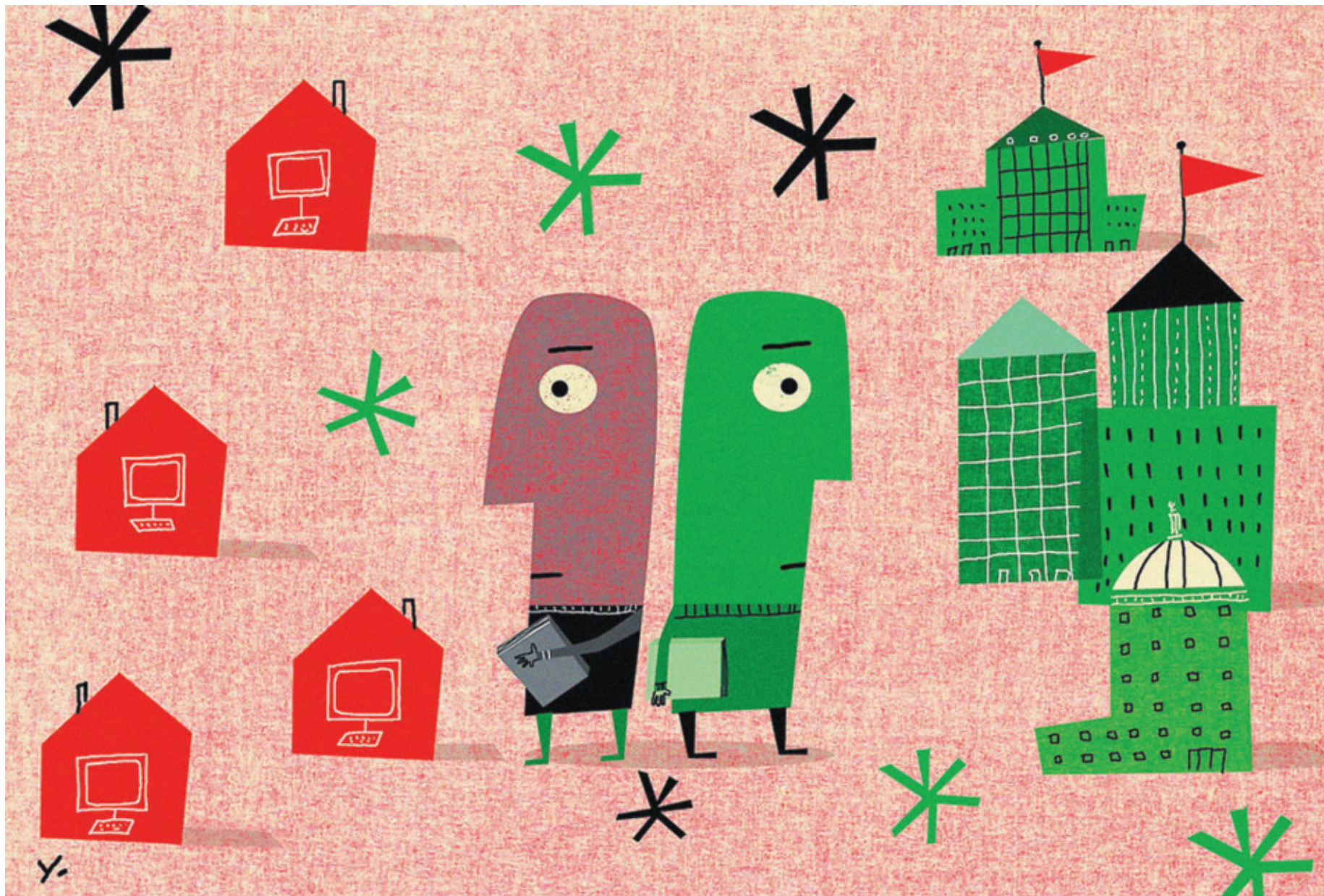
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Can the Faculty Be Forced Back On Campus?

Several Covid-related regulations and federal and state laws provide guidance.



JAMES YANG FOR THE CHRONICLE

UNTIL an effective vaccine is widely available, it is impossible for any college to be completely safe. Yet many institutions are planning to resume residential life in August. Much has been written about protecting students, but we also need to ask: If faculty members decide that it is too

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risky to return to campus, do they have the right to work from home?

I come to this question as a law professor in the field of disability-rights law. The disability-rights movement's slogan, "Nothing About Us Without Us" reminds us that decisions should be made by the peo-

ple most directly affected by them. Even if faculty members are involved in decision making, what do "we" want? Some will want to work from home, others will prefer to return to campus. What is less clear is whether faculty members who are concerned about the risks of returning to campus have the right to teach remotely from home. Several Covid-related regulations and federal and state laws can help guide us.

The Occupational Safety and Health Act requires all workplaces to be "free from recognized hazards that are causing or likely to cause death or serious harm to employees." The Centers for Disease Control and Prevention has determined that Covid-19 is such a hazard. Accordingly, OSHA recommends that

during this crisis, employers should consider, among other approaches, the use of "remote communication strategies." Even if a college is unable to remove all dangers, employees cannot refuse to work unless the employer refuses to eliminate or correct. Because most colleges are working to reduce Covid-19 risks, it would be difficult (although not impossible) for a finding of an OSHA violation to justify an employee's refusal to return to campus.

Faculty members who qualified as disabled before the pandemic may request working from home as an additional accommodation.

For those with disabilities, additional legal protections exist. The Americans With Disabilities Amendments Act would allow faculty mem-

bers who have a physical or mental impairment that "substantially limits a major life activity" to work from home if they can show they are able to perform the essential functions of their job at home, and if they have requested and received approval to work from home as a reasonable accommodation for their disability. Even a person with only a record of disability (i.e. history of cancer) or no disability at all but whom others regard as disabled is protected.

For faculty and staff who qualified as disabled before the pandemic, they may request working from home as an additional accommodation. For those who have not previously requested accommodations, they first must prove they are eligible. The Equal Employment Oppor-

tunity Commission has suggested that if employees have conditions that make them more susceptible to Covid-19, employers should eliminate the direct threat posed by Covid-19.

Faculty who seek accommodations under the ADA must show that they will be able to perform the essential functions of their job at home. When most colleges thrust faculty into online teaching in March and continued to pay them, the colleges essentially agreed that faculty are able to perform the essential functions of their jobs from home, at least during this pandemic. Colleges would be hard pressed to now argue that working from home is not a reasonable accommodation. Moreover, they have resisted tuition refunds for students this spring on the grounds that online education is not inferior to in-person classes.

Although some courts have upheld the right to work from home as a reasonable accommodation under the ADA, most have not. Courts typically defer to an employer's judgment about where a job should be performed. Further, an employer is not required to provide an accommodation unless or until the employee requests it. Once that request is made, however, the ADA requires an "interactive process" between the faculty member and the employer. A range of accommodations may then be provided, most at little or no cost to the employer. The option of working from home could be considered a reasonable accommodation on a temporary or permanent basis.

Colleges may refuse to provide accommodations that pose an undue hardship, defined as one that involves "significant difficulty or expense."

Allowing the faculty to work from home may involve logistical challenges, as well as consequences for student learning and for the development of their personal relationships with other students and faculty. Many positive aspects of classroom teaching can never be replicated online.

But working from home, by itself, involves little or no financial cost when considered against the college's overall budget and resources. Even if a faculty member would need to borrow a computer or purchase other equipment in order to work remotely, it would not involve

a significant expense. Colleges may claim that if a substantial number of faculty members choose to work from home, it would cause an undue hardship. However, the ADA requires an "individual inquiry" into each employee's unique circumstances, and a determination of the reasonableness of the request for that specific individual, not in relation to the entire work force.

Faculty members who do not qualify as disabled but who live with someone who does may also be entitled, or even required, to work from home. Under the ADA, a person is protected if they are "associated" with a person with a disability. Further, if they or a member of their household falls into one of the categories identified by the CDC as high risk for serious complications from Covid-19, they may be considered a direct threat under the ADA, and local public-health authorities would advise them to stay at home.

Faculty members with pre-existing medical conditions, including age-related conditions, may also be eligible to work from home. Since exposure to the virus may result in an ADA-required "substantial limitation" in major life activities such as breathing, faculty members who have a compromised immune sys-

For faculty members who qualified as disabled prior to the pandemic, they may request working from home as an additional accommodation.

tem, chronic health condition, or other medical condition, should inquire whether they may be permitted to work from home as a reasonable accommodation in accordance with the EEOC guidance.

IF A COLLEGE REFUSES a faculty member's request to work from home, the faculty member has the option of taking a leave under the Family and Medical Leave Act. This law provides up to 12 weeks of unpaid leave. In addition, Congress recently passed the U.S. Family First Coronavirus Response Act. This law supplements the FMLA by providing eligible employees up to two weeks of paid sick leave or 10 additional weeks of family and medical leave for reasons re-



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lated to Covid-19. The law, however, applies only to employers with fewer than 500 employees, so many larger universities will be exempt.

If colleges are not compelled by legal reasons to allow faculty members to work from home during this pandemic, they should allow it because it is the right thing to do. No one can ensure the health and safety of faculty or students in classrooms in the fall. Offering faculty the option to choose online teaching goes further to meet this goal.

The ADA and other laws may give some of the faculty the right to work

from home, but colleges should go beyond mere compliance with the law. Rather than focus on individual accommodations, online teaching should become the default. My own dean recently announced his support for allowing faculty members to choose to teach from home, without requiring any supporting documentation. This is the approach that all institutions should take.

The pandemic has given us the chance to rethink how we can make our colleges more accessible and inclusive. By supporting flexible teaching arrangements and giving faculty members the option of working from home, colleges will be showing their commitment to a diverse and healthy college community. ■

The Looming Financial Fallout

As colleges tabulate revenues and expenses for the fall, they won't like what they see.

OVER THE PAST FEW WEEKS, colleges have started revealing their plans for the fall. According to a tracker from *The Chronicle*, the most popular option is to have as many classes as possible in person.

Another group of colleges, including the California State University system, Harvard, and a number of community colleges, has announced plans to mainly operate online. The final group either is waiting to make an announcement or has said that updates will come in the next few weeks.

As I made clear in an earlier essay, I have a very hard time seeing more than the most essential classes operating in person in the fall, because of public-health and logistical concerns. But since so many colleges (including my own) are determined at this point to operate in person, it is worth looking at the landscape of higher-education finance across a range of scenarios.

REVENUES

Colleges typically rely on a combination of four revenue sources to finance most of their operations. Some colleges also rely on research funding (which will probably be stable next year) and hospital revenues (a major concern for a small group of universities), but I am focusing on the most common sources here.

Tuition revenue. Basically all colleges have canceled tuition increases for next year and are budgeting to provide additional scholarships to students to induce them to attend. But I'm more optimistic than many people about enrollment for the fall semester, even if classes are online. When the economy is terrible, what else will students do? I do expect students to take fewer courses if classes are primarily online, and shift to established online providers or local colleges, but tuition revenue may be less affected than other categories. International-student enrollment — a key source of tuition dollars for many large research universities — will take a large hit if colleges stay online.

Auxiliary revenue. This includes categories such as room and board, athletics, and facilities rentals. Go-



RANDY LYHUS FOR THE CHRONICLE

ing fully online for the fall brings this category down to zero, and even on-campus models with reduced residence-hall capacity could cut auxiliary revenue in half. Big-time athletics programs may find a way to play football with no fans to salvage some revenue, but smaller colleges that rely on athletics to drive enrollment are in trouble.

State funding. A number of states, including Missouri and New Jersey, have announced cuts in their current fiscal year's budget — an especially painful step near the end of the fiscal year. The magnitude of state budget cuts will depend on how much support the federal government provides to states, but cuts are likely to be painful nonetheless. It is also possible

that some states will impose additional cuts on colleges that remain online in the fall, as political pressure to reopen campuses is driving some of the current announcements.

Endowment and donations. So far, the stock market has stayed relatively strong, which is good news for endowments. But predicting endowment values six months from now is a fool's errand, with uncertainty about the future of the coronavirus pandemic as well as an impending presidential election (remember that?). Donations are likely to be driven by

the economy, and I wouldn't be surprised if some donors shied away from giving if their alma mater stayed online in the fall.

All of the key revenue categories

that colleges rely upon will almost certainly take a substantial hit. Four-year colleges are likely to be affected the most by the loss of housing and dining revenue, while community colleges will take the biggest hit from state funding. Keep those revenue categories in mind when reading colleges' preliminary plans for the fall, as they are likely to be driving the announcements.

EXPENSES

At the same time, expenses will increase in some key areas. Here are four main categories to consider.

Technology. Get ready to hear a lot about the HyFlex course model, a synchronous approach that allows some students to attend in person and some to attend online at the same time. The model is not necessarily new, but the technological needs are greater when only a portion of a class is allowed to attend in person on any given day. Classrooms need cameras, perfect internet connections, and microphones everywhere. Colleges will also need to provide home-studio equipment for faculty members who are quarantined or are at high risk of serious harm from the virus, and those costs will add up. Computer viruses are also a major concern since technology has to work perfectly to keep students and instructors happy.

Cleaning costs and facilities changes. In-person classes will require a lot of face masks, plexiglass, masking tape, hand sanitizer, and disinfectants. Housing and dining facilities, classrooms, libraries, and other campus spaces will require significant modifications and regular cleaning. That all assumes that colleges will be able to obtain all of the supplies that they need.

Testing and tracing. In a recent essay, Sen. Lamar Alexander expressed optimism about getting 70 million elementary, secondary, and college students back to school in the fall. Part of that optimism is driven by the expectation that 40 million to 50 million coronavirus tests will be available every month come September. But that is not enough for frequent tests of everyone on campuses. Something like 10 million college

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students could be attending classes in person in the fall, and let's say there are three million employees (don't forget about adjunct faculty and cleaning staff members). If colleges follow the University of California at San Diego's plans to test everyone on campus once a month, that is about 13 million tests. Can higher education take one-third to one-fourth

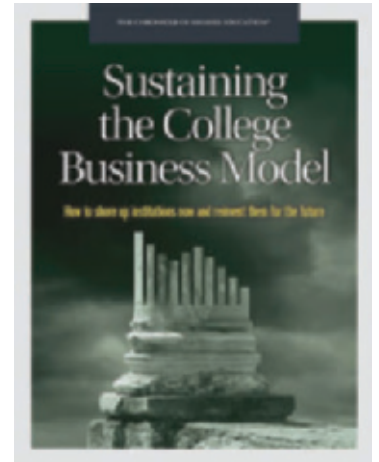
of America's test capacity when getting pre-college students back to the classroom is arguably more important? And can colleges afford to buy and administer that many tests along with contact tracing? How can colleges make time to test everyone rapidly? These will be extremely difficult challenges to overcome.

Legal liability. Colleges have been hit with plenty of lawsuits from students and parents who are unhappy about paying regular tuition rates for online courses. So far, those lawsuits have been a nuisance, but colleges are deathly afraid of being sued if someone catches the virus and becomes sick on campus. College leaders across the country have been asking for liability protection from state legislators and Washington, and it's hard to imagine many colleges will reopen their campuses without such protection.

Colleges are in a very tough spot right now, as they have to do their

best to secure their own financial health while keeping their students, employees, and local community reasonably safe. College administrators across the country are weighing the costs and benefits of various operating scenarios under various levels of the virus. The worst-case scenario for colleges is to reopen in person in August and then have to close in September or October because of a local outbreak, but some colleges may take the chance if staying online in the fall would result in permanent closure.

I'm not convinced that many colleges will be able to crack the testing nut in time to allow many students and employees on campus. I would love to be wrong, but the sheer cost of following safety procedures — amid hesitance from many students and employees to return — will mean that most courses this fall will be online while a limited number, which cannot be done as well online, will be held on campus. ■



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12 Questions to Ask Before Becoming Provost

“Do you enjoy hanging out with lawyers?” and other matters to consider

THROUGH A SERIES of odd circumstances that sometimes beset academic institutions, I found myself holding two administrative appointments last year, as both interim provost of my college and dean of its honors college. Doing double duty over the course of 14 months turned out to be a good primer on the stark differences between those two jobs.

With a new administrative hiring season upon us — no doubt altered from the norm by the Covid-19 crisis — some deans will be considering a move into the provost’s office. For deans or anyone else

mulling a career in campus administration, here are my reflections on those two distinct roles.

First, a few caveats: Every campus climate is different, and the manner in which work gets done is typically a function of institutional culture, leadership, and history. I write from the perspective of an administrator at a small, private, independent college



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during a time of great change and financial pressure. But my experience is relevant to a wide swath of higher education. And I’ve intentionally emphasized the more challenging aspects of the provost’s job because they can help candidates think honestly about “fit.”

That said, here are the areas of difference that I felt most acutely, posed in the form of 12 questions to ask yourself when considering a move from dean to provost.

How comfortable are you at knowing a little about a lot of stuff? As dean of an honors college, I

have a detailed grasp of most of its activities. I share similar backgrounds with faculty members, am deeply involved in discussions of curriculum and programming, and am driving most of the conversations about strategic issues. As provost, however, my portfolio covered a lot of things I knew little about: nursing accreditation, off-site Montessori labs, trends in IT security, global-learning programming, ceramics-studio equipment, competency-based education. I found myself having to get really good at asking questions, at listening carefully, and at being comfortable making decisions with much less experience in an area than I had as a dean. In fact, the scope of the provost’s job was so broad that, upon receiving word of flooding in the library basement, I assumed it was my problem to solve — only to learn later that the email had been intended for the director of plant operations, who was also named Richard.

How talented are you at apologizing? I offered more apologies as provost in the span of a year than I had in the previous decade in various roles. Granted, the numerous mea culpas were due, in part, to being new to the job. But given the scope and volume of the work, the fact that you are often operating in new territory, the significant time pressures of many decisions, and the reality that you rarely have all the information you need

during those deliberations, mistakes will be made. They are an inevitable part of the job. Perfectionists, or those too proud to say “I’m sorry” (and mean it), may want to seek another line of work.

How good are you at making really hard, and often unpopular, decisions? There is a kind of clarity to most decisions I make as dean: I have a good handle on the situation, can solicit feedback, and am usually able to choose the best path forward. As provost, I was frequently trying to pick the best option from a basket of bad solutions — and then having to explain that choice without divulging much information, because of privacy concerns. If a problem can’t be solved by faculty or staff members, chairs, directors, or deans, it means that by the time it reaches the provost’s office, there is no easy resolution, even though it’s your job to bring the matter to a close.

How strong is your stomach? While I was chairing our search for a permanent provost, a search consultant said it’s become difficult to assemble a pool of qualified candidates, because people increasingly “don’t have the stomach for the job.” In a single day, you could find yourself attending a morning meeting about an employee’s dismissal, having lunch with an unhappy donor, and visiting an evening service commemorating a student

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who has just died. During my first week on the job, I was looped into a conversation about press inquiries related to a sexual assault that had occurred at a student's previous institution, fielded a written request from some employees that their supervisor be removed, and received notice that a faculty member in court had been found guilty of fraudulent behavior.

Can you say no? Generally speaking, while deans have to say no on occasion, provosts say no far more often, in a broader variety of ways, and to a much wider constituency — especially at institutions where resources are tight. Saying no while honoring people's intent and making them feel heard is a crucial management skill that comes only with practice. Unfortunately, given the multiple crises we are facing, provosts will have ample opportunity to hone this talent.

Are you good at shared governance? To be a successful provost, you must live with the faculty handbook under your pillow and be willing to converse with faculty leaders openly, often, and with sincerity on topics related to campus governance. Such conversations are especially important in areas of curriculum and promotion and tenure.

How do you like to spend your evenings and weekends? Given the expansive scope of the provost's job, the sheer volume of the work can be crushing. There's no escaping your to-do list. You will spend most of the day in meetings and then often attend college functions at night. Meanwhile, lots of people will be emailing you to follow up on a meeting, ask for resources, look for clarification, pitch ideas, complain about a problem. During my year as provost, I received 200 to 300 work-related emails a day. I'd labor away at them into the evening, and then repeat that Sisyphean task the next day. While weekends provided a respite — and time to prepare for the next week's meetings — the work always awaits you.

How much do you like dealing with students? As dean, I have significant interaction with undergraduates. I write letters of recommendation for them, visit classes led by talented faculty members, sit on committees with students, and even teach a class regularly. Students reach out to me looking for help to support exciting projects. As provost, I was surprised at how little my day-to-day work intersected with actual students. I created 91 email folders to manage the workflow before titling a 92nd one "Students."

How good are you at keeping your own counsel? As dean, I sit on our dean's council and thus have a group of thoughtful, experienced, supportive fellow deans whom I regularly call on for advice. As provost, you are a group of one, at least on your own

campus, often unable to share concerns or seek advice from peers. It can be a lonely job. Granted, if you enjoy a good relationship with your president — and I did — you have someone to turn to for support (although that someone is your boss). As provost, you need to be comfortable standing alone between groups with potentially competing interests, and thus, managing both up and down.

Do you enjoy hanging out with lawyers? I happen to live with one, so my answer to that question is yes. As dean, I interact with the college's general counsel a couple of times a year — to review a contract or complete the annual conflict-of-interest form. Yet, as provost, it seemed I had the GC on speed-dial. I quickly received a crash course in the many legal entanglements of the college: risk management, personnel complications, lawsuits, long-running disputes, board-of-trustee procedures, Title IX issues, and mind-numbing reviews of our policy documents. Get ready to lean into the law.

How healthy is your ego? As a dean advancing the causes of my academic unit, I find that the wins feel somewhat personal and are often praised publicly by the provost, president, or board. As provost, I accept that the victories are about others — individuals, academic units, and the college itself. While there is certainly validation in those successes, your primary role is to be a cheerleader of other

people's achievements. You are the ultimate generalist and your constituency is the entire institution.

There are many other differences between the roles of dean and provost, but these stood out as I toggled back and forth between the two offices every day. Many aspects of the provost's job are deeply satisfying:

- In concert with the president and the cabinet, you shape the strategic direction of the institution.

“To be a successful provost, you must live with the faculty handbook under your pillow.”

- You are often advocating for very talented faculty and staff members, and students.

- You typically lead the largest unit on campus.

- Because of the wide scope of responsibilities, you have a wonderful opportunity to learn new skills.

- And, because human beings are predictable, your jokes in meetings instantly become funnier as soon as you assume the provost title.

All of those positive points lead to the 12th and final question that would-be provosts must ask themselves: Are you willing to stomach the bad while savoring the good? ■

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UNIVERSITY OF LOUISVILLE

EXECUTIVE VICE PRESIDENT and UNIVERSITY PROVOST

The University of Louisville announces a nationwide search to recruit an Executive Vice President and University Provost. The EVP and Provost is the chief academic officer of the University and is responsible for providing a first in class undergraduate, graduate and professional experience in the classroom and in all aspects of student life.

Reporting directly to President Neeli Bendapudi, and working closely with the other Vice Presidents and Deans, the EVP and Provost manages both the day-to-day and long-term academic operation of the University. The Provost's senior staff is directly responsible for enrollment management, undergraduate education, graduate affairs, student affairs, international affairs, institutional research and accountability, teaching and learning, information technology, and faculty affairs. (An organizational chart for the Provost Office is available at <http://louisville.edu/about/doc/orgchart#page=3>.)

The Search Committee seeks a proven scholar and accomplished administrator who values teaching, research, and service, and who understands the opportunities and challenges confronting major public research institutions, particularly those in metropolitan or urban settings. The selected individual will be student-centered and will have an appreciation for a world-class faculty. The next Provost and Executive Vice President will be a visionary, will possess exemplary communication and interpersonal skills, will have demonstrated a commitment to diversity and inclusion at other institutions, and will be a consensus-building and collegial academic leader. The Provost will be dedicated to academic excellence and will participate fully in the life of the University, community, and state.

While applications and nominations will be accepted until a new Provost is selected, interested parties are encouraged to submit their materials to our consultant at the address below by July 1st to assure optimal consideration.

Louisville Provost Search
R. William Funk & Associates
 2911 Turtle Creek Boulevard - Suite 300
 Dallas, Texas 75219
 Email: krisha.creal@rwilliamfunk.com
 Fax: 214-523-9067

The University of Louisville is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, genetic information, sexual orientation, gender, gender identity and expression, marital status, pregnancy, or veteran status.

R. WILLIAM FUNK & ASSOCIATES



温州肯恩大学
 WENZHOU-KEAN UNIVERSITY



Associate Dean, College of Liberal Arts

Launched in 2012, Wenzhou-Kean University (WKU) offers a unique model of higher education in partnership with Kean University, a comprehensive, public university in the state of New Jersey. WKU is approved by the Ministry of Education of China and is approved as an additional location of Kean University by the Middle States Commission on Higher Education. Wenzhou-Kean University sits on approximately 500 beautiful acres, currently enrolls 2,500 undergraduate students and is now in the midst of a growth phase that will bring enrollment to more than 5,000 students within the next six years. All instruction is in English and all curriculum is provided by Kean University. In addition to its current 17 undergraduate programs, WKU has been approved to offer 8 Master's and 3 Doctorate programs. Wenzhou is one of the most vibrant and economically advanced cities on China's East Coast, located one hour by plane and just over three hours by high-speed train from Shanghai.

The Associate Dean is the chief academic administrator of the College of Liberal Arts at Wenzhou-Kean University. Under the direction of the Dean of the College of Liberal Arts at the Union, NJ campus and the Vice Chancellor for Academic Affairs in China, the Associate Dean is responsible for managing academic and faculty operations and overseeing the general administration of all aspects of the College. The Associate Dean may also be required to teach courses in addition to assigned managerial duties and responsibilities. This position is located at the Wenzhou-Kean University campus in Wenzhou, China but travel is required to the Kean USA campus on an as needed basis.

Qualifications: Doctorate degree from an accredited institution in a discipline of liberal arts; demonstrated excellence in university teaching; a strong record of scholarly/creative and professional accomplishment; and a minimum of four years of progressive experience in higher education or a similar environment combining academic instruction and administration or the equivalent as determined by the University. Six years of progressive administrative leadership experience including management of personnel, budget, resources and curriculum at or above the level of department chair or program director in higher education or a similar environment is preferred. Experience with teaching/living abroad and sensitivity to cultural differences is also preferred. The candidate must have demonstrated innovative leadership in promoting faculty instructional excellence and research/scholarly productivity; demonstrated commitment to faculty and student engagement and success; proven ability to work collaboratively with students, faculty, university administrators, alumni and the community; a clear strategic vision for advancement of the College; and a demonstrated commitment to student recruitment and retention.

Application: Please send cover letter, resume and contact information for three professional references to Dr. Jonathan Mercantini, Acting Dean, College of Liberal Arts, via email to clajobs@kean.edu. Candidacy review begins immediately and continues until an appointment is made. Official transcripts for all degrees and three current letters of recommendation are required before appointment.

Kean University is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer

ACCOUNTING

Assistant Professor in Accounting

Western Washington University
 Assistant Professor in Accounting:
 Western Washington University,
 516 High St, Bellingham, WA
 98225. Teach undergraduate and
 graduate courses in financial ac-
 counting, int'l financial reporting
 standards (IFRS), and in audit.
 PhD in Acct or equiv. Must have 3
 academic yrs (9 months per year)
 or 27 months exp, as Asst Prof.
 Exp must incl prep research for
 publication, and publications or
 presentations in financial acct.
 Send resume to: Audrey Taylor at
 WWU, 516 High St, Bellingham,
 WA 98225.

BIOMEDICAL AND PHARMACEUTICAL SCIENCES

Assistant Professor, Biomedical and Pharmaceutical Sciences

Idaho State University
 Assistant Professor, Biomedical
 and Pharmaceutical Sciences.
 Teach Pharmacy, Pharmacology
 and related courses, advise stu-
 dents, maintain an active research
 agenda and perform faculty ser-
 vice. Ph.D Medicinal Chemis-
 try, Pharmacy or related field.
 Interested persons should mail a
 cover letter and CV to: Dr. Mar-
 vin Schulte, College of Pharma-
 cy, Idaho State University, 921 S.
 8th Av, Stop 8288, Pocatello, ID
 83209. ISU is an EEO/AAE em-
 ployer.

CHINESE

Lecturer in Chinese

Western Michigan University
 Lecturer in Chinese. The Depart-
 ment of World Languages and
 Literatures at Western Michigan
 University invites applications for
 a tenure-track position in Chinese
 beginning in fall 2020, pending
 budgetary approval. The success-
 ful candidate will be able to adapt
 content delivery methods, teach-
 ing approaches, and pacing of
 existing Chinese course materials
 to high school students as ap-
 propriate, while maintaining univer-
 sity-level standards. This position
 entails teaching onsite at Forest
 Hills Northern High School in
 Grand Rapids, Michigan, as well
 as occasionally teaching on West-
 ern Michigan University's main
 campus in Kalamazoo. Additional
 responsibilities include service on
 Department, College, and Univer-
 sity committees and regular par-
 ticipation in main campus activi-
 ties. Information about the De-
 partment of World Languages and
 Literatures can be found at www.wmich.edu/languages. M.A. in
 Chinese, applied linguistics, or re-
 lated field and college or univer-
 sity teaching experience in North
 America required. Candidates
 must apply at <https://wmich.edu/hr/jobs>, where additional details
 about the position qualifications
 may be found. Review of applica-
 tions will begin immediately and
 continue until position is filled.
 As articulated in the College of
 Arts and Sciences Strategic Plan,
 we are committed to fostering a
 community of diverse, inclusive,
 equitable and globally-engaged
 scholars, learners and leaders.
 Western Michigan University is a
 learner-centered, discovery-driven
 and globally-engaged universi-

ty. WMU is an equal opportunity
 employer and is committed to di-
 versity in all areas of the campus
 community.

Assistant Professor-East Asian Languages & Cultures (Chinese)

Western Washington University
 516 High Street Bellingham, WA
 98225. Teach Chinese language
 and literature, as well as gener-
 al survey courses focused on East
 Asian civilization and culture,
 Chinese lang courses, such as
 Chinese lit, culture, and film, and
 East Asian civilization and culture
 courses. PhD in Chinese lit, Chi-
 nese culture, East Asian Lang and
 Civilizations, or rel. Fluency in
 Chinese as well as fluency in En-
 glish, prior exp teaching courses
 in Chinese lit or culture, and/or
 East Asian civ or culture, dynamic
 research agenda. Send resume to:
 WWU, Attn: Shannon Dubenion-
 Smith, 516 High St, MH 223B,
 Bellingham, WA 98225.

COMPUTER SCIENCE/ INFORMATION SCIENCE

Assistant Professor, Computer and Information Sciences

Fordham University
 The Department of Computer and
 Information Science at Fordham
 University seeks an Assistant Pro-
 fessor, Computer and Information
 Sciences to teach undergraduate
 and graduate courses in computer
 and information sciences, conduct
 research, and provide service to
 university through active partici-
 pation in faculty and committee
 work at Bronx and NYC campus-
 es. Requires a Ph.D. in Computer
 Science; record of excellence in
 academic scholarship, research,

and other scholarly activities;
 strong commitment to research
 and teaching. Please send CV to:
 Attention Position YM380119,
 The Office of Faculty Personnel,
 Office of the Provost, Cunniffe
 House 232, Fordham Universi-
 ty, 441 E. Fordham Road, Bronx,
 NY 10458. Fordham University
 is an independent, Catholic uni-
 versity in the Jesuit tradition and
 welcomes applications from men
 and women of all backgrounds.
 Fordham University is an Affir-
 mative Action/Equal Opportunity
 Employer.

COUNSELING

Head Academic Counselor

Oregon State University
 Oregon State University is seek-
 ing a Head Academic Counselor
 to: Oversee the Football academic
 support program which provides
 counsel to student athletes re-
 garding academics and life skills;
 Teach credit-bearing courses; Li-
 aise with coaches, faculty, staff,
 and student athletes on athletes'
 academic performance and eligi-
 bility; and Work collaboratively
 with other campus units to assist
 student athletes academic per-
 formance and sports eligibility. To
 be eligible, applicants must have:
 Master's Degree in Education,
 Counseling, Psychology, Physical
 Education or related field; and
 5 yrs experience working with
 Football student athletes within
 an athletic academic support pro-
 gram at a Division I or II institu-
 tion. To apply, submit a letter of
 interest, c.v., and teaching port-
 folio to Kate.Halischak@oregon-state.edu.

EARTH SCIENCE/ GEOLOGY

Associate Research Professor

University of Southern Mississippi
 Associate Research Professor.
 Teach Underwater Acoustics and
 perform oceanographic and geo-
 logical research. Ph.D Earth Sci-
 ence, Geology, or related field.
 Interested persons should mail a
 cover letter and CV to: Dr. Jerry
 Wiggert, University of South-
 ern Mississippi, 1020 Balch Blvd,
 Stennis Space Center, MS 39529.
 USM is an EEO/AAE employer.

ENGINEERING

Assistant Professor

Rochester Institute of Technology
 Assistant Professor, Rochester In-
 stitute of Technology, Rochester,
 New York. Teach courses in RITs
 Kate Gleason College of Engi-
 neering. Teach microsystems engi-
 neering graduate and undergradu-
 ate courses, conduct research and
 engage in professional activities
 and school service. Ph.D. in Mi-
 crosystems Engineering, Electri-
 cal Engineering, Electronics En-
 gineering, Biomedical Engineer-
 ing, or related. Send resume to
 Bruce Smith, RIT Microsystems
 Engineering, 168 Lomb Memorial
 Dr, Rochester, NY 14623.

Lecturer in Chemical Engineering

University of Kentucky
 Responsibilities: The position is
 with the University of Kentucky's
 Engineering Extended Campus
 program in Paducah, KY. This is a
 non tenure-track faculty position,
 with duties oriented primarily to-
 wards undergraduate instruction

in Chemical engineering. Em-
 ployee is primarily responsible for
 teaching core courses in the
 Chemical Engineering curricu-
 lum and service including advis-
 ing of undergraduate students and
 to serve on committees. This is a
 full-time position with an initial
 appointment of 90% teaching, and
 10% service within the Depart-
 ment of Chemical Engineering.
 Qualifications: Ph.D. in Chemical
 Engineering (or closely related
 field) Rank and Salary: The po-
 sition will be filled at the Lectur-
 er level. Salary, fringe benefits,
 and initial operating support are
 competitive with other leading
 land-grant universities. CVs can
 be sent via email to Department
 Chair, David Silverstein at david.silverstein@uky.edu. The Uni-
 versity of Kentucky is an Equal
 Opportunity Employer and en-
 courages applications from veter-
 ans, individuals with disabilities,
 women, African Americans, and all
 minorities.

ENVIRONMENTAL STUDIES

Assistant Professor

Boise State University
 Assistant Professor. Teach inter-
 disciplinary courses in Environ-
 mental Studies, Global Studies,
 and/or Urban Studies and Com-
 munity Development, advise stu-
 dents, maintain an active research
 agenda, and perform faculty ser-
 vice. Ph.D or ABD in Arid Lands
 Resource Sciences, a social sci-
 ence, or related field. Interested
 persons should email a cover let-
 ter and CV to Dr. Lori Hauseg-
 ger of Boise State University at
schoolofpublicservice@boisestate.edu. BSU is an EEO/AAE em-
 ployer.



EXECUTIVE DIRECTOR EQUAL OPPORTUNITY AND TITLE IX COORDINATOR

The University of Denver, a private university dedicated to the public good, invites nominations and applications for the position of Executive Director, Equal Opportunity and Title IX Coordinator.

Founded in 1864, the University of Denver is an independent, doctoral-granting research university with high research activity. The University of Denver is ranked among the nation's top 100 universities, with many of its professional schools and programs ranking in the top 20 by *US News & World Report*. Located in the thriving city of Denver, at the foot of the awe-inspiring Rocky Mountains, the University enrolls 12,000 students in its distinguished undergraduate liberal arts and sciences, graduate, and professional programs. The University has gained national and international prominence for its creative, twenty-first century approaches to holistic, student-centered learning, problem-based scholarship, and dedication to the public good through local, national, and international partnerships. The University's Chancellor, Jeremy Haefner, brings more than three decades of leadership experience in higher education.

In this newly elevated position, the oversight of equal opportunity and Title IX have been combined, and reporting is now centralized under one position. Additionally, this new role now reports directly to the Chancellor. The Executive Director will lead the Office of Equal Opportunity and Title IX, and in collaboration with University partners, they will foster an environment of equal opportunity and equity for students, faculty, and staff in all aspects of educational programming and employment. The Executive Director also serves as Title IX Coordinator and provides leadership and guidance in support of the University's goal of creating a campus community free from gender-based discrimination, harassment, and violence. This position is responsible for the oversight of the University's compliance efforts regarding equal opportunity, affirmative action, and Title IX; design and delivery of instructive compliance materials; provision of training programs; development, implementation, and monitoring of appropriate policies and procedures; and the investigation and resolution of complaints.

The University of Denver seeks a strategic thinker and a collaborative team member who has the ability to build relationships across the institution, is trustworthy and approachable, and strives to serve as a valued resource to students, faculty, administration, and staff. The Executive Director will be expected to bring a strong working knowledge of the current and emerging regulatory environment in higher education, as well as national issues and trends as they relate to equal opportunity and Title IX regulations. A J.D. is preferred for this role. In addition to bringing procedural acumen on equal opportunity and Title IX requirements, this individual will bring strong management and leadership skills to the role. The new Executive Director will have a demonstrated track record of developing and supporting team members as well as working effectively across constituencies of students, faculty, staff, and senior leadership in higher education. The University seeks a highly relational leader with expertise in organization and analysis, communication, and collaboration. This critical hire will be positioned to help the University of Denver to remain true to its core mission and values.

For best consideration, please send nominations, inquiries, and expressions of interest in confidence to:



Shelly Weiss Storbeck, Managing Partner
Tammara Townes, Managing Associate
Carly Rose DiGiovanni, Associate
Storbeck Search & Associates
DUExecutiveDirector@storbecksearch.com

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications from women, minorities, members of the LGBTQ community, people with disabilities, and veterans. The University is an equal opportunity/affirmative action employer.

PRESIDENTIAL SEARCH

Join us in this
important journey
of discerning
God's next leader
for Olivet

Olivet.edu/President



JOB SEARCH TIPS

Admin 101:
Being aware
of how you,
your words,
and your
actions will
be perceived
is not
vanity — it's
common
sense.

The ability to read people is fundamental to good administration. And you can hone that skill. Stay in touch with faculty members. Be accessible when you can. The chairs, deans, and presidents with the highest approval ratings tend to be people who share the credit and convey a personal touch.

Get more career tips on
jobs.chronicle.com

David D. Perlmutter is a professor in and dean of the College of Media & Communication at Texas Tech University. He writes the Career Confidential advice column for The Chronicle.



GEOSCIENCES

Assistant Professor

Boise State University
Assistant Professor. Will teach geophysics and other geosciences courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D. Civil Engineering, Geosciences, or related field. Interested persons should email a cover letter and CV to Dr. James McNamara of Boise State University at jmcnamar@boisestate.edu. BSU is an EEO/AAE employer.

MATHEMATICS

Assistant Professor of Mathematics

Fordham University
The Department of Mathematics at Fordham University seeks an Assistant Professor of Mathematics to teach undergraduate and graduate courses in Mathematics, conduct research, and provide service to university through active

participation in faculty and committee work at Bronx and NYC campuses. Requires a Ph.D. in Mathematics; record of excellence in academic scholarship, research, and other scholarly activities; strong commitment to research and teaching. Please send CV to: Attention Position HBM380163, The Office of Faculty Personnel, Office of the Provost, Cunniffe House 232, Fordham University, 441 E. Fordham Road, Bronx, NY 10458. Fordham University is an independent, Catholic university in the Jesuit tradition and welcomes applications from men and women of all backgrounds. Fordham University is an Affirmative Action/Equal Opportunity Employer.

MEDICINE

Assistant Professor of Medicine

Emory University
Emory University seeks Asst Professor of Medicine in Atlanta GA & add'l Emory worksites through

out GA to serve as an inpatient hospital medicine attending physician at Emory University. Req MD + 3 yrs exp in internal medicine. Travel required. Send cover letter & resume: tomeika.l.forde@emory.edu.

PEDIATRICS

Assistant Professor, Division Chief, Pediatric Pulmonology, Director, Pediatric Cystic Fibrosis Cent

Louisiana State University Health Sci Ctr-Shreveport
Assistant Professor, Division Chief, Pediatric Pulmonology, Director, Pediatric Cystic Fibrosis Cent. Teach medical students and residents, maintain an active research program, and perform faculty service. MD or equivalent; BE/BC Pediatric Pulmonology; LA License. Interested persons should send a cover letter and CV to: Dr. Marlene Broussard, Department of Pediatrics, LSU Health Sciences Center, 1501 Kings Hwy, Shreveport, LA

71103. LSUHSC is an EEO/AAE employer.

PSYCHOLOGY

Research Associate

Emory University
Emory University seeks Research Assoc in Atlanta GA to support the development of curriculum for graduate (MBA) level courses related to organizational & industrial psychology, emotional intelligence & leadership development. Req Mast deg in Psych or rel + 1 yr exp as researcher or instructor in org or indust psych. Send cover ltr & resume: lisa.johnson@emory.edu w/ job title in subject line.

SOIL SCIENCE/ MICROBIOLOGY

Research Assistant Professor

Mississippi State University
Research Assistant Professor. Lecture and develop labs in a course or courses involving soil science, microbiology or related areas,

perform soil science research, and provide faculty service. Ph.D in agronomy, microbiology, plant/soil sciences, or related field. Interested persons should mail a cover letter and CV to Dr. Daniel G. Peterson, Director, Institute for Genomics, Biocomputing & Biotechnology, 2 Research Blvd., Box 9627, Mississippi State, MS 39762. MSU is an EEO/AAE employer.

VETERINARY MEDICINE

Lecturer

University of Illinois
Lecturer Pathobiology and the Clinical Skills Learning Center College of Veterinary Medicine The University of Illinois College of Veterinary Medicine (vetmed.illinois.edu) is seeking an individual with experience in professional student education to fill a lecturer position with appointments in the Department of Pathobiology (vetmed.illinois.edu/path) and the Clinical Skills Learning Center (vetmed.illinois.edu/csclc). This full-time appointment is

9-month, non-tenure track, with an anticipated start date of August 16, 2020. Salary is commensurate with experience. Minimum qualifications include a DVM or equivalent. Graduate training, especially in microbiology or education, is desirable. For consideration, create a candidate profile at jobs.illinois.edu and upload application materials, including a cover letter, curriculum vitae, teaching philosophy, and the names and email contact information for at least three professional references by July 26, 2020. To view the full position advertisement, please visit <http://jobs.illinois.edu>. The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. The U of I is an EEO Employer/Vet/Disabled <http://go.illinois.edu/EEO>

New Chief Executives



Kristina M. Johnson, chancellor of the State University of New York, will become president of Ohio State University on September 1. She will succeed Michael V. Drake, who will retire.



Shuly Rubin Schwartz, provost at the Jewish Theological Seminary, will become its first female chancellor on July 1. She will succeed Arnold Eisen, who plans to step down.



Lori E. Varlotta, president of Hiram College, in Ohio, will become president of California Lutheran University on September 30. She will be the first woman to lead the university.

Chief executives (continued)

APPOINTMENTS

Lloyd A. Holmes, vice president for student services at Monroe Community College, will become president of De Anza College on July 1.

Kevin James, interim president of Morris Brown College since March 2019, has been named to the post permanently.

Gary Locke, a former governor of Washington, has been named interim president of Bellevue College. He will replace Kristen Jones, who has served as acting president since Jerry Weber's resignation following the defacement of a mural honoring Japanese Americans.

Milagros (Milly) Peña, dean of the College of Humanities, Arts, and Social Sciences at the University of California at Riverside, has been named president of State University of New York College at Purchase.

Stephen L. Percy, interim president of Portland State University since June 2019, has been named to the post permanently. He became interim president last June, after Rahmat Shoureshi's resignation.

Laura R. Walker, an executive fellow at the Yale School of Management and a former president of New York Public Radio, has been named president of Bennington College.

Karen M. Whitney, president emerita

of Clarion University of Pennsylvania and a former interim chancellor of the Pennsylvania State System of Higher Education, has been named interim chancellor of the University of Illinois at Springfield.

RETIREMENTS

Fletcher M. Lamkin, president of Westminster College, in Missouri, plans to retire at the end of June. He became president there for the second time in 2017; his first tenure was from 2000 to 2007.

Submit items to
people@chronicle.com

Robert (Bob) Emmett Staton, president of Presbyterian College since 2015, plans to retire in December.

Chief academic officers

APPOINTMENTS

Stephen Lowe, dean of the College of Arts and Sciences at Olivet Nazarene University, has been named vice president for academic affairs.

Darrell Newton, associate vice chancellor for academic affairs and dean of graduate studies at the University of Wisconsin at Eau Claire, will become provost and vice president for academic affairs at Winona State University, in Minnesota, on July 6.

Carolyn Thomas, vice provost and dean of undergraduate education at the University of California at Davis, will become provost and vice president for academic affairs at California State University at Fullerton on July 15.

RESIGNATIONS

Marc Roy, provost at Albion College, plans to resign on June 30. After a sabbatical leave, he will join the faculty.

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Other top administrators

APPOINTMENTS

Erika Davis, assistant vice president for online programs and graduate enrollment at Mary Baldwin University, has been named vice president for enrollment management at Cedar Crest College.



LAMARR R. HYLTON

Lamar R. Hylton, interim vice president for student affairs at Kent State University since September 2019, has been named to the post permanently.

Thomas Jackiewicz, chief executive of Keck Medicine at the University of Southern California, will become president of the University of Chicago Medical Center and chief operating officer of the UChicago Medicine system on August 31.

Theresa Law, vice president for advancement at New Mexico Highlands University, has been named vice president for student and donor engagement.

Terry Lindsay, vice president for student affairs and campus life and an associate professor of leadership at Paul Smith's College, will become vice president for student affairs at Albany State University, in Georgia, on July 6.

Dwayne Mack, a professor of history and chair in African American history at Berea College, will become vice

president for diversity, equity, and inclusion on July 1.

Lisette Martinez, chief diversity and inclusion officer at Yale New Haven Health System, has been named executive vice president and chief diversity officer at Thomas Jefferson University and Jefferson Health.



SANTHANA NAIDU

Santhana Naidu, associate vice president and chief marketing officer at Indiana State University, has been named vice president for communications and marketing at Rose-Hulman Institute

of Technology.

Tonantzín Oseguera, associate vice president for student affairs at California State University at Fullerton, will become vice president for student affairs on July 1.

Shannon Roddy, chief financial officer of Broward College Foundation and BCEduventures, Inc. at Broward College, has been named chief financial officer of the Miami Dade College Foundation.

Artanya Wesley, interim vice chancellor for student affairs at the University of Wisconsin at Whitewater, has been named to the post permanently.

RETIREMENTS

Mary Larson Diaz, vice president for university relations at the University of Texas at San Antonio, will retire.

Robert Renaud, vice president and chief information officer at Dickinson College, plans to retire at the end of June, after 19 years at the college.

Deans

APPOINTMENTS

Cheryl Anderson, a professor and interim chair of the department of family medicine and public health in the School of Medicine at the University of California at San Diego, has been named founding dean of the university's Herbert Wertheim School of Public Health and Human Longevity Science.

John M. M. Anderson, interim dean of the College of Engineering and Architecture at Howard University, has been named to the post permanently.

Lynden A. Archer, a professor of engineering at Cornell University, has been named the dean of engineering.

John Blackshear, associate vice provost for undergraduate education at Duke University, has been named dean of students and associate vice president for student affairs.

Anthony R. Bowrin, dean of the Scott L. Carmona College of Business at Saginaw Valley State University, will become dean of the Cotsakos College of Business at William Paterson University on July 1.

Kristin Gilger, a professor of business journalism at Arizona State University, has been named interim dean of

the Walter Cronkite School of Journalism and Mass Communication. The university had originally appointed Sonya Forte Duhé, but pulled the offer after accusations of racism and mistreatment by former students.

Brandon Kempner, interim dean of the College of Arts and Sciences at New Mexico Highlands University, has been named to the post permanently.

Robert Keynton, professor and chair of biomechanical devices in the department of bioengineering at the Speed School of Engineering at the University of Louisville, has been named dean of the William States Lee College of Engineering at the University of North Carolina at Charlotte.

Laurie Maffly-Kipp, a professor in the John C. Danforth Center on Religion and Politics at Washington University in St. Louis, will become interim dean of the Graduate School and vice provost for graduate education on July 1.



DEBRA J. MUMFORD

Debra J. Mumford, a professor of homiletics, director of the Money Matters for Ministry program, and assistant dean of academic initiatives at Louisville Presbyterian Theological Seminary, has been named academic dean.

Tatum Thomas, senior associate dean of student affairs in the School of Professional Studies at Columbia University, will become dean of the School of Continuing and Professional Studies at DePaul University on July 1.

Daniel P. Tokaji, associate dean of faculty and a professor in the College of Law at Ohio State University, has been named dean of the University of Wisconsin Law School.

Anthony D. Wilbon, associate dean of academic affairs and administration at Howard University, has been

named dean of the School of Business.

RETIREMENTS

Kevin Koury, dean of the College of Education and Human Services at California University of Pennsylvania, retired in April.

Other administrators

APPOINTMENTS

Meaghan Alston, librarian of prints and photographs at the Moorland-Springarn Research Center at Howard University, has been named project archivist in the Wilson Special Collections Library at the University of North Carolina at Chapel Hill.

Ibram X. Kendi, director of the Antiracist Research and Policy Center at American University, will become a professor of history in the College of Arts and Sciences and will start the Center for Antiracist Research at Boston University on July 1.

Brian Lym, dean of libraries and chief librarian at City University of New York's Hunter College, has been named director of library services at Napa Valley College.

Kent Porterfield, vice president for student development at St. Louis University and a senior fellow with the American College Personnel Association, will become vice provost for student affairs at Gonzaga University on July 1.

Stuart Robinson, director of athletics, wellness, and recreation and head coach of the men's soccer team at State University of New York at New Paltz, will become assistant vice president and director of athletics at New York University on August 3.

Byron White, vice president and executive director at StrivePartnership, has been named associate provost for the Office of Urban Research and Com-

munity Engagement at the University of North Carolina at Charlotte.

Organizations

APPOINTMENTS

Angel B. Pérez, vice president for enrollment and student success at Trinity College, in Connecticut, has been named chief executive of the National Association for College Admission Counseling.

Lawrence M. Schall, president of Oglethorpe University, will become president of the New England Commission of Higher Education on July 20.

Deaths

Arthur Edward Binder, vice president for external relations at Dona Ana Community College, in New Mexico, died on April 26. He was 64.

Richard (Dick) Fenno Jr., a professor emeritus at the University of Rochester, died from complications associated with presumed Covid-19 on April 21. He was 93. Fenno wrote 19 books on Congress and its members, concluding with the 2013 publication of *The Challenges of Congressional Representation*.

Robert T. Holt, a former professor of political science at the University of Minnesota-Twin Cities, died on April 25. He was 91.

Rosalie Ann Kane, a professor of social work and public health at the University of Minnesota-Twin Cities, died on May 5. She was 79.

Nancy R. Lowitt, senior associate dean for faculty affairs and professional development at the University of Maryland's School of Medicine, died on May 18 from complications of metastatic breast cancer. She was 64.

- COMPILED BY JULIA PIPER

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74

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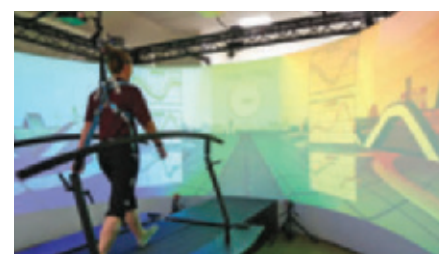
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99

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92

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111

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97

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